

Ministry of Higher Education and Scientific Research

Ziane Achour University

Faculty of Letters, Arts and Languages

Department of Foreign Languages



Handout of the Yearly Writing Courses for Third Year Students of English

Submitted in Fulfillment of the Recruitment of the Degree of University
Habilitation

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Academic Year: 2022-2023



**University of Ziane Achour –
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Faculty of Letters and Languages
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Lecture Class (credit hours 1:30 hrs.)

- Course Title: Writing
- Level: Third Year
- Time: Wednesday, 10- 11:30 a.m. (90 mins)
- Location: Class 27

Tutorial Class (TD) (credit hours 4:30 hrs.)

- Sunday: 08:30 - 10:00 a.m. Group 01
- Sunday: 10:00 - 11:30 p.m. Group 02
- Location: Class 10 – Class 11
- Coefficient: 02
- Evaluation 50% Exam / Continue evaluation 50%
- Semester: One and Two

Course Description

Within the realm of teaching and learning English, writing seems to be one of the most important skills that which needs to be effectively addressed by teachers and students. This academic skill enables students to express their thoughts and ideas appropriately. Hence, students will be communicatively competent to develop and reach further skills and progresses. Due to its priceless importance, writing is introduced to English as a foreign language (EFL) students at university during their three first years. During their first year and withing the writing skill module, students are exposed to the different parts of speech such as pronouns, nouns, adjectives, and adverbs. They are also provided with explanations and illustrations regarding types of sentences and clauses.

Hence, by the end of their first year, students will be able to produce well-structured sentences and clauses with different types and parts of speech elements. During their second year, EFL students are prepared to understanding the way a writing process of a particular paragraph is undertaken. That is, they are exposed to the three writing stages including pre-writing, during writing, and post writing. Knowledge and examples regarding the constituting parts of a paragraph are presented to students. During their third year, EFL students are required to deal with the process of writing an essay after being able to compose a well-structured paragraph.

The aim of the writing module is, hence, to help third year EFL students learn how a writing process of an essay is undertaken and put knowledge related to this process into practice. This module is taught twice a week (a lecture and a TD session). The course of the writing module is divided into five main parts; it starts with the revision of characteristics of

academic writing, then writing stages, essay structures, the different types of essays, and ultimately learning how to make a rhetorical analysis to any academic written production.

Course Objectives

This course is undertaken as preparation for third year EFL students to learn how to write essays in different structures and types as a part of their academic achievement and a skill to making their master dissertations. One of its main objectives is to review some concepts related to academic writing, already seen in previous levels. Its main purpose is to make third year students exposed to different types and structures of essays and in different fields of studies.

During this course students will be exposed to two sorts of sessions, theoretical and practical sessions. The former, on one hand, paves the way to students to gain a theoretical understanding of the basic concepts and elements related to the process of writing an essay. The latter, on the other hand, exposes students to different types of activities where the competency based approach is used to allow students by themselves discover and explore the stages of the writing process. The following mind map briefly presents the structure and the major elements tackled in the current writing course.

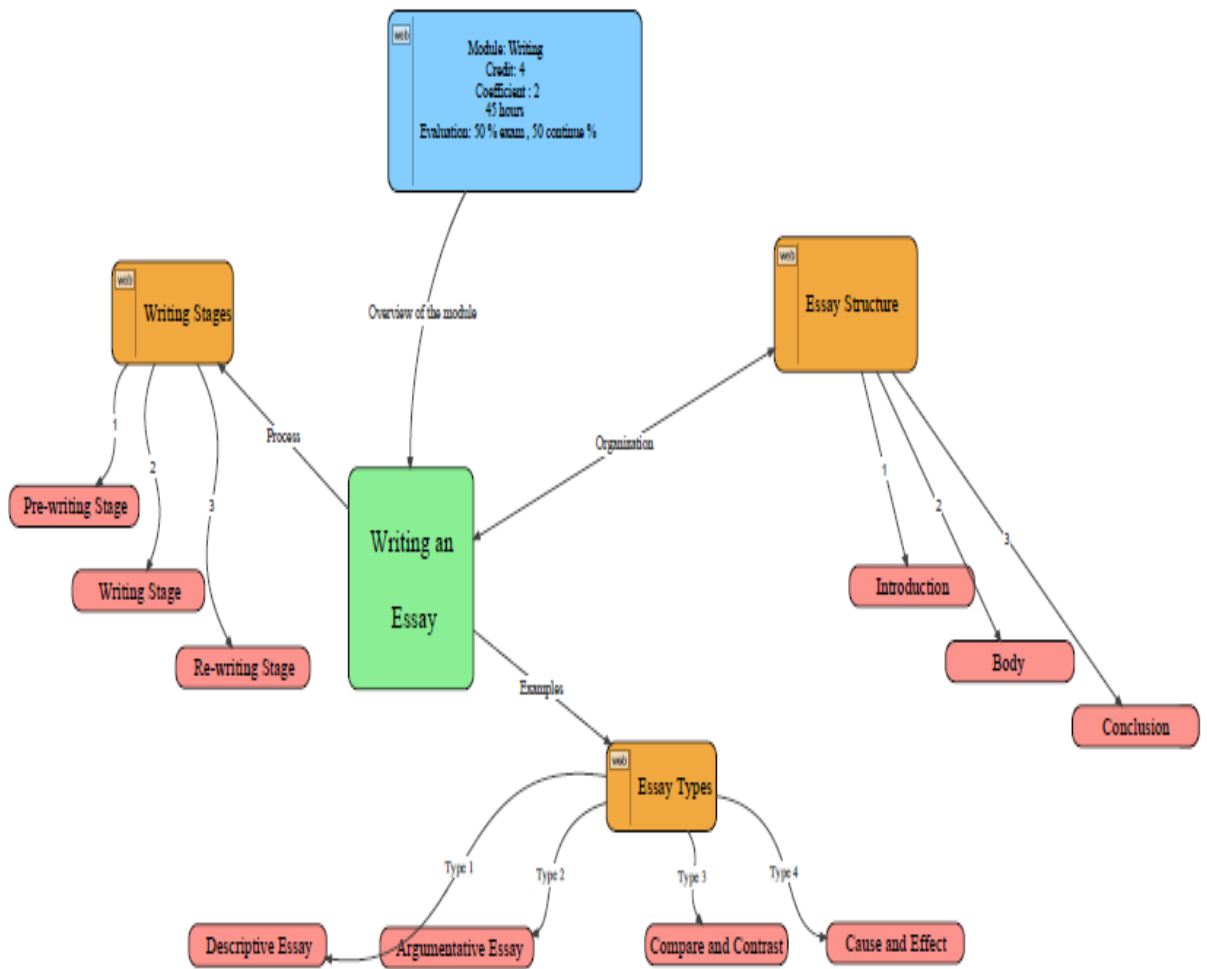


Figure 1. Mind Map of the main courses addressed in the Writing Course

Lectures Schedule

Lecture Number	Lecture Details	Session Type
01	Characteristics of Academic Writing: <ul style="list-style-type: none"> • Organization • Relevance • Clarity • Formality • Subjectivity 	Lecture and Tutorial class
02	Essay Structure: <ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> • General statement • Thesis statement 2. Body (Main and supporting sentences) <ul style="list-style-type: none"> • Block info • Point by point • Particular to general • General to particular 3. Conclusion Concluding sentence	Lecture and Tutorial class
03	Essay Types: <ul style="list-style-type: none"> • Definition • Description • Compare and Contrast • Classification • Cause and Effect • Argumentative 	Lecture and Tutorial class
04	Writing Process: <ul style="list-style-type: none"> • The prewriting stage • The writing stage 	Lecture and Tutorial class

	<ul style="list-style-type: none">• The rewriting stage	
05	The rhetorical analysis: <ul style="list-style-type: none">• the text genre• the text organization	Lecture and Tutorial class

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Introduction

For many years, humans have been using writing in order to communicate, and nowadays it is more important than ever. Since more communications take place in the written form than in the oral form, it is not risky to consider writing as the most important technology that has ever been invented. Definitely, writing is held with great importance by both English foreign language teachers and learners. Meaning, in any foreign language academic classes, students tend to do their efforts to seek different ways of understanding how a good academic written production looks like.

At university, foreign language students usually make paragraphs, essays, or even researches in order to reach a particular academic achievement. While making these mentioned written productions, students certainly experience different steps and changes in order to reach the final piece of writing. In fact, these changes and steps students make indicate that the act of writing is an ongoing activity that requires an ongoing progress too. Therefore, all students at university need to enhance their academic writing before start reaching any academic achievement. Since this type of writing is thought to be the most complicated skill in both learning and teaching processes, it involves a great attention chiefly in foreign language classes. That is to say, students need typically continuous practices and feedback that enable them to formulate effectively their academic written productions.

Writing, among the public, is considered a social practice, which it means that people interact using a form of language. This indicates the consideration of counterparts in mind; that is, the writer regards his reader's interpretation of his message (writing). Similarly, the one writer establishes a purpose in his work including ways of how to explain, persuade, and inform. The right or wrong, appropriate or inappropriate of the user in social community – this includes the academic spectrum – defines the writing in this matter.

Generally, academic writing is the type of writing used by the college or university students in order to fulfill their writing assignments accurately. Accordingly, scholars intend to publish their finished works; as a result, other scholars cite the produced publications as a reference to their writings. It is deemed that academic writing is clearly defined by having an obvious audience. Therefore, the work moves from one writer to another; in other words, there is the writer and his audience. (Ladjel, 2015, p.1-2)

Lecture 01: Characteristics of Academic Writing

Objectives: *By the end of the current lecture, students will be able to:*

- ✓ *determine the different features which characterize academic written productions*
- ✓ *specify the linguistic structures and elements through which these characteristics are signaled*
- ✓ *determine the function of each characteristic within academic written productions*
- ✓ *produce paragraphs which maintain these different characteristics of academic writing*

1.1. Definition of Writing

According to Ladjel (2015, p. 7-9), Humans regard writing as one of the most significant tools used to reach the act of communication. For this reason, many researchers are still investigating in the complex nature of it. The purpose from this continuous investigation is to define writing clearly, effectively, and purposely. Ann Browne (1999, p. 1) states, “when thinking about writing it is helpful to make a distinction between writing as an activity and writing as a set of symbols and conventions “this absolutely means that the term writing can be defined as a set of symbols or as an activity. Consequently, there are a number of diverse perspectives, which identify the act of writing differently.

The first definition of writing is the one that emphasizes on the linguistic perspective. The last in fact tries to explain that writing equals only a set of graphic symbols. In this respect, Hyland (2003, p. 3) regards it as “marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules”. This current definition casts the light on the linguistic perspective while determining this complex concept i.e., Hyland views that writing contains a set of graphic symbols related and arranged according to certain linguistic rules to combine words, phrases, and clauses. Byrne mentions also that writing is “the act of forming these symbols: making marks on a flat surface of some

kind” (1991, cited in Azzoui, 2009, p.4). Meaning, he argues on Hylan's definition of writing. Byrne emphasizes that writing is the act of formulating graphic marks following certain linguistic conventions. Crystal (2006, p. 257) argues also on the previous definition in which he claims, “writing is a way of communicating which uses a system of visual marks made on some kind of surface”. By his definition, Crystal extended the limitation of writing i.e., he views that writing is not only a visual symbols arranged linguistically, but it is also a tool of communication that enables humans to exchange speech. To explain more, according to the previous definitions, it seems that writing involves the use of graphic symbols for communicative purposes.

The second definition of writing is the one that considers writing as an activity rather than as a set of symbols. That is to say, it focuses more on the function of the term writing (why writing is used) rather than on the form (how writing looks like). Therefore, Rivers and Temperley state, “To write so that one is really communicating a message isolated in place and time, is an art that requires consciously directed effort and deliberate choice in language “(1979; Cited in Azzoui, 2009, p. 5) This present definition considers writing as an activity rather than as a set of symbols. i.e., writing is not seen as just graphic symbols arranged according to certain linguistic rules, but as an activity; it involves producing meaningful segments to carry a message in the language since its main goal is to communicate. According to Vallis (2010),” speaking and writing can communicate ideas. In other words, writing is often communication” (p. 169). Writing and speaking are equally important means of communication. Consequently, writing like speaking, is seen as a medium used to communicate, express, and discuss humans“ thoughts and ideas.

Dean declares also” A writer knows that writing can be used to articulate, rehearse, explore and consolidate ideas, concepts and knowledge. (Writing has many potential functions” (2004, p. 109). Brindley utters also” For the individual author, writing can have

cognitive functions in clarifying and supporting thought.” (2005, p. 151). Consequently, from these two previous definitions, it seems that the act of writing is not used as just a tool of communication, but it provides its users with opportunities to discover, understand, explain, and negotiate ideas and thoughts. Hence, writing is an act that requires the use of certain cognitive efforts.

To sum up, writing has been defined by many scholars differently. The first perspective defines writing as just a set of graphic symbols arranged according to certain linguistic conventions (linguistically speaking). Then, some scholars such as Rivers, Temperley, and Vallis identified writing in term of its purpose (to communicate) rather than on its linguistic structure and conventions. That is to say, the emphasis here is on the act of communication resulted by writing and not on the act of forming well-structured sentences and phrases (Ladje1, 2015, p.9-12).

1.2.Academic Writing

Generally, academic writing refers to that type of writing used by the college or university students in order to fulfill their writing assignments accurately. Stephen Bailey thinks that “Academic writing is designed for anybody who is studying (or planning to study) at English –medium colleges and universities and has to write essays and other assignments for exams or course book.”(2003, p. VI) .This current definition emphasizes that academic writing is planned specially for colleges and university students; it does not concern everybody. In other word, it is a complex type of writing which concerns particular users (colleges) for specific purposes too.

Since this type of writing limits its users, this certainly means that it is not an easy type of writing which all writers can accomplish. That is, academic writing is the challenging intellectual price of admission to college. The current belief indicates that academic writing is not an easy task. It requires colleges to exploit their intellectual capacities appropriately and

effectively in order to reach a particular purpose. Meaning, while making any piece of writing, colleges are certainly required to establish a particular purpose in their works including ways of how to explain, persuade, proof, and inform.

Because academic writing is not an easy type of writing, it definitely contains certain conventions and structure to be followed. Hence, Caroline Coffin and others assert, "Students may be required to produce essays, written examinations, or laboratory reports whose main purpose is demonstrate their mastery of disciplinary course content."(2003, p. 2). Students at university are essentially required to formulate different forms of assignment during their academic studies. These assignments include writing essay, research paper, article, business report...etc. All these mentioned written productions are referred to as "academic writing" which follows certain conventions of structure, style, and content. However, all of these different assignments have the same goal, principles, and address a specific type of audience. Gillet, Hammond, and Martala- Lockett declare, "academic writing is different from other forms of writing in its relationship with its audience – that is to say the reader" (2009; p.2) .i.e., it has an obvious audience. Consequently, the work moves from one writer to another. That is to say, there is the writer and his audience.

The academic writing has particular purposes to achieve. [Stuart and April](#) believe that "Academic writing is a process of defining issues, formulating questions, and developing sound arguments." (2012, p.12). In other words, this type of writing gives the student an opportunity to clearly define and investigate an issue, posing questions related to that particular issue, and presenting his / her thoughts based on the evidences of his/ her research. It paves you the way to choose what seems to you as an interesting subject; it is your own spot to stand up and convince your intended readers. Academic writing allows you to contribute to the academic debate; you evaluate the arguments of others and suggest your own. (Ladjel, 2015, p. 9-10)

1.3. Academic Writing and Non-academic Writing: Definitions and examples

Writing for yourself (personal), a non-profit organization, a career, means that your writing is non-academic. Moreover, this type of writing is seen in literal compositions such as comprising creative writings, novels, stories, poetry, playwriting, or recording a technical profession, journal, grant, and career writings. Natilene Bowker highlights the main feature that characterizes academic writing in which he states that it “does many of the things that personal writing does not. Firstly, some kind of structure is required, such as a beginning, middle, and end.” (2007, p. 7). This insures that in any academic written paper, students are required to follow a particular structure (beginning, middle, and end). Nevertheless, in personal writing, people can express their personal events, feelings in term of short paragraphs without making an introduction, body, and conclusion.

For technical writing, although it resembles the academic writing in several ways especially unity, coherence, style, and organization, it conforms to different other ways such as structure, target, and use. Respectively, technical paragraph including its content-typical mechanics (headings, boldface characters, graphics, and lists) is an example of structure. Alternatively, neither academic nor technical writings have the same audience (target); on the other hand, technical writing is used for scientific researches, enterprise reports, and technical professions. Unlike technical writing, academic one is used for educational purposes in the academic fields.

Unlike personal writing, before start writing an academic piece of writing, students need first to accomplish four main elements; thinking critically, understanding the rhetoric, the use of high vocabulary, and accurate grammar. Therefore, David and Liss view that academic writing involves four main elements including the critical thinking skills, an understanding of the topic being discussed, high level of vocabulary, and well correct

grammar (2006, p.15). While, personal writing is found in literal compositions such as comprising creative writings, novels, stories, playwriting, and poetry. These mentioned compositions involve simple and informal vocabulary. Jordan R.R also declares that students at university are extremely asked to use an appropriate formal style while writing academically (1999, p. 8). This means that an academic writer must follow the formula that suit any academic piece of writing. Unlike academic writing, personal one refers to the act of writing freely without spotting the light on grammar and punctuation.

Practice: In a group work, students are asked to do the following procedures:

- Read the following three extracts carefully
- Specify the nature of the topic discussed in the three extracts
- Underline the formal and informal features found in the extracts
- Find out the different features which characterize the academic and non-academic extracts
- List the main elements which differentiate an academic paragraph from a non-academic paragraph

Extract 01

a) Rebus College is seeking candidates for the position of Treasurer. As the Chief Financial Officer of the College, the Treasurer is responsible for working with the senior administration and Trustees to develop and implement a financial strategic vision for the College.

Extract 02

b) Are you wondering what to do with that jumper you were given for Christmas that's two sizes too small – or worse, the personal stereo that simply doesn't work? Well, don't worry. Chances are, you'll be able to get your dud gifts swapped, fixed or get a refund. And, armed with our guide to your rights, you'll be able to get any defective products sorted.

Extract 03

c) These apparent failures often result from inadequate planning and management, especially the lack of integration of biophysical and socio-economic information into the effort. The lack of integration of information is, in fact, a limitation that has been emphasized by many authors working with agricultural and land use planning in recent years

(extracts taken from: Bailey, 2003, p.12)

- After the analysis of the two extracts, fill in the table provided below

Types of Writing	Academic writing	Non-academic Writing
Formal Vocabulary Use		
Informal Vocabulary Use		
Coherent ideas		
Incoherent ideas		
Use of cohesive devices		
No use of cohesive devices		
Specific structure followed		
No structure to follow		
Technical terms		
Contractions		

The first extract is purposely written to provide the reader with some insights about a job vacancy and the work in general. The second short paragraph tends to persuade the reader to buy the guide described. The style and register of the language being used differ in the two extracts. The first extract uses very formal vocabulary such as seeking, position and implement. The second uses an informal tone, the pronoun you, the question form and informal vocabulary such as dud and swapped (Bailey, 2003, p.12). The third extract is academic and technical at the same time. The language which is used is formal and contains technical vocabulary. The ideas are relevant and well structured. Contractions and subjective opinions are not provided. This means that within the technical extract, the writer discusses the ideas in an objective manner away from his personal attitude.

1.4.The main characteristics of academic writing

The student's main purpose as academic writer is to communicate information and ideas clearly. Definitely, these ideas and information are not placed randomly in blank page. i.e., academics -while making scholarly writing- are required to follow certain conventions. These conventions are termed as characteristics of academic writing. The following points are some of the academic writing features that any writer needs to accomplish:

1.4.1. Organization

Davis emphasizes in his book of scientific papers and presentations, “Organization and development are concepts that cannot be separated. It may be that a second point in your text will not be understood until the first point is developed.” (2005, p.26). That is to say, ideas are not put randomly in the student’s paper. He must order them in a way that avoids ambiguity. For example, when writing about the reasons that cause globalization, students need first to define what is meant by globalization, so the reader can understand clearly its main reasons. Davis views also that an academic writer can make well-organized ideas by just putting in his mind that someone is listening and asking questions such as what did you do?, how did you do it?, what do you mean?.... The answers of these continuous questions compose well-organized ideas (ibid, p.26). Eggenschwiler and Dotson Biggs Highlight too that “a paragraph should be well organized (2001, p. 163).

Practice: Evaluate the organization of the following paragraph

When you move into your first apartment, you will probably find that there are several things you used at home that you now will need to buy for yourself. In the kitchen, you will need silverware, dishes, dish towels, pot holders, pots, pans, and other cooking utensils. You will need towels, a shower curtain, a bath mat, and toiletries in your bathroom. If you plan to clean your apartment once in a while, you’ll also need cleaning supplies and equipment specific to each room. In the bedroom, you are going to need sheets, blankets, and pillows. You will probably want to have a television set or stereo as well as furniture in your living room.

- a. How are the sentences in the paragraph organized?
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- b. Is this the most effective way to organize them? Explain why or why not
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- c. Are there any sentences that do not follow the organization or that just do not flow logically?

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d. Give examples and explain what the problem is.

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e. Are there any sentences which precede others in order? If yes, specify them.

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f. Rewrite the paragraph in which the sentences are provided in a well-organized way

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(Adapted from Galko, 2001 p.83)

Practice: The short paragraph provided below contains ideas which are not logically and relevantly organized. You are asked to rewrite the extract with the correct organization of its ideas.

The outcomes from planning for your studies and revisions will help you gain a critical thinking skill and be a good manager of your own issues. Students at university may fail to obtain good marks and scores for various reasons. The only solution that helps students overcome this problematic situation is by planning well for their own studies. One of the most widespread reason which leads to failure in education is lack of discipline. There are different strategies which students could follow to manage their own programs of revisions. They may make plans to decide when they should revise and when they should do homework. They can also specify the time of their reset so they do not overact or exceed their boundaries when applying their planning programs.

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1.4.2. Relevance

Barrass thinks that students are required to provide only information needed by the reader or by the question being discussed (2005, p.22). That is to say, while writing any composition; students should insure that all the composition's ideas are relevant to each other and to the topic too. Therefore, Davis emphasizes that before the writing process, "it is vital that you select the sources that are relevant to your specific topic and reject the irrelevant or inappropriate." (2005, p. 42). Since the topic or question is bounded, writer's answer should be limited too. For instance, when making a particular calculation (2.5×3.5), the calculator gives the exact result (8.75) without missing or adding something else. Correspondingly, with writing, the writer should provide the reader with only the information he involves.

Practice: The following short paragraph might contain irrelevant idea(s). Rewrite it in which you include the only relevant statements.

While not unique to fashion design, using colorful and highlighting prints is a feature which most clients look for. Designers tend, therefore, to make a data collection process which enables them better understand the style of the celebrity they work for. All sort of information regarding his/her birth date, hometown, interest, dislike, favorite, and dream must be analyzed. A designer, before making a dress to a particular celebrity, should ask for his/her own favorite color, tissue print, size preference, and the sewing manner.

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1.4.3. Clarity

After writing your essay or dissertation as college student, your tutor (as reader) will have many dissertations to read too on the same time, therefore readers will spend only few minutes in reading your essay and this is because of time. In this case, academics are extremely required not only to attract your tutor's attention, but to state what you want to say as clearly as you can (starkey, 2004, p. 11). That is to say, the most effective academic writer is the one who makes the reader grasps the whole ideas without ambiguities. Thus Barrass stresses," Each instruction must be a complete and carefully constructed unambiguous sentence, so that the action required at each step cannot be misunderstood." (2005, p. 22). That is to say, the academic writer is not only required to provide his own thoughts but to choose the appropriate way, which in turn helps the reader to understand the written ideas without ambiguities.

A person's accomplishments in life are dependent upon his personal prediction of his performance. In actuality, anyone can affect his own future, positively or negatively, through truthful evaluation of his self-esteem. If an individual sees himself as incapable of producing anything that is of value, he is correct. Difficulties will be encountered that are overwhelming in his pursuits of success because of the fact that he is beginning with self-doubt. Although he might be qualified to accomplish a particular project, he will probably fail because of the fact that he will be easily persuaded to surrender his efforts and stop struggling toward his goal.

(Galko, 2001 p.108)

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1.4.4. Formality

Formality is one of the most significant features of academic writing. Moreover, students are highly required to use pure and formal language when composing their written productions. Taylor declares, “Academic language need not be stuffy. Even so, the colloquialisms of conversation and the informalities of advertising copy and of certain newspapers and magazines are best avoided “(2009, p. 232). This means that academics should avoid the informal expressions (e.g. colloquialisms, jargons) that are used in English spoken form. Under the formal and informal language title, Taylor mentions three main points that should be evaded. First, Contractions such as don’t, didn’t, haven’t, I’ll, she’s, should be reserved only to the informal spoken setting like talking to your friends or tutor. Second, personal pronouns such as I, We, you should be out of any academic written production because they are used only for seminar, a tutorial delivery, or a conversation with friends and tutors. Third, while using abbreviations, Taylor emphasizes that the academic writer should write the name out in full at first mention followed its abbreviation in parentheses (2009, p. 232).

1.4.5. Subjectivity

Subjectivity is one of the most important elements that the academic writer should avoid. Therefore, its definition is very significant for the writer in order to accomplish the academic writing characteristics. Toby Fulwiler emphasizes that students may have the right to demonstrate their personal judgments when dealing with the interpretive disciplines like

history, philosophy, and literature. While in the quantitative disciplines such as chemistry, physics, mathematics, and social sciences, writers should state their academic assertions followed by well-convinced evidences and documents (2002, p.66). To address such fact, one should avoid the use of words such as „I“, „me“, and „you“, and“ I think“. i.e., it will be more appropriate for the writer to use impersonal words such as „it is worthwhile to consider...“ the data indicates that...” (Gillett,etal., 2009, p. 95). That is to say, when dealing with academic disciplines, the academic writer needs to focus first on the information he uses than on his own personal thoughts. Therefore, Gillett and others stress, “People reading your work want to know what you have studied and learned and how this has led you to your various conclusions. The thoughts and beliefs you express should be based on your lectures, reading, discussions and research, and it is important to make this clear in your writing.” (2009, p. 94). That is to say, through the academic written production, the writer needs to exhibit the sources he uses and explain his point of views based on these sources (evidences).

Practice: The paragraph below reflects the writer’s subjectivity and informality.

State the hints, which indicate that and replace them by the opposite.

Hint 01:

Replaced by:

Hint 02:

Replaced by:

Hint 03:

Replaced by:

In my opinion, using colorful and highlighting prints is a feature, which most clients look for. Designers tend, therefore, to make a data collection process which enables them better understand the style of the celebrity they work for. All kinds of information regarding his/her birth date, hometown, interest, dislike, favorite, and dream must be analyzed. Personally speaking, a designer, before making a dress to a particular celebrity, should ask for his/her own favorite color, tissue print, size preference, and the sewing manner. If a designer is making a suit for a kid, he/she should absolutely reflect his love to his toys through the design. I think that this will perfectly satisfy the clients of all ages.

- Rewrite the following paragraph with regard to maintaining formality and objectivity

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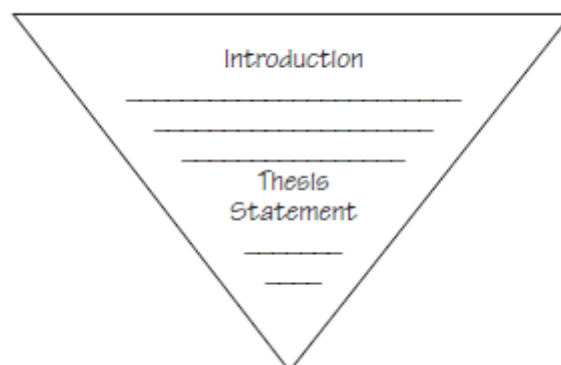
Lecture 02 : Essay Structure

Objectives: *By the end of the current lecture, students will be able to:*

- ✓ *Determine the different components which constitute an academic essay*
- ✓ *Find out the type of information presented in an introduction*
- ✓ *Specify the structure of the body paragraph(s)*
- ✓ *Identify the way an academic essay is concluded in one last paragraph*

1. Introduction

Since the main objective of a particular writer is to discuss an idea or a topic, he/she should do that following a specific structure of construction. Before discussing deeply the core of the topic being chosen, the writer should first introduce it in order to make sure that all readers will have a general agreement on its understanding or definition. For example, If the topic under discussion is about “music”, the reader should first introduce its definition by emphasizing the type of musics and not sogns (no lyrics), then, he/she can go in deep with the ideas. This primary step helps readers eleminate the criteria which will not be considered by the writer before reading the whole content of the essay. Bailey (2003, p.38) states also that the “introduction is crucial, not just for what it says about the topic, but for what it tells the reader about the writer’s style and approach. Unless you can introduce the subject clearly the reader may not wish to continue”. It is, then, the most important part that paves the way to readers to have an overview about the content of the topic.



Depending on the diagram presented above which is adopted from Galko (2001, p.52), one can conclude that the introduction is built deductively moving from a general topic to specifying the exact issue related to the same topic. To do so, Starkey (2004, p. 89) lists six main points that a writer should consider when making his/her introduction. He states:

- The most important part of your introduction is a clear thesis statement that refers directly to the topic.
- Get to the point, because the real meat of your essay, where you can deliver the greatest impact to the reader, is in the body.
- Stating your thesis quickly and clearly means avoiding disclaimers such as “I’m not sure, but . . .” and “This may not be right . . .” Such disclaimers are a waste of time, and could prejudice your reader against your writing.
- No matter how strong your argument becomes in later paragraphs, that initial poor impression could stick with him or her.
- Do not attempt to create the kind of elegant introduction that is possible to write when you have an unlimited amount of time. A confident, direct approach is best. But direct does not mean trite.
- Relying on overused words and phrases to help make your point is the most common way to weaken your introduction. Compare “In today’s society people don’t practice good manners often enough” with “Good manners are an essential part of a civil society.” The problem with the first sentence is the first three words. “In today’s society” is a clichéd opening, whereas the second sentence makes its point directly.

Practice: *What is the purpose of the introduction to an essay?*

Choose from the items below:

- a) to define some of the terms in the title
- b) to give your opinion of the subject
- c) to show that you have read some research on the subject
- d) to show that the subject is worth writing about
- e) to explain which areas of the subject you will deal with
- f) to get the reader’s attention with a provocative idea

g) to show how you intend to organize your essay

(Bailey, 2003, p.39)

Practice: Read the following introduction of an essay. Then answer the questions below.

Despite the heated debate among evolutionists and Creationists, the two ideas are very similar. Dr. Dobzhansky, author of Mankind Evolving, even goes so far as to say, “Christianity is a religion that is implicitly evolutionistic, in that it believes history to be meaningful.” In fact, evolution and Creation can be combined and accepted as one general explanation of mankind’s origin. These two explanations are not in conflict with one another, but actually need one another in order to complete the answer to mankind’s questions.

a. Does the introduction get your attention? Explain your answer.

.....

.....

.....

b. What is the thesis statement?

.....

.....

.....

c. Would you continue to read the rest of this essay? Why or why not?

.....

.....

.....

d. Does the introduction state all ideas, which will be presented in the body in details?

.....

.....

.....

e. Are there any missing sentences, which you would suggest to add or remove? If yes, explain that.

(adapted from Galko, 2001, p.67)

f. Based on the example provided above, choose one of the following topics and write an introduction with the focus on a thesis statement.

- The most effective way to decrease corruption users is by creating strict regularities
- Election has been recently the last duty people care about to perform wholly
- The educational background of a person does not necessarily reflect his/her intellectual power.

- It says that money is the only source to happiness
- Information and communication technologies have destroyed humans' self-reliance.

Practice: Study the following extracts from introductions below and decide which of the functions in the box they fulfil.

- i) explain starting point for research
ii) state aims/goals
iii) refer to recent research in same area
iv) give results of research
v) provide background information
vi) concede limitations

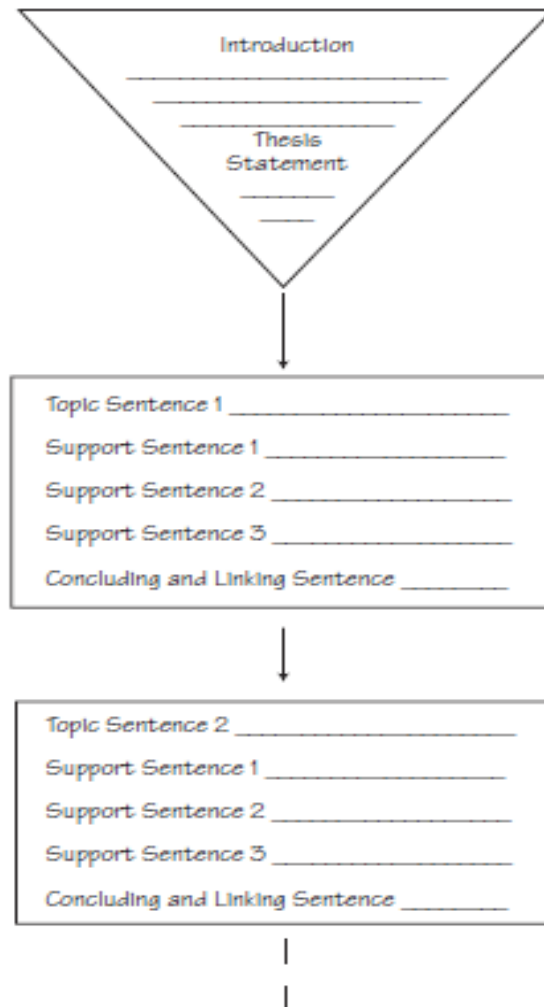
- a) In many companies, the knowledge of most employees remains untapped for solving problems and generating new ideas.
- b) This paper positions Call Centres at the core of the mix of technologies public administration can use to innovate e-commerce.
- c) In fact, this is one of our main findings based on an extended sample period up to 1998.
- d) Admittedly, the tenor of my argument is tentative and exploratory.
- e) The purpose of this paper is to investigate changes in the incidence of extreme warm and cold temperatures over the globe since 1870.
- f) To what extent do increases in the food available per person at a national level contribute to reductions in child malnutrition? This question has generated a wide range of responses.

(adopted from Bailey, 2003, p.40)

2. Body

After specifying the thesis statement and presenting a brief definition of the topic in a form of an introduction, the writer should expand the thesis statement structure in body compositions. The reader should insure that the thesis statement he/she has just read in the introduction is illustrated, explained, and supported in the body paragraphs. The body can consist of one or more paragraphs. The numbers of its paragraphs is determined by the thesis

statement stated in the introduction. These components of an essay usually provide the main ideas, supporting details, and illustrations in each paragraph. The harmony in ideas number and length is preserved when writing more than one body paragraph.



(Galko, 2001, p.52)

The diagram presented above indicates that each body paragraph should contain the same elements tackled before. The elements include the topic sentence, which represents the main idea, the supporting sentences, which refer to the examples and illustrations, and finally the concluding sentence, which ends the discussion of the idea being presented in the body paragraph. Some features need to be provided in anybody paragraph. Galko (2001, p.51) states that:

Paragraphs usually begin with a topic sentence. The topic sentence tells the reader the main idea of the paragraph. It does not have to come first. And it might not even be stated explicitly in the paragraph. But all the sentences in the paragraph should relate to one main idea. Do your reader a favor and make it clear what your main idea is—this will avoid misunderstandings.

■ **Coherent paragraphs flow from sentence to sentence.** This means that the sentences are linked to each other logically. You might organize the sentences in a paragraph according to chronological or sequential order, by cause and effect, by comparison and contrast, in order of degree, or in spatial order.

■ **Good paragraphs include details that support the main idea.** Supporting details include anecdotes, examples, facts, opinions, quotations, and/or statistics that back up the paragraph's main idea.

Practice: Match the examples of plans for main bodies below to the structures above.

- a) *Prisons make criminals worse, and should be abolished – Discuss.*
- i) *benefit of prisons – deterrence*
 - ii) *benefit of prisons – removes dangerous people from society*
 - iii) *drawback of prisons – prisoners lose contact with non-criminal society*
 - iv) *drawback of prisons – prisoners become bitter and learn criminal techniques*
- b) *In the UK, radio is gaining audience while TV is losing viewers. Consider possible reasons.*
- i) *radio can be listened to in many situations*
 - ii) *radio offers a wide variety of program types*
 - iii) *radio does not demand full attention, e.g. background music*
 - iv) *TV lacks flexibility, needs full attention*
 - v) *economic factors: TV more expensive to buy/programs more expensive to make*
 - vi) *high production costs may result in poor quality of programs*

(adopted from Bailey, 2003, pp. 36-37)

Practice: Inside the main body, ideas need to be presented in the most logical fashion, linked together to form a coherent argument. Re-organize the notes below to achieve the best structure.

- a) *Trace the development of the factory system and evaluate its social impact. workers forced to adopt a regular timetable to maintain production first factories employed unskilled workers; often women and children early employers enforced strict codes of discipline*

factories originally sited to make use of water power (in 18th C.) later some employers offered social benefits, e.g. housing/education in nineteenth century factories built near canals/railways for access to markets

b) Lowering the minimum school leaving age to 14 would allow teachers to focus on teaching the students who wanted to be in school – Discuss. if they left at 14, students would be unlikely to find proper jobs some students more suited to work that doesn't require qualifications problem students waste everybody's time, including their own effort should be made in primary schools to prevent pupils falling behind many older students have lost interest in learning and disrupt classes in future, almost all jobs will demand academic skills.

(adopted from Bailey, 2003, pp. 36-37)

2.1. Body Structure

The body paragraphs have also another structure determined when presenting ideas. If the thesis statement aims to compare between two main subjects stating the similarities and differences, then the writer can have two different ways to do that. The first form requires him/her to provide all the similarities in one-block paragraph and all the differences in another block paragraph. The second form allows the writer to present one single paragraph, which consists of one similarity followed by one difference (Point by point paragraph). In case the topic under discussion requires explanation and definition, the writer is then exposed to other two situations; the first that requires him/her to move from general ideas to specific one and the second situation that enables him/her to present the specific ideas and then the general ones.

Practice: Read the essay below and answer the following questions.

Does the introduction get your attention? Explain your answer.

.....

Does the introduction provide a general overview about the topic before stating the thesis statement? If yes, state the hints which indicate that.

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

Underline the thesis statement and indicate whether it requires the writer to use the block body paragraphs strategy or the point by point body paragraphs one. Justify your answer.

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

Provide a title to the essay:

Constitutions are important in all countries. Each country in fact has its own constitution, which looks different from other countries. The same thing occurs when we compare both the British and American constitutions.

Most written constitutions have a declaration of rights, as does the American one. In Britain, there has traditionally been no such protection of liberties, although the passage of the Human Rights Act (1998) has changed the situation. However, the mere existence of this supreme power and some form of Bill of Rights is no guarantee that essential freedoms will be respected. Liberty ultimately depends more on the political culture of any country than on any particular documentation. What seems also to be important is the flexibility of the unwritten British Constitution which makes constitutional change relatively easy to accomplish. While in America, the constitutional amendment seems to be more rigid.

In America there is a separation of powers; in Britain there is a fusion of power. In America, heads of departments and other executive bodies do not sit in Congress, and neither can these persons possess executive office. Contrary, in Britain, government ministers always sit in Parliament, the majority of them in the elected House of Commons – via the principle of ministerial responsibility, both individually as heads of their departments and collectively as members of the Cabinet, they are answerable to the House.

In Britain, Parliament is sovereign, so that the government can only continue in office as long as it has the support of the House of Commons. The Prime Minister and his or her colleagues have to attend the House and defend and answer for their actions. Parliament is the supreme law-making body; it has no rivals (...). American experience is different and the Legislature is not constitutionally supreme. The Legislature and Executive are in theory constitutional equals.

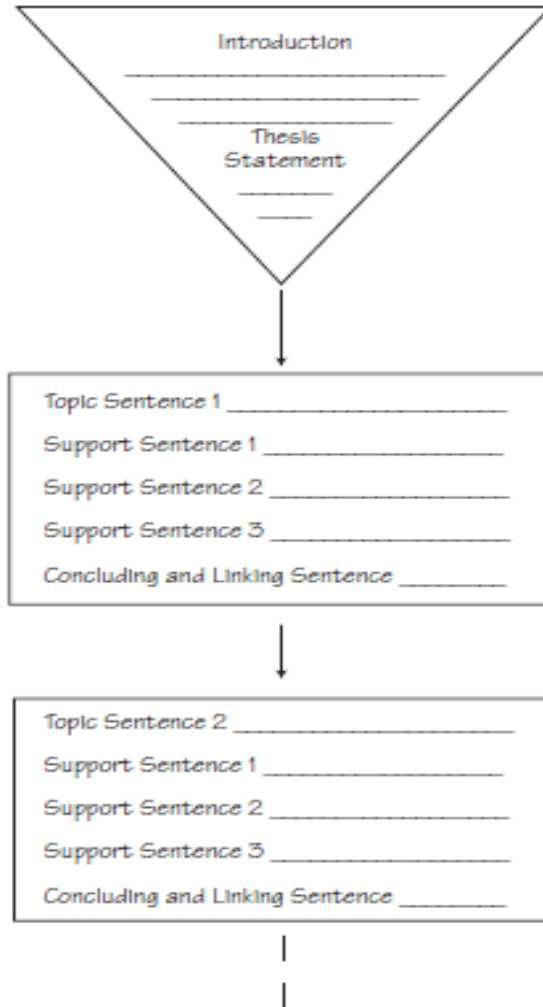
One of the most obvious differences between the two countries is the fact that one is a monarchy and the other a republic. Thus, the British Constitution provides for the sovereignty of parliament, the American one stresses the sovereignty of the people on the other hand– popular sovereignty. The opening words of the American document establish this clearly: ‘We the People of the United States . . . do ordain and establish this Constitution’. They echo the ideas associated with the French writer and philosopher Jean Jacques Rousseau, who argued that the best form of government was one that reflected the general will of the people, which was the sum total of those interests that all citizens had in common.

Presidential government does not refer to the fact that America has a President rather than a monarch as head of state. As Heywood explains: ‘A presidential system is characterized by a constitutional and political separation of powers between the legislative and executive branches of government’ (...). The President is chosen by the people rather than from the legislative branch, and acts as Head of the Government as well as ceremonial Head of State. Conversely, Parliamentary government in Britain appears to imply that government is checked by the power of Parliament, which examines, criticises and checks its activities via such methods as Question Time and the use of select committees. Ministers are individually and collectively responsible to

Both American and British constitutions seem to have some differences and similarities. It is very important to distinguish between the features of these two countries in order to better understand the way constitutions are designed and structured

Adapted from WATTS (2003, pp 26, 37, 38, 39)

Practice: After reading the essay above, complete the following diagram.



Practice: Rewrite the body paragraphs of the previous essay using the block paragraph strategy

- *Black body paragraph for the differences*

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- *Block body paragraph for the similarities*

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3. Conclusion

Conclusion is the last part of the essay that requires the writer to restate what has been stated in the thesis statement particularly and in the body paragraphs generally. It, therefore, provides to the reader the synthesis of all main ideas which are highlighted in the essay parts above. Within the conclusion, the writer is supposed to show to the reader the final conclusion he/she wants the reader to conclude by the end of the reading process. Like other constituting paragraphs of the essay, the concluding paragraph has also a main idea and supporting sentences, and a concluding sentence. According to **Bailey (2003, p.42)**, "There is usually a link between the starting point, i.e. the title, and the conclusion. If the title is asking a question, the conclusion should contain the answer. The reader may look at the conclusion first to get a quick idea of the main arguments or points". Hence, the conclusion is the final outcome the reader is expecting by the end of reading the whole essay paragraphs. The writer needs to be aware of two main features characterizing the conclusion. First, this final paragraph should never be contradicted with one of the ideas stated in either the introducing paragraph or the body paragraphs. Second, the last sentences of the concluding paragraph

should never lead the reader to a new problematic issue. This means that the writer should not let the reader hang up in the concluding paragraph.

Practice: *Read the following extracts from conclusions and match them with the list of functions in the box.*

- a) In this review, attempts have been made to summarize and assess the current research trends of transgenic rice dealing exclusively with agronomically important genes.
- b) As always, this investigation has a number of limitations to be considered in evaluating its findings.
- c) Obviously, business expatriates could benefit from being informed that problem-focused coping strategies are more effective than symptom focused ones.
- d) Another line of research worth pursuing further is to study the importance of language for expatriate assignments.
- e) Our review of 13 studies of strikes in public transport demonstrates that the effect of a strike on public transport ridership varies and may either be temporary or permanent.
- f) These results of the Colombia study reported here are consistent with other similar studies conducted in other countries (Baron & Norman, 1992).
- g) To be more precise, there was a positive relation between tolerant and patient problem solving and all four measures of adjustment: general, interaction, work and subjective well-being.
- h) To empirically test this conjecture, we need more cross-national replication of this research.

- i) comparisons with other studies
- ii) summary of main body
- iii) limitations of research
- iv) suggestions for further research
- v) practical implications and proposals

Adopted from Bailey (2003, p.42)

Practice: Compare the following conclusions to two essays on 'Public transport in a modern economy'. Complete the table to show the main differences between them.

<i>a</i>	
<i>b</i>	

The concluding paragraphs:

a) As has been shown, public transport is likely to play an important role in the future. Despite possible changes in patterns of work and leisure, it seems possible that mass transport systems will remain necessary for the efficient movement of people. What is not clear is how such transport systems should be funded. Various schemes have been discussed, but the most effective model will probably contain some element of public funding. Market forces alone are unlikely to provide a satisfactory solution.

b) In such a brief study it is hard to draw definite conclusions about the future shape of public transport. The main areas of debate have been outlined, but much more research is needed before firm recommendations can be made. It can be seen that this is a controversial area, with strong protagonists on either side. Whether public transport flourishes or deteriorates in future is still unclear, though further studies may eventually suggest an answer.

Adopted from Bailey (2003, p.43)

Practice: Study the notes for the essay below and write a conclusion in about 100 words.

A comparison of classroom learning with internet-based teaching.

a) Reasons for increasing use of online education:

- cheaper if large numbers involved
- allows students to study in their own time
- students do not have to travel to university

b) Reasons why classroom-based education remains popular:

- students can be part of group; receive support and advice; learn from colleagues
- students have face-to-face contact with a teacher
- is seen as traditional and effective

c) Discussion

can a solitary student in front of a computer enjoy the same learning experience as a member of a class?

- pressure of numbers in universities makes more online education likely
- is internet learning really a new method of education? Distance learning has been popular for many years (e.g. Open University)

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Adopted from Bailey (2003, p.44)

Lecture 03: Essay Types

Objectives: by the end of the course, students will be able to:

- ✓ *Identify the different types of academic written essays*
- ✓ *Define the purposes and functions of each type of academic written essays*
- ✓ *Specify the features which characterize each type of the academic essays*
- ✓ *Determine the linguistic features and cohesive devices used in each type*
- ✓ *Detect the possible sequences or structures through which ideas are organized*

Introduction

When reading any academic work, the reader notices several different patterns organizing the text. These patterns are *definition, description, comparison and contrast, classification, cause and effect, argumentation*. According to Murray and Hughes as well as many others, the writer uses one of these types to realize a certain stage in his writing. In addition, he might blend those patterns in longer works such as theses, dissertations ... (Murray & Hughes, 2008, pp. 3-36; Vandermeij, Meyer, Rys, & Sebranek, 2012, pp. 164-322; McCuen-Metherell & Wrinkler, 2009, pp. 164-419). The following is a summary of these types:

3.1. Definition Essay

Defining terms and ideas precisely in academic writing is very important due to several reasons. One of the main reasons is that while many writers use similar terms to mean different concepts due to context variation, clearance and preciseness of terminology is strongly recommended to avoid misunderstanding. In addition, these terms play an integral role in clarifying your thesis's main points, claims, and arguments you are using (Gillett, 2009, p. 115). Vandermeij and others emphasize, "Writers compose definitions for a number of reasons—to correctly define a misunderstood term, to deepen or re-direct its meaning, to plumb a term's history, or to entertain readers." (2012, p. 232). Practically, this type of writing

has three major purposes. First, it exhibits the writer's perception of concepts. Second, it helps structuring the whole paper. Finally, it is a useful technique to advance the writing process. Within the definition written productions, the writer attempts to provide readers with a general understanding of a particular concept or item. This may seem to be a description too, but the only difference is that the definition essay or paragraph relies on borrowing explanations from dictionaries, previous authors, researchers, and other sources of knowledge.

Practice: *Read the following paragraph and answer the questions and fill in the table given*

First of all, what is the grotesque—in visual art and in literature? A term originally applied to Roman cave art that distorted the normal, the grotesque presents the body and mind so that they appear abnormal— different from the bodies and minds that we think belong in our world. Both spiritual and physical, bizarre and familiar, ugly and alluring, the grotesque shocks us, and we respond with laughter and fear. We laugh because the grotesque seems bizarre enough to belong only outside our world; we fear because it feels familiar enough to be part of it. Seeing the grotesque version of life as it is portrayed in art stretches our vision of reality. As Bernard McElroy argues, “The grotesque transforms the world from what we ‘know’ it to be to what we fear it might be. It distorts and exaggerates the surface of reality in order to tell a qualitative truth about it.”

(Van Rys et al., 2012, p. 62)

- a. What concept does the writer define?

.....

- b. What is the thesis statement of the paragraph? Which form does it take?

.....

- c. What is the definition of the main concept in the paragraph above?

.....

.....

d. Does the writer define the term from general to specific or from specific to general view? Explain.

.....

e. Does the writer use other people’s sayings? If yes, find out the saying.

.....

.....

f. What does the quote used add to the content of the definition paragraph?

.....

.....

Title	
Thesis Statement	
Main ideas	
Supporting details (Examples)	
Cohesive devices used to define	
Concluding statement	

3.2. Description

Students sometimes are required to describe something such as, an object with its component parts, a system (sequence of events), or process (Gillett, 2009, p. 117). The first one is explaining the parts, or the constituent elements of a certain object, and perhaps describing the functions of each element. The second one is describing a sequence of events, this form is often referred as chronological, which means that time sequence is used in description. Mostly, this form uses the following linking words: *before, after, subsequently, prior to, earlier, respectively, until, during*. The last form is using a series of steps to describe something in a particular order (process); for example, scholars usually explain the term

research by providing its main steps such as identifying a problem, reviewing literature, stating hypothesis, collecting and analyzing data, then generalizing the findings.

Practice: Read the following paragraph, answer the questions provided, and fill in the table

Having an opportunity to describe the house which most people dream for lets you think about the qualifications and materials this house should have. First, every one wishes to have a house full of technology gadgets such as iPads, microwaves, TV with voice sensors, and absolutely a robot to do all the house work. Once a person arrives home, the house turns the light on automatically in a wink eye. After being dark, it turns to be full of light. The door opens and welcomes the owner by giving him/her the option to either have lunch under the moon light or in front of the TV shows. The robot starts softly providing the owner with the menu to decide what meal he/she suggests. The owner can definitely order the menu he/she wants before his/her arrival to home. The food prepared should be ready, fresh, and warm once the owner has his/her own seat in the place he/she already chose. After having the meal, the owner can have an iPad and choose what ceiling he/she would like to look at when he/she is laying on bed. For example, he/she can choose a galaxy view, a forest view, or rainbow view.

- a. What does the writer describe in the paragraph above?
.....
- b. What is the thesis statement of the paragraph?
.....
- c. Does the writer describe the item following a particular sequence? If yes, illustrate that by giving examples.
.....
.....
- d. Find out the adjectives and adverbs that the writer uses when describing the item

.....

e. Does the writer use illustrations during his description? Give examples.

.....

Title	
Thesis Statement	
Main ideas	
Supporting details (Examples)	
Linguistic features used to describe	
Concluding statement	

3.3. Comparison and contrast

Vandermeij and others claim that, “Writers compare and contrast subjects in order to understand their similarities and differences. Their purpose may be to stress the similarities between seemingly dissimilar things or the differences between things that seem quite similar.” (2012, p.182). This strategy compares and contrasts the similarities and differences between two subjects, objects, or more. It generally contains three methods for structuring any text. They explain also that, “Such writing is generally structured either subject by subject (first dealing with one topic fully and then the other) or trait by trait (holding up the topics side by side, feature by feature).” (ibid, 182). i.e., first, all similarities are discussed in one block then all differences in another. Second, this is where each point is solely compared and contrasted between two items. Another structure involves putting all similarities and differences of one item in one block, then providing all similarities and differences of the other item in another block.

Practice: Read the paragraph below, answer the questions, and fill in the table

Learners when they obtain their baccalaureate exam, they find themselves obliged to choose either studying in a university which is near their homes or far away. There is no doubt that staying at home when studying at university is totally different from staying at the dormitory and studying at the same time. Students who study at a university which is near their homes find themselves lucky to enjoy the type of food which is homemade. However, students who live in a dormitory exposed most of the time to junk food. In addition, students who study next their houses are not required to share their own room with others whom they do not know. Whereas, students who live in a dormitory are obliged to share their room with a roommate who might have different study habits. For instance, students who prefer to sleep earlier may share rooms with those who like to study till midnight. This situation could affect both students' academic achievements. Students may also find that their privacy is being limited.

a. What are the situations which the writer compares in the paragraph above?

.....

b. What is the thesis statement of the paragraph?

.....

c. Does the writer state the similarities and differences of both situations?

.....

d. Does the writer follow the block content or the point by point content delivery?

.....

e. Find out the expressions which the writer uses to compare and contrast?

.....

f. Does the writer provide examples and supporting details? If yes, state them.

.....

Title	
Thesis Statement	
Main ideas	
Supporting details (Examples)	
Linguistic features used to compare and contrast	
Concluding statement	

1.5. Classification

Classification is also one of the most important academic writing types students should understand. Therefore, “Classification is an organizational strategy that helps writers make sense of large or complex sets of things. A writer using this strategy breaks the topic into individual items or members that can be sorted into clearly distinguishable groups or categories.”(Vandermeij.etal. 2012, p. 200). That is to say, this process helps the writer to organize his text through decomposing its main points into manageable parts. As a result, those parts follow a logical order in order to discuss and highlight the main topic separately. Thus, writing becomes clearer. In consequence, the reader will be able to absorb a logical relation between the different components comprising the whole subject, and he will comprehend how well they are integrated to shape it. For example, music can be classified into two main categories: traditional rock music, and pop music.

Practice: Read the following paragraph, answer the questions, and fill in the table

Medieval doctors believed that “four temperaments rule mankind wholly.” According to this theory, each person has a distinctive temperament or personality (sanguine, phlegmatic, melancholy, or choleric) based on the balance of four elements in the body, a balance peculiar to the individual. The theory was built on Galen’s and Hippocrates’ notion of “humors,” which stated that the body contains blood, phlegm, black bile, and yellow bile—

four fluids that maintain the balance within the body. The sanguine person was dominated by blood, associated with fire: Blood was hot and moist, and the person was fat and prone to laughter. The phlegmatic person was dominated by phlegm (associated with earth) and was squarish and slothful—a sleepy type. The melancholy person was dominated by cold, black bile (connected with the element of water) and as a result was pensive, peevish, and solitary. The choleric person was dominated by hot, yellow bile (air) and thus was inclined to anger.

(Radsma qtd in Van Rys et al 2012, p. 65)

- a. What does the writer talk about in the paragraph above?
.....
- b. What is the thesis statement of the paragraph?
.....
- c. Are people classified according to certain criteria? If yes, what are these criteria?
.....
- d. Are the groups classified explained following a particular order?
.....
- e. Does the writer use examples and illustrations when explaining each classified group of people?
- f.

Title	
Thesis Statement	
Main ideas	
Supporting details (Examples)	
Linguistic features used to classify things	
Concluding statement	

1.6.Cause and effect

In the academic setting, writers use the cause/effect strategy in their writing remarkably to present a clear discussion of their subject to their audience. In consequence, they explain the reasons why events happened and justify the effects that go behind it. Vanedarmey and others cite,” In a cause and effect essay, the writer develops the thesis through cause and effect reasoning. That is, she or he analyzes and explains the causes, the effects, or both the causes and the effects of a phenomenon.”(2010:163). Similar to comparison and contrast essay, the writer either:

- Discusses all causes and all effects in different paragraphs
- Sets every cause aside and then discuss its effects in the same paragraph.

Practice: *Read the following paragraph, answer the questions, and fill in the table*

Even a slight drop in the normal human body temperature of 98.6 degrees Fahrenheit causes hypothermia. Often produced by accidental or prolonged exposure to cold, the condition forces all bodily functions to slow down. The heart rate and blood pressure decrease. Breathing becomes slower and shallower. As the body temperature drops, these effects become even more dramatic until it reaches somewhere between 86 and 82 degrees Fahrenheit and the person lapses into unconsciousness. When the temperature reaches between 65 and 59 degrees Fahrenheit, heart action, blood flow, and electrical brain activity stop. Normally such a condition would be fatal. However, as the body cools down, the need for oxygen also slows down. A person can survive in a deep hypothermic state for an hour or longer and be revived without serious complications.

(Laura Black qtd in Van Rys et all., 2012, p. 63)

- a. What healthy problem does the writer introduce in the paragraph above?

.....

- b. What are the causes which lead to this healthy problem?

.....

c. How does the writer provide the causes (with/without illustrations)?

.....

d. What is the tense being used in the paragraph above? Why is it used?

.....

Title	
Thesis Statement	
Main ideas	
Supporting details (Examples)	
Cohesive devices used to give reasons and consequences	
Concluding statement	

1.7.Argumentation

Kathi Wyldeck in her book of How to Write an Essay asserts, “This type of essay focuses positively on the side the writer believes is correct, and finds fault in the opposite point of view. The writer's job is to argue well enough to convince his readers that he is right.” (2013, p. 17). This type of writing attempts to persuade the reader to the writer's point of view. It is the most important and equally difficult strategy. To develop a good argument, this pattern of academic writing requires the least basic elements such as logic, focus, strong evidence presentation, appropriate linking words, and phrases. As Vanedarmey and others

affirm,” The writer presents the topic objectively, describes alternative positions fairly, and takes the position supported by the best evidence and strongest logic” (2010, 266). In addition, the writer has to obtain the potential of embracing a crucial and unbiased view in support of his claims. i.e., an argumentative essay requires providing evidence, facts, statistics, and demonstrations.

Practice: *Read the following paragraph, answer the questions, and fill in the table*

The overuse of technology by children whose age is about 11 to 12 years old has become a negative phenomenon. Different reasons can prove that using technology by children may affect negatively rather than positively. Children might no longer have contact with the real world since they are immersing into their technological world. Consequently, they start ignoring their own realistic life and become more introverted. Children who stay in front of technology gadgets for many hours could have healthy issues related to their sight system, brain mechanism, and the body organs (especially hands which are involved to work on the technology tool).

a. What does the writer try to convince readers about?

.....

b. What is the thesis statement?

.....

c. Does the writer use arguments to persuade readers of the point being discussed?

.....

d. Are the arguments used subjective or objective? Provide your answers with illustrations?

.....

e. Underline words and expressions which are mostly used when argumentating?

.....

Title	
Thesis Statement	
Main ideas	
Supporting details (Examples)	
Linguistic features used to persuade	
Concluding statement	

Practice: Depending on all what you have learned in this lecture, give a synthesis to all types of academic written productions following the table below

<i>Type of academic essay</i>	<i>Main features</i>	<i>Lingistic and cohesive devices used</i>	<i>Possible struture and sequence of ideas</i>
<i>Definition</i>			
<i>Description</i>			
<i>Cause and effect</i>			
<i>Compare and contrast</i>			
<i>Classification</i>			
<i>Argumentation</i>			

Lecture 04: Writing process

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

- ✓ *Recognize the different stages they experience when writing*
- ✓ *Identify the strategies and techniques used in each writing step*
- ✓ *Brainstorm and outline their written content which will be delivered*
- ✓ *Undertake the writing process by applying the data of the pre-writing stage*
- ✓ *Proof read the first draft and editing what parts of the information require modifications*

Since writing seems to be a difficult task, this means that it cannot be accomplished at particular moment; it involves a set of stages. In this respect, McCuen-Metherell and Wrinkler reported, “Writing is typically a hard work - even for gifted writers... writing process generally occurs in three stages: prewriting, writing, and rewriting” (McCuenMetherell & Wrinkler, 2009, pp.3-5). Indeed, writing a blank page can be intimidating for many writers. That is because writing never goes from nothing to a masterpiece in one-step, hence it is linear and much like a process. Hence Eggenschwiler and Dotson Biggs argue, “The most realistic way to view writing is not as a straight line but as a back- and forward movement “(2001, p. 135). In other word, writing is linear.

1. The Pre-writing

The prewriting stage The pre-writing stage comes at first; it occurs before start writing. Roberts noticed that most notably, during this current stage, writers tend mainly to draw an overview about the topic by understanding the given assignment, selecting a subject, and collecting information. At this phase, students start clarifying the assignment by themselves through asking a number of questions. For example, what they already know

about the topic, what they may need to find out, and why and for whom they are writing (2004, p.8). The prewriting stage is an important step for the writing process. Before start writing, student should first prepare him/herself simply by understanding the Rhetorical Situation and the main purpose from the writing process. Cotton in 1988 emphasizes, "students who are encouraged to engage in an array of prewriting experiences evidence greater writing achievement than those enjoined to „get to work“ on their writing without this kind of preparation" (Cited in Roberts, 2004, p. 8). During this stage, students are expected to understand the nature and scope of the topic, the audience and purpose, and the appropriate strategy for this assignment (Roberts, 2004, p. 10). L. Brandon, and K. Brandon also found that free writing, brainstorming, clustering, and gathering information strategies are generally grouped under the heading of the prewriting stage (2011, p. 33). When preparing to write an essay, it is very important to students to identify the main title and objective behind the writing process. Once these two elements are clearly specified, the starting point of the writing process can then begin (Ladjel, 2015, p. 16-17).

Practice: Most learners at secondary school have low proficiency of reading, discuss.

During the pre-writing phase, students are required to go through different questions which they need to find their answers.

1. Answer the following questions:

- ✓ What are the keywords of the statement provided?
- ✓ What is the nature of the topic?
- ✓ What is the type of the essay the statement requires the student to follow?
- ✓ What content the reader is expecting from the writer to include?
- ✓ What should the reader conclude by after reading the essay?

2. Choose the best structure which fits the objective of the statement provided above

- a. Define the term reading proficiency, illustrate strategies to develop reading proficiency, and then give types of reading

- b. Specify the term reading proficiency, show its importance in relation to academic level, and then illustrate the strategies of developing reading proficiency.
 - c. Define what is meant by reading proficiency, indicate the low proficiency of this skill among students, reflect the reasons behind this low proficiency
 - d. Provide the definition of the concept “low reading proficiency”, indicate its reasons, and suggest strategies to develop this skill.
3. After choosing the structure which will be followed, try to match the correct type of the essay in relation to its main objective

The following terms are also commonly used in essay titles.

Match the terms to the definitions on the right.

Analyse	Give a clear and simple account
Describe	Make a proposal and support it
Examine	Deal with a complex subject by giving the main points
State	Divide into sections and discuss each critically
Suggest	Give a detailed account
Summarise	Look at the various parts and their relationships

4. Almost all essays, reports and articles have the same basic pattern of organization:

Introduction
Main body
Conclusion

The structure of the main body depends on what the title is asking you to do. In the case of a ***discuss*** type essay, the main body is often divided into two parts, one looking at the advantages or the reasons of the topic and the other looking at the disadvantages or the consequences and/or solutions. Thus, the following two plans are suggested to incorporate the structure of the essay related to the topic low reading proficiency. Choose the most suitable one.

	Plan (a)	Plan (b)
Introduction	Definition of reading proficiency and its importance to academic achievement of learners	Definition of low reading proficiency and its negative impact on learners' academic achievement
Body	Importance of reading proficiency Reasons which lead to low reading proficiency	Reasons and resources of problems behind learners' low reading proficiency

Conclusion	Solutions and strategies to develop reading proficiency	Strategies to overcome low reading proficiency of learners
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5. Based on the answer of activity (4), write a plan which constitutes the main ideas of the following sections (briefly)

Title	
Type of the essay	
Introduction	
Thesis statement	
Body paragraph one	
Body paragraph two	
Concluding statement	
Conclusion	

6. In a more detailed way, specify the main ideas and supporting details of the two body paragraphs

	Main Ideas	Supporting details
Body Paragraph (1)	Main idea (1)	
	Main idea (2)	
Body paragraph (2)	Main idea (1)	
	Main idea (2)	

2. The writing Stage

The writing stage is the second step of the writing process. At this stage, the student becomes able to pick his pen and start writing. Vandermey's textbook "the college writer" explains in detail the different components of the writing stage. In the writing stage, information must be written down. In other words, this step involves writing the first draft, and this is made through followed techniques. First, opening your draft, this includes the act of engaging your audience (grabbing his attention). Increasing your reader's curiosity can be achieved through telling a short story, provoking quotation, posing a challenging questions, or mentioning little- known facts about the topic. Secondly, the writer develops the body paragraphs (developing the middle) and this is reached by covering the main points of his thesis. This means, while developing the body, the writer should advance his main thesis, design paragraphs that suit the form of his theses (building coherent structure), and arrange supporting details. Finally, concluding your paper (ending your draft) will contain reasserting the main points, as well as urging the reader, and finishing a complete and unified message (Vandermey, Meyer, Rys, & Sebranek, 2012, p.58-67).

Practice: you are writing an essay about the different problems which lead to low reading proficiency and the different solutions both teachers and students need to consider.

Following this aim,

- ✓ Transform the given expressions into well-structured sentences to be used in each body of the essay structure.
- ✓ You are required to write the sentences down using suitable cohesive deceives and connectors.
- ✓ You are asked to follow the same outline specified in the previous section (the pre-writing stage)

Introduction	
Expressions	Full sentences (clauses)
Reading proficiency: the core to learning any foreign language	
Low reading proficiency “widespread” problem faced by students	
Low reading proficiency: its major sources (of problems) categorized according to three main factors	
Low reading proficiency: certain strategies to overcome this problem	
<p>Introduction:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	

Practice: Once you finish your first draft of the introduction, now you are required to:

a. In the first body paragraph:

- ✓ Classify the reasons which lead to low reading proficiency when learning any foreign language in one body paragraph
- ✓ Provide examples and illustrations about these sources of problems
- ✓ Determine a set of consequences which emerge because of these major problems

b. In the second body paragraph:

- ✓ Classify strategies and steps which both teachers and students should apply to overcome low reading proficiency
- ✓ Provide examples and illustrations about these different classifications of strategies and steps
- ✓ Determine the final consequences which students would obtain as a result of applying these strategies and steps

c. The table below will help you reach the instructions provided above:

Body paragraph (1)	
Reasons behind low reading proficiency	Linguistic reasons / strategic reasons / rhetoric reasons
Examples about the sources of problems	<p>Linguistic problems: Mispronunciation of words = misunderstanding Misinterpretation of tenses used Lack of vocabulary</p> <p>Strategic problems: Lack of metacognitive strategies Lack of cognitive strategies Lack of Scio-affective strategies</p> <p>Rhetoric problems Lack of cohesive devices interpretation Lack of knowledge related to text structure Lack of knowledge related to maintaining coherence</p>
Consequences result due to these problems	<p>Misinterpretation of the content delivered by the writer</p> <p>Forming negative attitude towards the language being learned</p> <p>Losing self-confidence when it comes to developing reading</p>

d. Transfer the expressions and phrases provided in the table above into full coherent and connected sentences

Body paragraph (1)

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Body paragraph (2)

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e. After finishing writing the body paragraph, fill in the following table to formulate the concluding section

Conclusion	
Expressions	Full sentences (clauses)
Reading proficiency: the essence of language development	
Low reading proficiency: experience by all types of students	
Low reading proficiency problems: categorized according to three main factors Linguistic, strategies, and rhetoric levels	
Low reading proficiency: overcame by applying certain strategies and techniques	
<p>Conclusion:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	

7. The Re-writing Stage

The rewriting stage The rewriting stage comes at the end. During this stage, the writer is required to have another look on his/her written production. In this respect, Vandermeij and others emphasized that this stage makes the writer revise, edit, and proofread his paper work. Therefore, revising, as a first task, is taking into account the whole paper's issues such as rhetorical situation and overall approach. Revising the rhetorical situation means asking questions such as, have you stated your idea clearly, have you supported it, do your ideas promote your purpose, and have you provided your readers the information they need.

This stage involves revising not only the flow of ideas and organization, but also voice, formality, and style (e.g. punctuation, capitalization, run on, and spelling mistakes). Paragraph issues (unity, coherence...) are also a major concern. Besides, editing and proofreading could be substantial assistants as a refinement for clearance, and readiness for submission. The former involves the writer to consider style, word choice, combine sentence, and avoid sentence errors. In the latter, the writer could become a reader, or instead, he invites readers of the same subject field in order to review punctuation, grammar, and spelling issues, conciseness and simplicity (2012, pp. 71-107).

After finishing writing the first draft of the essay, the student should wait for a while in order to have the state of a reader rather than the same writer. The student can then re-read his/her first draft and try to answer questions, which could help in editing, strengthening, and reformulating the content of the essay. He/she needs to find answers to the following questions:

- a. How well does this essay answer the question that was asked?
- b. Does the thesis statement reflect the same content that is structured in the body paragraphs?
- c. Are the main ideas of the body paragraphs relevant to the thesis statement?

- d. Have I forgotten any points that would strengthen the development?
- e. Do the supporting details illustrate the content effectively?
- f. Are the cohesive devices and connectors used appropriately throughout the essay?
- g. Is the essay clearly structured and well linked together?
- h. Does the concluding paragraph provide a synthesis to the whole essay content?
- j. Does the concluding statement answer the question being discussed?

Practice: Read this short essay written by a Japanese student to the title 'Compare the university system in your country with the British system'. Answer the questions above by making notes below.

It is said that there are large differences in the teaching methods between British universities and Japanese ones. Courses in British universities consist mainly of lectures, discussions, presentations and tutorials and students study specifically their major subject. On the other hand, Japanese universities normally have only lectures in the first two years and students have to study a wide range of subjects in addition to their major. The aim is then to compare and analyze each system.

In British universities, students need a more active attitude in their study than Japanese students do. They need to prepare for presentations and discussions. This is useful for learning because they take much time for study outside the classroom and as they become familiar with their subjects, they will become more interested in them.

In Japan, students' attitude is amazingly passive and they study only just before exams. The other difference between British universities and Japanese ones is, as mentioned above, British students concentrate on their major subject and gain specific knowledge about it. Japanese students, however, gain wider knowledge by studying a few other subjects in addition to their major. This system gives students apparently much knowledge but they cannot study their major deeply and their knowledge is wide-ranging but not useful.

In conclusion, British teaching methods give students more chance to know the subject thoroughly compared to Japanese teaching methods, but Japanese methods are suitable for students who are eager to gain a wide range of knowledge and like to study on their own. It is hard to say which is better, it depends on students.

Bailey (2003, p.45)

Practice: Using your first draft of the essay you have written about students' low reading proficiency, fill in the table below by answering the questions asked above.

Question	Answer
a. How well does this essay answer the question that was asked?	
b. Does the thesis statement reflect the same content that is structured in the body paragraphs?	
c. Are the main ideas of the body paragraphs relevant to the thesis statement?	
d. Have I forgotten any points that would strengthen the development?	
e. Do the supporting details illustrate the content effectively?	
f. Are the cohesive devices and connectors used appropriately throughout the essay?	
g. Is the essay clearly structured and well linked together?	
h. Does the concluding paragraph provide a synthesis to the whole essay content?	
j. Does the concluding statement answer the question being discussed?	

Practice: As an attempt to undertake all the writing stages illustrated above, you are required to write an essay following the outline provided below. The outline provided in tables specifies the main points and ideas which you need to mention in each part of the essay (introduction, body paragraphs, and conclusion). It contains expressions which you need to turn into full statements. Supporting details are not given. Hence, you ought to illustrate each main idea throughout the essay.

Topic: Both american and british constitutions seem to have certain differences and from a theoretical and practical perspective

Introduction
<p>Main points to cover within the introduction:</p> <ul style="list-style-type: none">• Definition of the term constitution• Its general role from a political perspective and its variety from one country to another• Thesis statement: Case of britain and american: differences
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Body Paragraphs	
The Constitution of U.K	The Constitution of U.S.A
<ul style="list-style-type: none"> - Unwritten document - Hard modifications - Union of power - Parliament is the supreme - Monarchical government - Monarchy system 	<ul style="list-style-type: none"> - Written and preserved - Less easy to amend - Separation of power - Legislature bodies - Executive bodies - Presidential system

	Main ideas	Supporting details
Body Paragraph (1)	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	
Body Paragraph (2)	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	
Body Paragraph (3)	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	

Conclusion

Main points to cover within the conclusion:

- The term constitution as a governing procedure to the whole country
- Its general role from a political perspective and its variety from one country to another
- How would the differences of constitutions around the world create what refers to uniqueness?

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Practice: Using your first draft of the essay you have written about the differences of the British and American constitutions, fill in the table below by answering the questions asked above.

Question	Answer
a. How well does this essay answer the question that was asked?	
b. Does the thesis statement reflect the same content that is structured in the body paragraphs?	
c. Are the main ideas of the body paragraphs relevant to the thesis statement?	
d. Have I forgotten any points that would strengthen the development?	
e. Do the supporting details illustrate the content effectively?	
f. Are the cohesive devices and connectors used appropriately throughout the essay?	
g. Is the essay clearly structured and well linked together?	
h. Does the concluding paragraph provide a synthesis to the whole essay content?	
j. Does the concluding statement answer the question being discussed?	

Practice: After you finish editing your final written assignment, the essay below addresses the same topic, which is the difference between American and British constitution. You are asked to analyze the content and the organization of the essay by filling in the table given. The essay is adapted from WATTS (2003, pp 26, 37, 38, 39).

Supporting sentences

Constitutions are important in all countries. Each country in fact has its own constitution which looks different from the other countries. The same thing occurs when we compare both the British and American constitutions. Most written constitutions have a declaration of rights, as does the American one. In Britain, there has traditionally been no such protection of liberties, although the passage of the Human Rights Act (1998) has changed the situation. However, the mere existence of this supreme power and some form of Bill of Rights is no guarantee that essential freedoms will be respected. Liberty ultimately depends more on the political culture of any country than on any particular documentation. What seems also to be important is the flexibility of the unwritten British Constitution which makes constitutional change relatively easy to accomplish. While in America, the constitutional amendment seems to be more rigid.

Thesis statement

Main idea 01

Body Paragraphs

In America there is a separation of powers; in Britain there is a fusion of power. In America, heads of departments and other executive bodies do not sit in Congress, and neither can these persons possess executive office. Contrary, in Britain, government ministers always sit in Parliament, the majority of them in the elected House of Commons – via the principle of ministerial responsibility, both individually as heads of their departments and collectively as members of the Cabinet, they are answerable to the House.

Main idea 02

In Britain, Parliament is sovereign, so that the government can only continue in office as long as it has the support of the House of Commons. The Prime Minister and his or her colleagues have to attend the House and defend and answer for their actions. Parliament is the supreme law-making body; it has no rivals (...). American experience is different and the Legislature is not constitutionally supreme. The Legislature and Executive are in theory constitutional equals.

Main idea 03

One of the most obvious differences between the two countries is the fact that one is a monarchy and the other a republic. Thus, the British Constitution provides for the sovereignty of parliament, the American one stresses the sovereignty of the people on the other hand– popular sovereignty. The opening words of the American document establish this clearly: ‘We the People of the United States . . . do ordain and establish this Constitution’. They echo the ideas associated with the French writer and philosopher Jean Jacques Rousseau, who argued that the best form of government was one that reflected the general will of the people, which was the sum total of those interests that all citizens had in common.

Main idea 04

Presidential government does not refer to the fact that America has a President rather than a monarch as head of state. As Heywood explains: ‘A presidential system is characterised by a constitutional and political separation of powers between the legislative and executive branches of government’ (...). The President is chosen by the people rather than from the legislative branch, and acts as Head of the Government as well as ceremonial Head of State. Conversely, Parliamentary government in Britain appears to imply that government is checked by the power of Parliament, which examines, criticises and checks its activities via such methods as Question Time and the use of select committees. Ministers are individually and collectively responsible to

Main idea 05

The thesis statement		
Body Paragraphs	Main ideas	Supporting details
Body Paragraph (1)	..... ..... ..... .....
Body Paragraph (2)	..... ..... ..... .....
Body Paragraph (3)	..... ..... ..... .....
Concluding idea		
Cohesive devices (for comparison)		
Cohesive devices for examples		
Cohesive devices for addition		
Cohesive devices for order of ideas		

Practice: After you identify the different components of the previous essay, answer the following questions.

Question	Answer
a. How well does this essay answer the question that was asked?	
b. Does the thesis statement reflect the same content that is structured in the body paragraphs?	
c. Are the main ideas of the body paragraphs relevant to the thesis statement?	
d. Have I forgotten any points that would strengthen the development?	
e. Do the supporting details illustrate the content effectively?	
f. Are the cohesive devices and connectors used appropriately throughout the essay?	
g. Is the essay clearly structured and well linked together?	
h. Does the concluding paragraph provide a synthesis to the whole essay content?	
j. Does the concluding statement answer the question being discussed?	

Lecture 05: The Rhetorical Analysis

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

- ✓ *Recognize the different elements which should consider when writing an essay*
- ✓ *Undertake a rhetorical analysis to different types of essays*
- ✓ *outline their written essays according to the rhetorical analysis of the topic*
- ✓ *Undertake the writing process by applying the data of the rhetorical analysis*

Introduction

The term rhetorical situation is necessary in academic writing. Therefore, any academic writer needs to understand this concept in order to accomplish the conventions of academic writing. In order to illustrate this concept, Vandermey and others viewed that any painter needs a set of elements to draw a piece of work through which he sends a message to a certain public. His public views the artwork, and grasps the received message. Similarly, any writer should follow the same process with regard to the elements comprising it. The sender (writer), message, medium, receiver (target audience), and context determine these essential elements, and all of which build the rhetorical situation (Vandermey, Meyer, Rys, & Sebranek, 2012, p.3). Writers, in the academic setting, must acquire a basic perception of the rhetoric.

Successively, this basic knowledge of the rhetorical situation helps in both the analysis (reading) and the composition (writing) of the text. Once the writer – whether a scholar, researcher, or instructor – identifies and analyzes the source material effectively, he will be able to produce writing that meets his audience's requirements, confine his work to the academic setting, and deliver his intended message. As result, Johnson-sheehan and Pain's textbook Writing Today strongly state, ” before you start writing any text, you should first

gain an understanding of your rhetorical situation” (Johnson-Sheehan & Pain, 2012, p. 12). This understanding comes before the writing process. (Ladjel, 2015, p. 13)

In relation to this course, students need to focus on the analysis of different essays so they can recognize the skills and strategies required to accomplish effectively the writing process. In this lecture, students should focus first on two main factors namely: text genre and text organization. Knowledge gathered about these two factors will help them understand whether the content of the essay (regarding genre and organization) is relevant to the rhetoric situation (purpose and audience)

1.1. Text Genre and Type

As it is stated before, there are different factors which could affect written texts. Among these factors is text genre. This discourse element is sometimes misused with the term text type. Hence, it is necessary to understand and define it in relation to text type. Biber (1988, qtd in Hernández-Campoy and Conde-Silvestre, 2012: 116), differentiates between text genre and type,

Genre categories are determined on the basis of external criteria relating to the speaker’s purpose and topic; they are assigned on the basis of form, whereas text types refer to classes of texts that are grouped on the basis of similarities in linguistics form, irrespective of their genre classifications.

According to this distinction, it seems that text genre depends more on the purpose and the topic of the writer. For instance, the purpose of the reader can include *informing*, *convincing*, *entertaining* the reader. Hence, one can notice that genres might include *fiction*, *nonfiction*, *drama*, *epic*, *poetry* ...etc. On the other hand, text type aims purposely to determine the linguistic parameters which texts share. That is to say, text types can be *expository*, *informative*, *descriptive*, *narrative*, *argumentative*...etc. (Ladjel, 2019, p. 65)

1.2. Text Organization

Text organization is another element that comes under the umbrella of discourse competence. By the term text organization, Alderson (2000: 67) refers to the structure of the text content i.e., text organization is concerned with the way paragraphs are connected. It refers also to the way the relationship between ideas is indicated. In other words, a text seems to be organized when its constituent parts such as *topic sentence*, *supporting sentences*, and *concluding sentence* are logically presented. Mayer (1975, qtd in Alderson, 2000: 67) illustrates the term text organization by presenting different ways of structuring ideas related to expository text. She explains that writers who tend to follow a particular text organization aim to facilitate the reading comprehension process for readers and help them to reach clearly the intended message writers want to convey. Consequently, writers when dealing with expository text follows various structures.

First, when providing collections of a particular object, writers can state them in form of lists where each list can take one single paragraph. Second, for texts of causation, writers might use the cause and effect organization where they can provide one whole paragraph for causes and another paragraph for effects. The same organization occurs for texts of responses i.e., one paragraph for problems and other paragraph for solutions. Concerning comparative texts, writers can present block of information related to similarities and another block of information for differences. (Ladjel, 2019, p. 66)

In accordance, students will be provided with different samples of essays (argumentative, cause and effect, compare and contrast, descriptive ...etc.) to analyze and conclude the rhetoric. In other words, students will be asked to answer questions related to the text organization and text genre. The answers they provide will lead them to the conclusion about whether the essay content fits the rhetoric or not.

Practice Instructions: Read the following essays then,

- Fill in the tables provided
- Choose an appropriate title for each one.
- Create a writing assignment depending on the content of these essays
- Provide an analysis to the essays' main structures, types, and charecterestics.
- The follwing essays might contain some missing parts related to the introduction, body, or/and conclusion. Try to highlight these parts and add them if possible.

Essay N: 01

In the past, most women stayed at home to take care of domestic chores such as cooking or cleaning. Women's liberation and feminism have meant that this situation has been transformed and in contemporary society women are playing an almost equal role to men in terms of work. This has had significant consequences, both in terms of the family, for example by improving quality of life and increasing children's sense of independence, and also for society itself with greater gender equality.

The main reasons behind the increase of women in the workplace are women's liberation and feminism. The women's liberation movement originated in the 1960s and was popularized by authors such as Simone de Beauvoir. As a consequence of this, new legislation emerged, granting women equal rights to men in many fields, in particular employment. Because of feminist ideas, men have taken up roles which were previously seen as being for women only, most importantly those related to child rearing. As a result of this, women have more time to pursue their own careers and interests. These have led to some significant effects, both to family life and to society as a whole.

Although the earning capacity of a woman in her lifetime is generally much less than that of a man, she can nevertheless make a significant contribution to the family income. The most important consequence of this is an improved quality of life. By helping to maintain a steady income for the family, the pressure on the husband is considerably reduced, hence improving both the husband's and the wife's emotional wellbeing. Additionally, the purchasing power of the family will also be raised. This means that the family can afford more luxuries such as foreign travel and a family car. A further effect on the family is the promotion of independence in the children. Some might argue that having both parents working might be damaging to the children because of a lack of parental attention. However, such children have to learn to look after themselves at an earlier age, and their parents often rely on them to help with the housework. This therefore teaches them important life skills.

As regards society, the most significant impact of women going to work is greater gender equality. There are an increasing number of women who are becoming politicians, lawyers, and even CEOs and company managers. This in turn has led to greater equality for women in all areas of life, not just employment. For example, women today have much stronger legal rights to protect themselves against domestic violence and sexual discrimination in the workplace.

In conclusion, the increasing number of women at work has brought about some important changes to family life, including improved quality of life and increased independence for children, as well as affecting society itself. It is clear that the sexes are still a long way from being equal in all areas of life, however, and perhaps the challenge for the present century is to ensure that this takes place.

Retrieved from:

<https://www.eapfoundation.com/writing/essays/cande/#:~:text=In%20the%20past%2C%20most%20women,men%20in%20terms%20of%20work.>

Purpose of the essay		
Type of audience		
Title of the essay		
The thesis statement		
Body Paragraphs	Main ideas	Supporting details
Body Paragraph (1)	..... ..... ..... .....
Body Paragraph (2)	..... ..... ..... .....
Body Paragraph (3)	..... ..... ..... .....
Concluding idea		
Cohesive devices for causality		
Cohesive devices for examples		
Cohesive devices		

for addition	
Cohesive devices for order of ideas	
Cohesive devices for concluding	

Question	Comment
a. How well does this essay answer the question that was asked?	
b. Does the thesis statement reflect the same content that is structured in the body paragraphs?	
c. Are the main ideas of the body paragraphs relevant to the thesis statement?	
d. Have I forgotten any points that would strengthen the development?	
e. Do the supporting details illustrate the content effectively?	
f. Are the cohesive devices and connectors used appropriately throughout the essay?	
g. Is the essay clearly structured and well linked together?	
h. Does the concluding paragraph provide a synthesis to the whole essay content?	

j. Does the concluding statement answer the question being discussed?	
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Essay N: 02

Video game addiction is a serious problem in many parts of the world today and deserves more attention. It is no secret that children and adults in many countries throughout the world, including Japan, China, and the United States, play video games every day. Most players are able to limit their usage in ways that do not interfere with their daily lives, but many others have developed an addiction to playing video games and suffer detrimental effects.

An addiction can be described in several ways, but generally speaking, addictions involve unhealthy attractions to substances or activities that ultimately disrupt the ability of a person to keep up with regular daily responsibilities. Video game addiction typically involves playing games uncontrollably for many hours at a time—some people will play only four hours at a time while others cannot stop for over twenty-four hours. Regardless of the severity of the addiction, many of the same effects will be experienced by all.

One common effect of video game addiction is isolation and withdrawal from social experiences. Video game players often hide in their homes or in Internet cafés for days at a time—only reemerging for the most pressing tasks and necessities. The effect of this isolation can lead to a breakdown of communication skills and often a loss in socialization. While it is true that many games, especially massive multiplayer online games, involve a very real form of e-based communication and coordination with others, and these virtual interactions often result in real communities that can be healthy for the players, these communities and forms of communication rarely translate to the types of valuable social interaction that humans need to maintain typical social functioning. As a result, the social networking in these online games often gives the users the impression that they are interacting socially, while their true social lives and personal relations may suffer.

Another unfortunate product of the isolation that often accompanies video game addiction is the disruption of the user's career. While many players manage to enjoy video games and still hold their jobs without problems, others experience challenges at their workplace. Some may only experience warnings or demerits as a result of poorer performance, or others may end up losing their jobs altogether. Playing video games for extended periods of time often involves sleep deprivation, and this tends to carry over to the workplace, reducing production and causing habitual tardiness.

Video game addiction may result in a decline in overall health and hygiene. Players who interact with video games for such significant amounts of time can go an entire day without eating and even longer without basic hygiene tasks, such as using the restroom or bathing. The effects of this behavior pose significant danger to their overall health.

The causes of video game addiction are complex and can vary greatly, but the effects have the potential to be severe. Playing video games can and should be a fun activity for all to

enjoy. But just like everything else, the amount of time one spends playing video games needs to be balanced with personal and social responsibilities **Retrieved from:**

https://saylordotorg.github.io/text_writing-for-success/s19-09-cause-and-effect-essay.html

Purpose of the essay		
Type of audience		
Title of the essay		
The thesis statement		
Body Paragraphs	Main ideas	Supporting details
Body Paragraph (1)	..... ..... ..... .....
Body Paragraph (2)	..... ..... ..... .....
Body Paragraph (3)	..... ..... ..... .....
Concluding idea		
Cohesive devices for causality		
Cohesive devices		

for examples	
Cohesive devices for addition	
Cohesive devices for order of ideas	
Cohesive devices for concluding	

Question	Comment
a. How well does this essay answer the question that was asked?	
b. Does the thesis statement reflect the same content that is structured in the body paragraphs?	
c. Are the main ideas of the body paragraphs relevant to the thesis statement?	
d. Have I forgotten any points that would strengthen the development?	
e. Do the supporting details illustrate the content effectively?	
f. Are the cohesive devices and connectors used appropriately throughout the essay?	
g. Is the essay clearly structured and well linked together?	

h. Does the concluding paragraph provide a synthesis to the whole essay content?	
j. Does the concluding statement answer the question being discussed?	

Essay N: 03

Before the advent of computers and modern technology, people communicating over long distances used traditional means such as letters and the telephone. Nowadays we have a vast array of communication tools which can complete this task, ranging from email to instant messaging and video calls. While the present and previous means of communication are similar in their general form, they differ in regard to their speed and the range of tools available.

One similarity between current and previous methods of communication relates to the form of communication. In the past, both written forms such as letters were frequently used, in addition to oral forms such as telephone calls. Similarly, people nowadays use both of these forms. Just as in the past, written forms of communication are prevalent, for example via email and text messaging. In addition, oral forms are still used, including the telephone, mobile phone, and voice messages via instant messaging services.

However, there are clearly many differences in the way we communicate over long distances, the most notable of which is speed. This is most evident in relation to written forms of communication. In the past, letters would take days to arrive at their destination. In contrast, an email arrives almost instantaneously and can be read seconds after it was sent. In the past, if it was necessary to send a short message, for example at work, a memo could be passed around the office, which would take some time to circulate. This is different from the current situation, in which a text message can be sent immediately.

Another significant difference is the range of communication methods. Fifty years ago, the tools available for communicating over long distances were primarily the telephone and the letter. By comparison, there is a vast array of communication methods available today. These include not only the telephone, letter, email and text messages already mentioned, but also video conferences via software such as Skype or mobile phone apps such as We Chat, and social media such as Facebook and Twitter.

In conclusion, methods of communication have greatly advanced over the past fifty years. While there are some similarities, such as the forms of communication, there are significant differences, chiefly in relation to the speed of communication and the range of communication tools available. There is no doubt that technology will continue to progress in future, and the advanced tools which we use today may one day also become outdated.

Retrieved from:

<https://www.eapfoundation.com/writing/essays/candc/#:~:text=Before%20the%20advent%20of%20computers,instant%20messaging%20and%20video%20calls.>

Purpose of the essay		
Type of audience		
Title of the essay		
The thesis statement		
Body Paragraphs	Main ideas	Supporting details
Body Paragraph (1)	..... ..... ..... .....
Body Paragraph (2)	..... ..... ..... .....
Body Paragraph (3)	..... ..... ..... .....
Concluding idea		
Cohesive devices for causality		

Cohesive devices for examples	
Cohesive devices for addition	
Cohesive devices for order of ideas	
Cohesive devices for concluding	

Question	Comment
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d. Have I forgotten any points that would strengthen the development?	
e. Do the supporting details illustrate the content effectively?	
f. Are the cohesive devices and connectors used appropriately throughout the essay?	
g. Is the essay clearly structured and well	

linked together?	
h. Does the concluding paragraph provide a synthesis to the whole essay content?	
j. Does the concluding statement answer the question being discussed?	

Essay N: 04

As online learning becomes more common and more and more resources are converted to digital form, some people have suggested that public libraries should be shut down and, in their place; everyone should be given an iPad with an e-reader subscription.

Proponents of this idea state that it will save local cities and towns money because libraries are expensive to maintain. They also believe it will encourage more people to read because they will not have to travel to a library to get a book; they can simply click on what they want to read and read it from wherever they are. They could also access more materials because libraries won't have to buy physical copies of books; they can simply rent out as many digital copies as they need.

However, it would be a serious mistake to replace libraries with tablets. First, digital books and resources are associated with less learning and more problems than print resources. A study done on tablet Vs book reading found that people read 20-30% slower on tablets, retain 20% less information, and understand 10% less of what they read compared to people who read the same information in print. Additionally, staring too long at a screen has been shown to cause numerous health problems, including blurred vision, dizziness, dry eyes, headaches, and eye strain, at much higher instances than reading print does. People who use tablets and mobile devices excessively also have a higher incidence of more serious health issues such as fibromyalgia, shoulder and back pain, carpal tunnel syndrome, and muscle strain. I know that whenever I read from my e-reader for too long, my eyes begin to feel tired and my neck hurts. We should not add to these problems by giving people, especially young people, more reasons to look at screens.

Second, it is incredibly narrow-minded to assume that the only service libraries offer is book lending. Libraries have a multitude of benefits, and many are only available if the library has a physical location. Some of these benefits include acting as a quiet study space, giving people a way to converse with their neighbors, holding classes on a variety of topics, providing jobs, answering patron questions, and keeping the community connected. One neighborhood found that, after a local library instituted community events such as play times for toddlers and parents, job fairs for teenagers, and meeting spaces for senior citizens, over a third of residents reported feeling more connected to their community. Similarly, a Pew survey conducted in 2015 found that nearly two-thirds of American adults feel that closing their local library would have a major impact on their community. People see libraries as a

way to connect with others and get their questions answered, benefits tablets can't offer nearly as well or as easily.

While replacing libraries with tablets may seem like a simple solution, it would encourage people to spend even more time looking at digital screens, despite the myriad issues surrounding them. It would also end access to many of the benefits of libraries that people have come to rely on. In many areas, libraries are such an important part of the community network that they could never be replaced by a simple object.

Retrieved from

<https://fr.scribd.com/document/484769945/As-online-learning-becomes-more-common-and-more-and-more-resources-are-converted-to-digital-form#>

Purpose of the essay		
Type of audience		
Title of the essay		
The thesis statement		
Body Paragraphs	Main ideas	Supporting details
Body Paragraph (1)	..... ..... ..... .....
Body Paragraph (2)	..... ..... ..... .....
Body Paragraph (3)	..... ..... .....

Concluding idea	
Cohesive devices for causality	
Cohesive devices for examples	
Cohesive devices for addition	
Cohesive devices for order of ideas	
Cohesive devices for concluding	

Question	Comment
a. How well does this essay answer the question that was asked?	
b. Does the thesis statement reflect the same content that is structured in the body paragraphs?	
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content effectively?	
f. Are the cohesive devices and connectors used appropriately throughout the essay?	
g. Is the essay clearly structured and well linked together?	
h. Does the concluding paragraph provide a synthesis to the whole essay content?	
j. Does the concluding statement answer the question being discussed?	

Writing Assignment: fill in the outline below and then write an essay in which you discuss the following topics

Topic 01: In order to obtain a degree of study for work, some students go to public schools, while others prefer private schools. Write an essay in which you analyze **the differences** and **similarities** of the two types of situations (Private Vs Public schools).

Type of the essay		
Title of the essay		
The thesis statement		
Body Paragraphs	Main ideas	Supporting details
Body Paragraph (1)	..... ..... ..... .....
Body Paragraph (2)	..... .....

Body Paragraph (3)	..... ..... ..... .....
Concluding idea	
Cohesive devices For comparison	
Cohesive devices for examples	
Cohesive devices for addition	
Cohesive devices for order of ideas	
Cohesive devices for concluding	

Topic 02: Life involves us to meet different types of people. You have been given the opportunity to **describe** one of the most inspirational person you have ever had in your life.

Type of the essay		
Title of the essay		
The thesis statement		
Body Paragraphs	Main ideas	Supporting details
Body Paragraph (1)	.....

Body Paragraph (2)	..... ..... ..... .....
Body Paragraph (3)	..... ..... ..... .....
Concluding idea	
Cohesive devices For comparison	
Cohesive devices for examples	
Cohesive devices for addition	
Cohesive devices for order of ideas	
Cohesive devices for concluding	

Topic 03: Teaching English at primary school has been recently implemented in Algeria. As future teachers, write an essay in which you state the importance of this decision and its effects in the future.

Type of the essay		
Title of the essay		
The thesis statement		
Body Paragraphs	Main ideas	Supporting details
Body Paragraph (1)	..... ..... ..... .....
Body Paragraph (2)	..... ..... ..... .....
Body Paragraph (3)	..... ..... ..... .....
Concluding idea		
Cohesive devices		
For comparison		
Cohesive devices for examples		
Cohesive devices		

for addition	
Cohesive devices for order of ideas	
Cohesive devices for concluding	

Topic 04: Being an employer at a company differs from being a freelancer. Both situations have differences and share similarities.

Purpose of the essay		
Type of audience		
Type of the essay		
Title of the essay		
The thesis statement		
Body Paragraphs	Main ideas	Supporting details
Body Paragraph (1)	..... ..... ..... .....
Body Paragraph (2)	..... ..... ..... .....

Body Paragraph (3)	..... ..... ..... .....
Concluding idea	
Cohesive devices For comparison	
Cohesive devices for examples	
Cohesive devices for addition	
Cohesive devices for order of ideas	
Cohesive devices for concluding	

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