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Course Title

An Introduction to Essay Writing

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Introduction

Writing is something paramount for most people, if not all, because of a number of reasons. One needs to be able to express himself liberally and in a way that others could understand him better which, otherwise, may not be conceivable through speaking. More than that, being able to get things off our chest and place them on a paper can be extremely salutary. Moreover, writing reflects our identity, and therefore it is not something to take lightly. In other words, it is a primary basis upon which the person's knowledge and intellectuality are assessed. More importantly, writing is an essential form of communication in education, business, career planning, and job application.

In the context of SL/FL teaching and learning, the primacy of speaking, before 1960, had an impact on linguistics and ESL studies, the fact which overshadowed the importance of writing. However, after 1960, writing started to be one of the major subjects of research, especially with the growth of ESL/EFL students in American universities. The attention to writing has grown too, for it was necessary to equip students with the written materials so that they learn how to express themselves in writing as well as in speaking. Recently, the place of writing in SL/FL classrooms has been recognized as extremely important, because it is the skill by which the learners can improve their language proficiency.

As for the importance of a certain kind of writing, the typical university student is required to write a variety of essays throughout the years of university. The essay writing is deemed necessary to EFL/ESL learning, knowing that it is the typical method of assessed work in education. However, as teachers we used to encounter many problems when reading the students' productions, and therefore meeting their demands of comprehensive and effective lectures for teaching writing became urgency. In fact, it is never that easy to characterize good essay writing, for there is no effective formula or program for writing well.

However, there are certain elements that are present in almost every well-made piece of academic writing that the students are required to master.

Course Description

An Introduction to Essay Writing is an annual course designed for second year license students of English wanting to realize more of their potential; moreover, other learners can use it to learn about essay writing skills on any subject in any discipline. Most importantly, it is intended to novice teachers of Written Expression as well to assist them having a review of the basics for producing an academic essay. This course is to be delivered approximately over a period of fourteen weeks for each semester with an average of three sessions per week; that is, a total of forty two sessions, each lasts ninety minutes.

This course is presented in a consecutive manner, from how to write an introduction to how to compose a full essay with different expository types. The organization of the lectures is as follows:

Lecture One provides an important overview to make the learners develop a good understanding of the essay notion, its importance, the whys and wherefores an essay is rule-bond, teachers' anticipations, the connection between writing essays and learning at university ... etc.

Lecture Two, Three, and Four target the indispensable parts for actually producing an essay. These important lectures offer guidance on how to write good introductions, body paragraphs, and conclusions.

Lecture Five and Six are designed to practice the reading and writing skills; that is, the learners will be exposed to essay models, then they initiate the act of writing a full essay based on what they have already learnt and read.

After being exposed to the techniques of writing an essay, the learners advance toward writing different types of essays. *Lecture Seven*, therefore, is concerned with the thorough presentation of what is expository writing.

Lecture Eight, Nine, and Ten are devoted to three types of expository writing which deemed to be essential for learners. These types include exemplification, comparison/ contrast, and cause /effect.

The *Practice* section at the end of each lecture provides the learners with the opportunity to put into practice what they have just learned for the sake to make a progress in their writing performance.

Course Objectives

Throughout this course, the students will be able to:

- ✓ develop a good understanding of what is academic writing.
- ✓ recognize the requirements for writing a good essay.
- ✓ analyze successfully the different parts of an essay.
- ✓ develop different types of expository essay.

Lecture One

The Concept of Essay

Introduction

In many academic institutions, essay writing is considered as a significant part in the curriculum. The classroom assignments and the assessment of examinations entail essay writing regardless of the discipline studied. In foreign language education, especially, the essay is a fundamental part in the process of learning and assessment; that is why, the students are expected to master this skill to meet the expectation of their teachers.

1.1 What is an Essay?

An essay is a piece of writing that aims to explore specifically a given topic. Actually, what distinguishes essay writing from the other writing forms such as magazines and newspapers is that an essay is a formal piece of writing having particular conventions. Further, it is defined as a piece of assessed coursework; that is, when you will be given a particular question to evaluate your progress and understanding, you are expected to answer in an essay form. Precisely speaking, an essay is a collection of paragraphs that are all related to one topic.

1.2 Characteristics of a Good Essay

Writing well is not a trait one is born with. To be able to write, one needs to take into consideration the elements that contribute in making the piece of writing more readable and effective. These elements are categorized into five main aspects which the learner should have an adequate knowledge about, knowing that they are the basics for any writing assessment. These five main aspects which most teachers would probably agree upon are discussed briefly in this section.

Content

The most important part of an essay is its content, where the ideas are supposed to be fully expressed. The content should demonstrate an understanding of the desired materials and present all the needed information such as the purpose, the main theme, the main story line of the piece, support, elaboration, images, and every selected detail that may build understanding or hold a reader's attention. Regardless of the type or the purpose of the essay, content with one clear focus should be apparent, but the supporting details should be thorough, relevant, and well suited to audience and purpose.

Form

The form or the organization of the content is another important aspect as it addresses the structure of the essay. It is all about the framework used by the learner to convey the meaning in an organized and a coherent way. It helps readers realize how sentences and paragraphs relate to each other and how they contribute to the overall structure of the essay.

Grammar

Another aspect of writing is grammar. As any piece of writing requires an absolute clarity of thoughts, a writer, unlike the speaker, must take a special course to ensure that there is nothing vague to the prospective readers. For the purpose of achieving that, the piece of writing should adhere strictly to a set of grammatical rules that govern the composition of sentences, phrases, and words, and combine together the different parts of speech to form grammatically correct sentences.

Style

Style is another important variable that determines the overall quality of the essay. It refers to the way of writing, which constitutes the collective characteristics of the writing, impression or way of presenting things. Style, therefore, must result from the integration of all

components of writing to convey meaning in such a way that attracts the reader’s attention and interest, and inspires him to act in the writer’s favors.

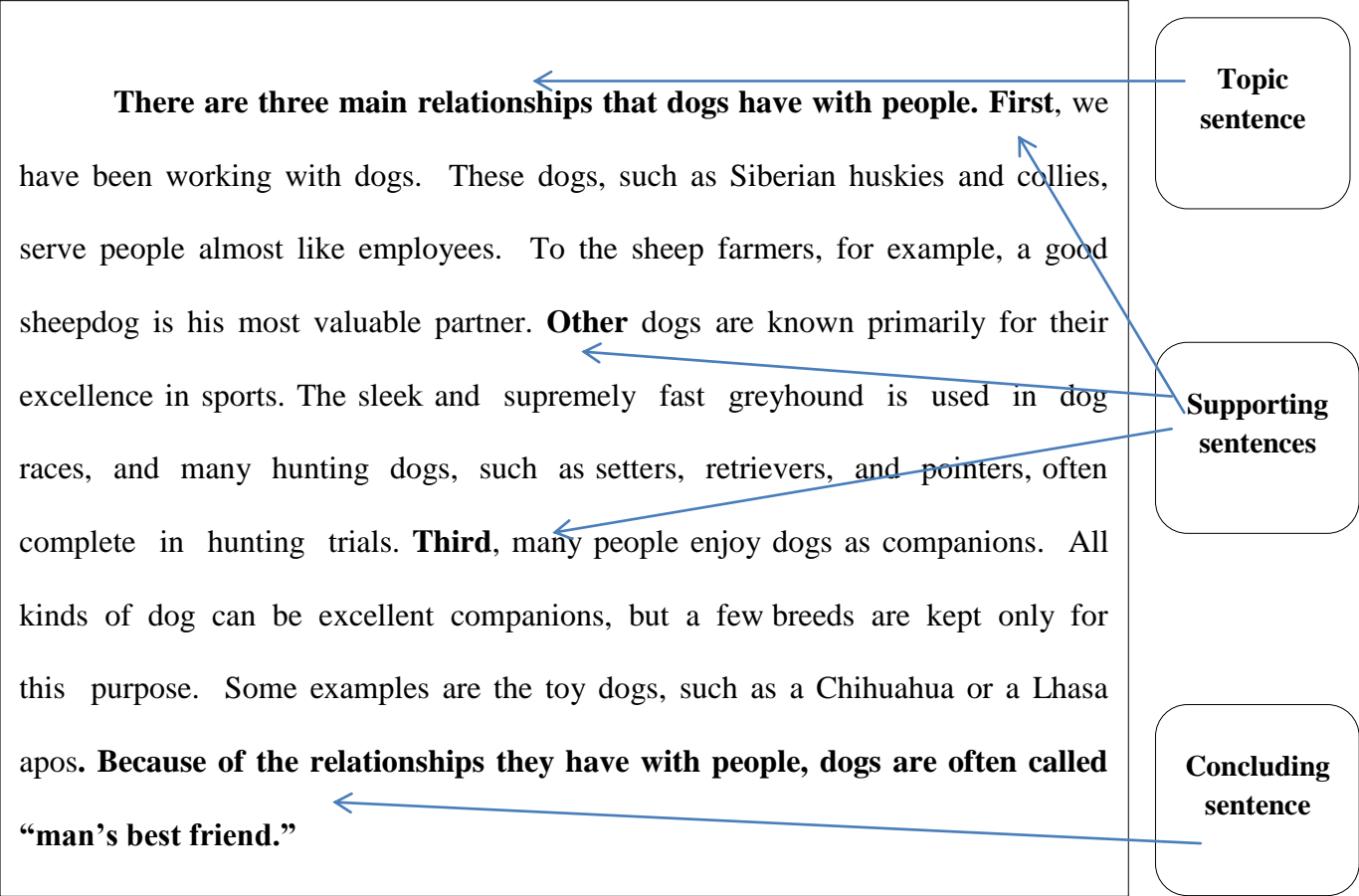
Mechanics

Mechanics, as a last aspect, refers to all the arbitrary technical features of writing such as spelling, punctuation, and capitalization. These are also called conventions of print which do not exist in oral language. If a piece of writing is not mechanically well written, readers will not bother to read it, either because it is too difficult to figure out, or they will not consider it to be good as it does not seem to be well-written. Work on this aspect is most successfully tackled at the end of the writing process.

1.3 Parts of Essay

In paragraph writing, students have learnt that a paragraph consists of three main parts which are **the topic sentence, the supporting sentences, and the concluding sentence.**

Notice these parts in the paragraph below:



To give more details about the topic, the same previous paragraph can be expanded to an essay. Similar to paragraph writing, therefore, an essay consists of three parts as well; they are an introductory paragraph, developmental paragraphs, and a concluding paragraph. Notice these parts in the following essay about the same topic of the previous paragraph:

The dog is generally considered the first domesticated animal. The domesticated dog has lived with human beings as a working partner and household pet in all eras and cultures since the time people lived in caves. It is generally believed that the direct ancestor of the domestic dog is the wolf, originally found throughout Europe, Asia, and North America. Archeologists have found remains of dogs that are 10,000 years old. **In these ancient societies, as well as in our modern one, there are three main relationships that dogs have with**

First, we have the working dogs. These dogs, such as Siberian huskies and collies, serve people almost like employees. The dogs help pull heavy loads, round up cattle, and keep a sharp eye out for strangers. To a sheep farmer, for example, a good sheepdog is his most valuable partner. Sheepdogs, such as Border collies, standard collies, and Shetland sheepdogs, are very intelligent and can learn to respond to hand signals as well as spoken words. Sheepdogs in Scotland, for instance, move sheep along with barely a glance from the shepherd. As a result, working dogs know their worth to their master, and they are proud of it.

Other dogs are known primarily for their excellence in sports. The sleek and supremely fast greyhound is used in dog races. These races take place on specially prepared tracks where the competitors chase a mechanical rabbit. People gamble on these athletes' performance. Bird dogs are a type of hunting dog. Setters and pointers, for example, recognize a bird's scent long before it makes a sound and show their owner where the bird is by standing rock still. Retrievers, such as golden retrievers or Labrador retrievers, will throw themselves into a icy cold to pick up the bird their owner has shot. These special hunting dogs often compete in hunting trials. Clearly, sporting dogs are the athletes of the dog world.

Third, many people enjoy a dog as a companion. All kinds of dogs can be excellent companions. Both the working dogs and the hunting dogs have great patience and are very good with small children. Most of these dogs will allow children to climb all over them and are great baby-sitters because of their loyalty to their owner and their family. A few breeds are kept only for the purpose of being a companion. Some of these are the toy dogs, such as a Chihuahua or Lhasa apso. Since these dogs are so tiny, they are great to have if you live in a small apartment. In short, all dogs, including the toy dogs, are wonderful companions.

Although there are a great many breeds of dogs, they can be classified into these three main types by their relationships to their owners. Even if you have no interest in sports and no farm to run, you can have a great companion in a dog. Because of the relationships they have with people, dogs are often called "man's best friend."

The model paragraph is expanded into essay, and the topic sentence of the paragraph turns to be the thesis statement of the essay, which is placed at the end of the introductory paragraph. The supporting sentences of the model paragraph are developed into three single body paragraphs in the essay; each major supporting sentence and its minor supports in the model paragraph become one body paragraph in the corresponding essay. Lastly, the concluding sentence in the model paragraph turns to be a concluding paragraph in the essay.

Lecture Two

Writing the Introductory Paragraph

Introduction

The first paragraph in an essay is called the introductory paragraph. It is the most essential paragraph in an essay because most of the time the piece of writing is judged from its beginning. Through this section, the students are expected to develop successfully introductory paragraphs.

2.1 Features of a Good Introductory Paragraph

Because of the importance of this paragraph, it should have the following features.

1. It should introduce the topic by informing the reader of the topic being discussed.
2. It should indicate how the topic is going to be developed, whether the essay is going to discuss causes, effects, reasons, examples etc...
3. It should contain the thesis statement.
4. It should be inviting; that is, it should be interesting enough to catch the readers attention.

2.2 Parts of an Introductory Paragraph

The introductory paragraph consists of two parts: a few *general statements* about your subject to attract your reader's attention and a *thesis statement* to state the specific subdivisions of your topic.

2.2.1 General Statements

The first statements in an introduction provide the reader with background information about the topic of the essay. These statements should lead your reader from a very general idea of your topic to a very specific idea. The first general statement just introduces the topic, and then each sentence that follows is going to restrict the topic to a more specific one. These statements aim is to enlighten the reader's scope to the topic of the essay by providing him

with the necessary information about the topic to be discussed, and at the same time to get the reader's attention.

2.2.2 Thesis Statement

The thesis statement is the sentence that specifically states what the essay is going to be about. It usually appears at the end of the introductory paragraph, and it should answer the following questions: what is the subject of the essay? What is the writer's opinion on the subject? What is the writer's purpose of writing the essay?

Features of a Good Thesis Statement

An ideal thesis statement should have the following characteristics:

1. It should be a complete sentence.

- *My fear of the dark* X

- *My fear of the dark made my life miserable.* ✓

2. It should not be a question.

- *What are the reasons of climate change?* X

- *There are three main reasons of climate change.* ✓

3. It should state one main idea and should not contain two conflicting ideas.

- *Smoking can be harmful to a person's health, and it is also very unpleasant to watch someone smoking.* X

- *Smoking can be harmful to a person's health. Or – It is very unpleasant to watch someone smoking.* ✓

4. It should state the writer's opinion which is an idea that can be discussed and explained with supporting ideas; that is, it should not merely state a fact.

- *Child abuse is a terrible problem.* X

- *Child abuse in this state takes different forms.* ✓

5. It should not be too general.

- *Reading is very useful.* X

- *Reading is very useful to develop the students' writing aspects.* ✓

6. It should not make an announcement.

- *I am going to discuss the students' ways of spending their leisure time.* X

- *Students have three ways of spending their leisure time.* ✓

Components of the Thesis Statement

The thesis statement has two main parts: *the topic* and the *controlling idea*. The topic is the general idea of the essay, and the controlling idea is the specific idea discussed in the essay.

- *Women generally live longer than men for two reasons.*

A third component of the thesis statement is called *predictors* or *sub-topics*. These predictors tell the reader how many body paragraphs there will be in the essay, and what their content will be about.

- *Women generally live longer than men for two reasons: they tend to take better care of their health, and they have better resistance to stress.*

2.3 Types of Introductory Paragraphs

Since the introduction is the first paragraph to be read, it is habitually the first paragraph the student plans and can be, therefore, the most difficult. There are many ways to develop this important paragraph; the following are four basic types that show how to develop it: *the funnel*, *the turnabout*, *the dramatic entrance*, and *the relevant quotation*.

The Funnel

The most frequent way in planning an introduction is called "the funnel approach". It is called so because the ideas progress from the general to the specific just as a funnel is wide at the top and narrow at the bottom. This type of introduction is to open with a general statement about the topic and then to work toward the more specific thesis statement.

Example

*Travelling to a foreign country is always interesting, especially if it is a country that is completely different from your own. You can delight in tasting foods, seeing new sights, and learning about different customs, some of which may seem very curious. **If you were to visit my country, for instance, you would probably think that my people have some very strange customs, as these three examples will illustrate.***

The Turnabout

This type of introduction opens with few sentences summarizing a point of view that is actually the opposite of the writer's own point of view. By the end of the introduction, the writer makes a complete turnabout and presents his or her idea the opposite of what he or she started with.

Example

*Before I came to college, I was told not to expect my professors to care much about me or my work; indeed, I was told that I would be lucky if any of them even knew my name! but when I came to the university, I soon learned that these generalizations were too broad. Not all teachers are the same. **In fact, I have found that most of the professors here at State fall into three categories: the positive teachers, the neutral teacher, and the negative teachers.***

The Dramatic Entrance

In the dramatic entrance, the writer starts his essay with a narrative, an anecdote, or a dramatic example.

Example

First, the window began to rattle. Then the floor beneath our feet began to move. A moment later, the light fixture above the dining table began to swing back and forth, and we heard glass breaking, walls cracking, and books and other objects falling to the floor. We had just experienced a 6.1 earthquake. It had lasted less than a minute, but the damage was

terrible. This earthquake is clear to our family that we needed to prepare better for the next one.

The Relevant Quotation

An essay with this type of introduction opens with a quotation by an authority on the topic or by someone else who says something relevant to what is discussed in the essay. You will also see writers begin with a famous quotation and then work that into their topic.

Example

No two people are exactly alike, and my two older brothers, Nhan and Hung, are no exceptions. When I think of them, I think of Rudyard Kipling's words "East is East, West is West, Never the twain shall meet". Even though they have the same parents, their considerable differences in looks, personality, and attitude toward life reflect the differences between Eastern and Western cultures.

Practice

Identifying Parts of the Thesis Statement

Read these three thesis statements and answer the questions.

1. Modern methods of building houses have greatly increased their ability to withstand earthquakes.

What is the topic?

What is the controlling idea?

If there is a predicator, what is it?

2. Its beauty, history, and location make Washington, D.C., a fascinating place to visit.

What is the topic?

What is the controlling idea?

If there is a predicator, what is it?

3. There is considerable evidence to show that there is life on other planets.

What is the topic?

What is the controlling idea?

If there is a predicator, what is it?

Identifying the Invalid Thesis Statements

Read what is written in the following lines, identify the invalid thesis statements, say why they are invalid, and then correct them.

1. Viewing cartoon violence on television leads to aggression in boys.
2. Approximately, 10% of humans are left handed.
3. There are three important steps we could take to deal with the problem of drug addiction.

4. Computers have changed our lives.
5. I'm going to show you why seat belts are necessary
6. Japanese cars are better than American cars.
7. There are both advantages and disadvantages to working while you are an undergraduate.
8. Work-study programs have more advantages than disadvantages.
9. The advantages of majoring in engineering
10. Why do I want to be a lawyer?
11. The differences between Mandarin and Hunan cuisine.
12. There are many similarities and differences between Boston and Seattle.
13. Celebrities lead very stressful lives as they have too little privacy, too much pressure, and no safety.
14. Why should every college student take two years of foreign language?

Writing Thesis Statements

Choose five of these topics and write a good thesis statement for each. At least three of your five statements should have a predictor.

1. Wild animals
2. Endangered species
3. Forests/vegetation
4. Transportation
5. The world's changing climate
6. Oceans/water
7. The world's food production
8. Housing
9. Choosing a career
10. A personal bad habit

Example: *More and more species of animals are becoming endangered because of pollution, excessive, hunting, and expanding industry.*

Evaluating Introductory Paragraphs

Part 1

Based on the features of a good introductory paragraph, evaluate the following introductory paragraphs. Does the paragraph introduce the topic? Does it indicate how the topic is going to be developed? Does it contain a thesis statement? Is it inviting? If one or more of these are missing, write the missing element in the space provided. Some of the paragraphs may be good introductory paragraphs.

1. We are all familiar with the image of the fat, jolly person, right? Unfortunately, this is an inaccurate stereotype. Fat people are not always so happy.

.....

2. It was a muggy day. I tried to find the bus for State University. Walking round every corner of Canal Street, I found the bus stop, finally. Here came the bus! Getting on the bus, I felt a little tense. Then, State University came into view. "Oh, it's a real university," I said to myself. I asked myself if my decision was correct, but I couldn't answer my question. It took me three months to answer it. My decision was correct. I can show you why you decided to come to State University, so you will want to come here too. You will find that State University is a good university.

--Nobutaka Matsuo

.....

3. I would like to tell you about my hometown, Hlatikulu, Swaziland. It is a small town of only 8,000 people. The main industries there are farming and working for the government, since it is the capital of the southern region.

.....

4. Last year, my cousin, Julio, went to a bank to apply for a job. As you know, when you apply for a job, you must be ready to answer a lot of ambiguous questions. Some questions that an interviewer may ask you include: educational background, previous job, and salaries

you earned. The problem with Julio was that he wasn't prepared for the questions. The interviewer asked Julio a lot of things that he couldn't answer. Because Julio wasn't prepared for the interview, he didn't get the job. If you do not want to be in that situation, you may want to follow these steps.

.....

5. There are many kinds of cashiers in the supermarket. I can classify them as efficient, average, and inefficient. I would like to tell you about each type of cashier.

.....

Part 2

Read the thesis statement and the four introductory paragraphs that follow. Decide whether or not each paragraph is a good introductory paragraph. If it is, check off which kind of introduction it is. If it isn't, check off the reason(s) why it isn't.

- a. Is this a good introductory paragraph?
- b. If it is good, which kind of introduction is it?
- c. If it isn't good, check off why?

- Some content not relevant to thesis statement
- Preview content of the body
- Too short
- Too general

Thesis Statement: **Heredity plays a more important role in a child's personality development than environment does.**

1. A man meets a woman, and they fall in love. Then, they get married, buy a house, and settle down. After a while, they decide to have children. The woman gets pregnant, and nine months later a baby is born. In this case, heredity plays a more important role in a child's personality development than environment does.

2. As you will see below, there are lots of studies of twins and of adopted, children that indicate that genes are important in a child's development. When twins who separated at birth are reunited in adulthood, they find many likes and dislike in common. Also, when adopted children are reunited with their biological parents, they often find many similar personality attributes. I believe that heredity plays a more important role in a child's personality development than environment does.
3. I witness a child's birth recently and began thinking about what kind of person she would become. Would she be kind or cruel, generally happy or chronically depressed, a giver or a taker? I can predict that she will be a kind, generally happy giver because that's the way her sister is, despite her abusive parents. I also believe that heredity plays a more important role in a child's personality development than environment does.
4. Many people think that the environment that a child is raised in is important. I think heredity plays a more important role in a child's personality development than environment does.

Identifying the Type of introductions

Read the following introductions and then write on the blank what type each of them is.

Have you ever killed a man? If you were called upon tomorrow to go to Iraq knowing that you might have to kill another person, could you do it? These same questions faced an American soldier almost 40 years ago when he, as a young man, chose to avoid being drafted to fight in the Vietnam War, a war he didn't believe in. He said what he did was legal, but he was wondering if it was right.

.....

We live in the age of technology. Every day, new technology appears, ranging from mini-CDs that contain entire encyclopedias of information to giant space telescopes that can send photographs of distant stars back to Earth. Of all the new technological wonders, personal computers have probably had the greatest influence on the daily lives of average people. Through computers, we can now talk to people in any country; research any topic, work, shop, bank, and entertain ourselves. Personal computers have especially revolutionized communication and business practice in the past twenty years.

.....

When we were young, we believed that parents could do no wrong. We thought they know everything and thus they are all the time right. However, as we grew older, we find that parents can do mistakes too.

.....

"The teenage years between childhood and adulthood are a period of growth and separation." a well-known developmental psychologist asserts. During this period, children separate themselves from their parents and become independent. Teenagers express their separateness most vividly in their choice of clothes, hairstyle, music, and vocabulary.

.....

Writing Introductory Paragraphs

Part 1

These are four thesis statements; write an introductory paragraph for each having different types.

1. My country has some of the most beautiful sights you will ever see.
2. Speaking in a foreign language can create some embarrassing misunderstandings.
3. Watching television is not a waste of time.

4. I experienced three happy occasions.

Part 2

Write four introductory paragraphs about a chosen topic of yours, in which you keep the same thesis statement in all the paragraphs but you vary the type.

Lecture Three

Writing the Developmental Paragraphs

Introduction

Development paragraphs (D. Ps) constitute the body of the essay (or the heart in some references) since it is there where the writer explains, illustrates, discusses, or proves the thesis statement. In the student's essay, their number ranges from two to four, depending on the number of subtopics that divide the central idea in the Th. S. Through this lecture, the student will be able to develop good developmental paragraphs.

3.1 Features of a Good Developmental Paragraph

The following characteristics about developmental paragraphs will help you plan, draft, and revise your D. Ps:

1. Each body paragraph discusses one aspect of the main topic. If, for example, you were asked to write an essay about the effects of smoking cigarettes on a person's health, then each paragraph would have as its topic an effect.
2. The controlling idea in the body paragraph should echo the central idea in the thesis statement. If your thesis statement about the effects of smoking cigarettes is "Cigarette smoking is a destructive habit," then the controlling idea in each paragraph should have something to do with the destructiveness of the effects.
3. The body paragraph should have coherence and unity. The order of your paragraphs should not be random. As there are various ways to order the sentence in a paragraph; similarly, there are various ways to order you paragraphs.

3.2 Parts of a Developmental Paragraph

In order to write a coherent developmental paragraph, the following points should be taken into consideration:

1. Choose a singular focus for your paragraph; that is, each developmental paragraph is regarded as a discrete unit of thought that expands *one specific idea*, not three or four.
2. Begin your paragraph with a *topic sentence*.
3. Develop your topic sentence with adequate *supporting sentences* that contain clear and convincing evidence.
4. Write a *concluding sentence* at the end of the developmental paragraph.

3.3 The Creation and Organization of the Developmental Paragraphs

Once the thesis statement has been decided on, you should determine the different subtopics of the developmental paragraphs through breaking down the thesis logically into topics that fit the body of the essay. One way to break down the thesis statement into topics is to turn it into question; the answer to this question might help you to come up with possible topics for the developmental paragraphs, and at the same time it helps you to determine the strategy for organizing your essay.

Example:

The thesis statement is: *My country has some of the most beautiful sights in Africa*

1. What is the topic of your thesis, and what is the opinion?
 - a. The topic of my thesis is: "sights of my country"
 - b. The opinion is: "beautiful"
2. Change the thesis statement into a question: What are the most beautiful sights of my country?
3. What are the possible answers? Tassili sunset, Constantine bridges, and Chrea skiing resort (every answer makes one subtopic/subdivision/aspect of the essay).
4. Revised thesis statement: Let's make the thesis more specific by adding subtopics.

Revised Thesis Statement

My country has some of the most beautiful sights in Africa: Tassili sunset, Constantine bridges, and Chrea skiing resort.

Topic sentences

1. The sunset in the Tassili gives a lovely panorama that makes tourists from all over the world want to witness it.
2. The Hanged Bridges in Constantine are one of the attractive sights in my country.
3. The skiing resort in Chrea is extremely charming.

Each developmental paragraph should discuss one sight; and the controlling idea of each topic sentence should be something synonym to beautiful such as: charming, lovely, attractive, and pleasing.

Practice

Breaking the Thesis Statement and Creating Topic Sentences

Study the following thesis statements by identifying the topic and the opinion of each thesis, providing each one with subtopics, and creating topic sentences.

- The village is the best environment for me to live.
- Smoking cigarettes is harmful to your health.
- Jogging is not the only way to improve your blood circulation.
- Writing in a foreign language is almost a difficult task.

Making an Outline

Make an outline of a thesis statement and three topic sentences for the following topics:

- Ways to escape stress
- The advantages of social media
- The benefits of reading in a foreign language

Writing Developmental Paragraph

Develop one of the previous proposed outlines to three developmental paragraphs.

Lecture Four

Writing the Concluding Paragraph

Introduction

Certainly, the last section of your essay is the concluding paragraph. This paragraph has a very vital role in your essay. Because it is the last paragraph to be read, it would be better to leave your reader with a clear understanding of what the point of your essay is. In this lecture, the students are supposed to produce effective concluding paragraphs.

4.1 Features and Parts of a Good Concluding Paragraph

A good concluding paragraph should

1. Summarize the main points (subtopics) discussed. This summary should be brief; after all, you have already discussed them at length.
2. Restate the thesis. Generally, to avoid sounding repetitious, it is good idea to restate the thesis in different words. The restatement of the thesis is really a reassertion of its importance or validity.
3. Have a final relevant comment or a take-home message that emphasizes an action you would like the reader to take.
4. Not bring up a new topic.

Practice

Evaluating Concluding Paragraphs

These are five thesis statements along with their topic sentences and conclusions. Study each conclusion to determine if it logically concludes. If the conclusion is not appropriate, write not good in the blank and write the reason it is not good in the space provided. If the conclusion is appropriate, simply write logical in the blank.

1. _____

Thesis Statement: Watching television is not a waste of time.

- a. It is a valuable educational tool.
- b. It provides entertainment to cheer us up.
- c. It provides something our family can have in common to discuss.

Critics of television will continue to put down the “boob tube.” But, because of its educational value, and its provision of things we can discuss together, our family is going to continue watching television for a long time, and so should others. Indeed, watching television is a good way to spend one’s time.

2. _____

Thesis Statement: Communicating in a foreign language can create some embarrassing misunderstandings.

- a. Mispronouncing words can lead to real embarrassment.
- b. Misunderstanding what someone says to you can create amusing problems.
- c. Misusing vocabulary words really make you blush.

Everyone who speaks a foreign language is bound to have misunderstandings from time to time. What you need to do is go to the laboratory as often as you can to improve your language skills. The people there are very nice and they will help you with your grammar and pronunciation.

3. _____

Thesis Statement: Television commercials are entertaining.

- a. The Coca-Cola commercial is a good example of an entertaining commercial.
- b. The Chevrolet commercial is as good as any situation comedy.
- c. The Fritos commercial is particularly amusing.

If you do not have a television, you are certainly missing out on the fun of commercials.

There are also a lot of entertaining programs to see. In addition, the news programs can keep you informed about the world. Indeed, everyone should have a television set.

4. _____

Thesis Statement: My reasons for coming to State University center around the services it provides.

- a. University offers a superior program in my major.
- b. In addition, the university has high quality academic resources.
- c. State also offers quality student services.
- d. The recreational activities make State even better.

The challenge of a diversified and excellent program, the academic resources, the student services, the recreational activities, and the low tuition are the reasons I decided to come to State University. I really think I made a wise decision. If you are looking for a quality education at a reasonable price, then consider State as the place to enroll.

5. _____

Thesis Statement: In order to make a good impression at a job interview, you should prepare well for the interview.

- a. The first thing you should do is plan your answers to the possible questions the interviewer might ask.
- b. Then you should carefully plan and prepare what you are going to wear.

c. Finally, you should make sure that you arrive on time.

As you can see, it is necessary to be well prepared for the job interview. Having the answer ready, being properly dressed, and being on time can help to make a good impression on the interviewer. If you follow these steps, you will find yourself sitting behind the desk at that coveted job in no time at all.

Writing Concluding Paragraphs

Write three concluding paragraphs about the topics that you have already developed their outlines previously.

Lecture Five

Modeling Essays

Introduction

The modeling of a text for the purpose of making the parts of the essay clearer is very useful, as it shows how writers go through the details respecting the norms of writing. Through this lecture, the students are expected to have an idea about how to structure an essay with all of its parts.

5.1 Text Analysis of “Water Sports in Hawaii”

Water Sports in Hawaii

If you enjoy water sports, Hawaii is the place for you. With its warm climate and warm water, it is possible to be on the water or in the water all years around. Many different sports are popular on the islands. Anyone of any age can go swimming at one of the many beautiful Hawaiian beaches. Or you can choose sport fishing from the shore or from a boat. Many people enjoy sailing, but if you prefer, you can go canoeing or windsurfing. Other sports that are especially popular on the islands are surfing, snorkeling, and scuba diving.

Relevant general statements

The thesis statement

Introduction

Surfing, the islands’ most famous sport, started in Hawaii many years ago. The Hawaiians called it “he enalu”, which means “to slide on a wave.” Long before the arrival of the Europeans, the Hawaiian would ride on the waves on long, narrow wooden boards. When the first Europeans came to the Islands, they were amazed by these surfing Hawaiians. Since that time, surfing has become a very popular sport not only in Hawaii, but also on the California coast and in Australia, among other places. Actually, this kind of sport requires you to be a good swimmer. You must also have an excellent sense of balance. To go surfing, you must swim out from the beach with your surfboard under your arm. When you get to the place where the waves begin to break, you have to wait for the right moment- the moment of calm just before a wave arrives. Then you need to try to stand up on the board as the wave begins to rise under you. At the same time, you must try to steer the board with your feet so you stay on top of the wave. The important thing is to keep your balance and not fall. If you can manage this, you will have an exciting ride all the way in to the shore.

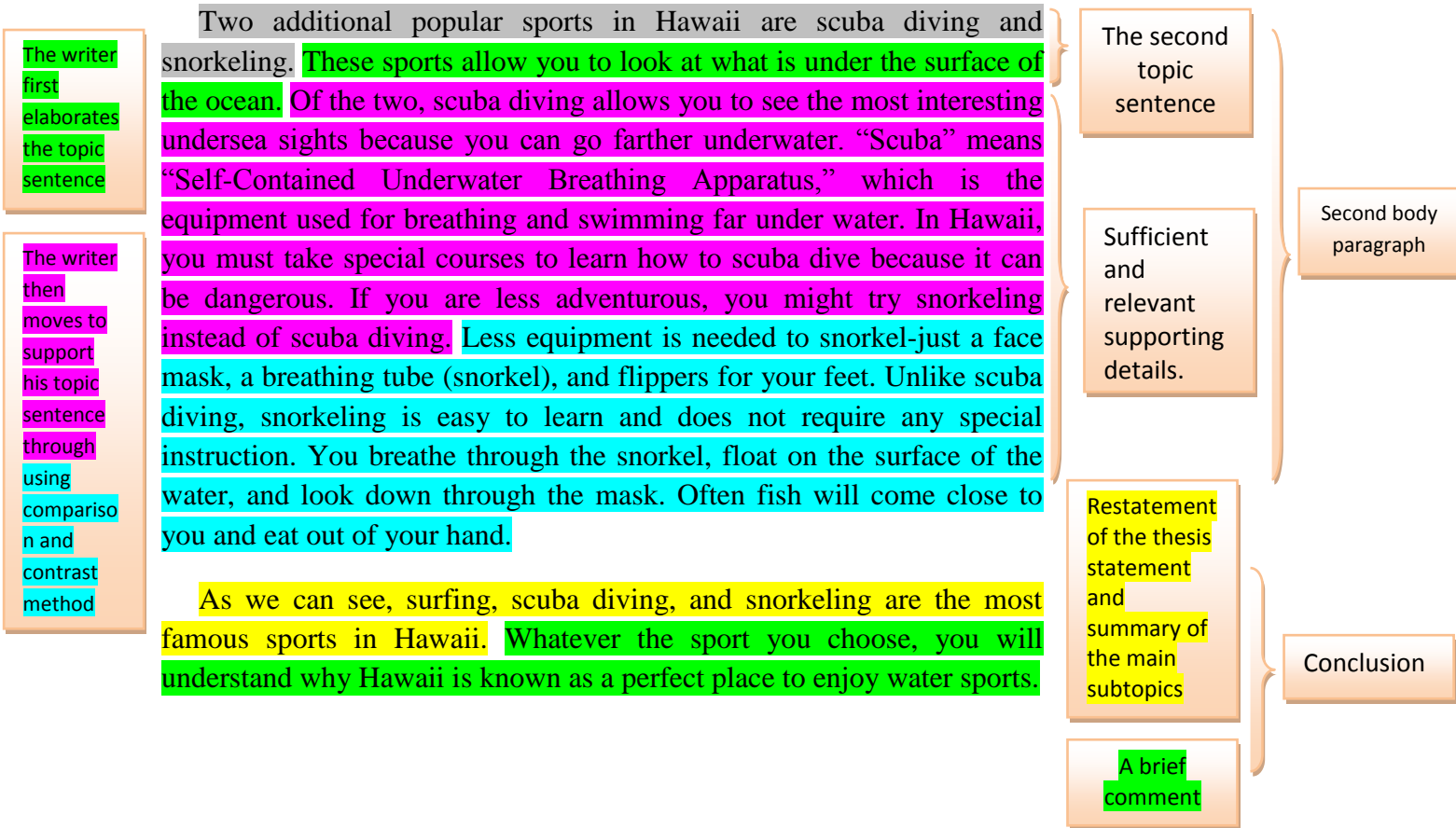
The first topic sentence

Sufficient and relevant supporting details.

First body paragraph

The writer uses the sequence pattern to support his topic sentence

In the second part, he uses listing pattern to support his topic



5.1.1 Pre-reading

Students will be first asked about Hawaii, specifically, its location and what is it famous of.

5.1.2 Post-reading

Students will negotiate the content of the text which can be comprehension questions, and then the teacher explains the parts of essay, referring to the previous model.

Practice

Students will be given the following text to read, order the sentences of each paragraph, and identify all the parts that constitute the essay.

(1) The computer revolution that started after the Second World War is now developing exponentially and computers are beginning to influence and take over nearly every aspect of our lives. (2)The two main areas in which computers have brought about a profound change in our lives are in the economic field and in the field of communications. (3)Computers are clearly changing and affecting society in many ways. (4)The twenty-first century is already turning out to be the century of the computer.

(1)Every big corporation bases its operations on computing, regardless of which sector they are in. (2)The computer has led to immense changes in economic and business life. (3)Furthermore, the developed world is moving from an industrial-based economy to a computer and IT-based one. (4)First, businesses now have to be computerized or they risk failure. (5)Second, computing is an economic dynamo. Japan, China, India and many other countries have large IT sectors which drive their economies upwards. (6)For example, Coca-Cola, the BBC and Levi's market and sell different products and services, yet they all share one basic property—without computers their operations would collapse.

(1)Secondly, many people use computers to communicate with people all around the world using chat rooms and chat programs, this was impossible before the computer became widespread. (2)It is not just in business that computers have affected us so profoundly; communication has been revolutionized totally. (3)For instance, instead of waiting weeks for a letter now, we can read it instantly, seconds after it is been written. (4)As a result, now people who live thousands of kilometers away from each other can communicate as much as they want and whenever they want using e-mail and/or chat rooms. (5)Firstly, whereas before,

people wrote letters, which would often take weeks to reach their destinations, or speak on the phone, which was terribly expensive, now they e-mail.

(1) In the future, if the computer continues evolving at such speed, our business practices and methods of communication will undergo even more radical changes.

(2) In conclusion, computers have had a profound effect on our lives in many ways and it is in business and communication that they have had the greatest influence.

- **The Revised Text**

What Effects Has the Computer Had on our Lives?

The twenty-first century is already turning out to be the century of the computer. The computer revolution that started after the Second World War is now developing exponentially and computers are beginning to influence and take over nearly every aspect of our lives. Computers are clearly changing and affecting society in many ways. The two main areas in which computers have brought about a profound change in our lives are in the economic field and in the field of communications.

Relevant
general
statements

The thesis
statement

The computer has led to immense changes in economic and business life. First, businesses now have to be computerized or they risk failure. Every big corporation bases its operations on computing, regardless of which sector they are in. For example, Coca-Cola, the BBC and Levi's market and sell different products and services, yet they all share one basic property—without computers their operations would collapse. Second, computing is an economic dynamo. Japan, China, India and many other countries have large IT sectors which drive their economies upwards. Furthermore, the developed world is moving from an industrial-based economy to a computer and IT-based one.

The first
topic
sentence

Sufficient
and
relevant
supporting
details.

It is not just in business that computers have affected us so profoundly; communication has been revolutionized totally. Firstly, whereas before, people wrote letters, which would often take weeks to reach their destinations, or speak on the phone, which was terribly expensive, now they e-mail. For instance, instead of waiting weeks for a letter now, we can read it instantly, seconds after it is been written. Secondly, many people use computers to

The second
topic
sentence

communicate with people all around the world using chat rooms and chat programs, this was impossible before the computer became widespread. As a result, now people who live thousands of kilometers away from each other can communicate as much as they want and whenever they want using e-mail and/or chat rooms.

In conclusion, computers have had a profound effect on our lives in many ways and it is in business and communication that they have had the greatest influence. In the future, if the computer continues evolving at such speed, our business practices and methods of communication will undergo even more radical changes.

Sufficient
and
relevant
supporting
details.

Restatement of
the thesis
statement and
summary of
the main

Final comment

Lecture Six

Writing a Full Essay

Introduction

After being introduced, through texts, to the requirements of a good essay, the students are expected to start writing full essays. Through this lecture, students will be exposed to the process of assessing their essays; then, they start the act of writing in the group to share ideas, experiences and what they learnt as regards essay writing; they move to pair work; and finally to individual writing.

6.1 The Assessment of an Essay

In the context of education, assessment strives to bridge the gap between teaching and learning. It is a tool whereby teachers gather information about student learning. It can be employed for formative purposes: to develop or improve a program, or summative purposes: to render a judgment about the quality of the students' work after an instructional phase is complete. In the specific domain of writing, assessment seems to offer excellent criteria for teaching and evaluating writing. It can be a product; the students' final paper evaluation takes place at the conclusion of the composition task, or a process; the classroom evaluation occurs at many different stages throughout the process of writing and could come in many different forms.

To evaluate the students' essays, teachers need to design a set of written guidelines for distinguishing between essays of different qualities. Such written guidelines that explicitly represent the performance expectations for a piece of writing are called rubrics. Once teachers decide the different levels of rubrics, one of the decisions to be made is what type of scoring rubrics will be used: should a single score be given to the whole piece of writing, or should particular aspect of writing be scored separately? For such a purpose, three different scales exist for assigning ratings to students writing: holistic scales, analytic scales and primary trait

scales. In this following section, some examples of scales are proposed to aid teachers or learners to evaluate their essays.

Example of a Holistic Scale

The example proposed here is called *TOEFL Writing Scoring Guide*

(6) An essay at this level

- effectively addresses the writing task.
- is well organized and well developed.
- uses clearly appropriate details to support a thesis or illustrate ideas.
- displays consistent facility in the use of language.
- demonstrates syntactic variety and appropriate word choice, though it may have occasional errors.

(5) An essay at this level

- may address some parts of the task more effectively than others. is generally well organized and well developed.
- uses details to support a thesis or illustrate an idea.
- displays facility in the use of the language.
- demonstrates some syntactic variety and range of vocabulary, though it will probably have occasional errors.

(4) An essay at this level

- addresses the writing topic, but slight parts of the task.
- is adequately organized and developed.
- uses some details to support a thesis or illustrate an idea. displays adequate but possibly inconsistent facility with syntax and use.
- may contain some errors that occasionally obscure meaning.

(3) An essay at this level may reveal one or more of the following weaknesses

- inadequate organization or development.
- inappropriate or insufficient details to support or illustrate generalizations.
- a noticeably inappropriate choice of words or word forms.
- an accumulation of errors in sentence structure and/or usage.

(2) An essay at this level is seriously flawed by one or more of the following weaknesses

- serious disorganization or underdevelopment
- little or no detail, or irrelevant specifics
- serious and frequent errors in sentence structure or usage serious problems with focus.

(1) An essay at this level

- may be incoherent.
- may be underdeveloped.
- may contain severe and persistent writing errors.

(0) An essay will be rated 0 if it

- contains no response.
- merely copies the topic.

- is off-topic, is written in a foreign language, or consists only of keystroke characters.

Example of Analytic Scale:

The example proposed here is called *TEEP Attribute Writing Scale*

A. Relevance and adequacy of content

0. The answer bears almost no relation to the task set. Totally inadequate answer.
1. Answer of limited relevance to the task set. Possibly major gaps in the treatment of topic and/or pointless repetition.
2. For the most part answers the tasks set, though there may be some gaps or redundant information.
3. Relevant and adequate answer to the task set.

B. Compositional organization

0. No apparent organization of content.
1. Very little organization of content. Underlying Structure not sufficiently controlled.
2. Some organizational skills in evidence, but not adequately controlled.
3. Overall shape and internal pattern clear. Organizational skills adequately controlled.

C. Cohesion

0. Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.
1. Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.
2. For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective.
3. Satisfactory use of cohesion resulting in effective communication.

D. Adequacy of vocabulary for purpose

0. Vocabulary inadequate even for the most basic parts of the intended communication.
1. Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition.
2. Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.
3. Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/ or circumlocution.

E. Grammar

0. Almost all grammatical patterns inaccurate.
1. Frequent grammatical inaccuracies.
2. Some grammatical inaccuracies.
3. Almost no grammatical inaccuracies.

F. Mechanical accuracy I (punctuation)

0. Ignorance of conventions of punctuation.
1. Low standard of accuracy in punctuation.
2. Some inaccuracies in punctuation.

3. Almost no inaccuracies in punctuation.

G. Mechanical accuracy II (spelling)

0. Almost all spelling inaccurate.
1. Low standard of accuracy in spelling.
2. Some inaccuracies in spelling.
3. Almost no inaccuracies in spelling.

The Primary Trait Scale

Unlike the analytical scale which looks at the students' performance in different components of writing, primary trait scale stresses a specific attribute of performance considered most salient to the nature of the writing task. For example, the following primary trait scale was designed to assess the students' essay writing organization.

| | 5 | 4 | 3 | 2 | 1 |
|------------------------|---|--|---|--|---|
| Introduction | (1) Relevant general statements about the topic. (2) Very clear pattern of rhetorical structure . (3) Very clear and effective thesis statement . | The paper executes all the three elements mentioned before, but there may be very few problems with one of the elements. | The paper executes all the three elements, but there may be few problems with more than one element. | The paper executes all the three elements mentioned before, but there may be many problems with all elements. | Many serious problems with all the elements. Or lack of one of the elements. |
| Body paragraphs | All the paragraphs have (1) very clear and effective topic sentences (2) relevant supporting details , and (3) very clear pattern of organization throughout the body | All the paragraphs have the three mentioned elements, but there may be very few problems in one paragraph. | All the paragraphs have the three mentioned elements, but there may be few problems with more than one paragraph. Or many problems in one paragraph. | All the paragraphs have the three mentioned elements, but there may be many problems in more than one paragraph. Or lack of one element in one paragraph. | Lack of more than one element in more than one paragraph. Or lack of paragraph division. |

| | | | | | |
|-------------------|--|--|--|--|--|
| Conclusion | <p>(1)Restatement of the thesis statement.</p> <p>(2)Brief summary of the major points.</p> <p>(3) Final effective relevant comment.</p> | The paper executes all the three elements mentioned before, but there may be very few problems with one of the elements. | The paper executes all the three elements, but there may be few problems with more than one element. | Lack of one of the three elements mentioned before. | Lack of more than one of the three elements mentioned before. |
|-------------------|--|--|--|--|--|

6.2 Writing an Essay in a Group Work

A group of four students will be formed to write an essay about the topic of the effects of science on our daily life. The students will be asked to make an outline first and negotiate it together.

6.3 Writing an Essay in a Pair Work

As a second writing task the students will achieve is writing an essay in pairs about the difficulties of studying abroad.

6.4 Writing Essays Individually

Once again in a new session, the students will write individually an essay about any topic they will select in the classroom together.

Lecture Seven

Expository Writing

Introduction

Expository writing is probably the type most frequently encountered in all the types of reading materials. As the learners advance through the higher levels, the expectations and requirements for such a kind of texts increase. In this lecture, the students will understand what is meant by expository writing.

7.1 What is Expository Writing?

Expository writing, as opposed to narrative writing, is a nonfiction writing that presents facts, gives true information, explains, informs, persuades, and/or describes various topics and phenomena. Expository writing is said to follow logic and use structures of classification and conceptualization that create a system by which to integrate parts with each other. The said system is set forth by hierarchical classifications, disjunctions, strict implication, and propositions which lead to generalizations. As this mode of writing is related to logic, it seeks to maintain consistency, systematicity, and non contradiction.

Expository texts are of great importance not only in the educational contexts, but are constant companion in learners' everyday life. Actually, we come across nonfiction writings everyday such as in maps, menus, guides, brochures, newspapers, magazines, and Internet. Therefore, studying it has concrete value for students. Teachers then need to provide this type of texts and consistently expose the students to it so as to enable them gain familiarity and confidence in constructing and organizing meaning; especially, this type of texts usually requires such features as focus on the main idea, relevant and sufficient supporting details, strong organization, a logical order of ideas, cohesion, coherence and clarity.

7.2 Types of Expository Writing

Unlike narrative writing, expository writing is structurally more complex and information dense. This complexity comes from the different patterns, also termed top level structures, methods of development, or rhetorical modes. They are described as being the major point in an outline of an expository writing where writers often use them to organize their content.

Recently, the most commonly adopted patterns of exposition are: list, sequence, comparison/contrast, cause/effect, and problem/ solution. The first type of expository text organization is list, and as its name indicates, it is a list of related ideas or examples. This kind of text structure is called listing, enumeration, example, or illustration because the major idea of the text is supported by a list of details or examples for the purpose of describing or defining concepts. Another basic type of exposition is sequence; it is the way an author writes information to show you the order in which things happen. Generally, sequence texts are set out in a first to last pattern where an action or event is written in an order or time-line format. In comparison/ contrast type, the writer's main idea is a general statement about two things that are similar and/or different. Specific details about similarities and/ or differences are given. Cause/effect is a further common text structure that shows how facts, events, or concepts (effects) happen or come into being because of other facts, events, or concepts (causes). In other words, the supporting details give the causes of the main idea, or the supporting details are the results produced by the main idea. This type of organization is extensively found in science, social studies, and math textbooks. The last type of text structure is problem/solution. As the name suggests, a problem, question, or remark is initially stated, then followed by a solution, answer, or reply.

Because of the limited time allocated to teaching writing and the need for extensive practice, the students will be taught only three types of exposition which deemed to be more required in their learning process.

Lecture Eight

Example Essay

Introduction

Example essay, also known as **enumeration, listing, and illustration** is a way an author organizes his information as **a list** of related examples, items, facts, features or characteristics. The main idea, therefore, should be supported by one of the aforementioned lists. This pattern is marked by such transitions: first, second, next, finally, in fact, then, most importantly, for instance, such as, in addition, beside ...etc.

8.1 Text Analysis of “Greatness”

Greatness

Just as there are many definitions of success, there are also many definitions of greatness. Alexander Smith said “the great man is the man who does a thing for the first time.” He’s right and the list of those great people is long and includes the likes of Neil Armstrong, Alexander Fleming, and Thomas Edison. But Smith’s definition isn’t broad enough to include many other people, beyond doubt, are great as well. Greatness can also be attained by doing something to improve the lives of others. **One example was Mother Teresa. Another is Albert Schweitzer, and a third is Harriet Tubman.**

Mother Teresa may be a good example of great people to come to mind under this broadened definition. Mother Teresa, who received the Nobel Peace Prize in 1979, dedicated her life to helping the poor, the sick, and the hungry. She left her homeland of Yugoslavia to work with the impoverished people of India, where she selflessly served others for almost 70 years. She founded the Missionaries of Charity sisterhood and the House for the Dying. She embraced those that many in society chose to disdain and ignore: the crippled and diseased, the homeless and helpless. She was what it means, to be compassionate towards others. This made her greatness.

The thesis statement includes **a list in terms of examples** of people who attained greatness.

The first topic sentence reveals the **first example:** Mother Teresa.

A further great person who also won a Noble Peace Prize was Dr. Albert Schweitzer, a German doctor who, like Mother Teresa, also unselfishly served the unfortunate and sick. Schweitzer dedicated himself to the people of the continent of wars and insecurity: Africa. There, he built a hospital and a leper colony, a refuge for those who had been in need. He gave them food, shelter, medical care, and the compassion that so many others denied them. Without his hospital, people would suffer or die. Schweitzer was not the first to offer care and comfort for the sick and suffering. But he was certainly a great man.

The second topic sentence reveals **the second example:** .
Dr. Albert Schweitzer.

In addition to these two eminent names, Harriet Tubman is clearly a notable illustration of greatness. She is famous for being a woman who kept going back to the South to free slaves. She led them through the “underground railroad” and brought them to freedom. She led hundreds of American slaves to freedom, risking her life over and over again to bring her fellow slaves to freedom. She gave them the greatest gift one can offer; freedom to live a better way of life. She wasn’t the first to escape, and she wasn’t the first to go back for others. But she was the one who kept going back. She knew that each time she returned for another, she was risking her life. But like Mother Teresa and Dr. Schweitzer, Harriet Tubman was utterly dedicated to improving the life of others.

The third topic sentence reveals **the third example:**
Harriet Tubman.

Greatness comes in many forms, and we are lucky to have many examples of greatness upon which to model our lives. Some great people are those who were able to be the first to accomplish something marvelous. Others, like Mother Teresa, Albert Schweitzer, and Harriet Tubman, are great because they worked tirelessly to ease the suffering of their fellow human beings.

8.1.1 Pre-reading

Before reading and modeling the above text, students were told to name some great people.

8.1.2 Post-reading

Orally, the students will negotiate the content of the previous text with the teacher who will be modeling its structure at the same time.

8.2 Text Analysis of “My Favorite Sights”

My Favorite Sights

In each country in the world, there are always some beautiful sights to see. They might be a monument, a garden, or a cathedral. Every country is proud of them and everyone is interested in talking about them. In my country, three important points of interest attract a great number of tourists all year. No portrait of these sights is complete without mentioning their historical and seasonal aspects. Because of these aspects, Quebec is a place where you can find some of the most interesting sights you will ever see.

Old Quebec City is the living witness of our history. The first example is the church Notre-Dame des Victoires. Located at the bottom of Cap Diamant, this church was the first one built in North America. It commemorates the establishment of Quebec in 1608. It is a modest and charming church, constructed of stones and dominated by a single belfry from where you can still hear authentic chimes ringing. Another example is the Ramparts. Originally, they were long fortifications all around the city with three main doors to enter in. Now, the three doors are renovated and part of the fortifications is preserved, offering a harmonious blend of history and innovation. Finally, the focal point of Old Quebec city is the Plaines d'Abraham. It is a very large hill from which we can have a scenic view of the Saint Lawrence River and the city. It was on this site that our founders won many battles but, unfortunately, lost the most important one. Nevertheless, the spot is now a wonderful park where is still present, with its many cannons, a past which is not so far away. Regardless of the season, those three points are colorful: red in autumn, white in winter, light green in spring, and dark green in summer.

From the Plaines d'Abraham, it is easy to discover the majestic Saint Lawrence River. This beautiful broad river was the open door for our founders. Traveling in canoes, they established the first three cities in the lands drained by the Saint Lawrence: Quebec, Montreal, and Trois-Rivières. They must have been impressed with the clear, sweet water, the tree-studded island, and the banks lined with pine and hemlock. Today, the river is an exceptional

waterway extending 1,500 miles into the interior. Like the Mississippi River, it is, in every season, the location for great activities. Although the most important one is commercial, pleasure and sport are considerable: for example, boating, water-skiing, and fishing. These are particularly popular in summer. Furthermore, even though there are 3 to 5 feet of ice on the river in the winter, the Saint Lawrence is still navigable.

On the north shore of the Saint Lawrence River, five miles from Quebec, the famous Montmorency Falls are located. These beautiful falls were discovered by a French explorer in the sixteenth century. About 350 feet high, and with frothing, foaming sheets of water, they are the highest falls in North America. During the summer, it is popular to go to one of the huge park areas near the falls to admire their cascades. At night, it is possible to hear and see a lovely sound and light show. During the winter, the main activity is at the bottom. The small drops of vapor in the air form a huge, round block of ice at the bottom of the falls which becomes bigger and bigger. This strange sight draws a lot of children and adults who spend time climbing up and down.

Is it possible to find a country where the beauty, the history, and the variety in the scenery are combined in such perfect harmony? Of course, our four seasons mean four different aspects of the same sight. I don't know if it is because I am far from my country, but I am convinced that Quebec has some of the most beautiful sights that I have ever seen.

8.2.1 Pre-Reading

Students will be asked some questions about Quebec.

8.2.2 Post-Reading

After reading the text, the students will be asked some comprehension questions then with the teacher, they will discuss the following:

Introduction

The technique used in this paragraph is funnel, as it starts by making reference to every country in the world and the sights they are to be seen. After providing examples of the possible sights, the feeling of pride is introduced. What follows is a transition, in which we learn that the writer will refer to her own country and to three sights in particular. What follows is a reference to historical and seasonal aspects, which we expect to find in each developmental paragraph, as everything that is presented in the introduction should be developed throughout the essay. The very last sentence contains the thesis statement: Quebec is a place where you can find some of the most interesting sights you will ever see.

First Developmental Paragraph

Topic sentence: Old Quebec City is the living witness of our history. Topic: Old Quebec City.

Controlling idea: living witness of our history.

This topic sentence is supported by means of examples. The first one, Notre-Dame des Victoires, is soon mentioned, followed by its location, a reference to the past and a brief description of the place. Next, it comes the second example, the Ramparts, with a historical reference as well as a brief description. Then, it comes the third example, the most important one. This paragraph fulfills all the requirements of a well-written developmental paragraph, as it supports the thesis statement by providing three examples of beautiful sights that are living witnesses of history. The third example is Plaines d'Abraham, which is followed by a description and some historical references, in contrast with its present situation. The last sentence presents the seasonal aspects of the three sights mentioned.

Second Developmental Paragraph

Topic Sentence: From the Plaines d'Abraham, it is easy to discover the majestic Saint Lawrence River. Topic: Saint Lawrence River and the controlling idea: majestic.

This developmental paragraph opens with a transition: From the Plaines d'Abraham. What follows is the historical aspect of this sight and a description of this river. The sentence in which this river is compared to the Mississippi introduces the seasonal aspects, developed in the sentences that follow.

Third Developmental Paragraph

Topic sentence: On the north shore of the Saint Lawrence River, five miles from Quebec, the famous Montmorency Falls are located. Topic: Montmorency Falls, and the controlling idea: famous.

For the sake of parallelism, this paragraph also opens with a transition that connects it to both the first and second developmental paragraphs: On the north shore of the Saint Lawrence River, five miles from Quebec. Right after the topic sentence, the historical aspects are presented. Then, another sentence describes the falls. What follows is an explanation of the seasonal aspects.

Conclusion

The conclusion starts with a rhetorical question mentioning the beauty, the history, and the variety in scenery, each making reference to a different developmental paragraph. The next sentence points out the seasonal aspects. Finally, the very last sentence simply paraphrases the thesis statement.

Practice

Analyzing an Essay

Read the following text, divide its paragraphs, identify the transition words and phrases which mark the organizational pattern, and make a graphic organizer.

Words That Camouflage

People use words, of course, to express their thoughts and feelings. As everyone knows, choosing just the right word to convey an idea can be difficult. Nevertheless, it is important to choose words carefully, for words can suggest meanings not intended at all; words can also deceive. In order to express ourselves accurately and to understand what other people express, we must be aware that words camouflage real attitudes; English is full of examples. Take, for instance, the language of advertising. Advertisers obviously want to emphasize the virtue of their products and detract from the products' faults. To do this, they use carefully chosen words designed to mislead the unwary customer. Carl P. Wrighter in his book *I Can Sell You Anything* has dubbed these expressions "weasel words," which the dictionary defines words "used on order to evade or retreat from a direct or forthright statement or position." Let's say, for example, that the advertiser wants you to think that using this product will require no work or trouble. He cannot state that the product will be trouble free there usually no such guarantee; instead he suggests it by using the expression "virtually", as in this product is "virtually free." The careless listener will ignore the qualifier "virtually" and imagine that the product is no trouble at all another misleading expression is "up to". During a sale a car dealer may advertise productions of "up to 25 percent". Our inclination again is to ignore "up to" and think that the most of the reductions are 25 percent, but too often we find that only a few products are reduced that much. The other day I saw a sign on a shoe store advertising "up to 40 percent off" for athletic shoes. Needing some walking shoes and wanting a good bargain, I went in, merely to find that there were only a few shoes marked down by 40 percent: most of

the shoes weren't even on sale. A second example of words that camouflage meaning is euphemisms. A euphemism is defined as "the substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant". We often use euphemisms when our intentions are good. For instance, it is difficult to accept that someone we love has died, so people use all kinds of euphemisms for death such as "she has passed away," "he's gone to meet his maker," or "she is no longer with us." To defend against the pain of such a reality some use the humorous euphemisms, "He kicked the bucket." To make certain jobs sound less unappealing, people use euphemisms. A janitor is now a "custodial worker" or "maintenance person." A trash man may be called a "sanitation engineer." Such euphemisms are not harmful, but sometimes euphemisms can be used to camouflage potentially controversial or objectionable actions. For examples, instead of saying we need to raise taxes, a politician might say we need "revenue enhancement measures." When psychologists kill an animal they have experimented with, they prefer to use the term "sacrifice" the animal. Doctors prefer "terminate a pregnancy" to "abort the fetus." We must always be careful to choose the words that communicate what we really mean. If we do not want to be misled by advertisements, then we should keep our ears open for weasel words. Likewise, if we use a euphemism, we ought to be aware that we are trying to make an idea more acceptable. At times this may be preferable, but let's not forget that euphemisms camouflage reality. After all, "coloring the truth" is still lying.

Group Writing

Students will be asked to form a group of four students and write an example essay with a special attention to the above organizational pattern. The topic is examples of people who helped you during your first year at university.

Individual Writing

Students will be asked to develop an essay about examples of people who do not deserve high salaries.

Individual Writing

Students will be asked to develop an example essay about a topic of their own choice.

Lecture Nine

Comparison/ Contrast Essay

Introduction

A comparison-contrast essay shows **the similarities and/or differences** between two things, people, ideas or events. Generally speaking, comparison-contrast expository writing has certain features, including two subjects, and the presentation of compared similarities or contrasted differences.

There are two ways to develop a comparison-contrast essay. One is **the point-by-point method**, and the other is **the block method**. It is the body of the essay that demonstrates differences between these two methods of development.

The Point-by-Point Method

When applying the point-by-point method, the writer discusses one characteristic of both subjects at a time and then moves on to a second characteristic about both subjects and then a third characteristic. Usually there must be at least two characteristics discussed so as to make the comparison or contrast convincing.

The Block Method

In the block method, the writer discusses a set of characteristics about one subject and then moves on to discuss the same set of characteristics about the second subject. It is important that the discussion of the characteristics of the two subjects should be in the same order.

Transitions often used in comparison-contrast pattern include: in comparison, by contrast, similarly, but, on the other hand, on the contrary, yet, however, despite, similarly, as opposed to.

9.1 Text Analysis of “Two Restaurants”

Two Restaurants

Have you eaten at Linda’s Restaurant lately? If you haven’t, you have missed all the great improvements that she has added to her beautiful and inviting restaurant. I used to be a regular customer at José’s Restaurant down the corner. But after discovering all of the new secrets at Linda’s, I said: No way José! **The more affordable prices, the great service, and the improved facilities are some of the reasons why I prefer Linda’s restaurant over José’s.**

The thesis statement shows that the essay will **compare two restaurants** in terms of three issues.

First of all, you feel more relaxed eating at Linda’s because of the reasonable prices. For example, salads cost \$3.50 and sandwiches are at a low \$4.00. On the other hand, both of these items cost \$4.50 at José’s Restaurant. At Linda’s, you can eat soup for just \$3.00, but you have to pay \$3.50 at José’s for the same soup. Last but not least, drinks and desserts cost \$1.50 and \$2.00 at Linda’s, whereas at José’s they go up to \$2.00 and \$3.00 respectively.

The first topic sentence includes **the first item** to be compared between the two restaurants: price. This indicates that the method used in organization is point-by-point .

In addition to the lower prices, Linda’s Restaurant offers a better service. For instance, it opens from 7 a.m to 9 p.m. giving its customers two extra hours that they cannot have at José’s. Although both restaurants have a convenient drive-in service, Linda has added a home delivery service to satisfy her customers at their homes. During rush hours, Linda has three cashiers working to speed up the line but José has only two, which usually slows down the line and makes the customers become impatient.

The second topic sentence includes **the second item** to be compared between the two restaurants: service.

Finally, the improved facilities at Linda’s Restaurant make the place more comfortable than José’s. To begin with, when you get there, you have 20 parking spaces available at Linda’s, different from the only 10 limited spaces at José’s. Once inside the restaurant, there is a lot more space and room because Linda has expanded the place to accommodate 12 tables with 48 chairs, while José has kept his 8 tables and 32 chairs. Linda also bought a brand new central air conditioner that provides absolute coolness to her restaurant. On the contrary, José still has his traditional ceiling fans, which sometimes become an annoyance to the customers. To top it off, Linda constructed a colorful playground for kids, which has become her customers’ favorite attraction. Now, they can eat and relax while their children play. At José’s Restaurant, the

The third topic sentence includes **the third item** to be compared between the two restaurants: comfort.

kids look out the window trying to see the colorful playground at the other side of the street.

In conclusion, Linda's Restaurant has considerable advantages over José's. Little by little, all of José's customers are going to run away and jump into Linda's air conditioned facilities the way I did. If José doesn't do anything to improve his restaurant in the near future, he is going to be out of business.

9.1.1 Pre-reading

Students will be first asked whether it happened that they changed the restaurants they used to eat in. Those who will reply with "yes" will be asked to state some of the reasons.

9.1.2 Post-reading

The students will answer the questions that the teacher will ask about the content, and then the teacher will make the organizational pattern clear for the students.

9.2 Text Analysis of "Backpacking or Staying in Hotels"

Backpacking or Staying in Hotels

Traveling is a hobby which many people now enjoy. It is a hobby which is becoming more and more popular as opportunities for travel become greater. These days there are several ways to travel around the world; two of the most common are backpacking and staying in hotels. **There are two main differences between backpacking and staying in hotels; cost and safety.**

The thesis statement shows that the essay **will compare backpacking and staying in hotels.**

First, backpacking is quite different from staying in hotels regarding costs and safety. To begin with, backpacking has been popular for many years with young people who do not have a lot of money to spend on traveling. By backpacking people can save a lot of money and see many more places than if they spent the same money staying in a hotel. Furthermore, as backpackers will need to sleep in a hostel or outside in a tent while backpacking, there will always be an issue of safety and security because backpackers sleep in the same area as other people, many of whom they do not know.

The first topic sentence states **only one item: backpacking.** This indicates that the method used in organization is the block

Second, staying in hotels, on the other hand, differs from backpacking in terms of cost and safety. Unlike backpacking, staying in hotels requires a lot more money. Hotels are one of the most comfortable ways of traveling, but only if you have enough money. By staying at a hotel people will spend much more money than they would spend in a hostel. In addition, a hotel provides a higher level of security to the traveler. Hotels require specific security details such as flight, credit cards or passport numbers to ensure the correct identification of their customers.

The first topic sentence states **the second item**: staying in hotels.

In brief, there are differences in cost and safety between backpacking and staying in hotels. The world is a much smaller place than it used to be, many people have the opportunity to travel and they have many ways in which to travel. People should consider their budget and take responsibility for their own safety and go out and see the world.

9.2.1 Pre-reading

The teacher will hold a brief discussion with the students about the way they used to travel either within the country or outside the country.

9.2.2 Post-reading

The same procedure followed in the previous text will be followed in here.

Practice

Analyzing an Essay

Read the following text, divide its paragraphs, identify the transition words and phrases used to mark the organizational pattern, and make an outline.

In recent years more and more people are eating more of their food outside of the home. Due to changing work and social lifestyles, many people spend a lot more time in restaurants and cafes. There are many choices of food to eat, but in this country two of the most common are American fast food and Turkish fast food. American and Turkish fast foods are similar to each other in two main ways, they are both unhealthy and they are both convenient. Firstly, both American and Turkish fast food can be harmful to our health. Both are high in fat, in sugar and in calorie content. Because of this, they can be addictive, often leading to an increase in body weight and in some cases obesity. Moreover, both American and Turkish fast foods are created in factories and are made to have a long shelf life. They both contain many preservatives and chemical additives which have unforeseen effects on bodily health. Secondly, American and Turkish fast foods are both similar in that they are convenient. To begin with, both are inexpensive. These foods, which will easily fill your stomach, can be bought for the same price as a bowl of soup. In addition, as indicated in the name, both are very 'fast'. With busy work and social schedules, many people need to eat quickly and often whilst walking, using public transport or driving. Therefore, not only American but also Turkish fast foods are conveniently quick and easy to eat. In summary, American and Turkish fast food are alike in that they are both damaging to health and that they are both convenient. In the 21st century fast food is very common and very popular; we must consider the negative impact of these foods on our future as individuals and as a society.

Group Writing

Students will be asked to form a group of four students and write an example essay with a special attention to the previous organizational pattern. The topic is similarities/differences between two university teachers.

Individual Writing

Students will be asked to develop a comparison/contrast essay about their experiences before and after giving up a bad habit.

Individual Writing

Students will be asked to develop a comparison/contrast essay about a topic of their own choice.

Lecture Ten

Cause/Effect Essay

Introduction

Cause and effect is a common expository essay that shows how facts, events, or concepts (effects) happen or come into being because of other facts, events, or concepts (causes). This kind of text structure has three common organization, they are:

1-Cause ---multiple effects: (the major idea is a cause and the minor ideas in the passage are effects)

2-Effect---multiple causes: (the major idea of the text is an effect and the minor ideas are causes)

3-Causal chain: (one event leads to one another)

Cause and effect pattern is marked by such transitions: as a result, accordingly, because, if ...then, furthermore, for this reason, may be due to, nevertheless, therefore, thus, since, etc.

10.1 Text Analysis of “Causes of Mental Retardation”

Causes of Mental Retardation

A couple who is expecting a baby looks forward to the birth of their child with hopes and expectations. Fortunately, most babies are born in good health, with their brains and bodies intact. Sometimes, of course a baby is born with physical and/or mental defect. One such defect is mental retardation. **There is no single cause of mental retardation, but researchers, have uncovered several causes, some of which are preventable.**

The thesis statement reveals that the essay is about **causes** of mental

Brain damage due to genetic condition is well-known cause of mental retardation. Most people are familiar with Down syndrome, which occurs more often in babies whose mothers are over 35 years old, Down syndrome is caused by the formation of an additional chromosome. The normal number of chromosomes for people is 46; babies born with Down’s syndrome have 47. Another chromosome-related cause of mental retardation is a malformation of the X-chromosome. Evidently, the X-chromosome breaks in two, thereby

The first topic sentence reveals the **first cause** of mental retardation: brain damage

altering the normal development of the fetus. There are also several recessive-gene diseases that result in mental retardation. For example, an infant born with the recessive gene disease called phenylketonuria will end up with profound mental retardation because this disease affects the transmittal of information between the cells in the brain, particularly the neurons in the frontal lobes. Fortunately, blood tests can detect this problem at birth, and immediate measures can be taken to limit the damage. Another disorder caused by recessive genes is Tay-Sachs disease, which is found primarily among Jewish families of northeastern Europe ancestry. This disease also affects the nerve cells, though not in the same way as phenylketonuria. But there are blood tests that can detect carriers, so it can be prevented.

Not all brain damage resulting in mental retardation occurs because of problems in genetic makeup of the infant. **Certain infectious diseases that the mother may contract during pregnancy can adversely affect the developing brain of the baby, especially if the mother catches these diseases during the first three months of her pregnancy.** The most commonly known diseases include rubella (German measles), herpes, simplex and syphilis. Because these diseases are infectious, to a certain extent they are preventable.

Another preventable cause of mental retardation in newborns relates to what the pregnant woman ingests. Certain drugs are known to hinder the development of the baby's brain. In the early 1960's, for instance some pregnant women suffering from pregnancy-related nausea were prescribed a drug called thalidomide. This drug interfered with the development of the embryo and resulted in physical deformation and mental deficits. These women had no way of knowing at the time what this drug could cause, but now we know that many drugs can adversely affect the development both physical and mental-of the fetus. The most easily preventable cause of mental retardation is fetal alcohol syndrome. Drinking as little as one or two glasses of wine a week during pregnancy could result in physical and intellectual impairment in the infant. The mother's diet during pregnancy is also important during her pregnancy. Researchers find mental retardation more common among babies whose mothers were malnourished during pregnancy.

The second topic sentence reveals **the second cause** of mental retardation: infectious diseases that the mother may contract during pregnancy.

The third topic sentence reveals **the third cause** of mental retardation: pregnant woman consumption.

Once the child is born, other factors can cause mental retardation, such as head injuries and environmental pollutant, such as mercury and lead. But even before the child is born, the damage may already have been done. Fortunately, much of this damage can be prevented by the pregnant woman. Genetic counseling, caution to avoid infectious diseases, avoidance of drugs, including alcohols, and proper diet can increase the chances that a woman will bear a child whose intellectual functioning will be in the normal range.

10.1.1 Pre-reading

The teacher will ask the students whether they know about mental retardation. They will hold a very brief discussion about that topic.

10.1.2 Post-reading

The students will negotiate text meaning with the teacher who will, at the same time, be modeling the text organizational pattern.

10.2 Text Analysis of “Global Warming”

Global Warming

The government of the island nation of Tuvalu in the South Pacific wants to buy land in another country because it believes that rising ocean levels will force its ten thousand citizens to leave. The danger is very real, not just to Tuvalu and other Pacific islands but also to river deltas in Bangladesh and cities such as Venice, London, New York, Boston, and Miami. Why is this happening? As we will see, rising sea levels **are the results** of long chain of events.

The earth has an insulating blanket of gases surrounding it. This blanket allows heat from the Sun to enter the Earth’s atmosphere. It also allows some heat to escape back into space, but it traps enough to keep our planet at an average temperature of 16 degrees Celsius (60 degrees Fahrenheit). However, growth in industry, agriculture, and transportation since the Industrial Revolution has produced larger amounts of the gases that form the blanket. As a result, the blanket has become thicker, and because the blanket is thicker, it

The thesis statement reveals that the organizational pattern of the text is **causal chain**. The writer introduced the causes of sea level rise/ or effects of global warming

The first topic sentence includes **the first main effect** of global warming: **blanket of gases**.

traps more heat under it. More trapped heat, in turn, causes **higher air temperature**. In fact, the decade of the 1990s produced six of the hottest years ever recorded. Estimates for future temperature increases range from 4 to 20 degrees in the next one hundred years.

Because of higher temperatures, ice near the North and the South Poles has **begun to melt at a faster rate**. For example, the Arctic ice cap has shrunk 40 percent. The average thickness was ten feet in 1958-1976. But by 1993-1997, it was just six feet. Hundreds of glaciers in Alaska are melting, and the largest glacier in Europe has retreated five miles.

The water produced by the rapidly melting ice **has resulted** in **arise in sea level of several inches**. Joseph Kono, a narrative of chuuk, an island in Micronesia, said the rising water of the western Pacific Ocean has caused the disappearance of thirty feet of a beach where he used to swim and fish as a boy. Scientist predict a rise of at least ten to eighteen inches as more glaciers and snow masses melt away. Consequently, the citizens of Tuvalu have good reason to worry.

In conclusion, it is clear that global warming is not just a threat; it is a reality. The nations of the world must take action soon, or the earth will suffer these and possibly other consequences that we have not yet noticed.

10.2.1 Pre-reading

Students will be asked to give a list of the global phenomena that threat our planet.

10.2.2 Post-reading

Like the first text, the students will negotiate the content with the teacher who will, at the same time, be modeling the text organizational pattern.

The supporting details show that the blanket of gases lead to **higher air temperature**

The second topic sentence includes the effect of higher air temperature: **ice melting**.

The third topic sentence includes **the** effect of ice melting: **arise in sea level**.

Practice

Analyzing an Essay

Read the following text, divide its paragraphs, and identify its main ideas and the transition words and phrases which mark the type of the organizational pattern.

Do It

Some do it to music, some while watching television; others do it in the privacy of their own homes, others in gyms. For some, they do it in the morning, others at night. But no matter where or when, millions of people do not get enough exercise. The benefits of regular aerobic exercise are so great that it's a wonder everybody doesn't start on a program today. Probably the most well-known effect of aerobic exercise can be achieved in a relatively short period of time, and that is improved cardiovascular and pulmonary functions. When a person exercises long and hard enough, the heart pumps faster and blood is circulated well throughout the body. Since the heart is a muscle, exercise serves to strengthen it. As the heart becomes stronger, a person's stamina improves, as well as her energy level. The same is true of the lungs. It doesn't take long to reap these benefits. A person can get such results within a few weeks just by walking briskly for 30 minutes three or four times a week. Another physical benefit of regular aerobic exercise takes longer to achieve, but it is well worth the effect, particularly for women. Exercise can help prevent the crippling bone degeneration called osteoporosis. Osteoporosis is a gradual process of loss of bone mass that occurs naturally as people age, but it can be halted by regular aerobic exercise. Exercise actually helps increase bone mass and is said to be the best preventive measures to take to avoid osteoporosis. Just a regular exercise can help people achieve cardiovascular and skeletal fitness, it can also help people improve their emotional fitness. One of the good things about exercise is that it reduces stress. It does this in different ways. By improving one's overall fitness. Aerobic exercise makes a person more capable of handling stress because he is less

tense. When exercising, blood circulation improves and people burn off the adrenalin that stress causes the body to produce. Another way that exercise helps people handle stress causes the body to produce. Another way that exercise helps people handle stress is that after sufficient aerobic exercise, the body produces beta-endorphins, which are natural stress relieving chemicals. In addition to helping people cope with stress, exercise can also help to alleviate depression. There are no doubt many other benefits of regular aerobic exercise. It doesn't require that much time or effort to become a healthier person within weeks. Instead of watching television so much, people would be better off cycling or walking.

Group Writing

Students will be asked to form a group of four students and write an essay with a special attention to the previous organizational pattern. The topic is the effects of environmental degradation.

Individual Writing

Students will be asked to develop an essay about causes of brain drain in Algeria.

Individual Writing

Students will be asked to develop a cause/effect essay about a topic of their own choice.

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Appendix B

Example of Second Semester Examination in Written Expression

Select **one** of the following topics, and then develop a full essay.

Topics:

- a. Examples of racist acts
- b. Similarities between male and female responsibilities
- c. Differences between being rich and being poor
- d. Causes of civil wars
- e. Effects of being a bilingual individual

Appendix C

Models of Answer

Identifying Parts of the Thesis Statement (p. 18)

1. -Topic: Modern methods of building houses
-Controlling idea: have greatly increased their ability to withstand earthquakes.
-Predictors: none
2. -Topic: Washington, D.C.
-Controlling idea: fascinating place to visit
-Predictors: beauty, history, and location
3. -Topic: life on other planets
-Controlling idea: there is considerable evidence to show that.
-Predictors: none

Identifying the Invalid Thesis Statements (pp.18-9)

1. Valid
2. Invalid: fact. Approximately, 10% of humans who are left handed have three main characteristics.
3. Valid
4. Valid
5. Invalid: announcement expression. Seat belts are necessary.
6. Valid
7. Invalid: two contradicting controlling ideas. There are three disadvantages to working while you are an undergraduate.
8. Invalid: two controlling ideas. Work-study programs have more advantages.
9. Invalid: it is not a sentence. There are three advantages of majoring in engineering.
10. Invalid: it is a question. I want to be a lawyer for three main reasons.
11. Invalid: it is not a sentence. There are three differences between Mandarin and Hunan cuisine.
12. Invalid: two controlling ideas. There are many differences between Boston and Seattle.
13. Valid
14. Invalid: it is a question: Every college student should take two years of foreign language for the following reasons.

Writing Thesis Statements (p. 19)

1. There are three main problems of transportation in this country, such as the lack of means of transportation at night, the use of age-old means, and the timing appointment's disrespect.
2. The world's changing climate is caused by three main factors.
3. I have three personal bad habits: sleeping late, eating all the time, and spending money for irrational reasons.
4. Choosing a career is challenging, for parents sometimes like to interfere, one has to work hard to achieve his desire, and there are many interesting choices.
5. For a growing food production in the world, there should be effective policy actions.

Evaluating Introductory Paragraphs

Part One (pp. 20-1)

1. This paragraph
- did not introduce the topic.

- did not indicate how the topic is going to be developed.

- contains a thesis statement (Fat people are not always so happy).
- it is not inviting, since the topic was not well introduced.

2. This paragraph

- introduced the topic.

- did not indicate how the topic is going to be developed.

- contains a thesis statement (You will find that State University is a good university).
- it is inviting, since the topic was introduced well and through a personal experience.

3. This paragraph

- did not introduce the topic clearly (hometown or its industries).

- did not indicate how the topic is going to be developed.

- does not contain a thesis statement.

- it is not inviting, since the topic was not introduced well.

4. This paragraph

- introduced the topic.

- indicated how the topic is going to be developed.

- contains a thesis statement (If you do not want to be in that situation, you may want to follow these steps).

- it is inviting, since the topic was introduced well and through a personal experience.

5. This paragraph

- did not introduce the topic.

- indicated how the topic is going to be developed.

- contains a thesis statement, but in three sentences. The correct form: There are many kinds of cashiers in the supermarket; I can classify them as efficient, average, and inefficient. ~~I would like to tell you about each type of cashier.~~ This last sentence should be omitted because it is a kind of announcement.

- it is not inviting, since the topic was not introduced.

.....
Part Two (pp. 21-2)

1. It is not a good introductory paragraph because the content is not relevant to the thesis statement.

2. It is not a good introductory paragraph because it previews the content of the body.

3. Good introductory paragraph under the type of dramatic entrance.

4. It is not a good introductory paragraph because it is too short.

.....
Identifying the Type of introductions (pp.22-3)

Paragraph 1: Dramatic entrance

Paragraph 2: Funnel

Paragraph 3: Turnabout

Paragraph 4: Relevant quotation

.....
Breaking the Thesis Statement and Creating Topic Sentences (p. 28)

- The village is the best environment for me to live.

- Topic: the village

- Controlling idea/ opinion: the best environment

- The revised thesis statement: The village is the best environment for me to live, because of its pure nature and the strong bond between the individuals.

- Topic sentences:

- 1- I like living in the village because of its pure nature.
- 2- The second reason why the village is my best environment to live is that the countrymen have a strong relationship with each other.

- Smoking cigarettes is harmful to your health.

- Topic: cigarette

- Opinion: harmful to health

- The revised thesis statement: Smoking cigarettes is harmful to your health; it affects the respiratory and digestive systems.

- Topic sentences:

- 1- The respiratory system can be destroyed if one smokes cigarettes.
- 2- Similarly, smoking cigarettes affects the digestive system.

Jogging is not the only way to improve your blood circulation.

- Topic: blood circulation

- Opinion: ways to improve blood circulation

- The revised thesis statement: Jogging is not the only way to improve your blood circulation; daily walking and aerobic exercises are other ways.

- Topic sentences:

- 1- One of the effective ways to improve blood circulation is to walk daily.
- 2- Aerobic exercises are another way to enhance blood circulation.

Writing in a foreign language is almost a difficult task.

- Topic: writing in a foreign language

- Opinion: almost a difficult task

- The revised thesis statement: Writing in a foreign language is almost a difficult task, because of the students' lack of reading and their limited vocabulary.

- Topic sentences:

- 1- The students encounter difficulties when writing in a foreign language because they do not read in that target language.
- 2- Another reason why writing in a foreign language is challenging is that the students' have limited vocabularies.

.....
Making an Outline (p. 28)

- Ways to escape stress

Thesis statement

There are three different ways people use to escape stress; some read, some exercise, and others travel.

Topic sentences:

1. An effective way to escape stress is reading interesting materials.
2. Another way is through doing some beneficial exercises.
3. Finally, one can get rid of stress when he travels to a new place.

- The advantages of social media

Thesis statement

Social media has three main advantages; it facilitates connectivity, lets us know about the latest news, and helps in education.

Topic sentences:

1. Social media is beneficial in the sense that it facilitates connectivity between individuals.
2. Moreover, social media is a good resource to get the latest news around the world.
3. Lastly, social media has a good impact on enhancing education.

- The benefits of reading in a foreign language

Thesis statement

Reading in a foreign language is very beneficial.

Topic sentences:

1. The first benefits of reading in a foreign language is that you will have a rich vocabulary in that language.
2. The second benefit is that your writing will be developed.
3. Most importantly, your intercultural knowledge will be enhanced when reading in the target language.

.....
Evaluating Concluding Paragraphs (p.30)

1. Not a good paragraph, because not all the subtopics discussed in the paragraphs were mentioned, like the second subtopic which is missing.
2. Not a good paragraph, as it lacks a summary.
3. Not a good paragraph, because there is no summary, and writer discussed a new idea.
4. A good paragraph except that the writer added a fifth subtopic which was not discussed in the body.
5. A good paragraph

.....
Analyzing an Essay (pp. 52-3)

Words That Camouflage

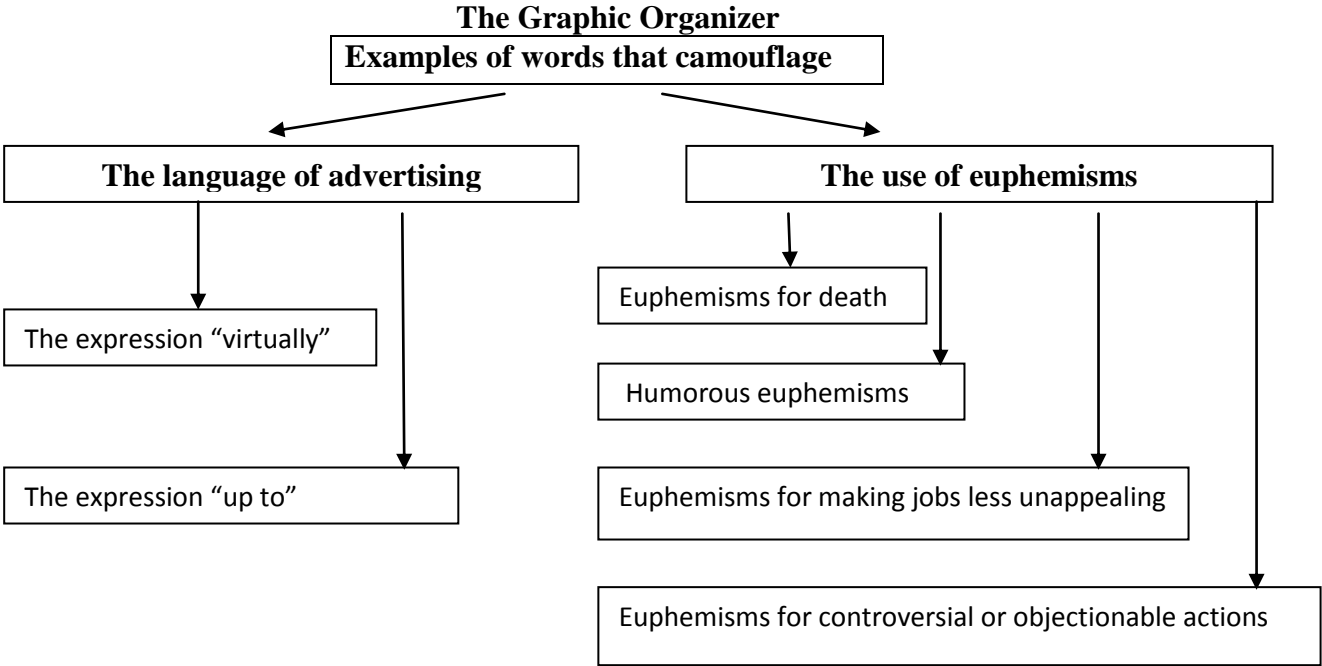
People use words, of course, to express their thoughts and feelings. As everyone knows, choosing just the right word to convey an idea can be difficult. Nevertheless, it is important to choose words carefully, for words can suggest meanings not intended at all; words can also deceive. In order to express ourselves accurately and to understand what other people express, we must be aware that words and camouflage real attitudes; English is full of examples.

Take, **for instance**, the language of advertising. Advertisers obviously want to emphasize the virtue of their products and detract from the products' faults. **To do this**, they use carefully chosen words designed to mislead the unwary customer. Carl P. Wrighter in his book *I Can Sell You Anything* has dubbed these expressions "weasel words," which the dictionary defines words "used on order to evade or retreat from a direct or forthright statement or position." Let's say, **for example**, that the advertiser wants you to think that using this product will require no work or trouble. He cannot state that the product will be trouble free there usually no such guarantee; instead he suggests it by using the expression "virtually", as in this product is "virtually free." The careless listener will ignore the qualifier "virtually" and imagine that the product is no trouble at all another misleading expression is "up to". During a sale a car dealer may advertise productions of "up to 25 percent". Our inclination again is to ignore "up to" and think that the most of the reductions are 25 percent, but too often we find that only a few products are reduced that much. The other day I saw a sign on a shoe store advertising "up to 40 percent off" for athletic shoes. Needing some walking shoes and wanting a good bargain, I went in, merely to find that there were only a few shoes marked down by 40 percent: most of the shoes weren't even on sale.

A second example of words that camouflage meaning is euphemisms. A euphemism is defined as "the substitution of an agreeable or inoffensive expression for one that may offend or suggest soothing unpleasant". We often use euphemisms when our intentions are good. **For instance**, it is difficult to accept that someone we love has died, so people use all kinds of euphemisms for death **such us** "she has passed away," "he's gone to meet his maker," or "she is no longer with us." To defend against the pain of such a reality some use the humorous euphemisms, "He kicked the bucket." To make certain jobs sound less unappealing, people use euphemisms. A janitor is now a "custodial worker" or "maintenance person." A trash man

may be called a “sanitation engineer.” Such euphemisms are not harmful, but sometimes euphemisms can be used to camouflage potentially controversial or objectionable actions. **For examples**, instead of saying we need to raise taxes, a politician might say we need “revenue enhancement measures.” When psychologists kill an animal they have experimented with, they prefer to use the term “sacrifice” the animal. Doctors prefer “terminate a pregnancy” to “abort the fetus.”

We must always be careful to choose the words that communicate what we really mean. If we do not want to be misled by advertisements, then we should keep our ears open for weasel words. Likewise, if we use a euphemism, we ought to be aware that we are trying to make an idea more acceptable. At times this may be preferable, but let’s not forget that euphemisms camouflage reality. After all, “coloring the truth” is still lying.



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Analyzing an Essay (p. 59)

American Fast Food and Turkish Fast Food

In recent years more and more people are eating more of their food outside of the home. Due to changing work and social lifestyles, many people spend a lot more time in restaurants and cafes. There are many choices of food to eat, but in this country two of the most common are American fast food and Turkish fast food.

The thesis statement

American and Turkish fast foods are **similar** to each other in two main ways, they are both unhealthy and they are both convenient. Firstly, both American and Turkish fast food can be harmful to our health. **Both** are high in fat, in sugar and in calorie content. Because of this, they can be addictive, often leading to an increase in body weight and in some cases obesity. **Moreover**, **both** American and Turkish fast foods are created in factories and are made to have a long shelf life. They **both** contain many preservatives and chemical additives which have unforeseen effects on bodily health.

The first topic sentence

Secondly, American and Turkish fast foods are both **similar** in that they are both convenient. **To begin with**, **both** are inexpensive. These foods, which we easily fill your stomach, can be bought for the same price as a bowl of soup.

The second topic sentence

addition, as indicated in the name, **both** are very ‘fast’. With busy work and social schedules, many people need to eat quickly and often whilst walking, using public transport or driving. Therefore, **not only** American **but also** Turkish fast foods are conveniently quick and easy to eat.

In summary, American and Turkish fast food are **alike** in that they are **both** damaging to health and that they are both convenient. In the 21st century fast food is very common and very popular; we must consider the negative impact of these foods on our future as individuals and as a society.

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Analyzing an Essay (p. 65-6)

Do It

Some do it to music, some while watching television; others do it in the privacy of their own homes, others in gyms. For some, they do it in the morning, others at night. But no matter where or when, millions of people do not get enough exercise. The benefits of regular aerobic exercise are so great that it’s a wonder everybody doesn’t start on a program today.

The thesis statement

Probably the most well-known **effect** of aerobic exercise can be achieved in a relatively short period of time, and that is improved cardiovascular and pulmonary functions. **When** a person exercises long and hard enough, the heart pumps faster and blood is circulated well throughout the body. **Since** the heart is a muscle, exercise serves to strengthen it. **As** the heart becomes stronger, a person’s stamina improves, as well as her energy level. The same is true of the lungs. It doesn’t take long to reap these benefits. A person can **get such results** within a few weeks just by walking briskly for 30 minutes three or four times a week.

The first topic sentence

Another physical benefit of regular aerobic exercise takes longer to achieve, but it is well worth the effect, particularly for women. Exercise can help prevent the crippling bone degeneration called osteoporosis. Osteoporosis is a gradual process of loss of bone mass that occurs naturally as people age, but **it can be halted** by regular aerobic exercise. Exercise actually helps increase bone mass and is said to be the best preventive measures to take to avoid osteoporosis.

The second topic sentence

Just as a regular exercise can help people achieve cardiovascular and skeletal fitness, it can also help people improve their emotional fitness. One of the great things about exercise is that it **reduces** stress. It does this in different ways by improving one’s overall fitness. Aerobic exercise **makes** a person more capable of handling stress **because** he is less tense. When exercising, blood circulation improves and people burn off the adrenalin that stress **causes** the body to produce. Another way that exercise helps people handle stress **causes** the body to produce. Another way that exercise helps people handle stress is that after sufficient aerobic exercise, the body produces beta-endorphins, which are natural stress relieving chemicals. In addition to helping people cope with stress, exercise can also help to alleviate depression.

The third topic sentence

There are no doubt many other benefits of regular aerobic exercise. It doesn’t require that much time or effort to become a healthier person within weeks. Instead of watching television so much, people would be better off cycling or walking.