**Types of ESSAYS**

The type of essay you are writing will influence many things:

• Your purpose

• Your audience

• The way you organize your points

• The types of evidence you use

There are four main types of essays: Narrative, Expository, Argumentative and Persuasive.

**Expository:** An expository essay is centred on a single main idea, and the author discusses and builds on this idea with a blend of facts and opinion. The usual purpose of an expository piece is to persuade or to inform, but the purpose may vary.

**Designing an Essay Topic**

• It is hard to write about something you are not interested in, so pick a topic that intrigues you.

• A broad topic that tries to cover too much is difficult to write about effectively, especially in a short paper.

• A good topic follows the 4 S’s. It is:

**S**ingle (focuses on one main idea)

**S**pecific (narrow)

**S**ignificant (it is interesting and hasn’t been overdone)

**S**upportable (there is evidence to back it up)

**Writing A Good Introduction**

• Your introduction sets the tone for the rest of your essay.

• ***Your introduction must include a thesis statement.***

• Even scholarly writing needs to be interesting, so start with an interesting introduction.

**Ways to Begin:**

- Anecdote (short story with a humorous twist)

- Statistics

- Provocative question(s)

- Quotation

- Analogy

- Definition

- Historical background information

- Contrast

- Concession (recognition of other arguments)

**Things to Avoid:**

- Obvious statements (e.g. In this paper I will . . .)

- Generalizations

- Wandering

**BUILDING AN ARGUMENT**

There are several steps to building a strong argument:

1. Determine your argument or thesis

2. Refine your argument so that it is narrow and specific—something that is appropriate for the type of paper you have been assigned.

3. Decide on your main points—make sure they all relate to and support your argument.

4. Support your points with evidence.

• Evidence must be accurate, reliable, recent, relevant and sufficient

• Evidence must be verifiable (based on facts that can be tested, not just opinions)

• Types of evidence:

i. statistics

ii. examples and experiences

iii. expert opinions

iv. personal observations

v. personal or scientific definitions

vi. precedence or consequence

vii. comparison

5. Make concessions to opposing views, & don’t forget to refute them

**Writing Good Sentences**

Strive for sentence variety. Sentences can differ in several ways:

**1. Sentence Length**

• Change the number of words.

**2. Sentence Patterns**

• Vary sentence openers and other patterns of construction.

**Writing Excellent Paragraphs**

**Think of paragraphs as mini-essays:**

• They need an introductory sentence just like an essay needs a thesis statement.

• They need a concluding sentence just like an essay needs a concluding paragraph

• They must have a unifying idea just like an essay needs a central argument.

**Putting Your Essay In Order**

• Your essay should always **begin** with your introduction and your introduction should always contain your thesis.

• The **body** of your paper should consist of your main points explained in paragraph form and **supported** with evidence and examples.

• Your essay should **end** with an effective conclusion that summarizes your argument.

**There Are Four Ways to Order Your Points:**

1. Climatic: order your points saving your strongest point for last.

2. Chronological: order your points in order of time, from first to last. This method works well for narrative and process analysis papers.

3. Logically linked: order your points so that they are connected. This technique is good for papers where one point must be explained before the next point can be understood.

4. Random: points can be put in any order, but it is only possible to do this if the main points are all of equal significance and are not logically linked.

**Writing A Conclusion**

A good conclusion will “shake hands” with the introduction. This means, that without simply restating the introduction, the conclusion will reflect what was said in the introduction and elaborate on it in light of the entire essay. One way to do this is to mimic the style of the introduction. For example, if you used a quote to start your paper, end with a quote.

There is room for your personal opinions in the conclusion even in the most formal of essays. Offer a prediction, a proposal, a warning or a call to action.

**Things to Avoid:**

1. Off-topic information

2. Blunt mechanical statements (e.g. In conclusion . . .)

3. Competing opinions

4. Clichés

**Essay Writing Assignment**

Your major assignment for this unit will be an essay of **2-3 pages** in length. It must be **double-spaced**, and it must be **typed**. You will have plenty of class time to work on it. Throughout the rest of this unit we will be learning about the basic elements of an essay, and you will put the lessons into practice by writing your own essay. As a result, **I will expect that every element we cover in class will**

**be present in the final draft** of your essay.

**REVISE and EDIT for the FOLLOWING:**

|  |
| --- |
| **Meaning and Clarity.** Ask yourself,  “Is my point of view clearly stated?”  “Do my reasons support my point of view?”  “Is my argument convincing?”  “Did I refute my counterargument?”  Rewrite parts that need revision. |
| **2. Effective use of words and phrases.** Ask yourself,  “Did I use effective examples, facts, and details?”  “Did I use transition words and phrases that link ideas?”  Rewrite parts to make your writing better. |
| **3. Verb tense.**  Check for inappropriate shifts in verb tense.  Make corrections if necessary. |
| **4. Capitalization.**  Use capitals for sentence beginnings and proper nouns.  Make corrections if necessary. |
| **5. Punctuation.**  Use periods, exclamation points, and question marks correctly.  Use commas with transition words and conjunctions.  Make corrections if necessary. |
| **6. Spelling of high-frequency words.**  Refer to various resources.  Make corrections if necessary. |
| **7. Accurate citations.**  Check to make sure your citations are complete and accurate. |

**Thesis statement?**

**Bibliography/Citing Sources**

**Take Notes/Research**

**Outline**

**Organize your points**

**Introduction**

**Body**

**Conclusion**

**Revision (add, delete, arrange)**

**In own words**

**Edit grammar, puntuation, spelling, etc…)**

**Title**

**Format**

**Statement of Purpose/Focus**

The response is fully sustained and consistently and purposefully focused:

• opinion is clearly stated, focused, and strongly maintained

• opinion is communicated clearly within the context

**Organization**

The response has a clear and effective organizational structure creating unity and completeness:

• effective, consistent use of a variety of transitional strategies

• logical progression of ideas from beginning to end

• effective introduction and conclusion for audience and purpose

**Elaboration of Evidence**

The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details:

• use of evidence from sources is smoothly integrated, comprehensive, and relevant

• effective use of a variety of elaborative techniques

**Language and Vocabulary**

The response clearly and effectively expresses ideas, using precise language:

• use of persuasive vocabulary is clearly appropriate for the audience and purpose

**Conventions**

The response demonstrates a strong command of conventions:

• few, if any, errors in usage and sentence formation

• effective and consistent use of punctuation, capitalization, and spelling

*RUBRIC: Consistently, Usually, Occasionally, Does not*

Includes an Opinion Statement

Uses strong reasons that consider audience

Includes examples as evidence

Uses correct verb tense

Includes complex sentences

Uses the apostrophe correctly to show possession

Includes effective paragraphs

Includes evidence of revision changes

Includes evidence or editing changes

Completes the final draft

**Student Goals:**

1. Students will use prewriting activities to select a focus and generate ideas for

writing. (ELA.4.WRT.1.1)

! Identify audience and purpose

! Begin to convince the reader with reasons and evidence

2. Students will write multi-paragraph compositions to convince a reader to take

a certain action or avoid a certain action. (ELA.4.WRT.3.4)

! Provide an Opinion Statement

! Include supporting paragraphs with strong reasons and evidence

! Begin to use transitions

! Conclude with a paragraph that summarizes and calls for action

3. Students will include relevant examples, anecdotes and details

! Use words that describe, explain, or provide additional details and

connections.

! Correctly uses adverbs

! Create interesting sentences using a variety of sentence patterns

4. Students, with the assistance from peers and teachers, will reread and revise

drafts (ELA.4.WRT.1.8)

5. Students will edit and proofread own writing, as well as others.

(ELA.4.WRT.1.9) with a focus on:

! Apostrophes to show possession (ELA.4.WRT.5.3)

! Apostrophes in contractions