



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Amar Telidji University – Laghouat
Faculty of Letters & Foreign Languages
Department of English
AILE Laboratory



The course

COMPREHENSION AND WRITTEN EXPRESSION (CWE):

A COURSE FOR SECOND-YEAR LICENCE LEVEL



Dr. Houda BOUMEDIENE (MCA)

[univ.boumediene@gmail.com/](mailto:univ.boumediene@gmail.com) h.boumediene@lagh-univ.dz

Academic Year :2024-2025

Course Information

- **Course Title: Comprehension and Written Expression (CWE)**
- **Semester: 03+04**
- **Teaching Unit: Fundamental**
- **Credits: 04**
- **Coefficient: 02**

Prerequisites:

- Students should be able to develop simple paragraphs.
- Mastery of 5-paragraph essay writing techniques is required.

Instructor's Information

- **Instructor:** Dr. Houda BOUMEDIENE
- **Email:** h.boumediene@lagh-univ.dz/ univ.boumediene@gmail.com
<https://scholar.google.com/citations?user=nZKDYe0AAAAJ&hl=fr&oi=ao>
- **Office Location:** English Department

Instructional Methods

This is a hybrid course that uses in-person meetings, online assignments, quizzes and discussion to foster learning. Learners' participation which is accompanied by feedback is key to its success. Discussing issues, raising and answering questions, and offering critical analysis are all ways in which students need to show engagement.

Instructional Technologies

1. All course materials are uploaded on the university official learning platform, Moodle.
2. A set of documents and PowerPoint presentations have been designed and shared via Moodle and emails using the official (lagh-univ.dz) email address.
3. For online sessions, meetings will be held via Zoom/Meet for the synchronous sessions.

Required Technical Skills

1. Communicate via email including sending attachments
2. Navigate the Internet using a Web browser such as Google Chrome,
3. Be willing to learn how to communicate using a discussion board and upload assignments to a classroom Moodle course
4. Be comfortable uploading and downloading saved files
5. Have easy access to the Internet

Required Materials

In order to participate in the online components of this course, you must have access to a

- Smart cell, laptop or desktop (Mac, Windows PC, or Chromebook) with an up-to-date operating system
- Moodle-supported Internet browser (Firefox or Chrome are recommended)
- high-speed Internet connection
- headset with a microphone for synchronous sessions.

Course Schedule

This course begins in September *and* ends in June .

Direct Contact Hours

In an online or hybrid course, direct contact hours also include online activities that engage students during the weeks when the class does not meet in person. The chart below provides an estimation of the direct contact hours for both in-person and online activities in this course.

Grading Methods and Evaluation

Assessment Methods 50% - 50% (Written exams and continuous Assessment)

Continuous assessment is adopted as a method. It includes in class activities that are performed in pairs and groups, two tests per semester, assignments, research projects to be presented and of course classroom participation.

Feedback

Apart from classroom feedback and the one that follows assignments, teacher takes in consideration the following when providing students with feedback: whether the students

- cooperate consistently with the teacher and other students.
- transition easily between classroom activities without distraction.
- are courteous and shows good manners in the classroom.
- follow classroom rules.
- conduct himself (or herself) with maturity.
- respond appropriately when corrected.

Responsibilities and Expectations (Course Policies)

Attendance and Participation

Be on time for all classes, activities, and actively participate in classroom discussion. Review the assigned readings prior to class activities and take the initiative in seeking information,

advice, and support if you have any problems or issues. Teacher has to notify faculty in case of being late or missing a class as soon as possible and providing reasons and supporting documentation for absences.

Missing Assignments

Students have to complete and submit all assigned work on time. If they need additional time, they should be reminded to ask for it in advance of the due date.

Changes to the Syllabus

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Pedagogy staff will give notice when changes to the syllabus are made

Course Description

This course focuses on enhancing students' skills in both comprehension and written expression, particularly in essay writing. By the end of the course, students will be able to produce coherent, well-structured texts and apply various techniques to effectively answer exam questions. They will also become familiar with a wide range of essay types, including narrative, descriptive, expository, and argumentative essays.

Course Objectives

- Approach comprehension and written expression in the language of study. The student will be able to produce a coherent text.
- The learner will have a mastery over the basic and essential essay writing techniques.
- He will be able to develop his ideas in a well-structured meaningful 5-paragraph essay.
- Moreover, he will be familiar with a wide range of essay types.
- He will learn how to handle different techniques and methods to write about different topics and answering exam papers: (Interpretation, analysis, and synthesis of simple then complex texts).

Course Contents— *Revised programme CPND LLE 2020/2021* —

LICENCE : Académique

(Arrêté 1116 du 13/12/2022)

GENERAL INTRODUCTION

CHAPTERS

1. Review of Essay Structure

- a. The Introductory Paragraph
- b. The Body Paragraphs
- c. The Concluding Paragraph
- d. Transitions Between Paragraphs

2. Types of Essays

- a. Narrative Essays
- b. Descriptive Essays
- c. Narrative Descriptive Essays
- d. Expository Essays
 - Definition Essay
 - Classification Essay
 - Cause and Effect Essay
 - Compare and Contrast Essay

3. Argumentative Essay

- a. Defending an Opinion :Building arguments with evidence to persuade the reader.
- b. Techniques for Convincing the Audience:Developing logical reasoning, emotional appeal, and credible evidence.

4. Answering Essay and Exam Questions

EXAMS AND TESTS

SOME HANDOUTS

REFERENCES

GENERAL INTRODUCTION

In today's academic and professional environments, possessing strong writing skills is indispensable. The ability to express thoughts clearly, structure arguments logically, and convey information effectively through writing is essential for success in any field. Whether you are drafting an academic essay, writing a report, or crafting an argument, your written communication reflects your ability to think critically and engage with content meaningfully.

Writing is more than just a technical skill—it is a powerful tool for thinking. It helps us organize our ideas, communicate complex information, and persuade others. In academia, writing skills are critical to performing well in examinations, research projects, and daily coursework. Outside of the academic realm, clear and coherent writing is vital for conveying professionalism, influencing decisions, and sharing knowledge in the workplace.

The *Comprehension and Written Expression (CWE)* course is designed to equip students with the tools they need to master the art of writing. By focusing on comprehension and essay writing, this course will guide learners through essential techniques, such as constructing well-organized essays, developing strong arguments, and applying various methods to analyze, interpret, and synthesize information.

Mastering writing skills not only enhances academic performance but also builds a foundation for lifelong success. It allows individuals to express themselves confidently, engage in critical debates, and contribute to the broader intellectual and professional community. Therefore, honing these skills is not merely about passing exams, but about fostering clear communication and critical thinking, which are both vital in our interconnected, information-driven world.

This course will help you gain the skills necessary to tackle diverse writing tasks and navigate academic challenges with ease, preparing you for both personal and professional growth.

CHAPTERS

CHAPTER1 : Review of Essay Structure

An academic essay is a piece of writing in which you present your position on a topic, and support that position by evidence.

Essays are usually written in continuous, flowing, paragraphed text and don't use section headings. This may seem unstructured at first, but good essays are carefully structured. How your assignment content is structured is your choice. Use the basic pattern below to get started.

Essay structure

An essay consists of three basic parts:

- In the **introduction**, you put forward your position (this can take the form of a question or an argument) and its relevance to the chosen topic.
- In the **body** of an essay, you support your position through logically connected paragraphs supported by evidence and linked through transitions.
- In the **conclusion**, you tell your reader how the points you have made in the body have addressed the question or supported your argument.

The essay itself usually has no section headings. Only the title page, author declaration and reference list are written as headings, along with, for example, appendices. Check any task instructions, and your course or unit handbook, for further details.

Introduction

Content in assignment introductions can vary widely. In some disciplines you may need to provide a full background and context, whereas other essays may need only a little context, and others may need none.

An introduction to an essay usually has three primary purposes:

1. To set the scene
2. To tell readers what is important, and why
3. To tell the reader what the essay is going to do (signposting)

A standard introduction includes the following five elements:

1. A statement that sets out the topic and engages the reader.
2. The background and context of the topic.

3. Any important definitions, integrated into your text as appropriate.
4. An outline of the key points, topic, issues, evidence, ideas, arguments, models, theories, or other information, as appropriate. This may include distinctions or contrasts between different ideas or evidence.
5. A final sentence or two which tells the reader your focal points and aims.

You should aim to restrict your introduction to information needed for the topic and only include background and contextual information which helps the reader understand it, or sets the scene for your chosen focal points.

In most essays you will have a considerable range of options for your focus. You will be expected to demonstrate your ability to select the most relevant content to address your focal points.

There are some exceptions. For example, if an assignment brief specifically directs the essay focus or requires you to write broadly about a topic. These are relatively rare or are discipline-specific so you should check your task instructions and discipline and subject area conventions.

Below are examples of an opening statement, a summary of the selected content, and a statement at the end of the introduction which tells the reader what the essay will focus on and how it will be addressed. We've used a fictional essay.

The title of our essay is: 'Cats are better than dogs. Discuss.'

Example of opening statements:

People have shared their lives with cats and dogs for millenia. Which is better depends partly on each animal's characteristics and partly on the owner's preferences.

Here is a summary of five specific topics selected for the essay, which would be covered in a little more detail in the introduction:

1. In ancient Egypt, cats were treated as sacred and were pampered companions.
2. Dogs have for centuries been used for hunting and to guard property. There are many types of working dog, and both dogs and cats are now kept purely as pets.

3. They are very different animals, with different care needs, traits and abilities.
4. It is a common perception that people are either “cat-lovers” or “dog-lovers”.
5. It is a common perception that people tend to have preferences for one, and negative beliefs about and attitudes towards, the other.

Example of closing statements at the end of the introduction:

This essay will examine both cats’ and dogs’ behavior and abilities, the benefits of keeping them as pets, and whether people’s perceptions of their nature matches current knowledge and understanding.

Main body: paragraphs

The body of the essay should be organised into paragraphs. Each paragraph should deal with a different aspect of the issue, but they should also link in some way to those that precede and follow it. This is not an easy thing to get right, even for experienced writers, partly because there are many ways to successfully structure and use paragraphs. There is no perfect paragraph template.

The theme or topic statement

The first sentence, or sometimes two, tells the reader what the paragraph is going to cover. It may either :

- Begin a new point or topic, or
- Follow on from the previous paragraph, but with a different focus or go into more-specific detail. If this is the case, it should clearly link to the previous paragraph. The last sentence.

Example

Here is a brief example of flow between two summarized paragraphs which cover the historical perspective:

It is known from hieroglyphs that the Ancient Egyptians believed that cats were sacred. They were also held in high regard, as suggested by their being found mummified and entombed with their owners (Smith, 1969). In addition, cats are portrayed aiding hunters. Therefore, they

were both treated as sacred, and were used as intelligent working companions. However, today they are almost entirely owned as pets.

In contrast, dogs have not been regarded as sacred, but they have for centuries been widely used for hunting in Europe. This developed over time and eventually they became domesticated and accepted as pets. Today, they are seen as loyal, loving and protective members of the family, and are widely used as working dogs.

Conclusion

There is never any new information in a conclusion.

The conclusion usually does three things:

1. Reminds your readers of what the essay was meant to do.
2. Provides an answer, where possible, to the title.
3. Reminds your reader how you reached that answer.

The conclusion should usually occupy just one paragraph. It draws together all the key elements of your essay, so you do not need to repeat the fine detail unless you are highlighting something.

Example

A conclusion to our essay about cats and dogs is given below:

Both cats and dogs have been highly-valued for millenia, are affectionate and beneficial to their owners' wellbeing. However, they are very different animals and each is 'better' than the other regarding care needs and natural traits. Dogs need regular training and exercise but many owners do not train or exercise them enough, resulting in bad behaviour. They also need to be 'boarded' if the owner is away and to have frequent baths to prevent bad odours. In contrast, cats do not need this level of effort and care. Dogs are seen as more intelligent, loyal and attuned to human beings, whereas cats are perceived as aloof and solitary, and as only seeking affection when they want to be fed. However, recent studies have shown that cats are affectionate and loyal and more intelligent than dogs, but it is less obvious and useful. There are, for example, no 'police' or 'assistance' cats, in part because they do not have the kinds of natural instincts which make dogs easy to train. Therefore, which animal is better depending upon personal

preference and whether they are required to work. Therefore, although dogs are better as working animals, cats are easier, better pets

Why essays?

Students often think it strange to answer questions to which their tutors already know the answers. But there are sound reasons for setting essays, however gruelling the process. The following are likely benefits:

- they make you think about an issue in depth;
- they help you develop the ability to think logically, to argue a case;
- they make you relate theoretical knowledge to particular issues;
- they help you to write cogently and fluently;
- they help you to write according to the demands of a particular discipline;
- they help you cope with less sleep!

HOW TO WRITE ESSAYS

Many books discuss ways of maximising your chances of writing a reasonable essay. It is divided into three main sections:

- Answering the question.
- Structuring your answer.
- Presenting your work.
- Answering the Question

This is the key issue, as already mentioned. Most students go wrong from the start; by not doing what the question demands of them. Answering the question is by no means an easy task, as titles can be subtly phrased, intricate, or allusive. What you need to do is tease out⁴ the key elements. Try to represent the question diagrammatically, putting the key issue in the centre of a blank sheet of paper, with other elements radiating out from this. Make sure that each word or phrase in the question is represented on your plan. Then ‘brainstorm’ each, by writing down anything that seems pertinent. You will probably end up with what looks an untidy mess! But, out of this, you should be able to pull some key points, while rejecting others as less relevant. These points will form the basis of your essay, so it is a good idea to re-write these on a separate

sheet of paper. When you have identified the key elements, you need to locate information to support each aspect.

INTRODUCTION

- Have you got one?
- Does it take your reader straight from the question into your answer?
- Does it unpack/interpret/frame the question as necessary?
- Does it broadly signpost your essay? tell the reader where s/he's going?

MAIN SECTION

- Is your essay in paragraphs?
- Does each paragraph express and develop a single idea?
- Does each follow logically from the last, with no sudden breaks or shifts of topic?
- Have you dealt with all the issues posed by the question?
- Have you explicated important concepts/ideas, using examples where appropriate?
- Have you substantiated all your arguments with facts/evidence/ quotations?
- Have you been sidetracked anywhere, gone off at a tangent on a favourite hobby-horse?

CONCLUSION

- Do you have one?
- Have you drawn together the main threads of your essay? Can you restate them in broader terms (i.e. summarise)?
- What general inferences can you draw from your argument relevant to the question? (i.e. conclude, don't just summarise.)
- Where do you stand in relation to your case? Are you sure you only refer to material discussed in the main section, rather than introduced new material?
- To round off - can you, very briefly place your answer in a wider context?

GENERAL POINTS

- Vocabulary - should be varied, precise and apt; not vague and cliché-ridden (e.g. ‘got’, ‘sort of’, ‘kind of’, ‘like’); nor too overblown, pedantic and repetitious.
- Spelling - check technical, specialist terms and proper names in particular.
- Grammar - Sentence structure should be varied; not too simple, nor too convoluted (complex sentences do not signify complex thought).
- Have you used signpost words (‘but’, ‘however’, ‘although’ etc.) appropriately, to give your essay cohesion?
- Have you generally signposted where you are taking your reader (‘There are two points here...’, ‘Now to move on to...’, ‘Having covered...’ etc.)?
- Have you used pronouns instead of nouns where apt? Are any of your pronouns ambiguous?
- Punctuation- Make sure it is used correctly. Beware of overworking commas and dashes.
- Bibliography/References - Do you have a list of sources used?

Planning the Essay

Outlining the Essay

When you write an essay, planning is crucial for success. You should plan your essay by outlining in two ways:

1. Prepare a scratch outline. This should consist of a short statement of the thesis followed by the main supporting points for the thesis. Here is Mike’s scratch outline for his essay on the diner and truck stop:

Working at the Crescent Falls Diner and Truck Stop was my worst job.

1. Hard work

2. Poor pay

3. Bad working conditions

Do not underestimate the value of this initial outline—or the work involved in achieving it. Be prepared to do a good deal of plain hard thinking at this first and most important stage of your paper.

2. Prepare a more detailed outline. The outline form that follows will serve as a guide. Your instructor may ask you to submit a copy of this form either before you actually write an essay

or along with your finished essay.

Form for Planning the Essay

To write an effective essay, use a form such as the one that follows.

Opening remarks

Thesis statement

Plan of development

Introduction

Topic sentence 1

Specific supporting evidence

Topic sentence 2

Specific supporting evidence

Body

Topic sentence 3

Specific supporting evidence

Summary, closing remarks, or both Conclusion

Practice in Writing the Essay

In this section, you will expand and strengthen your understanding of the essay form as you work through the following activities.

Understanding the Two Parts of a Thesis Statement

In this chapter, the students have learned that effective essays center on a thesis, or main point, that a writer wishes to express. This central idea is usually presented as a *thesis statement* in an essay's introductory paragraph.

A good thesis statement does two things. First, it tells readers an essay's *topic*.

Second, it presents the *writer's attitude, opinion, idea, or point* about that topic. For example, look at the following thesis statement:

Celebrities are often poor role models. In this thesis statement, the topic is *celebrities*; the writer's main point is that *celebrities are often poor role models*.

1. *My roommate Chang-Yoon helped me overcome prejudice.*
2. *Raising a family as a single parent can actually have certain benefits.*
3. *Being the eldest child has its own rewards.*

- 4. Those who want to quit smoking should pledge to do so, throw away all their cigarettes, and ask their friends and family to support their brave efforts.*
- 5. Internet advertisers use several media-savvy techniques to interact directly with online customers.*
- 6. Jealousy often results from lack of self-confidence, lack of self- fulfillment, and lack of trust.*
- 7. Parents should teach their children at an early age how to protect themselves from online predators.*
- 8. My sales techniques benefitted greatly from a weekend seminar on customer needs, customer relationships, and customer negotiation.*
- 9. Adults should feel free to engage in fun activities that they enjoyed as children. their students.*

Supporting the Thesis with Specific Evidence

The first essential step in writing a successful essay is to form a clearly stated thesis. The second basic step is to support the thesis with specific reasons or details. To ensure that your essay will have adequate support, you may find an informal outline very helpful. Write down a brief version of your thesis idea, and then work out and jot down the three points that will support your thesis. Here is the scratch outline that was prepared for one essay:

The college cafeteria is poorly managed.
The checkout lines are always long.
The floor and tables are often dirty.
Food choices are often limited.

A scratch outline like the previous one looks simple, but developing it often requires a good deal of careful thinking. The time spent on developing a logical outline is invaluable, though. Once you have planned the steps that logically support your thesis, you will be in an excellent position to go on to write an effective essay

Using Specific Evidence

Following are five informal outlines in which two points (*a* and *b*) are already provided. Complete each outline by adding a third logical supporting point (*c*).

1. Success in college can be attributed to several reasons.
 - a. Regularly attend classes
 - b. Devote enough time to studying
 - c. **Ask instructors and tutors for help**

2. *Facebook.com* is an important part of my life.
 - a. Keep in touch with friends and family
 - b. Share life's ups and downs
 - c. [Meet people from other walks of life](#)
3. My "significant other" has three qualities I admire.
 - a. Sense of humor
 - b. charming personality
 - c. [good looks](#)
4. A break-up is always filled with mixed feelings.
 - a. Anger
 - b. Sadness
 - c. [Loneliness](#)
5. Being promoted to shift manager was a mistake.
 - a. Difficult to supervise employees who still see you as their equal
 - b. Difficult to monitor employees who steal from the company
 - c. [Difficult to scold employees who go against company policies](#)

Identifying Introductions

The following box lists the five common methods for introducing an essay that are discussed in this chapter.

1. Broad statement, narrowed down
2. Contrast
3. Relevance/Importance
4. Incident or story
5. Quotation

Methods of Introduction

Review the methods of introduction Next, refer to the preceding box and read the following five introductory paragraphs. Together, in the space provided, write the number of the kind of introduction used in each paragraph. Each kind of introduction is used once.

Paragraph A

2

In a perfect school, students would treat each other with affection and respect. Differences would be tolerated, and even welcomed. Kids would become more popular by being kind and supportive. Students would go out of their way to make sure one another felt happy and comfortable. But most schools are not perfect. Instead of being places of respect and tolerance, they are places where the hateful act of bullying is widespread.

Paragraph B

1

Students have to deal with all kinds of problems in schools. There are the problems created by difficult classes, by too much homework, or by personality conflicts with teachers. There are problems with scheduling the classes they need and still getting some of the ones they want. There are problems with bad cafeteria food, grouchy principals, or overcrowded classrooms. But one of the most difficult problems of all has to do with a terrible situation that exists in most schools: bullying.

Paragraph C

4

Eric, a new boy at school, was shy and physically small. He quickly became a victim of bullies. Kids would wait after school, pull out his shirt, and punch and shove him around. He was called such names as “Mouse Boy” and “Jerk Boy.” When he sat down during lunch hour, others would leave his table. In gym games he was never thrown the ball, as if he didn’t exist. Then one day he came to school with a gun. When the police were called, he told them he just couldn’t take it anymore. Bullying had hurt him badly, just as it hurts many other students. Every member of a school community should be aware of bullying and the three hateful forms that it takes: physical, verbal, and social bullying.

Essay Assignment

BALANCING SCHOOL, WORK, AND FAMILY DEMANDS

Many college students struggle to balance school, work, and family. Write an essay about how you are able to balance the many demands in your life. In your introduction, you might begin with a brief story about a particular incident that illustrates your roles as a student, an employee, a spouse, a parent, a mentor, and/or a community member. End your introductory paragraph with your thesis statement and plan of development. **Here are some thesis statements that may help you think about and develop your own essay.**

Thesis statement: Time management is the key to balancing my life as a college student, a single mom, and a full-time pharmacy technician. (A *supporting* paragraph on managing your time as a college student, for example, might focus on the fact that you use

a personal organizer and Post-it notes to keep track of your due dates.)
Thesis statement: The only way that I can juggle school, a girlfriend, and coaching is by taking good care of my health. (A *supporting* paragraph on taking care of your health might explain how you and your girlfriend work out together at the gym and then cook a healthy—and romantic—meal together at home afterward.)

Thesis statement: I learned the hard way that I need at least seven hours of sleep each night if I want to be a student on the dean's list, a loving parent to my three-year-old son, and a caregiver for my aging dad. (A *supporting* paragraph on the need for adequate sleep could begin with this topic sentence: "If I get adequate sleep, I'm able to pay attention in class." Such a sentence might then be followed with some specific examples to support the main point of your paragraph.)

d. Writing Effective Transitions

Transitions are words, phrases, or sentences that connect parts of your essay to one another. Transitions may connect one sentence to another, one paragraph to another, or one section of the essay to another. Essentially, transitions show the relationships of your sentences and paragraphs to one another and to your overall argument. Writing effective transitions will make your argument easier to follow and improve the overall flow of your essay. A typical essay needs three kinds of transitions: transitions between sentences, transitions between paragraphs, and transitions between sections.

Good transitions can connect paragraphs and turn disconnected writing into a unified whole. Instead of treating paragraphs as separate ideas, transitions can help readers understand how paragraphs work together, reference one another, and build to a larger point. The key to producing good transitions is highlighting connections between corresponding paragraphs. By referencing in one paragraph the relevant material from previous paragraphs, writers can develop important points for their readers.

It is a good idea to continue one paragraph where another leaves off. (Instances where this is especially challenging may suggest that the paragraphs don't belong together at all.) Picking up key phrases from the previous paragraph and highlighting them in the next can create an obvious progression for readers. Many times, it only takes a few words to draw these connections. Instead of writing transitions that could connect any paragraph to any other

paragraph, write a transition that could only connect one specific paragraph to another specific paragraph.

Example: Overall, Management Systems International has logged increased sales in every sector, leading to a significant rise in third-quarter profits.

Another important thing to note is that the corporation had expanded its international influence.

Revision: Overall, Management Systems International has logged increased sales in every sector, leading to a significant rise in third-quarter profits.

These impressive profits are largely due to the corporation's expanded international influence.

Example: Fearing for the loss of Danish lands, Christian IV signed the Treaty of Lubeck, effectively ending the Danish phase of the 30 Years War.

But then something else significant happened. The Swedish intervention began.

Revision: Fearing for the loss of more Danish lands, Christian IV signed the Treaty of Lubeck, effectively ending the Danish phase of the 30 Years War.

Shortly after Danish forces withdrew, the Swedish intervention began.

Example: Amy Tan became a famous author after her novel, *The Joy Luck Club*, skyrocketed up the bestseller list.

There are other things to note about Tan as well. Amy Tan also participates in the satirical garage band the Rock Bottom Remainders with Stephen King and Dave Barry.

Revision: Amy Tan became a famous author after her novel, *The Joy Luck Club*, skyrocketed up the bestseller list.

Though her fiction is well known, her work with the satirical garage band the Rock Bottom Remainders receives far less publicity.

Reasons Paragraph Transitions Are Important

Paragraph transitions serve a variety of purposes, and understanding how they function within the context of a larger piece of writing is essential to clear writing. Usually transitions are full

sentences that link paragraphs, but occasionally simple phrases or single words can effectively transition between two shorter paragraphs. Here are a few reasons why paragraph transitions are important and should be included in your writing:

1. **Paragraph transitions link ideas.** First and foremost, paragraph transitions serve to link two ideas. A body paragraph is generally devoted to a main idea or concept that fits into the larger piece and explores a facet of the primary thesis statement. A transition sentence links your first paragraph to your second paragraph and so forth.
2. **Paragraph transitions give your writing momentum.** Paragraph transitions are incredibly helpful when it comes to building momentum in your writing. Effective transitions propel your essay forward and keep your readers engaged. This is particularly important in academic writing or professional writing that can otherwise feel dry or static.
3. **Paragraph transitions improve readability.** Transition words can help your readers track your ideas and understand how they relate to each other. Thoughtful transitions clue readers in to the progression of your ideas and your overall train of thought.
4. **Paragraph transitions set the stage for new ideas.** While effective transitions should tie up loose ends for material in the previous paragraph, it's sometimes more important that they set the stage for the new ideas to come in the next paragraph. A written piece should have forward momentum, and transitions serve to prepare the reader for new information to come.

How to Transition Between Paragraphs in Your Writing

Understanding why we use paragraph transitions in the first place is obviously important, but learning how to effectively employ good transitions in your writing can sometimes come only through practice. That said, here are some tips that can help you get started as you begin to use transitions in your writing.

1. **Outline your piece.** Using an outline is vital to improving your writing process and should generally come before you start writing your piece. Outlining is important when you are working on transitional expressions and transition sentences because outlines give you a macro

view of your piece as a whole, with signposts indicating the main ideas of each paragraph. Referring back to your outline can help you brainstorm types of transitions that set the stage for what's to come and help your ideas flow.

2. Identify the subject of each paragraph. Once you've consulted your outline, it's time to hone in on the main ideas of the paragraphs on either side of your transition. A good transition will have something to say about both the preceding paragraph and the new paragraph.

3. Track the overall arc of your piece. Transitions link two specific paragraphs, but make sure you have an eye on the overall arc of your essay. If you have a good sense of the bigger picture you can use your transitions to set up information that is still to come, beyond the next paragraph.

4. Brainstorm good transitional words. Transitional phrases often have similar word choice and style. Linking words and conjunctive adverbs are often used in paragraph transitions because they help establish the relationship between two separate ideas. Words like "therefore," "nevertheless," "although," and "namely" quickly sum up how one idea relates to the next. Effective transition words keep your reader hooked into your piece.

5. Consider cause and effect. It's not enough to simply link two subjects; transitional sentences should also effectively demonstrate how these ideas build on each other. This is especially true in academic writing or persuasive essay writing. It's your job to convince your reader that you have built a coherent argument for your main thesis statement. Transition sentences can help show readers how your ideas build on each other and conceptually link one entire paragraph to the paragraph that follows.

6. Pay attention to style. The way that you transition between paragraphs and the types of transitions you use will depend on what type of piece you are writing. If you're writing a high school- or college-level academic essay, you'll probably want to avoid overly colloquial transitions. If you're writing a personal essay or lighthearted humor piece, you should choose transitions that complement the voice of the piece.

7. Review your transition sentences separate from your piece. Once you've finished your piece, it's useful to take a look at all your transitions out of context to make sure that you haven't overused certain constructions or repeated word choice. Looking at a list of your

transitions can also give you a good roadmap for the overall shape of your essay and can help you decide if you've built a cohesive piece of writing.

There are literally dozens of transition words to choose from when shifting focus from one idea to another. There are transition words that show cause and effect, contrast, similarity, emphasis, and even sequence. To give you a general idea of the options available to you, **below are examples of just a few of those categories and word combinations:**

TRANSITION WORDS IN ENGLISH			
EMPHASIS	ADDITION	CONTRAST	ORDER
Undoubtedly Unquestionably Obviously Particularly/in particular Especially Clearly Importantly Absolutely Definitely Without a doubt Indeed It should be noted	Along with Apart from this Moreover Furthermore Also Too As well as that Besides In addition Not only ...but also In addition to this Additionally/an additional	Unlike Nevertheless On the other hand Nonetheless Despite/in spite of In contrast (to) Contrary to Whereas Alternatively Conversely Even so Differing from	Following At this time Previously First/firstly Second/secondly Third/thirdly Finally Subsequently Above all Before Last, but not least First and foremost

Some Examples of Transitions

Conjunctive Adverbs and Transitional Phrases

Conjunctive adverbs are individual words that can relate complete sentences (also known as independent clauses) or paragraphs to each other. Transitional phrases, on the other hand, are sets of words that show the relationship between sentences or paragraphs. Together, they are called transition expressions. If used between independent clauses in a single sentence, there will be a semicolon between the clauses and a comma after the transition expression.

1. Several taxis roared past. Meanwhile, a little boy on the sidewalk dropped his ice cream cone. (conjunctive adverb)
2. Several taxis roared past; however, none of them stopped for me. (conjunctive adverb)

3. Several taxis roared past; none of them, in spite of my outstretched arm, stopped for me.
(transitional phrase)

Repeated Words or Phrases, Use of Synonyms or Pronouns

Another way to show the relationships between sentences or paragraphs is to use repetition of ideas through synonyms and pronouns. If you start writing on the topic of hiding something, for example, you might use synonyms like conceal, concealing, hidden, or camouflage to continue that idea in later sentences or paragraphs. Likewise, if you mention a 2 person, the next related sentences may use pronouns, such as they, she, or he, or a descriptive phrase to continue to talk about that same person.

For example: The character Dr. Gregory House in the TV show House, M.D. is often described as “antisocial.” While the grouchy doctor doesn’t generally attack or kill people, as the term indicates, he does verbally abuse almost everyone he meets.

Pronouns, however, are not usually effective transition words between paragraphs, so be sure to clearly name all nouns in a topic sentence. Paragraph Transitions Smooth paragraph transitions help readers move from the last paragraph’s discussion to a new paragraph’s ideas. Making the task harder, teachers sometimes stop student writers from using conjunctive adverbs such as however, therefore, and thus in essay assignments. (The reason they do that is to try to get you to be more expressive about the relationships between your sentences and paragraphs.) To use a mere word like however between paragraphs gives readers only a fraction of the connection between the previous paragraph’s ideas and the new paragraph’s topic. Of course, however tells readers very directly that the new paragraph is in contrast to the previous paragraph’s statements, but that’s all it says; however, is a pretty limited word. To make your writing communicate more smoothly, each new paragraph should build on what was said before in a way that both develops new ideas and is hardly noticeable.

To build an effective paragraph transition, a writer must show the reasons that one paragraph comes after another, just as a sentence can usually make sense only because of the sentence before it. Imagine how confused you’d be if the following first sentence weren’t said:

Eating a tart cherry pie has always made my mouth salivate. Sometimes I drool so much that red juice runs down my chin. A waitperson at a restaurant even remarked to me once that I appeared to be in a pie-eating contest with myself.

The first sentence is the topic for the paragraph and has a cause-effect relationship to the next two statements. Words and ideas reoccur to help connect the sentences: the first and second 3 sentences use the synonyms salivate and drool; the characteristic red color of cherries mentioned in the second sentence connects it to the first; and the last sentence connects to both the topic sentence by repeating the word pie and to the second sentence with the idea of being messy. These synonyms, repetitions, and related ideas help to create paragraph cohesion. The first step in making an essay flow better is having sentences that relate well inside a paragraph. The next step is relating paragraphs to each other like sentences. The previous example paragraph ended with a stranger (the waitperson) making a comment about the sloppiness of the writer. Now I want to start a new paragraph. In general, a new paragraph is started when a different topic, time, or place is discussed, so right away the reader will expect something different—but related—when a new paragraph begins:

. . . A waitperson at a restaurant even remarked to me once that I appeared to be in a pie-eating contest with myself. In fact, I frequently find myself the recipient of personal comments bestowed by strangers who may imagine they are being helpful, or at least funny. I always try to have a sense of humor about myself, but self-deprecating humor of my choosing is my preferred way to connect with others. Suddenly having an unfamiliar person leap out and make a joke at my expense only pains my too-thin skin.

The second paragraph becomes a broader discussion of the type of behavior the author has experienced from strangers in general. The new paragraph's topic sentence refers back to an unfamiliar person's humorous actions but its purpose is to expand the scope of the topic to include the effects of this type of situation. Though the second paragraph has a new focus, it begins by rewording and building on the ideas of the previous paragraph in order to carry the reader toward a new area of thought. When a paragraph reaches its conclusion, arriving at a meaningful point about the topic, it's often better to simply finish the paragraph than to try to lead the reader to the next one with some phrase or foreshadowing. Start the new paragraph with a transition technique that is appropriate to your purposes, demonstrates the relationship between the paragraphs, and shows flexibility. Above all, be subtle: the best paragraph transitions are the ones the reader doesn't even notice!

2. Types of Essays

Essays are long-form writing assignments that persuade or inform a reader about a particular topic. It's important to know which type of essay to use to best deliver your message to readers. When you choose the type of essay most relevant to your topic, you can tailor your essay to your readers and be more organized. In some cases, such as school or job applications, someone decides which type of essay you write. Other times, you choose what type of essay to write. You may use an essay to convince readers to take your side, explore an abstract topic or try to evoke an emotional response. You often select an essay type based on what you're trying to accomplish. For example, if you want to teach the reader how to do something, you may use a process essay that breaks the directions into individual steps.

10 types of essays are the most common in writing

1. Narrative essays

Narrative essays tell a story and often are the most personal type of essay you may write. They allow you to exercise creativity and imagination, and you can base them on a particular prompt, such as the first time you drove a car by yourself, or a more open-ended prompt, like a time you overcame a fear. You may submit a narrative essay, usually called a personal statement, for college or graduate school applications. You can use literary techniques in narrative essays to create an essay that reads like fiction. To do this, consider including metaphors, analogies, alliteration, imagery and dialogue. A narrative essay generally has an opening that gets the reader's attention and provides enough background information for the story to make sense. A conclusion helps summarize the main point of your essay or reiterate your goals. For example, if you're writing a narrative essay for a job application, you could conclude by summarizing how your experience solidified your desire to become a lawyer.

2. Descriptive essays

Descriptive essays provide a detailed description of your subject. This may be a person, place, thing or event. Descriptive essays, like narrative essays, allow for a more creative approach to writing. Unlike narrative essays, which provide a complete story, descriptive essays often focus only on the subject. When writing a descriptive essay, consider including vivid imagery and incorporate actions, thoughts, sensory details and emotions to immerse the reader instead of simply explaining the situation or events. You can do this by using strong action verbs and

unique, descriptive adjectives. This can make your writing more engaging and help the reader feel more involved and connected to your essay and its characters

3. Expository essays

Expository essays explain a topic neutrally. Writers use expository essays to demonstrate their knowledge or expertise in a certain area. Teachers often assign expository essays to test their students' understanding of a topic. These essays often avoid emotion or opinion and instead focus on factual information. For instance, if you're writing about environmental conservation, try to avoid claiming someone should do something or taking a stance on a controversial issue. Expository essays can take different formats, but they typically include:

- An introduction with a thesis statement explaining exactly what the essay will discuss
- The body that details the facts of the subject, often citing sources
- A conclusion that summarizes the main points

4. Definition Essays

Definition essays are a type of exposition essay that defines a term or idea. These essays typically examine complex or abstract topics and provide in-depth analysis and explanations. For instance, a definition essay might discuss what existentialism is or the meaning of quantum physics. Definition essays are common in academic and research settings.

5. Process essays

Process essays are another type of exposition essay that describes how to do something or how something works. You can write a process essay in chronological order to maintain organization and clarity. *Process essays usually contain the following elements:*

- **Introduction:** Introduce the process you will describe.
- **Body:** These paragraphs describe each step in chronological order. Consider using transition words that signal where you are in the process.
- **Conclusion:** Finish your essay with a conclusion that summarizes the process to help the reader remember the most important idea of the document.

6. Compare and contrast essays

Compare and contrast essays discuss two subjects and detail the similarities and differences between them. These essays include an introduction, at least one paragraph to explain the subjects' similarities, at least one paragraph to discuss differences and a conclusion. Compare and contrast essays are common in academic settings. An example of a compare and contrast essay is one describing the similarities and differences between bees and wasps.

7. Argumentative essays

Argumentative essays try to convince the reader to take a certain side based on the information the writer presents. Argumentative essays rely on facts rather than emotion to sway the readers. For instance, an argumentative essay may discuss why companies should offer wellness packages as part of their benefits plan. The essay can incorporate research about how regular exercise increases productivity and how people who eat well and work out take fewer sick days. Argumentative essays avoid first- or second-person statements. Rather, they support one side of an argument and may argue against other sides using objective information. You can use phrases like "Research suggests" or "According to the Centers for Disease Control and Prevention" to present the facts that support your argument.

8. Persuasive Essays

Persuasive essays aim to persuade readers to have an opinion or take a side using facts and emotional appeals. To support an argument or cause, persuasive essays can include moral and emotional reasoning to connect to the reader. For example, a persuasive essay about the previous topic of companies including wellness packages in employee benefits may include appeals to employers' satisfaction with providing an extra perk for their employees. It also could discuss employers' responsibility to ensure their employees have access to features that keep them healthy or how excited and grateful employees are for the new benefits.

9. Cause and Effect Essays

Cause and effect essays detail why certain events or situations led to other events. Writers create a clear connection between the two sets of events or circumstances and explain what features of the initiating event created the subsequent incidents. Cause and effect essays are types of expository essays, so they state facts and avoid subjective opinions. A cause and effect

essay may examine how Charles Darwin's scientific discoveries led to the origin of new theories of social science, for instance.

10. Critical essays

Critical essays provide an in-depth analysis of a topic. They can critique paintings, books, movies, plays or restaurants. Many college courses, especially literature and humanities courses, require critical essays as a way to test students' ability to think critically and identify evidence from a specific work that validates their observations. Critical essays use facts from the subject to justify an opinion. For instance, in a movie review, a writer could note a movie uses boring dialogue. They then could support that observation by citing specific lines from the film.

A.Narrative Essays

narrative essay tells a story. In most cases, this is a story about a personal experience you had. This type of essay, along with the descriptive essay, allows you to get personal and creative, unlike most academic writing.

Narrative essays test your ability to express your experiences in a creative and compelling way, and to follow an appropriate narrative structure. They are often assigned in high school or in composition classes at university.

Characteristics of a Narrative Essay

- ♣ The purpose is to inform or to tell a story
- ♣ Writer is a storyteller
- ♣ Describes a person, scene, or event in detail (emphasis on showing rather than telling)
- ♣ Information is presented in a chronological order
- ♣ Written in 1st person voice (using “I”), somewhat informal
- ♣ Can include dialogue

What is a narrative essay for?

When assigned a narrative essay, you might find yourself wondering: Why does my teacher want to hear this story? Topics for narrative essays can range from the important to the trivial. Usually the point is not so much the story itself, but the way you tell it.

A narrative essay is a way of testing your ability to tell a story in a clear and interesting way. You're expected to think about where your story begins and ends, and how to convey it with eye-catching language and a satisfying pace.

These skills are quite different from those needed for formal academic writing. For instance, in a narrative essay the use of the first person ("I") is encouraged, as is the use of figurative language, dialogue, and suspense.

Choosing a topic

Narrative essay assignments vary widely in the amount of direction you're given about your topic. You may be assigned quite a specific topic or choice of topics to work with.

Specific prompts

- Write a story about your first day of school.
- Write a story about your favorite holiday destination.

You may also be given prompts that leave you a much wider choice of topic.

Open-ended prompts

- Write about an experience where you learned something about yourself.
- Write about an achievement you are proud of. What did you accomplish, and how?

In these cases, you might have to think harder to decide what story you want to tell. The best kind of story for a narrative essay is one you can use to talk about a particular theme or lesson, or that takes a surprising turn somewhere along the way.

For example, a trip where everything went according to plan makes for a less interesting story than one where something unexpected happened that you then had to respond to. Choose an experience that might surprise the reader or teach them something.

- **Narrative Essay**

A Learning Experience

People say that animals can sense danger better than humans can. For example, if your dog growls at a stranger who is standing at your front door, be careful. There is probably something dangerous about the stranger. If, on the other hand, your dog seems relaxed and wags his tail, the stranger probably intends no harm. The wisdom of trusting an animal's sense of danger became very clear to me during a recent camping trip. Last spring, my host family's Ben invited me to go camping with him and a couple of his friends during a school break. We were going to Yosemite National Park, a very famous and beautiful park about five hours' drive from Ben's home.

During the day, we planned to hike. At night, we planned to cook our dinner over a campfire. We intended to sleep in tents, but we could also sleep in Ben's family's van if it started to rain. Ben was going to bring his dog, a big black Labrador named Tim. It sounded like a lot of fun. We left after breakfast on a Wednesday morning and arrived at the park about two o'clock in the afternoon. As soon as we arrived, we drove to our assigned campsite, parked, and unloaded the food and equipment. Tim, the dog, stayed in the van while we set up the tents and organized the campsite. We had to put all our food into a big metal container called a "bear box." The park rangers had told us that there were bears in the campground. The bears were very smart and could smell food anywhere, even food wrapped in plastic. The rangers had also told us that bears often broke into tents and cars to get food. Yosemite's bears were so smart, in fact, that they could find food hidden in the trunk of a car under the blanket!

After putting everything in the bear box, we went for a walk. Ben snapped a leash on Tim and said, "Come, Tim. We are going for a walk." Tim, however, refused to get out of the van. He whined and looked very unhappy, so we left without him. An hour later, we returned to our campsite and cooked dinner. Tim still refused to get out of the van. Instead, he crawled under an old blanket in the very back and began to shiver. Ben started to worry. "Maybe he is sick," he said. After dinner, we sat around the campfire joking about snakes, bears, and other wild creatures. Certainly, none of us really believed that there were bears around. Ben checked Tim again but was really worried. He said, "Hey guys. Maybe we should go home. Tim never acts like this. He must really be sick." We started teasing Ben, saying that his big dog was just scared of the dark

B.Descriptive Essay:

A descriptive essay is a type of creative writing that uses specific language to depict a person, object, experience, or event. The idea is to use illustrative language to show readers what the writer wants to convey – it could be as simple as a peaceful view from the top of a hill or as horrific as living in a war zone. By using descriptive language, authors can evoke a mental image in the readers' minds, engaging readers and leaving a lasting impression, instead of just providing a play-by-play narrative.

Note that a description and descriptive essay are not the same thing. A descriptive essay typically consists of five or more well-written paragraphs with vivid imagery that can help readers visualize the content, as opposed to a description, which is typically one or more plain paragraphs with no particular structure or appeal. If you are still unsure about how to write a compelling descriptive essay, continue reading!

- What is a descriptive essay?
- Types of descriptive essay topics
- Characteristics of descriptive essays
- How to write a descriptive essay, with examples
- How to write a descriptive essay using a structured outline
- Frequently asked questions

What is a descriptive essay?

A simple descriptive essay definition is that it is a piece of writing that gives a thorough and vivid description of an object, person, experience, or situation. It is sometimes focused more on the emotional aspect of the topic rather than the specifics. The author's intention when writing a descriptive essay is to help readers visualize the subject at hand. Generally, students are asked to write a descriptive essay to test their ability to recreate a rich experience with artistic flair. Here are a few key points to consider when you begin writing these.

- **Look for a fascinating subject**

You might be assigned a topic for your descriptive essay, but if not, you must think of a subject that interests you and about which you know enough facts. It might be about an emotion, place, event, or situation that you might have experienced.

- **Acquire specific details about the topic**

The next task is to collect relevant information about the topic of your choice. You should focus on including details that make the descriptive essay stand out and have a long-lasting impression on the readers. To put it simply, your aim is to make the reader feel as though they were a part of the experience in the first place, rather than merely describing the subject.

- **Be playful with your writing**

To make the descriptive essay memorable, use figurative writing and imagery to lay emphasis on the specific aspect of the topic. The goal is to make sure that the reader experiences the content visually, so it must be captivating and colorful. Generally speaking, “don’t tell, show”! This can be accomplished by choosing phrases that evoke strong emotions and engage a variety of senses. Making use of metaphors and similes will enable you to compare different things. We will learn about them in the upcoming sections.

- **Capture all the different senses**

Unlike other academic articles, descriptive essay writing uses sensory elements in addition to the main idea. In this type of essay writing, the topic is described by using sensory details such as smell, taste, feel, and touch. Example “*Mahira feels most at home when the lavender scent fills her senses as she lays on her bed after a long, tiring day at work. As the candle melts, so do her worries*”. It is crucial to provide sensory details to make the character more nuanced and build intrigue to keep the reader hooked. Metaphors can also be employed to explain abstract concepts; for instance, “*A small act of kindness creates ripples that transcend oceans.*” Here the writer used a metaphor to convey the emotion that even the smallest act of kindness can have a larger impact.

- **Maintain harmony between flavor and flow**

The descriptive essay format is one that can be customized according to the topic. However, like other types of essays, it must have an introduction, body paragraphs, and a conclusion. The number of body paragraphs can vary depending on the topic and available information.

Types of descriptive essay topics

It is crucial to remember that a descriptive essay should have a specific topic and goal, such as sharing personal experiences or expressing emotions like the satisfaction of a good meal. This is accomplished by employing exact language, imagery, and figurative language to illustrate concrete features. These language devices allow the writer to craft a descriptive essay that effectively transmits a particular mood, feeling, or incident to readers while also conjuring up strong mental imagery. A descriptive essay may be creative, or it may be based on the author's own experiences. Below is a description of a few descriptive essay examples that fit into these categories.

- **Personal descriptive essay example**

A personal essay can look like a descriptive account of your favorite activity, a place in your neighborhood, or an object that you value. Example: *“As I step out of the front door, the crisp morning air greets me with a gentle embrace; the big chestnut tree in front, sways in the wind as if saying hello to me. The world unfolds in a symphony of awakening colors, promising a day filled with untold possibilities that make me feel alive and grateful to be born again”.*

- **Imaginative descriptive essay example**

You may occasionally be required to write descriptive essays based on your imagination or on subjects unrelated to your own experiences. The prompts for these kinds of creative essays could be to describe the experience of someone going through heartbreak or to write about a day in the life of a barista. Imaginative descriptive essays also allow you to describe different emotions. Example, the feelings a parent experiences on holding their child for the first time.

Characteristics of descriptive essays

The aim of a descriptive essay is to provide a detailed and vivid description of a person, place, object, event, or experience. The main goal is to create a sensory experience for the reader. Through a descriptive essay, the reader may be able to experience foods, locations, activities, or feelings that they might not otherwise be able to. Additionally, it gives the writer a way to relate to the readers by sharing a personal story. The following is a list of the essential elements of a descriptive essay:

- Sensory details
- Clear, succinct language

- Organized structure
- Thesis statement
- Appeal to emotion

How to write a descriptive essay, with examples

Writing an engaging descriptive essay is all about bringing the subject matter to life for the reader so they can experience it with their senses—smells, tastes, and textures. The upside of writing a descriptive essay is you don't have to stick to the confinements of formal essay writing, rather you are free to use a figurative language, with sensory details, and clever word choices that can breathe life to your descriptive essay. Let's take a closer look at how you can use these components to develop a descriptive essay that will stand out, using examples.

▪ **Figurative language**

Have you ever heard the expression “shooting for the stars”? It refers to pushing someone to strive higher or establish lofty goals, but it does not actually mean shooting for the stars. This is an example of using figurative language for conveying strong motivational emotions. In a descriptive essay, figurative language is employed to grab attention and emphasize points by creatively drawing comparisons and exaggerations. But why should descriptive essays use metaphorical language? One it adds to the topic's interest and humor; two, it facilitates the reader's increased connection to the subject.

These are the five most often used figurative language techniques: personification, metaphor, simile, hyperbole, and allusion.

- **Simile:** A simile is a figure of speech that is used to compare two things while emphasizing and enhancing the description using terms such as “like or as.”

Example: *Life is like riding a bicycle. To keep your balance, you must keep moving* – Albert Einstein

- **Metaphor:** A metaphor are also used to draw similarities, but without using direct or literal comparisons like done in similes.

Example: *Books are the mirrors of the soul* – Virginia Woolf, *Between the acts*

- **Personification:** This is the process of giving nonhuman or abstract objects human traits. Any human quality, including an emotional component, a physical attribute, or an action, can be personified.

Example: *Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world – Louis Pasteur*

- **Hyperbole:** This is an extreme form of exaggeration, frequently impractical, and usually employed to emphasize a point or idea. It gives the character more nuance and complexity.

Example: *The force will be with you, always – Star Wars*

- **Allusion:** This is when you reference a person, work, or event without specifically mentioning them; this leaves room for the reader's creativity.

Example: In the text below, Robert Frost uses the biblical Garden of Eden as an example to highlight the idea that nothing, not even paradise, endures forever.

Then leaf subsides to leaf.

So Eden sank to grief,

So dawn goes down to day.

Nothing gold can stay

– *Nothing Gold Can Stay* by Robert Frost (1923)

- **Sensory details**

Descriptive essays need a combination of figurative language and strong sensory details to make the essay more memorable. This is when authors describe the subject matter employing senses like smell, sound, touch, and taste so that the reader can relate to it better.

Example of a sensory-based descriptive essay: *The earthy fragrance of freshly roasted chestnuts and the sight of bright pink, red, orange fallen leaves on the street reminded her that winter was around the corner.*

- **Word choice**

Word choice is everything in a descriptive essay. For the description to be enchanting, it is essential to utilize the right adjectives and to carefully consider the verbs, nouns, and adverbs. Use unusual terms and phrases that offer a new viewpoint on your topic matter instead of overusing clichés like “fast as the wind” or “lost track of time,” which can make your descriptive essay seem uninteresting and unoriginal.

See the following examples:

Bad word choice: *I was so happy because the sunset was really cool.*

Good word choice: *I experienced immense joy as the sunset captivated me with its remarkable colors and breathtaking beauty.*

- **Descriptive essay format and outline**

Descriptive essay writing does not have to be disorganized, it is advisable to use a structured format to organize your thoughts and ensure coherent flow in your writing. Here is a list of components that should be a part of your descriptive essay outline:

- Introduction
- Opening/hook sentence
- Thesis statement
- Topic sentence
- Body paragraphs
- Sensory details
- Concrete details
- Conclusion
- Summary
- Clincher statement

How to write a descriptive essay using a structured outline

Introduction :

- **Hook:** An opening statement that captures attention while introducing the subject.
- **Background:** Includes a brief overview of the topic the descriptive essay is based on.

- **Thesis statement:** Clearly states the main point or purpose of the descriptive essay.

Body paragraphs: Each paragraph should have

- **Topic sentence:** Introduce the first aspect or feature you will describe. It informs the reader about what is coming next.
- **Sensory details:** Use emphatic language to appeal to the reader's senses (sight, sound, touch, taste, and smell).
- **Concrete details:** These are actual details needed to understand the context of the descriptive essay.
- **Supporting details:** Include relevant information or examples to improve the description.

Conclusion:

- **Summarize key points:** Here you revisit the main features or aspects of the subject.
- **Restate thesis statement:** Reinforce the central impression or emotion.
- **Clincher statement:** Conclude with a statement that summarizes the entire essay and serve as the last words with a powerful message.

Descriptive Essay: Exploring the Cosmos

As the rocket engines ignited, the powerful thrust propelled us into the vast expanse of space. The vibrations rattled through the cabin, merging with the palpable anticipation that filled the air. We were embarking on a remarkable journey through the cosmos, leaving behind the familiarity of Earth and venturing into the unknown.

Outside the small window, the twinkling stars grew brighter, casting a mesmerizing glow on the infinite darkness. The view was awe-inspiring as if we were floating amidst a sea of diamonds, each one beckoning us to explore its mysteries. The depth and grandeur of space stretched out before us, reminding us of the minuscule nature of our existence in the universe.

As we traversed through the cosmic void, weightlessness engulfed our bodies, releasing us from the Earth's gravitational pull. Every movement became a ballet, effortlessly gliding from one corner of the spacecraft to another. The sensation was both exhilarating and disorienting as if the boundaries of physical limitations had dissolved. The silence in space was profound, a symphony of tranquility. Without the interference of atmospheric sounds, we were left with

the gentle hum of the spaceship's systems and the rhythmic beating of our own hearts. It was a humbling reminder of the vastness and serenity that lay beyond our home planet.

Farther into our journey, celestial bodies came into view, captivating us with their sheer beauty. The fiery hues of neighboring planets illuminated the darkness, displaying their own distinct personalities. We marveled at the majestic rings of Saturn, a delicate masterpiece encircling the giant planet, and the crimson swirls of Jupiter, a tempestuous giant with its own cosmic dance. Time seemed to lose its grip on the vastness of space. Hours felt like mere moments as we traveled through light-years, witnessing the unimaginable beauty of celestial phenomena. We were reminded of the sheer magnitude of the cosmos, a testament to the wonders that lie beyond our earthly confines. Eventually, the time came for us to return to our home planet. As we reentered Earth's atmosphere, the fiery descent illuminated the sky, marking our triumphant return. The journey through space left an everlasting mark on our souls, forever changing our perception of our place in the universe.

Our journey was more than a physical exploration; it was a voyage of wonder and introspection. It taught us the fragility and interconnectedness of all things and ignited an insatiable curiosity to continue unraveling the mysteries of the cosmos. We were forever transformed by the immensity and beauty that awaited us beyond our pale blue dot in the vast expanse of space.

C. Expository Essay

- **Definition Essay**

A definition essay is a type of essay that defines a term, a concept, or an idea. The difference, however, in a simple definition and a definition essay is that a simple definition is a literal definition, while a definition essay covers all the connotative and denotative definitions of a term. A definition essay introduces the term, concept, or idea being defined, presents clear and specific information about the term, and uses examples to clarify it.

- **Writing an Effective Thesis Statement for a Definition Essay**

A thesis statement is the heart of an essay. The same is the case with a definition essay in which a thesis statement plays a key role in defining the term. The introduction just gives a good hook and background information. It is the thesis statement which presents the major points of the definition. Like all thesis statements of five-paragraph essays, the thesis statement

of a definition essay has three major evidences that relate to the definition of the term, idea, or concept being defined. However, it just keeps the topic limited to the definition by structure, by function, or by analysis.

- **Difference Between a Definition and a Definition Essay**

Words, ideas, and concepts have various connotative meanings in different contexts. One concept in one text could be entirely different from the same concept used in another text. In order to explain in meticulous detail, various definitions are collected and analyzed. Definitions are also based on structure and analysis as well as functions. When these definitions are discussed according to their roles in different contexts, it is called a definition essay. A definition is just a simple statement about a term, but a definition essay is a discussion of several definitions of the same term.

A definition essay is one that explains a term, either by defining what it means or by clarifying which meaning is intended when a word has several meanings. For instance, a writer might need to define slicing to someone unfamiliar with golf or the term koi to someone unfamiliar with tropical fish. If the writer calls a friend a nonconformist, he or she might ask the writer for the definition of that word. A writer may disagree with his or her peers over the meaning of the word feminism even though they share similar politics. Clearly, definitions are an important party of daily communication. Definition Essays are meant to help the reader to see beyond the basic, dictionary definition of a word, that he or she might fully grasp the term or concept discussed.

A Definition Essay Should Include... **A brief explanation of the term:** It is useful to include a brief explanation, so readers can begin to grasp the concept. This includes the term itself, the class to which the term belongs, and the distinguishing characteristics that differentiate this item from all others in its class.

Ex: Trypophobia is a medically recognized fear that is an aversion to the sight of irregular patterns or clusters of small holes or bumps. A specific and focused definition: This type of essay focuses on a specific term and discusses it in detail. In order to help readers better understand a term, the author may describe a philosophy behind a movement, the uses of a specific item, or the different types of a specific emotion.

Ex: Trypophobia is based on a deep-seated disgust that most humans have toward certain plants and medical conditions that cause patterns of holes, but these emotions have been allowed to be taken to an extreme. A main point: The thesis of an extended-definition essay tells why the term is worth reading about. Some writers choose to separate the brief definition from their thesis, so it is important to look for both parts while reading and to be sure to include them in the paper. One of many patterns of development: Narration, description, illustration, process analysis, comparison and contrast, classification and division, cause and effect, and argumentative styles are all used to develop definition essays.

To explain a term, more than one pattern of development can be used. For example, if defining a home run, an author may include his or her favorite baseball player's best jogs around the bases in narrative style. But if defining a style of art, a descriptive style may be more appropriate. Negation and address misconceptions: When the term being defined is so similar to another term that it can be confused with it, a writer may use negation to explain how that term is different from the others. This involves telling what the term is NOT in addition to what it is.

Ex: Trypophobia is not recognized as a mental disorder by the American Psychiatric Association. It is not believed to be a learned cultural fear.

WHERE TO START

Step 1: Select the topic. Make sure you feel familiar with the topic or that it can be easily learned. Narrow this topic to a specific term. For example, instead of writing about the term celebrity, focus on a political or Hollywood celebrity type.

Step 2: Collect details to describe the subject. Brainstorm a list of words that describe the term, such as people or actions that may be examples of it. Try describing the object to a friend and write down the words used. Write down everything a person would need to know to understand it. Try observing a person associated with the term. Look up the definition and etymology in the dictionary. Think of situations that reveal the meaning or similar terms. Do a search of the term on the internet.

Step 3: Organize the details. Look over the brainstormed list, and organize the ideas based on the pattern of development chosen. If using narration (refer to narration essay handout for more details), then organize the ideas in chronological order. If using characteristics, a most-to-least

or least-to-most order (see the descriptive essay handout for clarification and other examples) may be best.

Step 4: Draft the essay. Describe the term as specifically as possible. If describing Dalmatians, do not simply say they are a breed of dog. Describe the colors, behaviors, history, and benefits of this breed. DO NOT include the term as part of the definition. Look up synonyms to use if a similar word is needed. Include enough distinguishing characteristics so that readers will not mistake the term for something else in its class. Do not limit the definition so much that it becomes inaccurate. Use multiple transitions, and consider including the etymology of the term.

Step 5: Revise, rewrite, and edit

D. Comparison/ Contrast Essay

Definition: It is a very common pattern in academic writing. In a comparison contrast essay, you explain the similarities and the differences between two items.

Organization of Comparison / contrast essay:

The first key to writing a successful comparison/contrast essay is to organize it carefully

Point by point organization: One way to organize a comparison/contrast essay is to use point-by-point organization, which is similar to the logical division pattern. Suppose, for example, that you want to compare two jobs. First, make a list of factors that are important to you: salary, benefits, opportunities for advancement, workplace atmosphere, commuting distance from your home, and so on. Each factor, or point of comparison, is like a subtopic in a logical division essay.

In your essay, each point of comparison becomes the topic of a paragraph. You can put the paragraphs in any order you wish-perhaps in the order of their importance to you personally.

Outline:

A- Introduction

- Thesis statement:

B- Body

- Salary

- Benefits

- Advancement opportunities

- Workplace atmosphere
- Commuting distance

C- Conclusion

Block organization: The other way to organize a comparison/contrast essay is to arrange all the similarities together in a block and all the differences together in a block. You could discuss either the similarities first or the differences first. You often insert a transition paragraph or transition sentence between the two blocks.

Outline:

A- Introduction

- Thesis statement

B- Body

1- Similarities

- Benefits
- Commuting distance

2- Differences

- Salary
- Opportunities for advancement
- Workplace atmosphere

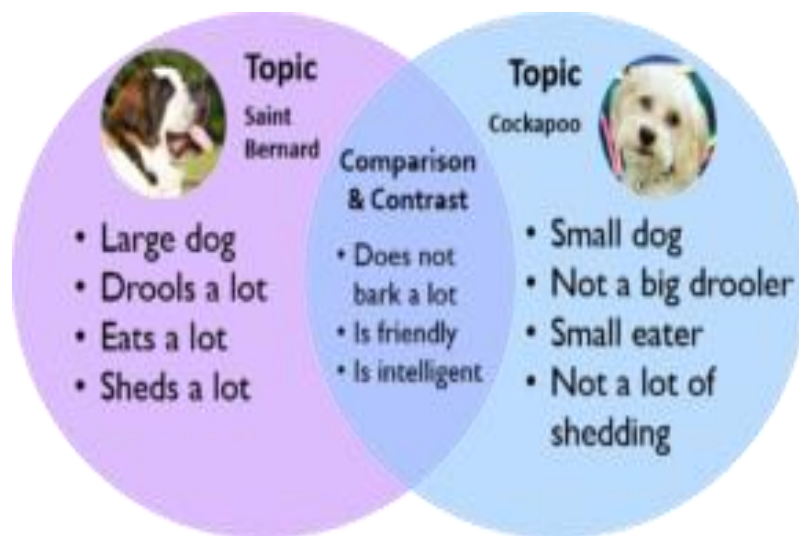
C- Conclusion

The number of paragraphs in each block depends on the topic. For some topics, you may write about all the similarities in a single paragraph; for other topics, you may need to discuss each similarity in a separate paragraph. The same is true for differences. Of course, some topics may have one paragraph of similarities and several paragraphs of differences, or vice versa.

Comparison and contrast signal words:

The second key to writing successful comparison/contrast essays is the appropriate use of comparison and contrast signal words. These are words that introduce points of comparison and points of contrast. It is not sufficient simply to describe each item that you are comparing. You must refer back and forth to, for example, Job X and Job Y and use comparison and contrast signal words to show what is the same and what is different about them. Of course, you should also use transition signals such as first, second, one . . . , another . . . , the final . . . ,

for example, and in conclusion in addition to these special ones.



Comparing and contrasting means looking for similarities and differences between two things, which you can see nicely in a Venn diagram.

Compare and contrast is a rhetorical style that discusses the similarities and differences of two or more things: ideas, concepts, items, places, etc. This rhetorical style is one that you'll see often as a complete essay, but you may also use it quite a lot within paragraphs of any kind of essay in which you need to make some kind of comparison to help illustrate a point.

A compare and contrast essay does two things: It discusses the similarities and differences of at least two different things. First, you must find a basis of comparison to be sure that the two things have enough in common.

After that, you identify their differences. You may structure the compare and contrast essay using either the **alternating method** (stating one aspect of one thing and immediately discussing the same aspect of the other item and how they are similar or different) or the **block method** (discussing all of the aspects of one thing and then discussing all of the aspects of another).

NOTE: When you write a compare and contrast essay, be sure that the two things have enough in common. Even if you have many differences to analyze, if the topics or items you're comparing don't have much in common, your audience may wonder why you're comparing

the two things. For example, you would have a difficult time writing an essay comparing and contrasting your favorite television program with a popular vacation spot in your state. It would make a lot more sense to compare two different television shows or two different vacation spots. You also don't want to bite off more than you can chew. It might be better to compare driving laws in two different states rather than driving laws across the nation.

Techniques

Keep the following in mind when you write a comparison and contrast essay.

Basis of Comparison

In order for your essay to be a success, you need to have a basis of comparison about the things that you're comparing. Do the things have enough in common for it to make sense to write about them in a compare and contrast essay? For example, it would make sense to compare in-person and online courses because the two have enough in common to justify discussing the similarities and differences of the two types of courses.

Alternating Method

When you use the alternating method, you discuss one aspect of the first item and then immediately discuss the same aspect of the second item. You may discuss the amount of computer time required for an in-person course and an online course. You may state that while you need to work on the computer for both courses, you would need to spend twice as much time on the computer for the online course.

Block Method

When you use the block method, you discuss one subject and then discuss the next subject. Usually, you would write one paragraph discussing all aspects of the first subject and then write a second paragraph discussing all aspects of the second subject and so on.

For example, if you begin with a discussion of the online course, you might discuss the amount of computer time required, the costs, the typical student success rate, and the usual instructional pedagogy. Next, you would turn to your discussion of an in-person course and discuss each of those aspects for the in-person course.

With the block method, you do not go back and forth in your discussion. First, you focus on the first subject (the online course) and then you focus on the second subject (the face-to-face course).

Combination Method

Finally, when you combine the two, you're writing a compare and contrast essay that follows the combination method. You may spend a couple of body paragraphs using the alternating method and then decide to switch to the block method for a deeper analysis of each of the subjects.

As you can imagine, no one approach always works best, depending on the subjects, which is probably why the combination method evolved. In any case, each of these methods is not meant as a formula; use these approaches to guide you as you master this style of writing.

Model of the comparison/ contrast essay:

Comparing and Contrasting London and Washington, DC: By Scott McLean in Writing for Success Both Washington, DC, and London are capital cities of English-speaking countries, and yet they offer vastly different experiences to their residents and visitors. Comparing and contrasting the two cities based on their history, their culture, and their residents show how different and similar the two are.

Both cities are rich in world and national history, though they developed on very different time lines. London, for example, has a history that dates back over two thousand years. It was part of the Roman Empire and known by the similar name, Londinium. It was not only one of the northernmost points of the Roman Empire but also the epicenter of the British Empire where it held significant global influence from the early sixteenth century on through the early twentieth century. Washington, DC, on the other hand, has only formally existed since the late eighteenth century. Though Native Americans inhabited the land several thousand years earlier, and settlers inhabited the land as early as the sixteenth century, the city did not become the capital of the United States until the 1790s. From that point onward to today, however, Washington, DC, has increasingly maintained significant global influence. Even though both cities have different histories, they have both held, and continue to hold, significant social influence in the economic and cultural global spheres.

Both Washington, DC, and London offer a wide array of museums that harbor many of the world's most prized treasures. While Washington, DC, has the National Gallery of Art and several other Smithsonian galleries, London's art scene and galleries have a definite edge in this category. From the Tate Modern to the British National Gallery, London's art ranks among the world's best. This difference and advantage has much to do with London and Britain's historical depth compared to that of the United States. London has a much richer past than Washington, DC, and consequently has a lot more material to pull from when arranging its collections. Both cities have thriving theater districts, but again, London wins this comparison, too, both in quantity and quality of theater choices. With regard to other cultural places like restaurants, pubs, and bars, both cities are very comparable. Both have a wide selection of expensive, elegant restaurants as well as a similar amount of global and national chains. Both cities also share and differ in cultural diversity and cost of living. Both cities share a very expensive cost of living—both in terms of housing and shopping. A downtown one-bedroom apartment in DC can easily cost \$1,800 per month, and a similar “flat” in London may double that amount. These high costs create socioeconomic disparity among the residents. Although both cities' residents are predominantly wealthy, both have a significantly large population of poor and homeless. Perhaps the most significant difference between the resident demographics is the racial makeup. Washington, DC, is a “minority majority” city, which means the majority of its citizens are races other than white. In 2009, according to the US Census, 55 percent of DC residents were classified as “Black or African American” and 35 percent of its residents were classified as “white.” London, by contrast, has very few minorities—in 2006, 70 percent of its population was “white,” while only 10 percent was “black.” The racial demographic differences between the cities is drastic.

Even though Washington, DC, and London are major capital cities of English-speaking countries in the Western world, they have many differences along with the similarities. They have vastly different histories, art cultures, and racial demographics, but they remain similar.....

E.Cause/ Effect Essay:

Definition: Another common pattern of essay organization is called cause and effect. In a cause/ effect essay, you discuss the causes (reasons) for something, the effects (results), or

both causes and effects. You might use cause/effect organization to answer typical test questions such as these:

- Explain the decline in reading ability among schoolchildren.
- Discuss the effects of global warming on the environment.

Organization of the cause/ effect essay:

You can organize a cause/effect essay in two main ways: "block" organization and "chain" organization. In block organization, you first discuss all the causes as a block (in one, two, three, or more paragraphs, depending on the number of causes). Then you discuss all the effects together as a block. You can discuss either causes or effects first. Of course, you can also discuss only causes or only effects.

Block Organization: In block organization, a short paragraph often separates one major section from another major section. This paragraph is called a transition paragraph. Its purpose is to conclude one section and introduce another section. You do not always have to write a transition paragraph, but it is helpful when your topic is long and complex. For example, an essay about global warming might include several paragraphs about the causes and several paragraphs about the effects, with a transition paragraph between the two blocks. Essays that discuss mainly (or only) causes or mainly (or only) effects might have a transition paragraph between blocks of different kinds of causes or between blocks of different kinds of effects. For example, you might use a transition paragraph to separate the personal effects of our increased life expectancy from its many effects on the economy. In short, a block-style cause/effect essay could have many different patterns. Some possibilities are shown below.

Patter A	Pattern B	Pattern C	Pattern D
introduction	introduction	introduction	introduction
1st cause	1st cause	Effects	1st effect
2nd cause	transition paragraph	Transition paragraph	2nd effect

3rd cause	2nd cause	1st cause	3rd effect
Transition paragraph	3rd cause	2nd cause	Conclusion
1st effect	4th cause	3rd cause	
2nd cause	Effects	4th cause	
Conclusion	Conclusion	Conclusion	

Model: Cause/ Effect Essay

Shyness is a commonly used but often misunderstood term. What is the definition of shyness? Shyness is a feeling of apprehension, awkwardness or discomfort in social life situations or personal situations that will keep us from pursuing and achieving our goals in life. Based on the American Psychological report, the number of individual reporting of shyness issue had been increasing gradually every year. Shy individuals are usually introverts and normally young kids, aged between 5 years old to 12 years old. Shyness can be a chronic issue on someone's daily routine as it will results in many negative consequences. The extent which shyness can create many problems on an individual varies widely. These are a few of common negative effects of shyness on someone's life, which are making friends, job opportunities and health problems. A shy individual may have disability to make new friends in their social life as they have low self esteem. An individual with low self-esteem will have a powerful impact on their own behavior, they are fearful of exploring their own real life. A shy individual will keep themselves distant from strangers, colleagues, classmates and even their relatives, therefore this will lead the individuals to encounter problems in their social life in a way that they are not able to make new companions. Besides that, they will also have to face the lack of courage to speak. As an example, the individual will fear to start a conversation with someone else even is to greet them. One may wonder how will one ever

make friends if he or she never talks to anyone at all? Therefore, shyness will lead any individual to find difficulty in finding new friends. Also, a shy individual cannot express their true feelings and thoughts in their social life. Hence, this phenomenon will affect the individuals to have difficulty to blend in the society. This will cause the individual to feel emotionally left out due to the lack of company surrounding them. They will also be unable to share their daily problems or troubles with anyone else. In addition to that, a shy individual will find difficulty asserting themselves in school or their workplace. This will lead them to be unable to communicate with their colleagues or schoolmates and they will have hard times when they are required to go to school or work. In addition, the shy individuals will face concern while being employed and also when they are applying for a job. The individuals will have verbal skills issues due to fear and lack of confidence. As an example, the individual will face trouble expressing in words during their presentation at work to their fellow colleagues and even worse, their employer due to the fear factor. This lack of confidence will lead them to be unable to convey their thoughts and ideas to their employer. Meanwhile, they will also find themselves lacking self-confidence to speak out during job interviews and it may result them to get rejected by many companies. It will lead them to be depressed and they will feel useless and helpless in life. Shyness really does have huge costs on individuals after all. Furthermore, the shy individuals will have difficulty interacting and cooperating well with groups of people in work. Therefore, this will cause them to have low work performance in their workplace. They are usually afraid of working on new tasks given during work and they will try to avoid new endeavors because they are afraid of making mistakes. This will make them less daring to try out new ideas and take more risks that may prove to be beneficial for the company they work for or the business that they run. Shy individuals will also worry about judgments from their colleagues and employer. In fact, shy individuals will also have to face fairly serious health issues in their lifestyle. People who are shy are much more vulnerable to develop other types of psychological problems, such as depression and anxiety. They will manifest depression because they live stressful anti-social lives. This issue is very chronic as many suicidal cases and harming one's self had happened nowadays due to depression issues. The deep feeling of despair and hopelessness that goes along with depression can make suicide feel like the only way to escape pain. Additionally, individuals who are shy will also encounter concentration problems; they will find out that they have issues in focusing, making decision and remembering things. A shy individual will also have anxiety issue

because they find it tough to step out from their comfort zone. As a matter of fact, they will lose the interest in doing the daily routines like, working, studying, eating, reading, playing and many more. They will also face sleeping problems like waking up at early hours and also oversleeping. Moreover, there might be a possibility that shy individuals may suffer social phobias. They will get very anxious when they are with people because they are afraid of criticism and judgment of people. Also, they are afraid that they may do something embarrassing in front of them.

To sum up, there are many impacts of shyness on someone's life. The level of shyness which will create problems on someone's life varies widely, from social awkwardness to even worse, social phobia. The negative effects of shyness on someone's life can be effectively overcome and reduced by many types of treatments. An individual with shyness symptom can overcome their shyness by looking for a right, skillful counselor to talk to. They will feel more comfortable and they will soon or later get out from their comfort zone after having a heart-to-heart talk with the counselor. Shyness really does affect the self-esteem of an individual. Lastly and most importantly, shyness is a very common symptom which it is a painful state that can be treated and overcome eventually.

An argumentative essay is a piece of [writing](#) that uses factual evidence and logical support to convince the reader of a certain way of thinking. Although many types of essays aim at persuading the reader to believe a specific point of view, argumentative essays rely heavily on hard evidence, drawing on other studies and [sources](#) to prove their argument is best.

Don't let the name fool you: Argumentative essays don't have to be aggressive or combative. Rather, it gets its name from the style of arguing, whereby the writer presents sufficient research to both support their own claim and invalidate opposing perspectives. When you're writing an argumentative essay, remember that the goal is to show that *your* [thesis](#) is the only logical conclusion.

Give your essays extra polish

Grammarly helps you improve academic writing

Write with Grammarly

Argumentative essays are only as good as their argument, and structuring good arguments requires a little more than just being stubborn (even if it helps!). Below, we run through the most useful techniques for writing the perfect argumentative essay. But don't take our word for it—our evidence speaks for itself!

Argumentative Essay:

What is an Argumentative Essay?

Like persuasive essays and other [types of essays](#), the point of argumentative essays is to convince the reader of a particular point of view. What makes an essay argumentative is the method of convincing: An argumentative essay uses fact-based evidence and unquestionable logic to prove that its thesis is true.

[Persuasive essays](#) do this, too, but tend to be more emotional and [less formal](#). Argumentative essays focus more on concrete empirical data, whereas persuasive essays appeal more to the reader's emotions. In other words, argumentative essays favor quantitative support, while persuasive essays favor qualitative support.

Likewise, it's easy to confuse argumentative essays with [expository essays](#), which rely heavily on fact-based evidence and copious research. The main difference is *bias*: Argumentative essays presume one point of view is correct, whereas expository essays usually present all sides of the argument and leave it to the reader to make up their own mind.

Another distinction of argumentative essays is that the thesis is *not obvious*. It usually has strong enough opposition to necessitate an explanation of why it's wrong. For example, "the sky is blue on a sunny day" would be an awful thesis for an argumentative essay. Not only would it be redundant, but also far too simplistic: Your evidence may be "look outside," and that'd be the end of it!

The idea is that an argumentative essay leaves no doubt that its thesis is accurate, usually by disproving or invalidating opposing theories. That's why argumentative essays don't just talk about the writer's own thesis but discuss other contradicting points of view as well. It's hard to name one perspective as "true" if you're ignoring all the others.

An argumentative essay is a formal essay that persuades the reader to agree with your thesis statement. Argumentative essays vary in terms of complexity from simple comparisons

like *"Red is better than blue"* to the more complex *"The argument for socialism over capitalism."* Regardless of the topic, argumentative essays involve research with evidentiary facts and data to support whatever conclusion you are arguing. The format of an argumentative essay typically consists of three basic elements:

- An introductory paragraph, stating topic and thesis
- Supporting paragraphs, presenting arguments and unique facts
- The final paragraph, restating supporting evidence and thesis

The length and complexity of the essay will vary depending on the level of the student—typically high school or college level. Younger students usually have simpler topics and shorter length requirements while advanced high school and college students are required to conduct extensive research, argue comprehensively and write longer arguments with more complex conclusions

What makes a good argumentative essay?

There are three key elements of a good argumentative essay: a strong argument, thesis and comprehensive research.

- **Strong argument**

To write a compelling essay that persuades your reader, start with a strong argument. Start with a topic that you feel strongly about and construct an argument with reasons and proof. Remember, that to convince your reader, your argument needs to be well thought out and researched. It should have a main point, but also, several reasons why.

- **Thesis**

Closely related to having a strong argument is your formal and specific message, or your thesis. The thesis is your complex argument condensed into one sentence. Your thesis needs to be able to be well-reasoned, researched and strong. All facts, data and essay conjecture needs to be able to come back to prove this one-sentence thesis.

- **Research**

For an argumentative essay to be convincing, it needs to be based upon and cited by comprehensive research. Before forming your thesis, use your argument to search for corroborating data in scientific journals, studies and newspapers. If, after conducting comprehensive research, you cannot find enough research on your topic and/or argument, consider finding a different topic to write your argumentative essay about.

Basic Argumentative Essay Structure

Because your entire argumentative essay depends on how well you present your case, your [essay structure](#) is crucial. To make matters worse, the structure of argumentative essays is a little more involved than those of other essay types because you also have to address other points of view. This alone leads to even more considerations, like whose argument to address first, and at what point to introduce key evidence.

Let's start with the most basic argumentative essay structure: the simple five-paragraph format that suits most short essays.

- Your first paragraph is your [introduction](#), which clearly presents your thesis, sets up the rest of the essay, and maybe even adds a little intrigue.
- Your second, third, and fourth paragraphs are your body, where you present your arguments and evidence, as well as refute opposing arguments. Each paragraph should focus on either showcasing one piece of supporting evidence or disproving one contradictory opinion.
- Your fifth and final paragraph is your [conclusion](#), where you revisit your thesis in the context of all preceding evidence and succinctly wrap up everything.

This simple structure serves you well in a pinch, especially for timed essays that are part of a test. However, advanced essays require more detailed structures, especially if they have a length requirement of over five paragraphs.

Advanced Argumentative Essay Structure

Some essays need to support more complicated arguments and more definitive rebuttals than normal. In these cases, the three major formats below should serve your argumentative essay for a variety of needs.

Aristotelian (Classic)

When to use it: making straightforward arguments

The Aristotelian or classic argument is a default structure for a clear argument, more like an extension of the simple five-paragraph structure above. It draws on credibility (*ethos*), emotion (*pathos*), and reasoning (*logos*) to prove its points, all of which can be adapted for virtually any argument. In form, it follows a direct and logical path:

- 1 Introduce the problem.
- 2 Explain your perspective.
- 3 Explain your opponent's perspective. Refute their points one-by-one as you go.
- 4 Present your evidence.
- 5 Conclude your argument.

Toulmin

When to use it: presenting complex issues with no clear truths *or* when your thesis is a rebuttal or counterargument. The Toulmin method was developed to analyze arguments themselves, so it makes sense to use it for essays. Because it's steeped in logic and deep analysis, this approach best suits complicated issues that need unraveling, but also works well for refuting an opposing point of view piece by piece.

In form, it includes six main areas, but you're free to organize them in whatever order works best for your essay. Keep in mind that your claim can itself be a rebuttal of another argument, so your entire essay could be disproving another thesis rather than presenting your own.

- 1 **Claim:** your thesis or argument, stated clearly
- 2 **Reasons:** your evidence, including data or generally accepted facts
- 3 **Warrant:** the connection between your claim and reasons (requiring you to state assumptions explicitly so there's no confusion)
- 4 **Backing:** additional evidence to support your claim

5 Qualifier: the limits to your own claim, including concessions

6 Rebuttal: addressing opposing viewpoints and criticisms of your claim

Rogerian

When to use it: showing both sides of an argument as valid *or* when presenting to a mixed audience.

The Rogerian method is simply a middle-ground approach, where you acknowledge the validity of both your thesis and the opposition's viewpoint. It's the least confrontational and most respectful, which helps in convincing readers who are naturally biased against your main claim. In form, it follows a five-step structure:

1 Introduce the problem.

2 Explain your opponent's perspective first. Validate their points when correct.

3 Explain your perspective.

4 Bring both sides together. Present a middle ground where both viewpoints coexist.

5 Conclude your (balanced) argument.

How to Write a Good Argument

The thesis, or argument, is the cornerstone of any good essay. If your thesis is weak or full of holes, not even a perfect essay structure can save you.

The thesis itself should be the one takeaway you want your readers to leave with. What are you trying to convince them of, or what do you want them to remember after reading? Knowing this informs all other aspects of writing your essay, including the best structure and format, not to mention which evidence to collect.

For starters, choose a topic you feel strongly about (if it's not already assigned). It helps if your argument is specific; having a broad or general argument means more facets to examine, which can make for a wordy essay.

It also helps to consider your audience. You don't always have to tell readers what they want to hear, but their biases should influence how you write your essay, including your wording and how much credit to give the opposition.

Above all, choose a thesis with sufficient evidence. Argumentative essays thrive on factual proof from credible sources, and you don't want to waste time searching for data that doesn't exist. If you can't find enough facts to back up your thesis, maybe you shouldn't argue that point in the first place.

How to write an argumentative essay: the writing process

Argumentative essays follow the same [recommended writing process](#) as other kinds of writing, albeit with more emphasis on researching and preparing. Here's a brief overview of how to adapt the process for argumentative essays:

1 Brainstorming: If your argument is not provided in the assignment, take some time to think up a good thesis based on our guidelines above.

2 Preparing: This phase is for collecting all the evidence going into your essay, as well as [writing an outline](#). Because proof is key to argumentative essays, set aside ample time for research until you have all the support you need. It's also a good time to outline your essay, answering questions like when and how to discuss opposing viewpoints.

3 Drafting: Write a [rough draft](#) of your essay. It helps to include any data and direct quotes as early as possible, especially with argumentative essays that often cite outside sources.

4 Revising: Polish your rough draft, optimize word choice, and restructure your arguments if necessary. Make sure your language is clear and appropriate for the reader, and double-check that you effectively made all your points and rebuttals.

5 Proofreading: Go through your draft and focus exclusively on fixing mistakes. If you're not confident in your grammar skills or diction, use [Grammarly](#).

Although optional, it always helps to have a fresh set of eyes on your essays before finalizing it. See if your argument is strong enough to convince your friends!

Argumentative Essay Writing Tips

Our [tips for writing better essays](#) apply just as well to argumentative essays as any others, so that's the best place to start if you're looking for additional guidance. For tips specific to argumentative essays, try these:

Support your Argument with Concrete Facts

Although similar to persuasive essays, argumentative essays are in some ways the exact opposite. While persuasive essays appeal to the reader's emotions, argumentative essays appeal to the reader's reason. That's why hard facts work best.

Do plenty of research until you have enough data to support each of your main points. Feel free to cite other sources or studies to improve your credibility as well. Try to withhold your personal opinions and feelings as much as possible—let your evidence speak for you.

Be proactive about language

In an argumentative essay, [tone](#) and style are more important than you may think, especially if you're criticizing another person's perspective. Be respectful when choosing your words and phrasing. Using an aggressive tone reflects worse on the writer than the target, even if rebutting a despicable point of view.

Use aids for style and grammar

Even the smallest typo can derail the most carefully planned argument. The problem is, it's hard to formulate the best possible argument if you're distracted by spelling and grammar.

Grammarly finds all of your writing mistakes for you so you can stay focused on what's important. It even checks your tone and clarity to make sure your true argument always shines through and comes across as intended. See how Grammarly can help your next writing project by downloading it now.

This chapter is short in comparison to the other chapters you have read. That is because you will be expected to complete your critique this week. In the next chapter, **Developing a Convincing Argument**, you will need to apply this information and structures in developing your persuasive paper, the last essay form you will learn in this course.

a. Defending an Opinion : Building arguments with evidence to persuade

The Purpose of Persuasion

Learning Objectives

The purpose of persuasion in writing is to convince, motivate, or move readers toward a certain point of view, or opinion. The act of trying to persuade automatically implies more than one opinion on the subject can be argued.

The idea of an argument often conjures up images of two people yelling and screaming in anger. In writing, however, an argument is very different. An **argument** is a reasoned opinion supported and explained by evidence. To argue in writing is to advance knowledge and ideas in a positive way. Written arguments often fail when they employ ranting rather than reasoning.

Most people have strong views on **controversial topics** (ones that inspire extreme points of view or opinions) and are often very willing to share those strong views. However, imagine you are having a discussion with someone who is only willing to share a particular point of view, ignoring yours, which may be in opposition. The ideas presented by that person would be very narrow, almost as if the person has tunnel vision and is merely expressing a personal opinion. If that person does provide you with facts, they may often be skewed or not from a credible source. After the discussion, there is only a slight chance you would be convinced of the other person's point of view. You may have new ideas you had not considered before or a new perspective, but you would probably not be thoroughly convinced because that person has not made any attempt to present a well-rounded, fact-based point of view. This is why it is essential for you to not only provide your reader with strong, substantiated evidenced, but also to ensure you present an argument that looks at the topic from multiple angles.

Now, you may be asking yourself, "How can my argument be convincing if I present ideas contrary to my main point of view?" Well, while you need to concede there are other views different from your own, it is very important to show your reader you have thought about different angles and that the conclusions you have come to have been critically developed. This evidence of critical thinking will elevate your argument to a level so that your reader cannot really have any objections to. Also, when you look at the structures for persuasive writing, outlined in the next section, you will learn how you can rebut the possible objections you

present, essentially smashing those contrary ideas and showing how your point of view is the convincing one.

Tip

Most of us feel inclined to try to win the arguments we engage in. On some level, we all want to be right, and we want others to see the error of their ways. More times than not, however, arguments in which both sides try to win end up producing losers all around. The more productive approach is to persuade your audience to consider your opinion as a valid one, not simply the right one.

The Structure of a Persuasive Essay

Learning Objectives

- Determine the structure of persuasion in writing
- Apply a formula for a classic persuasive argument

Writing a Persuasive Essay

You first need to choose a topic that you feel passionate about. If your instructor requires you to write about a specific topic, approach the subject from an angle that interests you. Begin your essay with an engaging introduction. Your thesis should typically appear somewhere in your introduction.

Next, need to acknowledge and explain points of view that may conflict with your own to build credibility and trust with your audience. You also should state the limits of your argument. This helps you sound more reasonable and honest to those who may naturally be inclined to disagree with your view. By respectfully acknowledging opposing arguments and conceding limitations to your own view, you set a measured and responsible tone for the essay.

Be sure to make your appeals in support of your thesis by using sound, credible evidence. Use a balance of facts and opinions from a wide range of sources, such as scientific studies, expert testimony, statistics, and personal anecdotes. Each piece of evidence should be fully explained and clearly stated. Also, write in a style and tone that is appropriate for your subject and audience. Tailor your language and word choice to these two factors, while still being true to

your own voice. Finally, write a conclusion that effectively summarizes the main argument and reinforces your thesis.

The formula below for organizing a persuasive essay may be one with which you are familiar. It will present a convincing argument to your reader because your discussion is well rounded and thorough, and you leave your audience with your point of view at the end. *Remember to consider each of these components in this formula as sections instead of paragraphs because you will probably want to discuss multiple ideas backing up your point of view to make it more convincing.*

When writing a persuasive essay, it is best to begin with the most important point because it immediately captivates your readers and compels them to continue reading. For example, if you were supporting your thesis that homework is detrimental to the education of high school students, you would want to present your most convincing argument first, and then move on to the less important points for your case.

Some key transitional words you should use with this method of organization are: *most importantly, almost as importantly, just as importantly, and finally.*

The Formula You will need to come up with objection points, but you will also need to think of direct rebuttals to each of those ideas. Remember to consult your outline as you are writing because you may need to double-check that you have countered *each* of the possible opposing ideas you presented.

Section 1: Introduction

Attention getter

Thesis (showing main and controlling ideas)

Background

Signposts (make sure you outline the structure your argument will follow: Pros Cons/Pros)

Section 2: (Multiple) Ideas in Support of Claim

Give a topic sentence introducing the point (showing main and controlling ideas)

Give explanations + evidence on first point

Make concluding statement summarizing point discussion (possibly transitioning to next supporting idea)

Repeat with multiple ideas in separate paragraphs

Section 3: Summary of (Some) Opposing Views

Give topic sentence explaining this paragraph will be opposing points of view to provide thorough, convincing argument

Present general summary of some opposing ideas

Present some *generalized* evidence

Provide brief concluding sentence for paragraph—transitioning into next rebuttal paragraph

Section 4: Response to Opposing Views

Give topic sentence explaining this paragraph/section **connects to or expands on previous paragraph**

[may recognize validity of some of points] then need to present how your ideas are stronger

Present evidence **directly countering/refuting ideas** mentioned in previous section

Give concluding statement summarizing the **countering** arguments

Section 5: Conclusion

Restate your thesis

Summarize your discussion points

Leave the reader with a strong impression; do not waiver here

May provide a “call for action”

Tip

In a persuasive essay, the writer's point of view should be clearly expressed at the beginning of each paragraph in the topic sentence, which should contain the main idea of the paragraph and the writer's controlling idea.

Learning Objectives

- Explain the importance and benefits of acknowledging opposing ideas
- Identify the importance of cautious use of tone in a persuasive essay
- Identify bias in writing
- Assess various rhetorical devices, including the use of *I*
- Distinguish between fact and opinion
- Understand the importance of visuals to strengthen arguments

When writing a persuasive essay, you need to focus on the same elements, but you also need to ensure you are presenting an argument that considers other points of view on your topic; you need to acknowledge there are other angles, and you need to present ideas countering those objections in order to increase your chance at convincing your reader.

Style and Tone of Language

Just as with any essay, the way you write and the tone you use is very important to consider. Think back to the earlier mention of that one-sided argument. If you are talking with a person who uses aggressive and inflammatory words, are you more or less likely to listen to the whole argument and ultimately be convinced? If someone is waving his hands and swearing or yelling, the gestures and raised voice may actually distract you from what is being said. Also, when people are extremely animated in their discussions, their audience may become defensive if they do not agree with the ideas presented. In such a case, the audience may then respond in the same way, and no one ends up really hearing other points of view and will definitely not be convinced. Consider the same discussion, but imagine the original speaker being calm and controlled. Do you think you would be more likely to listen and consider the ideas? That is what often happens; the speaker also allows you to give your input and views, and together, you can arrive at a blend of ideas. While you may not be convinced to change your mind completely, the way the speaker presents the argument (calmly and substantively) creates an

environment or situation where you are more open to discussion. This is the same when you write; if you choose inflammatory language not appropriate to your audience, the overall impact is almost “bloggish”—like someone ranting on a topic and just stating his or her opinion. This becomes a bigger issue if no substantive evidence or support is given for the discussion. The writer just seems like a radical expressing view, not someone you can use for credible support. In short, remember to choose your words carefully. While you will need to use assertive language to support your ideas, you need to choose objective words. How you make your argument more convincing is by: Using strong, peer-reviewed, and reliable evidence to back up your ideas Presenting and rebutting at least one opposing idea

Acknowledging Opposing Ideas and Limits to Your Argument

Because an argument implies differing points of view on the subject, you must be sure to acknowledge those opposing ideas. Avoiding ideas that conflict with your own gives the reader the impression that you may be uncertain, fearful, or unaware of opposing ideas. Thus, it is essential that you not only address counterarguments but also do so respectfully.

Try to address opposing arguments earlier rather than later in your essay. Rhetorically speaking, ordering your positive arguments last allows you to better address ideas that conflict with your own, so you can spend the rest of the essay countering those arguments. This way, you leave your reader thinking about your argument rather than someone else’s. You have the last word.

Acknowledging different points of view also fosters more credibility between you and the audience. They know from the outset that you are aware of opposing ideas and that you are not afraid to give them space.

It is also helpful to establish the limits of your argument and what you are trying to accomplish. In effect, you are conceding early on that your argument is not the ultimate authority on a given topic. Such humility can go a long way toward earning credibility and trust with an audience. Your readers will know from the beginning that you are a reasonable writer, and they will trust your argument as a result. For example, in the following concessionary statement, the writer advocates for stricter gun control laws, but admits it will not solve all of our problems with crime:

Although tougher gun control laws are a powerful first step in decreasing violence in our streets, such legislation alone cannot end these problems since guns are not the only problem we face.

Bias in Writing

Everyone has various biases on any number of topics. For example, you might have a bias toward wearing black instead of brightly coloured clothes, or wearing jeans rather than formal wear. You might have a bias toward working at night rather than in the morning, or working by deadlines rather than getting tasks done in advance. These examples identify minor biases, of course, but they still indicate preferences and opinions.

In your first assignment a number of weeks ago, you were asked to sit somewhere, make observations, and write both a positive and negative description of the same scene—or to show two angles of vision. The purpose of this exercise was to make it evident to you how easily bias and angles can appear even through the smallest words you choose to use in your writing. Choosing each word carefully is even more significant in a persuasive paper because, as already mentioned, you want your reader to view your presentation of ideas as logical and not just a tirade. Using objective and neutral language and evidence and acknowledging you have a possible bias will help you present a well-rounded and developed argument.

Handling bias in writing and in daily life can be a useful skill. It will allow you to articulate your own points of view while also defending yourself against unreasonable points of view. The ideal in persuasive writing is to let your reader know your bias, but do not let that bias blind you to the primary components of good argumentation: sound, thoughtful evidence and a respectful and reasonable address of opposing sides.

- **The strength of a personal bias** is that it can motivate you to construct a strong argument. If you are invested in the topic, you are more likely to care about the piece of writing. Similarly, the more you care, the more time and effort you are apt to put forth and the better the final product will be.
- **The weakness of personal bias** is that it can take over the essay—when, for example, you neglect opposing ideas, exaggerate your points, or repeatedly insert yourself ahead of the subject by using *I* too often. Being aware of all three of these pitfalls will help you avoid them.

Fact and Opinion

Facts are statements that can be definitely proven using objective data. The statement that is a fact is absolutely valid. In other words, the statement can be pronounced as true or false. For example, $2 + 2 = 4$. This expression identifies a true statement, or a fact, because it can be proved with objective data.

Opinions are personal views, or judgments. An opinion is what an individual believes about a particular subject. However, an opinion in argumentation must have legitimate backing; adequate evidence and credibility should support the opinion. Consider the credibility of expert opinions, as experts in a given field have the knowledge and credentials to make their opinion meaningful to a larger audience.

For example, you seek the opinion of your dentist when it comes to the health of your gums, and you seek the opinion of your mechanic when it comes to the maintenance of your car. Both have knowledge and credentials in those respective fields, which is why their opinions matter to you. But the authority of your dentist may be greatly diminished should he or she offer an opinion about your car, and vice versa.

In your writing, you want to strike a balance between credible facts and authoritative opinions. Relying on one or the other will likely lose more of your audience than it gains.

The Use of I in Writing

The use of *I* in writing is often a topic of debate, and the acceptance of its usage varies from instructor to instructor. It is difficult to predict the preferences for all your present and future instructors, but consider the effects it can potentially have on your writing.

Be mindful of the use of *I* in your writing because it can make your argument sound overly biased, for two primary reasons:

Excessive repetition of any word will eventually catch the reader's attention—and usually not in a good way. The use of *I* is no different.

The insertion of *I* into a sentence alters not only the way a sentence might sound but also the composition of the sentence itself. *I* is often the subject of a sentence. If the subject of the essay is supposed to be, say, smoking, then by inserting yourself into the sentence, you are effectively

displacing the subject of the essay into a secondary position. In the following example, the subject of the sentence is bolded and underlined:

Smoking is bad. vs. **I** think smoking is bad.

In the first sentence, the rightful subject, *smoking*, is in the subject position in the sentence. In the second sentence, the insertion of *I* and *think* replaces *smoking* as the subject, which draws attention to *I* and away from the topic that is supposed to be discussed. Remember to keep the message (the subject) and the messenger (the writer) separate.

*You can use **Checklist of Developing Sound Arguments**, as you work on your persuasive essay.*

Checklist : Developing Sound Arguments

Does my essay contain the following elements?

An engaging introduction

A reasonable, specific thesis that is able to be supported by evidence

A varied range of evidence from credible sources

Respectful acknowledgment and explanation of opposing ideas

A style and tone of language that is appropriate for the subject and audience

Acknowledgment of the argument's limits

A conclusion that will adequately summarize the essay and reinforce the thesis

Tip

The word *prove* is frequently used in the discussion of persuasive writing. Writers may claim that one piece of evidence or another proves the argument, but proving an argument is often not possible. No evidence proves a debatable topic one way or the other; that is why the topic is debatable. Facts can be proved, but opinions can only be supported, explained, and persuaded.

Using Visual Elements to Strengthen Arguments

Adding visual elements to a persuasive argument can often strengthen its persuasive effect. However, remember you want to use them to make a bigger impact for your reader, so you need to make sure they are:

- **Relevant and essential.** They should help your reader visualize your point.
- **Easy to follow.** The reader should not have to work too hard to understand.
- **Appropriate to audience, tone, and purpose.** Always keep the audience in mind.
- **Appropriately cited and referenced.** If you borrow from a source, be sure to include proper citations.
- **NOT disrespectful.** You want your writing to be seen as fair and non-biased.
- **NOT used too often.** They will become more of a distraction than a focal point if they are used too often

There are two main types of visual elements: quantitative visuals and qualitative visuals.

- **Quantitative** visuals present data graphically. They allow the audience to see statistics spatially. The purpose of using quantitative visuals is to make logical appeals to the audience. For example, sometimes it is easier to understand the disparity in certain statistics if it is displayed graphically. Bar graphs, pie charts, Venn diagrams, histograms, and line graphs are all ways of presenting quantitative data in spatial dimensions.
- **Qualitative** visuals present images that appeal to the audience's emotions. Photographs and pictorial images are examples of qualitative visuals. Such images often try to convey a story, and seeing an actual example can carry more power than hearing or reading about the example. For example, one image of a child suffering from malnutrition will likely have more of an emotional impact than pages dedicated to describing that same condition in writing.

Writing at Work

When making a business presentation, you typically have limited time to get your idea across. Providing visual elements for your audience can be an effective timesaving tool. Quantitative

visuals in business presentations serve the same purpose as they do in persuasive writing. They should make logical appeals by showing numerical data in a spatial design. Quantitative visuals should be pictures that might appeal to your audience's emotions. You will find that many of the rhetorical devices used in writing are the same ones used in the workplace.

Key Takeaways

- The purpose of persuasion in writing is to convince or move readers toward a certain point of view, or opinion.
- An argument is a reasoned opinion supported and explained by evidence. To argue, in writing, is to advance knowledge and ideas in a positive way.
- A thesis that expresses the opinion of the writer in more specific terms is better than one that is vague.
- It is essential that you address counterarguments and do so respectfully.
- It is helpful to establish the limits of your argument and what you are trying to accomplish through a concession statement.
- To persuade a skeptical audience, you need to use a wide range of evidence. Scientific studies, opinions from experts, historical precedent, statistics, personal anecdotes, and current events are all types of evidence that you might use in explaining your point.
- Word choice and writing style should be appropriate for both your subject and your audience.
- You should let your reader know your bias, but do not let that bias blind you to the primary components of good argumentation: sound, thoughtful evidence and respectfully and reasonably addressing opposing ideas.
- You should be mindful of the use of ^l in your writing because it can make your argument sound more biased than it needs to.
- Facts are statements that can be proven using objective data.
- Opinions are personal views, or judgments, that cannot be proven.

- In writing, you want to strike a balance between credible facts and authoritative opinions.
- Quantitative visuals present data graphically. The purpose of using quantitative visuals is to make logical appeals to the audience.
- Qualitative visuals present images that appeal to the audience's emotions.

Examples: Persuasive Essay

- Read two examples of persuasive essays on the same topic

EXAMPLE 1

Justice: Retribution or Restoration?

Every day when I pick up my newspaper I read about crime. What strikes me as tragic in these discussions is that the solutions which are proposed are simply more of the same: bigger threats, more punishment. Few people ask more basic questions about whether punishment ought to be our main concern. Even fewer seem genuinely concerned about victims and what they need.

Consequently, victims' needs and wishes continue to be ignored. Prisons are massively crowded, and the call for a return to the death penalty is back with a vengeance. The costs to us as taxpayers keep soaring.

Actually, there is good reason why we ignore victims and focus instead on more punishment for offenders. It has to do with our very definitions of what constitutes crime and what justice entails.

If you have been a victim, you know something about the fear, the anger, the shame, the sense of violation that this experience generates. You know something about the needs that result: needs for repayment, for a chance to talk, for support, for involvement, for an experience that feels like justice. Unfortunately, you may also know from personal experience how little help, information and involvement you can expect from the justice process.

If you have experienced crime, you know for a fact that you yourself are the victim, and you would like to be remembered in what happens thereafter. But the legal system does not define the offence that way and does not assume that you have a central role.

Legally, the essence of the crime lies in breaking a law rather than the actual damage done. More importantly, the official victim is the state, not you. It is no accident, then, that victims and their needs are so often forgotten: they are not even part of the equation, not part of the definition of the offence!

When a crime occurs, the state as victim decides what must be done, and the process of deciding focuses primarily on two questions: “Is the person guilty? If so, how much punishment does he or she deserve?” Our definitions of crime and justice, then, might be summarized like this:

Crime is a violation of the state and its laws.

Justice establishes blame and administers pain through a contest between offender and state.

This way of viewing crime might be called “retributive justice.” It has little place for victims, uses what some scholars have called a “battle model” for settling things, and, because it is centred so heavily on establishing blame, looks primarily to the past rather than the future. It assumes that punishment or pain, usually in the form of a prison term, is the normal outcome.

This process concentrates almost exclusively on offenders, but, ironically, does not hold them accountable. To be accountable, offenders ought to be helped to understand and acknowledge the human consequences of their actions. Then they ought to be encouraged to take responsibility for what happens thereafter, including taking steps to right the wrong. Yet this rarely happens; indeed, the justice process discourages responsibility. Thus neither victim nor offender is offered the kind of opportunities that might aid healing and resolution for both.

But what is the alternative? How should we understand crime and justice?

An alternate understanding of crime and justice might look something like this:

Crime is a violation of people and their relationships.

Justice identifies needs and obligations so that things can be made right through a process which encourages dialogue and involves both victims and offenders.

A restorative approach to justice would understand that the essence of crime is a violation of people and of harmonious relations between them. Instead of asking first of all, “Who ‘done’ it? What should they get?” (and rarely going beyond this), a restorative approach to justice would ask “Who has been hurt? What can be done to make things right, and whose

responsibility is it?” True justice would have as its goals restoration, reconciliation, and responsibility rather than retribution.

Restorative justice would aim to be personal. Insofar as possible, it would seek to empower victims and offenders to be involved in their own cases and, in the process, to learn something about one another. As in the Victim-Offender Reconciliation Program (VORP), which operates in many communities in the U.S. and Canada, when circumstances permit, justice would offer victims and offenders an opportunity to meet in order to exchange information and decide what is to be done. Understanding of one another, acceptance of responsibility, healing of injuries, and empowerment of participants would be important goals.

Is restorative approach practical? Can it work? The experience of the VORP suggests that while there are limitations and pitfalls, restoration and reconciliation can happen, even in some tough cases. Moreover, our own history points in this direction. Through most of western history, most crimes were understood to be harms done to people by other people. Such wrongs created obligations to make right, and the normal process was to negotiate some sort of restitution agreement. Only in the past several centuries did our present retributive understanding displace this more reparative approach.

If our ancestors could view crime and justice this way, why can't we?

Adapted from: Zehr, H. (n.d.). *Justice: Retribution or Restoration?* Retrieved from: <http://www.peaceworkmagazine.org/pwork/0499/049910.htm>

EXAMPLE 2

Retribution

Retribution is perhaps the most intuitive—and the most questionable—aim of punishment in the criminal law. Quite contrary to the idea of rehabilitation and distinct from the utilitarian purposes of restraint and deterrence, the purpose of retribution is actively to injure criminal offenders, ideally in proportion with their injuries to society, and so expiate them of guilt.

The impulse to do harm to someone who does harm to you is older than human society, older than the human race itself (go to the zoo and watch the monkey cage for a demonstration.) It's also one of the most powerful human impulses—so powerful that at times it can overwhelm all else. One of the hallmarks of civilization is to relinquish the personal right to act on this

impulse, and transfer responsibility for retribution to some governing body that acts, presumably, on behalf of society entire. When society executes retribution on criminals by means of fines, incarceration, or death, these punishments are a social expression of the personal vengeance the criminal's victims feel, rationally confined (it is hoped) to what is best for society as a whole.

While "it's natural" tends not to carry much weight in the criminal law, "it's morally right" can. Moral feelings and convictions are considered, even by the criminal law, to be some of the most powerful and binding expressions of our humanity. In binding criminal trial juries to restrict guilty verdicts to situations of the highest certainty, "beyond a reasonable doubt" is also often described as "to a moral certainty." It is to their moral feelings of what is truly right that jury members are asked look before delivering a verdict. It's perhaps not too much of a stretch, then, to argue that it's morally right to make criminals suffer as their victims have suffered, if that's the way one's moral certainty points.

No matter what one's moral feelings are about inflicting deliberate harm on a human being, the majority of the citizenry still holds that it's right to exact retribution on criminal offenders. This is almost certainly true of the majority of victims, and their loved ones, for whom equanimity becomes more and more difficult depending on the severity of the crime. What rape victim does not wish to see her attacker suffer? What parent does not hate the one who killed their child? The outrage that would result from leaving these passions for revenge unsatisfied might be seen as a dramatic failure of the entire criminal justice system. It's a good argument for retributive justice, then, that in this world public vengeance is necessary in order to avoid the chaos ensuing from individuals taking revenge into their own hands. And, until the moral certainty of a majority of society points towards compassion rather than revenge, this is the form the criminal law must take.

Adapted from: The Llectric Law Library. (n.d.). *Retribution*. Retrieved from: <http://www.lectlaw.com/mjl/cl062.htm>

b.

Persuasive Writing Techniques You Can Implement Today

Rule 1: Hit Them With The Hook

A-hem alright. Here it goes...

Good copywriting is essential for a successful marketing campaign. But what, exactly, makes good copy persuasive? And how can you use those techniques to achieve your goals?

Don't you wish everyone would just think what you want and agree with you?

Do you ever feel like persuasion is an art form that's impossible to master?

Before we begin, you should know the two hard truths about the art of persuasion:

1. Some people are inherently more persuasive.
2. Mastery comes from practice and experience.

Some say the pen is mightier than the sword, and there's a lot of truth to that. So, we're sharing the persuasive writing techniques we use at Spacebar Collective with you.

What Is Persuasive Writing?

Unlike styles of writing meant to share information, entertain or describe a subject, persuasive writing is a form of argumentative writing that delivers logical arguments with emotional appeal and influences the audience to agree with a particular point of view. In persuasive writing, the language and tone tend to be conversational—a strategic tactic intended to build a more personal relationship between the author and reader.

Persuasive writing techniques focus on experiences that appeal to emotions. From beauty magazines raving about the latest and greatest anti-aging regimes to fitness publications pushing 14-day diets, persuasive writing is omnipresent.

Modes of Persuasion

There are three modes of persuasion, according to Aristotle's *Rhetoric*: ethos, logos, and pathos.

- **Ethos** (ἦθος) is the persuasive appeal to the character or credibility of the speaker.
- **Logos** (λόγος) is the persuasive appeal to reason or logic.
- **Pathos** (πάθος) is the persuasive appeal to emotion

Ethos

Ethos is one of the three main modes of persuasion, pathos, and logos. In rhetoric, ethos is the persuasive quality of a speaker or narrator that makes them trustworthy or credible to an audience.

Anyone can write something persuasive, but not everyone can exude ethos. Simply put, ethos is the credibility of the writer. To have ethos as a writer, you must first build credibility with your audience by proving that you're an expert on the subject matter at hand. Once you have established yourself as an authority, your readers will be more likely to trust your opinion and be persuaded by your argument.

An author or speaker's use of ethos can involve emphasizing their own good character (e.g., saying that they are honest, ethical, etc.), expertise on the topic at hand, or good intentions (e.g., saying that they only want to help the audience). When used well, ethos can be a potent tool for persuasion; it can decrease an audience's trust in a speaker or writer when used poorly.

Logos

There are many different ways to think about logos in persuasive writing. On a basic level, logos uses logic and reason to make your case. This approach could involve referencing facts, data, statistics, expert opinions, etc., to support your argument.

Logos can also be thought of as the internal consistency of your argument. In other words, all the various components of your proclamation need to fit together logically for it to be effective. If there are weak links or contradictory statements, your argument will likely fall apart.

Logos also has to do with the clarity and structure of your writing. Of course, sometimes people aren't open to persuasion, no matter how logical your argument is. There's not much you can do in those cases but stand your ground.

Pathos

Pathos is a rhetorical device that relies on emotional draws to persuade an audience and create an emotional connection to them to get them to agree with your point of view.

Pathos can be used in several ways, but some common strategies include evoking intense emotions (fear, love, anger, sadness), using personal stories or anecdotes, and playing on

people's sympathies. When used correctly, pathos can be a powerful tool for persuading an audience.

Let's Talk About Tone

Tone in persuasive writing is essential when trying to express a point of view. It allows the writer to connect with the reader and create a shared understanding. Tone in persuasive writing is key to getting your readers on your side. You want to sound like you understand and relate to their point of view because you share the same concerns. The tone of a piece of writing is typically determined by diction or choice of words. Diction can be formal, informal, objective, or subjective. The level of formality is usually decided based on the audience for whom it's intended. ie: A letter to a friend would have a different tone than a letter to a boss.

The tone can also be affected by its purpose. Writing meant to inform will have a different style than a piece planned to entertain. Tone can also be affected by the author's point of view. For example, an author trying to persuade readers to take action on an issue will likely use a different tone than an author providing clear-cut information.

The tone should be appropriate for the audience and the purpose of the writing. Tone can mean the difference between your words being interpreted as an order rather than a plea for help. So it's crucial to find the right balance.

For example, a persuasive essay about human rights violations might use a tone of distress and urgency, while a notice about recycling might use a more conversational, laid-back projection. It's essential to match the tone of your words to the topic at hand and be consistent throughout the entire piece.

Persuasive Writing Practices: The Basics

Persuasive writing will make a point and persuade readers to take action. These timeless writing methods can help you create compelling copy that elicits a response by appealing to the human senses.

Start Strong

A hook is a sentence in your introduction that captures your reader's attention and makes them want to keep reading. The persuasive writer should present their opinion with a declarative

statement that clearly expresses the point of view. Start with facts, research findings, or other evidence to support your thesis.

To write a persuasive hook, you'll need to think about what interests your particular audience and find a way to make that enjoyable to them. You might highlight an unusual or surprising statistic, share an emotional story, or pose a provocative question. Whatever you choose, make sure it's relevant to your topic and catches your readers' attention.

Directly Address The Reader

When you're trying to persuade someone of something, it's best to speak directly to them. After all, you want your argument to resonate with your audience and convince them of your point of view. By addressing the reader directly, you make them feel like you're speaking specifically to them, which can help increase the effectiveness of your argument.

When you address the reader as "you," it also creates a sense of connection and shared experience. You're no longer some anonymous person on the other side of the screen – you're a real human being with thoughts, feelings, and experiences relevant to this particular issue. And that makes your argument feel more important and worth paying attention to.

Vocabulary Matters

The words we choose can significantly impact whether or not we can persuade others to see things our way.

Think about it this way: if you're trying to convince someone to vote for a particular candidate in an election, you will want to use language that evokes positive feelings and paints a picture of a bright future.

It's usually a good idea to use positive language when trying to persuade someone of something because it makes the argument sound more optimistic and less confrontational. For example, suppose we want to argue that something is good for us. In that case, it's more persuasive to highlight what's "healthy" or "beneficial" instead of focusing on negative aspects with words like "unhealthy" or "detrimental."

Similarly, using concrete and specific details instead of abstract generalizations or absolutes will help make your argument more believable. You want to use clear, concise, and direct

language in persuasive writing. That means avoiding jargon, clichés, and flowery language. Jargon is a specialized language that a particular group of people only understands. Clichés are phrases that are used so often that they have lost their impact.

Active Vs. Passive Voice

Writing in an active voice is usually more persuasive than in a passive voice.

Here's an easy example:

Active voice: "I am writing an article on persuasive writing."

Passive voice: "The article on persuasive writing is being written by me."

Frequently, passive voice can make your writing sound vague and confusing. Using an active voice is direct and clear; readers can easily follow what you say.

An active voice can help create a sense of urgency or excitement around the topic of discussion. Often, this technique can compel people to take action. There are times when using passive voice is appropriate. When you want to soft-pedal the subject of the sentence, or when the person or thing doing the action isn't known.

Aim To Show An Understanding (of both sides!)

Showing you understand both sides of an argument shows that you've done your homework and are committed to finding the best solution. It also makes your argument more believable. This should go without saying, but, whatever your position is on a particular topic, research both sides of the debate before forming an opinion. It'll make your writing dynamic and, in turn, more compelling. It's necessary the audience feels more like you're offering credible information and assistance than trying to push an agenda.

When taking a position on a controversial issue, be respectful of different viewpoints. You don't have to agree with other people's opinions necessarily, but you should be courteous in how you express your own beliefs. Asserting your opinion while insulting those who disagree will alienate potential readers and make your argument less effective.

If you can find common ground with the other side, your argument will have a more meaningful influence. For example, if you're debating the merits of a new law, you could discuss how it

would benefit the people in favor while also acknowledging the concerns of those who don't support the legislation. This balance shows an equitable interest, making your argument sound (way more) credible.

Persuasive Writing Techniques: Sales Tips

Persuasive writing for sales is all about having a conversation with your readers that guides them to see the value in what you're selling, then persuades them to take action and buy it (or hire you, etc). Not sure if your writing skills are pitch-perfect? Stick around, this section is for you.

Resonating With Emotional Problems

Everyone has problems they are trying to solve. Your goal as a salesperson is to assist people in overcoming one or more of those difficulties. After all., "there has to be a better way !"

Remember pathos? The most effective persuasion strategy is to start by connecting with your audience emotionally about their difficulties. When a writer empathetically describes a challenge the reader is going through, it pulls them in and prompts them to buy into the solution. People want to feel like you sympathize with their troubles.

For instance, let's say you're trying to sell a car to someone who doesn't have a car. Hypothetically, you could tap into the reader's emotions by highlighting and relating to the inconvenience of taking public transportation or walking in the rain. Then you state your solution, in this case, a car. Reminding readers of the difficulties they face without your product will likely influence someone to pay attention to your pitch.

Social Proof

When you're trying to persuade someone, giving them social proof can be a powerful way to increase the chances that they'll listen to you. In other words, citing examples of how your idea has worked for other people can make it more believable to your reader. This simply means citing external sources or examples to back up your argument.

For example, imagine you're trying to sell a product on Amazon. You might include customer reviews on your page to show potential buyers that other people have been satisfied with the product. This is an effective form of social proof.

There are many different types of social proof you can use. You can cite experts, customer testimonials, statistics (more on that in a sec), or any other type of evidence that will support your argument.

By using social proof, you can help convince your reader that your argument is valid but it also allows readers to rationalize their behavior by giving them evidence that others have done the same thing. So next time you're stuck at a key juncture in your writing, consider using social proof as a way to persuade your readers to take the next step.

Statistics

There's no denying that statistics can strengthen a statement by providing concrete evidence. When you include statistics in your writing, it makes your argument more convincing by lending credibility to your position. Additionally, statistics can help to illustrate the magnitude of the problem or issue that you are addressing.

However, before you go off and start throwing around compelling-sounding statistics left and right, there are a few things you need to keep in mind.

When using stats to back up your claims make sure that the statistics you're using are actually accurate. A lot of people try to fudge the numbers or cite sources that aren't reliable in order to make their declarations sound more convincing. Don't be that person. And, remember that numbers don't lie, but people often do. Make sure to check your sources and make sure that the statistics you're using are backed up by solid evidence.

Beware of using statistics out of context and interpret the data you're using correctly. Just because a statistic looks good on paper doesn't mean it actually supports your argument. Be sure to put the numbers into perspective and explain why they matter before using them in your argument. You need to be able to understand what the numbers are actually saying in order to use them effectively.

Focus On Benefits Not Features

When you're writing to persuade someone, particularly in sales, it's important to focus on your unique selling proposition (USP). This is the one thing that makes you different from all the other options out there.

For example, maybe you have an unbeatable customer service record, or perhaps you're the only company in your industry that offers a 100% satisfaction guarantee. If you're a food truck, you might highlight how your food is made from fresh, local ingredients. If you're a consultant, you might talk about your unique approach to problem-solving. Whatever your unique selling proposition may be, make sure to focus on the benefits it offers readers.

Rhetorical Questions

Including rhetorical questions in your writing can help to improve the quality and clarity of your argument. When you ask rhetorical questions, you engage your reader's minds by prompting them to think critically about the suggestion. Asking questions might also help explain vague points and ensure the audience follows.

Including questions in your writing also benefits the development of writing skills by forcing you, the writer, to be more rigorous in your thinking. So,

- What questions do you want to answer in your writing?
- What conclusions do you want the reader to draw from your statement?
- What questions do you need to ask to lead the reader to the intended conclusion?

Answering those questions should help you understand how asking rhetorical questions can improve your writing.

Still with me?

Another way asking questions is used to persuade readers can frequently be seen in advertising. Take **the P.A.S (Pain, Agitate, Solve)** framework, for example.

The PAS framework suggests that ads should initially focus on the pain points or needs of a customer, agitate those pain points, and then provide a solution in the form of the product or service. Often questions to direct the consumer.

In the infomercial-esqe example below, the questions focus on the fact that a customer isn't getting enough sleep. Additional questions agitate that stress. Then a solution is provided in the form of a handy dandy nostril separator that promises rest and relaxation to the now agitated, sleep-deprived partner. You know the script:

Does your partner snore?
Does your partner's snoring prevent you from getting a good night's sleep?
Do you often find yourself exhausted?
Don't you wish there was a simple solution? (Of course, you do!)
Try the Snore No More!

... you get the idea. While exaggerated (see “hyperbole” below) examples are pretty cringe, P.A.S is one of the most persuasive frameworks in copywriting, which explains its popularity.

Hyperbole

Aside from adding levity to written communication, hyperbole can also be used to emphasize a point or convey emotion. In persuasive writing drawing attention to the magnitude of a problem can help galvanize readers into taking action. Hyperbole can also be useful in communicating the strength of the sentiments; by exaggerating how we feel, we can more effectively communicate the depth and leverage the power of our emotions.

Of course, as with anything, there is a downside to overusing hyperbole; if everything is superlative, then eventually nothing will seem noteworthy. So while exaggeration can be a helpful tool in communication, it's important not to rely on it too heavily.

Repetition

Repetition can be a very effective literary device, particularly when trying to make an argument or persuade someone of something. Because repetition adds emphasis and convinces the reader or listener of a particular point, repetition embeds a message in the mind, making it more likely to stick.

Studies have shown that repeating information can help increase short-term and long-term memory recall, especially when information is presented positively. When we hear something multiple times, it starts to feel familiar, and we're more likely to believe it. This psychology is why advertisers use repetition in their commercials, and politicians often use it in their speeches. So, the next time you need to use the art of persuasion in your writing, don't be afraid to use repetition to your advantage—it might just be the key to success.

Repetition (example)

Persuasive writing techniques will influence people to take action, whether you're looking to drive sales, increase brand awareness, or get more people to sign up for your email list. These

timeless methods for persuasive writing will help you make your point and get the response you want from your readers.

4. Answering Essay and Exam Questions

Essay question words. What are they? What do they mean? How should you answer them?

Now, we may be experts in best essay writing, but we're also the first to admit that tackling essay questions can be, well, a bit of a challenge. Essays first require copious amounts of background reading and research so you can include accurate facts in your writing. You then have to figure out how to present those facts in a convincing and systematic argument. No mean feat.

But the silver lining here is that presenting your argument doesn't have to be stressful. This goes even if you're a new student without much experience and ability. To write a coherent and well-structured essay, you just have to really understand the requirements of the question. And to understand the requirements of the question, you need to have a good hold on all the different question words. For example, 'justify', 'examine', and 'discuss', to name a few.

Lacking this understanding is a pitfall many students tumble into. But our guide on essay question words below should keep you firmly above on safe, essay-acing ground.

Definition of Question Words with Examples

Words such as 'explain', 'evaluate' or 'analyse' – typical question words used in essay titles – provide a useful indication of how your essay should be structured. They often require varying degrees of critical responses. Sometimes, they may simply require a descriptive answer.

No matter their nature, question words are key and must always be adhered to. And yet, many students often overlook them and therefore answer their essay questions incorrectly. You may be a font of all knowledge in your subject area, but if you misinterpret the question words in your essay title, your essay writing could be completely irrelevant and score poorly.

If you're struggling with essay questions and wondering what they mean and how to answer them, you've come to the right place. While writing essays can be difficult, it's important to do thorough research and present your arguments convincingly. However, understanding the different question words such as 'discuss', 'examine', and 'justify' is crucial to crafting a well-

structured essay. Many students need help understanding the question requirements, but our guide on essay question words will help you avoid this pitfall and excel in your essay writing.

what are Question words?

Question words like ‘analyse’, ‘evaluate’ and ‘explain’ in essay titles indicate how to structure your essay. These words often require critical responses of varying degrees, while some may only require a descriptive answer. It’s important to always adhere to the question words regardless of their nature, as failing to do so can result in irrelevant and low-scoring essays. For instance, a question asking to compare the British and French upper houses of parliament requires more than just pointing out the differences between the two systems.

To avoid such mistakes, it’s recommended to read this guide. The guide categorises the question words as either ‘descriptive’ or ‘critical’ depending on their nature, which will help you identify the type of response required for your essay. Regardless of your level of knowledge in the subject area, misinterpreting the question words can lead to poor essay writing.

Question words that need a critical approach

Certain interrogative words necessitate a crucial response, and the extent to which your responses must be critical varies based on the specifications of the inquiry. We have outlined these distinctions for you below:

- **Analyse**

When essay questions use the term ‘analyse’ about a particular argument or topic, they require a comprehensive dissection. You must break down the topic or argument into its basic components. Additionally, you must conduct a critical examination of each of these parts. To do so, you should draw upon important debates and evidence to explore the arguments for and against the topic and consider how the different parts of the topic or argument are connected. Your analysis should not simply summarise key debates in the literature; rather, you should take a clear stance based on the evidence and tie your position to the literature.

- **Evaluate**

To respond to an essay question that uses this particular term, the primary objective is to offer your own opinion or judgment about the accuracy of a set of research findings or an argument. You may also need to show the degree to which you concur with a argument or specific hypothesis. It is important to present information from various academic sources that support both sides of the argument. After providing an overview of the evidence, you should clearly state your position and support it with the evidence that led you to your conclusion.

- **Justify**

When presented with a question that uses the term ‘justify,’ it is necessary to clarify the reasoning behind your argument by providing evidence that influenced your perspective. You must persuasively present your evidence in your response, showcasing valid reasons for adopting your stance. Additionally, it would be best to address opposing arguments before concluding your argument. This demonstrates a balanced view of the topic and a broad understanding of the relevant literature. To do this effectively, a critical approach is necessary. You should explain why alternative arguments are insufficient and why your argument is superior.

- **Critically evaluate**

To respond to a ‘critically evaluate’ question, you need to express your opinion on the validity of an argument or research results. To achieve this, you must evaluate the statement or research finding carefully and critically. Your essay response should be assertive and present your thoughts on the accuracy of the topic in question. It is important to support your claims with enough evidence and present a balanced analysis by critiquing alternative perspectives. In addition, it is important to draw evidence from various sources to make your essay response more convincing. To conclude, state your position clearly, explain your reasoning, and provide evidence that influenced your perspective. Finally, it is important to justify your position by presenting a well-reasoned and convincing argument to the reader.

- **Review**

If you encounter a question that includes the term ‘review,’ you are required to undertake a critical examination of a particular subject or argument. This involves summarizing the main themes or points and analyzing them in a critical manner while expressing your viewpoint. In

essence, questions that use the term ‘review’ require you to assess the validity of the essay question.

For instance, if the question prompts you to review the literature on electoral reform in Great Britain, you should provide an overview that includes any significant arguments or issues that emerged. Next, you must logically and analytically comment on this material. This includes stating your agreement or disagreement with other scholars’ views and discussing contrasting perspectives. To support your assessment, it is essential to provide evidence, and you should clearly state your position.

Review answers should not be descriptive; instead, they must showcase high analytical skills. The objective is not to repeat the ideas of other scholars but to critically evaluate their work.

- **Assess**

When faced with an ‘assess’ question, your task is to evaluate a particular argument or topic’s value, strengths, or weaknesses. Unlike other essay questions, ‘assess’ questions require you to consider multiple viewpoints rather than just expressing your opinion. To create a compelling argument, it is essential to express your ideas on the subject matter explicitly and substantiate them with evidence obtained from secondary sources in literature. The reader should be able to comprehend the robustness of your evaluation through evidence that supports your stance. Besides, it is crucial to recognize the limitations of your argument and tackle any opposing viewpoints that may emerge.

- **Discuss**

When you come across a ‘Discuss’ question word, you must provide a comprehensive answer encompassing all facets of the argument or research topic. To demonstrate your reasoning skills, you should utilise evidence to support or oppose the argument/research topic.

To conduct a comprehensive examination of the topic, it is advisable to take into account various viewpoints articulated by other researchers. After considering the key arguments presented in the literature, present your perspective on the topic. Clearly expressing your stance and substantiating it with all the relevant evidence is critical.

- **Examine**

To conduct a comprehensive investigation of a research topic or argument, it is essential to closely examine the crucial facts and significant issues. Therefore, ‘examine’ question words necessitate an analytical approach. It is also crucial to provide some background information to explain why these issues and facts are important. Have other scholars examined these issues and facts differently? If so, it is necessary to note these differences, the reasons behind them, and compare them to your approach.

In contrast to other question words, the questions that use the term ‘examine’ are more focused and less broad, as they require you to analyse specific evidence or facts in a critical manner for your analysis.

- **To what extent**

This kind of question requires you to assess your level of agreement with a statement given in the question. To achieve this, you must conduct a thorough analysis of the subject and the evidence cited to support your stance. To address such questions, you must demonstrate your knowledge of the topic and use a critical approach to present your argument. You should examine both sides of the issue and present contrasting evidence. However, you must explain why specific evidence or information is more relevant in supporting your answer.

Question words that need a descriptive response

Sometimes, certain question words only need a description as a response, and this is true for the words listed below:

- **Define**

This question requires you to clearly define the subject matter, providing a detailed explanation of its meaning. If there are multiple definitions of the subject, mentioning them and explaining why you’ve chosen to use a particular definition is important. If there is disagreement among scholars regarding the definition, you should discuss this as well. Make sure to provide multiple meanings if they exist, demonstrating your familiarity with the literature.

- **Demonstrate**

To effectively answer ‘demonstrate’ questions, it is necessary to provide numerous examples, evidence, and logical arguments. The main objective is to show how a particular research topic

or argument is legitimate by offering evidence and arguments to validate your claim. Emphasise your position when addressing such questions. It's crucial to provide solid evidence to build a strong case.

- **Describe**

To answer a “describe” question, it is essential to provide a comprehensive understanding of the primary features of a research topic impartially. As the responses to these questions are primarily descriptive, providing a narrative-style account or depiction is crucial. Rather than focusing on the fundamental meaning of the subject, “describe” questions emphasise its specific qualities, which should serve as the foundation of your answer.

- **Elaborate**

In ‘elaborate’ questions, providing a comprehensive and detailed account of an argument or a research topic is necessary. Such questions typically require descriptive responses, so you must show that you have conducted thorough research to substantiate the information you provide.

- **Explain**

To answer ‘explain’ questions, you must detail a research topic or argument. Pretend you describe it to someone who knows nothing about the subject and provide as much detail as possible. You should also define any jargon or key terms that you use. Additionally, you should support your claims with academic research. Your response should demonstrate your clear understanding of the topic or argument and present a coherent interpretation to the reader. To achieve coherence, it is helpful to consider the ‘what’, ‘how’, and ‘why’ questions and structure your response logically.

- **Explore**

It is important to approach “exploratory” essay questions with a questioning attitude. Objectivity is crucial because you must present all viewpoints before stating your arguments. A detached, unemotional tone is often more effective than an assertive, argumentative tone. The objective is to provide a comprehensive description of an argument or research topic by analyzing its different components.

- **Identify**

When presented with an essay question that uses the term ‘identity’ in relation to a research topic or argument, your task is to provide a succinct and well-structured explanation of the main ideas. This is similar to what has been done in this paragraph.

- **Illustrate**

To respond to these questions, you must usually provide various examples, such as graphs, figures, tables or specific research data and evidence. The purpose of including these examples is to showcase your understanding of the topic and to provide additional explanations or support for your answer.

- **Outline**

To provide an outline answer, you must present a structured summary of an argument or a research topic. Including only the main points and essential supplementary information is essential instead of getting bogged down in minor details. Ensure that your response is presented in a clear and organised manner.

- **Summarise**

When you’re tasked with summarising a research topic, you must provide a concise version of its main points or facts. Your focus should be on the most important information, and you should leave out all minor details. Summaries are usually short and straightforward, conveying the primary facts clearly and efficiently. The goal is to present the main points briefly and impactfully.

- **Clarify**

This means to elucidate a topic or argument and make it more understandable. This may involve clarifying a topic or an argument by presenting it in simpler terms. These questions need you to clarify or simplify a complex subject or topic. It is crucial to maintain coherence when answering such questions and to present your response systematically.

- **Compare**

You must find commonalities between two or more discussion topics if asked to ‘compare’. To go beyond a simple comparison, you should attempt to comprehend the origins of the

similarities and their importance. Additionally, you should highlight differences, but your essay should focus on establishing similarities.

- **Contrast**

To answer ‘contrast’ questions, you need to highlight and explain the disparities between multiple subjects of discussion rather than their similarities, unlike ‘compare’ questions. The main focus should be on outlining the differences and identifying what distinguishes them from one another. When dealing with ‘contrast’ questions, keep these broad queries in mind.

Summary

By providing an explanation of the meaning of essay question words, we hope to offer guidance on how to approach them in your essay writing. Additionally, here are some tips to keep in mind when answering essay questions:

Firstly, make sure you fully comprehend the question and understand what is required of you. Thoroughly examine the question words and their meaning before you start planning your response.

Secondly, read the question multiple times and attempt to uncover any underlying assumptions or subtext. Highlight key phrases and create a basic outline of your response. This outline doesn’t need to be complex, but it will help you structure your response coherently.

Finally, before submitting your essay, review it carefully for inconsistencies and grammatical or spelling errors. It may be helpful to have a professional editor examine your work to provide fresh insights and identify areas for improvement.

The Challenge of Free Response Questions

Short answer and essay questions often comprise the most challenging and the most heavily weighted sections of an exam. They require you to analyze and respond to questions, develop coherent arguments, and draw on specific examples, all within a strict time limit. Consider the following techniques to help you to avoid common problems with free responses and improve your answers.

Exam Basics

Read the Instructions Closely

Every examination requires you to do different things in different ways. It is essential that you read all of the instructions very carefully before you begin to respond to the questions. Where are you to record your answers? How many questions or sections are you required to answer? Also ensure that you have clearly labelled all exam papers with your full name, student number, and instructor's name because papers can be lost, and you do not want to have to write an exam a second time.

Manage your Time

While you review the examination instructions and questions, it is important to consider how each section or question is graded. Short answers may be worth five or ten marks, and essays can be worth up to fifty marks. Establish priorities for response and set parameters for the amount of time you need to spend on each section and each question.

Understand the Question

Many students dive into short answer and essay questions and quickly begin writing their responses. While this may save a few minutes in the short term, it can lead to major problems. Before you can answer a question effectively, you need to make sure that you understand what it is asking you to do.

If, for example, the question asks you to compare the Harper administration to that of previous Prime Ministers, and instead you do a critical evaluation of it, you will write an incomplete answer and lose marks.

In order to understand short answer and essay questions, you need to pay particular attention to words like “identify,” “explain,” “compare,” “argue,” “assess”: these words dictate the nature of the task before you. Understanding what you need to include in order to fully answer a question requires you to interpret the degree of complexity and range of information that asks for.

Five Common Types of Questions

There are overlaps and crossovers, of course, but most short answer and essay questions belong primarily in one of these five categories:

- Identify Questions
- Explain Questions
- Compare and Contrast Questions
- Argue Questions
- Assess Questions

Identify questions:

Provide a detailed description of an event, process, or idea. These questions often include words such as Identify, Enumerate, Define, Describe, List, or Summarize.

As a general rule, “Identify” questions demand detailed, information-packed answers. Rather than asking you for your opinion or evaluation, identify questions ask you to accurately recall what you have learned about a topic. These questions are often used on the short answer portion of exams as they elicit concise paragraphs, not fully developed arguments or assessments.

Examples

- “Enumerate the varieties of food-borne illnesses caused by the ingestion of improperly preserved foods”
- “List the seven deadly sins”
- “Summarize Kant’s argument for the Categorical Imperative.”

Explain questions:

Analyze why, how, or in what order a set of events or processes occur. These questions often include words such as Explain, Account for, Analyze, Discuss, Trace, or Outline.

“Explain” questions are somewhat more demanding than identify questions: they are the “why” to identify’s “what.” One is often expected to establish cause and effect relationships or to develop the steps of a process or series of events in explain questions.

Example

- “Discuss the processes by which improperly preserved foods cause food borne illnesses.”

Compare and contrast questions:

Analyze the similarities and differences; answer with an investigation of a relationship. These questions often include words such as Compare, Contrast, Distinguish, Relate.

These questions are popular because they encourage students to undertake more complex analyses; we see a thing more precisely and astutely when we have been asked to distinguish it from something else.

The task of a compare/contrast question is not simply to describe two events, characters, or ideas, but to analyse them in relation to one another. It is also important to note that comparisons generally involve pointing out BOTH similarities AND differences, though you can certainly argue that the two things you are comparing are more similar than they are different or vice versa.

Example

- Compare the use of the epic form in classical and neoclassical verse.

Argue questions:

Answer with a defence of a position that considers potential detractors. These questions often include words such as Argue, Agree, Disagree, Debate, Defend, Justify, Prove.

All essays are forms of argument in the general sense of being developed from a premise towards a conclusion via a structure of support built on logic and evidence. Some, though, are argumentative in the more common sense of requiring that a position be defended against potential detractors.

Examples

- If the question were, “Prove that the nuclear industry provides a safe form of power,” you would need to provide evidence to show that nuclear power is safe, despite what its critics might argue.
- Or you may be asked to pick a side and defend it: Argue for or against the feasibility of world government as a solution to the hostilities between nation states

Assess Questions:

Answer with an evaluation. These questions often include words such as Assess, Criticize, Evaluate, Interpret, Propose, Review.

Just as all essay questions require an answer in the form of an argument, all require you to exercise your judgement or powers of discrimination in determining what is relevant or not, significant or not, authentic or not. “Assess” questions require that judgement to become the focus and purpose of the essay. In assess questions, one is frequently asked to measure degree, to answer, “How well?” To do this, sensible criteria must be established against which to judge the subject in question, and then one’s judgement must be defended.

Examples

- Assess the significance of the American civil rights movement in the struggle for social justice.
- Evaluate the efficacy of the endangered species tracking program in Northern Canada.

Plan your Answer

Once you have a clear sense of what the question is asking you to do, take a few minutes to plan your answer. This planning can take many forms. For short answer questions, you may just need to jot down a couple of key terms on your exam paper. For essay questions, you will likely need to do more planning. You might start by brainstorming ideas or different perspectives.

Sample Planning for a Compare/Contrast Essay

Midsummer’s Night Dream and *Twelfth Night*

Similarities Between the Plays:

1. Both have aspects of fantasy
2. Both have happy, romantic endings
3. Both involve characters who are rejected by their loves.

Differences Between Plays:

1. Bottom is not affected by his rejection

2. Malvolio is deeply depressed by it
3. Midsummer's is always romantic comedy
4. Twelfth Night is more serious in tone

You then want to write out a thesis and some form of brief outline.

Remember, you are aiming for a very rough sketch of your answer: use whatever outlining method you are comfortable with — mind map or conventional hierarchical structure. You may also want to use a chart that lists your main points across from supporting examples rather than a formal outline. This outline provides your response with a focus and clear structure.

Write your Response

Answer the Question as Clearly as Possible

Remember that your professor is reading dozens and dozens of exam papers; your goal is to highlight for him or her that you have fully answered the question as clearly as possible. Begin an essay answer with a very clear thesis statement that directly responds to the question. Start all paragraphs with a clear topic sentence that explains the main point that you will develop. Use cue phrases such as “for example,” “another example,” or “in contrast” to highlight the fact that you are using specific evidence to support your ideas.

Balance Argument and Evidence

When writing responses to short answer and essay questions, it is important to recognize that arguments and evidence are less valuable when they are separated from one another. A response that lists a long string of facts but that fails to interpret or explain these facts is just as flawed as a response that contains many interesting ideas but that does not support these ideas with specific examples. To avoid these flaws, you need to find a balance between argument and evidence.

Be as Specific as You Can Be Without Being Wrong

Be as specific as possible. Most exam questions will address general course themes, issues that anyone who attended the lectures would be familiar with. To excel on an exam, therefore, you must establish that you are not merely acquainted with these themes, but that you have considered them carefully and are aware of their connections to and ramifications for the more

particular material discussed in the course. In a literature course, this means numerous references to the texts studied; in a history course, it might mean using a specific historical event to illustrate a broader theory. In psychology, the student might make reference to relevant experiments, in geography to particular landmarks.

While specific is best, take care not to be wrong.

For example, writing “Hitler came to power in 1903,” on a history exam really weakens your credibility. The best response would cite the year correctly: “Hitler came to power in 1933.” If you are not sure, be as specific as you can be without being wrong. For example, “When Hitler came to power in the mid-1930s,” or simply “When Hitler came to power.”

Focus on Course Content

Try to establish for your professor that you have taken the course that was taught. All too often, the student answers a question very personally, making reference to details and issues that were never discussed in class. To a certain extent, this approach is acceptable; it shows an ability to apply knowledge to a broad spectrum. However, overdoing it can be dangerous, because you need to show that you can understand concepts within the framework in which they were discussed, not outside it.

Try not to get carried away in your literature course, then, making references to all of the books you have recently read; focus your answer on the authors you have been studying in class.

Don't Worry Too Much About Style

Many students worry about proper essay style in exams: are they losing marks by not having a formal introduction and conclusion, or by having an answer that looks a bit messy? Some advice: worry about something else. Provide reasonable introductions and conclusions as guides to your response, but do not waste time on them. Professors at this point are marking for content, not style. Elegantly worded introductions are wonderful, but they will likely take up too much time and keep you from completing your essay.

Further, don't waste time “rewriting in good.” Write so that your words can be read at normal speed the first time, and leave it at that. Don't labour excessively over word choice, style and spelling (unless you are using specific vocabulary words that you should know the spelling of) as though you are writing the final draft of an essay. It is perfectly acceptable to cross things

out and insert words. If you have any extra time at the end, reread your answers to improve the rough bits of wording, weak transitions, and so on.

KEY WORDS COMMONLY FOUND ON ESSAY EXAMS

- **Compare:** Look for qualities or characteristics that resemble each other. Emphasize similarities among them, but in some cases also mention differences.
- **Contrast:** Stress the dissimilarities, differences, or unlikenesses of things, qualities, events, or problems.
- **Criticize:** Express your judgement about the merit or truth of the factors or views mentioned. Give the results of your analysis of these factors, discussing their limitations and good points.
- **Define:** Give concise, clear, and authoritative meanings. Don't give details, but make sure to give the limits of the definitions. Show how the thing you are defining differs from things in other classes.
- **Describe:** Recount, characterize, sketch, or relate in sequence or story form.
- **Diagram:** Give a drawing, chart, plan, or graphic answer. Usually you should label a diagram. In some cases, add a brief explanation or description.
- **Discuss:** Examine, analyze carefully, and give reasons pro and con. Be complete, and give details.
- **Enumerate:** Write in list or outline form, giving points concisely one by one.
- **Evaluate:** Carefully appraise the problem, citing both advantages and limitations. Emphasize the appraisal of authorities and, to lesser degree, your personal evaluation.
- **Explain:** Clarify, interpret, and spell out the material you present. Give reasons for differences of opinion or of results, and try to analyze causes.
- **Illustrate:** Use a figure, picture, diagram, or concrete example to explain or clarify a problem.
- **Interpret:** Translate, give examples of, solve, or comment on, a subject, usually giving your judgment about it.
- **Justify:** Prove or give reasons for decisions or conclusions, taking pains to be convincing.
- **List:** As in "enumerate," write an itemized series of concise statements.
- **Outline:** Organize a description under main points and subordinate points, omitting minor details and stressing the arrangement or classification of things.

- **Prove:** Establish that something is true by citing factual evidence or giving clear logical reasons.
- **Relate:** Show how things are related to, or connected with, each other or how one causes another, or is like another.
- **Review:** Examine a subject critically, analyzing and commenting on the important statements to be made about it.
- **Sketch:** means "break down into its component parts."
- **State:** Present the main points in brief, clear sequence, usually omitting details, illustrations, or examples.
- **Summarize:** Give the main points or facts in condensed form, like the summary of a chapter, omitting details and illustrations.
- **Trace:** In narrative form describe progress, development, or historical events from some point of origin.
- **Identify or characterize:** means "distinguish this term, or this person from all others that are similar." Both are clear injunctions to be as specific as possible.
- **Illustrate or exemplify:** means "giving examples," showing thereby, rather than by definition, that you understand the concept.

TRANSITIONAL WORDS AND PHRASES

To achieve unity and coherence, writers use transitional words and phrases. Transitional expressions clarify the relationships between clauses, sentences, and paragraphs, helping guide the readers along. The following is a partial list of transitional expressions.

- **To Add or Show Sequence:** again, also, and, and then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still, too
- **To Compare:** also, in the same way, likewise, similarly
- **To Contrast:** although, and yet, but, but at the same time, despite, even so, even though, for all that, however, in contrast, in spite of, nevertheless, notwithstanding, on the contrary, on the other hand, regardless, still, though, whereas, yet
- **To Give Examples or Intensify:** after all, an illustration of, even, for example, for instance, indeed, in fact, it is true, of course, specifically, that is, to illustrate, truly

- **To Indicate Place:** above, adjacent to, below, elsewhere, farther on, here, near, nearby, on the other side, opposite to, there, to the east, to the left
- **To Indicate Time:** after a while, afterward, as long as, as soon as, at last, at length, at that time, before, earlier, formerly, immediately, in the meantime, in the past, lately, later, meanwhile, now, presently, shortly, simultaneously, since, so far, soon, subsequently, then, thereafter, until, until now, when
- **To Repeat Summarize or Conclude:** all in all, altogether, as has been said, in brief, in conclusion in other words, in particular, in short, in simpler terms, in summary, on the whole, that is, therefore, to put it differently, to summarize
- **To Show Cause or Effect:** accordingly, as a result, because, consequently, for this purpose, hence, otherwise, since, then, therefore, thereupon, this, to this end, with this object.

Exams and Tests

Sample Test 1: Midterm Exam (1.5 hours)

Part 1: Essay Structure (30 minutes)

Instructions: Below is a sample essay with missing sentences. Fill in the blanks by selecting the correct sentences from the list provided to complete the introductory paragraph, body paragraphs, and conclusion.

Sample Essay: The Importance of Learning a Second Language

Introduction:

Learning a second language has become increasingly important in today's globalized world. (1) It can open doors to new opportunities and help individuals communicate across cultures.

Body Paragraph 1:

One of the key benefits of learning a second language is improved job prospects. (2) Many employers value employees who can communicate with clients or customers from different countries.

Body Paragraph 2:

Learning a second language also enhances cognitive skills. **(3)** Studies have shown that bilingual people have better problem-solving abilities and are more creative.

Conclusion:

In conclusion, learning a second language has numerous benefits, from enhancing career prospects to improving brain function. **(4)** Therefore, schools should emphasize language learning as part of their curriculum.

Sentence List:

1. In an increasingly interconnected world, being bilingual or multilingual is a valuable skill.
 2. In today's competitive job market, speaking more than one language is an asset.
 3. Speaking another language improves your ability to think critically and multitask.
 4. The advantages of learning another language are undeniable.
-

Part 2: Essay Writing (60 minutes)

Instructions: Write a 5-paragraph essay on one of the following topics. Be sure to include an introduction, body paragraphs with clear topic sentences, evidence, and a conclusion.

Choose ONE of the following topics:

1. Discuss the impact of technology on education.
 2. Explain the benefits of reading regularly.
 3. Argue whether social media does more harm than good.
-

Sample Test 2: Final Exam (2 hours)**Part 1: Comprehension (30 minutes)**

Instructions: Read the passage below and answer the questions that follow.

Passage:

In recent years, many countries have been shifting their education systems toward digital learning. Online platforms offer flexibility for students and make learning materials accessible at any time. However, digital learning comes with challenges, such as the lack of face-to-face interaction and the need for self-discipline. To be successful, students must develop strong time management skills and stay motivated even without the presence of a physical teacher.

Questions:

1. What are two benefits of digital learning mentioned in the passage?
 2. What are two challenges associated with digital learning?
 3. According to the passage, what skills do students need to succeed in digital learning environments?
-

Part 2: Writing (90 minutes)

Instructions: Choose one of the following essay prompts. Write a well-structured 5-paragraph essay, ensuring that you include a clear thesis statement, supporting evidence, and a conclusion.

Choose ONE of the following topics:

1. **Expository Essay:** Explain how social media has transformed the way we communicate.
 2. **Argumentative Essay:** Defend the position that students should be required to learn a second language in school.
 3. **Cause and Effect Essay:** Analyze the causes of climate change and discuss its effects on the environment.
-

Sample Short Quiz (30 minutes)

Part 1: Short Answer (15 minutes)

Instructions: Answer the following questions about essay writing.

1. What is the purpose of a thesis statement?
 2. Name two techniques to create a strong introductory paragraph.
 3. Why is it important to use transitions between paragraphs?
-

Part 2: Multiple Choice (15 minutes)

Instructions: Choose the correct answer.

1. What is the main function of the concluding paragraph?
 - a) To introduce new evidence
 - b) To summarize the main points and restate the thesis
 - c) To challenge the reader's views
 - d) To provide background information
 2. Which of the following is NOT a type of expository essay?
 - a) Cause and effect
 - b) Compare and contrast
 - c) Descriptive
 - d) Definition
-

Sample Homework Assignment

Instructions: Write a 2-page essay on the following topic:

Prompt: Describe a personal experience where you had to overcome a challenge. Explain how the experience helped you grow and what you learned from it.

Be sure to include:

- A clear introduction with a hook and thesis statement.
- Body paragraphs with specific examples and explanations.
- A conclusion that reflects on the significance of the experience.

Sample Test 3: Timed Writing Test (In-class – 1 hour)

Part 1: Essay Analysis (20 minutes)

Instructions: Read the short essay below and answer the questions that follow.

Essay:

“The Role of Technology in Modern Education”

In today’s world, technology plays an essential role in education. With the advancement of online learning platforms, students can access educational materials anytime and anywhere. Furthermore, technology has enabled students to collaborate on projects, even when they are not physically present in the same location. However, despite its benefits, technology can also be distracting for students if not used correctly. Therefore, educators need to guide students in balancing technology use to maximize its benefits while minimizing its potential for distraction.

Questions:

Identify the thesis statement of the essay.

What is the main argument in the second paragraph?

List two benefits and one drawback of technology in education mentioned in the essay.

Part 2: Writing Task (40 minutes)

Instructions: Write an essay on one of the following topics. Ensure that you use a clear thesis statement, strong body paragraphs with evidence, and a concluding paragraph that summarizes your points.

Choose ONE of the following topics:

1. Discuss the importance of reading as a tool for personal development.
2. Explain the effects of globalization on cultural diversity.
3. Argue for or against the necessity of homework in the education system.

Sample Test 4: Analytical Writing (1.5 hours)

Part 1: Analytical Paragraph (30 minutes)

Instructions: Choose one of the prompts below and write a well-structured paragraph. Make sure your paragraph includes a topic sentence, supporting evidence, and a conclusion.

Choose ONE of the following prompts:

1. Explain how social media influences modern communication.
 2. Describe the impact of the COVID-19 pandemic on education.
 3. Discuss the advantages of learning a second language.
-

Part 2: Essay Writing (1 hour)

Instructions: Write a 5-paragraph essay in response to one of the following prompts. Be sure to include a clear introduction, body paragraphs with strong topic sentences and evidence, and a conclusion.

Choose ONE of the following prompts:

1. **Expository Essay:** Explain how climate change is affecting global ecosystems.
 2. **Argumentative Essay:** Defend the statement that “Students should not be allowed to use smartphones in class.”
 3. **Cause and Effect Essay:** Discuss the causes of procrastination and its effects on academic performance.
-

Sample Test 5: Comprehension Quiz (40 minutes)

Part 1: Reading Comprehension (20 minutes)

Instructions: Read the passage below and answer the questions that follow.

Passage:

In recent years, there has been growing concern about the role of artificial intelligence (AI) in the job market. Many people fear that AI could replace human workers, leading to widespread unemployment. However, some experts argue that AI will create new job opportunities by automating repetitive tasks and allowing workers to focus on more complex, creative endeavors. In either case, it is clear that AI is poised to transform the nature of work in the future.

Questions:

1. What is the main concern mentioned in the passage regarding AI?
 2. According to the passage, what is one potential benefit of AI?
 3. What is the overall conclusion of the passage about AI's role in the future of work?
-

Part 2: Short Writing Task (20 minutes)

Instructions: Respond to one of the following questions in a short essay (200-250 words). Ensure that your essay has a clear thesis statement, supporting evidence, and a conclusion.

Choose ONE of the following questions:

1. Do you believe that technology has improved or worsened the quality of education? Defend your answer.
 2. Should schools focus more on creativity or academic performance? Explain your reasoning.
 3. What are the benefits of critical thinking skills in academic and professional settings?
-

Sample Test 6: Argumentative Writing (In-class – 2 hours)

Part 1: Argument Analysis (30 minutes)

Instructions: Read the short argument below and answer the questions that follow.

Argument:

Some people argue that students should not have access to mobile phones in schools because they can be distracting and disruptive. However, others believe that mobile phones are valuable learning tools, as they provide access to information and educational resources. While there are merits to both views, I believe that students should be allowed to use mobile phones in a controlled manner, ensuring that they do not interfere with the learning process.

Questions:

1. What is the thesis statement of the argument?
 2. What are two reasons given in favor of allowing mobile phones in schools?
 3. What is one possible counter-argument mentioned?
-

Part 2: Argumentative Essay (90 minutes)

Instructions: Write an argumentative essay in response to one of the following prompts. Be sure to include a strong thesis statement, well-organized body paragraphs, and a concluding paragraph.

Choose ONE of the following prompts:

1. Should universities adopt a policy of providing free education for all students? Defend your position.
 2. Is remote work more effective than traditional office work? Present arguments for and against.
 3. Should school uniforms be mandatory in all schools? Support your argument with evidence.
-

Sample Homework Assignment 2

Instructions: Write a comparative essay (500 words) on the following topic:

Prompt: Compare and contrast traditional classroom education with online learning. Discuss the similarities and differences in terms of interaction, accessibility, and effectiveness. Provide examples and evidence to support your points.

Sample Test 7: Take-home Exam (48-hour deadline)

Part 1: Essay Writing

Instructions: Write a comprehensive essay (700-800 words) on one of the following topics. Make sure to include a thesis statement, supporting evidence, and a well-developed conclusion.

Choose ONE of the following topics:

1. How does social media influence political discourse?
2. The role of education in reducing income inequality.
3. Discuss the ethical implications of artificial intelligence in healthcare.

Part 2: Reflection

Instructions: Write a brief reflection (200-250 words) on how your writing skills have developed over the course of the semester. Discuss any specific areas where you've seen improvement and what you still want to work on.

Sample Oral Presentation Assignment

Instructions: Prepare a 5-minute oral presentation based on one of the following topics:

1. The most influential book I've ever read and how it impacted me.
2. How essay writing helps improve critical thinking skills.

3. The importance of learning multiple languages in today's global society.

Be sure to organize your presentation with a clear introduction, body, and conclusion. You will be graded on content, clarity, structure, and delivery.

SOME HANDOUTS

How To Write an Essay:

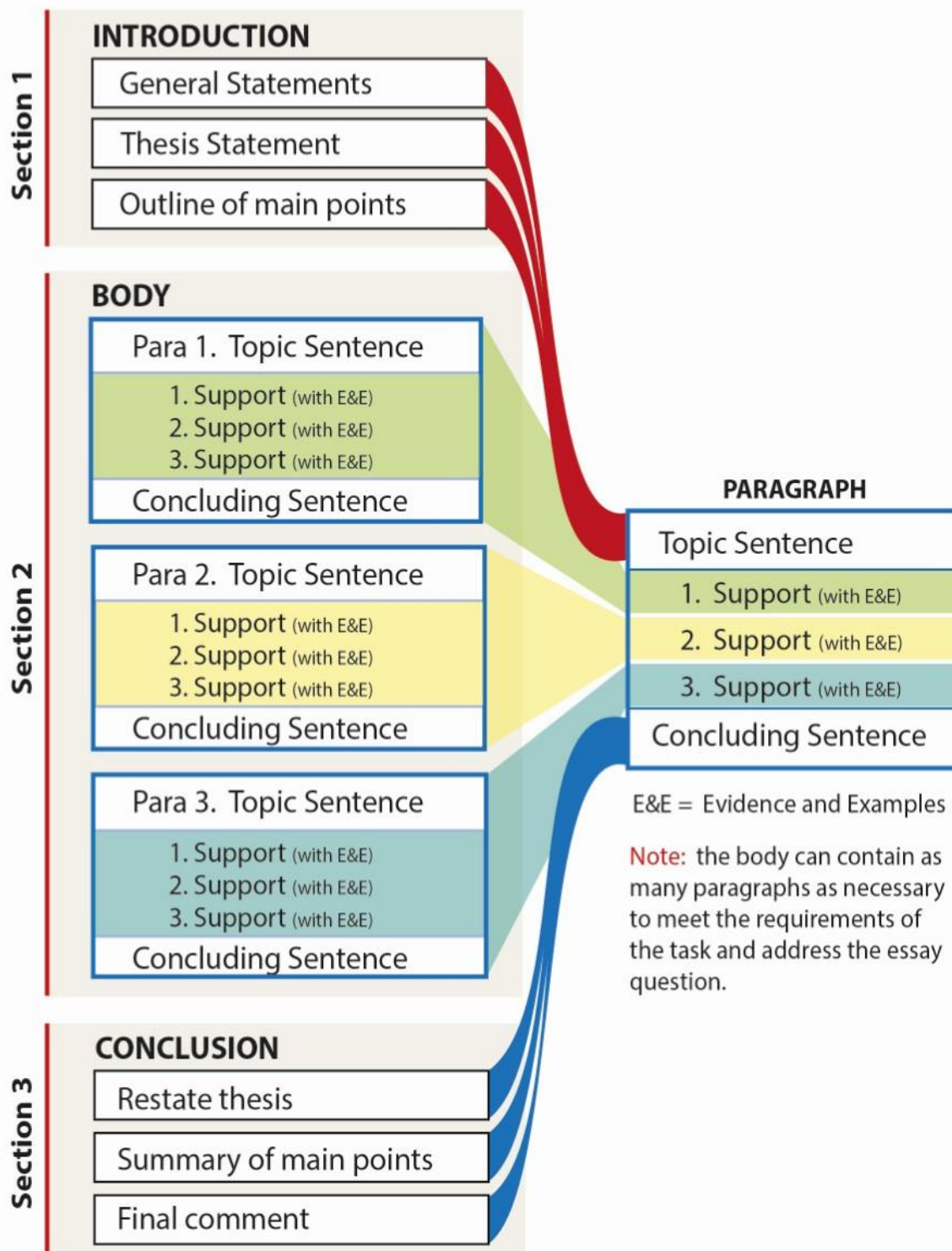
- 1 Identify the type of essay
- 2 Brainstorm
- 3 Research
- 4 Develop a thesis
- 5 Outline
- 6 Write
- 7 Edit

YOUR DICTIONARY



BASIC ESSAY STRUCTURE

An essay has 3 sections: an introduction, body and conclusion.



Body paragraph - example

Children can also be influenced negatively as a result of media.

Over exposure to television and gaming are two examples of possible negative impacts on children. Research suggests that children who are over exposed to television are more likely to display aggressive behaviours than those who are not. For example, a ten year longitudinal study of over 430 children revealed that eight year old boys "who were in the upper 20% of television exposure were significantly higher on measures of aggression than the study's other participants" (Eron, Huesmann, Lefkowitz and Walder

1972, cited in Sullivan 2013, p.46). The study also found that these children continued to show aggressive behaviour throughout their childhood and teens (Eron, Huesmann, Lefkowitz and Walder 1972, cited in Sullivan 2013). Furthermore, these children, who were studied into their twenties and thirties, continued to show high measures of aggression (Huesmann, Moise-Titus, Podolski & Eron 2003, cited in Sullivan 2013). This suggests that over exposure to television can have long term and negative impacts on the behaviour of children. These effects not only impact aggressive behaviour, but also children's attitudes and values (Clay, 2003).

Additional research on the link between exposure to video gaming and aggression is suggesting similar findings, with a link between time spent on video games and higher scores on measures of aggression (Anderson and Bushman 2001 cited in Kirsh 2003). They suggest gaming influences aggressive behaviour, cognition, and physiological arousal. Given that 80 percent of the most popular video games on the market today are violent in nature (Diez 1998, cited in Kirsh 2003), the influence of gaming on levels of aggression are concerning. Media, then, can have a negative impact on levels of aggression on children who are over exposed to television and video games.

PARAGRAPH

Topic Sentence

Supporting Sentences

Supporting Sentences

Supporting Sentences

Concluding Statement

In-text reference

Conclusion paragraph - example

Media can have both positive and negative influences on children. Media, particularly television that is of high quality, expose children to learning opportunities and can provide appropriate role models for children. Early exposure to age-appropriate programs designed around an educational curriculum are found to enhance cognition and academic performance. Research suggests that parents who select well-designed, age-appropriate programs and view these programs with their children maximise the positive effects of media on their children. However, media which shows excessive or gratuitous violence can have long term negative effects on a child's behaviour, cognition, and physiological arousal. There is also evidence to suggest that over-exposure to media can damage some children's ability to connect with real people in everyday situations and there appears to be a strong link between over-exposure to media and the rise of obesity in children. Importantly, it appears that the risk of harmful effects of media are significantly reduced when parents monitor both the amount of time children spend in front of the television or computer screen as well as the content and suitability of the programs. Therefore, children can be both positively and negatively influenced by media, and the best safe guard against exposing children to harmful effects of media is by careful monitoring of the quantity and quality of media by parents.

CONCLUSION

Restate thesis

Summary of main points
(General conclusions)

Final comment
(Draw together question,
evidence and conclusion)

REFERENCES

Books :

- Donald, R. B., Morrow, B. R., Wargetz, L. G., & Werner, K. (1995). *Writing clear essays* (3rd ed.). Prentice Hall.
- Greetham, B. (2002). *How to write better essays*. Palgrave Macmillan.
- McClain, M., & Roth, J. (1998). *Schaum's quick guide to writing great essays*. McGraw-Hill.
- Warburton, N. (2004). *The basics of essay writing* (Pocket ed.). Routledge.
- Wingersky, J., Boerner, J., & Holguin-Balogh, D. (2005). *Writing paragraphs and essays: Integrating reading, writing, and grammar skills*. Thomson Heinle.

Websites :

- EssayInfo. (n.d.). Retrieved from <http://essayinfo.com/>
- Best Essays. (n.d.). Retrieved from http://uk.bestessays.com/essay_service.html
- Best Essay Tips. (n.d.). Retrieved from <http://www.bestessaytips.com/>