

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

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جامعة باجي مختار – عنابة
كلية الآداب واللغات
قسم الآداب واللغة الانجليزية

L2 Comprehension and Written Expression Module

Second Year Licence

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2024-2025

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Introduction

This pedagogical handout is destined to both students and teachers of second year. It serves as a guide and a reference to any student willing to master the major steps for writing strong and well-organized academic essays. Essays are the stepping-stone for research papers. Essay writing teach students to provide evidence, analyze pre-existent data, and challenge invalid assumptions. They also encourage students express their personal ideas and develop critical thinking skills.

The handout combines writing activities with sample essays. The observation and analysis of model essay helps students master the five-paragraph essay form. Reading others' essays provides a tangible material for students to imitate the writers' style, acquire new vocabulary, and develop their comprehension. The course emphasizes the significance of unity, coherence, organization, and support in essay writing. Several activities encourage peer reviews, which ensures high quality of essay writing and accuracy of information. Through sharing their essays with their classmates, students will be able to refine their writing, avoid errors, and improve their writing skills.

Course Description

Teaching Unit: Fundamental

Module: The Writing Skill

Credits: 04

Coefficient: 02

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

The course is divided into four major units. The third semester begins with the first unit, which covers the essay structure. The focus of this unit is to teach students to write a well-organized, coherent essay, with unified paragraphs. Students will learn the key elements of a well-structured academic essay. The unit is divided into four sections. The first one explains the components of the introductory paragraph (the hook, the background information, and the thesis statement). The second section explores the body paragraphs that support the thesis statement. In the third, students will be exposed to the concluding paragraph. The unit also highlights the importance of transitions between paragraphs, emphasizing unity and coherence in essay writing.

In the second unit, students are exposed to the types of essay. First, they will learn how to write a narrative essay. By the end of the section, they will be asked to narrate a story –based on a personal experience- that illustrates a specific point. Second, the descriptive essay shows students how to give a picture in words through vivid and sensory details. Students will be also to learn how to relate narration and description in a narrative descriptive essay.

The fourth section of this unit is the expository essay, which includes four essay types. Definition essays make a specific term clear from several perspectives, including the students' own understanding. In the classification essay, students will learn how to classify concepts or items according to a specific order. Cause and effect essay allow students to explain the reasons why an action happened and its effects. Compare and contrast essays aid students to show the similarities and differences between two specific items.

The fourth semester starts with the fourth unit that concentrates on argumentations. In this section, students will be asked to take a stand and defend it through several persuasive techniques. Arguments and counterarguments, along with logical reasoning and specific

evidence are the cornerstones of argumentative writing. The last unit includes key exam questions and the different ways and techniques students can respond to them.

General Course Objectives

By the end of this course, students will be able to:

- 1- Develop strong essays through organizing unified and coherent paragraphs.
- 2- Enhance the writing skill and master different essay types from simple ones like narrative and descriptive to more complex one such as cause and effect, compare and contrast, and argumentative essays.
- 3- Master critical reading and comprehension skills by analyzing, interpreting, and evaluating different texts, using different techniques such as logical reasoning and problem-solving.
- 4- Incorporate evidence effectively by integrating examples, quotations, and references.
- 5- Manage the different steps of efficient essay writing: brainstorming, outlining, drafting, revising, and finalizing essays.
- 6- Master timed essay writing (especially essay exams) with less pressure and anxiety.
- 7- Write essays with an appropriate academic style.

Pre-requisites

Students are required to acquire a prior knowledge of the paragraph structure and writing (already covered in L1 syllabus) and grammar mastery (covered in the grammar module) such as subject verb agreement, consistent verb tense, parallelism, punctuation, capitalization, and correct sentence structure.

Unit One: A Review of Essay Structure

Course Objectives: In this unit, students will learn how to:

- 1- Identify the key components of an essay: introduction, body, and conclusion.
- 2- Outline an essay.
- 3- Write a strong introduction.
- 4- Identify the components of an introduction.
- 5- Produce a sharp thesis statement.
- 6- Conclude an essay.
- 7- Develop techniques for writing conclusions.
- 8- Write coherent and unified paragraphs of an essay with logical organization.
- 9- Analyse sample essays.
- 10- Edit an essay for unity.

Course Content

- **The Introductory Paragraph**
 - **The Body**
 - **The Concluding Paragraph**
 - **Transitions between Paragraphs**
1. **Essay Definition**

It is a collection of unified and coherent paragraphs that communicate one idea. The length and purpose of academic essays vary from one topic to another and depend on the essay type.

2. The Elements of an Academic Essay

An essay is made-up of three necessary elements:

- **An introduction**
- **A body**
- **A conclusion.**

A. The Introductory Paragraph

It lays the background of the essay and includes general information about the theme of the essay and is placed at the beginning. It is made up of three key elements: first, **the hook**, which can be also called the attention grabber. It is a sentence found at the beginning of the introduction, and its purpose is to attract the reader's attention. Second, the **background information** that can be in the middle of the introduction, and helps the reader get an idea about the topic. Third, **the thesis statement**, which is a sentence that gives specific and accurate information about the content of the entire essay. It is placed at the end of the introduction. To write a well-organized introduction, it is compulsory to move from the general information (background) to the specific (thesis statement).

Students must check their introductions to conform to the following criteria:

- * It must capture the reader's attention
- *It needs to create interest in the topic

*It must provide the background information about the topic, which explains the scope and importance of the essay theme.

*It must include a clear and focused thesis statement that states the major point of the essay

- How to Write a Strong Thesis Statement?

A thesis statement is a clear, straightforward sentence that explicitly and specifically expresses the major points of the essay. It gives the reader an idea about the exact content of the essay, and may also include the main purpose.

The Six Ss of a Strong Thesis Statement

Criteria	Explanation	Wrong Examples	Correct Examples
Sentence	a thesis statement should be a full, grammatically correct sentence, not a title or a phrase.	Title: Social Libraries and Communication	Thesis Statement: Libraries are essential resources for communities and should be funded

			more heavily by local municipalities. (Birdwell Branson)
Sharp	A thesis statement communicates an assertion, takes a clear stand, and expresses the major point in a sharp manner. It goes beyond expressing a fact or an observation.	Fact or observation: college students attend classes.	Assertion: The life of the typical college student is characterized by time spent studying, attending class, and socializing with peers. (Purdue Online Writing Lab)
Stand	a thesis statement takes a clear position or strongly expresses an opinion instead of announcing a topic.	Announcement: In this essay we will deal with the positive side of the internet.	Takes a stand: The internet improves lives by instantly connecting people across the world, creating new friendships, and

			<p>serving as a forum for exchanging ideas.</p> <p>(EBSCO)</p>
Selective	<p>A thesis statement is narrow, deeply focused, not general or broad.</p>	<p>Broad: the revolution brought positive changes to women.</p>	<p>Focused: While the Revolution presented women unprecedented opportunities to participate in protest movements and manage their family's farms and businesses, it ultimately did not offer lasting political change, excluding women from the right to vote and serve in office.</p> <p>("Thesis Statements")</p>

Specific	A thesis statement should be clear and specific. The more precise the thesis is, the more it avoids vague and broad language.	Vague: Cather's story is about suicide.	Specific: In Willa Cather's short story, "Paul's Case," Paul exhibits suicidal behavior that a caring adult might have recognized and remedied had that adult had the scientific knowledge we have today. (Literary Criticism) .
Single Idea	A thesis statement focuses on a single idea and then seeks to develop its supporting points in the body of the essay.	More than one point: Huckleberry Finn reflects local color and has been adapted as a movie.	One main point: Through its contrasting river and shore scenes, Twain's Huckleberry Finn suggests that to find the true expression of American democratic ideals, one must leave "civilized" society and go back to nature.(North Carolina

			University Writing Center) .
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- How to Write an Attractive Hook?

1. Surprise your reader: start your essay with a surprising, thought provoking statement.

This lays the basis for an unexpected information that motivates your reader to continue reading.

2. Start with a striking information that leaves your reader with a question: your hook does not have to be a real question, but can invite your reader to pose questions in his/her mind.

3. Make your reader emotionally attach to your statement: create a sense of sympathy or empathy that shakes the reader's heart.

Types of information

- To make the **hook** of an introduction interesting, include: an interesting question, a quotation, interesting facts or statistic, or an anecdote (a personal story or example).
- ❖ **Examples:**
- ❖ A Question Hook: “Just how much screen time is too much for children under the age of 5?” (Paperpal)
- ❖ A Quotation Hook: “Some people want it to happen, some wish it would happen, others make it happen” said Michael Jordan (East Strasburg University Writing Studio)

- ❖ **A Statistic Hook:** “Teenage drivers crash their cars at nearly ten times the rate of older drivers.” (Saint Louis Community College Writing Center)
- ❖ **An Anecdote Hook:** “It all started when I decided to take a walk in the woods one summer day...” (Barbara P.)

Strong Introductions	Weak Introductions
Introduce the topic clearly (the hook)	Either present unnecessary details or vague, insufficient information
Present the topic accurately in a meaningful context (background information)	Present different topics and do not present a clear context in the background
State the major point of the essay clearly and specifically (thesis statement)	Are unfocused and have no clear thesis

- **The Function of Introductions and Conclusions**

If an introduction is the mirror of an essay, the conclusion leaves a lasting impression that will remain with the reader. The introduction clearly presents the main points, and the conclusion reinforces those points. They are both integral parts, and without them the structure of the essay would be unacceptable.

B. The Body of the Essay

It develops the main ideas expressed in the introduction. It must give support and details that back up the information covered in the thesis statement. Three paragraphs represent the perfect length of the main body for an academic essay.

C. The Concluding Paragraph

As the final paragraph of an essay, the conclusion rephrases the main ideas presented in the thesis of the essay. It also summarizes the major points discussed in the body. Although the conclusion may offer a thought-provoking reflection, it never introduces new information. It only restates information existent in the text, or gives a final note on the main points already discussed in the body of the essay. It may also offer future perspectives about the topic.

Essay Sample: The Hazards of Moviegoing

Introductory paragraph

I am a movie fanatic. When friends want to know what picture won the Oscar in 1980 or who played the police chief in Jaws, they ask me. My friends, though, have stopped asking me if I want to go out to the movies. The problems in getting to the theater, the theater itself, and the behavior of some patrons are all reasons why I often wait for a movie to show up on TV.

First supporting paragraph

First of all, just getting to the theater presents difficulties. Leaving a home equipped with a TV and a video recorder isn't an attractive idea on a humid, cold, or rainy night. Even if the weather cooperates, there is still a thirty-minute drive to the theater down a congested highway, followed by the hassle of looking for a parking space. And then there are the lines. After hooking yourself to the end of a human chain, you worry about whether there will be

enough tickets, whether you will get seats together, and whether many people will sneak into the line ahead of you.

Second supporting paragraph

Once you have made it to the box office and gotten your tickets, you are confronted with the problems of the theater itself. If you are in one of the run-down older theaters, you must adjust to the musty smell of seldom-cleaned carpets. Escaped springs lurk in the faded plush or cracked leather seats, and half the seats you sit in seem loose or tilted so that you sit at a strange angle. The newer twin and quad theaters offer their own problems. Sitting in an area only one-quarter the size of a regular theater, moviegoers often have to put up with the sound of the movie next door. This is especially jarring when the other movie involves racing cars or a karate war and you are trying to enjoy a quiet love story. And whether the theater is old or new, it will have floors that seem to be coated with rubber cement. By the end of a movie, shoes almost have to be pried off the floor because they have become sealed to a deadly compound of spilled soda, hardening bubble gum, and crushed Ju-Jubes.

Third supporting paragraph

Some of the patrons are even more of a problem than the theater itself. Little kids race up and down the aisles, usually in giggling packs. Teenagers try to impress their friends by talking back to the screen, whistling, and making what they consider to be hilarious noises. Adults act as if they were at home in their own living rooms and comment loudly on the ages of the stars or why movies aren't as good anymore. And people of all ages crinkle candy wrappers, stick gum on their seats, and drop popcorn tubs or cups of crushed ice and soda on the floor. They also cough and burp, squirm endlessly in their seats, file out for repeated trips to the rest rooms or concession stand, and elbow you out of the armrest on either side of your seat.

Concluding paragraph

After arriving home from the movies one night, I decided that I was not going to be a moviegoer anymore. I was tired of the problems involved in getting to the movies and dealing with the theater itself and some of the patrons. The next day I arranged to have cable TV service installed in my home. I may now see movies a bit later than other people, but I'll be more relaxed watching box office hits in the comfort of my own living room.

Source: John Langan. *College Writing Skills with Readings*.

- The Form of an Essay in a Word Document

- ❖ **The Title:** the title should appear at the top of the essay and should be placed in the centre.
- ❖ **Double Spacing:** instead of single spacing, choose the double spacing between each line of the essay.
- ❖ **Indentation:** You leave the five spaces before every paragraph at the left margin.

The air is crisp and cool, nipping at my ears as I walk under a curtain of darkness that drapes over the sky, starless. It is a Friday night in downtown Corpus Christi, a rare moment of peace in my home city filled with the laughter of strangers and colorful lights of street vendors. But I cannot focus.

Sample Essay

My feet stride quickly down the sidewalk, my hand grasps on to the pepper spray my parents gifted me for my sixteenth birthday. My eyes ignore the surrounding city life, focusing instead on a pair of tall figures walking in my direction. I mentally ask myself if they turned with me on the last street corner. I do not

remember, so I pick up the pace again. All the while, my mind runs over stories of young women being assaulted, kidnapped, and raped on the street. I remember my mother's voice reminding me to keep my chin up, back straight, eyes and ears alert.

At a young age, I learned that harassment is a part of daily life for women. I fell victim to period-shaming when I was thirteen, received my first catcall when I was fourteen, and was nonconsensually grabbed by a man soliciting on the street when I was fifteen. For women, assault does not just happen to us— its gory details leave an imprint in our lives, infecting the way we perceive the world. And while movements such as the Women's March and #MeToo have given victims of sexual violence a voice, harassment still manifests itself in the lives of millions of women across the nation. Symbolic gestures are important in spreading awareness but, upon learning that a surprising number of men are oblivious to the frequent harassment that women experience, I now realize that addressing this complex issue requires a deeper level of activism within our local communities.

Frustrated with incessant cases of harassment against women, I understood at sixteen years old that change necessitates action. During my junior year, I became an intern with a judge whose campaign for office focused on a need for domestic violence reform. This experience enabled me to engage in constructive dialogue with middle and high school students on how to prevent domestic violence. As I listened to young men uneasily admit their ignorance and young women bravely share their experiences in an effort to spread awareness, I learned that breaking down systems of inequity requires changing an entire culture. I once believed that the problem of harassment would dissipate after politicians and celebrities denounce inappropriate behavior to their global audience. But today, I see that effecting large-scale change

comes from the “small” lessons we teach at home and in schools. Concerning women’s empowerment, the effects of Hollywood activism do not trickle down enough. Activism must also trickle up and it depends on our willingness to fight complacency.

Finding the solution to the long-lasting problem of violence against women is a work-in-progress, but it is a process that is persistently moving. In my life, for every uncomfortable conversation that I bridge, I make the world a bit more sensitive to the unspoken struggle that it is to be a woman. I am no longer passively waiting for others to let me live in a world where I can stand alone under the expanse of darkness on a city street, utterly alone and at peace. I, too, deserve the night sky.

Source: CollegeVine College Essay Team

Exercise: Read the essay, then answer the following questions:

- a) Suggest a title for the essay.
- b) Look for the thesis statement.
- c) Do the body paragraphs support the introduction?
- d) Is the introduction clear and focused?
- e) Does the concluding paragraph restate the information presented in the introduction?
- f) Rewrite a better version of the conclusion.

- **Transitions between Essay Paragraphs**

- **Introduction**

Checking an essay for transitions ensures that the sentences and the paragraphs are connected logically. There should be a smooth movement between the ideas, which leaves no gap or disjointed thoughts. This includes words that relate the paragraphs smoothly. The choice of the transition words depends on the essay type and on the ideas expressed.

a. Unity in Essays

In essay writing, unity refers to the clear concentration of the essay on a single idea. This means that every body paragraph should relate to the thesis statement. Moreover, the body paragraphs must provide relevant supporting details. If an essay does not produce unified paragraphs, it makes the reader confused.

Introduction (Thesis Statement) → The Body Paragraphs (Topic Sentences+ supporting sentences) → Concluding Paragraph.

Model Essay

The Impact of Technology on Education

Introduction:

Technology has revolutionized education, shaping the way students learn and educators teach. One significant benefit of technology in education is its ability to provide access to a wealth of information. The internet, digital libraries, and online databases offer students and teachers instant access to a vast array of resources, enhancing learning opportunities beyond the confines of traditional classrooms. Additionally, educational technology tools such as interactive whiteboards, educational apps, and online learning platforms cater to diverse learning styles, allowing for personalized and adaptive learning experiences.

Main Body:

Moreover, technology facilitates collaboration and communication among students and educators. Virtual classrooms and video conferencing platforms enable remote learning and connect students from different geographical locations. Collaborative online tools like Google Docs and discussion forums promote teamwork and peer-to-peer learning, fostering a sense of community and enhancing students' social and communication skills. Furthermore, technology enables real-time feedback and assessment, with digital tools providing instant grading and analytics to track students' progress and tailor instruction accordingly.

However, despite its numerous benefits, technology in education also presents challenges and concerns. One major issue is the digital divide, wherein students from disadvantaged backgrounds may lack access to necessary technology and internet connectivity, exacerbating educational inequities. Additionally, the overreliance on technology can lead to decreased face-to-face interaction and hinder the development of essential interpersonal skills. Moreover, the rapid pace of technological advancement poses challenges for educators in staying updated with the latest tools and integrating them effectively into the curriculum.

In recent years, the COVID-19 pandemic highlighted both the potential and limitations of technology in education. With widespread school closures and the shift to remote learning, technology became indispensable in ensuring the continuity of education. However, it also underscored the disparities in access to technology and highlighted the need for more robust infrastructure and support for educators and students. The pandemic accelerated the adoption of digital tools and online learning platforms, prompting educators to explore innovative ways to engage students and deliver quality instruction in virtual environments.

Conclusion:

In conclusion, technology has profoundly impacted education, offering opportunities for enhanced learning experiences and collaboration while also posing challenges and concerns.

To maximize the benefits of technology in education and address its associated issues, it is crucial for educators, policymakers, and stakeholders to prioritize equitable access to technology, provide adequate training and support for educators, and strike a balance between digital and traditional instructional methods. Ultimately, by leveraging technology effectively, we can empower students with the skills and knowledge needed to thrive in the digital age.

Source: Daniel Parker. <https://essaypro.com/blog/essay-samples>

Comments Regarding Unity and Coherence in the Essay

- **Unity:** All the paragraphs of the essay support the thesis statement that technology greatly impacts education.
- **Coherence:** the essay integrates different logical transition signals. Additionally, each paragraph develops a specific point that supports the thesis statement without deviating from the central theme of the essay.

Practice on the Model

Exercise: Read the essay entitled “The Impact of Technology on Education.” Then answer the following:

- A.** Look for the thesis statement.
- B.** Is it related to the body paragraphs?
- C.** Do the body paragraphs support the thesis statement?
- D.** What are the details provided in the essay?
- E.** How are the ideas related? (from the introduction to the body to the conclusion).

How to Keep the Paragraphs of an Essay Unified?

Once the students understand the meaning of unity in essay writing, they need to make sure that every part of the essay relates in a direct manner to and supports the thesis statement. To keep unity in an essay, students must remove irrelevant ideas to the thesis statement or topic sentence. Also, after writing the essay, they have to revise the essay and look for the points that have no direct relationship to the thesis or topic sentences. Asking the following questions works as a guide for the essay revision:

- Do all parts of the essay support the core theme (thesis statement)?
- Do the body paragraphs support the thesis statement?
- Are there any points that are off-topic?
- Does the conclusion rephrase the thesis?

b. Coherence in Essays

Coherence and unity are interrelated. In essay writing, coherence alludes to the logical order of the ideas, which ensures a smooth flow throughout the entire text. Unity and coherence make the understanding of the main points easier for the reader.

Activity: answer the following questions:

- 1- what is the type of the essay entitled “The Impact of Technology on Education”?
- 2- Which method does it follow?
- 3- Justify why you chose your answer?
- 4- How are the ideas organized? Is the essay coherent?

c. Techniques to Maintain Coherence in Essay Writing

To keep coherence in essay, you can use several techniques that ensure a smooth flow and clear delivery of ideas. The most important techniques that help you achieve this purpose are: employing transition words, keeping a logical order,

pronouns, using parallelism, creating an outline in the re-writing phase, and careful use of repetitions (of key ideas)

❖ Transition Words

To make the text smoother, it is preferred to use transition words or phrases that link the ideas together. The following chart illustrates the diverse transition words along with their context.

Chronology	Comparison	Contrast	Additional information	Examples	Cause and effect	Concluding/ Summary
Initially	As well	Nevertheles	And also	For	Therefore	Eventually
To begin	Likewise	s	In addition	example	So	Ultimately
with	Too	Though	In fact	In general	Due to	In
Before	Compared	However	Again	Generally	Thus	conclusion
After, then	to	On the	Furthermor	For	Consequentl	In summary
Next	Similarly	other hand	e	instance	y	Finally
Since,	As...as	But	Besides	Specifically	As a result	therefore
subsequentl	And	whereas	Moreover	In	Hence	To conclude
y		Yet	Another	particular	That is why	To
First, second		In spite of	is/as		Since	summarise
While		Despite			because	
when		In contrast				

		Although instead				
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❖ Using Conjunctions

Coordinating and subordinating conjunctions ensure a smooth transition between the sentences and the paragraphs of the essay.

Exercise: Connect the following quotes with the right linking word. Compare with a partner, and then write a paragraph in which you interpret one of the quotes. Make sure to use linking words to maintain coherence in the text.

"I am no bird; no net ensnares me: I am a free human being with an independent will."

Charlotte Bronte. *Jane Eyre*.

and *so* *but*

"... we beat on, boats against the current, borne back ceaselessly into the past."

Scott Fitzgerald. *The Great Gatsby*.

And *then* *so*

"Life's ... a walking shadow, a poor player, that struts and frets his hour upon the stage and then is heard no more."

William Shakespeare. *Macbeth*.

or *but* *when*

"It is a truth universally acknowledged, ... a single man in possession of a good fortune, must be in want of a wife."

Jane austen. *Pride and Prejudice*.

that therefore which

"All animals are equal, ... some animals are more equal than others."

George Orwell. *Animal Farm*.

But nor and

❖ Keeping a Logical Order

The organization of ideas depends on the essay type. It is possible to move from general to specific or from most to least importance. The following table illustrates the organization method that can be applied in each essay type.

Essay Type	How to Organize
Argumentation	Opposing argument and rebuttal
Description	<ul style="list-style-type: none">- Shape- Importance- position

Narration	<ul style="list-style-type: none"> - Chronological order of the events - flashbacks
Compare/Contrast	<ul style="list-style-type: none"> - Point by point - block
Cause/Effect	<ul style="list-style-type: none"> - Point by point - block
Definition	A different definition (in each paragraph) depending on the context

❖ Pronouns

It includes pronouns that refer to information previously stated. Pronouns such as (he, she, it) can substitute nouns like a person, place, thing, or idea. Make sure that the pronoun agrees in number (singular or plural) and in person (feminine or masculine) with the previous noun.

Example:

*Anna was happy with her exam results. **She** has prepared well for it.*

The pronoun **SHE** refers to the noun **Anna**, and relates the two sentences together. It also avoids repetition and keeps smooth movement between sentences.

Exercise: Spot the noun to which pronouns refer to in the following paragraphs.

A few miles south of Soledad, the Salinas River drops in close to the hillside bank and runs deep and green. The water is warm too, for *it* has slipped twinkling over the yellow sands

in the sunlight before reaching the narrow pool. A path beaten hard by boys coming down from the ranches and by tramps *who* come wearily down from the highway has worn a smooth path. A few sycamores with mottled, white, recumbent limbs and branches arch over the pool. And the leaves lie deep and so crisp that a lizard makes a great skittering if *he* runs among *them*.

Source: John Steinbeck. *Of Mice and Men*, p.1.

It

who

he

them

I am an invisible man. No, I am not a spook like those who haunted Edgar Allan Poe; nor am I one of your Hollywood-movie ectoplasms. I am a man of substance, of flesh and bone, fiber and liquids—and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see *me*. Like the bodiless heads you see sometimes in circus sideshows, *it* is as though I have been surrounded by mirrors of hard, distorting glass. When they approach me *they* see only my surroundings, *themselves*, or figments of their imagination—indeed, everything and anything except me.

Source: Ralph Ellison. *Invisible Man*, p. 3.

I

They

Themselves

It

❖ Parallelism

Parallelism involves using the same structure of words (verbs, nouns, adverbs, adjectives...), phrases, clauses, or sentences throughout the essay writing. This ensures a balance between the ideas.

Example:

Correct parallelism: My daughter likes drawing, cooking, and swimming.

Wrong parallelism: My daughter likes drawing, to cook, and swimming.

❖ Lexical Cohesion or Substitution of Key Nouns or Ideas

The purposeful- but careful- repetition of important words and phrases emphasizes the major points of the essay. Nevertheless, students need to be cautious about overloading the essay with useless repetitions, which leads to redundancy and monotony that makes the reader bored.

Example: On a global scale, the dangers of nuclear power are hard to ignore. These **dangers** were amply demonstrated in 2011 by the Fukushima Daiichi **nuclear** reactor disaster, for example, which resulted in the radioactive contamination of an area twice the size of Stockholm [4]. Such accidents are not the only threat: the **dangers** of terrorism or **nuclear** warfare are always present.

Source: KTH Royal Institute of Technology.

Activity: read the following paragraph. Underline examples of transition use, pronoun reference, and repetition of key words. Then compare your answers with a partner.

—Harry had the best morning he'd had in a long time. He was careful to walk a little way apart from the Dursleys so that Dudley and Piers, who were starting to get bored with the animals by lunchtime, wouldn't fall back on their favorite hobby of hitting him. They ate in the zoo restaurant, and when Dudley had a tantrum because his knickerbocker glory didn't have enough ice cream on top, Uncle Vernon bought him another one and Harry was allowed to finish the first. Harry felt, afterward, that he should have known it was all too good to last. After lunch they went to the reptile house. It was cool and dark in there, with lit windows all along the walls. Behind the glass, all sorts of lizards and snakes were crawling and slithering over bits of wood and stone. Dudley and Piers wanted to see huge, poisonous cobras and thick, man-crushing pythons. Dudley quickly found the largest snake in the place. It could have wrapped its body twice around Uncle Vernon's car and crushed it into a trash can – but at the moment it didn't look in the mood. In fact, it was fast asleep.

Source: Sarah Anderson

Remarks on the Paragraph:

- **The paragraph ideas are coherent and easy to understand.**
- **It includes pronoun reference.**
- **Pronouns accurately substitute nouns.**

❖ **Preparing an Effective Outline**

The outline allows you to have a overview of the essay before writing your final version. It helps you ensure that the body paragraphs back up the thesis statement.

Activity: write an outline for an essay on one of the following topics or on a topic of your choice.

a- health and medicine in your country.

b- an important problem in your country.

c- the importance of technology in society.

✓ Edit your outline for unity and coherence, then write the essay.

✓ exchange the essay you wrote with a partner.

✓ Check your use of cohesive devices.

How to Write a Sample Outline for an Essay?

Adapted from a sample provided by Austin Community College

I. Introduction

A. **Hook** (Frederick Douglass quotation): “Those who profess to favor

freedom, and yet depreciate agitation, are men who want crops without

plowing up the ground.”

B. Background

1. Biographic info about Douglass

2. Abolition movement

C. Thesis: Frederick Douglass played a crucial role in securing the abolition

of slavery and equality of African American rights through his actions,

ideas, and efforts as a lecturer, author/publisher, and politician.

II. Douglass as Lecturer

A. History as slave and acquisition of education

1. He “experienced slavery”

2. Literacy allowed expression

B. Early lectures, including initial speech before Garrison

1. Success of initial speech

2. Goals for future speeches

C. Effect of lectures on society

1. Open eyes

2. Encourage activism

III. Douglass as Author/Publisher

A. Narrative’s success and effect

1. Springboard for paper

B. Goals/hopes for paper

C. Garrison set-back and significance

D. Significance of Paper

IV. Douglass as Politician

A. Key trait for success

B. Goal of political activism

C. Efforts for Republican party

1. Significance of efforts

D. Black soldier enlistment crusade

E. Joining of Republican party

1. Significance of efforts

V. Conclusion

A. Restate thesis

B. Closing remark (reference quote from hook): Douglass worked hard, plowing the ground for the seeds of freedom.

Source: Cuyamaca College Tutoring Center.

Activity: fill in this outline. Then compare with a partner

Introduction

o Hook

o Working thesis statement:

The thrill of pursuing happiness, the experiences along the way, and the knowledge that comes from trial and error provide people with more pleasure and satisfaction than the mere attainment of desires, despite the common perception that attainment is the final goal.

□ Body paragraph one: The thrill of pursuing happiness

o Topic sentence:

.....
.....

❑ **Body paragraph two:** Experiences while pursuing happiness

o **Topic sentence:** The experiences gained from pursuing happiness provide people with more pleasure and satisfaction than merely attaining desires.

❑ **Body paragraph three:** The knowledge that comes from trial and error

o **Topic sentence:**

.....
.....

❑ **Conclusion**

o **Synthesized point:**

Because of the thrill of pursuing happiness, the experiences along the way, and the knowledge gained from trial and error, the attainment of goals is less satisfying than many believe.

Source: John Lindford. *Essay Planning: Outlining with a Purpose*.

In this unit students will be able to learn the most important essay types.

Lesson One: NARRATIVE ESSAY

Course Objectives

- Provide a thorough explanation of the narrative essay content and structure.
- The students will be able to identify the key components of a narrative essay (including characters, narrative plot, setting, theme, and point of view)
- Highlight the importance of event organization.

1. Definition

A narrative essay is an essay that tells a story about the personal experience of the author. It must include some elements that would engage the reader in the narrative and keep him/her interested to continue reading.

2. Characteristics of a Narrative Essay

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

3. How to Proceed

1. The first step is to think of an event or experience in your life in which you felt a certain emotion strongly. Then brainstorm your thought on the draft. In this step, you do not have to worry spelling, grammar, sentence order, or organization of ideas. You just need to write down details as much as you can regarding the experience or event you have selected.

2. At this point, revise if your ideas are worth proceeding to the next step or not. If it is not, think of another experience. If the ideas deserve to be developed, proceed as follows:

A- Write down a strong thesis statement, highlighting your focal point (the emotion you want to focus on).

B- Develop the details that will support your thesis. Organize them in a chronological order (time).

3. Relying on your list of details, write a draft of your essay. It is important to include **time signals** like first, next, then, after, while, and finally. This allows you to relate the details, as you proceed in the events from the first to the final.

4. The paragraphs of the essay must be organized on the basis of the stages of the narrative.
(event One in paragraph one/Event Two in paragraph two/ Event Three in paragraph three)

5. Including dialogues is a creative idea that keeps the content of the narrative lively and exciting.

6. Provide vivid and sensory details to help the reader live the experience as you narrate the story.

Model Narrative Essay

Innocence Again

Imagine the sensation of the one split second that you are floating through the air as you were thrown up in the air as a child, that feeling of freedom and carefree spirit as happiness abounds. Looking at the world through innocent eyes, all thoughts and feelings of amazement. Being free, happy, innocent, amazed, wowed. Imagine the first time seeing the colors when your eyes and brain start to recognize them but never being able to name the shade or hue. Looking at the sky as it changes from the blackness with twinkling stars to the lightest shade of blue that is almost white, then the deep red of the sunset and bright orange of the sun. All shades of the spectrum of the rainbow, colors as beautiful as the mind can see or imagine.

I have always loved the sea since I was young; the smell of saltiness in the air invigorates me and reminds me of the times spent with my family enjoying Sundays at the beach. In Singapore, the sea was always murky and green but I continued to enjoy all activities in it. When I went to Malaysia to work, I discovered that the sea was clear and blue and without hesitation, I signed up for a basic diving course and I was hooked. In my first year of diving, I explored all the dive destinations along the east coast of Malaysia and also took an advanced diving course which allowed me to dive up to a depth of thirty meters. Traveling to a dive site took no more than four hours by car and weekends were spent just enjoying the sea again.

Gearing up is no fun. Depending on the temperature of the water, I might put on a shortie, wetsuit or drysuit. Then on come the booties, fins and mask which can be considered the easiest part unless the suit is tight—then it is a hop and pull struggle, which reminds me of how life can be at times. Carrying the steel tank, regulator, buoyancy control device (BCD) and weights is a torture. The heaviest weights that I ever had to use were 110 pounds,

equivalent to my body weight; but as I jump in and start sinking into the sea, the contrast to weightlessness hits me. The moment that I start floating in the water, a sense of immense freedom and joy overtakes me.

Growing up, we have to learn the basics: time spent in classes to learn, constantly practicing to improve our skills while safety is ingrained by our parents. In dive classes, I was taught to never panic or do stupid stuff: the same with the lessons that I have learned in life. Panic and over-inflated egos can lead to death, and I have heard it happens all the time. I had the opportunity to go to Antarctica for a diving expedition, but what led to me getting that slot was the death of a very experienced diver who used a drysuit in a tropic climate against all advice. He just overheated and died. Lessons learned in the sea can be very profound, but they contrast the life I live: risk-taker versus risk-avoider. However, when I have perfected it and it is time to be unleashed, it is time to enjoy. I jump in as I would jump into any opportunity, but this time it is into the deep blue sea of wonders.

A sea of wonders waits to be explored. Every journey is different: it can be fast or slow, like how life takes me. The sea decides how it wants to carry me; drifting fast with the currents so that at times, I hang on to the reef and corals like my life depends on it, even though I am taught never to touch anything underwater. The fear I feel when I am speeding along with the current is that I will be swept away into the big ocean, never to be found. Sometimes, I feel like I am not moving at all, kicking away madly until I hyperventilate because the sea is against me with its strong current holding me against my will.

The sea decides what it wants me to see: turtles popping out of the seabed, manta rays gracefully floating alongside, being in the middle of the eye of a barracuda hurricane, a coral shelf as big as a car, a desert of bleached corals, the emptiness of the seabed with not a fish in

sight, the memorials of death caused by the December 26 tsunami—a barren sea floor with not a soul or life in sight.

The sea decides what treasures I can discover: a black-tipped shark sleeping in an underwater cavern, a pike hiding from predators in the reef, an octopus under a dead tree trunk that escapes into my buddy's BCD, colorful mandarin fish mating at sunset, a deadly box jellyfish held in my gloved hands, pygmy seahorses in a fern—so tiny that to discover them is a journey itself.

Looking back, diving has taught me more about life, the ups and downs, the good and bad, and to accept and deal with life's challenges. Everything I learn and discover underwater applies to the many different aspects of my life. It has also taught me that life is very short: I have to live in the moment or I will miss the opportunities that come my way. I allow myself to forget all my sorrow, despair and disappointments when I dive into the deep blue sea and savor the feelings of peacefulness and calmness. There is nothing around me but fish and corals, big and small. Floating along in silence with only the sound of my breath—inhale and exhale. An array of colors explodes in front of my eyes, colors that I never imagine I will discover again, an underwater rainbow as beautiful as the rainbow in the sky after a storm. As far as my eyes can see, I look into the depth of the ocean with nothing to anchor me. The deeper I get, the darker it turns. From the light blue sky to the deep navy blue, even blackness into the void. As the horizon darkens, the feeding frenzy of the underwater world starts and the watery landscape comes alive. Total darkness surrounds me but the sounds that I can hear are the little clicks in addition to my breathing. My senses overload as I cannot see what is around me, but the sea tells me it is alive and it anchors me to the depth of my soul.

As Ralph Waldo Emerson once said: “The lover of nature is he whose inward and outward senses are truly adjusted to each other; who has retained the spirit of infancy even into the era of manhood.” ... In the presence of nature, a wild delight runs through the man in spite of real sorrows....” The sea and diving have given me a new outlook on life, a different planet where I can float into and enjoy as an adult, a new, different perspective on how it is to be that child again. Time and time again as I enter into the sea, I feel innocent all over again.

Source: Chris Chan. Portland State University, 2014. Reproduced by John Lindford.

Lesson Two: Descriptive Essay

Course Objectives

- The students will be able to understand the importance of providing a vivid picture of the object or person described.
- The students will be able to use sensory descriptions that allude to the five senses (sight, smell, touch, taste, and sound) (They will be able to make the reader hear and see the parts being described.
- Students will learn to use specific words that accurately describe their point.
- Students will experience the use of figurative language like metaphors, personification, and similes.
- Thus, at the end of the course, they will be able to give a sharp, colourful picture in words.

1. Introduction

A descriptive essay describes objects, persons, or places, in a concrete and detailed way that gives a picture in words. It often relies on vivid, sensory details to make the reader visualize the scene, person, or object described. It also uses imagery to strengthen the meaning of the description and maintain the reader's interest throughout the text.

2. How to Proceed

1. The first step is to figure out a dominant impression about the idea, object, or person described. It is possible to write a brief specific thesis statement with the dominant impression. This sentence will be refined later.
2. The second step is to develop details that will support the dominant impression stated in the thesis statement.

3. The third step is to organize the essay according to one or a combination of the following types of organization:

physical order	move from left order, or far to near
size	begin with large features and objects and work down to smaller ones.
Special order	use an order that is appropriate to the subject

4. In their description, students need to appeal to the five senses to enrich their narrative with vivid details.

Model Descriptive Essay

The Ideal Roommate

Sharing a room, an apartment, or a home with another person is a big change for many people. Sharing a room with a roommate means that you are affected by their decisions and habits. If your roommate is messy, then you have to deal with a dirty apartment. If your roommate is noisy, it may be difficult for you to sleep. These things can cause problems for many roommates. Many people have thought of some things they would love to find in a roommate. Some people may think that having everything in common would make someone an ideal roommate, but that isn't necessarily true. The ideal roommate is someone that is respectful, communicates honestly, and will do their part to help.

The ideal roommate is someone who is respectful. A respectful roommate does not leave the main areas of the apartment messy after they use them. For example, they wash their dishes instead of leaving dirty pots and pans on the stove. They also don't borrow things from other roommates without asking to use them first. In addition to respecting everyone's need for space and their possessions, the ideal roommate is respectful of his roommate's schedule. For example, if one roommate is asleep and the other roommate needs to study, the ideal roommate goes to the kitchen or living room instead of waking up the sleeping roommate. These simple gestures of respect make a roommate an excellent person to share an apartment with.

In addition to being respectful, the ideal roommate is willing to communicate openly. The perfect roommate is willing to let the other roommates know beforehand if they are going to invite a large group of people over to the apartment for a party or if they need help with something. The perfect roommate is willing to talk about their schedule and how to divide up the work. It can be difficult to find time to talk to roommates, but the ideal roommate finds a way. He sends a text or leaves a written note with important information for his roommate. This open communication makes someone an ideal roommate because open communication can prevent serious misunderstandings and problems.

Finally, someone who is willing to do their share of the work is an ideal roommate. It takes a lot of work to keep an apartment clean, and everyone needs to help with that work. The ideal roommate recognizes this work and is willing to do small things to help with it every day. The ideal roommate cleans what they use, takes their turn to take out the trash, and doesn't leave their belongings on the floor. The ideal roommate doesn't leave all of the work for one or two people to do when it is time for cleaning checks because they are willing to help do the work in the apartment regularly. The perfect roommate takes a job for cleaning checks

and does it thoroughly. Participating in the work of the apartment is an important quality of an ideal roommate.

It is easy to see that being willing to work, communicating honestly, and being respectful are three qualities of the perfect roommate. This doesn't mean that the perfect roommate is exactly like you and does all of the same things. Instead, it means that they are willing to talk about differences and respect them. A roommate with these qualities understands that his actions have an influence on other people, and he makes it a little easier to adjust to living with another person. Every student who lives with a roommate should focus on developing these qualities so that they can become the perfect roommate. You may not always have the perfect roommate, but you can always try to be one!

Source: “Example Descriptive Writing #1” *Foundations of College Writing*, edited by EdTech Books, Brigham Young University-Idaho

Lesson Three: Narrative-Descriptive Essay

1. Introduction

A narrative-descriptive essay is a type of essay that combines narration and description. Its goal is to give a vivid picture of a specific topic while narrating a story.

2. How to Proceed

1. Think of an experience that has unforgettable memories.
2. Develop an impression about that memory.
3. Create the setting, conflict, and climax of that memory.
4. Incorporate as much as vivid descriptions as possible.

Model Narrative-Descriptive Essay

Shhh! Here Comes the Librarian

Over the years that I knew her, I gained an uncommon respect for the librarian at our high school. In one word she could be described as "eccentric", but only because she refused to accept the stereotypical notion of what the term "librarian" had come to mean. The students thought she was just plain weird, but those who took the time to know her realized she was a person searching for a comfortable identity.

At first glance, she could indeed be a formidable figure to behold. Her hair was most often in disarray simply as a result of her compulsion to go everywhere in tenth speed. Not only was her gait a marvel, but her purpose was also a wonder. She always gave one the impression she had a mission, and, at that express moment, had been called forth to duty. When classes would commence, she would proudly stride off to her room, as if a group of novice missionaries awaited her divine intervention.

Her habit of dress, however, was not in the least missionary-like. In fact, the students used to kid her about getting a summer job as a highway flagman. The brighter the colors, the more she became entranced by their iridescence. As she flashed through the library, students became hushed as if a bolt of lightning had struck. In the morning, her emerald greens and hot pinks were eye-openers for the rest of us when she walked through the staff room door.

Characteristically, her first words were a singsongy "Good Morning!" whereupon everyone would look up waiting for the next outpouring. She had an unconscionable taste for polysyllabic words – the more syllables the better. She used them with such flair, they looked good on her; and we could only smile, nod and try to make a witty rejoinder. Too often, we would be unfamiliar with the words, so she would again march off to another venue with the assurance that she had stymied the lot of us.

Though she spoke precisely, as you might expect of one in her position, her voice was always at peak volume. A favorite response of the librarian's aide was, "You shrieked, madame?" In fact, students could audit her classes in the hallways, or on a clear day, even in the lunchroom.

Similarly, her other ways did not resemble those of a librarian. She was easily flustered – not at all cool and composed like some of her predecessors. One particular day nearing the Christmas holiday, a very well-established physics teacher on staff kissed her full on the lips in front of almost all her colleagues. She went into a rage and made it clear that another such liberty would be inexcusable. Later that day, some mischievous students, who had gained access to the crawl space above the library, lowered a rubber chicken into her office, suspended a rope decorated with mistletoe. By the end of the day, her patience was severely tried and so it was no surprise to any of us when she polkaed too exuberantly at the staff party and knocked over the Christmas tree. What would have been embarrassing for many others

was often summarily dealt with by "The Happy Booker," the pseudonym she was not unhappy to have bestowed upon her.

When our colorful librarian moved away to new lifestyle, chic hairdo and trendy clothes, we felt cheated when a very acceptable, but normal lady came to take her place. Who would wake us up every morning with the word for the day? Whose voice would be ringing through the halls even after the last bell had rung? Would she realize she had taken a part of us away with her? Most importantly, would she realize the legacy she left behind?

Source: CollegeEssay.org

Activity: write a narrative descriptive essay on the following topic:

The moment you said goodbye to a loved one.

Lesson Four: Expository Essay

Course Objectives

Students will be able to:

- Identify the different types of expository writing.
- Understand the aim of the expository essay.
- Differentiate between expository writing and other essay types.

➤ Introduction

It is a type of writing that explores a topic in an objective manner. Rather than taking a subjective stance, it is based on delivering factual details in an organized way. There are four major types of expository writing: Definition essay, classification essay, cause and effect essay, and compare and contrast essay.

1- Definition Essay

Course Objectives

- Students will be able to understand that the aim of writing a definition essay goes beyond providing a dictionary definition to a deeper meaning of the concept.
- Students will learn to include cultural, historical, and social contexts in their definition essay.
- Students will be able to engage with different expert definitions as part of their definition essays.

1. Introduction

A definition essay will explain a term clearly by defining the multiple meanings and contexts the concept has.

2. How to Proceed

A. Introduction

- Hook
- Background information
- Thesis Statement: includes your own interpretation of the term or the different common definitions.

B. Body

- Historical background/definition of the term.
- Academic/dictionary definition
- Expert definition
- Social or cultural definition
- Your own perspective on the term.

C. Conclusion

- Summary of the main points.
- Final comment: Encourage the readers to think critically of their own definition.

Model Definition Essay

Emotional Intelligence

Theodore Roosevelt once said that, “No one cares how much you know, until they know how much you care” (Tredgold, 2016). Indeed, humans are creatures of emotion rather than logic and emotions are critical for us in everyday life, which means that the concept of emotional intelligence is especially important. Communicating with other people and interpreting their emotions is essential for us to make effective decisions based on this information. Defining emotional intelligence is a difficult task because this concept includes variety of skills and abilities, while the process of their development is not fully clear.

As a rule, emotional intelligence definitions include the concept of cognitive abilities of processing information about emotions. In the article by Mayer, Roberts, and Barsade

(2008) we find a notion that emotional intelligence refers to the “ability to carry out accurate reasoning focused on emotions” as well as the ability to use emotional knowledge to enhance thought (p.507). In other words, this definition refers to evaluating emotions of other people in a certain way that ultimately helps improve the process of decision making by providing additional information about the environment and situations. However, in definition provided by Salovey, Mayer, Caruso, and Yoo (2008) indicates that emotional intelligence refers not only to the ability to process information about emotions of other people, but to perceive, appraise, and express emotion accurately and adaptively. To be exact, this stance on emotional intelligence refers to a broader spectrum of skills and abilities because it addresses the role of expressing emotions in response to the environment. Overall, the concept of emotional intelligence does not have a generally accepted definition.

Despite variety of definitions, emotional intelligence is about the ability to effectively adapt to the environment. Nelis, Quoidbach, Mikolajczak, and Hansenne (2009) state that emotional intelligence has four dimensions, including emotional knowledge, emotional identification, emotional utilization, and emotional regulation. This definition of emotional intelligence determines this ability as a way people respond to pressure, which is another aspect of adaptation. While intelligence is defined as the ability to learn and reason about specific information, emotional intelligence refers to the mental ability to reason about information about emotions (Mayer et al., 2008). The relationship between emotional intelligence and adaptation is important to include in the definition of this concept because this ability creates the basis for understanding other people’s emotions and express our own emotions.

Consequently, emotional intelligence refers to a broad spectrum of skills and abilities, including identification and understanding of emotions, their utilization, and

developing relevant and adequate emotional response. The value of emotional intelligence is immense because this ability helps us adapt, which is why emotional intelligence should be defined as effective adaptation skill based on reasoning of information about emotions.

Source: Nerdify. “3 Excellent Definition Essay Examples.”

Activity: write a definition essay on the term “success”.

2- Classification Essay

Course Objectives

- Students will be able to write an effective classification essay using effective classification strategies.
- Organize coherent paragraphs for each category or group.
- Revise their essay for the logical flow of ideas.

1. Introduction

A classification essay aims to organize complex topics by breaking them down into smaller categories. The categorization depends upon the goal and the function of each category. The essay must support each body paragraph with examples that illustrate every category.

2. How to Proceed

- 1- Select a broad topic that be broken down into small chunks.
- 2- Brainstorm the ideas and write a strong thesis statement.
- 3- Choose a logical way to classify the ideas. (from least to most important/ according to similarities and differences)
- 4- Write your outline making sure that each body paragraph discusses one category.
- 5- Do not forget to use the right transition words for classification essays. These include:
The first category, the second group...

Sample Outline Classification Essay

Topic: **“Types of Social Media Influencers.”**

Introduction: Introduce the concept of social media influencers and explain why classifying them helps understand their impact.

Thesis Statement: "Social media influencers can be categorized into three main types based on their audience size and engagement: mega-influencers, macro-influencers, and micro-influencers."

Body Paragraphs: 1. Mega-influencers – Celebrities with millions of followers and high reach but lower engagement.; 2. Macro-influencers – Established content creators with a strong, engaged audience in a specific niche.; 3. Micro-influencers – Everyday users with smaller but highly interactive communities.

Conclusion: Summarise the impact of each type, highlighting their unique role in digital marketing.

Source: Mary Watson. "How to Write a Classification Essay: Simple Steps to Follow".

Classification Essay Example About Students

Today's students have many choices when it comes to pursuing a degree: four-year programs, two-year programs, large or small classroom settings, and even daytime or evening classes. With all the different options to consider, potential students should learn about the different types of colleges so they can find a school that best fits their personality, budget, and educational goals.

One type of higher education program for students to consider is a liberal arts college. These schools tend to be small in size and offer a range of undergraduate degrees in subjects like English, history, psychology, and education. Students may choose a liberal arts college if they want a more intimate classroom setting rather than large lecture-style classes. Students may also consider a liberal arts college if they want to gain knowledge from a variety of disciplines, rather than focus on a single area of study. Many liberal arts schools are privately owned, and some have religious affiliations. Liberal arts schools can come with a hefty price tag, and their high cost presents an obstacle for students on a tight budget; moreover, while

some students might appreciate a liberal arts school's intimate atmosphere, others might encounter a lack of diversity in the student body. Still, students seeking a well-rounded education in the humanities will find liberal arts colleges to be one option. Universities, another type of higher education program, offer both undergraduate and graduate degrees. Usually, universities are larger than colleges and can accommodate tens of thousands of students in many different majors and areas of study. A large student body means that class sizes are often larger, and some classes may be taught by graduate students rather than professors. Students will feel at home at a university if they want a focused academic program and state-of-the-art research facilities. While some universities are private, many are public, which means they receive funding from the government, so tuition is more affordable and some even offer discounted in-state tuition for state residents. Also, universities attract many international students, so those looking for a variety of campus cultural groups and clubs will appreciate a greater sense of diversity among the student body. Universities can be overwhelming for some, but they are the right fit for students who seek research opportunities and academic studies, especially in the fields of mathematics and science.

Community college is a type of higher education program popular with students on a limited budget who want to take college courses but may not know what they want to major in. Most schools offer degrees after two years of study, usually an associate's degree that prepares students to enter the work force; many students choose to study at a community college for two years and then transfer to a four-year college to complete their undergraduate degree. Like liberal arts schools, classes are small and allow instructors to pay more attention to their students. Community college allows students to live at home rather than in a dormitory, which also keeps costs down. While some young people might not like the idea of living at home for school, many adults choose to attend community college so they can advance their education while working and living with their families.

Online universities are another type of higher education program that are gaining popularity as technology improves. These schools offer many of the same degree programs as traditional liberal arts colleges and universities. Unlike traditional programs, which require students to attend classes and lectures, online universities offer greater academic flexibility and are a great option for students wishing to pursue a degree while still working full time. At online universities, students access course materials, such as video lectures and assessments, remotely using a personal computer and are able to speed up or slow down their progress to complete their degree at their own pace. Students may attend classes in the comfort of their own home or a local library, but students hoping for the social community of higher education might not enjoy this aspect of higher education.

With so many colleges and universities to choose from, it may be difficult for a student to narrow down his or her selection, but once a student knows what he or she is looking for, the process may become much easier. It is very important for students to learn about the different types of higher education programs available before making their selections.

Source: *Classification Essay Examples About Students*. CollegeEssay.org,

Classification Essay Worksheet

Retrieved from: Doris Ramirez. Excerpt-Handbook: Classification Essay.

Name:

Classification Essay: Peer Review

(You may use this exercise to review your own essay, one of your classmate's essays or one of the essays on pp. 45-48)

Title: _____

Writer: _____

1. Write the thesis statement below. What are the categories the author is describing?
2. Does the writer give equal space to each category or group? If not, please comment.
3. Is each body paragraph developed with sufficient detail?
4. In your opinion, what is the best part of this essay, and why?
5. Which part of this essay is the least effective? How would you suggest that the writer change it?

Activity: choose one of the following topics, and then write an outline for it. Develop the outline into a coherent classification essay.

- A. Explain three different types of phobia.
- B. Personality types.
- C. Diets that contribute to a healthy lifestyle.

3- Comparison and Contrast Essays

Course Objectives

- Students will be able to understand the goal of a compare/contrast essay (To explain the similarities and differences between two or more items).
- Identify the major points of comparison in a compare/contrast essay.
- Write a clear thesis statement that includes the points of comparison.

1. What is a Compare and Contrast Essay?

A comparison and contrast essay concentrates on the way in which two elements differ or are similar in all the points or in some of them. Compare and contrast essays can include different items like people, objects, animals, events, or books... etc. The thesis statement of a compare/contrast essay must be clearly stated and should explain the points that will be compared in the body of the essay.

2.Example Topics

- Compare and contrast online learning and traditional learning.
- Compare and contrast reading books and watching films.

3. Organization of a Compare/Contrast Essay

Organizing a compare/contrast essay involves two major methods: point by point and block ways.

A- Point by Point Organization

In this type of organization, you will separate the points of comparison by making each point the topic of a body paragraph. Within the explanation of each point, you include the similarities and differences. The focal point of each paragraph is the point of comparison, not the similarities and differences.

Sample Outline

Introduction: Introduce the two or more subjects being compared and lead to a thesis statement or argument.

Example: There are benefits to shopping at both Whole Foods and Safeway, but Whole Foods is ultimately the better grocery store because it offers more environmentally friendly products, organic produce, and healthy alternatives to traditional medicine.

First Point: Discuss point #1 of both subjects, comparing and contrasting the manifestation of this point in each subject.

Example: Whole Foods offers a wide selection of environmentally friendly products, unlike Safeway whose cleaning products and packaging are not biodegradable and contain harmful chemicals that pollute our environment.

Second Point: Discuss point #2 of both

Example: While Whole Foods has a wide subjects, comparing and contrasting the selection of organic produce, the majority of manifestation of this point in each subject. Safeway's produce is grown with pesticides and hormones.

Third Point: Discuss point #3 of both subjects, comparing and contrasting the manifestation of this point in each subject.

Example: Whole Foods has a wider availability of healthy alternatives to medications than Safeway, which has a large selection of over-the-counter drugs in addition to a pharmacy that sells medications manufactured by pharmaceutical companies.

Conclusion: Without repeating any claims or adding any new information, emphasize the importance of the similarities and differences between the two subjects as they are relevant to your thesis.

Example: With its wholesome products, Whole Foods is surely a healthier place to shop than Safeway.

Source: Georgia Saratsiostis. *Organizational Patterns for the Comparison/Contrast Essay*.

B- Block Organization

The second method to organize a compare/contrast essay is to separate the similarities from the differences and sort them in different blocks. The number of paragraphs in each block depends on the number of similarities and differences. We may write several paragraphs of similarities as we may write in one. The same for differences. The points of comparison will be arranged as part of the similarities or differences blocks. The thesis statement must clearly indicate that the essay will highlight the similarities and the differences in the body.

Sample Outline

Introduction: Introduce the two or more subjects being compared and lead to a thesis statement or argument.

Example: There are benefits to shopping at both Whole Foods and Safeway, but Whole Foods is ultimately the better grocery store because it offers more environmentally friendly products, organic produce, and healthy alternatives to traditional medicine.

First Body Paragraph: Discuss point #1 of the first subject.

Example: Whole Foods offers a wide selection of environmentally friendly products.

Second Body Paragraph: Discuss point #2 of the first subject.

Example: Whole Foods has a wide selection of organic produce.

Third Body Paragraph: Discuss point #3 of the first subject.

Example: Whole Foods has a wider availability of healthy alternatives to medications.

Fourth Body Paragraph: Transition to and discuss point # 1 of the second subject, providing similarities and differences with point #1 of the first subject.

Example: Safeway does not offer very many environmentally friendly products. Most of the cleaning products and packaging sold by Safeway are not biodegradable and contain harmful chemicals that pollute our environment.

Fifth Body Paragraph: Discuss point #2 of the second subject, providing similarities and differences with point #2 of the first subject.

Example: Safeway does not have as wide a selection of organic produce as Whole Foods. Instead, the majority of its produce is grown with pesticides and hormones.

Sixth Body Paragraph: Discuss point #3 of the second subject, providing similarities and differences with point #3 of the first subject.

Example: Safeway offers very few natural remedies. Instead, Safeway has a large selection of over-the-counter drugs in addition to a pharmacy that sells medications manufactured by pharmaceutical companies.

Conclusion: Without repeating any claims or adding any new information, emphasize the importance of the similarities and differences between the two subjects as they are relevant to your thesis. Example: With its wholesome products, Whole Foods is surely a healthier place to shop than Safeway.

Source: Georgia Saratsiosis. *Organizational Patterns for the Comparison/Contrast Essay*.

4. Including Transitions in Block Organization

The block organization of compare/contrast essay writing must include a short transition paragraph between the two body blocks in order to conclude the first part and introduce the next one.

5. Cause and Effect Essay

Course Objectives

- Students will be able to understand how to write a cause and effect essay, including the causes of an event and its effects.
- Show students how one event may have several causes and effects.
- Write a specific and a clearly focused thesis statements (that includes the causes and/or effects that will be developed in the body of the essay)
- Students will learn to decide on the organizational pattern and the logical arrangement of causes and effects.

1. What is a Cause and Effect Essay?

A cause and effect essay explores the reasons and the consequences of a particular topic. You need to present your ideas in a logical way. There are two way of organization: block and chain methods.

2. How to Proceed

A- Block Organization

In this pattern, the causes are separated from the effects. You can have several paragraphs depending on the number of the causes and the effects. It is possible to start with the causes first or the effects first.

The block pattern may include a transition paragraph. It concludes the previous section and introduces the next one, especially when the ideas are too complex. A transition

paragraph keep logical flow, bridges two major sections, and clearly indicates that the essay is moving from the causes to the effects or vice versa.

It is also possible to add a transition paragraph even in an essay that discusses only causes or only effects. It might be inserted between different causes or different effects.

Example 1 – Causes and Effects of Bullying

1. Introduction with an engaging hook

□ Bullying is a pressing issue in the modern world. According to the National Center for Educational Statistics, more than one out of five students report being bullied.

2. Main Body

□ Cause #1: Bullies' behavior is often explained by their desire to get noticed

□ Cause #2: Problems at home can provoke bullying

□ Transition: Bullying is a global issue that has a number of short and long-term effects on society

□ Effect #1: Bullying can result in poorer mental health

□ Effect #2: Bullying lowers students' self-esteem, turning them into insecure adults

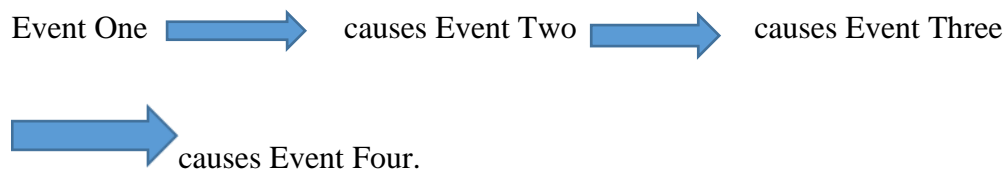
3. Conclusion

□ Bullying is a big issue in the modern world that needs to be addressed properly to ensure a friendly and positive environment for everyone.

Source: MyPerfectWords.com. *Cause and Effect Essay Outline Examples*.

B- Chain Organization

In this method, causes and effects are organized in a continuous chain. The events are related together with one event leading to the other.



In this type of organization, each cause and effect are intricately related together like a chain, having the effect as a cause to the next event. Based on the topic, you decide on the number of links you will include in each paragraph (you may have one link as you may have several links in one paragraph).

Example about Chain Pattern

Climate change is a good example of a causal chain topic. Population increase is causing an increase in traffic and greenhouse gases. It is also causing an increase in deforestation for housing, roads, and farming. Deforestation means fewer plants to take up the CO₂ and release O₂ into the environment. Each item causes an effect. That effect causes another effect. All of this contributes to climate change.

Source: Lumen Learning. *Cause and Effect Essays*.

Remark: if the causes and effects are so related to each other, use the chain method. If the causes can be separated from the effects, use the block method.

3. Possible Cause/Effect Essay Patterns

Pattern 1: Several Causes and Effects

Introduction

Cause 1

Cause 2

Pattern 2: one Cause and Several Effects

introduction

1 Cause (or group of causes in 1 para)

transition paragraph

Transition paragraph

Effect One

Effect 1

Effect 2

Effect 2

Effect 3

Conclusion

Conclusion

Pattern 3: several Causes Vs. One Effect

Pattern 4: Only Causes

Introduction

Introduction

Cause 1

Cause 1

Cause 2

Cause 2

Cause 3

Cause 3

Transition Paragraph

Cause 4

One Effect (or a group of effects in one para)

Conclusion

Conclusion

Pattern 5: Only Effects

Pattern 6: Chain of Causes and Effects

Introduction

Introduction

Effect one

Para 1: cause-effect-cause-effect

Effect 2

Para 2: cause-effect-cause-effetc

Effect 3

Para 3: cause-effect-cause-effect

Conclusion

Conclusion

4. Cause/Effect Transition Words

Cause Transition Words	Effect Transition Words
because	therefore
since	As a consequence
Due to	consequently
For the reason that	hence
Owing to	As a result
for	so
Because of	For this reason

Examples

Since the rain was heavy last night, we could not go on a picnic.

He got very sick **therefore** he stopped smoking.

Sample Essay

Why are Cities Becoming Overcrowded?

The fact that the world's cities are getting more and more crowded is well-known. Cities such as Tokyo, Sao Paolo, Bombay and Shanghai are now considered 'mega-cities', because of their enormous size and huge populations. There are two main reasons why these and other cities are becoming so crowded; one economic, the other socio-cultural.

First, the primary cause of cities becoming so crowded is economic. As a country develops, its cities become the engines of development, thus jobs are available in these areas. Frankfurt, Istanbul, Bombay and Sao Paolo are all the economic centres of their countries. For example, Tokyo was the motor for Japan's rapid economic development in the 1960's and

70's; as a result, its population increased rapidly. People moved to Tokyo because they could find employment and establish economic security for themselves and their families there.

Second, another factor in the huge increase in urban populations is the socio-cultural factor. Thousands of people migrate to the cities not only for jobs but also for educational and personal reasons. The better universities are always located in big cities and this attracts thousands of students every year, and these students stay on and work in the city after they graduate. Moreover, young people will move to the city as the villages and rural areas are more custom and tradition oriented. Therefore, young people believe this is an obstacle to their personal freedom.

In conclusion, economic and cultural factors are the major causes of huge urban population. People will always move to the areas which provide opportunity and to the places which can give them the freedom they desire.

Source: *Cause / Effect Essay*. İstanbul Technical University School of Foreign Languages,

Questions about the Model

- 1- Underline the thesis statement.
- 2- Circle the cause/effect transition words.
- 3- State how the thesis statement relates to topic sentences in each body paragraph.
- 4- Which section discusses the causes?
- 5- Which section discusses the effects?

Exercise: write two outlines (using both the block and chain patterns) on one of the following topics

- 1- The physical and psychological effects of internet addiction.
- 2- The causes of students' low scores in exams.
- 3- The effects of time management on the person's daily achievements.

After revising the outlines, develop them into well-organized and coherent essays.

Exam Revision: Timed Essay Writing

- **Questions**

- Compare and contrast between life in the city and the countryside.
- Compare and contrast between introvert and extrovert personalities.

- **Instructions**

You have one hour to write a well thought out essay in the classroom. In this way, you will practice well for the exam. You have to divide the hour into steps and break the essay question into small chunks to achieve your final goal. Proceed as follows

- 1- Step one: you have five minutes to read the essay prompt. First underline the key, and then try to understand what is required from you.
- 2- Step two: you have ten minutes to plan your essay by: first, brainstorming your ideas, and then writing a brief outline that ensures you will have coherent and balanced paragraphs.
- 3- Step three: you have twenty five to forty minutes to write the entire essay (dedicate ten to fifteen minutes for the introduction and conclusion, and leave fifteen to twenty minutes for the body)
- 4- Step four: you have ten minutes for reviewing your essay and correcting your spelling and grammatical mistakes.

Department of English

2nd year/All groups

MARCH 2021

FIRST MID TERM EXAM OF WRITTEN EXPRESSION

Write an essay on ONE of the following topics:

- 1- Describe an inspiring friend or family member.
- 2- Write a descriptive essay about a family photograph
- 3- Describe a beautiful location in nature.
- 4- Write a narrative essay about your best birthday party.
- 5- Write a narrative essay about the end of a friendship or relationship.
- 6- write a narrative essay about a hotel room you once stayed in.

Semester 4: UNIT ONE: Argumentation:

Lesson 1: Argumentative Essay

Course Objectives

- Students will be able to write a strong argumentative essay by supporting the thesis statement with clear evidence to persuade the reader.
- Students will learn to develop counterarguments and rebuttals.
- Students will be able to use logical and credible evidence such as statistics, facts, examples, and quotes to convince the reader of their stand.

I- Introduction

In argumentative writing, you take a clear stand regarding a particular topic. After this, you need to support your stand with logical evidence and solid reasons. Your goal is to win the reader by your side through using different convincing details. These include facts, statistics, examples, quotes... In addition to your opinion, you also have to include the opposing opinion and arguments.

II- Elements of an Argumentative Essay

An argumentative essay includes **four** key elements:

- ✓ A clear thesis statement that includes both sides of the issue.
- ✓ the opposing arguments
- ✓ counterarguments
- ✓ Your own arguments

III- How to Proceed

It is possible to organize the argumentative essay in two methods: **Point by point** and **block patterns**. The choice of the type depends on the topic.

A. Point by Point Method

1- Introduction

- **Hook**
- **Background Information**

Thesis statement

2- Body

Point One: includes the first opposing argument (the other's side) and the rebuttal with your counterargument.

Point Two: involves the second opposing argument and the rebuttal with your counterargument.

Point Three: includes the third opposing argument and the rebuttal with your counterargument.

3- Conclusion:

- Restatement of the thesis.
- Summary of major points (you can add a summary of your own point of view)
- Final thought.

B. Block Method

1- Introduction

- Hook
- Background information
- Thesis statement

2- Body

Block 1

A- Opposing arguments

B- Strongly refute the opposing arguments in separate paragraphs.

Block 2

C- Your first supporting argument

D- Your second supporting argument

E- Your third supporting argument

3- Conclusion

- Restatement of the thesis.
- Rephrasing your own argument.
- Final thought.

Sample Essay

Diversity: Help or Hindrance to Group Performance?

In an increasingly complex and competitive business world, how is a company to generate the creative ideas needed for ongoing success? Many managers believe that forming teams with cross-functional diversity is the answer (Sethi et al., 2002), and this is becoming increasingly common (Mu & Gnyawali, 2003). However, while diversity in group membership may lead to the diversity of ideas needed for innovative problem solving, it is argued here that managers need to be aware that there are many ways that diversity can in fact hinder team performance, though there are strategies that both teams and their managers can use to reduce the potential negatives and enhance the potential positives.

Aside from the cross-functional diversity, many other types of diversity can have effects on team performance and some of these types of diversity can have inherently negative

effects. For example, any negative stereotyping by group members resulting from diversity in terms of gender, age or ethnicity will reduce team social cohesion and hence group performance (Fiske & Neuberg, 1990, as cited in Harrison et al., 2002) because a certain amount of social cohesion has been found to be correlated with effective group performance (Harrison et al., 2002). Other aspects of diversity, such as in attitudes towards the group's tasks, in values, and in time management styles, can also negatively affect group social cohesion and hence group performance (Fiske & Neuberg, 1990, as cited in Harrison et al., 2002).

The sorts of diversity that are most likely to be beneficial to group performance, such as diversity in relevant knowledge, experience and skills (Harrison et al., 2002), can unfortunately also cause problems for group performance. Having too many diverse views and opinions to coordinate can, for example, cause cognitive overload amongst group members and so impede its decision making processes (Mu & Gnyawali, 2003; Sethi et al., 2002). This is especially likely to be a problem when the team has a limited amount of time to complete its tasks (Mu & Gnyawali, 2003). The cross-functional diversity mentioned above can also cause problems if group members have difficulty understanding and coordinating the differing world views and values of group members from different functional areas (Colbeck et al., 2000 and Gallos, 1989, as cited in Mu & Gnyawali, 2003).

Given all the above-mentioned problems associated with diversity, are there strategies that a team and its managers can implement to reduce the potential negatives and enhance the potential positives? Regarding cognitive overload, evidently a team needs to be given an adequate amount of time to complete its task. Scheduling frequent collaboration can also be used to build social cohesion and overcome the potential negative impacts of stereotypes (Harrison et al., 2002) provided "team psychological safety" is fostered in the group (Mu & Gnyawali, 2003). And since too much social cohesion can cause teams to avoid the robust

debate needed to generate the best thinking in order to protect social relationships, management encouragement of the group to be “venturesome” in its work can also be helpful (Sethi et al., 2002).

In conclusion, it appears that if managers wish to create especially effective teams, they should seek to minimise diversity in terms of task and time management values, while looking to maximise differences in relevant knowledge and skills. They should further aim to foster as much collaboration as possible so as to develop team social cohesion, have rules about interactions which foster team psychological safety, and encourage the team to be venturesome. Unless these things are done, managers will likely find diversity more a hindrance than a help for group performance.

Source: Rowland. *Example Argumentative Essay*.

Questions about the Sample

- 1- What does the thesis statement indicate? The writer’s stand or both opinions?
- 2- In which section does the writer provide the information that aids the reader have a clear view of the topic?
- 3- Spot the opposing arguments, indicating their place in the essay.
- 4- Is this a block or point by point pattern essay? In which section does the writer provide the counterarguments?
- 5- Does the writer summarize his arguments mention in the concluding paragraph?

IV. Writing a Strong Thesis Statement for an Argumentative Essay

The thesis statement must state clearly the writer’s stand point. This means that it is necessary to show which side you support. Moreover, you must point out to the opposing point of view.

- **Statement to include in the Opposing Point of View**

Some people feel....

It may be true....

V. Transition Words for Argumentative Essays

When writing argumentative essays, make sure to use transition words that indicate contrast or opposing viewpoints such as: in contrast, however, although, on the other hand, while some argue...

- **Examples**

Although smoking causes many diseases, many people still harm themselves.

Exercise One

- A-** Use the following statements to form complete thesis statements. Use transition words that express contrast. (Make sure to include the opposing point of view and the transition signals of contrast)

- 1- The internet is the worst invention modern times.

- 2- Schools do not prepare you for life.

- 3- Attendance at college classes should be optional.

- B-** Pick a topic of your own, and write a thesis statement that includes the opposing argument and your own point of view.
-
-

Exercise Two

With your classmate, try to provide three supporting arguments for each thesis statement.

- 1- Violence in video games, movies, and television programs should be censored.
- 2- Despite the fact that education's primary responsibility is to train minds, not bodies, I believe that schools should require students to practice a sport at least one hour each day.
- 3- Your own topic.

VI. What does Rebutting an Argument Mean?

It simply means writing a counter-argumentative essay that responds to an opposing point of view. It entails first reading the text carefully. Second, you must show the reason why you disagree with the writer's opinion. Third, you have to include the writer's opinion in a summarized paragraph as the opposing argument. Next, you will write an essay in which you give arguments that disagree with arguments of the original text. Provide examples or any strong evidence that support your arguments.

VII. Responding to a Reading

The Official Language of New Brunswick

In 1969 the New Brunswick legislature adopted the Official Languages Act, which gave the English and French languages equal status under the law and ensured New Brunswickers'

right to receive services from the government in their preferred language. At the time, many citizens expressed concerns over bilingualism. Recently, the debate about official bilingualism has been reignited. Many people have called for the end of bilingualism in New Brunswick; some even question the value of bilingualism altogether. However, New Brunswick should remain an officially bilingual province because it protects the rights of the French-speaking minority and it is both culturally and economically valuable for the province.

First, New Brunswick should remain officially bilingual because it will help ensure equal rights for the French-speaking minority in New Brunswick. For instance, the Official Languages Act ensures that citizens can educate their children in their first language. This means that French-language public schools are funded and protected by the provincial government. Without this provision, Francophones may not have access to education in their native language. Moreover, the Official Languages Act guarantees French speakers access to health care in their first language. This is important because if patients aren't able to express themselves in their first language, they may not be able to communicate their symptoms properly, and this may lead to misdiagnoses or poor medical treatment. In short, official bilingualism is vital in ensuring the rights to health and education for the French-speaking citizens of New Brunswick.

Some New Brunswick residents and politicians have expressed concern over the costs associated with official bilingualism. For instance, in September 2012, Conservative MLA Dr. Jim Parrott spoke out against duplicating health services in francophone and anglophone communities. While it may cost more to provide education and medical treatment in two languages, these services are so essential that the need for them outweighs the cost. Furthermore, rather than being an economic drain, bilingualism may actually benefit the province financially.

New Brunswick should maintain its officially bilingual status because it is valuable both economically and culturally. Official bilingualism helps promote economic development and is especially valuable in areas of international business. While English is currently the international language of business, French is the language of international diplomacy. Businesses that function in both official languages are therefore in good standing globally and are in a better position to build relationships with foreign investors. In addition, official bilingualism allows free cultural exchange between the two language groups. This enriches New Brunswick's own culture: if New Brunswick remains officially bilingual, the distinct traditions, music, and art of both language groups will be able to contribute to the texture of life in New Brunswick. Having a rich local culture may also attract tourists, which can further boost the province's economy.

In conclusion, New Brunswick should remain officially bilingual because it helps ensure that all citizens have access to vital services in their native language. Although some critics have complained about the high cost of maintaining the equal status of English and French, official bilingualism has great cultural value and may even improve the province's economy.

Source: St. Thomas University Writing Centre. *Argumentative Essays*.

Questions about the Text

1. What is the main idea of "The Official Language of New Brunswick"?
2. List the examples that the author provides in the body paragraphs to support his point?
3. How does the author conclude the essay?

VIII. Writing a Response to the Sample Essay

Reread the essay and write a response to the text. Express your opinion regarding the country's official language. Do you support monolingualism or multilingualism. Give arguments and examples to develop your point. You can quote some details from the text that

serve your essay. You can also use other techniques like paraphrasing and summarizing to further back up your stand.

Lesson Two: Answering Essay and Exam Questions with: *Analyze, Discuss, Justify, Evaluate, To what extent, Define, Explain, Clarify, Summarize*

Course Objectives

- Students will be able to identify common instruction words and write an accurate response to them.
- Students will also learn the meaning of each instruction word and they will be able to make the distinction between them.

1. Analyze

- Break an idea into small parts.
- Carefully examine each part.
- Explain how the points are interrelated to each other (show how the small parts contribute to the major point).

Example: *Analyze the different consequences of climate change.*

- You will identify the different impacts (social, political, economic).

- You will explain each impact in detail.
- You will demonstrate how each impact relates to major topic: climate change.

Synonyms of “Analyze”

Examine- interpret- consider- determine.

Source: *thesaurus.com*.

2. Discuss

As a deep term, “discuss” requires from you to develop different points about a particular topic. Make sure that your thesis statement is clear. “Discuss” essays involve:

- Explaining multiple aspects of a topic.
- Demonstrate the importance of the topic.
- Explain how the relationship between the ideas.
- May include different points of view with arguments.

Example: *Discuss the meaning and relevance of the following proverbs. Provide examples.*

- Health is wealth.
- Where there is will, there is way.

3. Justify

- First, clearly state your opinion.
- Then, provide strong evidence to support your points of view.
- Do not forget to consider opposing views.
- Support your stand with evidence that includes examples, statistics, facts, quotes.

Example: *justify the importance of integrating sports in school curriculum.*

Make sure to show your opinion, provide solid reasons, and support them with evidence.

4. Evaluate

- Make a judgment (show your verdict) about the truth of a statement (to what extent is the statement true or effective).
- Show whether you agree or disagree with the question.
- Provide strong evidence.
- When you conclude, highlight clearly your final stand and explain why.

Example: *Evaluate the effect of extensive social media use on children.*

5. To What Extent

In this kind of question, you will assess the degree of the validity of a statement. In your answer, you are required to:

- Show how much you support or object to a specific point.
- Explain why you take either side.
- Evaluate the strengths and weaknesses of each side.
- Always illustrate your point with strong support.
- Give a clear conclusion by including statements like: to a great degree, to some extent, to a limited extent...

Example: *To what extent did hybrid teaching affect the quality of students' learning?*

You will provide:

- The advantages.
- The disadvantages.
- Strong support.
- A balanced conclusion that integrates both sides of the issue.

6. Explain

In “explain” questions, you are supposed to:

- Clarify a specific point or idea.

- Give reasons why and effects.
- “Explain” should not just give superficial information or simple descriptions, but should demonstrate how ideas are related.

Example: *Explain the consequences of the industrial revolution.*

Synonyms of “explain”: show how, clarify.

7. Define

“To define” means to give in accurate terms the meaning of a concept. Bring to attention the different definitions in separate paragraphs.

Example: *Provide different definitions to the word “happiness.”*

8. Summarize

When you summarize, you focus on the main points and omit unnecessary information. You will use your own words, but with the condition of keeping the original meaning.

Example: *Summarize the main events of Jane Austen’s *Pride and Prejudice*.*

9. Which

In “which” answers, you will first make a choice. Then, you will defend your choice, clearly emphasize your choice in the thesis statement. You are not obliged to write about each choice.

Example: *Which element represents a source of happiness to you: wealth or health.*

Badji Mokhtar – Annaba University

2nd year/All groups

Faculty of Letters and Languages

Department of Letters and English Language

Second Mid-Term Exam in Written Expression

Attempt **only one** of the following topics in a well thought-out essay

- 1- A part-time job is viewed as a modern employment option that allows students to work while studying, helping them manage various life demands. Write an essay explaining the effects of a part-time job on students' academic performance.
- 2- Should phone use be banned in classes? Write an essay with arguments that support or oppose this question.
- 3- Write an expository essay on the importance of reading books.
- 4- Compare and contrast free health care and paid health care systems in our country.

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