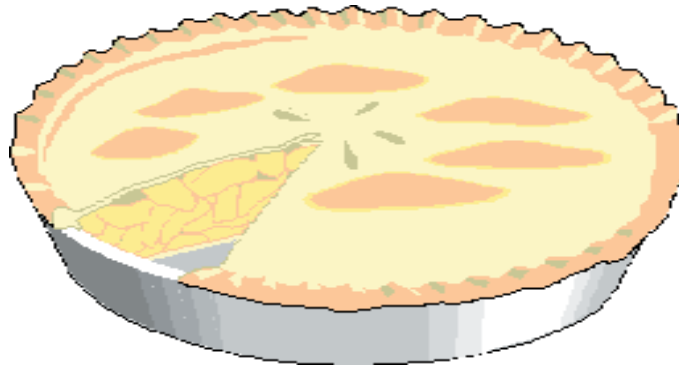


**NARRATIVE, DESCRIPTIVE,  
PERSUASIVE, & EXPOSITORY  
ESSAYS  
ARE AS  
EASY**

**AS**



**THE SECOND PIECE  
ENGLISH 12**

**(OR AT LEAST NOT SUCH A BIG PAIN IN THE BUTT)**

FOR USE PRIMARILY WITH

*THE ACT OF WRITING*

BY RONALD CONRAD

# L E S S O N O V E R V I E W

<p>1. Overview of Essay Writing &amp; Structure</p> <ul style="list-style-type: none"> <li>• Homework: Brief Essay on open subject</li> </ul>	<p>2. Narrative Essay - Overview</p> <ul style="list-style-type: none"> <li>• Read: Coming of Age in Putnok &amp; Man You're a Great Player</li> <li>• Write a Narrative for Tomorrow</li> </ul>	<p>3. Descriptive Essay Overview</p> <ul style="list-style-type: none"> <li>• Read: Suitcase Lady &amp; The Firewood Gatherers</li> <li>• Write Descriptive Essay for tomorrow</li> </ul>	<p>4. Persuasive Essay Overview</p> <ul style="list-style-type: none"> <li>• Read: Ode to the User Friendly Pencil &amp; Canadians: What do they Want?</li> <li>• Write Persuasive essay</li> </ul>	<p>5. Expository Essay Overview</p> <ul style="list-style-type: none"> <li>• Cause &amp; Effect</li> <li>• Read: The Cat &amp; Hidden Lessons</li> <li>• Write Cause &amp; Effect essay</li> </ul>
<p>6. Comparison &amp; Contrast overview</p> <ul style="list-style-type: none"> <li>• Read: 51% Minority &amp; A Nice Place to Visit</li> <li>• Write C&amp;C essay</li> </ul>	<p>7. Analogy overview</p> <ul style="list-style-type: none"> <li>• Read: Decorums of Stupidity &amp; The Family House</li> <li>• Write Analogy essay</li> </ul>	<p>8. Classifications Overview</p> <ul style="list-style-type: none"> <li>• Read: Bicycles &amp; How to Write Fiction</li> <li>• Write Classifications Overview</li> </ul>	<p>9. Reworking &amp; Re-drafting</p> <ul style="list-style-type: none"> <li>• Take 2 essays and rework and re-edit to better form</li> </ul>	<p>10. Final Essay: Essay proposal</p> <ul style="list-style-type: none"> <li>• Must be done in 1 week</li> </ul>
<p>11.</p> <p>You may want to combine all expository essays into one draft, giving students the choice of the four. This would help when time is tight.</p>	<p>12.</p>	<p>13.</p>	<p>14.</p>	<p>15.</p>
<p>16.</p>	<p>17.</p>	<p>18.</p>	<p>19.</p>	<p>20.</p>
<p>21.</p>	<p>22.</p>	<p>23.</p>	<p>24.</p>	<p>25.</p>
<p>26.</p>	<p>27.</p>	<p>28.</p>	<p>29.</p>	<p>30.</p>

**THE SECRET**

**ESSAYS ARE EASY TO WRITE.**

**COMPARED TO OTHER FORMS OF WRITING, GOOD ESSAYS ARE THE EASIEST THINGS TO WRITE.**

**THINK ABOUT WRITING A GOOD POEM.**

**THINK ABOUT WRITING A GOOD SHORT STORY.**

**THINK ABOUT WRITING A GOOD SPEECH.**

**THINK ABOUT WRITING A GOOD SONG**

**I WOULD MUCH RATHER WRITE AN ESSAY THAN ALMOST ANYTHING ELSE BECAUSE AN ESSAY IS EASY IF YOU FOLLOW SOME SIMPLE STEPS AND USE A BASIC FORMULA.**

***TOPIC + SUPPORT + ORGANIZATION + THESIS = ESSAY***

**FOLLOW THE RECIPE****IF IT'S SO EASY,  
WHY DO MANY PEOPLE FIND IT SO HARD?**

**MANY PEOPLE FIND ESSAY WRITING DIFFICULT SIMPLY BECAUSE THEY DON'T KNOW OR CHOOSE NOT TO FOLLOW THE RECIPE.**

**JUST LIKE BAKING, OR FIXING A FLAT TIRE, OR TRANSPLANTING A HEART, THERE ARE CERTAIN STEPS THAT MAKE IT EASIER TO COMPLETE THE TASK SUCCESSFULLY. ONCE YOU KNOW THE STEPS OR RECIPE, IT IS EASY, WITH PRACTICE, TO DUPLICATE THE OPERATION WITH A HIGH DEGREE OF SUCCESS.**



***TOPIC + SUPPORT + ORGANIZATION + THESIS = ESSAY***

## THE TOPIC

***TOPIC + SUPPORT + ORGANIZATION + THESIS = ESSAY***

**ALL ESSAYS START WITH A TOPIC. THIS TOPIC CAN BE ON A GLOBAL OR LARGE ISSUE (THE CAUSES OF WORLD WAR 2), OR A LOCAL OR SMALL ISSUE (HOW COULD CENTENNIAL BE A BETTER SCHOOL).**

**NO MATTER WHAT THE TOPIC IS IT POSES A QUESTION THAT NEEDS TO BE ANSWERED.**

**TRY TO UNDERSTAND WHAT YOUR TOPIC IS AND WHAT IT IS ASKING YOU TO ANSWER. ONCE YOU KNOW WHAT THE TOPIC WANTS, IT IS THEN EASIER TO FIND THE ANSWERS FOR IT.**

**ALWAYS WRITE OUT THE TOPIC SO THAT IT IS CLEAR IN YOUR MIND (AND ON PAPER) WHAT YOU ARE BEING ASKED TO WRITE ABOUT OR ANSWER.**

**ONCE YOU CLEARLY UNDERSTAND YOUR TOPIC YOU CAN BEGIN TO GATHER THE INFORMATION THAT WILL SUPPORT YOUR ANSWER.**

**GETTING THE SUPPORT YOU NEED**

*TOPIC + SUPPORT + ORGANIZATION + THESIS = ESSAY*

**ESSAYS REQUIRE SUPPORT. SOMETIMES THIS MAY INCLUDE RESEARCH, QUOTATIONS, OR SIMPLY THOROUGHLY EXPLAINING YOUR IDEAS.**

**THE SUPPORT IS WHAT YOU WILL BE USING TO HELP YOU ANSWER THE QUESTION THAT THE TOPIC NEEDS ANSWERED.**

**WHEN GATHERING YOUR SUPPORT JUST GET AS MUCH RELATED OR PERTINENT INFORMATION AS POSSIBLE — THE MORE RAW MATERIALS YOU HAVE THE EASIER IT WILL BE TO WRITE YOUR ESSAY.**

**IF YOU ARE DOING RESEARCH ENSURE THAT YOU RECORD WHERE YOU GOT THE INFORMATION, AND, IF APPROPRIATE, WHO SAID IT. BE CAREFUL NOT TO TAKE ANY MATERIAL AND SAY IT'S YOURS WITHOUT GIVING CREDIT TO THE PERSON WHO SAID IT OR WROTE IT. FAILURE TO DO THIS IS **PLAGIARISM**.**

**GETTING ORGANIZED**

*TOPIC + SUPPORT + ORGANIZATION + THESIS = ESSAY*

**NOW THAT YOU HAVE THE INFORMATION TO SUPPORT YOUR ANSWER TO YOUR TOPIC YOU NEED TO ORGANIZE IT INTO RELATED GROUPS. THESE GROUPS SHOULD HAVE CERTAIN RECOGNIZABLE THINGS IN COMMON.**

**LOOK AT THE INFORMATION THAT YOU HAVE GATHERED. LAY IT ALL OUT IN FRONT OF YOU. START TO PUT THINGS INTO SPECIFIC GROUPS.**

**SOMETIMES YOU CAN REWRITE YOUR SUPPORT MATERIALS, OR PUT IT ON NOTECARDS, OR WRITE HEADERS BESIDE THEM, OR FILL THEM IN ON A CHART.**

**NO MATTER HOW YOU ORGANIZE YOUR SUPPORT, YOU MUST ENSURE THAT YOU PUT THINGS TOGETHER WITH SIMILAR THINGS.**

## THUFFERING THUCKITASH THESIS

***TOPIC + SUPPORT + ORGANIZATION + THESIS = ESSAY***

### **A THESIS IS SIMPLY**

- **A FLOWCHART IN SENTENCE FORM**
- **THE ORDER OF THE CATEGORIES YOU WILL DISCUSSING**
- **HOW YOU WILL BE ANSWERING THE TOPIC**

**WHEN YOU WRITE AN ESSAY YOU ARE ANSWERING THE QUESTION(S) ASKED BY THE TOPIC. YOUR THESIS PROVIDES A HINT OF THE THINGS OR CATEGORIES YOU WILL BE DISCUSSING.**

**YOUR THESIS ALSO INDICATES THE ORDER OF WHAT YOU WILL BE DISCUSSING.**

TOPIC: OUTLINE THE CAUSES OF WORLD WAR II

CATEGORIES: GERMAN RESENTMENT TO THE TREATY OF VERSAILLES, LAGGING GERMAN ECONOMY, RISE OF COMMUNISM, ENGLISH EMPIRICISM, GERMAN UNITY

Thesis: The second world war was caused by several related events in European history prior to 1930. The lagging German economy, combined with a quest for German Unity and a resentment of the Treaty of Versaille provided a foundation for the Adolf Hitler's rise to power and eventual dictatorship. These factors were further enhanced by the rise of Communism and English Empiricism in the rest of Europe and Asia.

You choose which categories are the most important and then organize them in sentence form as a blueprint or guide for your reader.



**PUTTING THE PIECES TOGETHER**

***TOPIC + SUPPORT + ORGANIZATION + THESIS = ESSAY***

**NOW THAT YOU UNDERSTAND YOUR TOPIC, HAVE GATHERED YOUR SUPPORT, ORGANIZED YOUR CATEGORIES, AND MAPPED YOUR THESIS, THEN IT'S TIME TO WRITE THE ESSAY.**

**ESSAYS ARE A REFINING PROCESS. YOU WRITE SEVERAL DRAFTS (USUALLY 2 IS GOOD).**

**YOU ALWAYS BEGIN WITH AN INTRODUCTORY PARAGRAPH. THIS INTRODUCES THE TOPIC AND INCLUDES YOUR THESIS.**

**EACH SUCCESSIVE PARAGRAPH OR SECTION DEALS WITH THE CATEGORIES FROM YOUR THESIS IN THE ORDER THAT YOU HAVE LISTED THEM IN YOUR INTRODUCTION.**

**YOUR FINAL PARAGRAPH IS YOUR CONCLUSION. IN THIS PARAGRAPH YOU SUM UP THE POINTS YOU'VE MADE, REPHRASE OR PARAPHRASE YOUR THESIS AND END, OR CONCLUDE YOUR ESSAY WITH A FINAL STATEMENT.**

**PROOFING MAKES PERFECT**

*ESSAY + PROOFING = GOOD, IF NOT GREAT, ESSAY*

**YOU'VE WRITTEN YOUR ESSAY, BUT YOU'RE NOT DONE YET. YOU NEED TO PROOF YOUR WORK FOR SPELLING AND MISUSAGE PROBLEMS, MECHANICS (PUNCTUATION), GRAMMAR, AND AESTHETICS.**

**THE BEST WAY TO CATCH MOST PROBLEMS IS TO**

- **READ YOUR ESSAY ALOUD TO A FRIEND**
- **HAVE A FRIEND READ YOUR ESSAY TO YOU**

**WHEN SOMETHING IS READ ALOUD IT IS EASIER TO HEAR THE ERRORS AND PROBLEMS WITH THE ESSAY.**

**USE THE PROOFREADING CHECKLIST TO HELP YOU LOOK OVER YOUR ESSAY TOO.**

**FOR A REALLY GOOD ESSAY YOU SHOULD REWRITE THE ESSAY AND PROOF IT ONCE MORE BEFORE MAKING A FINAL VERSION OF YOUR ESSAY.**

## BIRDS OF A FEATHER



**THERE ARE THOUSANDS OF DIFFERENT SPECIES OF BIRDS. EVEN THOUGH FLAMINGOS, OWLS, EAGLES, AND OSTRICHES ARE SO CLASSIFIED BECAUSE THEY HAVE WINGS, FEATHERS, A BEAK AND LAY EGGS, EACH BIRD'S RESPECTIVE PARTS HAVE A DIFFERENT PURPOSE — THEY ARE DESIGNED TO SPECIFICALLY BENEFIT THAT ANIMAL IN SOME WAY.**

**ESSAYS ARE DESIGNED TO DO THE SAME THING. DIFFERENT ESSAYS ARE DESIGNED TO DO DIFFERENT THINGS.**

**THERE ARE 4 DIFFERENT ESSAY TYPES**

- **NARRATION**
- **EXPOSITORY**
- **DESCRIPTION**
- **PERSUASION**

## WHAT'S YOUR TYPE?

### THE DIFFERENT ESSAY TYPES LEND THEMSELVES BETTER TO DIFFERENT TOPICS.

IT IS IMPORTANT TO KNOW YOUR DIFFERENT TYPES AND BE ABLE TO WRITE USING EACH ONE.

#### NARRATION

A narrative essay tells a story and is one of the most appealing ways to both capture a reader's interest and convey a message. Through the choice of scope, details, and connections a writer engages a reader by simply using his or her own experience.

#### DESCRIPTION

A descriptive essay appeals to the reader's senses (sight, hearing, touch, smell, and taste) to convey its meaning and message. These essays can be narrative, persuasive, or expository in nature, but the primary means of communication is through description.

#### PERSUASION

A persuasive essay works to convince a reader to believe a specific perspective on an issue. This can be done through argumentation, deductive or inductive logic, or language use and choice.

#### EXPOSITION

An expository essay is designed to convey information or explain something. This form can make use of cause and effect, comparison and contrast, analogy, or classification.

It is not important to be a master of each type of essay (though that wouldn't hurt), however, you should be capable of using each one depending on the topic that is presented, and even to mix and match their different aspects.

*Source: The Act of Writing by Ronald Conrad*

## NARRATION — AND THEN...

Telling a story, or narrating, is one of the most appealing and natural ways to convey information. Every time you tell a joke, trade gossip, invent a ghost story, or tell a friend what you did on the weekend, you are narrating. In both speech and writing, telling a story can be the most direct way to make a point. If your idea or opinion was formed by your experience, a clear account of that experience will often help people to understand and even to accept your point.

**Choice of scope:** Time stretches infinitely toward both the past and the future — but where does your narrative most logically begin and end? Include only the part or parts that best illustrate your point. If facts about the past or future are needed, sketch them in with a few words of explanation.

**Choice of details:** Which details will contribute to the main point? Reject the trivial ones and seek those that represent your dominant impression or idea. Which details are most vivid? Reject the weak ones and select those that help the reader to see, hear, feel, smell, or taste — in other words, those that most encourage the reader to *experience* the events.

**Choice of connections:** Readers like to be “swept along” by a narrative. How is this effect achieved? Partly by an economical use of words, and partly by the use of time signals. Like road signs for the motorist, the words, “at first,” “next,” “then,” “immediately,” “suddenly,” “later,” “finally,” and “at last” show the way and encourage progress. Use these words, and others like them, wherever they fit. Choose carefully, making the right signals to help build your effect.

### Writing About Myself

My traffic accident  
 The day I learned to be honest  
 My moment as a sports hero  
 The day I learned to recognize people  
     of the opposite sex as equals  
 My visit to the dentist  
 My brush with the law  
 An occasion when I surprised myself  
 My first date  
 The day I learned to like (or dislike) school  
 The day I was a victim of prejudice  
 The day I learned to tell the truth  
 The day I got lost  
 The day I realized what career I wanted  
 My escape from another country  
 The day I realized I was an adult

### WRITING ABOUT OTHERS

A BRUSH WITH DEATH  
 A RESCUE  
 AN INCIDENT OF SEXISM  
 A CATASTROPHE  
 AN EXAMPLE OF CHARITY IN ACTION  
 AN ASSAULT  
 AN HISTORICAL EVENT  
 A MAJOR FAILURE OF COMMUNICATION  
 AN IMPORTANT EVENT IN THE LIFE OF A CHILD  
 AN IMPORTANT EVENT IN THE LIFE  
     OF AN ELDERLY PERSON  
 A VIOLENT INCIDENT AT A SPORTING EVENT  
 A PRACTICAL JOKE THAT BACKFIRED  
 AN ALARMING MOB SCENE  
 A SUCCESS IN THE LIFE OF TEACHER

*Source: The Act of Writing by Ronald Conrad*

**DESCRIPTION — IT'S LARGE, YELLOW, AND ...**

Consider the writer's tools: words in rows on the page. The writer cannot use gestures, facial expression, or voice as the public speaker does. The writer cannot use colour, shape, motion, or sound, as the filmmaker does. Yet words on the page can be powerful. We have all seen readers so involved in a book that they forget where they are; they will fail to hear their own name called or they will pass their own stop on the bus or subway. These readers have passed into another world, living at second-hand what the writer has lived or at least imagined at first-hand. How does writing convey experience? One way is through description.

In simulating direct experience, description makes frequent appeals to our senses

**SIGHT   HEARING   TOUCH   SMELL   TASTE**

Choose words that convey the right feeling as well as the right dictionary meaning. One student ended a pretty description of the ocean by saying that the water was "as still as a pan full of oil." The image of water as oil may imply stillness, but this water is not exactly something we would want to swim in or even watch as sunset — we'd be too busy thinking of pollution.

Behind every description choice you make, behind every image you supply to your reader, is an overall purpose. In a warm-up exercise such as freewriting, or even as you begin a "discovery draft," you may not yet know that purpose. But the act of writing will soon make it clear: Is your subject scary, inspiring, pitiful, exasperating, ugly, beautiful, calm, or violent? Once you are sure, help your audience to be sure as well. By the time you finish, your description will function much like a standard essay: whether it has a thesis statement or not, it will work towards one main purpose from beginning to end. In other words, it will convey a message.

**Writing using Description**

The crowd at a rock concert  
Cottage country at autumn  
The kitchen of a fast-food restaurant  
Your favourite painting or sculpture  
A factory assembly line  
A polluted river or lake  
A building that you love or detest  
Your room  
Your pet  
The subway platform during rush hour  
A garden in July

The midway at night  
A New Year's Eve Party  
Your favourite gallery of a local museum  
A fitness club on a busy day  
The terminal of an airport  
A garage sale  
A nightclub on a Saturday night  
A hologram  
A wedding reception  
The interior of a barn  
A high-rise building under construction



## EXPOSING EXPOSITION

**THE EXPOSITORY ESSAY IS THE MOST COMMON TYPE OF ESSAY THAT STUDENT'S USE. THIS ESSAY SEEKS TO EXPLAIN AND INFORM AND CAN MAKE USE OF SEVERAL MODES OF EXPLANATION.**

### CAUSE AND EFFECT

One of our most common human traits is a desire to make sense of things by asking “*why?*” If something good happens, we naturally want to know *why* so we can repeat it. If something bad happens, we want to know *why* so we can avoid it in the future. And other times we want to know *why* out of plain curiosity. These motives are so strong that cause and effect reasoning is one of our chief ways of thinking — and one of our best ways to organize an essay.

### COMPARISON AND CONTRAST

One of the most dramatic ways to make an argument is to compare and contrast. The term “comparison” is often used to mean the showing of both similarities and differences, but in its narrower sense refers only to the showing of similarities. A “contrast” shows differences. Of the two, contrast is the more dramatic and the more frequently used in essays. In writing an essay you can show the similarities only, or show both similarities and differences, or show differences only. Do whatever best fits your subject and your point.

### ANALOGY

An analogy brings together two apparently unlike items from different categories. And instead of using the two items to explain each other, it more often uses one as a device to explain the other. The more you describe the one item, then the more the qualities of the other item is more firmly established.

### CLASSIFICATION

Our world is so complex that without classification we would be lost. To call a friend we use an alphabetized phone book. To buy a steak we go to the meat section of

*Source: The Act of Writing by Ronald Conrad*

## CAUSE AND EFFECT

One of our most common human traits is a desire to make sense of things by asking “*why?*” If something good happens, we naturally want to know *why* so we can repeat it. If something bad happens, we want to know *why* so we can avoid it in the future. And other times we want to know *why* out of plain curiosity. These motives are so strong that cause and effect reasoning is one of our chief ways of thinking — and one of our best ways to organize an essay.

***Just because one event follows another, don't just assume the first causes the second.*** If a black cat crosses the road just before your car blows up, put the blame where it belongs: not on the cat but on the mechanic who forgot to replace your crankcase oil.

***Control your prejudices.*** If the bank manager refuses to give you a loan, is it because bankers are capitalist exploiters who like to keep the rest of us down? Or is it because this one had to call a collection agency the last time you took out a loan?

***Explore causes behind causes.*** Your employer promoted you because you work hard. But why do you work hard: because you are afraid of being fired? Because you need the money to pay off your car? Because your parents set a workaholic example for you? Or because in fact you like your job? Many events have multiple causes and multiple effects.

### Topics for Cause and Effect Essays

Marrying as a teenager	The housing shortage
Use of steroids in sports	Drought
The high of housing	Private ownership of handguns
Being adopted	Hitchhiking
Being a twin	Racial discrimination
Being the oldest, youngest, or middle child of a family	Extensive reading
Use of the drug “crack”	The proliferation of fax machines
Lying	Cheating in school
Free trade between Canada and the United States	The high price of car insurance
Getting into debt	The widespread increase in municipal recycling
Violence in a particular sport	Working while being a student
Clearcutting of a forest	Eating junk food
	Coffee addiction



## COMPARISON AND CONTRAST

One of the most dramatic ways to make an argument is to compare and contrast. The term “comparison” is often used to mean the showing of both similarities and differences, but in its narrower sense refers only to the showing of similarities. A “contrast” shows differences. Of the two, contrast is the more dramatic and the more frequently use in essays. In writing an essay you can show the similarities only, or show both similarities and differences, or show differences only. Do whatever best fits your subject and your point.

**Choose subjects of the general same type and category:** two countries, two sports, two poems, or two solutions to the housing problems. Do not compare a city and an anthill. After all, there are similarities: both are crowded, both are highly organized, both have housing with many rooms located off corridors, etc. But no matter how much fun you might have had or what insights might be gained, you would *prove* nothing — because people are not insects. Your argument would be an *analogy*, a more imaginative but less logical kind of argument.

Once you have chosen your two subjects of the same general type, you face another choice: how to arrange them. There are two basic ways:

**Divide the essay into halves,** devoting the first half to one subject, and the second to the other subject. This system is natural in a very short essay, because your reader remembers everything from the first half while reading the second half. It is also natural when for some reason it seems the items are most clearly discussed as a whole rather than in parts.

**Divide the subjects into separate points.** First compare an aspect particular to both subjects, then another aspect, and so on. This system is most natural in long essays: putting related material together helps the reader to grasp comparisons and contrasts without the strain of recalling every detail from ten pages back.

### Topics for Comparison & Contrast Essays

<ul style="list-style-type: none"> <li>A newborn and an elderly person</li> <li>The newspaper and the TV newscast</li> <li>Cats and dogs</li> <li>Renting and owning your home</li> <li>Using credit and using cash</li> <li>Touring bikes and mountain bikes</li> <li>The novel and the short story</li> <li>Any two martial arts</li> <li>The classical music fan and the rock music fan</li> <li>A Canadian city and an American city of the same size</li> <li>A wedding and a funeral</li> </ul>	<ul style="list-style-type: none"> <li>Writing on paper and using a word processor</li> <li>Natural and synthetic fabrics</li> <li>The authoritarian parent and the permissive parent</li> <li>Luxury cars and economy cars</li> <li>Community college and university</li> <li>A team sport and an individual sport</li> <li>Glasses and contact lenses</li> <li>Driving a motorcycle and driving a car</li> <li>Two family situational comedies you know</li> </ul>
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## ANALOGY — IN A WAY, IT'S LIKE...

### ANALOGY

An analogy brings together two apparently unlike items from different categories. And instead of using the two items to explain each other, it more often uses one as a device to explain the other. The more you describe the one item, then the more the qualities of the other item is more firmly established.

One analogy from the late eighties, the “computer virus,” was so vivid and timely that it swept the world. This electronic “disease” “contaminates” computer programs, “spreading” an “epidemic” of “contagion.” The “outbreaks” of various “strains” can “infect” programs, erase memory, or even attack hardware. Of course “antiviral” software to “vaccinate” against infection has been developed, with brand names like “Flu Shot +,” “Data Physician,” “Antidote,” and “Virus RX.” In addition, “safe computing practices” are now recommended to avoid infection by viruses such as “PC AIDS.” What makes the analogy powerful is not just its originality, but also its extent. The further you can develop an analogy by drawing links between the two items, the better the analogy.

Remember that the two topics must be from different categories to avoid simply writing a comparison and contrast essay.

### Topics for Analogy Essays

Music as a drug  
 Prejudice as a wall  
 Human metabolism as fire  
 A career as a mountain to climb  
 Life as a road  
 A library as a brain  
 The playing field as a battlefield  
 The human race as a family  
 Addiction as a crutch  
 A paragraph as an essay in miniature  
 A career as war  
 The beehive as a city  
 Reading as programming a computer  
 A career as a marriage  
 Dancing as life

Crime as \_\_\_\_\_  
 Wealth as \_\_\_\_\_  
 A library as \_\_\_\_\_  
 Dating as \_\_\_\_\_  
 Old age as \_\_\_\_\_  
 Our legal system \_\_\_\_\_  
 A doctor as \_\_\_\_\_  
 A teacher as \_\_\_\_\_  
 Religion as \_\_\_\_\_  
 Divorce as \_\_\_\_\_  
 Nuclear missiles as \_\_\_\_\_  
 Health as \_\_\_\_\_  
 School as \_\_\_\_\_  
 A book as \_\_\_\_\_  
 The planet Earth as \_\_\_\_\_

## CLASSIFICATION

Our world is so complex that without classification we would be lost. To call a friend we use an alphabetized phone book. To buy a steak we go to the meat section of the supermarket. To buy a used car we open our newspaper to the *classified* section. Putting things into categories is one of our most common methods of thought, both for good and for bad. Whatever its subject, your essay of classification should have at least three categories, because only two should have at least three categories, because only two would form a comparison and contrast.

***Classify all items by the same principle.*** An essay on sources of energy for home heating might include oil, natural gas, hydro, coal, wood, and solar heat. But it would not include insulation as a category, for insulation is not a *source* of energy but a means of *retaining* energy.

***Do not leave out an obvious category.*** Would you discuss six artists in an essay about the Group of Seven?

***Do not let categories overlap.*** An essay on the major types of housing might include the detached single-family house, the semidetached house, the row house, and the high-rise apartment. The bungalow has no place in this list, though, because it is a detached single-family house. And rental units have no place in the list, because any of the above forms of housing can be rented.

Classifying is not easy; it is a real exercise in logic. Keep applying the three guidelines and stick to the purpose of your essay. Let that idea, whatever it is, underlie your classification so that your essay will emerge as a clear and unified message.

### Topics for Classification

Conversations	Novels
Television commercials	Lovers
Crime	Police officers
Music lovers	Landlords
Wine	Slang
Martial arts	Marriages
Roommates	Readers
Bosses	Salespersons
Horses	Parties
Grandparents	Families
Education	Teachers
Drugs	Success

An essay without a point is “pointless.” The very use of a thesis statement implies a main idea or opinion. We now focus more closely on how the writer makes that point. The process takes two complementary forms: *argumentation* and *persuasion*.

**Argumentation:** This stance implies respect: it considers the reader a mature individual capable of independent thought. It assumes the reader will also respect the thoughts of the writer, if those thoughts are presented in a logical way. In summary, the writer and reader are *partners*: since the writer does not play on the reader’s emotions, the reader considers the argument with a more open mind.

**Persuasion:** Logic on its own in argumentation is not enough. Persuasion attempts to convince through emotion. A century of inductive research into psychology has shown that we humans are seldom rational. Even when we think we are “reasoning,” we are often building arguments merely to justify what we thought or felt already. It is possible to write an argumentative essay with enough restraint to be almost purely logical. But to most people the effort is difficult and unnatural, requiring a great deal of revision, and the result may seem cold and uninviting to those who have not spent years reading the pure argumentation of scholarly journals. To aid in persuasion focus on the use of word choice, repetition, hyperbole, analogy and figures of speech, irony, appeal to authority or prestige, fright, and climax.

### Topics for Argumentation & Persuasion

- Companies (should/should not) be held liable for their own pollution.
- Adopted children (should/should not) be told who their “birth parents” are.
- The government (should/should not) require less foreign programming on television.
- Compulsory retirement at 65 should be (continued/abolished).
- “Streaming” of students in high schools should be (increased/maintained/reduced/abolished).
- Canadian foreign aid should be (increased/maintained/decreased).
- The minimum driving age should be (raised/maintained/lowered).
- Public transit (should/should not) be free.
- Chemical additives to food (should/should not) be allowed
- The minimum driving age should be (raised/maintained/lowered).
- Medical experimentation on animals (should/should not) be permitted.
- Private ownership of handguns should be (allowed/prohibited).
- Racism in Canada is (increasing/decreasing).
- There (is/is not) life in outer space.
- The Canadian government (can/cannot) be trusted to reduce the debt.
- Canada should (increase/maintain/decrease) its level of immigration.
- Municipal recycling should be (optional/required).

## WRITING GOOD ORWELL

GEORGE ORWELL'S ESSAY ON STYLE AND LANGUAGE, CALLED "POLITICS AND THE ENGLISH LANGUAGE," (SEE ORWELL'S *SELECTED ESSAYS*), REVEALS THE RULES BY WHICH HE WROTE HIS BOOKS, INCLUDING *ANIMAL FARM* AND *NINETEEN EIGHTY-FOUR*.

- ◆ Never use a metaphor, simile or other figure of speech which you are used to seeing in print.
- ◆ Never use a long word where a short one will do.
- ◆ If it is possible to cut out a word, always cut it out
- ◆ Never use the passive where you can use the active verb.
- ◆ Never use a foreign phrase, a scientific word or a jargon word if you can think of an everyday English equivalent.
- ◆ Break any of these rules sooner than say anything outright barbarous.

IN SHORT, ORWELL WANTED TO WRITE PROSE SO CLEAR AND SIMPLE THAT IT WOULD BE IMPOSSIBLE TO USE IT TO TELL LIES; SO PRECISE THAT AN INSINCERITY AND ILLOGICAL THINKING WOULD STAND OUT AND BE IMMEDIATELY OBVIOUS.

## AESTHETICS

- Give it a title
- Don't use the prompt as the first sentence: Equality is very important....
- Develop consistent characters
- Avoid use of conventional 5 paragraph essay
- Be descriptive but not over-descriptive
- Avoid profanity and vulgarity
- Make sure it's easy to read
- Try to take an interesting perspective if you are dealing with an issue
- Try to use poetic devices and figurative language (metaphor, simile, etc)
- Try to avoid using your first idea
- Avoid wishy-washy phrasing (I think..., Almost everyone..., Sometimes people...)

## GRAMMATICAL/MECHANICAL

- Multiparagraph
- Spelling
- Varied use of language and diction
- Consistent tense (past, present, etc)
- Proper use of poetic devices and figurative language
- Don't misquote
- Parallelism and balancing
- Proofread your paper and make corrections
- Plan out your essay and the points you wish to deal with
- Maintain point of view (First, Third, or Omniscient)
- Don't overwrite your idea
- Avoid common sayings and cliches
- Avoid common speech and familiarity in your writing





# ESSAY ORGANIZATION

**INTRODUCTION**  
THIS PARAGRAPH INTRODUCES WHAT YOU WILL BE COVERING ALONG WITH THE THESIS OF THE ESSAY. THE THESIS EXPRESSES WHAT YOU WILL BE PROVING AND IN WHAT ORDER.

**SUPPORT PARAGRAPH**  
THIS PARAGRAPH PRESENT ANY OF THE ISSUES YOU WILL BE COVERING IN YOUR ESSAY AND IS IN THE ORDER THAT THEY ARE LAYED OUT IN YOUR THESIS. THIS IS OFTEN CALLED THE BODY & YOU CAN HAVE AS MANY OF THESE PARAGRAPHS AS ARE NECESSARY

**SUPPORT PARAGRAPH**

**SUPPORT PARAGRAPH**

**SUPPORT PARAGRAPH**

**CONCLUSION**  
CONCLUDES & SUMMARIZES YOUR THESIS AND THE SUPPORT PARAGRAPH POINTS



# ESSAY ORGANIZATION

INTRODUCTION

SUPPORT PARAGRAPH

SUPPORT PARAGRAPH

SUPPORT PARAGRAPH

SUPPORT PARAGRAPH

CONCLUSION

# PARAGRAPH ORGANIZATION

**TOPIC STATEMENT**  
THIS OPENING SENTENCE OF YOUR PARAGRAPH EXPRESSES WHAT WILL BE COVERED IN THE PARAGRAPH. PRESENT THE TOPIC TO BE DISCUSSED. I.E. BOTH STORIES TAKE PLACE DURING THE 1950'S

**OUTLINE**  
THIS SECTION OUTLINES WHAT POINTS YOU WILL BE COVERING AND THE ORDER IN WHICH YOU WILL DEAL WITH THEM. I.E. GENTLEMEN, YOUR VERDICT AND THE FIRING SQUAD EACH HAVE SEVERAL THINGS THAT PROVE THEY ARE SET IN THE 1950

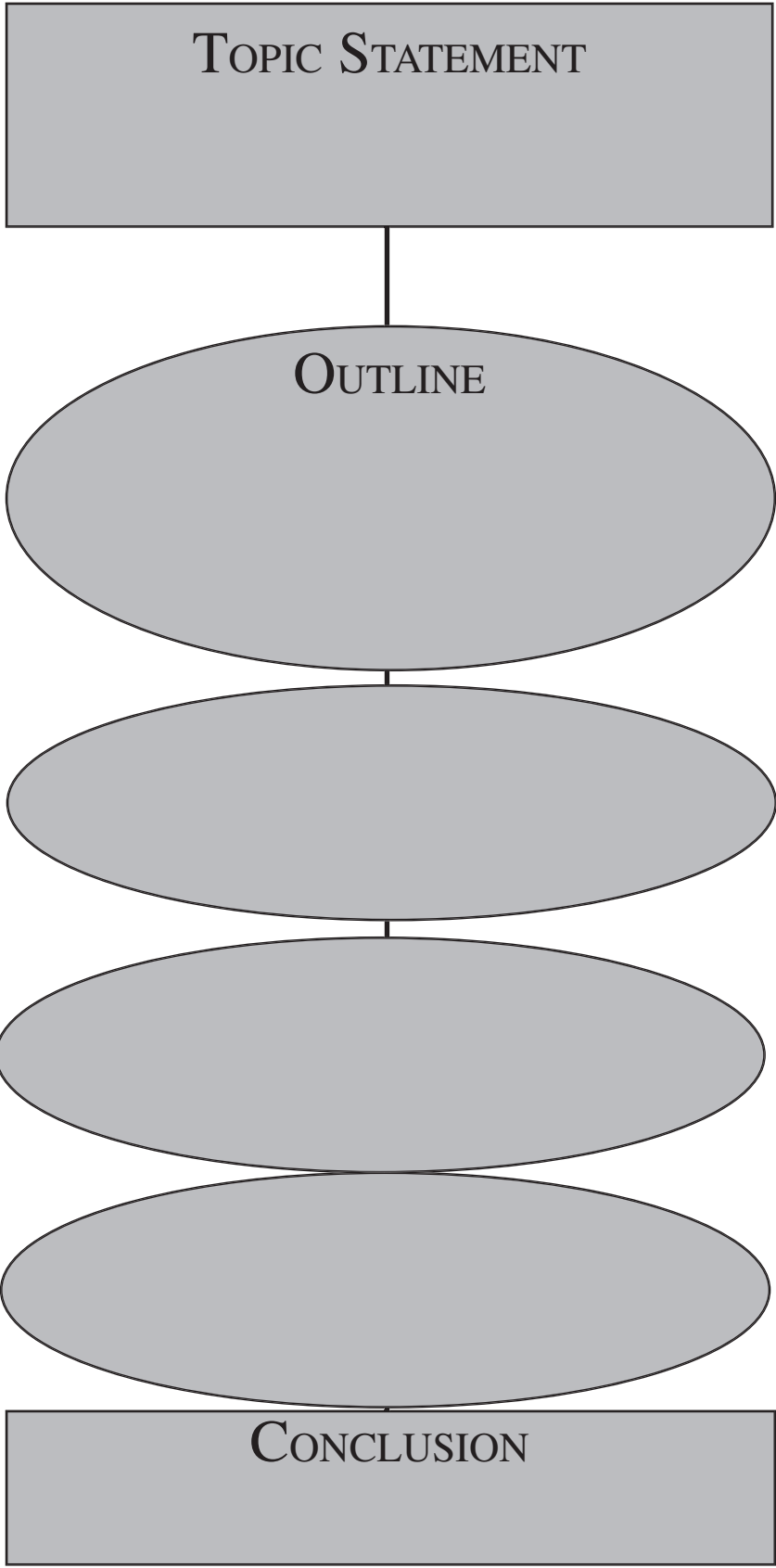
**SUPPORTING IDEA**  
PROVIDES SPECIFIC SUPPORT FOR A POINT IN YOUR OUTLINE

**SUPPORTING IDEA**  
PROVIDES SPECIFIC SUPPORT FOR A POINT IN YOUR OUTLINE

**SUPPORTING IDEA**  
PROVIDES SPECIFIC SUPPORT FOR A POINT IN YOUR OUTLINE

**CONCLUSION**  
CONCLUDES & SUMMARIZES YOUR TOPIC AND ITS PROOF AS LISTED IN YOUR SUPPORT POINTS

# PARAGRAPH ORGANIZATION



***FINAL DRAFT ESSAY***

**GRAMMAR** (SENTENCE FRAGMENTS, DANGLING MODIFIERS, TENSE/VOICE)

1 2 3 4 5 6 7 8

9 10  
**SPELLING** (NO MISPELLED WORDS, OR WORDS USED INCORRECTLY IE WHETHER, WEATHER)

1 2 3 4 5 6 7 8 9

Poor Fair Good Excellent  
**MECHANICS** (PROPER USE OF PERIODS, COMMAS, SEMI-COLONS, AND QUOTATION MARKS)

1 2 3 4 5 6 7 8

9 10  
**CONTENT** (ONE OF 4 DIFFERENT TYPES, MEANING/REASON CLEAR)

1 2 3 4 5 6 7 8 9 10 11 12 13

14 15  
**ENTERTAINMENT VALUE**

1 2 3 4

**TOTAL /50**

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