

## Written Expression

### Second Year - Semester Two

#### **2.2. Types of Essays**

There are many different types of developing an essay depends on the topic .  
The following are some of the most common ones

##### **2.2.1. The descriptive essay**

The descriptive essay provides details about how something looks, feels, tastes, smells, makes one feel, or sounds. It can also describe what something is, or how something happened. These essays generally use a lot of sensory details. The essay could be a list-like description that provides point by point details. Or, it could function as a story, keeping the reader interested in the plot and theme of the event described.

##### **2.2.2. The definition essay**

A definition essay attempts to define a specific term. It could try to pin down the meaning of a specific word, or define an abstract concept. The analysis goes deeper than a simple dictionary definition; it should attempt to explain why the term is defined as such. It could define the term directly, giving no information other than the explanation of the term. Or, it could imply the definition of the term, telling a story that requires the reader to infer the meaning.

##### **2.2.3. The Comparison/Contrast essay**

The Comparison / Contrast essay discusses the similarities and differences between two things, people, concepts, places, etc. The essay could be an unbiased discussion, or an attempt to convince the reader of the benefits of one thing, person, or concept. It could also be written simply to entertain the reader, or to arrive at an insight into human nature. The essay could discuss both similarities and differences, or

it could just focus on one or the other. A comparison essay usually discusses the similarities between two things, while the contrast essay discusses the differences.

#### **2.2.4. The cause /effect essay**

The cause/effect essay explains why or how some events happened, and what resulted from the event. This essay is a study of the relationship between two or more events or experiences. The essay could discuss both cause and effects, or it could simply address one or the other. A cause essay usually discusses the reasons why something happened. An effect essay discusses the reasons why something happened. An effect essay discusses what happens after a specific event or circumstance.

#### **2.2.5. The narrative essay**

The narrative essay tells a story. It can be called a “short story”. Generally the narrative essay is conversational in style, and tells of a personal experience. It is most commonly written in the first person (the use of I). This essay could tell of a single, life-shaping event, or simply a mundane daily experience.

#### **2.2.6. The Process essay**

A process essay describes how something is done. It generally explains actions that should be performed in a series. It can explain in detail how to accomplish a specific task, or it can show how an individual came to a certain personal awareness. The essay could be in the form of step-by-step instructions, or in story form, with the instructions/explanations subtly given along the way.

#### **2.2.7. An Argumentative essay**

An argumentative essay is one that attempts to persuade the reader to writer’s point of view. The writer can either be serious or funny, but always tries to convince the reader of the validity of his or her opinion. The essay argue openly, or it may attempt to subtly persuade the reader by using irony or sarcasm.

#### **2.2.8. A Critical essay**

A critical essay analyzes the strengths, weaknesses and methods of someone else’s work. Generally these essays begin with a brief overview of the main points of the text, movie, or piece of art, followed by an analysis of the text, movie, or piece of art, followed by an

analysis of the work's meaning. It should then discuss how well the author/ creator accomplishes his / her goals and makes his /her points. A critical essay can be written about another essay, book, poem, movie, or work of art.

### **2.2.9. The example essay**

The example essay is another pattern of development where the writer tries to argue or persuade their point of view through the use of different examples. (This type is the most common and the simplest one. It is the most useful and needed even with the other types of developments. So, what is **The example or the illustration essay?**

The example/ illustration essay is considered to be one of the most famous strategies used in writing in order to prove a thesis. In this pattern of development, the writer tries to argue or persuade the reader through the use of different and convincing examples. It is the most straightforward essay form that is mostly encountered because all types of essays whether argumentative or informational need the support that good illustrations provide. (this can be compared with everyday conversation when people generally use examples to prove the truth of what they are stating.). However, we must be more careful in selecting examples in order to have an effective development.

The way you develop an example essay depends on what the topic is and on what you want to say. Just how many examples you use in your essay depends on the topic. Some topics require numerous examples, whereas others can be effectively developed with three or four extended examples. Therefore, three or four examples should suffice. However, the examples you use to develop the thesis statement should be representative examples, examples that fairly support the thesis.

- **Organization of Examples**

The examples and details in an expository composition can be organized according to time, familiarity and importance. In an example essay, the principle of organization is essentially the same. The writer begins with probably the least interesting examples and ends with the most interesting ones.

In the Introduction, the writer states the general idea to be proved (the thesis statement). In the Body, he provides examples or illustrations, which support the thesis statement. The illustrations that prove the truthfulness of the thesis statement are the topics of the three

developmental paragraphs. In the Conclusion, the writer restates the thesis statement and draws some conclusion from the whole essay.

- **Transitions between Paragraphs**

Developmental paragraphs in an example essay must be connected so that they flow smoothly and naturally without any interruption. Just because a paragraph introduces an additional aspect of the topic does not mean that the shift from one topic to the next should be abrupt; indeed, the shift should be smooth so that the reader understands clearly the progression of ideas. The examples in this type of essay can be organized according to time, familiarity, or importance. Most of the time the beginning is from the least interesting (important, familiar...) example to the most interesting (important, familiar...) one or vice versa .

There are many ways to connect the paragraphs in an essay but the most important ones are the use of transitional expressions and the repetition of key words or phrases.

- The transitional expressions used in the example essay are

- |                    |                         |                                 |
|--------------------|-------------------------|---------------------------------|
| -Take for example, | - Another example       | - Still another example         |
| - One example,     | - An additional example | - A final example               |
| - First,           | - Second,               | - Third,                        |
| - To begin with,   | - Next,                 | - The most important<br>example |

- Repetition of Key words and phrases:

Transitional expressions are useful for making paragraphs connect logically; however, these phrases can become mechanical and repetitious. For a variety and even for more smoothness, repeat a key word or its synonyms.

## **Remarks**

In writing an example essay, you should consider the following remarks:

- Giving examples without a purpose or a point to prove does not help your essay. By point means the things that prove and support the thesis statement. Make sure that your example has a point, and that point is the one you are trying to

make. For instance, smoking cigarettes does more harm than benefits; in this case, the examples chosen to support this thesis should all focus on the bad effects of smoking.

- Remember that your thesis statement is not so much arguing a position in the example essay as arguing that a certain condition or a phenomenon exists. For example in "smoking does more harm than benefits", your aim is to prove the thesis by relying on examples that this phenomenon really exist, and you are not asked to argue.

- The use of transitions between examples is very necessary. However, the over use of these transitions will destroy your imagination because redundancy and repetition is often a sign of lack of imagination and creativity.

- **Samples of an Example/ Illustration Essay**

- 1. New Life Styles from Old Philosophies.**

The accumulated wisdom of religions and philosophies from around the world offers much guidance to people who are shaping life styles appropriate to the last quarter of the Twentieth century. From the Orient, from the Arab world, and from the West come ideas that have endured. Here are some of them.

Buddhism, Christianity, and many other beliefs recognize the value of the Golden Rule: « Do unto others as you would have others do unto you. » The Greek philosopher Socrates illustrated the Golden Rule at the end of his life. Sentenced to death in the fifth century B.C. for his heretical social and religious views, he refused the chance to escape from prison. This was his reasoning. When a person is born, Socrates points out, he enters into an implied contract with the state. Because of this, the individual has the right to expect protection from the state throughout his lifetime. In turn, the state has an equally strong claim on the citizen to obey its laws. If the person feels that the law is unjust, said Socrates, he has two courses of action. He can either work to influence the repeal of the law or renounce his citizenship. But he must not break the law. In this, he is not different from the state, which must not neglect his duty to the citizens. Socrates' experience speaks to the modern man who sometimes may be tempted to use extreme means to upset the delicate balance existing between a citizen and his state.

A second insight stems from the « Categorical Imperative », first formulated by the German philosopher Immanuel Kant in his 1785 work *Metaphysics of Morals*. Simply stated, the « categorical imperative » holds that a person should act as if the example of his action

were to become a general law for all men to follow. Following this premise, one would find it difficult to justify theft and murder. Even to borrow money is wrong, according to Kant, because if everyone did this, there would be no money left to borrow.

Further guidelines are found in the teachings of Mohamed (peace be on him), collected in the Koran. His Islamic contributions express a profound humanism; Mohamed emphasized the dignity of man and viewed the whole of humanity as a single nation. He both encouraged the expansion of knowledge and placed great importance on the value of work, however humble it might be. Today's young crafts people, skillfully working to create woven goods or jewelries or candles, and the street musicians in many North American cities are all following the industrious tradition of Mohamed.

Still another precept, this one from the Buddhist religion, is illustrated by the custom of buying a bird in a small wooden cage in order to open the cage's door and release the bird. The underlying ideas of gentleness and freedom have a timeless relevance.

Finally, the two short sentences carved by the Greeks on the temple of Delphi, can give superb direction to human life regardless of time or place: « Know thyself », says one inscription, offering advice that is vital but not easy to follow. And « Nothing in excess », reads the second, echoing the Golden Mean, or middle way, stressed by many religions. This rule of avoiding excess in actions can apply equally well to almost every phase of life including eating, drinking, sleeping, working, playing, thinking, and feeling.

## **Analysis of the Composition**

The expository composition « New lifestyles from old philosophies » contains six paragraphs, each of them having a special purpose. The first paragraph is introductory; the next four paragraphs discuss in turn four different philosophies – The Golden Rule, The Categorical Imperative, Ideas from The Koran, and a Buddhist idea. The sixth paragraph combines the discussion of a Greek thought with a concluding statement.

To assure unity, keep in mind that a paragraph should constitute a single unit of thought and that its purpose is to discuss only one topic or one aspect of the topic. In this essay, each paragraph is limited to a single aspect of the subject of philosophy. Notice how ideas development has been indicated by beginning each paragraph with a topic sentence. The first paragraph's topic sentence explains the essay's role. Then, the next two sentences combine to express the thesis statement that the composition will focus on philosophical ideas that have endured. The five paragraphs of the main development begin

each with a topic sentence. In each of these sentences, the controlling idea can easily be identified.

To be unified, of course, a paragraph should discuss only that material related to its controlling idea. When there is no more to say on a topic, it is time to begin a new paragraph. In moving from one paragraph to the next, one must make clear the connection in thought between the paragraph he is concluding and the new one he begins.

## 1.

### **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 Victories. Located at the bottom of Cap Diamante, 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.

### **Analysis of the Essay**

The technique used in this introduction is **funnel**, as it starts by making reference to every country in the world and the sights there 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 last sentence contains the Thesis Statement: *Quebec is a place where you can find some of the most interesting sights you will ever see.*



## **The Body of the Essay**

### **The first Developmental Paragraph**

**The Topic Sentence:** Old Quebec City is the living witness of our history.

**The Topic:** Old Quebec City.

**The 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. Then the second example is introduced: the Ramparts, with a historical reference as well as a brief description. Then comes the third example, the most important one, the Plaines d'Abraham, followed by a description and some historical reference, in contrast with its present situation. The last sentence presents the seasonal aspects of the three sights mentioned. As you can see, 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 Second Developmental Paragraph**

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

**Topic:** Saint Lawrence River.

**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.

### **The third Developmental Paragraph**

**Topic Sentence:** On the north shore of the Saint Lawrence River, five miles from Quebec, the famous Montmorency Falls are located.

**The Topic:** Montmorency Falls.

**The Controlling Idea:** famous.

To gain coherence, 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 that describes the falls. What follows is an explanation of the seasonal aspects.

### **The conclusion**

It 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. And the very last sentence simply paraphrases the Thesis Statement.

### **Practice**

Write an essay on one of the following topics

- Three examples of gifts that can help to child's development.
- Characteristics of a good leader.

Then use the following checklist to revise your essay

### **The Comparison and Contrast Essay**

One reason that you often find development by comparison and contrast is that this type of organization works well in many subject areas. We teach the Algerian revolution by showing how in terms of another. Occasionally comparison or contrast seems the only way to explain something. A mother, trying to inform her young child what an Eskimo igloo is, might finally rely on comparison: « take a lot of ice cubes from the refrigerator. Build a big hollow snowball with them. Then cut it in half...». By beginning with things that are familiar to the child, the mother makes the unfamiliar concept of the igloo understandable to the child. This is the heart of the method of comparison or contrast: explaining something that is unfamiliar to the reader in terms of something that is familiar.

For purpose of writing comparison and contrast are essentially opposite approaches. When a writer is comparing, he is pointing the similarities that exist between two objects, terms or ideas. When a writer is contrasting, though, he is focusing on the differences between objects, terms, or ideas. Logically, however you will find that comparison and contrast are, to some degree, always

combined. In any set of items being compared, there is usually an element of contrast. Conversely, there is normally some point of comparison in any contrast. This is so both because completely identical things cannot be compared and because objects that have nothing in common do not provide a meaningful contrast.

**Note:**

With comparison and contrast, the purpose is not just to point out similarities and differences; the purpose is to persuade, to explain or to inform.

The following directions may help you to write an effective comparison and contrast essay:

- Select points of comparison and contrast: If you are asked to compare two politicians, for instance, you can find a lot of things to say about their looks, backgrounds, philosophies, the way they treat people, their attitudes towards life, their intelligence, their life styles, and so on. Avoid talking, for example, about their tastes in food, this would be irrelevant.
- Emphasize either comparison or contrast: In a comparison and contrast essay, spend more time either comparing or contrasting depending on your purpose.



- If the two people/things are rather similar, acknowledge similarities and emphasize differences.
- If the two people/things are rather different, acknowledge similarities and emphasize similarities.

The essay may be organized in one of two patterns of development:

Suppose that you want to compare two jobs in the following factors: *salary, benefits, and workplace atmosphere.*

1. **Pattern A:**

**The Divided Pattern also called The Block Method.**

In this pattern you present all the information about A, and then present parallel information about B. This pattern tends to work better for short essays and those with few subtopics. It can be used when you have three or more principal similarities or differences.

**First: All of A: Second: All of B:**

**Point 1** (plus support) point 1 (plus support)

**Point 2** (plus support) point 2 (plus support)

**Point 3** (plus support) point 3 (plus support)

**e.g.: Comparison between two jobs A and B**

(The A+B pattern)

**1. Job (A)**

- *Salary /Benefits/ Workplace atmosphere*

**2. Job (B)**

- *Salary /Benefits/ Workplace atmosphere*

**Note:** To insure unity, take note of the following guidelines:

- Each subtopic in Part I must also be discussed in Part II.
- Subtopics should be discussed in the same order in both parts.
- Subtopics in Part II should generally include reminders of the point made about the same subtopic in Part I.

**Pattern B:**

**The second pattern is the Alternating Pattern or also called the Point-by-Point Method.**

In this pattern present one point about **A**, and then go to the parallel point about **B**.  
Move to the next point, and do the same thing.

This pattern tends to work better for long papers and those with many subtopics.

Use this pattern when you have only two principal similarities or differences.

First A: point 1 (plus support)

Then B: point 1 (plus support)

Then A: point 2 (plus support)

Then B: point 2 (plus support)

Then A: point 3 (plus support)

Then B: point 3 (plus support)

## e.g comparison of two jobs A and B

(The A/B + A/B pattern)

### 1. Salary

- Job (A) / job (B)

### 2. Benefits

- Job (A) / job (B)

### 3. Workplace atmosphere

- Job (A) / job (B)

*The following Transition signals are used in comparison and contrast*

COMPARISION	CONTRAST
Also/ likewise/ similarly/ too/ and/ both.....and/	However/ in contrast/ instead/ in-by comparison/
Not only.....but also/ neither ...nor/ as / just as/ as....	On the other hand/ but/ yet/ although/ even though/
as/ like/ just like/ similar to/ be like/ be alike/ be similar.	though/ while/ compared to-with/ be different (from) differ (from)/ be dissimilar/ be unlike.

Example of comparison /contrast essay **pattern A (The Divided Pattern also called The Block Method)**.

## My Two Sisters

My grandfather, who was interested in genealogy, once traced our family tree as far back as he could, but he couldn't get farther back than 1759. In that year, a foreign ship visited my family's little fishing village, and nine months later the only daughter in that family had a baby boy. No one knows what nationality that sailor was, but the genes he passed on have been playing tricks with our family ever since. In every generation, someone shows up who is radically different from all the others. In my generation, it is my older sister, Lisa, who is different. Lisa and Ellen, who is my other sister, are as opposite as day and night.

Lisa typifies the radically different part of the family. Lisa is tall, slim, and elegant, with long dark hair and brown eyes. She looks tanned even in winter and is always the first person in spring to start wearing shorts. Her personality fits

her looks. When Lisa gets angry, she does not just do it in a small way; she makes such a commotion that it can be heard in the next town. When she is happy, she is ecstatic. When Lisa found out that she had passed her university entrance exam, she danced in bare feet through the whole town and partied for two solid weeks. She is always on the lookout for new and exciting experiences, and she never does anything halfheartedly. Her passion for life extends from love to politics; she is divorced with three daughters by two different husbands, and she is a dedicated socialist. There is nothing ordinary about Lisa.

Ellen, my younger sister, is her exact opposite. Where Lisa is tall and dark, Ellen is short (5 feet, 2 inches) and blond. Lisa wears her hair long and loose, but Ellen has no time for such nonsense and wears her blond hair in a short, practical style. Ellen's eyes are summer-sky blue, clear and untroubled. In summer, Lisa tans but Ellen gets sunburned easily and always carries bottles of suntan lotion for herself and her equally blond children. Ellen is as calm as Lisa is excitable. I have never yet heard her raise her voice at anyone, and her laugh is a gentle breeze in contrast to Lisa's hurricane. Unlike Lisa, Ellen has never changed husbands, nor does she have any intention of doing so. On her wedding day, Ellen smiled softly and dressed in a traditional white dress. Lisa, on the other hand, wore red mini-dress at her first wedding and blue jeans at her second. Ellen is a summer day, a calm ocean. She devotes herself entirely to her children and her house. Visiting Ellen's house is like coming home.

How can two such opposites be born to the same family? Until genetic research can come up with an answer, I am content to believe the story of the unknown sailor. In fact, even if a scientist should find the real answer, I'd rather not know. Some things are more interesting when they are left to the imagination.

**Example of comparison /contrast Essay Pattern B: (the Alternating Pattern or also called the Point-by-Point Method).**

### **A Tale of Two Towns**

"Where do you come from?" is a question many Americans can't answer. So many Americans were born one place, lived a few years in another, went to elementary school in a third town, and so on. In my native country, we usually live

in the town where we are born all our lives, but my family is different. We moved from one small town to another when I was 12 years old. For this reason, I have two "home towns." Although the inhabitants of the two towns think that they have nothing in common, in my opinion, they have far more similarities than differences.

The first obvious similarity lies in the location of the two cities. They are both seaside towns, lying on the south coast of Norway. They are sheltered by a large group of islands and backed by hills that cover them from the cold winter winds. There are a few minor differences in their location, of course: Kristiansand, my childhood city, spreads out onto many of the protecting islands, while Arendal, my teenage town, needs all the cover it can get from its islands.

Secondly, both Kristiansand and Arendal are small. Compared to the great continental cities of Paris and Rome, they are not even dots on a map. Kristiansand is a little larger with 40,000 inhabitants, while Arendal has only about 35,000, but neither can be called a metropolis.

Furthermore, at least to a visitor, they are quite similar in their natural beauty. The islands are rough and rocky. The houses of both towns are mostly small wood structures painted white, and the vegetation is almost exactly the same: birches, a few fir trees, low bushes, and moss. In addition, the ocean influences the lifestyle of both towns, and the weather forecast is the major topic of conversation.

The economics of the two towns is also based on the same business: tourism. Both native Norwegians and foreigners go on summer vacation to the two cities, and in winter, business is very slow. Of course, there are a few differences here as well. In Arendal, there are still several fishermen making a living from the sea, while Kristiansand is a busy port for large commercial ships. Still, I doubt that either city could support the population it has without the tourists.

Finally, despite the opinions of the natives of Kristiansand and Arendal, I think that the people there are very similar. Because of the size of the towns, people are mostly interested in what their neighbors do and say, and they don't care very much about what is happening in the big world. In addition, the inhabitants of the two towns have a love-hate relationship with the necessary tourists. These tourists bring in business and money in the summer, so the natives smile at them when they

meet them. However, behind their backs, the townspeople wish that they would spend their money and go home.

Thus, while there are a few differences between Arendal and Kristiansand, I think that the similarities are by far more obvious. In location, size, scenery, business, and inhabitants they are very much alike. Although I sometimes feel they are too small for me, they are my home towns, and there is no place like home.

### **Some Guidelines for a good Comparison-Contrast Essay:**

- Choose items that are related in some way so they can be compared or contrasted.
- Compare according to a single organized idea.
- Choose a method of development that works well with your organizing idea.
- Use specific and relevant examples for support.
- Give equal treatment to both elements that you are discussing
- Use transitional words or phrases to help the reader understand the similarities or differences in your subject.
- Conclude your paper by restating your thesis, summarizing the main points, and give the reader the final 'so what' of the major similarities and/or differences that you discussed.

## **The Cause and Effect Essay**

### **I. Definition:**

The cause and effect essay explains the reasons of the event or interprets the consequences of the event. The aim, then, is to explain the causes (reasons) or the effects (results) of an event or situation. e.g. Causes of air pollution (multiple factors leading to air pollution).e.g. Effects of watching too much TV (many effects of a situation).The cause and effect essay could be considered more professional than a descriptive or narrative essay because it includes some elements of writing that the other types (mentioned above) do not include. Accordingly, it is important that the tone of the author of this type of essays should be reasonable, and that his presentation of the topic should be factual and believable. In developing a cause/effect essay, there may be several causes or effects of a situation. Because the purpose of a cause and effect essay is to be as convincing as possible and to convince



readers to accept the cause/effect as plausible, it is advisable to focus only on those causes or effects that help you in persuading your readers. For example, there may be more than four causes of air pollution, the student has focus on the major causes and keep the number of major points to 2 or 3, which form separate developmental paragraphs.

## **II. Planning a Cause, or Effect Essay**

### **Introduction**

In the introduction, your reader should be, first, provided with the necessary information of the event or the phenomenon you are dealing with. He must understand what you are talking about. The degree of explanation depends on the complexity of the issue. If it's a simple issue, a writer might be able to explain it in the introduction. If it's a complex issue, a writer might need a paragraph after the introduction which goes into more detail. You may have to prove that a trend exists, for instance, before you can argue what its cause/effect is.

2. Because your aim is to persuade A convincing argument is necessary to persuade your readers that the proposed causes or results are at least as plausible as their own. To present such an argument, you have to use sources which state facts and evidence; moreover, you can also use examples and anecdotes can also be used.

3. As it has been said earlier, in a cause/effect essay the tone should be more professional, and more reasonable. Because a reasonable voice may help you in convincing your readers about the trend you are supporting. Consider the following example:

### **Transitions expressing Cause/ Effect:**

To explain reasons and results, we use following transitions:

*As a result,*

*As a consequence,*

*Consequently,*

*So,*

*Since*

*As,*

*Because*

*One reason why...*

*One of the most important reasons why...*

*The main reasons why..*

*The main reasons why,*

*There are other reasons, too...*

The use of transitions enables the piece of writing to be coherent; so that the reader may flow easily is easier for the reader to follow the writer's ideas. But don't forget that an over use of transitions may harm the unity and the coherence of the essay. Hence, we should be using transitions only when necessary.

1.

## **111. Sample of Cause/Effect essay**

**Read the following essay, and then answer the questions.**

### **Upsetting the Balance of Nature**

The members of living community exist together in a particular, balanced relationship, or ecosystem. One animal species eats another animal species, which in turn eats another. Over the years, a balance is worked out among the plants and animals in a community, and it remains basically stable. It is like a huge puzzle with all of the pieces in their proper places. However, at times this balance in nature is disturbed, resulting in a number of possibly unforeseen effects. Perhaps a disease results in the near extinction of one species, leaving another species with no natural predator. The result can be a terrific increase in that one species' population. This could further result in the devastation of a shared food supply, which could in turn affect another species. It is possible for the disruption in the balance of nature to have natural causes: disease, drought, fire. Sometimes, however, human being intervene in a natural environment, perhaps slightly and with good intentions. The result is the same. The balance of nature becomes unbalanced and results in an entire chain reaction of an unforeseen and unwanted effects. A good example of this occurred in the Antilles in the 1870's. Sugar cane was a major crop there, but rats were eating and nesting in the cane, causing a great deal of damage. The mongoose, a one-half-foot-long mammal of the East Indies, was known to be an excellent rat hunter. Several males and females were imported in 1872, and laws were established that forbade the killing of them or their offspring. The mongoose flourished in the Antilles. After ten years it had multiplied abundantly and had significantly reduced the rat population. Consequently, damage to the cane fields was greatly reduced. It seemed that the scheme to add another piece to the ecological puzzle in the Antilles had been successful. However, that is not the end of the story. The influence of the mongoose did not stop there. As the rat population decreased and the mongoose population increased, the mongoose needed to enlarge its menu. It attacked young pigs and goats, game, poultry, and

began to destroy bananas, maize, and pineapples. Because the mongoose could not be hunted, its number increased rapidly, and it became a terrible pest. All of the indigenous animals suffered damage. The mongoose learned to enjoy the native birds, snakes, lizards, and turtles and their eggs. Now, it was specifically these animals that kept that kept the local insect population in check. There were in the ecosystem of the Antilles a number of beetles, borers, and other insects that lived on and in the sugar cane. Until that time, they had not caused significant damage to the cane because they were the local food of so many local animals that kept their numbers down. However, as the birds, snakes, lizards, and turtles disappeared, the insect population began to increase. With no natural predators to keep them in check, the insect began to do more and more damage to the cane of fields. Finally, the people of the Antilles realized that the introduction of the mongoose had caused a finely and delicately balanced system to go awry. The law against killing the mongoose was rescinded, and the mongoose population was reduced. Gradually, the different members of the plant and animal community came back into balance with each other and equilibrium was reestablished. However, the human members of the community would not soon forget that a single change in an ecosystem can cause a chain reaction that result in a completely unforeseen and sometimes unwanted effects.

(Adapted from Karl Von Frisch, *Biology: the Science of Life*) New York: Harper and Row, 1964

**Questions on the modal:**

1. What is the writer's purpose in analyzing this topic?
2. What is the thesis statement is it directly stated, or is it implied?
3. What is the incident in the Antilles an example of?
4. What is the pattern of organization used by the writer?
5. Is the relationship among the causes and effects clearly and logically presented?
6. Is this causal chain logical?
7. What leads to the disaster in the Antilles?
8. List the different results that come as a reaction from the human interference in the Antilles ecosystem?

9. Does the writer seem to be serious about this topic?

10. Does the conclusion logically follow?

11. Make an outline of this essay

## **Checklist for All Essays**

### **Introduction**

1. Is the introduction 4–5 sentences?
2. Does the introduction grab the readers' attention?
3. Does the introduction finish with a clear thesis statement with a subject and controlling idea?

### **Body**

4. Is each of the three development paragraphs 10–12 sentences long?
5. Does each paragraph begin with a clear topic sentence?
6. Does each topic sentence clearly relate to the thesis?
7. Does each paragraph develop three minor points to support the topic?
8. Is there a satisfactory concluding sentence for each paragraph?
9. Are there quotes within the body paragraphs to support my points?
10. Can I think of any counter arguments to my own points? If so, would it strengthen my argument to voice these counter arguments and then show how my opinion is still valid?

### **Conclusion**

11. Is the final paragraph 3–5 sentences?
12. Does the final paragraph restate my thesis in a new way or present a final point to round out my argument?
13. Does the final paragraph satisfactorily end the essay and give it a note of finality?

### **General**

14. Have I stayed on subject throughout the essay?
15. Have I used proper formatting?
16. Do I use connections between sentences and paragraphs to effectively tie ideas together?