

# How to Write an Essay

# What is an argument?

- An argument is the process of presenting an opinion for the purpose of persuading an audience.
- An argument, however, does not always have to persuade. An argument can also inform by presenting facts.
- An argument that successfully persuades or informs demonstrates coherence. Coherence means that the argument is clear and logical.
- A coherent argument demonstrates English language proficiency. Proficiency means skill and knowledge.

# Deduction and Induction

- Deduction and induction are ways to organize a verbal or written argument. Look at the following examples.
- Deductive response begins with an opinion. Inductive response develops examples first, then ends with a conclusion (opinion) based on the examples.

# Deduction vs Induction

## Deduction

Rice is classified according to grain size.

First is long grain rice. An example is basmati. It is long and slender. When cooked, it becomes light and fluffy with the grains separating. Long grain rice is low in starch.

Next is medium grain rice. An example is Calrose. This type of rice is three times as long as it is wide. When cooked, the grains stick together. Medium grain rice has more starch than long grain rice.

Finally, there is short grain rice. An example is Arborio. It is kernel-shaped and becomes very moist and tender when cooked. Short grain has the highest starch level.

As illustrated, rice is classified according to grain size.

## Induction

An example of a long grain rice is basmati. It is long and slender. When cooked, it becomes light and fluffy with the grains separating. Long grain rice is low in starch.

Next is Calrose, a medium grain rice. This type of rice is three times as long as it is wide. When cooked, the grains stick together. Medium grain rice has more starch than long grain rice.

Finally, there is short grain rice. An example is Arborio. It is kernel-shaped and becomes very moist and tender when cooked. Short grain has the highest starch level.

As illustrated, rice is classified according to grain size.

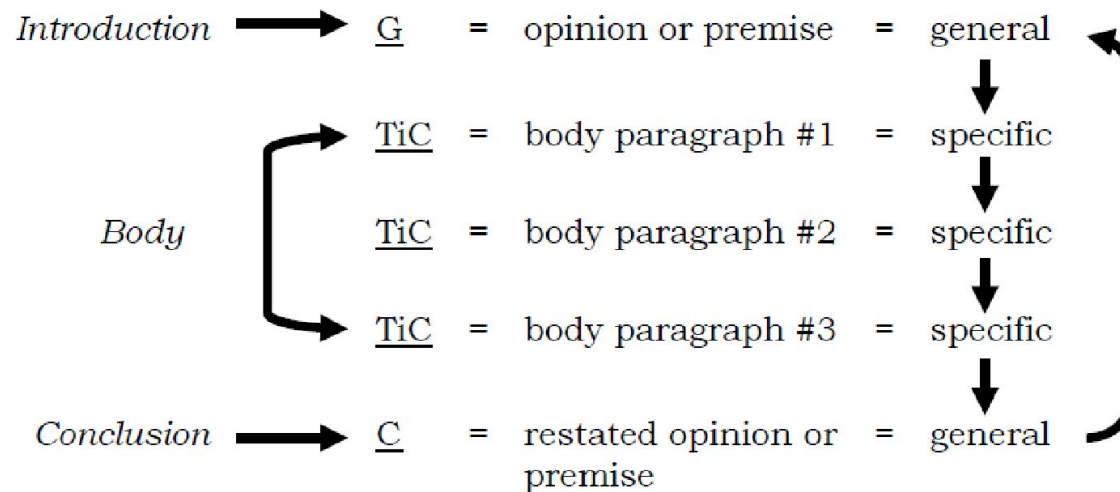
# Rhetorical Strategies

- Rhetorical strategies are tools. Speakers and writers use rhetorical strategies to develop arguments. You need to learn the following rhetorical strategies: **narration, description, compare-and-contrast, cause-and-effect, definition, classification.**
- **Narration** describes the passing of time. When we arrange events according to time, we put them in chronological or time order.
- **Description** creates pictures of people, places and things using adjectives and adverbs. Description appeals to the senses: smell, sight, taste, hearing and touch.
- **Compare-and-contrast** describes the differences and similarities between two or more objects, people or ideas. Compare-and-contrast also describes differences in opinion.
- **Cause-and-effect** means action and result. We use cause-and-effect to describe an action and the results, or consequences, of that action.
- A **definition** is a detailed description of a person, place, object or idea. The purpose of a definition is to give meaning.
- To **classify** means to put people, things or ideas into sub groups under a main topic.

# Argument Mapping

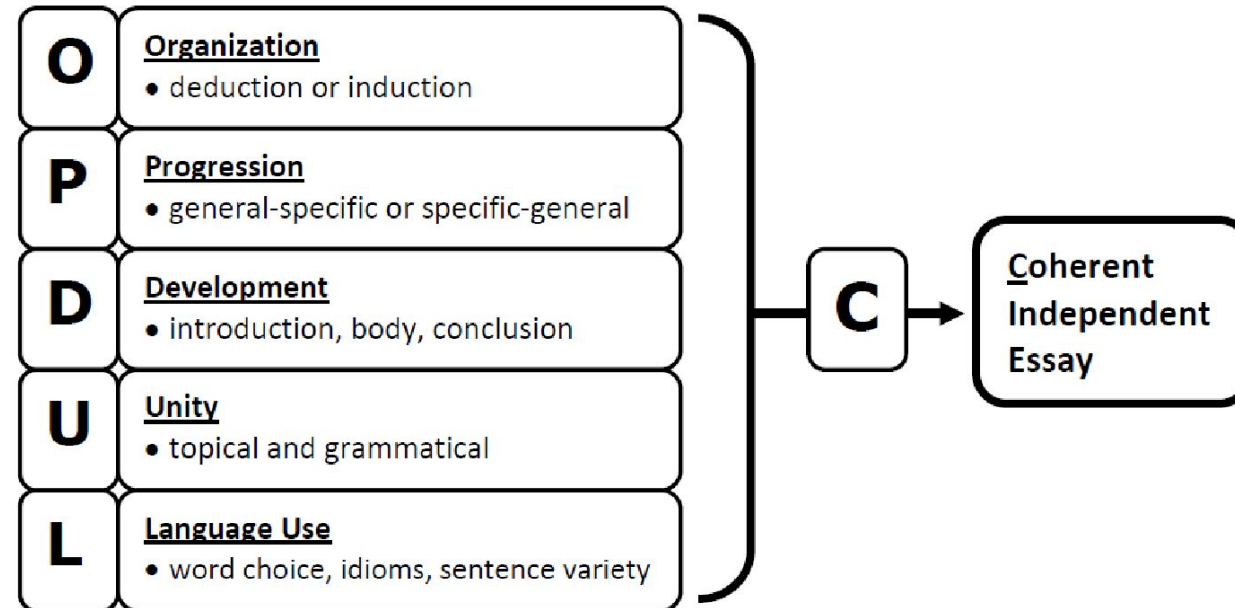
**G +TiC =**

**General statement + Transition + illustration + Conclusion**



# Checking for Coherence

OPDUL=C is an argument analyzer. Using OPDUL=C, you can quickly and systematically check your essay's coherence level using proficiency as a measure. Proficiency means your ability to demonstrate skill and knowledge specific to **Organization, Progression, Development, Unity and Language Use.**



# Advanced Introduction Strategies

(G) = *hook* + **transition** + opinion

**Simple Hooks:**

- a. *Or Question Hook*
- b. *Restate-the-Prompt Hook*
- c. *Pro-Con Hook*
- d. *General Fact + Or Question Hook*



# Complex Hooks

A complex hook uses information from researched sources, information you bring to the essay. Look at the following complex hooks.

a. *Statistic Hook*

b. *Definition Hook*

c. *Shocking-Statistic Hook*

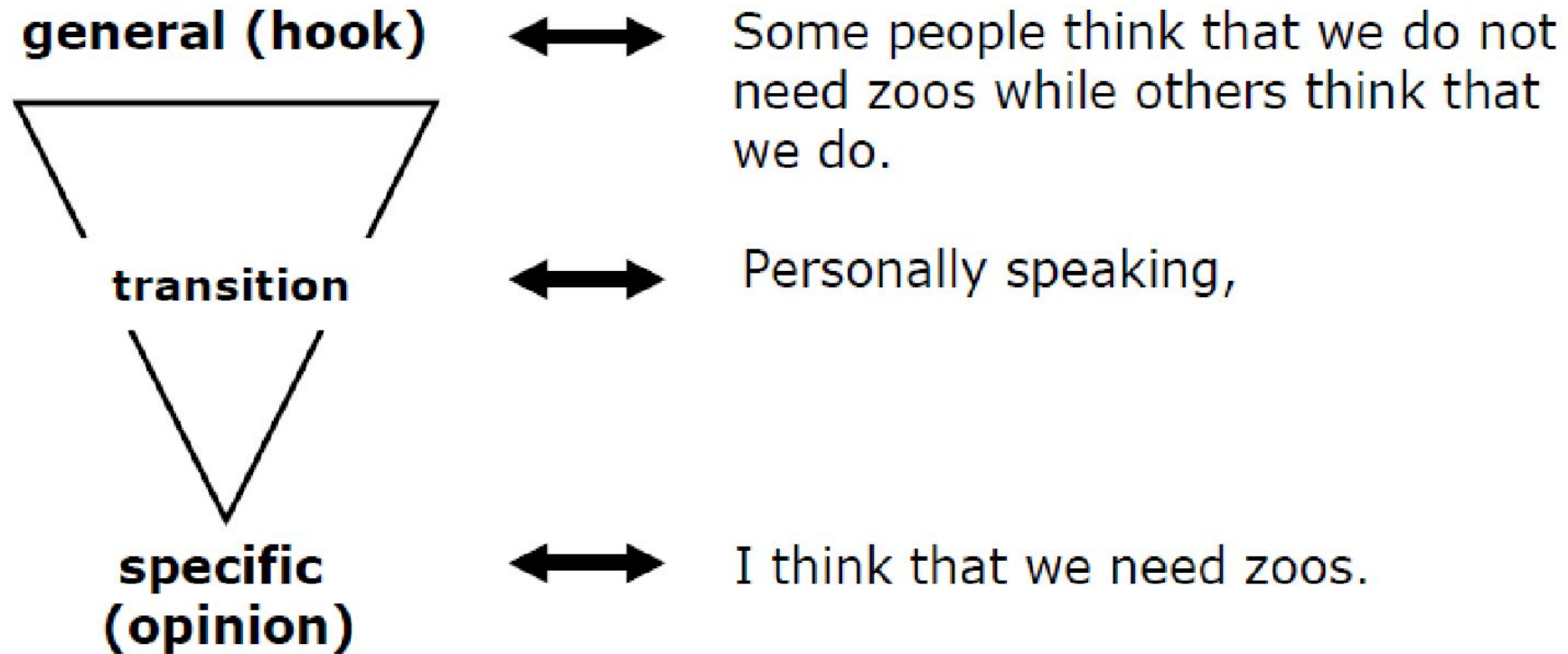
d. *Famous-Quote Hook*

e. *Idiom Hook*

f. *Anecdote Hook*

g. *Provocative Hook*

# Inverted Pyramid Introduction



# Advanced Conclusion Strategies

You can apply the following advanced conclusion strategies to develop a basic independent essay into an advanced independent essay.

**a. *Suggestion***

**b. *Suggestion + Prediction***

**c. *Warning + Prediction***

**d. *Rhetorical Question***

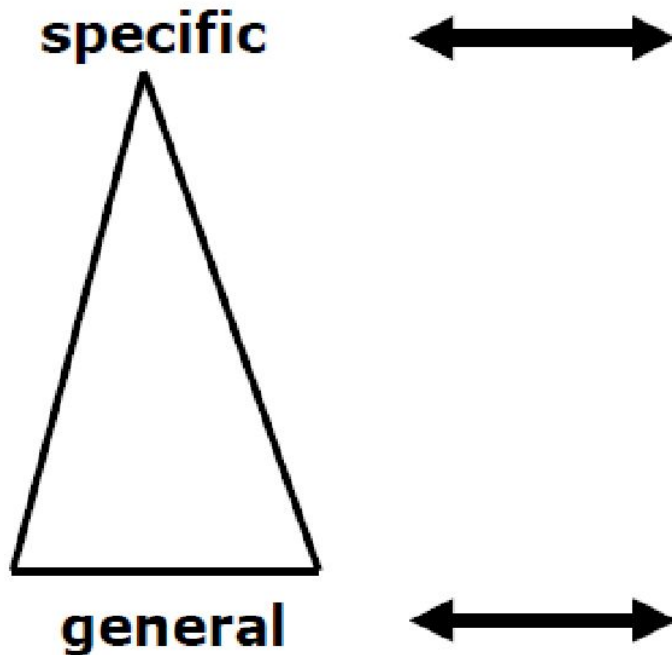
**e. *Call-To-Action***

**f. *Call-To-Action + Rhetorical Question***

**g. *Suggestion + Prediction + Rhetorical Question***

**h. *Predictor Thesis Restated in Your Conclusion***

# Pyramid Conclusion



In the final analysis, I conclude that television is a bad influence on our children.

If you are a parent, tell your kids to turn the TV off and read or go outside and play. Doing so will definitely make your kids happier and healthier. Isn't that how you want your kids to grow up?