

UNIVERSITY OF BAHRAIN  
COLLEGE OF ARTS  
DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE



# **LANGUAGE DEVELOPMENT II**

## **ENGL 155**

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**PhD. in English Language and Linguistics**

# Lecture 1: Introduction



# 1.1. Course Description

- **ENGL 155** is the second of three integrated language courses designed for IT students.
- The level is upper-intermediate.
- **Pre-requisite: ENGL 154**
- **ENGL 155** will develop your academic writing and reading skills.
- It will help you master the use of common patterns of text structure and production in the form of essays and summaries.

## 1.2. Course Objectives & Outcomes

**Upon successful completion of this course, you will be able to:**

- Recognize the kind and purpose of a text
- Identify point of view and tone
- Identify fact and opinion
- Present information and ideas clearly in an essay
- Summarise and paraphrase
- Use appropriate logical connectors, tense, voice and

## 1.3. Textbook

- Folse, K. S., Pugh, T., Folse, K. S., National Geographic Learning, & Cengage Learning. (2015). *Great writing 5: From great essays to research*.



## 1.4. Grade Distribution

• Test 1	15%
• Test 2	15%
• Mid–Semester exam	30%
• Final Exam	40%
<b>Total</b>	<b>100%</b>

## 1.4.1. Attendance Policy

- **Regular attendance** is **compulsory**. You must not miss more than one class.
- If you miss any class, you are responsible for making up for the missed class.
- You have to arrive on time.
- If you miss (any part of) more than two classes, your marks will be reduced.

## 1.4.2. Participation

- Your **participation** forms part of your grade.
- This includes both participation in class discussions and active participation on the group mailing list.
- Participation on the group mailing list includes, among others, asking and answering (relevant) questions, and posting comments.



### 1.4.3. Homework, Class compositions and quizzes

- There will be **Homework, Class compositions and quizzes** so that you can check whether the concepts discussed in the course are actually understood.
- You have to hand in the homework assigned regularly and on time.

## 1.4.4. Course Mailing List

- For the purpose of communication, an electronic group was created on the **WORLD WIDE WEB**.
- To find this electronic Group on the **W3** go to the following **U**niform **R**esource **L**ocator (**URL**):  
<https://groups.yahoo.com/neo/groups/ENG155/info>

### To Subscribe:

- Send a message contains your family name and the last three digits of your **Academic Number** to:  
[eng155-subscribe@yahogroups.com](mailto:eng155-subscribe@yahogroups.com)

## 1.4.4. Course Mailing List (cont,)

### To Post a Message:

- After subscription, you can use the following email address to participate in this group mailing list:  
**eng155@yahoogroups.com**
- This group is moderated. That is, all messages sent to the group must be accepted by the instructor before they are available to the group.

## 1.4.5. Mid-Term Exam

- The midterm exam, 90 minutes long and offered during regular class time, builds on the class material, discussions and readings available until that point.
- It is not an open book exam; you can only use pen or pencil during the exam.
- The marks you score for mid-term exam accounts for 30 marks of the final grade.

## 1.4.6. Final Exam

- The final exam, 120 minutes long , is cumulative; it will cover all topics of the textbook that have been discussed during the lectures.
- For this exam, you can only use pencil (and eraser) or a pen; no other tools or books are permitted.
- If you cannot sit for the final exam at the scheduled time, let me know as soon as possible.
- The marks you score for the final exam accounts for 40 marks of the final grade.

## 1.5. Academic Conduct

- You are expected to be familiar with and follow the university's policies on academic conduct.
- **Cheating /plagiarism** will not be tolerated.
- A first instance of **Cheating /plagiarism** will result in a grade of zero for the relevant assignment or exam.
- A second instance will result in a failing grade in the course.
- There are absolutely no exceptions to this policy.

## 1.6. Classroom Cell Phone Policies



- Set your cell phones on silent.
- Make sure your phone is on silent before class. That means no loud, accidental alarms, calls, or text messages are allowed in class.

# Elements of Writing an Effective Essay

## References

Resnick, J.& Lester, L. (2003). Text and thought an integrated approach to college reading and writing. NY: Longman.



# What is an Essay?

- An organized piece of writing that focuses on a single topic
- Organized around a general idea or thesis
  - **Thesis** develops from all the main ideas in the supporting paragraphs
  - Paragraphs that develop the thesis are the **body** of the essay
  - Begins with an **introduction**
  - Ends with a **concluding** paragraph

# Recognizing General and Specific

- **General**- Big and Inclusive
- **Specific**- Smaller and more exact or precise
- Example
  - **General**
    1. Mammals
    2. Human Beings
    3. Females
    4. Mary
  - to
  - Specific**

# The following chart compares the elements of paragraphs and essays

## Paragraph

- Organized around main idea
- Introductory sentence
- Developed by supporting details
- Concluding sentence

## Essay

- Organized around a thesis
- Introductory paragraph
- Developed by supporting body paragraphs
- Concluding paragraph

# Thesis

- **Thesis**

- What you are writing about and supporting throughout your essay?
- Like the main idea of a paragraph, it's a generalization and includes all paragraphs in your essay

# Thesis Statement

- A sentence in the essay that states the thesis.
- Usually expressed in the first paragraph, as part of the introduction.
- Should be “just right”:
  - Not too general or it will not provide adequate direction for the essay.
  - Not too specific or it will be difficult to develop into a series of related paragraphs.

# Thesis Statement-Examples

- Topic: **Controlling our children**
  - **Too General Thesis:** Children must be disciplined.
  - **Too specific thesis:** Teachers have a role in the discipline of children.
  - **Precise thesis:** By using disciplinary techniques, parents, teachers, and police are the main agents for controlling children

# Thesis Statement-Example

- By using disciplinary techniques, parents, teachers, and police are the main agents responsible for controlling children.
  - **Main Idea 1:** There are a variety of techniques available to parents who are willing to take responsibility for disciplining their children
  - **Main Idea 2:** Teachers are also important agents of discipline for children in today's society.
  - **Main Idea 3:** If criminal behavior is involved, police take the responsibility to control children through the legal system.
- **WRITING A PRECISE THESIS STATEMENT IS THE KEY STEP IN DEVELOPING AN EFFECTIVE ESSAY**

# Introduction to an Essay– Introductory Paragraph

- The first part of an essay
- The reader's first contact with the topic from your perspective - First impressions!
- Major influence on the reader's desire to keep reading
- Reader begins to evaluate the essay, based on the introduction



# Attention Getters for Introductory Paragraphs

- Strategy

- Provide some **interesting background** about the topic in the form of a general statement
- Use a thought-provoking **quotation**
- Ask a **question** about your topic
- State a **surprising fact** or a **puzzling statement**

- Examples

- Today's children become tomorrow's leaders.
- "Adolescence is not a stage of life, it is a disease!"  
Dr. S. Rosner
- Why don't children want to be controlled by adults?
- Teenagers join gangs, because they need the support of a family.

# Attention Getters for Introductory Paragraphs

- **Strategy**

- State a common misconception
- Describe a problem
- Give an analogy
- Show how the topic is related to the reader's experience

- **Examples**

- Children don't learn bad habits from adults.
- Everyone knows what a problem juvenile delinquency has become in our society.
- Children are just like animals.
- Most people know how difficult it is to raise children.

# Introductory Paragraph

- Make a bridge to connect the attention getting sentence(s) to your thesis statement
  - Common way to make a bridge is to explain why the topic is important. For example:
    - Controlling the behavior of children is one of society's most important tasks.
  - Conclude introductory paragraph with the most important idea of the essay-THE THESIS STATEMENT

# Introductory Paragraph

- Example

## Controlling our children

1. Most people knows what a social problem juvenile delinquency has become. 2. Without proper control, children will run wild and create a danger to themselves and everyone around them. 3. Controlling children's behavior is one of the most important tasks in today's society. 4. By using discipline techniques, parents, teachers, and police are the main agents responsible for controlling children.

- 1. Attention Getter-Stating problem
- 2. Attention Getter-General Statement
- 3. Bridge or transition sentence
- 4. Thesis sentence

# Body of an Essay

- Set of paragraphs that develop the idea expressed in the thesis statement.
  - Make a list of main ideas that support the thesis statement. Each main idea becomes the main idea sentence for a body paragraph.
  - Arrange the main ideas in logical order (time, place, importance)
  - Plan out each body paragraph by listing major details that support each main idea
  - Order the details within each paragraph in a logical way. Each body paragraph may end with a concluding sentence.

# Essay Outline

## Thesis Statement

By using discipline techniques, parents, teachers, and police are the main agents responsible for controlling our children.

## Body Paragraph 1

**Main Idea Sentence 1:** There are a variety of techniques available to parents who are willing to take responsibility of disciplining their children.

- Major Details:**
1. Give rewards
  2. Punish bad behavior
  3. Be consistent and reasonable

## Body Paragraph 2

**Main idea sentence 2:** Teachers are also important agents of discipline.

- Major Details:**
1. Direct communication
  2. Nonverbal communication
  3. Grades

## Body paragraph 3

**Main Idea Sentence 3:** If criminal behavior is involved, police will take the responsibility to control children

- through the legal system.
- Major Details:**
1. Various forms of punishment
  2. Advising parents of the children's behavior
  3. Setting and enforcing curfews

# Essay

- **Writing stage**

- After planning and arranging your main ideas and major details, begin writing your body paragraphs.
- The number of paragraphs depends on the topic's complexity, inclusiveness, and your purpose for writing.
- Usually a short essay contains 3 to 5 body paragraphs, plus an introductory and a concluding paragraph
- Remember to use signal words to make smooth transitions between sentences and paragraphs.

# Signal/Transition Words

- For examples: For example, for instance, to illustrate
- For organization or chronological order: The six steps are..., next, finally first, secondly, third
- For additional points: Furthermore, in addition, also, moreover
- For opposing ideas: On the other hand, in contrast, although, however
- For similar ideas: Likewise, similarly, in comparison



# Signal/Transition Words

- For exceptions: However, nevertheless, but, yet, still
- For emphasis: Above all, finally, more importantly
- For understanding: In other words, in essence, briefly
- For summarizing: In conclusion, to sum up, for these reasons, in a nutshell
- For exams: Remember this, this is important, this could be on the test

# Essay–Body Paragraph

1)There are a variety of techniques available to parents who are willing to take the responsibility of disciplining their children. 2)Most of these methods involve a combination of rewards and punishments. 3)Rewarded behaviors will be repeated by children; therefore, rewards should be given for behaviors that are acceptable. 4)Unacceptable behavior should be punished in some way. 5)Try to make the punishment fit the seriousness of the behavior. 6)Be reasonable; but be consistent, too. 7)Consistency and fairness are the key elements when it comes to rewarding and punishing children.

# Body Paragraph Analysis

- 1- **Main idea sentence**
- 2- **Major detail**, classifies discipline into two major categories - reward and punishment
- 3,4,5- **Minor details** that elaborate about the two major categories of discipline. The signal word *therefore* is used to clarify relationships and make transitions between ideas.
- 6- **Major detail**, states a major rule of discipline - be consistent and reasonable
- 7- **Concluding sentence**

# Body Paragraphs

- Provide the content of the essay
- Each paragraph should be unique, including different facts and opinions, as appropriate
- Like any paragraph, should be unified around a main idea and arranged coherently

# Conclusion of an Essay

- **Purpose:** To leave the reader with a positive impression, a sense of completeness, and the inclination to think about the topic
- Usually a short, single paragraph
- Should **not** give more information about the topic - that should be done in the body of the essay
- Should follow logically from the body of the essay

# Concluding Paragraph

- Can be a restatement of the thesis
- Can use signal words, such as in conclusion, in summary, or in closing
- Restate your thesis statement in different words
- Write some thought-provoking comments about your topic stating your opinion, judgment, or recommendations

## Concluding Paragraph – Example

1) With proper discipline at home and at school, children can be controlled. 2) Parents and teachers can do the job before police action is necessary. 3) Maybe many children are out of control because not enough people take the responsibility seriously. 4) In conclusion, controlling children is one of the most important social responsibilities for adults.

# Concluding Paragraph – Example

- 1- Partial restatement of the thesis statement
- 2- A conclusion that clarifies the thesis
- 3- An opinion about the nature of society which may motivate some readers to read more about this topic
- 4- A concluding remark about the importance of the topic



# The Revision and Editing Process

- The process of reviewing and rewriting to make your ideas more logical, understandable, and interesting to your readers
- Involves crossing out some material, adding other information, and rearranging material
- Two main aspects of the Revision Process
  - Revision through reading
  - Revision through collaboration

# Revising and Editing through Reading

- As you read to revise, keep in mind
  - Your purpose for writing
  - Your audience
  - To **carefully** read **multiple** times - with each rereading you will probably find ways to improve your essay

# Revising and Editing through Collaboration

- A way of finding out what other readers think about your essay
- May become aware of problems that you have not noticed
- Can get suggestions for improving organization, clarity of ideas; including grammar, punctuation, spelling and usage
- **FINAL DRAFT - SHOULD BE NEAT AND AS ERROR FREE AS POSSIBLE**

# Descriptive Essays

- Descriptive - To create a picture of a person, place, or object by using descriptive language that includes all five senses

Sight - The **pudgy**, brown-haired instructor sauntered into the room.

Hearing - The explosion's **earth-shattering boom** could be heard **for miles**.

Smell - As we crept into the **dank** basement a **musty, putrid** odor **surrounded us**.

Taste - The unusual dish was as **tart as lemon**.

Touch - The cat's **soft smooth** fur was **velvet** to the touch.

# Narrative Essays

- Relate events that have happened - tell a story
- Contains dialogue
- A large part of everyday conversation
- Common Elements:
  - Who - Characters
  - What happens -Plot or events
  - Where and When - Setting
  - Why it happened - Motives, conflicts
  - How it turned out - Resolution
  - The big idea - Thesis or Theme

# Cause and Effect Essays

- May include only the causes, only the effects
- Multiple causes and effects
- Chains of cause and effects
- | Causes                  | Effects           |
|-------------------------|-------------------|
| - Why did it happen?    | The result?       |
| - What are the reasons? | The consequences? |

# Comparison and Contrast Essays

- To bring two or more person, places, objects, or ideas together for closer examination
  - Compare - Consider similarities
  - Contrast - Consider only differences
  - Comparison-contrast - Consider both similarities and differences

# Classification Essays

- A type of analysis in which you classify information-organize or sort it into appropriate categories
- Consider how you want to classify the topic
  - These categories will be the basis for the details you will include
  - Make sure you create useful and meaningful categories
  - It is useful to create a chart to plan out your categories



# Problem – Solution Essay

- Involves careful analysis, planning, and organization
  - Is it a personal, social, psychological, economic, political, or other type of problem?
  - What is my goal or objective?
  - What are possible solutions?
  - What are advantages or disadvantages of each solution? Use a chart to keep track of your analysis
  - Which solution is best and why?
  - How do I know my solution will work? Has it been tried? How can it be implemented and evaluated?

# Persuasive Essays

- An attempt to convince others to share your opinion

- Suggestions

- State your opinion on an issue as the thesis statement

- Make a list of the reasons that you believe your position is correct or true

- Present each reason as the main idea statement for a body paragraph

# Mixed Pattern Essays

- Most essays you read and write will contain a combination of the types of essays that have been described.
- Once you identify your topic and purpose for writing, you can choose the essay pattern or combination of patterns that will help you write more effectively.

# Assignment 1

- Write an essay on the following topic:  
**What accomplishments do you hope to achieve  
in your life?**



# Building Better Vocabulary

## Synonyms, Antonyms and Collocations



# (1) Synonyms

- **Synonyms** are different words which have the same meaning, or almost the same meaning.  
**Example:** The words **stones** and **rocks** are **synonyms**.
- Synonyms can be **nouns**, **verbs**, **adverbs** or **adjectives**, as long as both are the same part of speech.  
**Example:**
  - **chair** and **seat** (**nouns**)
  - **go** and **leave** (**verbs**)
  - **quickly** and **rapidly** (**adverbs**)
  - **long** and **extended** (**adjectives**)
- Synonyms need **not be single words**, as in **war** and **armed conflict**.

# (1) Synonyms

- Here are more **synonyms**:
  - tremendous and remarkable
  - cat and feline
  - baby and infant
  - sick and ill
  - quickly and speedily
- word can have more than one **synonym** depending on which meaning you use for the word.  
**For example:**
  - expired could have the synonym no longer fresh, if you mean milk that's *past its sale date*.
  - expired could have the synonym dead, if you mean *no longer alive*.

## (2) Antonyms

- **Antonyms** are words which have opposite meanings.  
**Examples:** The words **hot** and **cold** are antonyms. So are **up** and **down**, and **short** and **tall**.
- A word can have more than one antonym, depending on which meaning you use for the word.  
For example:
  - **short** could have the antonym **tall** if you are referring to a person's height.
  - **short** could have the antonym **long** if you are referring to the length of something.
- In many languages, including English, you can sometimes make antonyms by adding a prefix:
  - **real** and **unreal** are antonyms
  - **flexible** and **inflexible** are antonyms.



## (2) Antonyms

- However, English is well known for its exceptions to the rules, so you have to watch out for words like *flammable* and *inflammable*, where this doesn't work ... they're **synonyms**!
- There are actually **four types of antonyms**:
  - **Gradable antonyms** are opposites at either end of the spectrum, as in **slow** and **fast**.
  - **Complementary antonyms** are absolute opposites, like **mortal** and **immortal**.
  - **Relational antonyms** are opposites where one word describes a relationship between two objects, and the other word describes the same relationship when the two objects are reversed. (e.g., **parent** and **child**, **teacher** and **student**, or **buy** and **sell**).
  - **Auto-antonyms** are the same two words that mean the opposite. For example, **fast** (moving quickly) and **fast** (stuck in place).

# (3) Collocations

## A Marriage Contract Between Words

- A collocation is two or more words that often go together.
- Collocations are a “marriage contract between words.”

*“Tell me who you **go with** and I'll tell you who you are ”*

– *Saying*

### (3) Collocations: Types of collocation

- There are several different types of collocation made from combinations of **verb**, **noun**, **adjective** etc.
- Some of the most common types are:
  1. **adverb** + **adjective**: completely **satisfied**
  2. **adjective** + **noun**: excruciating **pain**
  3. **noun** + **noun**: a **surge** of **anger**
  4. **noun** + **verb**: lions **roar**
  5. **verb** + **noun**: commit **suicide**
  6. **verb** + **expression** with preposition: **burst into tears**
  7. **verb** + **adverb**: wave **frantically**

# Sample Collocations

## 1. **adverb** + **adjective**

- We entered a **richly** **decorated** room.

## 2. **adjective** + **noun**

- The doctor ordered him to take **regular** **exercise**.

## 3. **noun** + **noun**

- I'd like to buy two **bars** of **soap** please.

## 4. **noun** + **verb**

- The bomb went off when he started the **car** **engine**.

## 5. **verb** + **noun**

- The prisoner was hanged for **committing** **murder**.

## 6. **verb** + **expression with preposition**

- We had to return home because we had **run out of** money.

## 7. **verb** + **adverb**

- Mary **whispered** **softly** in John's ear.

# Questions

Activity 2: Unit 1, p. 8

Activity 7: Unit 1, p. 14

Activity 12: Unit 1, p. 23

Activity 17: Unit 1, p. 27



# How to Write a Good **Hook** for Your Essay

- You have to find perfect **hooks** for your essay.
- When you are asked to write an essay, it doesn't mean that you don't get to express your own thoughts and creativity.
- An essay shouldn't be boring or too formal.
- Your first priority is to make sure that you are keeping your audience in mind and writing for them and to them.
- That means grabbing and keeping their attention so that they want to read every word.

**This is exactly why the essay hook exists and is such an important tool.**

# How to Write a Good **Hook** for Your Essay

- An **essay hook** is the first one or two sentences of your essay.
- It serves as an introduction and works to grab the reader's attention.
- The first couple sentences will help your reader decide whether they want to continue reading your essay or not.

**Use this device to keep them hooked.**

# Types of **Hook** sentences with examples

## (1) **Advice**

- Words of advice that will make an impact on your reader.

**Example:** "When you want something from someone, give them something instead."

## (2) **Anecdote**

- A short and amusing story about an incident or a person, usually famous.

**Example:** "As a teen, Bill Gates use to go dumpster diving at his workplace, seeking information; that's how he got his hands on some impressive source codes."



# Types of **Hook** sentences with examples

## **(3) Contradiction**

- A pair of concepts that don't go together.

**Example:** "It was the best of times. It was the worst of times."

## **(4) Dilemma**

- A situation where a choice must be made between two or more, usually undesirable, outcomes.

**Example:** "The doctors gave me a choice; without health insurance, they would reattach both fingers for \$60,000 or just my index finger for \$12,000."

# Types of **Hook** sentences with examples

## **(5) Fact**

- An interesting fact from a reliable source.

**Example:** "One fast food meal contains all the calories you need in a day."

## **(6) Humorous Statement**

- A joke, quip, or scene that arouses laughter or amusement in your readers.

**Example:** "What's worse than raining buckets? Hailing taxis in Boston."

# Types of **Hook** sentences with examples

## **(7) Scene/Setting**

- A description of a scene or setting that stimulates any of the five senses.

**Example:** "In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, willed with the ends of worms and an oozy smell...it was a hobbit-hole, and that means comfort."

## **(8) Rhetorical question**

- A question that inspires curiosity, but that cannot be simply answered (but it should be addressed in your essay).

**Example:** "What does it mean to be happy?"

# Questions

Activity 4: Unit 1, p. 11

Activity 5: Unit 1, p. 12

Activity 6: Unit 1, p. 12



## Practicing Steps

Activity 18: Step 1, Choosing a topic, Unit 1, p. 27

Activity 19: Step 2, Brainstorming, Unit 1, p. 12

Activity 20: Step 3, Outline, Unit 1, p. 29

Activity 21: Step 4, Writing the First Draft, Unit 1, p. 30

Activity 22: Step 5, Get Feedback from a Peer, Unit 1, p. 30

Activity 23: Step 6, Revise the First Draft, Unit 1, p. 30

Activity 24: Step 7, Proofread the First Draft, Unit 1, p. 31

# Essay Writing

## Writing a 5 Paragraph Essay

### Remember 1-3-1

- **Paragraph 1**- Introduction which includes a "**hook statement**", and sentence which tells what the essay will tell them about, and **the thesis statement**.
- **Paragraphs 2, 3, and 4**- support your topic with detail paragraphs.
- **Paragraph 5**- the **conclusion statement** that restates your thesis statement.

# The Introduction

- "Hook" your reader and make them want to read more.
- Include a detailed sentence that explains what the reader is about to hear more about.
- End with a strong, clear, thesis statement.

## Hooks

- If you begin your Essay with something that grabs attention,  
your reader will want to read on.  
So, how do you write an attention grabber that "hooks" your readers so they want to keep reading?

# The Introduction

- Here are four ways of writing an "attention grabber":
  1. Surprise the reader
  2. Ask a question
  3. Use a quotation
  4. Use descriptive words



# Surprise the Reader

- Start with an **unknown**, interesting fact *"Dogs are the pet of choice in the American household."*
- Start with **something expected**, but give it an unexpected twist *"Cats are loving, quiet creatures, but dogs make way better pets!"*
- Say something that seems to **contradict** what people know *"Each day, over 1000 U.S. citizens require emergency treatment for serious **dog bite** injury"*

# Use a Quotation

- A quotation interests the reader because of what it says, or because of who said it. Or both!
  1. Use either a **wise or funny** quotation
  2. Use a quotation that **relates** to your topic
  3. Be sure to mention the **source** of the quotation

**Example:** "Albert Einstein once said..."

# Use Descriptive Words

- Make the reader **see the scene** or feel like a part of it.
- Words that relate to the **five senses** (sight, hearing, touch, taste, and smell)
- Words that **show how** something is happening or what its qualities are (adverbs and adjectives)
- Figurative words that create **vivid imagery** (simile or metaphor, personification)

# Time to Begin!

- Start by writing a clear **thesis statement**.
- Go back to start, and insert a strong introductory "**hook**" sentence.
- Then, write a transition sentence that smoothly links your "**hook sentence**" to your thesis statement.

# What a Thesis Statement Does

1. It describes your topic, what your essay will be about.
  2. It introduces a specific claim you are making about your topic.
  3. It describes three ways in which you will support and develop your claim.
- So the equation for a thesis statement is:

Subject + Claim + Three Points of Support

# Thesis Statement

- This very important sentence includes three things:
  1. Subject
  2. Claim
  3. points of support

## Example:

Dogs are the ideal house pet because they are wonderful companions, are easy to care for, and can be trained.

# The Essay Topic

## Dogs!

- There are many things you could say about dogs, so you have to clarify your topic by **narrowing it down to one specific claim.**
- The **claim** made about your topic:

**Dogs are the ideal house pet.**

- So now you've narrowed the topic down to "**dogs being the ideal house pet**". To support this claim you now need to explain it further with 3 reasons.

# Reasons of Support

**Dogs** are the ideal house pet.

because:

1. They make great companions
2. They are easy to care for
3. They can be trained.



# Supporting your Claim?

1. Your thesis statement comes in your **introductory paragraph**; then you need to devote at least one paragraph for each supporting point.
2. **Paragraph 2** *will be about dogs making great companions.*
3. **Paragraph 3** *will be about dogs being easy to care for.*
4. **Paragraph 4** *will be about how dogs can be trained.*

## Almost done!

- Lastly, you need to come to a close.
- Your conclusion should restate the points made in your introductory paragraph using different words.
- Go back through your essay and summarize your main points or topic sentences.

## Wrapping it All Together!

- Be sure to finish by restating your convincing points with new words!
- End with the one you think is the strongest.



# The Process Essay



# The Process Essay

## What to consider when writing a process essay?

- A process essay either tells the reader how to do something.
- It describes how something is done.
- As you write your process essay, consider the following:

# The Process Essay (1)

- What process are you trying to explain?
- Why is it important?
- Who or what does the process affect?
- Are there different ways of doing the process?
- What are they?

# The Process Essay (2)

- Who are the readers?
- What knowledge do they need to understand this process?
- What skills/equipment are needed for this?
- How long does the process take?
- Is the outcome always the same?

## The Process Essay (3)

- How many steps are there in the process?
- Why is each step important?
- What difficulties are involved in each step?
- How can they be overcome?
- Do any cautions need to be given?



# The Process Essay (4)

- Does the process have definitions that need to be clarified?
- Are there other processes that are similar and could help illustrate the process that you are writing about?
- If needed, tell what should not be done or why something should be done.
- Process papers are often written in **the second person (you)**.

# The Process Essay (5)

- Your responses to these questions and statements should enable you to write an effective process essay.
- As you are planning your essay you can consider these questions.
- Remember an essay well planned is an essay well written.
- Once you have brainstormed these considerations your mind will be very much cleared up and free to work on polishing.

# Suggested transitions

- **These words help lead readers through your essay.**
- Process essays are generally organized according to time: that is, they begin with the first step in the process and proceed in time until the last step in the process.
- It's natural, then, that transition words indicate that one step has been completed and a new one will begin.
- Some common transitional words used in process essays are listed below:

# Suggested transitions

- After a few hours
- Afterwards
- At last
- At the same time
- Before, Before this
- Currently, During
- Eventually, Finally
- First, Second, Third, etc.
- First of all
- Formerly
- Immediately before
- Immediately following
- Initially, In the end
- In the future
- In the meantime
- In the meanwhile
- Last, Lastly, Later
- Meanwhile
- Next, Soon after
- Previously
- Simultaneously
- Subsequently, Then,

# A Sample Process Essay 1

## How to Make Kool-Aid

It has been said that Kool-Aid makes the world go 'round. Let it be advised, however, that without the proper tools and directions, the great American beverage is nothing more than an envelope of unsweetened powder. There are five simple steps to create this candy-tasting concoction.



## A Sample Process Essay 2

Picking the proper packet of flavoring is the first step in making Kool-Aid. Check the grocer's shelf for a wide variety, ranging from Mountain Berry Punch to Tropical Blue Hawaiian. If it is a difficult decision for you, knock yourself out and buy two. The packets usually run under 65 cents.

## A Sample Process Essay 3

After choosing the flavor that best suits your taste buds, the second step is making sure that your kitchen houses some necessary equipment for making the Kool-Aid. Find a two-quart pitcher. Plastic is nice, but glass pitchers allow the liquid to shine through and add festive coloration to any refrigerator shelf.



## A Sample Process Essay 4

Next, find a long-handled wooden spoon, a one-cup measuring cup, a water faucet that spouts drinkable water. Use white sugar, and an ice cube tray full of ice. Then, you are ready to mix.

Third, grab the left edge of the Kool-Aid packet between your thumb and index finger. With your other hand, begin peeling the upper-left corner until the entire top of the envelope is removed.



## A Sample Process Essay 5

Next, dump the contents of the envelope into the pitcher. Notice how the powder floats before settling on the bottom of the pitcher.

Then, take the measuring cup and scoop two cups of sugar into the pitcher as well. At this point, adding the water is a crucial step. Place the pitcher under the water faucet and slowly turn on the cold water. If the water is turned on too quickly, powder will fly all over when the initial gusts of water hit.

## A Sample Process Essay 6

After the pitcher is filled within two inches of the top, turn the water off and get prepared to stir. With the wooden spoon submersed three-quarters of the way in the liquid, vigorously stir in a clockwise motion until all of the powder is dissolved. Taste it. If the Kool-Aid is not sweet enough, feel free to add more sugar.

# A Sample Process Essay 7

Fourth, when you are finished seasoning the Kool-Aid to your liking, rinse off the spoon and the measuring cup. Take a glass from the cupboard. An eight-ounce glass is usually sufficient.

Stronger thirsts might prefer a 32-ounce mug. Add ice and then fill the glass with Kool-Aid. Find a comfortable chair, put your feet up, and drink away. After all, Kool-Aid makes the world go 'round.

# The Process Essay

## Remember:

- Process documents are all around in our daily lives.
- The numbered slides above are just there to help you navigate through the PowerPoint presentation.
- The steps in the process are the transitions used in the essay.

# Writing the Comparison and Contrast Essay



# What is the purpose of comparison and contrast?

- Contrasts draw out differences between two subjects.
- Comparisons outline both similarities and differences between two subjects.
- Demonstrates how one subject is superior in some way to the other.
- Demonstrates how two subjects, which appear dissimilar, are actually similar.
- Instead of judgmental, may be informational.

# How do I prepare to write a comparison and contrast essay?

- Brainstorm everything about two subjects.
- Identify points that are relevant to both subjects.
- Establish a dominant idea after examining points of similarity and difference. This is the basis of the comparison/contrast.
- Select those traits to focus upon based upon the dominant idea.
- Be sure these traits are subject to the purpose — desired accomplishment.

# Writing the Thesis Statement





## How do I write a thesis statement for a comparison and contrast essay?

- Decide to what extent the similarities between subjects will be stressed, and to what extent their differences will be stressed.
- Create a thesis statement that reflects that decision.

## Examples: Weak Thesis Statements

- They are both somewhat alike and somewhat different.
- I can see some similarities and some differences too.
- Both of them involve (only a single similarity, no differences).

## Examples: Better Thesis Statements

- Ralph and Jack have very different leadership styles and motivations which leads to the eventual chaos and anarchy on the island.
- In order to make a decision between the Honda Civic and the BMW, consider the following criteria: price of the vehicle, average mileage, and price of insurance.

# Organizing a Comparison and Contrast Essay



# Should I use block or alternating arrangement?

- **Block**: Treats all of the elements for each subject separately.
- **Alternating**: Treats each element with respect to each subject sequentially.
- If the comparison is short (a paragraph or two), then the block method is fine.
- Alternating is usually preferable for longer comparisons; there is a risk that a block essay will sound like two separate essays weakly connected with a transitional paragraph or sentence.

# Paragraph Organization

## --Block--

	Price	Mileage	Insurance
<b>BMW</b> →→→ 2 <sup>nd</sup> Paragraph			
<b>Honda Civic</b> →→→ 3 <sup>rd</sup> Paragraph			

# Outline -- Block Method

## I. Introduction

- a) Hook
- b) Background Information
- c) Thesis

## II. BMW

- a) Price
- b) Mileage
- c) Insurance

## III. Honda Civic

- a) Price
- b) Mileage
- c) Insurance

## IV. Conclusion

- a) Emphasize Major Ties
- b) So What? Evaluate
- c) Clincher

# Paragraph Organization

## --Alternating--

2<sup>nd</sup> Paragraph

3<sup>rd</sup> Paragraph

4<sup>th</sup> Paragraph

	Price	Mileage	Insurance
BMW	↓	↓	↓
	↓	↓	↓
Honda Civic	↓	↓	↓
	↓	↓	↓



# Outline -- Alternating

## I. Introduction

- a) Hook
- b) Background Information
- c) Thesis

## II. Price

- a) BMW
- b) Honda

## III. Mileage

- a) BMW
- b) Honda

## IV. Insurance

- a) BMW
- b) Honda

## IV. Conclusion

- a) Emphasize Major Ties
- b) So What? Evaluate
- c) Clincher

## What are the rules of thumb with comparison and contrast essays?

- Be sure to discuss both subjects equally in terms of coverage.
- Be sure to discuss the same elements for each subject; do not discuss one element for one subject and not do so for the other!
- Decide either upon block or alternating arrangement; do not mix.
- Have a clear purpose to achieve in the comparison/contrast.

# Using Indicators



## Why do I need to use indicators?

- Good comparison or contrast essays feature the use of indicator words to convey to the reader at any given moment whether a comparison or contrast is being made and the nature of it.



# Example Indicators

- **To Compare**

- also
- as
- in the same way
- like
- likewise
- similarly
- comparable
- equally
- in addition

- **To Contrast**

- although
- but
- even though
- however
- on the other hand
- otherwise
- yet
- still
- conversely
- as opposed to
- different from
- whereas

# Cause-Effect Essay



# Introduction

- The **cause-effect essay** explains why or how some event happened, and what resulted from the event.
- This essay is a study of the relationship between two or more events or experiences.
- In other words, **cause and effect essays** focus on why things happen (causes) and what happens as a result (effects).

# When writing a cause and effect essay:

## 1. Distinguish between cause and effect.

- To determine causes, ask, "**Why did this happen?**"
- To identify effects, ask, "**What happened because of this?**"



# When writing a cause and effect essay:

## 2. Develop your thesis statement.

- State clearly whether you are discussing causes, effects, or both.
- Introduce your main idea, using the terms “**cause**” and/or “**effect**.”

# When writing a cause and effect essay:

## 3. Organize supporting details.

You can organize details in the following ways:

- **Chronological**. Details are arranged in the order in which the events occurred.
- **Order of importance**. Details are arranged from least to most important or vice versa.
- **Categorical**. Details are arranged by dividing the topic into parts or categories.

# When writing a cause and effect essay:

## 4. Use appropriate transitions.

To blend details,  
use the transitional  
words and phrases.

Cause Signal Words	Effect Signal Words
because, due to, one cause is, another is, since, for, first, second	consequently, as a result, thus, resulted in, one result is, another is, therefore,

# Block & Chain

- You can organize a **cause/effect essay** in two main ways:
  1. **Block** organization
  2. **Chain** organization

# Block Organization

- In **block organization**, you first discuss all the causes as a block, then, you discuss all the effects together as a block.

Cause
Effect

Effect
Cause

Cause
Cause
Cause
Effect

Cause
Effect
Effect
Effect

## Examples

Cause

Effect

effect

cause

Your car is out of petrol.

Your car won't start

Obesity

Eating disorders

## Example

<b>Cause</b>	<b>Thinking about your family</b>
<b>Cause</b>	<b>Forgot bring your ID card</b>
<b>Cause</b>	<b>Missed writing exam</b>
<b>Effect</b>	<b>Failed writing course</b>

## Example

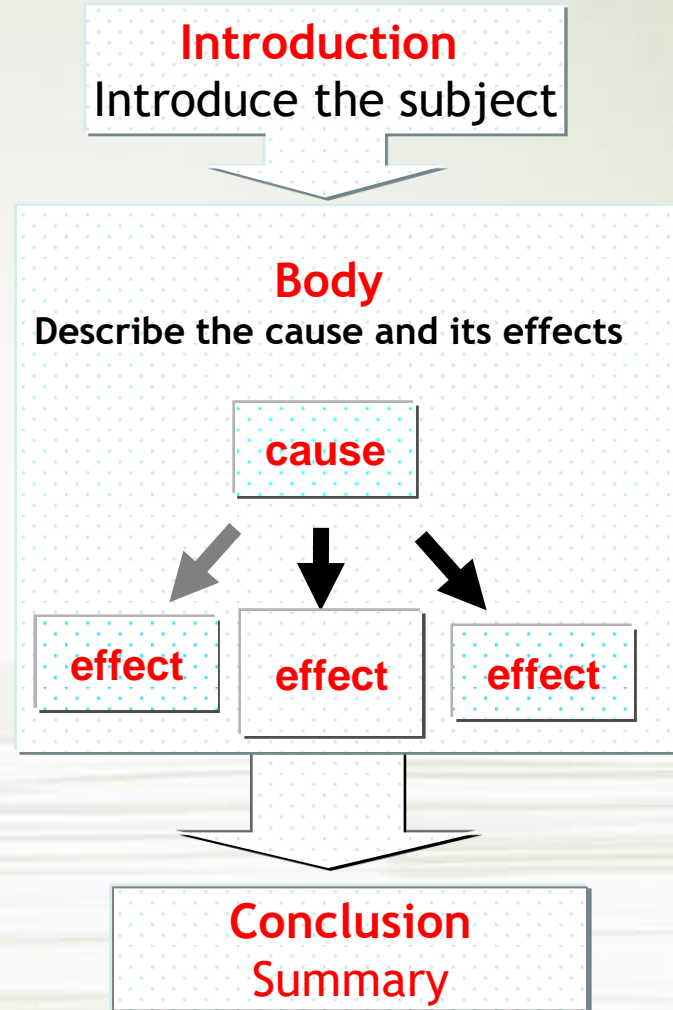
<b>Effect</b>	<b>Decrease in personal liberties</b>
<b>Effect</b>	<b>Increase in nationalism</b>
<b>Effect</b>	<b>Greater prejudice against those of Middle Eastern decent</b>
<b>Cause</b>	<b>The events of September 11, 2001 changed the face of our nation forever</b>



# Transition Paragraph

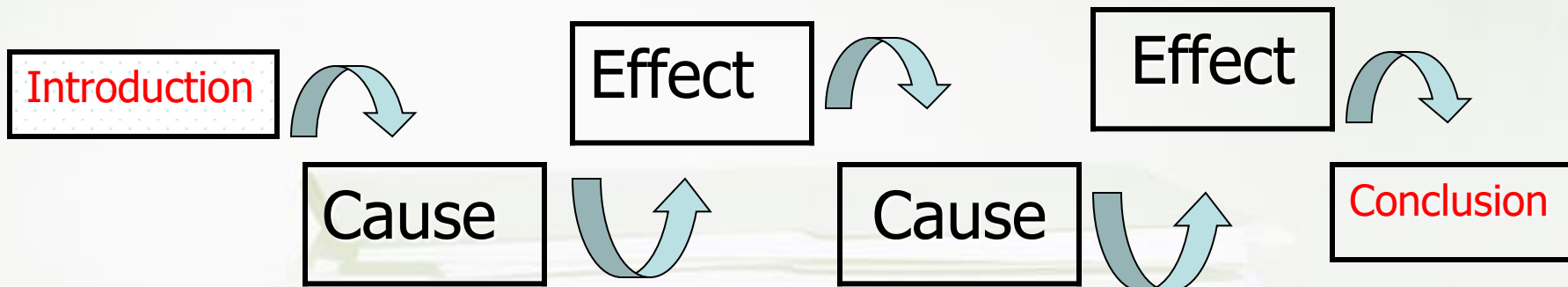
- In **block organization**, a short paragraph often separates one major section from another major section. This paragraph is called a **transition paragraph**.
- Its purpose is to conclude one section and introduce another section.
- It is helpful **when your topic is long and complex**.

# Diagram of cause-effect essay



# Chain Organization

In a chain-reaction essay, you describe how one event led to another.



# My wife left me!

## **Chain Reaction of events:**

- I received a deport from my boss.
- Because of my arrest, I lost my job.
- Because I lost my job, I had no money.
- Because I had no money, my wife left me.

# Suggestions

- Remember your purpose
- Focus on immediate and direct causes (or effects)
- Strengthen your essay by using supporting evidence

## When evaluating a cause and effect essay, ask the following questions:

1. What are the causes?
2. What are the effects?
3. Which should be emphasized?
4. Are there single or multiple causes?
5. Are there single or multiple effects?
6. Is a chain reaction involved?