



*Mohamed Khider
University of Biskra*

Written Expression

Third year Level

Academic Year 22-23

By Dr. Tarek ASSASSI



DESCRIPTION DE LA MATIERE / COURSE DESCRIPTION

2022-2023

- **Instructor:** Tarek ASSASSI, a senior lecturer (MCA) at Biskra University. Specialised in Applied Linguistics and ESP, Pedagogical Coordinator at the CEIL and Certified Assessor of Aviation English at Aures Aviation Academy.
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- **Office hours:** Sunday. 13:00 – 16:00 (CEIL Chetma)
- **Course:** Written Expression for Third Year Students (One “90 minutes” course per week at the Science and Technology Faculty)

DESCRIPTION DE LA MATIERE / COURSE DESCRIPTION

Academic writing is an essential skill that helps tertiary level learners to cope with the academic assignments in different courses. Written expression for 3rd year classes is a course that aims to develop particularly students' essay writing skills. It equips them with the necessary writing mechanics to write an effective essay with different patterns of organization. The course focuses on both parts and types of essay with intensive practice inside and outside the classroom.

Third year Written expression is a tutorial-based course (TD) of a weekly schedule of one hour and a half (1h.30). Its program is thematically divided into two terms. In the first term, students will be exposed to different parts essay writing, namely introductory paragraph, thesis statement, body paragraphs, and concluding paragraph. In addition, it sheds some light on the essential elements of the essay especially coherence, cohesion, unity and completeness. In the second term, students will practice writing some types of essays (methods of development), which include process, classification, cause/effect, compare/contrast and persuasive (argumentative) essay.

OBJECTIFS/ OBJECTIVES

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

- *Extend a paragraph into essay*
- *Write an introductory and concluding paragraphs using different techniques*
- *Write an effective thesis statement*
- *Develop three coherent and cohesive body paragraphs*
- *Brainstorm, outline, select ideas for an essay*
- *Revise, edit and proofread an essay*
- *Use appropriately cohesive devices in an essay*
- *Write different types of essay following a five-body paragraph pattern*

EVALUATION

Types d'évaluation (inter. exposés, lectures-discussions, recherches, etc...?)

Tutorial sessions test and quizzes. Preferably a written test and in-class oral discussions in addition to two end of term exams.

PREREQUISITE KNOWLEDGE

To attend this course, students must show adequate linguistic proficiency in both receptive and productive skills. Students must also acquire a standard knowledge of language aspects namely grammar and vocabulary, in addition to writing mechanics such as punctuation. Skills related to Information and Communication Technologies are of a great importance and will serve learners' learning process immensely.

COURSE POLICIES

Ethical and academic behaviour are highly required and to be respected during the whole academic year. In case of missing classes, the students take full responsibility no matter what the alibi is. Zero tolerance policy on dishonesty, cheating, plagiarism and providing misleading information. Finally, students are allowed to use different electronic devices and other sources of information, only for educational purposes.

DISCLAIMER

The general contents of the course are open to modification, reduction, and addition depending on the learners' needs and educational circumstances.

The division of the sessions and the activities into lessons is not fixed throughout the whole syllabus as circumstances may change and remedial work might be required.

The teacher pays more attention to reaching the course objectives and help students comprehension of different notions and tactics of writing an effective essay.

Septembre September	Semaine 1 Week 1	- The Paragraph (practice)
	Semaine 2 Week 2	- From Paragraph to Essay
	Semaine 3 Week 3	- Practice (from paragraph to essay)

Octobre October	Semaine 4 Week 4	- The introductory paragraph
	Semaine 5 Week 5	- Sections of the introductory paragraph (practice)
	Semaine 6 Week 6	- The topic sentence and the hook
	Semaine 7 Week 7	- The hook and its types (practice)

Novembre November	Semaine 8 Week 8	- The thesis statement
	Semaine 9 Week 9	-Correcting faulty thesis statements (practice)
	Semaine 10 Week 10	- The body paragraphs
	Semaine 11 Week 11	-Coherence, cohesion, and unity

Décembre December	Semaine 12 Week 12	- Transitions and cohesive devices (practice)
	Semaine 13 Week 13	- Concluding paragraph
	Semaine 14 Week 14	- Developing a full essay
		Vacances d'hiver / Winter holidays

Janvier January		Vacances d'hiver/ Winter holidays
		Examens S.I
		Corrections - consultations
	Semaine 1 Week 1	-General revision and recap

Février February	Semaine 2 Week 2	- Introducing content and objectives of semester II
	Semaine 3 Week 3	- The argumentative essay (model and discussion)
	Semaine 4 Week 4	- The argumentative essay (practice)
	Semaine 5 Week 5	- The argumentative essay (revision and editing)

Mars March	Semaine 6 Week 6	- The argumentative essay (final draft)
	Semaine 7 Week 7	- Comparison and contrast essay (model and discussion)
	Semaine 8 Week 8	- Comparison and contrast essay (practice)
		Vacances de printemps/ Spring Holidays

Avril April		Vacances de printemps/ Spring Holidays
	Semaine 9	- Comparison and contrast essay (revision and editing)

	Week 9	
	Semaine 10 Week 10	- Comparison and contrast essay (final draft)
	Semaine 11 Week 11	- Cause and effect essay (model and discussion)

Mai May	Semaine 12 Week 12	- Cause and effect essay (practice)
	Semaine 13 Week 13	- Cause and effect essay (revision and editing)
	Semaine 14 Week 14	- Cause and effect essay (final draft)
		Examens S.II

Biskra le

Enseignant / Teacher

Le Responsable de filière

Session One is dedicated to a verbal contract between the teacher of the course and his/her learners.

Course Description

<ul style="list-style-type: none">- <i>Teacher's Info</i>- <i>Course Objectives</i>- <i>Prerequisite Knowledge</i>- <i>Course Policies</i>- <i>Course Contents</i>- <i>Evaluation</i>• <i>Pair work – Individual assessment</i>• <i>Every session counts</i>	<ul style="list-style-type: none">- <i>Important:</i><ul style="list-style-type: none">• <i>Full course must be downloaded or printed</i>• <i>Everything Shared via Moodle as templates and Examples must be downloaded</i>• <i>Taking notes on a copybook dedicated to the course is compulsory</i>• <i>No retake tests or presentations</i>• <i>Every single session counts</i>• <i>Extra work is well appreciated and rewarded</i>
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From Paragraph to Essay

Explanation required by the teacher.

The learners share what they learnt the previous year (writing a paragraph)

Purpose or Parts	Paragraph	Essay
Introduction <ul style="list-style-type: none">• Gets readers interested.• Gives the main idea.	Topic Sentence	<ul style="list-style-type: none">• Hook• Thesis statement
Body <ul style="list-style-type: none">• Organises the main points.• Gives supporting information.	Supporting Sentences	<ul style="list-style-type: none">• Supporting Paragraphs• Topic sentences
Conclusion <ul style="list-style-type: none">• Signals the end of the text.	Concluding Sentence	<ul style="list-style-type: none">• Concluding Paragraph

Let's organize ideas



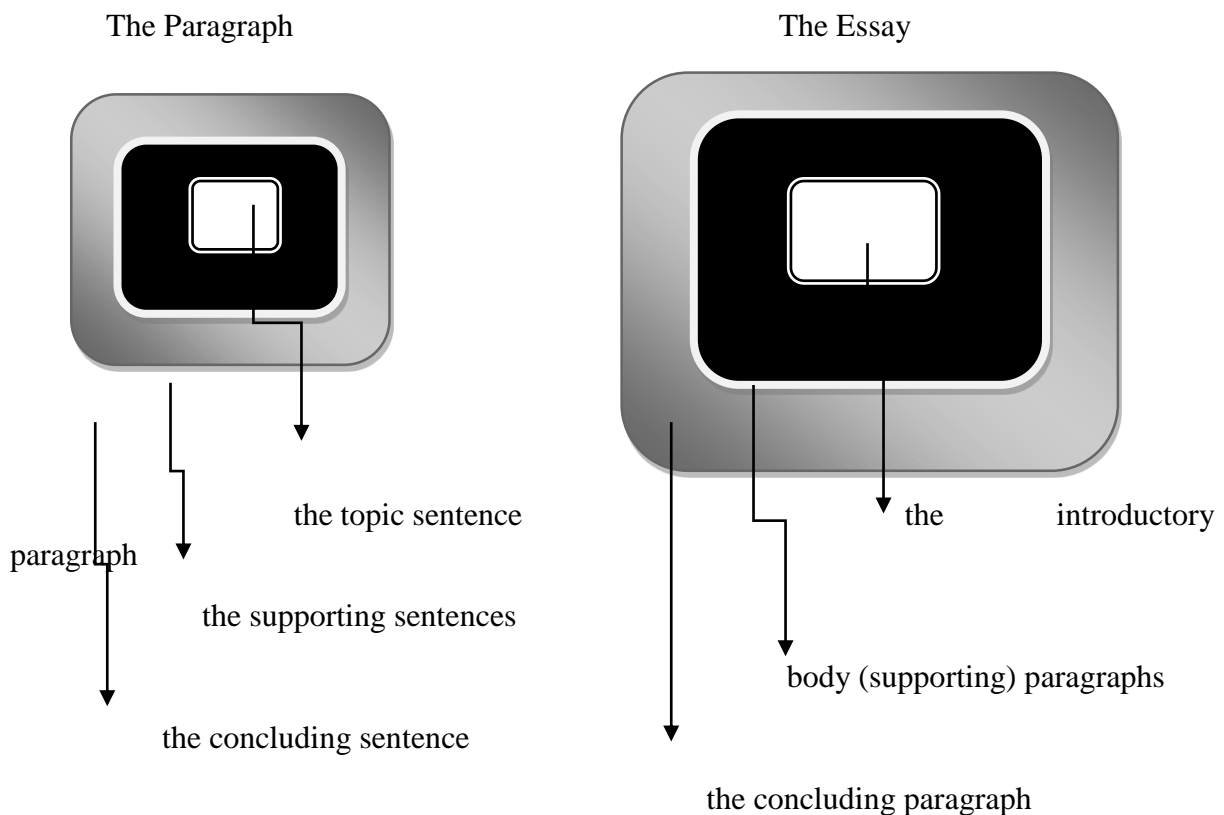
We will learn

- The difference between a paragraph and an essay,
- Definition of an essay
- Structure of an essay

From Paragraph to Essay

We have learnt how to plan, organize and write a various models of paragraphs so far. We will learn how to write academic essays by using our knowledge about paragraphs. In this pack, we will learn to write a five – paragraphs essay because in academic writing you will usually be asked to do so.

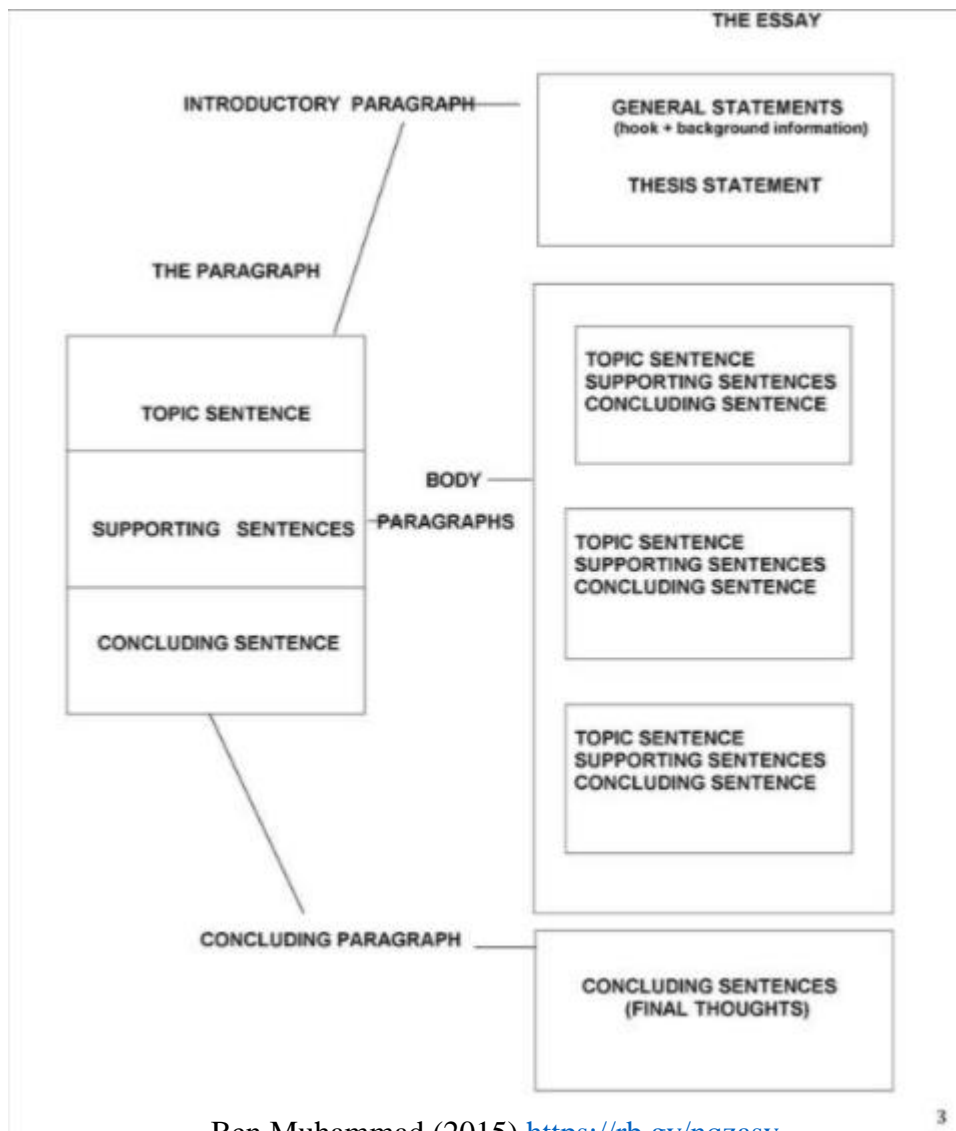
Essay: Essay is a group of paragraphs about one topic and one main idea. It has three parts: the introduction, the body, the conclusion. The structure of a paragraph is very similar to the structure of an essay. We can think of an essay as an expanded paragraph, that is, they have same structure but an essay is longer.



Read Carefully!

<ul style="list-style-type: none"> • The topic sentence states the topic. • The topic sentence states the controlling idea. • The topic sentence is the first sentence of a paragraph. • The supporting sentences reflect the idea in the topic sentence. • The conclusion is the last sentence of a paragraph. 	<ul style="list-style-type: none"> • The introductory paragraph states the topic. • The thesis statement states the controlling idea • The thesis statement is the last sentence of an introductory paragraph. • The supporting paragraphs reflect the idea in the thesis statement. • The conclusion is the last paragraph of an essay.
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Activity: check the graph shared by the teacher on the board and share your suggestions to fill in the boxes.



Activity: Let's analyse the paragraph and essay samples according to the diagram.

- In our sample paragraph, the topic sentence (number 1) becomes the thesis statement of our essay. Notice that thesis statement is always written at the end of the introductory paragraph.
- In our sample paragraph, the supporting sentences (number 2, 3, 4) expand into three separate body (supporting) paragraphs in our essay. In other words, we divide each major and its minor supporting sentences into separate paragraphs. Since we have three supporting sentences in our paragraph, we have three supporting paragraphs in our essay.
- In our sample paragraph, the concluding sentence (number 5) turned into a conclusion paragraph.

Activity: Analyse the paragraph and the essay below.

- First, find three main parts of the paragraph: the topic sentence, supporting sentences and the concluding sentence as we did above.
- Then, find three parts of the essay: introductory paragraph, body paragraphs and concluding paragraph
- Underline thesis statement of the essay
- Underline topic sentence and concluding sentences in each body paragraph of the essay.

The Paragraph

¹ A good university should have three important characteristics. ²First of all, it must have enough qualified teachers for every course. Qualified teachers should have adequate teaching skills in their subjects and this helps students improve themselves, so good teachers are indispensable for a good university. ³Secondly, a good university must have many buildings with adequate high technology facilities for students. The classrooms must be large enough and well-equipped. In addition, libraries should have enough books and materials for students. ⁴Finally, a good university should have many facilities for students. For example, there must be enough sport centres and cafes for students to spend their free time. ⁵In conclusion, all these characteristics define a good university.

The Essay

It is a common knowledge that education plays an important role in our lives. The utmost level of education is undoubtedly to have a university degree. However, not every university may meet your expectations. In order to state that you are a graduate of a good university, there should be some requirements to be met. ¹In my opinion, a good university should have qualified teachers, technologically adequate buildings and many facilities for students.

² First of all, it must have enough qualified teachers for each course. Qualified teachers should have adequate teaching skills in their subjects. Without adequate teaching skills, it will be difficult for the teacher to transfer his/her knowledge to the students. Also, as a person, the teacher should have proper personalities, that is, a teacher should be kind, supportive and understanding to his/her students. Otherwise, they may be disliked. So, good teachers are indispensable for a good university.

³Secondly, a good university must have many buildings with adequate high technology facilities with students. The classrooms must be large enough and well-equipped. A small classroom or a classroom without technological supplies such as the internet or television will certainly demotivate students. In addition, libraries should have enough books and materials for students. This is very important to do research for students' studies or assignments. All these above considered, technologically developed buildings are necessary for a good university education.

⁴Finally, a good university should have many facilities for students. For example, there must be enough sport centres and cafes for students to spend their time. Since students spend most of their time studying at school, they need a place to rest and chat with their friends.

In addition, students sometimes need to get over their stress spending time in a sport centre. Thus, beside academic study, a good university should provide social opportunities to its students.

⁵ In conclusion, universities are places where students spend the most important stage of their lives. Universities should support the learning process with qualified teachers, technologically adequate buildings and many social facilities. Students should become familiar with all these characteristics so that they can choose a good university, which will affect their future.

Activity: After the teacher shares the essay draft on Perusall, **students log in** and highlight the specific section and comment what they are (e.g. topic sentence, thesis)

The image shows a screenshot of the Perusall interface. At the top, the Perusall logo is visible, along with navigation links for 'L3 Written Expression' and 'Library'. A user profile for 'Tarek Assassi' is shown in the top right corner. On the left side, there is a sidebar menu with options like 'My Courses', 'Study group home', 'Notifications', 'Notes', 'Chats', 'Groups', 'One-on-One', and 'Hashtags'. The main content area displays a book titled 'The Better Writing Breakthrough: Connecting Student Thinking and Discussion to Inspire Great Writing, 1e' by Dougherty, Billings & Roberts, published by ASCD. The book cover is visible on the left, and the title and author information are on the right. Below the book information, there are two buttons: 'Open' and 'Purchase'. A yellow arrow points from the book information to a chat window on the right. The chat window is titled 'Current conversation' and shows a discussion about the book. The chat messages are as follows:

RG: This is similar to Singh's statement that weak encryption is worse than no encryption. If a user believes their material is not being tracked, they will act recklessly on the web. A lot of us put faith in the Internet to keep our data safe which makes me wonder how safe "encrypted" data really is. #lies?

EB: Its interesting that this website was supposed to be so safe for chatting but put the amount of chats in the URL.

AW: I absolutely agree that this goes directly to prove Singh's point. The false assumption that the website was secure is worse than no encryption at all! However, I find it curious that no user or real administrator happened to notice or care that the post number was in the URL. I feel like a feature like this should've raised at least a couple eyebrows. I think there is a difference between being truly fooled about the security of a site (especially when it looks professional or "seems" secure) and being naive about an obvious design flaw.

The chat window also shows 'Upvoted by instructor' notifications and a timestamp of 'Feb 1 5:38 pm'.

The Paragraph

There are many ways to stay healthy. For good health I recommend exercising daily. There are many different forms of exercise one can do. For example, you can go to the gym to lift weights or swim. You can take along walk or ride a bicycle. Eating a good diet is also necessary to stay healthy. A good diet should consist of breads and grain, dairy products, fruits, vegetables and protein. Finally, don't smoke or drink! Both smoking and drinking are bad for your health.

To conclude, three good ways to stay healthy are to exercise every day, eat well, and do not smoke or drink.

The Essay

There goes a saying "Every human being is the author of his own health or disease." To be healthy or not depends on you and if you choose to stay healthy, there are many ways to do so: exercising daily, eating well and not smoking or drinking alcohol.

Firstly, daily exercise is important for good health. There are many different forms of exercise one can do. For example, you can go to gym to lift weights or swim. You can run or jog in your neighbourhood. You can take a long walk or ride a bicycle. You do not have to do a lot of exercises. If you are consistent and if you exercise even a little bit every day, you will keep good health.

Next, eating a good diet is necessary to stay healthy. A good diet should consist of bread and grains, dairy products, fruit, vegetables and protein. For instance, a good dinner might consist of pasta with tomato sauce, bread and butter, a fresh salad a pear and a glass of milk. If you eat well at every meal and be sure to include food from the major food groups, you will stay healthy.

Finally, don't smoke or drink! Smoking is very bad for your health. Studies show that smoking causes cancer. Not only that, smoking can give you bad breath and can ruin your teeth. In addition, drinking alcohol is also bad for your health. Alcohol has only empty calories. It does not benefit your body at all.

To conclude, there are many ways to stay healthy. Three good ways are to exercise every day, eat well and not to smoke or drink alcohol. It is important to maintain your health for a long time.

Activity: work with your classmate and try to use the example above and expand the paragraph below in an essay.

Paragraph	Essay
<p>There are three main characteristics of a proper university. First, it is important for any university to have qualified teachers. They are the backbone of the university and they must be qualified to help students learn efficiently. Secondly, universities must prepare comfortable and well equipped classrooms. Students spend a lot of time in classrooms so it is important to feel comfortable in a large and well equipped classroom especially with technological materials. Thirdly, universities must provide good facilities for students to spend time out of the classroom. There should be sports centres, libraries and cafes for students to spend their free time. In conclusion, these are the main characteristics of a proper university.</p>	

The Introductory Paragraph

(This lesson is designed to be taught as a video-conference)

The introductory paragraph is the first paragraph of the essay. It consists of three main parts: the *topic sentence*, the *hook* and the *thesis statement*.

The Topic Sentence

The topic sentence is usually the first sentence in any paragraph. In introductory paragraphs, the topic sentence is essential for the general organization of the paragraph. It acts as an *introduction* itself and gives a general idea about the topic under discussion. The topic sentence can be a *definition* or a *general statement*.

The Hook

The hook can be the first or second sentence of the introductory paragraph. It is used to attract readers' attention. To develop an interesting hook, you can use:

- *Questions*

- Here's an example of an interesting question hook on the topic of succeeding in college:

What is the difference between successful college students and unsuccessful college students?

- *Quotes*

- This is a hook where you begin your essay with a quotation. The quotation could be from a famous person, but it doesn't have to be. You can quote anyone if it connects to what you're writing about.

If you write an essay on the topic of education you could begin with: Nelson Mandela said, *“Education is the most powerful weapon you can use to change the world.”*

If you want to use a quotation for a hook, make sure you quote the words exactly. Choose quotations where the words are striking, powerful, and/ or memorable.

- *Anecdotes (personal stories)*

- This is a hook where you begin with a short story or episode that relates to your topic.

Readers love stories, especially a well-written story that is memorable. The key to a great story hook is making sure the story directly connects to your essay or paper topic.

Your story can be personal or someone else's story.

Here's an example of a story hook for an essay about the differences between British and American English. I used my own story about a trip to England.

I got off the train and pulled my luggage behind me. A cab pulled up to the curb, and the driver got out. He lifted my luggage and said, “Miss, I’m just going to put your stuff in the boot.” I didn’t know what he meant until I saw him open the car’s trunk. Then I realized the boot means car trunk. I got in the cab, wondering how many other words would be different in England.

- *Metaphor – Simile*

- A metaphor is a figure of speech that directly compares one thing to another, but these two things seem unrelated. An example of a metaphor is: *Her boyfriend is a rat.*

The boyfriend is not really a rat, but he behaves like one.

A simile is like a metaphor. Both compare two unrelated things to each other, but a simile uses the words *like* or *as* to connect them. A simile is less strong than a comparison in a metaphor. For example: *Writing a research paper is like running a marathon when it's 95 degrees Fahrenheit.*

If your essay topic is on business blogging, you could write the metaphor hook:

A business blog is a magnet pulling clients to a company.

Or the simile hook:

A business blog is like a magnet that pulls clients to a company.

- **Statistics**

- Here's an example of a factual hook about an essay on gun ownership in the United States.

Almost two-thirds of American adults at some point in their life lived in a home with at least one gun.

Source: The Pew Research Centre, "America's Relationship with Guns: An In-Depth Look at the Attitudes and Experiences of US Adults"

<http://www.pewsocialtrends.org/2017/06/22/americas-complex-relationship-with-guns/>

- **Interesting information or Facts**

- **Background information**

Thesis Statement

The Thesis Statement is the most important section of the essay. It usually takes the form of *one sentence* at the *end* of the introductory paragraph. It must be very *specific, straight to the point*, and states *exactly* the information that will be discussed in the body paragraphs.

Activity: Reading

Tips and Hints on writing a thesis statement

How long does it need to be?	one or two sentences
Where is your thesis statement?	in the introduction
Is your thesis statement clear?	straight to the point
Does your thesis include a comment about your position on the issue at hand?	what position you will take in relation to that topic

Tips to Write a Successful Thesis Statement

Avoid sentence structures like, “The point of my paper is...”

Avoid vague words.

Why should the reader read it?

Use your own words in thesis statements; avoid quoting.

A well-crafted thesis statement reflects well-crafted ideas.

- ✓ **Rules of thesis statement development**

THESIS STATEMENT:

There are some rules we have to follow while writing a thesis statement.

B) A thesis statement is not a fact or observation.

Fact or observation: People use many chemicals. **X**

Thesis statement: Chemicals that people use have some bad effects on our nature. **✓**

D) A thesis statement has one main idea rather than several main ideas. More than one idea may be too difficult for the reader to understand and for the writer to support.

More than one point: Knowing a foreign language has many benefits, It also has some disadvantages. **X**

Thesis statement: Knowing a foreign language has many advantages for university students. **✓**

THESIS STATEMENT:

C) A thesis statement takes a stand rather than announcing a subject.

Announcement: The purpose /subject of this paper is the difficulty of solving our environmental problems. **X**

Announcement: I want to talk about the difficulty of solving our environmental problems. **X**

Thesis statement: Solving our environmental problems is more difficult than many environmentalists believe.

E) A thesis statement should neither be too broad nor too narrow.

Too broad: The World War II changed the history. **X**

Too narrow: I grew up in a small village. **X**

Thesis statement : The World War II changed the life style of people of 40s. **✓**

Thesis statement : The village I grew up helped me develop myself in three important ways. **✓**

Activity: The thesis statement is the most important part of the essay, the following are practical examples of thesis statement development. Read and discuss.

Quick Thesis Statement Facts

A Successful Thesis Statement:

Provides readers with the main claim of your paper. It tells readers what your paper will be about.

Makes a claim that others may either agree or disagree with.

Is a statement, rather than a question.

Is written in your own words. It is not a quote from a source.

Generally appears at the end of your introduction.

Bad & Better Thesis Statements

This is not an exhaustive list of bad thesis statements, but here're five kinds of problems I've seen most often. Notice that the last two, #4 and #5, are not necessarily incorrect or illegitimate thesis statements, but, rather, inappropriate for the purposes of this course. They may be useful forms for papers on different topics in other courses.

1. The non-thesis thesis.

A thesis takes a position on an issue. It is different from a topic sentence in that a thesis statement is not neutral. It announces, in addition to the topic, the argument you want to make or the point you want to prove. This is your own opinion that you intend to back up. This is your reason and motivation for writing.

Bad Thesis 1: In his article Stanley Fish shows that we don't really have the right to free speech.

Bad Thesis 2: This paper will consider the advantages and disadvantages of certain restrictions on free speech.

Better Thesis 1: Stanley Fish's argument that free speech exists more as a political prize than as a legal reality ignores the fact that even as a political prize it still serves the social end of creating a general cultural atmosphere of tolerance that may ultimately promote free speech in our nation just as effectively as any binding law.

Better Thesis 2: Even though there may be considerable advantages to restricting hate speech, the possibility of chilling open dialogue on crucial racial issues is too great and too high a price to pay.

2. The overly broad thesis.

A thesis should be as specific as possible, and it should be tailored to reflect the scope of the paper. It is not possible, for instance, to write about the history of English literature in a 5 page paper. In addition to choosing simply a smaller topic, strategies to narrow a thesis include specifying a method or perspective or delineating certain limits.

Bad Thesis 1: There should be no restrictions on the 1st amendment.

Bad Thesis 2: The government has the right to limit free speech.

Better Thesis 1: There should be no restrictions on the 1st amendment if those restrictions are intended merely to protect individuals from unspecified or otherwise unquantifiable or unverifiable "emotional distress."

Better Thesis 2: The government has the right to limit free speech in cases of overtly racist or sexist language because our failure to address such abuses would effectively suggest that our society condones such ignorant and hateful views.

Page 2 of 4

Bad & Better Thesis Statements

3. The incontestable thesis.

A thesis must be arguable. And in order for it to be arguable, it must present a view that someone might reasonably contest. Sometimes a thesis ultimately says, "we should be good," or "bad things are bad." Such thesis statements are tautological or so universally accepted that there is no need to prove the point.

Bad Thesis 1: Although we have the right to say what we want, we should avoid hurting other people's feelings.

Bad Thesis 2: There are always alternatives to using racist speech.

Better Thesis 1: If we can accept that emotional injuries can be just as painful as physical ones we should limit speech that may hurt people's feelings in ways similar to the way we limit speech that may lead directly to bodily harm.

Better Thesis 2: The "fighting words" exception to free speech is not legitimate because it wrongly considers speech as an action.

4. The "list essay" thesis.

A good argumentative thesis provides not only a position on an issue, but also suggests the structure of the paper. The thesis should allow the reader to imagine and anticipate the flow of the paper, in which a sequence of points logically prove the essay's main assertion. A list essay provides no such structure, so that different points and paragraphs appear arbitrary with no logical connection to one another.

Bad Thesis 1: There are many reasons we need to limit hate speech.

Bad Thesis 2: None of the arguments in favour of regulating pornography are persuasive.

Better Thesis 1: Among the many reasons we need to limit hate speech the most compelling ones all refer to our history of discrimination and prejudice, and it is, ultimately, for the purpose of trying to repair our troubled racial society that we need hate speech legislation.

Better Thesis 2: None of the arguments in favour of regulating pornography are persuasive because they all base their points on the unverifiable and questionable assumption that the producers of pornography necessarily harbour ill will specifically, to women.

Bad & Better Thesis Statements

5. The research paper thesis.

In another course this would not be at all unacceptable, and, in fact, possibly even desirable. But in this kind of course, a thesis statement that makes a factual claim that can be verified only with scientific, sociological, psychological or other kind of experimental

evidence is not appropriate. You need to construct a thesis that you are prepared to prove using the tools, you have available, without having to consult the world's leading expert on the issue to provide you with a definitive judgment.

Bad Thesis 1: Americans today are not prepared to give up on the concept of free speech.

Bad Thesis 2: Hate speech can cause emotional pain and suffering in victims just as intense as physical battery.

Better Thesis 1: Whether or not the cultural concept of free speech bears any relation to the reality of 1st amendment legislation and jurisprudence, its continuing social function as a promoter of tolerance and intellectual exchange trumps the call for politicization (according to Fish's agenda) of the term.

Better Thesis 2: The various arguments against the regulation of hate speech depend on the unspoken and unexamined assumption that emotional pain is either trivial.

The Thesis Tests

1. Is this a complete sentence (and not a question)?
 2. Does it have an opposing argument?
 2. Is every word clear and unambiguous in meaning?
 3. Is the sentence a dead end, or does it call for additional information and explanation?
 4. Does the statement make such a large claim that you believe the writer has no hope of proving it
to be true in the space of 4 to 6 pages?
 5. What evidence will you need to see before you will believe that the thesis is true?

Bad & Better Thesis Statements

Activity: In pairs, evaluate the following thesis statements based on these criteria:

Does the thesis:
* Take a stand
* Propose a solution
* Evaluate something
* State its position clearly and exactly



Is the thesis:
* Arguable
* Stated positively, i.e. is it a statement rather than a question
* Sufficiently limited for a 4-6 page paper



After you have evaluated and improved the thesis (if necessary), please rewrite it as a(n):
* Simple thesis
* Expanded thesis
* Thesis statement with an *although* clause

1) Teachers have influenced my life.

.....

2) Cutting classes is like a disease.

.....

3) Going to college prepares a person for the future and it is increasingly expensive.

.....

4) Older people often imitate teenagers.

.....

5) Violence on television can be harmful to children.

.....

6) In today's society, child abuse is an awful thing.

.....

7) Teenagers should not get married.

.....

8) Smoking damages the body.

.....

9) The music business is pretty complicated.

.....

10) I don't know how to change the oil in my car.

.....

11) There are many different types of students in college today.

.....

12) Students have developed a variety of techniques to conceal inadequate study from their instructors and they often get away with it.

.....

Structure of an Essay

The Introductory Paragraph (General Revision)

The introduction is the first paragraph of the essay. It consists of three parts: **hook, background information and thesis statement.**

The Hook



Hook: It is the first or better the second sentence of the introductory paragraph. A hook is necessary to grab reader's interest and attract their attention, and make them curious about your writing. There are some types of "hook" you can use:

TYPES OF HOOK

1. Ask a question

e.g.: Have you ever been to a foreign country and felt lonely? ... (an essay about studying abroad)

2. Use quotation! A quotation works especially well if you relate it strongly to the thesis statement of your essay. It may also be a proverb.

e.g.: "Friends are the most important ingredient in this recipe of life" (an essay about friendship)
or

"There is a saying that studying in another country really teaches you a lot; not just about the language, but about the world". (An essay about studying abroad)

3. Use an anecdote! Anecdote is a funny or humorous short story. You can use anecdotes related to the topic of the essay.

e.g.: I was twenty-one years old when I first went abroad to study English... (An essay about studying abroad)

4. Use an interesting and a general sentence!

e.g.: Divorce has become a trend among newly married couples recently in Turkey.

(An essay about the reasons of divorce)

Background Information: After the hook, we give the reader background information about the topic of the essay. This background information should lead your reader from a general idea of your topic to a very specific idea.

e.g.'...Nowadays many students after completing their education from universities try to find the ways to study abroad for their future. They think that studying abroad provides better opportunities for them to view the world better...

Thesis statement: Thesis statement of an essay is like the topic sentence of a paragraph. It states the main idea of the essay. We can see the organization of the essay in our thesis statement because we state our major supports (subtopics) in our thesis statements. When listing the subtopics (supporting paragraph ideas) in a thesis statement, a colon (:) is often useful as in the example

e.g.: In my opinion, students choose to study abroad since it is a good way to learn a foreign language, learn about other cultures and have a good career.

Now let's remember our rule about the introductory paragraph:

The introductory paragraph = hook+ background information + thesis statement

So, we combine our examples in hook, background information and thesis statement and we get the following:

- *This example is a bit different from the one we had in the first lesson. Here we focus more on the hook and thesis statement with mentioning background information about the topic. Do not worry though, both methods are correct.*

There is a saying that studying in another country really teaches you a lot; not just about the language, but about the world. Nowadays many students after completing their education from universities try to find the ways to study abroad for their future. They think that studying abroad provides better opportunities for their world view. In my opinion, students choose to study abroad for three main reasons: to learn a foreign language, learn about other cultures and have a good career.

Notice! The first sentence starts with a hook which gives a quotation about the topic and the following two sentences give background information which aims to narrow the general topic of studying abroad to our thesis statement. The final sentence is the thesis statement. It introduces the three subtopics (to learn a foreign language, learn about other cultures and have a good career) to make us have an idea about the organization of the essay. Therefore, we understand that our first supporting paragraph will be about learning a foreign language as a reason to study abroad.

Let's revise the thesis statement development

- There are some rules we have to follow while writing a thesis statement.
1. Write your thesis statement at the end of the introductory paragraph, that is, thesis statement is the last sentence of your introduction.
 2. A thesis statement is not a fact or observation.

Fact or observation: People use many chemicals. **X**

Thesis statement: Chemicals that people use have some bad effects on our nature. **√**

3. A thesis statement takes a stand rather than announcing a subject.

Announcement: The purpose /subject of this paper is the difficulty of solving our environmental problems. **X**

Announcement: I want to talk about the difficulty of solving our environmental problems. **X**

Thesis statement: Solving our environmental problems is more difficult than many environmentalists believe.

4. A thesis statement has one main idea rather than several main ideas. More than one idea may be too difficult for the reader to understand and for the writer to support.

More than one point: Knowing a foreign language has many benefits, it also has some disadvantages. **X**

Thesis statement: Knowing a foreign language has many advantages for university students. \checkmark

5. A thesis statement should neither be too broad nor too narrow.

Too broad: The World War II changed the history. **X**

Too narrow: I grew up in a small village. **X**

Thesis statement: The World War II changed the life style of people of 40s. \checkmark

Thesis statement: The village I grew up helped me develop myself in three important ways. \checkmark

Activity: Read the statements below. Put a tick (\checkmark) beside each statement if it is clear thesis statement. If not, find the problem and correct it with your partner.

e.g.: This essay will be about the crime rate in Algiers. Announcement.

Correct: The crime rate in Algiers has increased a lot recently for three main reasons.

1. My wife was our neighbour in our summer house. _____
2. My roommate and I get on well in most ways and we have interesting families. _____
3. Capital punishment should be abolished for several reasons. _____
4. I am going to write about the problems of university students. _____
5. Football is an important part of life. _____
6. Milk is rich in calcium. _____
7. The kinds of clothes people wear reflect their personalities. _____
8. Music is important to many people in the world because it can help you relax, express yourself or work better. _____

Activity: Write thesis statements from the general topics given. Do not forget to narrow them down. Discuss your thesis statements as a class.

1. Health:
2. Family:
3. Corruption:
4. Marriage:
5. Food:

Activity: There are three introductory paragraphs below and the sentences in each paragraph are in incorrect order. Put the sentence into correct order.

1. **a.** Just attending the class is not enough. **b.** Do you think people are born as writers? **c.** To become a successful writer, students should follow some important steps. **d.** Writers need a good background in grammar and vocabulary, skills in writing essays, and skills in editing. **e.** Learning to be successful writer involves a lot of hard work.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

2. **a.** But now, there is little disapproval of living together by our society, especially in big cities. **b.** Living together is one example of the many alternative lifestyles around the world. **c.** As opposed to common thought, living together before marriage has many benefits to young couples. **d.** Alternative lifestyle is generally considered to be against our tradition. **e.** In the past, very few couples lived together without a wedding ceremony. **f.** Many couples today choose to live together without marrying.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
6. _____

3. **a.** A sense of humour can be very helpful in terms of social, psychological and physiological aspects. **b.** Humour makes people laugh and thus relax, which is the opposite of how they feel in bad situations. **c.** Most people would agree that humour is good for you in every possible way. **d.** What happens when we laugh? **e.** It therefore helps relieve stress and make people happy.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

The Body Paragraph(s)

The core of the essay is the body paragraph(s). Body paragraphs usually explain and detail the information in the essay. As we have learnt during the first section of the semester one contents, the thesis statement is the most important section of the essay, yet it is not enough to elaborate what the essay contains. Often, we tend to include the major supporting ideas in the thesis, it makes it look even more specific, and that is what we are looking for in a thesis. We call that an overt thesis statement. The major supporting ideas in the thesis must be included in the body paragraphs, with more detail. Remember, they must all be mentioned and exactly as you organized them in the thesis. That is each of the paragraphs in the body must be connected to subtopics in your thesis statement.

Activity: Take a look at the following example.

Thesis Statement:

People can reduce the risk of heart- attack by exercising regularly, eating healthy food and not smoking.

PARAGRAPH – A	Exercising regularly
PARAGRAPH- B	Eating healthy food
PARAGRAPH- C	Not smoking

In this essay, the first body paragraph will explain how exercising regularly can reduce the risk of heart- attack. The second body paragraph will explain how eating healthy food can reduce the risk of heart- attack and the third body paragraph will explain how not smoking can reduce the risk of heart- attack. That is, all of these subtopics support the thesis statement.

Task: Explain why the author organized the subtopics in this order. Also, do you think it is logical? How?

Building Better Body Paragraphs

- ❖ Each of the body paragraph should start with a **clear topic sentence**, which has a topic and a controlling idea.
- ❖ Each of the body paragraph should provide **explanations, examples** and **details** to help the reader accept the main points discussed in the thesis statement.
- ❖ The order of the paragraphs should be in the **same order** as mentioned in the thesis statement
- ❖ Each main body paragraph will focus on a **single idea**, reason, or example that supports your thesis.
- ❖ **Concluding sentences in body paragraphs** are not always required, but it is not wrong to write one.



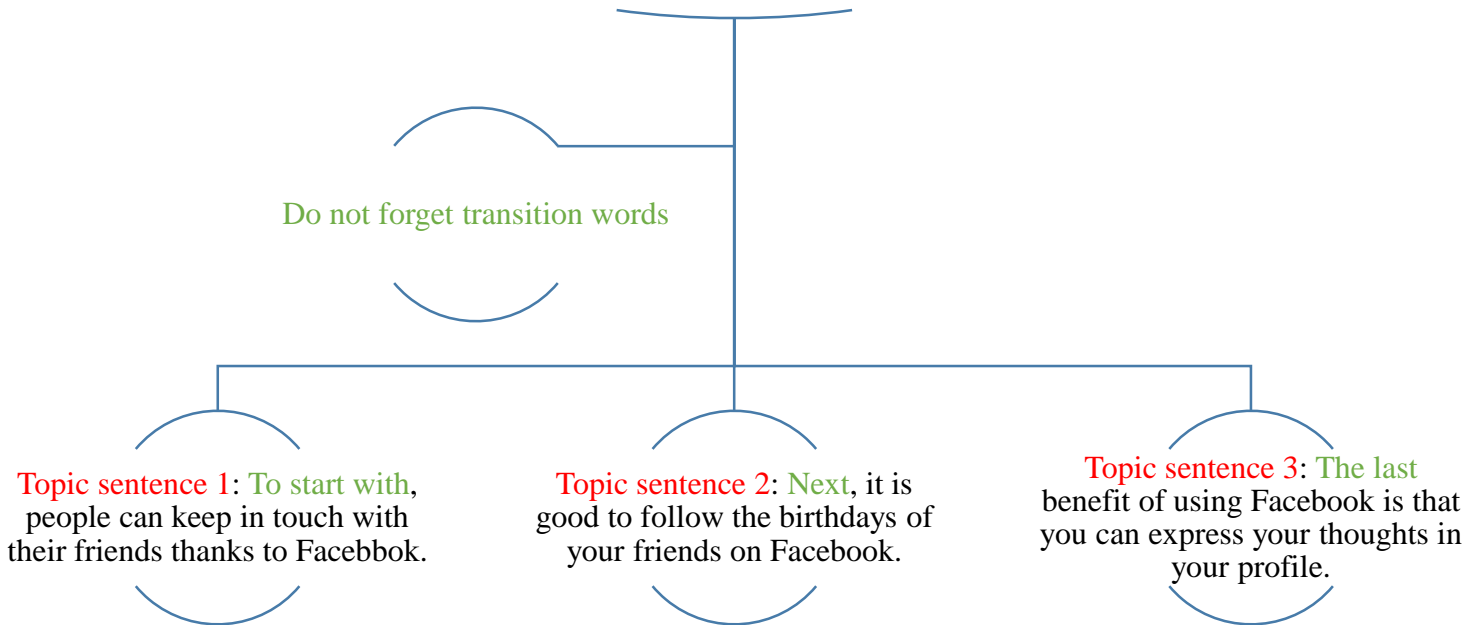
The first sentence of each paragraph begins with a transition signal from the table below:

Firstly,	Secondly,	Finally,
First of all,	Next,	In addition,
To start with,	For one thing,	Also,
Second,	Third,	Thirdly,

In-Class Assignment: Analyse the sample essay given by the teacher in a handout and check if you can see these rules above.

Activity: For the thesis statements below, write topic sentences for your body paragraphs. Do not forget to use transitions at the beginning of your topic sentences in your body paragraphs. In order to have a better idea about it, analyse the example below first.

e. g. : **Thesis statement:** The potential benefits of using Facebook are keep in touch with friends online, to remember the birthdays of your friends and to express your thought in your profile.



1- Thesis Statement: The most common problems that developing countries face today are pollution, migration and poverty.

Topic sentence 1:

Topic sentence 2:

Topic sentence 3:

2- Thesis Statement: Personally, I oppose the idea of building of a big shopping centre in our neighbourhood for the reasons of noise, traffic congestion and the damage of natural beauty.

Topic sentence 1:

Topic sentence 2:

Topic sentence 3:

3- Thesis Statement: According to health specialists, the three possible reasons for a long and healthy life are diet rich in vitamins, unpolluted environment and physical work.

Topic sentence 1:

Topic sentence 2:

Topic sentence 3:

Take it a bit further!

Activity: Below is an essay with the introduction and body parts. Complete the missing parts in the essay.

- The topic sentence of the first supporting paragraph.
- The details or examples of the second supporting paragraph. You can also add a concluding sentence.
- The whole supporting paragraph with the topic sentence, details and the concluding sentence (optional).

I have worked with many different people and I have found that some of my co-workers have been better to work with than others. The co-workers that I enjoyed working with shared some positive qualities. In my opinion, the three most important characteristics in a co-worker are honesty, creativity and the ability to work well with others.

.....
.....
.....
..... . If your colleague lies, an atmosphere of distrust and negative gossiping may arise. Honest people complete tasks that they promised to do and take responsibility for their actions. They own up to what they do and don't try to put the blame on someone else.

An excellent co-worker should also be a creative person.

.....
.....
.....
.....
.....
.....

Discussion: Share with the class the main difficulties you have faced in this last activity.

The Concluding Paragraph

The conclusion is the last paragraph of the essay. It does three things.

- It signals the end of the essay.
- It summarizes the main points.
- It leaves the reader with the writer's final thoughts on the subject.

Just as the introductory paragraph has parts, the concluding paragraph has two parts:

A summary of the main points or a restatement of the thesis statement in different words.

You final thoughts on the subject.

The first sentence of the concluding paragraph begins with a concluding transition signal from the table below.

In conclusion,	To summarize,	In summary,
To conclude,	To sum up,	Briefly,
In brief,	In short,	Shortly,

➤ How to Write a Better Conclusion?

1. Summary of the main ideas

What do we mean by the summary of the main ideas? Simple as it is, the summary refers to the restatement of the thesis; that is to say, write it in different words. That is the most efficient method to begin your concluding paragraph. Try and avoid repetition, use appropriate and context-related synonyms, examples or even descriptions if you have to. As you know, repetition may sound boring or lacking creativity. However, it is not wrong to repeat key words or expressions that are too important to be substituted. It is better to risk repetition rather than risking misunderstanding of your reader. Here are some examples of thesis statements and summary statements:

Activity: Take a shot at it! Look at the first example and try and write your own summary of the second.

Thesis Statement: Many people are buying Volvo because of its price, fuel economy, and high resale value.

Summary Statement: Reasonable pricing, low fuel consumption and an attractive resale value have all contributed to the popularity of Volvo in today's market.

Thesis Statement: Italy is a stimulating place to visit because of its magnificent location, theatres and art galleries, and many fine restaurants.

Summary Statement: If you love beautiful surroundings, theatre and art, and an excellent meal, then Italy is the best place for you.

2. Final Thoughts

In this part, you may write your comments on the subjects of your essay. This is the place to express your opinion, make a judgement or give a recommendation. **However, do not add any new ideas in the conclusion because it is the end of the essay.**

Activity: let's do the same thing! Look at the first example and try and write your own final thought of the second thesis.

Thesis Statement: Many people are buying Volvo because of its price, fuel economy and high resale value.

Final Thoughts: Because of these features, Volvo is the type of car many people prefer to have. We will have to wait and see to what extent the popularity of Volvo will increase in the near future.

Thesis Statement: Italy is a stimulating place to visit because of its magnificent location, theatres and art galleries, and many fine restaurants.

Final thought: Perhaps it's because I am of Italian ethnicity, still Italy is my favourite country to visit. I don't really understand the language much, but it is "bellissimo!"

3- A teasing statement or a provoking question? Keep them on their toes! (Optional)

It is optional to pose a provocative question in the concluding paragraph, but you must summarize the key ideas raised in the body paragraphs and include a closing statement. A question like the one in the introduction draws the reader in and attracts his/her attention. The question should touch on a point you raised in the essay.

Thesis Statement: Many people are buying Volvo because of its price, fuel economy, and high resale value.

Question: Wouldn't it be great for you to have one?

Thesis Statement: Italy is a stimulating place to visit because of its magnificent location, theatres and art galleries, many fine restaurants.

Question: Why don't you go and take a one-way ticket to Italy now?

So, a concluding paragraph should look like this:

In conclusion, reasonable pricing, low fuel consumption and an attractive resale value have all contributed to the popularity of Volvo in today's market. Because of these features, Volvo is the type of car many people prefer to have. We will have to wait and see to what extent the popularity of Volvo will increase in the near future. Wouldn't it be great for you to have one

In summary, if you love beautiful surroundings, theater and art, and an excellent meal, then Italy is the best place for you. Perhaps, it's because I am of Italian ethnicity but Italy is my favorite country to visit. I don't really understand the language much, but it is "bellissimo".

Why don't you go and take a one-way ticket to Italy now?

Activity: Discuss: It is clear now that the concluding paragraph is the easiest part of the essay. What do you think? Do you agree or disagree, why?

Activity: Read the introductory paragraphs below and write related concluding paragraphs by summarizing the main points or paraphrasing thesis statement and adding your own comment as a final message to the reader. You can also ask a provoking question

1. Introductory Paragraph:

Do you have an idea of how many children get injured or die due to home accidents? Accidents are the main cause of injury and even death in children. People only relate accident to traffic accident or accidents in outdoor activities. However, as a matter of fact, the place where people regard as the safest place-home hides many “hazards”. Yet such deaths and injuries can be avoided through some easy steps such as keeping floor dry, putting dangerous items up high and locked away and putting plastic safety caps on electric outlets.

Concluding Parag.

2. Introductory paragraph:

Most kids plug into the world of television long before they enter school. According to a recent research, two-thirds of kids watch television an average of 2 hours a day. No doubt that television can be an excellent educator and entertainer, but despite its advantages, too much television can be harmful because it creates passivity, discourages communication and presents a false picture of reality.

Concluding Parag.:

3. Introductory Paragraph:

Did you know that 90 percent of an illness occurs due to stress? Nowadays, many people work long hours so that they can afford to buy things that they think will make them happy; however, working such long hours along with obligations to family and friends cause a lot of stress in people's lives. People need to reduce stress in their lives so that they can remain healthy. A healthy lifestyle, which includes listening to soft music, exercising and maintaining a positive attitude are the best ways of reducing stress.

Concluding Parag.:

Sample Outline of an Essay

I. INTRODUCTION:

Thesis Statement: Games are as important for adults as they are for children because they are a way to relax, to maintain good relationships with family and friends and a good exercise for the brain.

II. BODY PARAGRAPH 1:

Transition/ Topic Sentence: First of all, games can provide adults with a way to relax

Detail 1: a chance to take a break

Detail 2: forgetting about the problems at work

III. BODY PARAGRAPH 2:

Transition/ Topic Sentence: Secondly, when adults play games with others, it will also maintain good relationship with family and friends.

Detail 1: Bringing people together

Detail 2: Chatting and telling stories

Detail 3: Lots of laughter

IV. BODY PARAGRAPH 3:

Transition/ Topic Sentence: Finally, while playing games, adults exercise different parts of their brains.

Detail 1: Taboo

Detail 2: Chess, a game of strategy

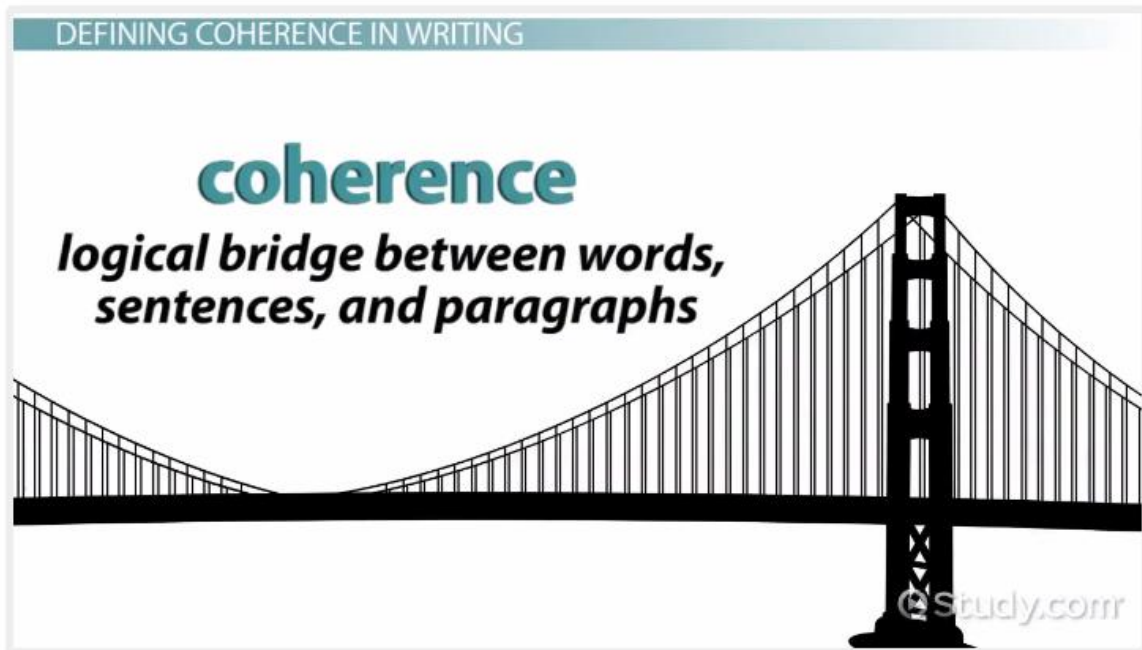
V. CONCLUSION: In conclusion, game playing is good for adults because it offers them a form of relaxation, a way to maintain good relationship and a way to engage different parts of their brains. Although most adults don't spend as much time playing games as children, it is possible for them to have fun with games.

Activity: Work with a group of three and write an essay about the importance of games for adults by using the outline in the previous page.

Activity: Up to you now: Write an essay on one of the following topics and do not forget to make an outline before. Write your essay in A4 format, clean paper. First give it to your friend to check and then to your teacher to get feedback.

- My favourite Food
- The World's Best TV Show
- The best film ever
- My Town Is the Best Town Around

Coherence & Cohesion



Coherence in writing is the logical bridge between words, sentences, and paragraphs. Coherent writing uses devices to connect ideas within each sentence and paragraph. Main ideas and meaning can be difficult for the reader to follow if the writing lacks coherence. In this lesson, you will see some examples and learn some tips for making your writing coherent between words, sentences, and paragraphs.

Careful!!!

Coherence means the connection of ideas at the idea level, and cohesion means the connection of ideas at the sentence level. Basically, coherence refers to the “rhetorical” aspects of your writing, which include developing and supporting your argument (e.g. thesis statement development), synthesizing and integrating readings, organizing and clarifying ideas. The **cohesion** of writing focuses on the “grammatical” aspects of writing.

Coherence between Words

Between each word, coherence can be created by **parallelism**.



Parallel structure means using similar grammatical constructions between words in sentences. Parallelism is particularly important for words in lists. If you are writing a list of things someone likes to do, then each activity in the list should take the same grammatical form. For instance, if one verb in the list takes on the '-ing' gerund form, like 'running,' then the other verbs in the list should also be in the gerund form. An incoherent structure would be to say:

Sarah likes to jump, running, and skate.

Instead, the list should be parallel like this:

Sarah likes jumping, running, and skating.

Coherence Between Sentences

Coherence can be created between sentences through repetition and transitional devices. Repetition of words across sentences helps to reiterate the same ideas between sentences. One way to use repetition to create coherence is to repeat the same word or phrase at the end of one sentence and the beginning of the next sentence to show how the ideas connect. Here is an example of sentences that create coherence through repetition:

The most important part of an essay is the thesis statement. The thesis statement introduces the argument of the essay. The thesis statement also helps to create a structure for the essay.

In this example, the repetition of the phrase 'thesis statement' helps to unify the three sentences. It is a phrase that ends the first sentence and transitions into the next sentence by starting with that same phrase.

Another way to create coherence between sentences is through transitional devices. There are many types of transitional devices that show time and help ideas flow smoothly. Transitional words, such as 'first', 'later', and 'then', are a few examples of transitional devices that show

time to help ideas flow more smoothly. Transitional devices are like signposts that tell the reader what is coming up ahead and where the discussion is going.

Coherence between Paragraphs

Transitional words can also be used between paragraphs. Words such as: Therefore, However, Yet, Thus, First, Later, Then... cannot only be used between sentences, but between paragraphs to connect them. Other ways to create coherence between paragraphs include having a consistent paragraph structure and point of view.

Examples of Linking Devices

The following is a list of cohesive devices or linking devices we use to keep a smooth flow of ideas and ensure our essay's coherence.

Conjunctions	and, but, or, so, nor, for, yet, also, too
Other sentence connectors	<p>Ordering: firstly, secondly, next, in addition, furthermore, finally, in conclusion</p> <p>Contrasting: however, on the other hand, in contrast, in comparison, nevertheless</p> <p>Drawing conclusions: as a result, thus, therefore, consequently, in conclusion</p>
Personal pronouns	I, he, she, it, we, you, they, them, us, etc.
Pointers	this, that, these, those
Clause connectors	<p>(These connect clauses to form a sentence. They can come at the beginning or in the middle of the sentence.)</p> <p>Comparing and contrasting: while, whereas, although, though, even though, besides</p> <p>Time: after, before, when, until</p> <p>Cause: since, because, so that</p>
Cause and Effect	<ul style="list-style-type: none"> • Because of • Due to As • Owing to • Since • Consequently • Thus (formal) • As a consequence • As a result • Therefore
Contrast	<ul style="list-style-type: none"> • In contrast to • In comparison • However • On the contrary • Even though • Compared with/to • While • Nevertheless • On the other hand • But • Whereas • Despite

Similarity	<ul style="list-style-type: none"> • Similarly • Both • Just as • The same is true for • In the same way • The same can be said for •
Purpose	<ul style="list-style-type: none"> ➤ To ➤ So as to ➤ In order to ➤ For the purpose of ➤ So that ➤
Addition and Amplification	<ul style="list-style-type: none"> ➤ And ➤ As well as ➤ Moreover ➤ In addition ➤ Also ➤ Furthermore ➤ Indeed ➤ In fact ➤ Even ➤
Giving Examples	<ul style="list-style-type: none"> ➤ For example ➤ For instance ➤ Such as ➤ e.g. ➤ like ➤
Clarification	<ul style="list-style-type: none"> ➤ That is to say ➤ And by this I mean ➤ This shows ➤ This means ➤ In other words ➤ This indicates that ➤
Reference and Introducing	<ul style="list-style-type: none"> ➤ I would like to start by(-ing) ➤ What I want to discuss is ➤ I am going to discuss/write about... ➤ My objectives are ➤
Quoting	<ul style="list-style-type: none"> ➤ N.N. mentions that.. ➤ N.N. claims that.. ➤ According to N.N. .. ➤ What N.N. seems to think is .. ➤

Turning to a New Topic	<ul style="list-style-type: none"> ➤ Now I would like to turn to ➤ The next point I would like to deal with is.. ➤ The next aspect I would like to present is .. ➤ Another point to consider is .. ➤
Returning to a Point	<ul style="list-style-type: none"> ➤ As I mentioned earlier.. ➤ To return to what I wrote earlier .. ➤ As I said / wrote in the introduction .. ➤
Drawing Conclusions	<ul style="list-style-type: none"> ➤ It is quite clear that .. ➤ What this shows is .. ➤ As you can see .. ➤ It is evident that ➤
Concluding	<ul style="list-style-type: none"> ➤ So, to sum up .. ➤ I would like to conclude by (-ing) ➤ In conclusion .. ➤ Finally Finally, I could say that .. ➤ Eventually, I would say that .. ➤
Attitude and Intention	<ul style="list-style-type: none"> ➤ I believe that .. ➤ I think .. ➤ What I am trying to say .. ➤ In my opinion .. ➤ As far as I am concerned .. ➤ It seems to me that .. ➤ I feel .. ➤ The point I am trying to make .. ➤ As I see it .. ➤ What I feel is .. ➤

More practice needed

- ✓ The following exercises are based on the work of Natalia Bacette (2014) <https://rb.gy/dd8ipg>
- ✓ These exercises are chosen based on students' needs and lacks as far as comprehension is concerned.
- ✓ The teacher detected a number of issues in comprehending topics at hand and generating ideas about topics chosen by students themselves.
- ✓ Thus, these activities will help students develop their comprehension, critical thinking and organizational skills in writing body paragraphs.
- ✓ At the end of this sets of additional exercises, students will have another chance practicing for the last time the development of body paragraphs and the concluding paragraph. That will lead to the closure of the first semester programme, to further focus more on types of essays in the second semester.

Activity 1 ► SENTENCE ORDER

Number the sentences in an appropriate order to form a well-structured paragraph. Write the numbers in the spaces provided.

1)

_____ a. This spot, which lies in New York Harbor, was the first American soil seen or touched by many immigrants.

_____ b. Between its opening in 1892 and its closing in 1954, about two-thirds of all immigrants were detained there before taking up their new lives in the United States.

_____ c. Ellis Island has reopened for business, but now the customers are tourists.

_____ d. Though other places also served as ports of entry for foreigners, none has the symbolic power of Ellis Island.

2)

_____ a. The set, sounds, and actors in the movie captured the essence of horror films.

_____ b. The sounds, too, were appropriate; especially terrifying was the hard, hollow sound of footsteps echoing throughout the film.

_____ c. The set was ideal: looming shadows of large and unlighted houses, deserted streets, trees dipping their branches over the sidewalks, and mist hugging the ground.

_____d. But the best feature of the movie was its actors, all of them, tall, pale, and extremely thin.

3

_____a. When it was being constructed in the early 1970s, its windows began cracking and falling to the ground.

_____ b. They were replaced with plywood until the problem could be found and solved.

_____ c. The Hancock Tower in Boston is a thin, mirror-glass slab that rises almost eight hundred feet.

_____ d. Eventually, the cracking was blamed on the windows' rigid, double-paned glass.

_____ e. Single-pane windows were installed, and the plywood building crystallized into a shining jewel.

Activity 2 ► TRANSITIONS

Find and underline the critical transitions that connect sentences in the paragraph.

Why I Don't Make My Bed

Ever since I turned 15 last fall, I have lost the habit of making my bed--except on Fridays, of course, when I change the sheets. Although some people may think that I am a slob, I have some strong reasons for breaking the bed-making habit. In the first place, I am not worried about keeping a tidy bedroom because no one except me ever gets in there. If my mum ever decides to inspect the room, I guess I can hurry in there to fluff up the pillow and slap on a spread. Otherwise, I am not bothered. In addition, I find nothing uncomfortable about crawling into a rumpled mass of sheets and blankets. On the contrary, I enjoy making a cosy space for myself before falling asleep. Also, I think that a tightly made bed is very uncomfortable: entering one makes me feel like a loaf of bread being wrapped and sealed. Finally, and most importantly, I think bed-making is an awful way to waste time in the morning. I prefer spending those precious minutes checking my messages or feeding the cat than tucking in corners or snapping the spread.

Activity 3 ► CONSISTENCY WITH NOUNS AND PRONOUNS

In the following paragraph, find the pronouns which are not consistent with the nouns they refer to:

1) When a person is waiting to receive a package for something they bought online, you begin to notice what time the postman arrives. 2) If the person does not receive the package within one week of buying the item, they may not have followed the right process. 3) For instance, buyers who don't include a phone number on the purchase form will have to wait longer for his or her package. 4) If they make errors on the form, you also have to wait, and they might even call you asking questions and delaying the delivery for two or three weeks or longer. 5) Even if you followed the right process and gave all the correct information, the company can still delay their purchase as long as he or she wants.

Activity: use appropriate cohesive devices to make this paragraph coherent:

Bobby was a Skye Terrier. Bobby roamed the streets of Edinburgh. Bobby met John Grey in the 1850s. Grey worked as a night watchman in the Edinburgh police. Bobby kept John Grey company. The winters in Edinburgh can be very cold. Grey fell sick with tuberculosis. Tuberculosis was a fatal disease back in the 1800s. On 15 February 1858, Grey died.

Bobby followed John Grey to his grave at Greyfriars Kirkyard in the old part of Edinburgh. Bobby did not leave the grave except for when he was hungry. Bobby did not leave the grave except for when he was very cold. People started to notice the dog in the churchyard. People started worrying about Bobby. The City of Edinburgh had decided that ownerless dogs should be shot. The city council bought a licence for Bobby. Bobby could keep on watching his master's grave. Bobby survived his master by 14 years. He died in 1872. He was buried just inside the gate of the churchyard. He could not be buried together with his master. The church ground is sacred.

Activity: use the following points and the linking devices you have learnt to form a coherent paragraph; you can add extra information if you have to.

<i>Farris is 16</i>
<i>Farris is American</i>
<i>Farris' parents were born in Baghdad</i>
<i>Farris studies journalism</i>
<i>Farris wanted to see Baghdad</i>
<i>Farris wanted to check how people live in Baghdad nowadays</i>
<i>Farris wanted to write about Baghdad</i>
<i>Farris broke his money box</i>
<i>Farris bought a ticket to Kuwait City</i>
<i>Farris landed in Kuwait City</i>
<i>Farris phoned his parents</i>
<i>Farris' parents implored Farris to go back</i>
<i>Farris tried to cross the border</i>
<i>Farris hired a taxi</i>
<i>The taxi driver asked for 250 dollars</i>
<i>The taxi driver took Farris to Baghdad</i>
<i>Farris reached Baghdad on Christmas day</i>
<i>Farris went to a hotel for Western people</i>
<i>Farris couldn't speak the language at all</i>
<i>It was very difficult for Farris to communicate</i>
<i>Farris decided to go to the Associated Press</i>
<i>The reporters heard Farris' story</i>
<i>The reporters were shocked</i>
<i>The reporters phoned the American Embassy</i>

Revision for the last task

Activity: an open discussion with students.

Topic Sentences & (possible) Transitions

Readers like to know why they're reading a particular passage **as soon as possible**. That's why topic sentences are placed at the beginnings of paragraphs. A topic sentence should contain the **main idea** of the paragraph, and should follow the same rules as the thesis statement. Writers should start by writing down one of the main ideas, in sentence form; the topic sentence should **frame the paragraph**.

Transitions are a crucial part of every body paragraph, but **not all topic sentences require a transition**. If writers are composing their 1st body paragraph, a transition within that first topic sentence will probably be useful. However, if writers are composing their 2nd or 3rd body paragraph, a transition may not be necessary because the previous paragraph might have been concluded with a transition. Writers will have to **decide where a transitional** word or phrase fits best.

Transitions that Introduce New Ideas:

First...second...third
Finally,
Moreover...
_____ is also...
In addition,
Next...then...after...
Furthermore
Previously

Supporting Information & Evidence

Paragraphs should be constructed with some sense of internal **order**, so after the topic sentence, writers will need to deliver their first **supporting detail**. Supporting details should be facts, statistics, examples, quotes, transitions, and other sentences which support the topic sentence.

To support the topic sentence, writers should:

explain the first supporting detail, then
give an **example** of this detail (see example transitions below),
next writers should **unpack** this example in a sentence or two, and then

repeat this three-step process about **two more times**

Writers should remember to **transition between** new supporting details within the paragraph. (See transitions above).

Good Transitions for Giving Examples:

For instance
Specifically
In particular
Namely
Another
Other
In addition
To illustrate

Conclusions & (possibly) Transition Statements

Some writers may want to include a **summary sentence concluding each paragraph**.

Conclusions for each paragraph are not generally needed, however, because **such sentences can** have a tendency to **sound stilted**, therefore writers are cautioned about using them. If a conclusion statement is deemed necessary, writers might consider **setting up for the next body paragraph** by means of a **transition statement**. But again, writers will have to make a discretionary decision on whether or not such sentences are required.

If writing a conclusion statement, writers may also want to **flag that they're concluding** the paragraph by offering a **concluding transition**.

Transitions for Concluding Statements:

Therefore,
Thus,
Consequently,
As a result,

Transitions to set-up the next paragraph:

Another...
_ is not the only...

Body Paragraphs Exercise

Activity: In this last activity of developing a body paragraph, we will try another method. The parameters remain the same and the transitions we learnt for coherence and cohesion still work with this task.

Template for Creating a Body Paragraph

- The following template can be used for creating a body paragraph. Simply follow the formula and change the information to fit the topic you are writing about.
- Write the thesis above the body paragraph. This will help you to ensure that everything in the body paragraph relates to the thesis.

Example thesis: **Because writing is a skill that is required in most classes, college students need to learn how to write well in order to succeed academically.**

Sentence #1 – (topic sentence) – make one claim about the overall topic of the essay that relates to the thesis: Students who learn how to write well will earn better grades in most classes.

Sentence #2 – explain why the topic sentence is true, or develop it further: This is true because most instructors assign a variety of written assignments, and depending on the class, these written assignments often encompass a large percentage of a student's final grade.

Sentence #3 – give an example of the claim made in the topic sentence (make a "for instance" statement): For instance, all college students seeking a degree will be required to take a composition class. In this class alone, students will write five different essays.

Sentence #4 – give another example of the claim to better support it: Furthermore, other classes, such as history, psychology, nursing, etc., also require students to write multiple essays.

Sentence #5 – support the claim with even more specific information (this is where integrating an outside source can be helpful): According to John Doe, a Professor of English at Aims Community College, the average undergraduate student will write twenty-five different essays while seeking a bachelor's degree. This number increases dramatically for students who go on to seek a graduate degree(s).

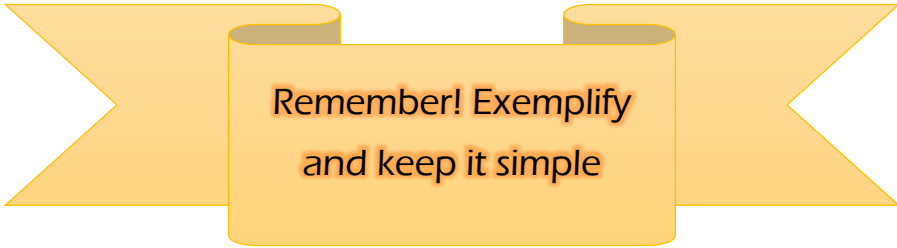
Sentence #6 – write a sentence that wraps up the paragraph (an "in conclusion" sentence): Because all students, regardless of major, will be required to compose a large number of essays, it is important that they learn how to write well.

Now, we simply put it all together and add transitions if needed.

Complete body paragraph:

Students who learn how to write well will earn better grades in most classes. This is true because most instructors assign a variety of written assignments, and depending on the class, these written assignments often encompass a large percentage of a student's final grade. For instance, all college students seeking a degree will be required to take a composition class. In this class alone, students will write five different essays. Furthermore, other classes, such as history, psychology, nursing, etc., also require students to write multiple essays. According to John Doe, a Professor of English at Aims Community College, the average undergraduate student will write twenty-five different essays while seeking a bachelor's degree. This number increases dramatically for students who go on to seek a graduate degree(s). Because all students, regardless of major, will be required to compose a large number of essays, it is important that they learn how to write well.

- ❖ Notice that in this example, some sentences are actually broken into two. Also, any sentence other than the topic sentence and concluding sentence can be repeated to provide more evidence for the reader. Remember, the more evidence that is provided in a body paragraph, the better. The key is to make a claim (topic sentence), support it with specific detail (give examples and provide specific information), and then conclude the paragraph by reinforcing the original claim (final sentence).



**Remember! Exemplify
and keep it simple**

Online Activity: watch the video

(https://www.youtube.com/watch?v=eHFxbk9ycBo&ab_channel=ProWritingAidTV)

in order for you to understand how “ProWritingAid” works.



ProWritingAid

- Next, log in using your email address and upload your body paragraphs.
- Click on “style” and “grammar” on the tool bar to revise and polish your writing.

The screenshot displays the ProWritingAid web application interface. At the top, there is a teal header with the ProWritingAid logo on the left and 'Writing Style : Creative' on the right. Below the header is a toolbar with various icons for different analysis tools: Summary, Style, Grammar, Overused, Readability, Clichés, Sticky, Diction, All Repeats, Echoes, Sentence, Thesaurus, Consistency, Dialogue, Pacing, and More. The main content area is divided into a left sidebar and a central text editor. The sidebar contains a 'Report Summary' section with a 'Clear Filters' button and a notification that 'grammar 11 issues found'. Below this is a 'Grammar Check' section with a brief description and a link to 'More about this report'. The central text editor shows a sample paragraph of text with several words highlighted in yellow, indicating grammar issues: 'an' in 'an moment', 'get in and' in 'get in and out of a hammock', and 'weariness' in 'the weariness is even worse than beofre'. The text continues with 'One day I hope I will awake, rejuvenated by some ghost-demon magic, or dead, either one would be a relief. Sometimes I dream of my hammock as a cocoon from which I shall emerge, reborn, a beautiful butterfly, but it is only a dream. Dreams set me free. The irony is that, between the pain of my joints and the weakness of my bladder, I don't have many dreams; even empty sleep is a welcome luxury.' and 'I place my cane firmly on the ground and, slowly, with its aid, I lower myself from the hammock. Now the rains have gone my joints don't hurt so badly. Today won't be too bad, I think. I'm prone to be over optimistic.' The bottom of the text editor shows another paragraph starting with 'The great fire ball slowly rises in the air and narrow splinters of light pierce the leafy walls of the hut. At this time the jungle is strangely subdued. Half awake or'. A Windows watermark is visible in the bottom right corner of the text editor area.

As for homework, the students send their work by email and the teacher checks their work in details using the ProWritingAid analysis as shown below.

Open in new tab Print

Summary Report

Tip! Your document is set to General. You'll get better results if you choose a more specific genre.

Your key scores

These are the most important scores for your document. Click the goal name to scroll to that section in the report.

Grammar Score 12% i Increase to 100%	Spelling Score 100% i
Style Score 100% i 	

Open in new tab Print

Engagement Score 100% i 	Inclusive Language 100% i
Complex Paragraphs 0% i 	Conjunction Starts 0% i
Slow Pacing 0% i 	Very Long Sentences 0% i
Quote Consistency 100% i 	Acronym Consistency 100% i



The data helps the teacher focus on recurrent language mistakes and save time teaching only what is necessitated and lacked.

Concluding paragraph (Revision)

What is a conclusion?

- A conclusion is what you will leave with your reader
- It “wraps up” your essay
- It demonstrates to the reader that you accomplished what you set out to do
- It shows how you have proved your thesis
- It provides the reader with a sense of closure on the topic

Structure

- A conclusion is the opposite of the introduction
- Remember that the introduction begins general and ends specific
- The conclusion begins specific and moves to the general

Essay Structure

- So, if we use shapes to demonstrate the essay’s content, it would look like this:

Introduction

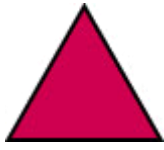


Thesis statement

Body of Essay



Rephrased thesis statement



Conclusion

✓ *What you must include in developing your concluding paragraph.*

Activity: Underline the key words in the following statements describing the concluding paragraph.

- Your conclusion **wraps up** your essay in a tidy package and brings it home for your reader
- Your topic sentence should **summarize** what you said in your **thesis statement**
 - This suggests to your reader that you have **accomplished** what you set out to accomplish
- Do not simply restate your thesis statement, as that would be redundant
 - **Rephrase** the thesis statement with fresh and **deeper understanding**
- Your conclusion is **no place** to bring up **new ideas**
- Your supporting sentences should **summarize** what you have **already said** in the body of your essay
 - If a brilliant idea tries to sneak into the final paragraph, **you must pluck it out and let it have its own paragraph in the body**, or leave it out completely
- Your topic for **each body paragraph** should be summarized in the conclusion
 - Wrap up the main points
- Your closing sentence should help the reader feel a **sense of closure**
- Your closing sentence is your last word on the subject; it is your “**clincher**”
 - Demonstrate the **importance** of your ideas
 - Propel your reader to a new **view of the subject**
 - End on a **positive note**
- Your closing sentence should make your readers **glad** they read your paper

✓ *What you must avoid in developing your concluding paragraph.*

DONT's

- Beginning with an unnecessary, overused phrase
- These may work in speeches, but they come across as wooden and trite in writing
 - “in conclusion”
 - “in summary”
 - “in closing”
 - “as shown in the essay”
- Stating the thesis for the very first time
- Introducing a new idea or subtopic in your conclusion
- Making sentimental, emotional appeals that are out of character with the rest of the paper
- Including evidence (quotations, statistics, etc.) that should be in the body of the paper

▪ Examples

[Restate Thesis & Revisit Value of Essay] It is clear that the only acceptable way of ensuring the safety of airline passengers is to begin a program to issue Safe Traveller Cards or national ID cards to United States citizens. **[Review Main Points]** These cards would screen out those who are unlikely to be terrorists and would also eliminate the delays that currently characterize air travel. Most important, they would help prevent terrorists from high jacking American Planes. At the same time, by making racial profiling unnecessary, these cards would help protect personal and civil liberties of Americans. **[Leave Reader Thinking]** Only by instituting a national ID card system can the U.S. make certain that the terrorists who attacked the United States did not hijack the liberties that are so precious to us.

It is clear that the second world war changed the world order and affected international economy. New economic powers came to the surface as most of them were allies. The powerful nations of the axis suffered from the collapse of the infrastructure that had a direct impact on their economic status. Some of the poor countries got only poorer and faced many issues to be reintegrated in a new world order. By the end of the war, many nations and millions of people had to adapt to a new economy and strive to survive in a new world.

SEMESTER TWO

Course Programme (Second Semester)

Month	Week	Lecture/ Tutorial	Observation
January	2	Exams	
	3	Exams	
	4	2) Cause effect essay - (Definition, language, transitional signals). - Analysing samples of cause effect essays	
February	1	-Practice (writing a cause effect essay using the chain organization) - Correcting the Students' essays	
	2	Structure words used in cause effect essays Practice	
	3	-Practice (writing a cause effect essay using the block organization) - Correcting the Students' essays	
	4	3) the argumentative essay - Definition, language, transitional signals). - Analysing samples of argumentative essays	
March	1	Structure words and language focus in argumentative writing -practice	
	2	-Practice (writing a n argumentative essay - Correcting Students' essays	
	3	Spring Holidays	
	4	Spring Holidays	
April	1	The comparison contrast essay - (Definition, language, transitional signals).	

		- Analysing samples of comparison contrast essays)	
	2	Language focus and structure words in comparison/contrast essays -practice	
	3	The block and the point-by-point organization -practice	
	4	-Practice (writing a comparison/contrast essay) - Correcting the Students' paragraphs	
May	1	Examination essays Strategies for writing essays for exams	
	2	-Practice - Correcting the Students' essays -Final official test	
	3	Exams	
	4	Exams	

The lessons of the second semester focus more on types of essays. The teacher presents several types of essays with taking into account the most needed ones by students in their educational career which are the argumentative essay, the cause and effect essay and the comparison and contrast essay. The reason behind the choice is the educational requirements in terms of writing at this stage namely writing organized essays defending viewpoints in assignments, exams and graduation theses. Furthermore, the importance of causation and contrasting in academic writing is quite clear in both assignment essays and dissertations (a group of essays).

Section One: Argumentative Essay

Learning how to construct a persuasive argument is a crucial composition ability. The argumentative essay combines all of the argument-related abilities into one effort, including research, support, problem solving and critical thinking. One of the most crucial essays in tertiary education composition is the argumentative one because it fosters abilities that will be regularly used outside of the university classroom in other subjects.

This is due to the fact that argument and persuasion are a part of daily life and fortunately us, Algerians, basically debate and argue the minute we wake up: Businessmen try to persuade you to purchase their goods and services, political candidates try to persuade you to vote for them, and that one Facebook friend tries to persuade you that Covid vaccine is some sort of elaborate government plot. The key to winning a discussion or dispute is authoritative, persuasive speaking.

These are two definition of the argumentative essay:

- In this kind of essay, we not only give information but also present an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an argumentative issue. We should clearly take our stand and write as if we are trying to persuade an opposing audience to adopt new beliefs or behaviour. The primary objective is to persuade people to change beliefs that many of them do not want to change. Oya Ozagac, 2004
- In an **argumentative essay**, your job is make the reader agree with your opinion about a controversial topic. You have to **(1)** state your opinion, **(2)** give reasons to support your opinion, and **(3)** argue against the opposite opinion. Overall, you must **convince** the audience that your side of the argument is correct. To convince the audience, your essay must be balanced—it must include your viewpoint and the opposing viewpoint, or **counterargument**. Even though you are arguing only one side of an issue, you must think about what the other side would say about your opinion. After you give the counterargument, you must **refute** it by showing that it is wrong. If your essay is balanced, a reader is more likely to agree with you. Matthew Barbee, 2015

To sum up, **and to answer the question: what is an Argumentative Essay? It is** an essays that seeks to state a position on an issue and give several reasons, supported by evidence, for agreeing with that position.

Exercise about key words in the definitions (Key terms in argumentation)

- In pairs and using your own words, provide a definition for the following terms mentioned in the definitions above.

- Argument
- PROS
- CONS
- Oppose
- Counterargument
- Claim
- Evidence
- Reason(s)
- Convince
- Refute
- Take a stand
- Persuade
- Next, write in one sentence your own definition of the argumentative essay.
-

Learning objectives / objectives

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

- Distinguish between facts and opinions
- Select a debatable topic for their writing
- State their opinions on a debatable topic to convince their readers
- Support their opinions with strong arguments
- Provide evidence for their claims
- Argue against the opposite argument, i.e. refute the counterargument
- Develop a balanced essay which includes arguments and counterarguments

Topic choice

Selecting a topic for your argumentative essay is a challenging task. You need to consider the following points to make sure your topic is debatable:

- **Arguable**
 - The topic must be arguable and controversial (there is no absolute agreement)
- **Two main sides**

- The topic should have both sides (pros and cons)
- **Knowledge**
 - You need to be knowledgeable about the topic and you give your opinion with arguments to support your tendency (with or against)

After discussing these three main points, let's check the following examples

✓ **The teacher shares the following examples one by one, with an open discussion for students to discover why the examples are faulty.**

- **Choosing an argumentative topic** is not an easy task. Ozagac (2004) shares these examples and states that the topic should be such that:
 - it should be narrowed down
 - ✗ Marijuana should be considered illegal. (Not a good topic because it is too general. In some medical cases, marijuana is prescribed by the doctors and the patients are encouraged to use it in case of suffering from too much pain)
 - ✓ Selling and using marijuana in public places should be considered illegal.
 - it should contain an argument
 - ✗ We should decide whether we want a bicycle or a car. (our stand is not clear: do we support having bicycles or cars?)
 - ✓ If we are under the age of 30 and want a healthy life, we should definitely get a bicycle instead of a car.
 - ✗ Are you one of those who thinks cheating is not good for students? (a question cannot be an argument)
 - ✓ Cheating helps students learn.
 - ✗ Considering its geological position, Turkey has an important geopolitical role in the EU. (facts cannot be arguments)
 - ✓ Considering its geopolitical role, we can clearly say that the EU cannot be without Turkey.
 - it should be a topic that can be adequately supported (with statistics, outside source citations, etc.)

X I feel that writing an argumentative essay is definitely a challenging task. (feelings cannot be supported; we cannot persuade other people)

What makes a strong argumentative essay topic? It should, of course, be a topic on which you have strong feelings, are knowledgeable, and would like to express your viewpoint. Why do you feel this way, in your opinion? Do you have any ideas as to why others would disagree with you? Think about these two inquiries as you select a subject:

- **Are there two main sides of this topic (with and against)?**
- **are you knowledgeable enough about the topic to defend your position?**

Activity:

Look at the list of argumentative topics below. What is your opinion about each topic? Are they two sides of each topic?

Topics for Argument	
Banning cigarettes	Banning violent video games
Requiring school uniforms	Using animals for medical research
Mandating military service	Requiring a test for people who want children
Lowering the drinking age to 18	Banning cell phones in schools
Getting rid of zoos	Requiring a year of study abroad

Activity:

- Put a check mark next to the topics that could be suitable for an argumentative essay.
- How to become a karate master.
- Delegalizing smoking in cafés.
- Increasing salary for emergency doctors.
- The advantages of blended learning in EFL classes.
- The effects of global warming.
- Requiring school uniforms in Algerian universities.

Activity:

Identifying Topics for Argumentative Essays

Please read these eight topics very carefully. Put a check mark (✓) next to the ones you believe that could be good topics for argument essays.

- _____ 1. The first time I flew in a plane.
- _____ 2. University education should not be free in our country.
- _____ 3. How and why birds fly south for the winter.
- _____ 4. Elementary school teachers need higher salaries and bonuses.
- _____ 5. The main steps to get a hunting licence.
- _____ 6. Increasing tax on tobacco and alcohol
- _____ 7. Money buys happiness
- _____ 8. Tax on income should be applied in our country

➤ Can you think of three additional topics that would be excellent for an argumentative essay?

- 1.

- 2.

- 3.

Activity:

Now, try and be very objective in dealing with these topics and share your position with the rest of the class

Topics

- *Banning cell phones in classes*
- *Using animals for medical research*
- *Banning smoking in public places*
- *Requiring certain scoring to enrol in programs*
 - *Leaving school for job hunting*
 - *Measuring success with grades*

- When you finish the discussion, write only one argument that you feel is very strong to defend your standpoint either with or against.

- *Banning cell phones in classes*

- *Using animals for medical research*

- *Banning smoking in public places*

- *Remove scoring requirements to choose specialty field at university*

- *Leaving school for job hunting*

- *Measuring success with grades*

Dig deeper!

Now think more about a topic of your choice and follow the chart below.

- ✓ Consider your knowledge of the subject after selecting a topic. What do you know about the argument on your side, and what do you know about the argument on the other side? A Pro & Con T-chart is a useful tool for structuring your thoughts. [Pro = in favor of thesis; Con = opposing thesis]

If you are having trouble coming up with ideas for one or both sides, you should either conduct more study on the subject or select an alternative one.

Do no argue about a topic you lack knowledge about

Activity:

Here is a Pro & Con T-Chart by Barbee (2015) for an essay about cell-phones being allowed in classrooms

Here is a Pro & Con T-Chart for an essay about cell-phones being allowed in classrooms.

Thesis statement: Cell phones should not be allowed in university classrooms.

PRO	CON
1. Cell phones distract students from learning if they send messages or play games in class.	1. Cell phones can easily be turned off and kept out of sight.
2. Cell phones might ring in class and disturb the teacher.	2. University students are not children and cellphones are important in an emergency.
3. Students could use cell phones to cheat on tests.	3. Cell phones can be useful tools for education such a being used as a dictionary or to make memos.

❖ When you finish discussing this example, draw your own table and create your own chart to share arguments and counterarguments of your topic

First, choose any other topic and thesis statement that you want to write about. Remember that the topic must have more than one point of view to qualify as an argument.

Essay topic:

Thesis statement:

2. Now brainstorm ideas about your topic. Fill out the Pro & Con T-Chart with as many ideas as you can.

PRO	CON
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.


Structure

Organization and patterns of organisation

The most typical argumentative essay format calls for six paragraphs. It starts with an introduction and concludes with a conclusion, just like all essays. The body paragraphs in between should do three things: reinforce your opinion, offer the opposing viewpoint, and explain why it is incorrect.

- The following is one pattern of structuring your argumentative essay.

Task: Read the table below carefully.

INTRODUCTION	Paragraph 1	Hook Connecting/Background Information Main idea Statement/Thesis Statement
	Paragraph 2	Support 1 (first reason) • Explanation, detail, example • Explanation, detail, example
BODY	Paragraph 3	Support 2 (second reason) • Explanation, detail, example • Explanation, detail, example
	Paragraph 4	Support 3 (third reason) • Explanation, detail, example • Explanation, detail, example
	Paragraph 5	Opposite Side • Counterargument 1 • Refutation (ATTACK) • Counterargument 2 • Refutation (ATTACK)
		
CONCLUSION	Paragraph 6	Repeat your thesis statement in different words Suggestion/Opinion/Prediction for the future

- When you finish, take a look at the patterns below, say which one of them (1/2/3/4) is similar to pattern above.

Activity: after checking all four patterns, which one do you think suits your argumentation most, and why?

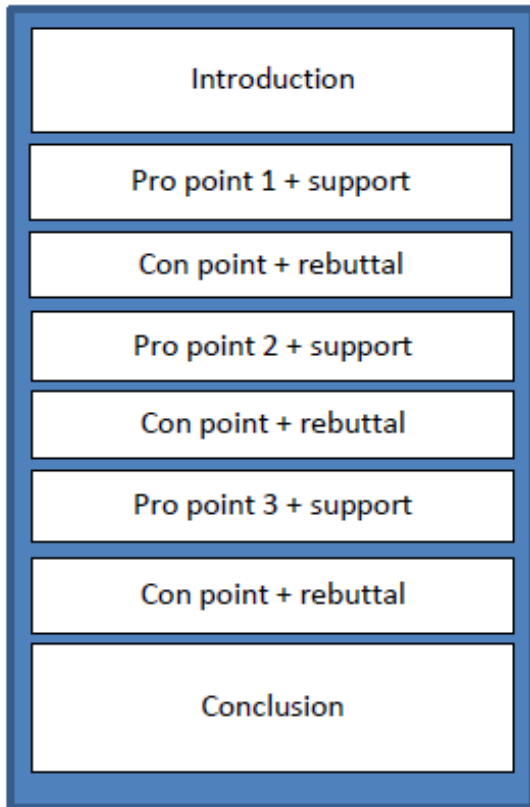
1.

Introduction
Pro point 1 + support
Pro point 2 + support
Con point + rebuttal

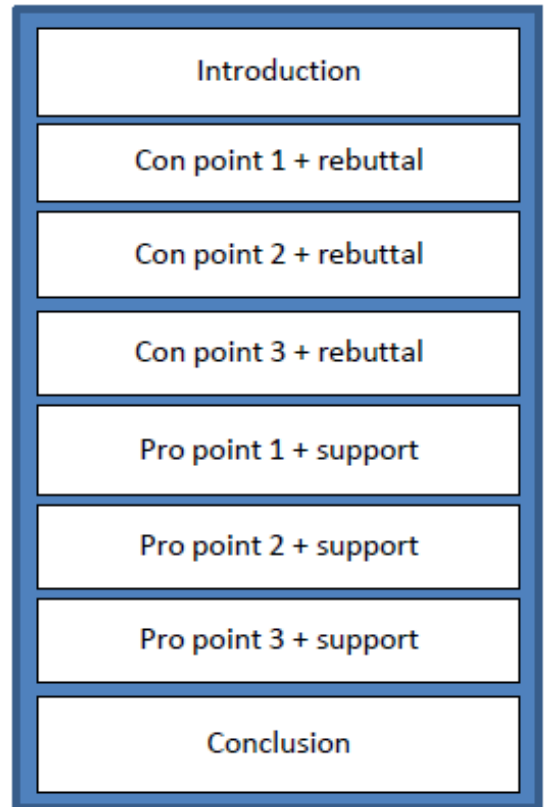
2.

Introduction
Opposing point 1 + rebuttal
Opposing point 1 + rebuttal
Opposing point 1 + rebuttal

3.



4.



Outline your essay!

Introduction and Conclusion paragraphs in argumentative essays

Let's have a look at the general layout of the introductory and concluding paragraph of the argumentative essay.

Introduction Ideas	Conclusion Ideas
Use a true story	What will happen if your solution is adopted or people accept your argument.

Introduction Ideas	Conclusion Ideas
Scenario: imaginary story which illustrates the problem	Revise the scenario showing what will happen if the reader adopts your ideas.
Startling quotation, fact or statistic	Use a real-life example of how your idea works.
Explain the problem	Tell the reader what they need to think, do, feel or believe.
Describe vividly	Appeal to the reader's emotions, character, or reason.
Frame story or flashback	Finish the frame story.

➤ **NB:** *You can mix and match these ideas for your essay.*

Always remember that the introduction is the face of your essay

Also, never mention anything new in your concluding paragraph, just rephrase and summarize previously mentioned information.

Outlining Your Paper

Reminder

In addition to simplicity, argument essays are fairly forthright in their structure and organization. You need to consider these points when you develop your essay.

1. Interest the reader in the situation and make them think it is worth learning more about.
2. Explain the controversy or problem clearly.
3. Explain the sides of the debate.
4. Tell them your side.

5. Convince them that your side is the best one to take.
6. Refute any objections they may be thinking about as they read.
7. Urge the reader to adopt our point of view to do, think or believe something.

Body:

Provides justifications for why your audience should accept your argument. Your body must counter any criticisms or alternative viewpoints.

1. Arguments and support

- Typically, you'll offer the reader three or more arguments in support of your case. **You will use these as your topic sentences.**
- Provide evidence for each of these claims through arguments, illustrations, figures, sources, or stories.
- Use "if...then" logic to link your arguments back to your stance in order to make them seem logical.

2. Be prepared for criticism and competing views.

What objections might your readers have? Dispute with them using justification or proof.

- What other perspectives are there on this matter? Why do you disagree with these points of view?

❖ Argument Strategies

There are three types of argument strategies: Classical, Rogerian and Toulmin.

You can choose one of these or combine them to create your own argument paper. Next, we will discuss one example which is the classical argumentative essay.

- **Classical Argument Strategy**

When you believe you have a strong probability of persuading your audience to agree with you, use this method. It's possible that your audience lacks knowledge or doesn't have a strong

opinion. Making people care about the subject and accept your stance is your duty. The fundamental format of a traditional argument paper is as follows:

1. **Introduction:** announces subject, gets readers interest and attention through hooks, makes writer seem trustworthy
2. **Narration:** gives background, context, statement of problem or definition
3. **Partition:** states thesis or claim and outlines arguments
4. **Argument:** makes arguments to support thesis and gives evidence (largest section of paper—the main body)
5. **Refutation:** shows why opposing arguments are not true or valid
6. **Conclusion:** Summarizes arguments, suggests solution and ties into the introduction or background.

<https://letterpile.com/writing/How-to-Write-an-Argument-Essay> (23 January 2021)

Sample Essay

- The essay below follows the classical argument strategy. Read it, then see if you are convinced by the author's position. If not, provide your own refutation of the author's arguments.

The School Uniform Question

- 1 Individualism is a **fundamental** part of society in many countries. Most people believe in the right to express their own opinion without fear of punishment. This value, however, is coming under fire in an unlikely place—the **public school** classroom. The issue is school uniforms. Should public school students be allowed to make individual decisions about clothing, or should all students be required to wear a uniform? School uniforms are the better choice for three reasons.
- 2 First, wearing school uniforms would help make students' lives simpler. They would no longer have to decide what to wear every morning, sometimes trying on outfit after outfit in an effort to choose. Uniforms would not only save time but also would eliminate the stress often associated with this chore.
- 3 Second, school uniforms influence students to act responsibly in groups and as individuals. Uniforms give students the message that school is a special place for learning. In addition, uniforms create a feeling of unity among students. For example, when students do something as a group, such as attend meetings in the auditorium or eat lunch in the cafeteria, the fact that they all wear the same uniform gives them a sense of community. Even more important, statistics show the positive effects that school uniforms have on violence and **truancy**. According to a recent survey in a large school district in Florida, incidents of school violence dropped by 50 percent, attendance and test scores improved, and student suspensions declined approximately 30 percent after school uniforms were introduced.
- 4 Finally, school uniforms would help make all the students feel equal. Students' standards of living differ greatly from family to family, and some people are **well-off** while others are not. People sometimes forget that school is a place to get an education, not to promote a "fashion show." **Implementing** mandatory school uniforms would make all the students look the same regardless of their financial status. School uniforms would promote pride and help to raise the self-esteem of students who cannot afford to wear expensive clothing.
- 5 Opponents of mandatory uniforms say that students who wear school uniforms cannot express their individuality. This point has some merit on the surface. However, as stated previously, school is a place to learn, not to **flaunt** wealth and fashion. Society must decide if individual expression through clothing is more valuable than improved educational performance. It is important to remember that school uniforms would be worn only during school hours. Students can express their individuality in the way that they dress outside of the classroom.
- 6 In conclusion, there are many well-documented benefits of implementing mandatory school uniforms for students. Studies show that students learn better and act more responsibly when they wear uniforms. Public schools should require uniforms in order to benefit both the students and society as a whole.

a fundamental:
essential, basic

a public school: a school run by the state government and paid for by taxes

truancy: absence without permission

well-off: wealthy

to implement: to put into effect

to flaunt: to show off, display

Questions

Now, read the questions below and answer them; then, in pairs share your answers and provide feedback for your classmate.

Post-Reading

1. The topic of this essay is school uniforms. What is the hook in the first paragraph?

2. What is the thesis statement? _____

3. Paragraphs 2, 3, and 4 each give a reason for requiring school uniforms. These reasons can be found in the topic sentence of each paragraph. What are the reasons?

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

4. In Paragraph 4, what supporting information does the writer give to show that uniforms make students equal?

5. Which paragraph presents a counterargument—an argument that is contrary to, or the opposite of, the writer's opinion? _____ What is the counterargument?

6. The writer gives a refutation of the counterargument by showing that it is invalid. What is the writer's refutation?

7. Write the sentence from the concluding paragraph that restates the thesis.

8. Reread the concluding paragraph. What is the writer's opinion about this issue?

Online Activity

- *Students will log into “liveworksheets.com”, using their emails, they will be able to see the contents of the course.*
- *Using the following code (<https://www.liveworksheets.com/ar351500tq>) students will be able to go directly to the course activity.*
- *This is the teacher’s key code that will be used by students for all the course to avoid any confusion “**Key code: 2csii0p94xd**”*
- *Students answer the questions on the same sheet as such:*

1. Read the 'for and against' essay, order the paragraphs, and complete it with sentences A-D.

SHOULD RUGBY BE BANNED?

All in all, although rugby can be a dangerous sport, like other dangerous sports, the benefits often outweigh the negative aspects of the activity. (...)

It is true that rugby can bring out an aggressive side of players. A rugby tackle carried out anywhere except on the pitch – in the street, for example – would be classed as violence by anyone, including the police. Moreover, there have been several serious accidents in rugby. (...)

Nevertheless, thousands of men, and an increasing number of women, have been playing rugby for many years. They enjoy the competitiveness and physical challenge of this exciting game. It is also a good way to teach discipline and sportsmanship. What's more, it can give people the chance to exercise natural aggression through a controlled sport. (...)

Many people feel that rugby is a dangerous sport and it should, therefore, be banned. (...)

1

2

3

4

- A Some of these have left players with permanent injuries.
- B Others believe that, although rugby should not be banned, it should not be played at school.
- C For these reasons, I believe that it should continue to be played, including at school.
- D If rugby is taught correctly, the chances of players suffering from accidents can be minimized.

- When they finish they click on the button finish in the bottom

- A Some of these have left players with permanent injuries.
- B Others believe that, although rugby should not be banned, it should not be played at school.
- C For these reasons, I believe that it should continue to be played, including at school.
- D If rugby is taught correctly, the chances of players suffering from accidents can be minimized.

LIVEWORKSHEETS

Finish!!

- *Then fill in the form and send their answers to the teacher's email.*

What do you want to do?



Check my answers



Email my answers to my teacher

Enter your full name:

Group/level:

School subject:

Enter your teacher's email or key code:

- *Finally, the teacher received students answers on the same platform. If the assignment was a set of close ended questions, students' sheets will be received already corrected and graded as such*

Students access

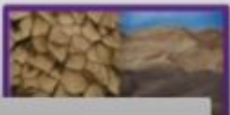
Q4 Worksheet 1 - Answers by Jet

4/10


Q4 SCIENCE 4
Characteristics of Different Types of Soil

Direction: Name what is indicated in 4 pics in 1


1.



2.



3.



<https://www.liveworksheets.com/myaccount>

Thesis Statement

As we have studied before, the thesis statement is the most important sentence in any essay. How is it developed in an argumentative essay? How is it characterised? What is a good thesis in the argumentative essay? All these questions will be answered in the next lessons.

How to Write Your Thesis statement?

Question/Answer format: You can first formulate your topic idea into a question before turning it into a thesis statement. Examples:

- Does divorce cause serious problems for the children? (fact)
- What is "domestic violence?" (definition)
- What are the causes of divorce? (cause)
- How important is it for couples to avoid divorce? (value)
- What can you do to make your marriage divorce-proof? (proposal)

Answer: Your question often can be the title of your paper, or it can be the last line of the introduction. Your answer to this question is your thesis.

Example: The most important way to make your marriage divorce-proof is to make sure you have carefully prepared for that commitment.

Refute Objections: You might want to put an introductory phrase in the beginning of your thesis to show that you are refuting other ideas about the answer. This is optional, but it gives extra merit to your thesis.

Example: While some people think there is no way to divorce-proof your marriage, studies have shown that there are fewer divorces when people carefully prepare for that commitment.

Roadmap: An additional way to make a strong thesis is to do a "Roadmap" which tells in just a few words the three or more main points you will cover.

Example: While some people think there is no way to divorce-proof your marriage, studies have shown that there are fewer divorces when people carefully prepare for that commitment by taking time to get to know the other person before becoming engaged, spending time with

one another's family and friends, talking about hot-button issues like finances, and getting extensive premarital counselling.

Summarizing what we discussed so far:

The thesis statement must:

- State where you stand on the issue and why
- State which side of the argument you are taking and why
- Do not give information, show a strong position

Example: the government must take more strict procedures to ban smoking in public places

Strong weak thesis statement

Next, this is a list of faulty or weak thesis statements, the teacher will share the examples one by one.

Activity:

After, make sure you understand the topic in each thesis, then say why is it faulty and propose a stronger version.

1. strong thesis must be **specific**.

- Plagiarism in writing is unethical. (**General**)
- Plagiarism in writing graduation dissertations must be regarded unethical and therefore any act of plagiarism should be sanctioned. (**specific**)

2. Strong thesis must contain a strong argument (**stand**)

- As adults under 30, We should decide whether to have a bicycle or a car (**no clear stand**)
- For a healthier life, anybody under 30 needs to have a bicycle instead of a car. (**strong stand**)

3. **questions, facts, feelings** cannot be arguable theses statements.

- (x) which country is the best destination for low-budget tourists? **A question**
- (✓) Taiwan has become the first destination for low-budget tourists.
- (x) Considering its geological position, Turkey has an important geopolitical role in the EU. (**facts cannot be arguments**)
- (✓) Considering its geopolitical role, we can clearly say that the EU cannot be without Turkey.
- (x) I feel that school tests for young learners are not beneficial. (**feeling**)

- (√) Young learners are not supposed to be tested (Ozagac, 2004) shorturl.at/cfJ02

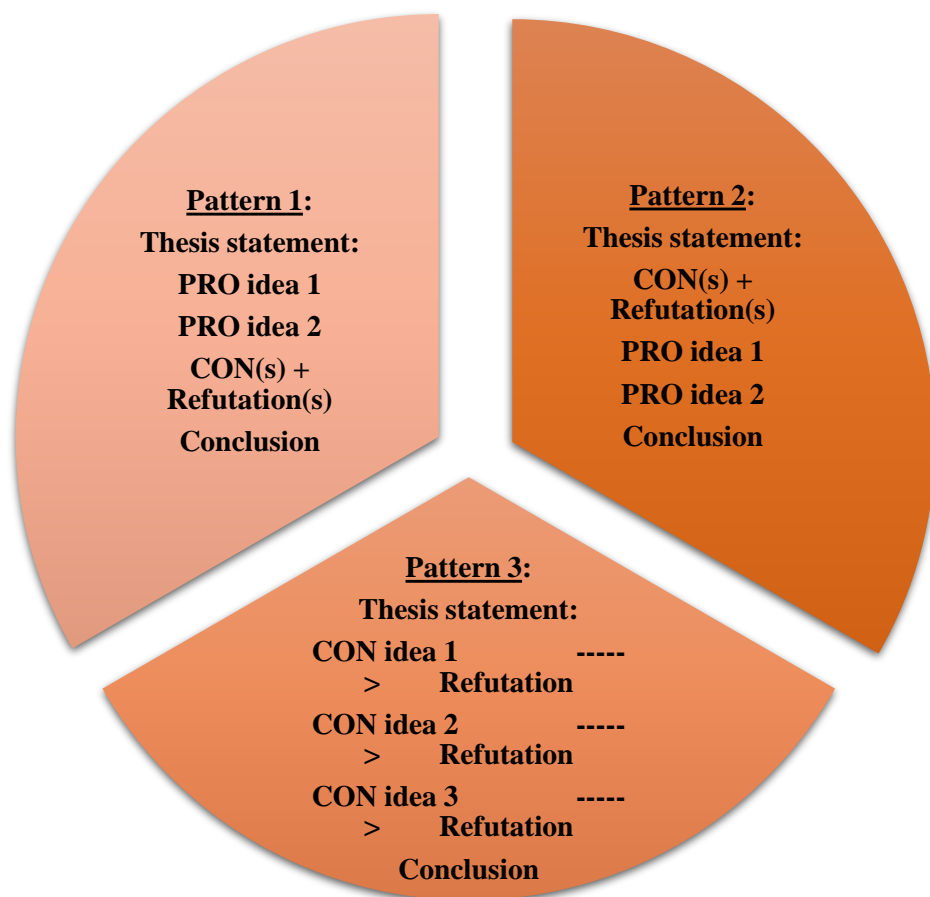
✓ Second Sample Essay

As you have seen in the last lesson, all argumentative topics have PROs and CONs. Before starting writing, it is important to make a list of these ideas in the form of a chart and choose the most suitable ones among them for supporting and refuting.

In this lesson, we will revise the structure of the argumentative essay and share another sample essay following a different pattern.

Refresh your mind!

There are three possible organization patterns:



Thesis Statement: Do Reiki instead of taking medicine.

What is Reiki?

Reiki is an energy healing technique that promotes relaxation, reduces stress and anxiety through gentle touch. Reiki practitioners use their hands to deliver energy to your body, improving the flow and balance of your energy to support healing.



- | <u>Counter arguments</u> | | <u>Refutation</u> |
|--|--------|--|
| 1. People should trust medicine since it is effective and scientifically proven. | -----> | Reiki is also scientifically proven and does not have side effects. (refutation method: insufficient claim) |
| 2. Serious illnesses such as HIV/AIDS and cancer cannot be treated without medicine. | -----> | Medicine also cannot treat serious illnesses if not diagnosed at an early stage. (refutation method: opponents are partially correct) |
| 3. Reiki, like alternative healing methods, requires a lot of time. | -----> | Reiki requires less time if done regularly. (refutation method: opponents are completely wrong) shorturl.at/cfJ02 |

Supporting our ideas: This is the most important part when persuading others. Some people are being urged to alter their behaviours or beliefs. Our arguments should be supported by facts, figures, and/or authorities that leave no room for dispute. Here are some *faulty* supports we should avoid:



Activity: Take a look at the following points that you should avoid in argumentation and share with your classmate, then your teacher, the mistakes you committed before in developing a thesis statement in an argumentative essay.

Thesis: Leaving the university and starting to work is good for the adolescent because ...

- Feelings, emotional arguments (... it makes me feel much better and excited.)
- Unrelated examples (wandering off the topic) (... he would then be able to take his family to expensive restaurants.)
- Oversimplification (... only then would he understand what it means to be an adult.)
- Hasty generalizations (... it is a widely known in today's world that all youngsters look forward to earning money.)
- Unreliable, even fabricated outside sources (... according to www.doubtme.com, 80% of Working males regret not quitting school when they were in college and starting their careers earlier.)

Refuting opposing arguments: We should outline the opponents' alternative viewpoints (counter arguments) before declaring that we are correct and they are wrong. Otherwise, it would be equivalent to hitting them with your eyes closed. To prevent them from hitting us back, we must clearly see what we are hitting and be ready. Knowing what we are disputing will help us achieve this.

e.g. **X** Some people may say that adolescents should not leave university education; however, they are wrong. (what they say is not wrong. Maybe their supporting idea is wrong /irrelevant /insufficient. We should state their supporting idea specifically to be able to refute it.)

*√ Some people may say that adolescents should not leave university education because they are not physically and psychologically mature enough to cope with the problems of the real world. However, they forget one fact: adolescents can vote or start driving at the age of 18 (in some countries even before that age!), which proves that they are considered physically and psychologically mature at that age.

shorturl.at/cfJ02 (Edited)

Need help organizing your arguments? Use these signposts!

Language: Signposts gain importance in the argumentative essay. **They enable the readers to follow our arguments easily**

When pointing out opposing arguments (CONs):

Opponents of this idea claim / maintain that ...
Those who disagree / are against these ideas may say / assert that ...
Some people may disagree with this idea.

When stating specifically why they think like that:

The put forward this idea because ...
They claim that ... since ...

Reaching the turning point:

However, but
On the other hand,

When refuting the opposing idea, we may use the following strategies:

compromise but prove that their argument is not powerful enough:

- They have a point in thinking like that.
- To a certain extent they are right.

completely *disagree*:

- After seeing this evidence, there is no way we can agree with what they say.

say that their argument is *irrelevant* to the topic:

- What we are discussing here is not what they are trying to prove.
- Their argument is irrelevant.

shorturl.at/cfJ02 (Edited)

The sample essay has been written according to *the third pattern*.

Sample argumentative essay:

Activity: Read the next essay and discuss the idea of alternative medicine, are you with or against? Try and reinforce one of the positions and refute the weak counterarguments.

Health and Healing at Your Fingertips

Throw out the bottles and boxes of drugs in your house. A new theory suggests that medicine could be bad for your health, which should at least come as good news to people who cannot afford to buy expensive medicine. However, it is a blow to the medicine industry, and an even bigger blow to our confidence in the progress of science. This new theory argues that healing is at our fingertips: we can be healthy by doing Reiki on a regular basis.

Supporters of medical treatment argue that medicine should be trusted since it is effective and scientifically proven. They say that there is no need for spiritual methods such as Reiki, Yoga, Tai Chi. These waste our time, something which is quite precious in our material world. There is medicine that can kill our pain, x-rays that show us our fractured bones or MRI that scans our brain for tumours. We must admit that these methods are very effective in the examples that they provide. However, there are some “every day complaints” such as back pains, headaches, insomnia, which are treated currently with medicine. When you have a headache, you take an Aspirin, or Vermidon, when you cannot sleep, you take Xanax without thinking of the side effects of these. When you use these pills for a long period, you become addicted to them; you cannot sleep without them. We pay huge amounts of money and become addicted instead of getting better. How about a safer and more economical way of healing? When doing Reiki to yourself, you do not need anything except your energy so it is very economical. As for its history, it was discovered in Japan in the early 1900s and its popularity has spread particularly throughout America and Western Europe. In quantum physics, energy is recognized as the fundamental substance of which the universe is composed. Reiki depends on the energy within our bodies. It is a simple and effective way of restoring the energy flow. There are no side effects and it is scientifically explained.

Opponents of alternative healing methods also claim that serious illnesses such as HIV/AIDS and cancer cannot be treated without drugs. They think so because these patients spend the rest of their lives in the hospital taking medicine. How can Reiki make these people healthy again? It is very unfortunate that these patients have to live in the hospital losing their hair because of chemotherapy, losing weight because of the side effects of the medicine they

take. Actually, it is common knowledge that except for when the cancer is diagnosed at an early stage, drugs also cannot treat AIDS or cancer. Most of the medicine these patients use are to ease their pain and their sufferings because of the medical treatment they undergo. Instead of drugs which are expensive and have many side effects, you can use your energy to overcome the hardships of life, find an emotional balance, leave the stress of everyday life and let go of the everyday worries. Most of the chronic conditions such as eczema or migraine are known to have causes such as poor diet and stress. Deep-rooted anger or other strong emotions can contribute to viral infections as well. Since balancing our emotions and controlling our thoughts are very important for our well-being, we should definitely start learning Reiki and avoid illnesses before it is too late.

Some people may still maintain that in our material world, everything depends on time. It is even “lacking time” that causes much of the stress that leads to the illnesses we mentioned. How would it be possible to find time to do Reiki to ourselves and the people around us when we cannot even find time to go to the theatre? This is one good thing about Reiki; it does not require more than 15 minutes of our time. There is no need for changing clothes or special equipment. It is a wonderfully simple healing art, an effective method of relaxation and stress-relief. Most important of all, it is less time consuming than medicine if we think of all the time we spend taking medicine for some complaints and taking some more for the side effects as well.

Having said these, resistance to Reiki would be quite illogical. Reiki is natural and drug-free. What is more, it is easy to learn by anyone, regardless of age and experience. It can be used anywhere, anytime. It also enhances physical, mental, emotional and spiritual well-being and the benefits last a lifetime. It is definitely high time to get away from the drug boxes we store in our drug cabinet!

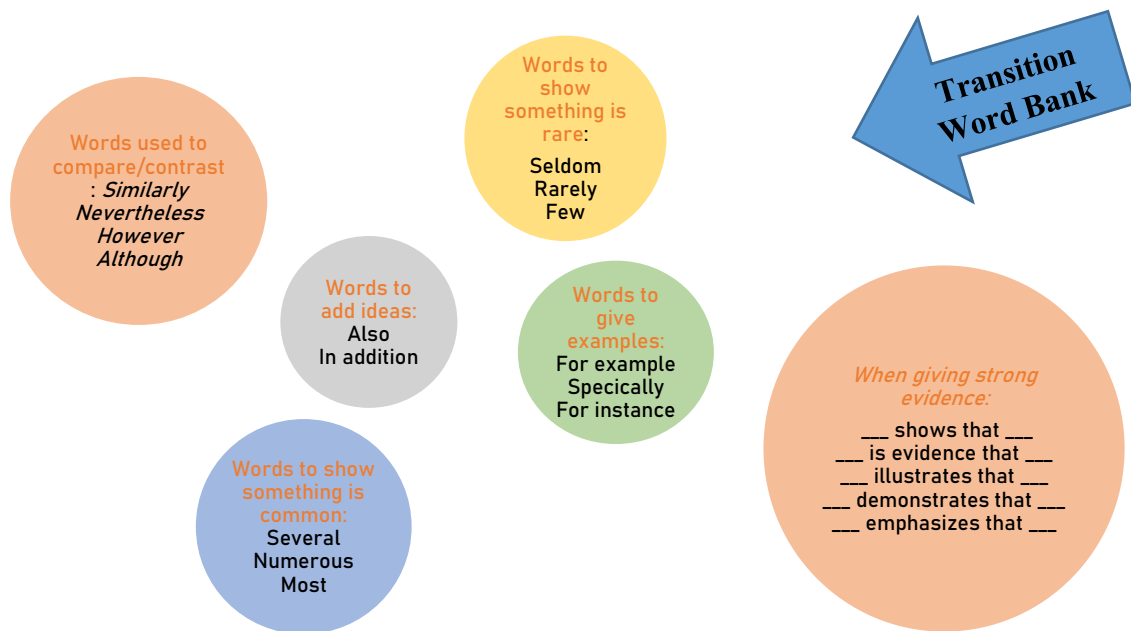
Written by Oya Ozagac, September 2004

Activity:

Practice (prompt: enabling task through assistance using transition word bank)

Transition Word Bank

- Students will work in groups of 4. In non-fiction writing, it is always better to have more brains involved in the process. Students will be assisted with the abovementioned prompt to enhance the organizational quality of their writing.
- When they finish checking the word bank, students will start the brainstorming session.



www.education.com/worksheets (2016)

Brainstorming time!

- Keep the same groups
- Read the thesis statements and complete the Pro & Con T-charts.
- Write three ideas to support each statement.
- Then write three ideas against each statement.
- Finally, choose an original topic and write a thesis statement of your own. Then fill in the pros and cons for your new topic.

1. *Thesis statement:* **Adults should be required to pass a test before they can become parents.**

PRO	CON
1.	1.
2.	2.
3.	3.

- This process (barnstorming) will help you as a student start your first draft through generating ideas and choosing a stand.
- Now, you will choose a topic for your essay, write your thesis statement, think about several supporting ideas for your opinion, and think about the counterargument.

Planning your Essay

Follow the steps below to develop ideas for an argument essay.

1. First, choose any other topic and thesis statement that you want to write about. Remember that the topic must have more than one point of view to qualify as an argument.

Essay topic: (must be debatable)

Thesis statement: (Be specific and choose a stand)

2. Now brainstorm ideas about your topic. Fill out the Pro & Con Chart with as many ideas as you can.

PRO	CON
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

3. Look at your Pro & Con chart again. Choose three reasons from your PRO list that support your thesis most effectively and **circle** them. You now know what your major supporting information will be.

4. Now give attention to opposing points of view. In the box below, choose two counterarguments from your CON list and write a refutation for each.

Counterargument (from CON list)	Refutation (ATTACK - Why is it wrong?)
1.	
2.	

Matthew Barbee, 2015

Planning with an Outline

- Now that you have the ideas and support you need for your essay, you will use the outline below to finalize your first draft.
- Develop at least two arguments and one counter argument.

1. Introduction (**Paragraph 1**)

A. Hook:

B. Connecting

Information: _____

C. Thesis Statement:

2. Body

A. First Reason (**Paragraph 2**) topic sentence:

1.

2.

3.

B. Second Reason (Paragraph 3) topic sentence:

1.

2.

3.

C. Third Reason (Paragraph 4) topic sentence:

1.

2.

3.

D. Counterargument (Paragraph 5)

1. Counterargument #1:

Refutation (attack):

2. Counterargument #2:

Refutation (attack):

3. Conclusion (Paragraph 6)

A. Restated Thesis:

B. Opinion/Suggestion/Prediction:

- When you finish your first draft, exchange your essay with your classmate. Help one another spot any mistakes, language, coherence and cohesion mistakes count, the teacher is the referee between you two, the one with the fewest mistakes wins.

- *Prompts for argumentative writing (topics)*

<https://rb.gy/1ja7wv>

Comparison and Contrast Essay

LEARNING OBJECTIVES

In this section, we will discover the nature of comparison/contrast essays. Furthermore, we will determine the purpose of this type of essay, in addition to the topic choice strategies, the different structures of the essay.

Why do we develop comparison and contrast essays?

When we write for comparison between two or more elements, we are actually discussing similarities. However, when we are contrasting, we are referring to the differences. It is also possible to write comparison and contrast essays in which we both mention similarities and differences.

As we discussed in previous sessions, ensuring the validity of the topic in any type of essay is key. In comparison and contrast essays, we need to make sure that the two or more subjects we are mentioning (comparing/contrasting) are related to one another in a certain way. We cannot compare or contrast two elements that are far away from one another because we will lose unity, which we have learnt previously that it is very essential for essay writing.

How can we ensure the validity of this type of essays? Avoiding facts and obvious statements is important. We need to see your personal touch in your writing, and we need to see how you explain the similarities and differences from your perspective and in your own words. Attracting readers' attention is one of the most challenging aspects of writing in general. So, it is always more beneficial to think differently. In other words, try and mention the hidden differences and the unexpected similarities between elements in your writing. This is what we mean by avoiding the obvious.

As an example, if you want to contrast two elements in your essay, avoid picking apples and bananas; better, compare/contrast two types of apples in your own local market. In the east of Algeria, there are thousands of hectares of apple orchards, namely in Khenchela and Batna. The first is famous for the Red Delicious (locally known as El Kebda) and the second for Gala (locally known as royal). This can be a part of the introductory paragraph in which you discuss the difference between the two types. Red Delicious is sweet and softer, while Gala is acidic,

crisp and juicy. This contrast of two elements in the same category will increase the interest and inform your audience, and this is why we write comparison and contrast essays.



Red Delicious (Public Domain Photo)



Gala Royal (Public Domain Photo)



Apple Orchards in Bouhmama (Khenchela-Algeria) <https://profert.dz/ar/?p=13648>

By the same token, when we write for comparison (similarities), we need to make sure that the two subject under study seem unrelated or with very few similarities at first. As an example, we can choose apples and pears instead of choosing two specific types of apples. This way we will raise the interest of the reader due to the divergence in the first glance at our subjects, which will make the comparison more interesting and worth reading.

The Structure of a Compare/Contrast Essay

As mentioned repeatedly in this course, the thesis statement is the most important part of your essay. When comparing, contrasting, or even both, you need to make sure you show first, the elements your discussing (comparing/contrasting) and second, the reason behind doing so. Make sure you provide very specific information about what is going to happen next in the body paragraphs without mentioning too many details. Remember, a long thesis statement is misleading to your audience.

Thesis Statement: Organic vegetables may cost more than those that are conventionally grown, but when put to the test, they are definitely worth every extra penny.

Here the thesis sets up the two subjects to be compared and contrasted (organic versus conventional vegetables), and it makes a claim about the results that might prove useful to the reader.

<https://rb.gy/8ksmxy>

The organization of the structure of your comparison/contrast essay depends on the nature of the topic, your readers, and the objective behind comparing/contrasting. Thus, you can structure your essay according to:

- The subjects you are discussing, one subject then the other(s). (Red delicious then Gala)
- Or the individual points one by one with reference to subjects in relation to every point (taste – Red Delicious versus Gala)

Phrases of Comparison and Contrast

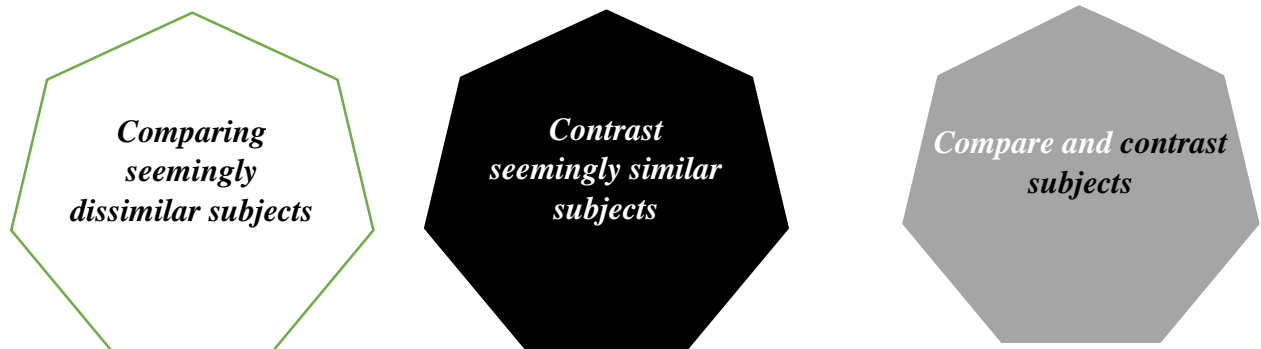
The following is a list of phrases to help guiding you in your writing of the comparison/contrast essay.

Comparison	Contrast
one similarity	one difference
another similarity	another difference
both	conversely
like	in contrast
likewise	unlike
similarly	while
in a similar fashion	whereas

The Writing Process

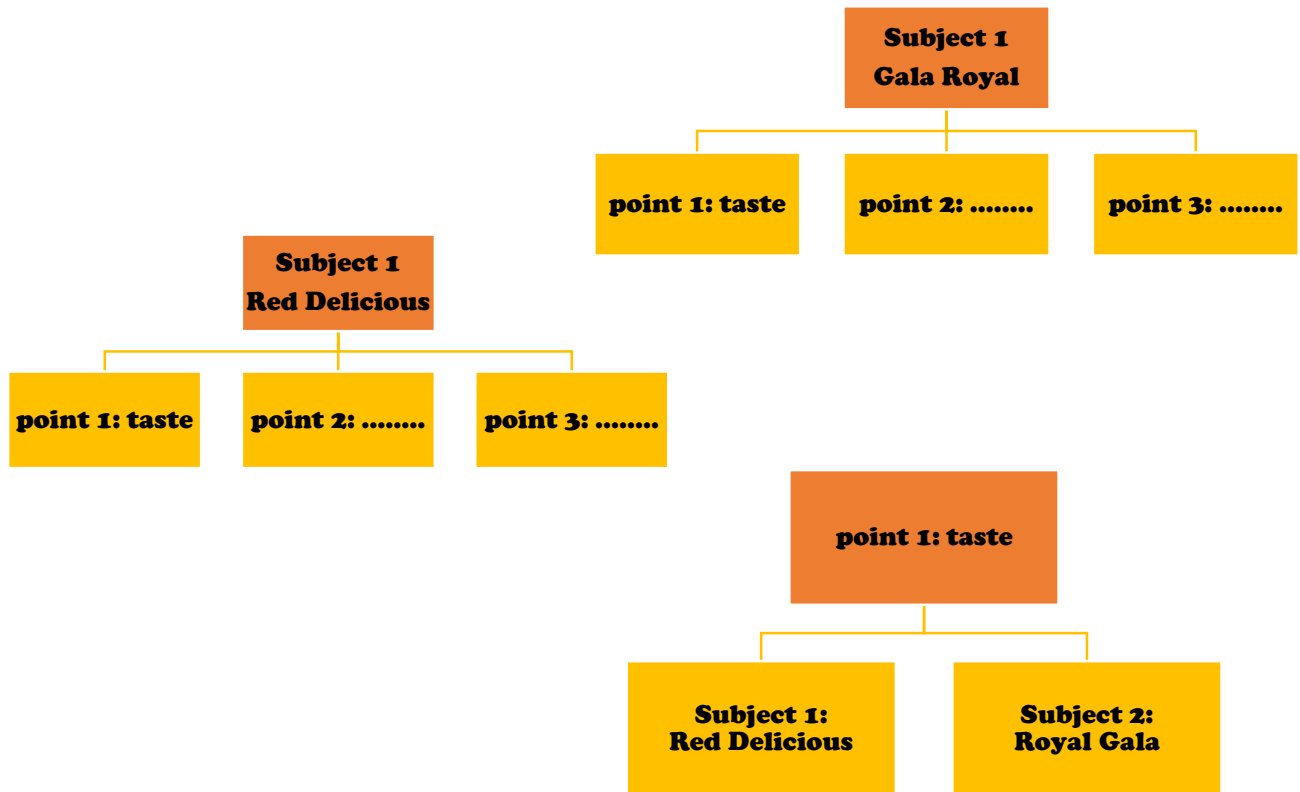
As we have already learnt about the structure of the essay in the first semester, the comparison/contrast essay follows the same process.

First, choose a topic that you are knowledgeable about and actually interests your audience. In comparison/contrast essays it goes as follows:



Once you decide whether you want to compare, contrast, or both, develop your topic sentence to introduce the topic, then attract your readers' attention using a hook. Finally, be sure to end the introductory paragraph with a very precise thesis statement mentioning the subjects and the points to be discussed. If you get a bit confused, please refer to lectures three to five in which we discussed the thesis statement in details.

Next, the body paragraph(s) can be developed in two main ways, either by subject or by point with reference to subjects. Again, it is up to you as a writer to develop the body paragraphs, but please bear in mind that you need to consider the topic, the audience, and the purpose of your essay.



At the end of developing body paragraph(s), it is important to conclude your essay with a summary of the main results you got from your analysis. Remember, you do not have to mention anything new, just restate and summarize the points you have discussed earlier. Please refer to the concluding paragraph lesson for more details.

COMPARE/CONTRAST ESSAY EXAMPLE

Comparing and Contrasting London and Washington, DC

By Scott McLean in *Writing for Success*

Both Washington, DC, and London are capital cities of English-speaking countries, and yet they offer vastly different experiences to their residents and visitors. Comparing and contrasting the two cities based on their history, their culture, and their residents show how different and similar the two are.

Both cities are rich in world and national history, though they developed on very different time lines. London, for example, has a history that dates back over two thousand years. It was part of the Roman Empire and known by the similar name, Londinium. It was not only one of the northernmost points of the Roman Empire but also the epicenter of the British Empire where it held significant global influence from the early sixteenth century on through the early twentieth century. Washington, DC, on the other hand, has only formally existed since the late eighteenth century. Though Native Americans inhabited the land several thousand years earlier, and settlers inhabited the land as early as the sixteenth century, the city did not become the capital of the United States until the 1790s. From that point onward to today, however, Washington, DC, has increasingly maintained significant global influence. Even though both cities have different histories, they have both held, and continue to hold, significant social influence in the economic and cultural global spheres.

Both Washington, DC, and London offer a wide array of museums that harbour many of the world's most prized treasures. While Washington, DC, has the National Gallery of Art and several other Smithsonian galleries, London's art scene and galleries have a definite edge in this category. From the Tate Modern to the British National Gallery, London's art ranks among the world's best. This difference and advantage has much to do with London and Britain's historical depth compared to that of the United States. London has a much richer past than Washington, DC, and consequently has a lot more material to pull from when arranging its collections. Both cities have thriving theatre districts, but again, London wins this comparison, too, both in quantity and quality of theatre choices. With regard to other cultural places like restaurants, pubs, and bars, both cities are very comparable. Both have a wide selection of expensive, elegant restaurants as well as a similar amount of global and national chains. While London may be better known for its pubs and taste in beer, DC offers a different bar-going experience. With clubs and pubs that tend to stay open later than their British counterparts, the DC night life tend to be less reserved overall.

Both cities also share and differ in cultural diversity and cost of living. Both cities share a very expensive cost of living—both in terms of housing and shopping. A downtown one-bedroom apartment in DC can easily cost \$1,800 per month, and a similar “flat” in London may double that amount. These high costs create socioeconomic disparity among the residents. Although both cities' residents are predominantly wealthy, both have a significantly large population of poor and homeless. Perhaps the most significant difference between the resident demographics

is the racial makeup. Washington, DC, is a “minority majority” city, which means the majority of its citizens are races other than white. In 2009, according to the US Census, 55 percent of DC residents were classified as “Black or African American” and 35 percent of its residents were classified as “white.” London, by contrast, has very few minorities—in 2006, 70 percent of its population was “white,” while only 10 percent was “black.” The racial demographic differences between the cities is drastic.

Even though Washington, DC, and London are major capital cities of English-speaking countries in the Western world, they have many differences along with their similarities. They have vastly different histories, art cultures, and racial demographics, but they remain similar in their cost of living and socioeconomic disparity.

<https://rb.gy/8ksmxy>

KEY TAKEAWAYS

- A compare-and-contrast essay analyses two subjects by either comparing them, contrasting them, or both.
- The purpose of writing a comparison or contrast essay is not to state the obvious but rather to illuminate subtle differences or unexpected similarities between two subjects.
- The thesis should clearly state the subjects that are to be compared, contrasted, or both, and it should state what is to be learned from doing so.
- There are two main organizing strategies for compare-and-contrast essays.
 1. Organize by the subjects themselves, one then the other.
 2. Organize by individual points, in which you discuss each subject in relation to each point.
- Use phrases of comparison or phrases of contrast to signal to readers how exactly the two subjects are being analysed.

<https://rb.gy/8ksmxy>

Practice: Use the following paired conjunctions to help make sense of the following sentences.

either . . . or / neither . . . nor / whether . . .
. or / both . . . and / not only . . . but also

Here are a few examples to help you out:

Either Cristina **or** Emilia could perform the solo because they both sing well.

Neither Julie **nor** Martin knows how to cook.

Not only is my mom a good cook, **but** she also sings beautifully.

Her brother embarrasses her, **whether** singing **or** cooking.

1. Elena will make _____ pizza _____ tacos for the party tomorrow.
2. _____ singing in our band _____ in the choir, I always do my best.
3. I feel sorry for Terry because she _____ cooks _____ sings well.
4. His mom is proud because, _____ is he taking singing lessons, _____ he is _____ learning how to cook.
5. She respects Mario because he _____ cooks _____ sings like a professional.
6. _____ he's cooking Italian specialties _____ Mexican cuisine, Jon's food is always delicious.

➤ Next, take advantage of your knowledge in American civilization (political system) and fill in the gaps below using the prompts in the word bank.

Word Bank

- citizens
- collect taxes
- constitutional rights
- declare war
- elections
- governor
- interstate
- intrastate
- marriage laws
- national
- president
- state

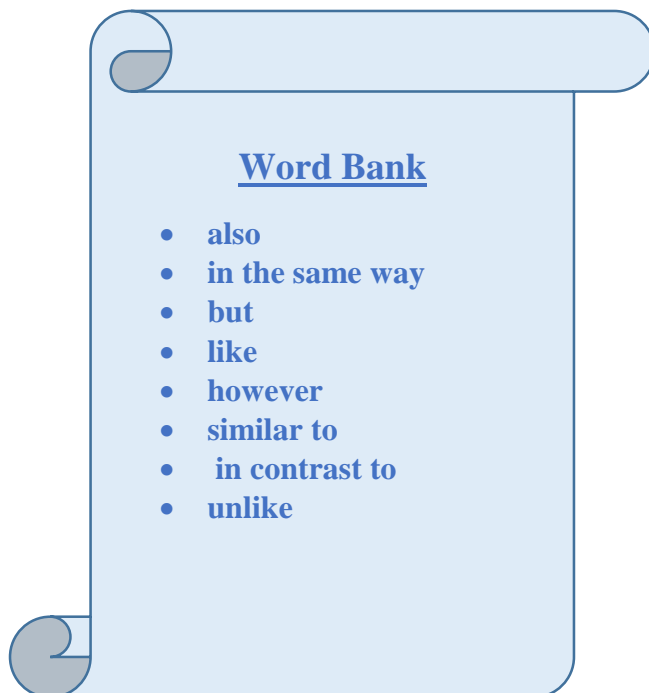
1. A _____ administers the federal government, **but** a _____ administers the state government. 2. The federal government, **like** the state government, must protect the _____ of American _____. 3. The federal government protects wildlife in _____ parks; **however**, the _____ government protects wildlife in state parks. 4. The federal government is **similar** to the state government because both can _____. 5. **Both** the federal government and the state government can conduct _____. 6. The federal government regulates _____ commerce, **in contrast to** the state government that regulates _____ commerce. 7. The federal government, **unlike** state governments, can _____. 8. **Contrary to** the federal government, the state government can establish _____.

Answer Keys

1. A president administers the federal government, **but** a governor administers the state government.
2. The federal government, **like** the state government, must protect the constitutional rights of American *citizens*.
3. The federal government protects wildlife in national parks; **however**, the *state* government protects wildlife in state parks.
4. The federal government is **similar** to the state government because both can collect taxes.

5. **Both** the federal government and the state government can conduct elections.
6. The federal government regulates interstate commerce, **in contrast** to the state government that regulates intrastate commerce.
7. The federal government, **unlike** state governments, can declare war.
8. **Contrary to** the federal government, the state government can establish marriage laws.

➤ **Now, check out the transitional words in the word bank and use them to fill in the gaps.**



1. Presidents are _____ governors because they administer governments.
2. _____ the federal government, California cannot declare war.
3. The federal government _____ state government because they both can collect taxes.
4. The federal government, _____, has sole authority to print money.
5. The federal Supreme Court upholds national constitutional law _____ that the California Supreme Court upholds state constitutional law.
6. Federal law regulates interstate commerce, _____ state law that regulates intrastate commerce.
7. Like the federal government, the state government must _____ uphold our constitutional liberties.
8. State government establishes the method of voting for president, _____ the federal government establishes the date for presidential elections.

Answer keys

1. Presidents are similar to governors because they administer governments. 2. Unlike the federal government, California cannot declare war. 3. The federal government is like the state government because they both can collect taxes. 4. The federal government, however, has sole authority to print money. 5. The federal Supreme Court upholds national constitutional law in the same way that the California Supreme Court upholds state constitutional law. 6. Federal law regulates interstate commerce, in contrast to state law that regulates intrastate commerce. 7. Like the federal government, the state government must also uphold our constitutional liberties. 8. State government establishes the method of voting for president, but the federal government establishes the date for presidential elections.

Let's write!

- Next, we will consider the following examples one by one, read them carefully and say whether the sample essay is discussed (1) **subject by subject**, (2) **similarities and differences**, (3) **feature by feature** (point-by-point), or (4) **compare, contrast, and connect**.

Sample Compare/Contrast Essay Organized by “.....”

Dolphins and Sharks Like dolphins, sharks are amazing animals. Dolphins use echolocation, which is like radar. They make clicking sounds in the water that bounce off nearby objects in order to determine how far away objects are. Sharks, too, are quite fascinating. They have existed since before the dinosaurs and have over 3,000 teeth in five rows.

Dolphins live in warm and cold oceans all over the world. Like chimpanzees or dogs, dolphins are very intelligent mammals. Because they are mammals, they are warm-blooded, have bones, nurse their young, sleep and breathe air. They have fins and come in many shapes and sizes. Dolphins mostly eat fish and squid, but they don't chew them. They gulp them whole! Large dolphins, called Killer Whales, sometimes eat sharks and other dolphins.

Similar to dolphins, sharks live in the world's oceans, have fins, and come in different shapes and sizes. Sharks also gulp their food, mostly fish, squid and other marine animals. Contrary to what many people think, sharks don't attack humans often—only when they mistake people for seals and sea lions. Unlike dolphins, sharks are cold-blooded, boneless fish. In contrast to very clever dolphins, sharks are only about as smart as birds or rats. Although sharks don't sleep, they do have active and inactive periods.

Dolphins are smart, playful mammals. On the other hand, sharks are exciting fish with a lot of frightening teeth. Although both animals are amazing, I'd rather meet a dolphin in the ocean than a shark!

Sample Compare/Contrast Essay Organized by “.....”

Like dolphins, sharks are amazing animals. Dolphins use echolocation, which is like radar. They make clicking sounds in the water that bounce off nearby objects in order to determine how far away objects are. Sharks, too, are quite fascinating. They have existed since before the dinosaurs and have over 3,000 teeth in five rows.

Dolphins and sharks are similar in many ways. Both live in warm and cold oceans all over the world. They have fins, come in many sizes and colors, and both eat fish and squid. Neither animal chews its food—they gulp it whole! In fact, large dolphins (called killer whales) even eat other dolphins and sharks.

Dolphins and sharks are also very different. Dolphins are as clever as chimpanzees or dogs; however, sharks are only about as smart as birds or rats. Like most mammals, dolphins are warm-blooded, have bones, nurse their young, sleep, and breathe air. Unlike dolphins, sharks are cold-blooded, boneless fish. Although sharks don't sleep like dolphins do, they have active and inactive periods. Contrary to what many people think, sharks don't often attack humans. When they do, it's because they mistake us for their favorite food—seals, rays and sea lions.

Sample Compare/Contrast Essay Organized by “.....”

Like dolphins, sharks are amazing animals. Dolphins use echolocation, which is like radar. They make clicking sounds in the water that bounce off nearby objects in order to determine how far away objects are. Sharks, too, are quite fascinating. They have existed since before the dinosaurs and have over 3,000 teeth in five rows.

[: habitat & appearance] Dolphins and sharks both live in warm and cold oceans all over the world. Both animals have fins and come in many shapes and sizes. Similar to humans, dolphins are warm-blooded mammals with bones. They also nurse their young, sleep and breathe air. In contrast, sharks are cold-blooded fish that have no bones.

[: intelligence & behavior] Dolphins are just as clever as chimpanzees or dogs. Sharks, on the other hand, are only about as intelligent as birds or rats. Unlike sharks, dolphins sleep. Sharks do, however, have active and inactive periods during the day.

[: food] Although both savor the taste of fish and squid, neither dolphins nor sharks chew them. They both gulp their food whole! Large dolphins, called killer whales, will sometimes eat other dolphins and sharks. Dolphins are usually friendly to humans. Contrary to what many people think, sharks don't attack humans often. When they do, it's because they mistake us for their favorite food—seals, rays and sea lions.

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Dolphins live in warm and cold oceans all over the world. Like chimpanzees or dogs, dolphins are very intelligent mammals. Because they are mammals, they are warm-blooded, have bones, nurse their young, sleep and breathe air. They have fins and come in many shapes and sizes. Dolphins mostly eat fish and squid, but they don't chew them. They gulp them whole! Large dolphins, called Killer Whales, sometimes eat sharks and other dolphins.

Similar to dolphins, sharks live in the world's oceans, have fins, and come in different shapes and sizes. Sharks also gulp their food, mostly fish, squid and other marine animals. Contrary to what many people think, sharks don't attack humans often—only when they mistake people for seals and sea lions. Unlike dolphins, sharks are cold-blooded, boneless fish. In contrast to very clever dolphins, sharks are only about as smart as birds or rats. Although sharks don't sleep, they do have active and inactive periods.

Both of these extraordinary animals are also under threat due to overfishing for food and sport fishing. In both cases, this has a direct result on the marine ecosystem. For example, the domino effect of a decreased number of sharks in the ocean means that the scallop population is nearly extinct. Fewer sharks means more rays in the ocean; the increased number of rays results in too few scallops, the preferred food source for rays.

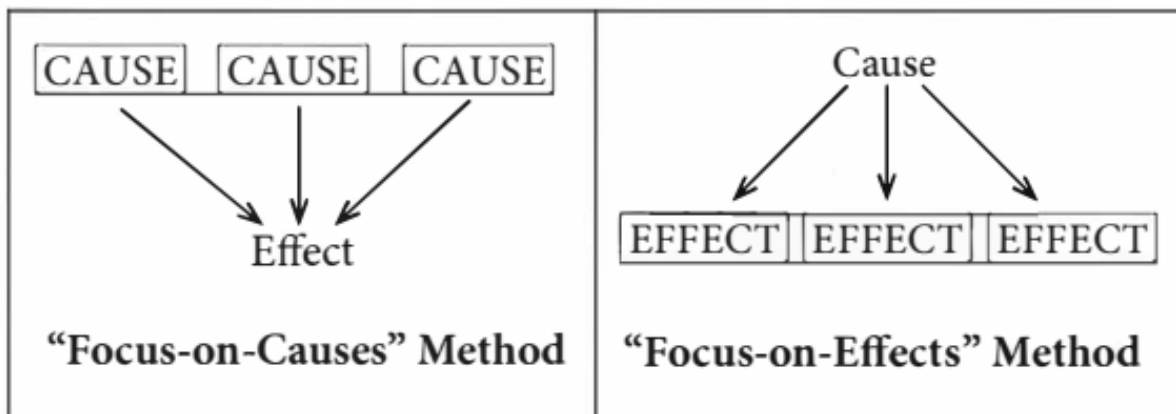
Dolphins are smart, playful mammals. On the other hand, sharks are exciting fish with a lot of frightening teeth. Although both animals are amazing, I'd rather meet a dolphin in the ocean than a shark!

Cause and Effect Essay

The cause and effect essay is an important type of essay as well. As a student, this style will help you develop your writing for academic purposes, as in addition to being able to argue, and contrast, you will also be able to inform and synthesize about roots of research problems, background of your research and reasons for your research choices.

- When writing a cause and effect essay, you are trying to draw a link and show the relationship between something that happens and its consequences, or between actions and the results of those actions.
- For example, if deer hunting (action-cause) in El Bayedh in central Algeria is not restricted, the species may diminish (result-effect) in a few years.
- Cause and effect essays are very informative and analytical in nature.
- One of the benefits of learning this type of writing is that it may even occur in argumentative essays. As an example, you may need to add a paragraph informing about a cause, an effect, or both, just to convince your readers and strengthen your argument.

Methods of Developing Cause and Effect Essays



Consider this topic

“Farmers quitting agriculture activities in Algeria”

<ul style="list-style-type: none">• Focus on <u>causes</u> <ul style="list-style-type: none">- <i>Ask the question: why are farmers quitting agriculture in Algeria?</i>- You will be discussing the <i>reasons</i> behind this decision- Possible reasons might be the <i>high prices of seeds and fertilizers, drought, and lack of experienced manpower</i> <p>Essays that use the focus-on causes method answer the question, "Why does something happen?"</p>	<ul style="list-style-type: none">• Focus on <u>Effects</u> <ul style="list-style-type: none">- <i>Ask the question: what would happen if farmers quit agriculture?</i>- You will be discussing <i>results</i> of this action- Possible effects might be <i>economic instability, lack of products in the market, and social tension.</i> <p>Essays that use the focus-on effects method answer the question, "What happens when/if. . .?"</p>
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Activity: After having a general idea about cause and effect essays, let's have our first sample and read it carefully.

Pre-reading questions:

- What is lying?
- Why do people lie?
- Is it okay to lie?
- When do you think it is acceptable to lie, and when not?
- Share any experience you had with lying, what happened?

The Truth Behind Lying

- 1 Most children are taught the virtue of honesty from fairy tales and other stories. The **celebrated** story of Pinocchio, who begins life as a **puppet**, teaches the importance of telling the truth. Every time Pinocchio lies, his nose grows longer and longer. Another story about the boy who “cried wolf” **exemplifies** how lying led to his losing all of his sheep as well as the trust of his fellow villagers. In the United States, young children learn the tale of young George Washington, who finally admits to his father that he cut down a cherry tree. These types of stories show children that “honesty is the best policy.” Still, if this is the case, then why do so many people lie? The fact is that human beings lie for many reasons.
- 2 One reason for lying has to do with minimizing a mistake. While it is true that everyone makes a **blunder** from time to time, some people do not have the courage to admit their errors because they fear blame. For example, students might lie to their teachers about unfinished homework. They might say that they left the work at home when, in fact, they did not do the work at all. These students do not want to seem irresponsible, so they make up an excuse—a lie—to save face.
- 3 Another reason people lie is to get out of situations that they do not want to be in or cannot manage. For example, if a company decides to have a weekend meeting, one of the managers might not feel like attending. She may call her boss and give this excuse: “I’ve been fighting off a cold all week, and I truly cannot risk getting the others sick. I’ll be sure to get all of the notes on Monday.” When individuals do not want to admit the truth and then face the consequences, they use lies to **avoid** difficulties.
- 4 In contrast, some people might tell a “white lie” when they do not want to hurt someone else’s feelings. For example, if a good friend shows up with an **unflattering** new haircut, one could be truthful and say, “That haircut looks awful. What were you thinking?!” A more likely scenario is to say, “It’s very original! It suits you,” and spare the friend’s feelings. These types of lies are generally not considered negative or wrong. In fact, many people who have told the truth to loved ones, only to see the negative reaction, wish they *had* told a white lie. Therefore, white lies can be useful in maintaining good relationships.
- 5 A somewhat different reason for lying has to do with self-protection. Parents, particularly those with small children, may teach their children to use this type of “protective” lie in certain circumstances. What should children do if a stranger calls while the parents are out? Many parents teach their children to explain that mom and dad are too busy to come to the phone at that time. In this situation, protective lying can prevent harm or disaster.
- 6 People lie for many reasons, both good and bad. However, before people **resort to** lying in order to cover up mistakes or to avoid unpleasant situations, perhaps the motives for lying should be analyzed. One’s lies may one day be exposed and cause severe embarrassment or the loss of people’s trust.

celebrated: famous, renowned

a puppet: a toy that is moved by strings

to exemplify: represent, typify

a blunder: a careless mistake

to avoid: to keep away from

unflattering: unattractive, not favorable

to resort to: to do something only because other options have failed

Post-reading questions:

1. What is the thesis statement? _____

2. What three examples of liars from famous stories does the author give in the introduction?

a. _____

b. _____

c. _____

3 In Paragraph 4, the idiom *a white lie* is used in the topic sentence but is not defined. Write your own definition of a white lie. _____

4. In Paragraph 5, the author supports the topic sentence by giving an example of a dangerous situation. What example does the author give?

5. Reread the concluding paragraph of “The Truth Behind Lying.” Does the writer offer a suggestion, an opinion, or a prediction? _____ Write the final sentence here.

Structure and Organization of the Cause and Effect Essay

As it is shown in the figure in the beginning of this lesson, we can develop cause and effect essays using two methods, either focusing on the causes of a single phenomenon, or the effects of a specific action or reaction. However, a third interesting method is called the domino or causal chain method. so let's revise the two methods and introduce the third. The following examples are taken from a document developed by our colleagues at Bogazici University in Turkey.

<https://rb.gy/qwx0yi> 2006 Bogazici University SFL

Activity: The teacher shares the three examples without full details. Students will work in pairs and figure out some of the causes or effects.

Organization:

1. Multiple causes ----- > effect

In this pattern, the organization is as follows:

thesis statement: Air pollution is caused by the following factors: exhaust gases from cars, uncontrolled factory releases, and burning of low-quality coal for heating.

- I. exhaust gases from cars
 - A. government does not have enough control
 - B. citizens are not conscientious
- II. uncontrolled factory gases
 - A. no regular checks on gases released
 - B. factories are inside the borders of residential areas
- III. burning of low-quality coal for heating
 - A. no governmental control
 - B. other forms of energy too expensive

- ✓ Each developmental paragraph is devoted to one of the causes of air pollution. Each cause is supported by two minor supports in the form of supporting sentences. While writing, these major and minor ideas should be adequately explained and exemplified as well. Remember, one of the simplest and most efficient methods of developing minor ideas is to exemplify.

2. Cause --- > Multiple effects

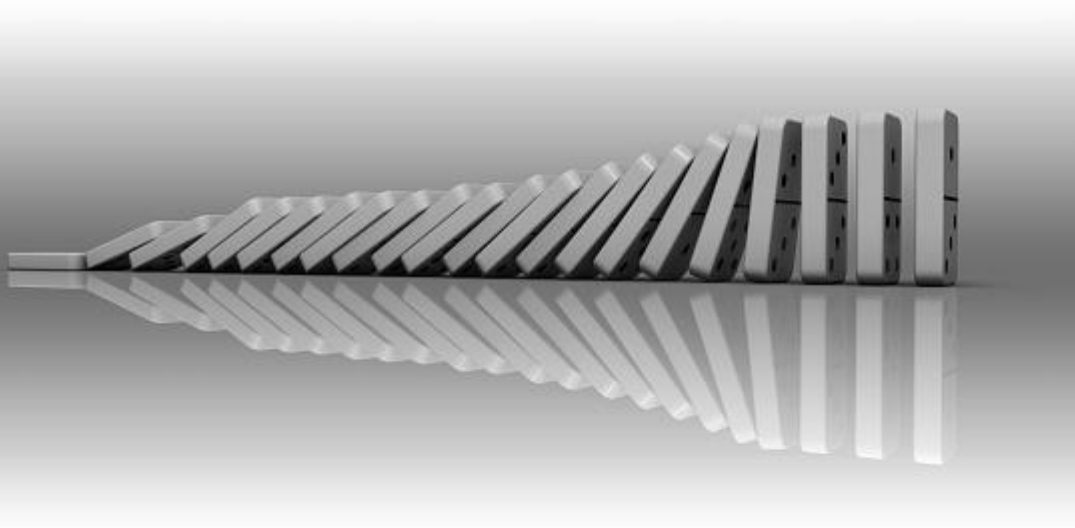
In this pattern, the effects of a certain situation are explained in separate paragraphs, with the following organization:

thesis statement: Watching too much TV is one of the major sociological issues of this century, which has many effects on the physiology and psychology of people.

- I. eating disorders
 - A. TV meals
 - B. obesity
- II. communication problems
 - A. more violence
 - B. no interpersonal talk

- ✓ Again, we have grouped related effects under two main points: physiological and psychological. Then, we have supported each effect with two minor supports (A and B). While writing, we should explain these major and minor supports by giving examples and/or defining what we mean, as well.

- **The third and most attractive method for readers is the domino effect.**



- ✓ Sometimes an event causes something to happen, and that situation leads to another event, and it causes another event to happen. This is called the causal chain or domino effect.

e.g. Use of deodorants will bring the end of the world.

- There may be several causes or effects of a situation. However, in a student essay, it is advisable to keep the number of major points to 2 or 3, which form separate developmental paragraphs.

Causal chain / Domino

In this pattern, the events lead to one another, as in the following organization:

thesis statement: Using deodorants with chlorofluorocarbon gas will bring the end of world.

- I.** Chlorofluorocarbon gases are contained in most deodorants and released by some factories into the air.
- II.** This gas causes the ozone layer to become thinner and finally disappear in patches.
- III.** The unfiltered ultraviolet rays of the sun cause overheating in the poles of the earth, where the icebergs start to melt.
- IV.** The huge amount of water released from the poles leads to a rise in the sea-level.
- V.** The sea will cover the land and this will be the end of the world.

- ✓ Again, each major point should be supported with examples, statistics that show that there are some factories and deodorants that release chlorofluorocarbons, that there is a rise in the sea-level, etc.

Tips and Hints

1. Develop your thesis statement. State clearly whether you are discussing causes, effects, or both. Introduce your main idea, using the terms "cause" and/or "effect."
2. Find and organize supporting details. Back up your thesis with relevant and sufficient details that are organized. You can organize details in the following ways:
 - Chronological. Details are arranged in the order in which the events occurred.
 - Order of importance. Details are arranged from least to most important or vice versa.
 - Categorical. Details are arranged by dividing the topic into parts or categories.
3. Use appropriate transitions. To blend details smoothly in cause and effect essays, use the transitional words and phrases listed below.

Ensure coherence, ensure cohesion!

In addition to the quality of the information you add to your essay, it is imperative to organize your ideas and writing to keep your readers interested. To do that, the accurate use of transition words can be very helpful for you.

To explain reasons and results, we use:

As a result,
As a consequence,
Consequently,
So,
Since
As,
Because
One reason why ...
One of the most important reasons why ...
The main reasons why ...
There are other reasons, too, ...



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Do not forget that using transitions enables the piece of writing to be coherent; it is easier for the reader to follow our ideas when transitions are used to link them together. However, overuse of transitions causes a traffic jam and should be avoided. We should be using transitions sparingly (only when necessary).

Activity: read the following examples and use the transitions terms in **bold** to write your own examples below each of the ones given to you.

Obesity is **a cause of / a reason for** premature death.

.....

Media coverage **affects / influences** voting patterns.

.....

Media coverage **leads to / gives rise to / brings about** changes in voting patterns.

.....

Voting patterns **are affected / are influenced** by media coverage.

.....

Stress **causes / produces / results in** low exam scores.

.....

Low exam scores **are caused by / are produced by / result from** stress.

.....

Low exam scores **are a consequence of / are a result of / are due to / the effect of** stress.

.....

When / If there is constant economic instability, currency crashes occur.

.....
As a result of / As a consequence of constant economic instability, currency crashes occur.

.....
There is constant economic instability. **As a result, / As a consequence, / Consequently,** /
Thus, / Therefore, / Hence, / For this reason, currency crashes occur.

.....
Because / Since / As some areas face extreme weather conditions, there is damage to property.

.....
Owing to / On account of / Because of / Due to the fact that some areas face extreme weather conditions, there is damage to property.

.....
Owing to / On account of / Because of / Due to extreme weather conditions, there is damage to property.

.....
Owing to / On account of / Because of / Due to extreme weather conditions, damage to property occurs.

.....

Lets' Practice

Activity: check out the sample essay below and fill in the gaps with necessary information to have a full essay.

- Do not forget about the small boxes on the sides of the essay, those will help you put the right information in the right space.

The sample shows essay organization

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.

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 centers 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,

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.

Activity: In the end of this section, students will have a reading assignment. Students will read the answer keys and revise their final drafts.

The sample shows essay connectors

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.

The sample shows essay specific vocabulary

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.

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Appendices

Appendix 1

Sample Exams and Answer Keys

Mohammed Khider University –Biskra-
Faculty of Letters and Languages
Department of English

Class: 3rd year
Course: Written Expression

RESIT EXAMINATION (S6)

Full name:
Group:

- Supply an introduction, conclusion and two remaining body paragraphs to this incomplete CAUSE/EFFECT essay. **(05 pts each)**

Introduction

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One important effect of studying abroad is a student's greater understanding of a different educational system. The curriculum, availability and types of lectures, and the educational environment as a whole will differ from that of the student's home country. At first the student may be confused, but this exposure to a different curriculum will broaden his or her educational horizons in the long run. As a result of the new academic culture, the student will be able to better appreciate his or her own educational setting later at home.

Individuals who study abroad also develop their understanding of a different popular culture.

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Finally, studying abroad gives students the opportunity to serve as ambassadors for their home countries.

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Conclusion

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Best of success!
Your teachers

SECOND SEMESTER RESIT EXAMINATION

- Develop a strong thesis statement and body paragraphs of this CAUSE/EFFECT essay by considering the given outline.

Introduction

Drugs have become an ever-increasing personal and social problem in many countries throughout the world. Over the last fifty years the use of drugs has spread from ‘bad guys’ to just about every segment of society; to the rich, middle class, and poor, to the educated and uneducated, to the professional and laborer, to men and women, to the social elite and the dregs of society.

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..... (Thesis Statement)

Body

First paragraph

Topic sentence: More times than not, the use of drugs leads to unemployment.

Second paragraph

Topic sentence: When all legitimate means of obtaining money are exhausted, illegitimate means are pursued.

Third paragraph

Topic sentence: Once the person has turned to a life of crime, the inevitable consequence is police intervention and imprisonment.

Conclusion

Drugs ruin a man’s life faster and surer than lack of education, poverty, or illness. They strip a man of his dignity, his honor, his loved ones, and his self-respect. An innocent decision to try a drug at a party on a Saturday night can lead to a devastating chain of events, such as unemployment, financial ruin, loss of family and friends, crime, and finally prison. For many drug users this uncontrollable spiral of tragedy is unstoppable, yet so easily preventable. Just say no.

Body of the essay

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Best of success!
Your teachers

FIRST TERM EXAMINATION – ANSWER MODEL-

I. Write well-written versions to these poorly-written theses statements. (10 pts)

1. School policies consider plagiarism as an unethical practice.
Due to its destructive effects on learners' achievements, schools must impose severe disciplinary penalties on cases of plagiarism.
2. Smoking is dangerous for public health.
Smoking in workplace and public places is banned in many countries as passive smokers' health is in high danger of lung cancer as much as active smokers.
3. The lockdown in many countries has affected tremendously their economies.
The lockdown resulted into businesses' collapse, joblessness of many craftsmen, and blockage of industrial growth.
4. I have never been attended a musical concert in my life.
As I have grown up in a rural community, attending a musical concert has always been a dream of my childhood.
5. Linguistics and psychology are different courses.
Linguistics differ from Psychology in three major aspects: the scope of study, audience, and research interests.

II: Supply an introduction to this essay following the three major moves (hook, connecting information, thesis statement). (10 pts)

Lung cancer kills more people in one year than all criminal and accidental deaths combined. This statistic is shocking, but the good news is that people are now well-informed about the risks connected to lung cancer. They know that their risk of contracting this terrible disease decreases if they either stop smoking or do not smoke at all. Unfortunately, the same cannot be said about other types of cancer. Many people are not aware that their everyday behavior can lead to the development of different forms of cancer. By eating better, exercising regularly, and staying out of the sun, people can reduce their risks of cancer.

Instead of foods that are good for them, people often eat unhealthy foods, such as hamburgers, French fries, and pizza. These popular foods contain large amounts of saturated fat, which is one of the worst kinds of fat. Although light and fat-free products are constantly being introduced to the consumer market, many people still buy foods that contain fat because they often taste better. However, eating fatty foods can increase a person's chances for some kinds of cancer. People do not eat as many fresh vegetables and fresh fruits as they used to. Instead, they now eat a lot more processed foods that do not contain natural fibre. Lack of fibre in a person's diet can increase the chance of colon cancer. In the past, people with less information about nutrition actually had better diets than people do today. They also had fewer cases of cancer.

Many people today are overweight, and being overweight has been connected to some kinds of cancer. Since television sets are now a standard piece of furniture in most living rooms, people spend more time sitting down and mindlessly eating snacks than they did in the past. The first generation of TV watchers started the couch potato boom, and today's couch potatoes are bigger than ever. Health experts warn that being overweight is a risk not only for heart disease but also for certain kinds of cancer. The best way to attain a healthy weight is for people to cut back on the amount of food that they consume and to exercise regularly. It is not possible to do only one of these and lose weight permanently. The improved diet must be in conjunction with regular exercise. In the past, people did more physical activity than people do today. For example, people used to walk to work; now almost no one does. In addition, people had jobs that required more physical labour. Now many people have desk jobs that require sitting in front of computers.

Finally, health officials are gravely concerned by the astounding rise in the cases of skin cancer. Many societies value a tanned complexion, so on weekends people tend to flock to the beach or swimming pools and lie in the sun. Many of these people do not use a safe sunscreen, and the result is that they often get sunburned. Sunburn damages the skin, and repeated damage may lead to skin cancer later in life. Once the damage is done, it cannot be undone. Thus, prevention is important. In the past, people did not lie in direct sunlight for long periods of time, and skin cancer was not as prevalent as it is now. People have started to listen to doctors' warnings about this situation, and more and more people are using proper sunscreens. Unfortunately, millions of people already have this potential cancer problem in their skin and may develop cancer later.

Cancer has been around since the earliest days of human existence, but only recently has the public been made aware of some of the risk factors involved. Antismoking campaigns can be seen everywhere-on billboards, in television commercials, on the radio, and in newsprint. If the same

amount of attention were given to proper diets, exercise, and sunscreens, perhaps the number of overall cancer cases could be reduced.

Appendix 2

Lessons and Activities used to break the routine and gain knowledge that help in the writing process.

Objective: Idioms are important in reaching written communicative competence. Students need to know the nature of such expressions, their ungrammaticality and embedded meanings for future reference.

Here is a story about a man who decided to leave success behind and change his life drastically. Read the story and use the definitions provided below to help with understanding. You'll find idiom definitions and a short quiz on some of the expressions at the end of the story. <https://rb.gy/rsvxrb>

Odd Man Out

I recently watched a documentary called **Odd Man Out**. It was about a man named Bob who decided to live out of his suitcase. Bob had a little money socked away, so he didn't have to live from hand to mouth. I found the reasons for his decision to throw in the towel and become free as a bird compelling. In any case, Bob had been working for over twenty years for a corporation. While he had been successful at his job, and had made plenty of hay while the sun was shining, he still felt he was tilting at windmills. "I mean," he said to himself "how hard can it be to strike out on your own and live off the fat of the land?" The more he pondered the idea the more he came to realize that he wasn't able to see the forest for the trees.

Certainly, he never questioned the powers that be, but he did wonder if things might be a bit more interesting if he gave living by the seat of his pants a go.

Bob was very careful not to let on what he was thinking to anyone until he got all his ducks in a row. He knew that such a decision couldn't be made on the spur of a moment. Things could go terribly wrong in the twinkling of an eye. "No," he thought to himself "I need a plan." It was then he remembered his grandfather Bill. Bill was salt of the earth. He never cared too much for the "finer things in life", as he liked to call them. Bill repeatedly told Bob that tagging along with everyone else would eventually get boring. Bill made his living as a jack-of-all-trades. Sure, he never had money to burn, but he managed to get by. More importantly, Bill was content, and never worried about what others were saying or who he had to impress to get promoted. In any case, these memories of Bill came flooding back as Bob began to to prepare to get a new lease on life.

Finally, the big day arrived and Bob announced that he was stepping down as manager. His colleagues were incredulous: "How can you throw all you've worked for down the drain?" they commented. "He's lost his marbles" commented others. However, Bob was in the the prime of life and he was

ready for adventure. He walked out the door and never looked back. Who knows where he is and what he's doing today, but my guess is that he's happy - if not wealthy.

Idioms Used in the Story

sock away = to save money

live from hand to mouth = to live with just enough money to survive

live off the fat of the land = to live from the products of nature

make hay while the sun is shining = earn money and save while you have the opportunity

in the twinkling of an eye = instantly, immediately

as free as a bird = completely free and without responsibilities

get one's ducks in a row = to do all the necessary preparations in order to do something

salt of the earth = simple, honest person without pretensions

on the spur of the moment = deciding something without thinking about it

by the seat of one's pants = improvising and learning as you go

money to burn = money to waste

the powers that be = phrase used to speak about those in power

tag along = to follow or go with others

throw in the towel = to quit

jack-of-all-trades = person who does many different types of jobs

not able to see the forest for the trees = become so focused on details that you lose knowledge of the more important things in life

tilt at windmills = to work on things or dedicate oneself to impossible tasks

get a new lease on life = to develop a new attitude towards life

the prime of life = the best period of one's life

throw something down the drain = to waste something

lose one's marbles = to go crazy

Odd Man Out Quiz: use the appropriate idiom from the list above to form meaningful sentences.

- He's a smart man because he has _____ a lot of money for his retirement.
- I'm sure you'll feel _____ once you graduate from college.
- Ever since I got the new job, I feel like I've gotten _____.
- You'll be surprised how quickly your child will grow up. It sometimes seems that it happened _____.
- My grandfather was a _____. He did everything!
- Too many people around the world have to _____. It is horrible!

- Of course, _____ do nothing to help the truly needy.
- Sometimes it seems like I'm _____ by trying to start a new business.

Quiz Answers

- socked away
- as free as a bird
- a new lease on life
- in the twinkling of an eye
- jack-of-all-trades
- live from hand to mouth
- the powers that be
- tilting at windmills

Activity: The spelling Bee, students form groups of three and without using any help must find the correct spelling of words provided by the teacher.

Appellate is of or pertaining to appeals.

Assassin is a murderer, especially in politics.

Atrium is the central room of an ancient Roman house.

Automaton is another word for a robot.

Baboon is a large monkey found in Africa or Arabia.

Charisma is a personal quality that gives one power over a group of people.

Chauffeur is a person employed to drive an automobile.

Cliche is a trite, stereotyped expression.

Codeine is used as a sedative or analgesic.

Colloquy is a conversational exchange, dialogue.

Colonel is an officer in the Army or Air Force.

Conceit is an excessively favorable opinion of oneself.

Deceive is to mislead by a false appearance or statement.

Deductible means capable of being deducted.

Defendant is a person against whom a charge is brought against in court.

Descender is the part of the letter that goes below the body.

Detached means not attached or separated.

Hackney is a carriage or coach for hire.

Haggard is having a wasted appearance.

Hallow means to make holy.

Hallucinogen is a substance that produces hallucinations.

Incognito is to have one's identity concealed.

Indictment is a formal accusation in a criminal case.

Inertia is lack of motion, sluggishness.

Inevitable is something that can't be avoided.

Inflammable is capable of being set on fire.

Mistletoe is a plant used in Christmas decorations.

Moccasin is a heeless shoe made entirely of soft leather.

Moderator is a person who presides over a discussion.

Modify is to alter partially, to amend.

Paws are the feet of an animal having claws.

Pedal is a foot-operated lever used for various things.

Peddle is to carry things from place to place for sale.

Pedestrian is a person who goes on foot.

Peek is to look or glance quickly or furtively.

Pension is a fixed amount other than a salary paid to a person.

Tissue IS as in tissue paper.

Toad is an amphibian, a close relative of the frog.

Toast is sliced bread that has been browned by heat.

Toboggan is a long, narrow, flat-bottomed sled.

Tombstone is a marker on a tomb or grave. <https://rb.gy/wfq1ci>