STRUCTURES
The Reluctant Writer's Guide to College Essays
3rd Edition

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ACKNOWLEDGMENTS

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"Writing comes easy. All you have to do is stare at a blank piece of paper until your forehead bleeds."

-- Douglas Adams (1952-2001)

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INTRODUCTION

Some Basic Assumptions about My Readers' Knowledge of English:

1. You can speak, read, and write in English comfortably. You even dream in it.

2. You learned English grammar, even if it was "way back when" and you can't exactly remember all the rules. For the most part, you can feel what a fluent English sentence or paragraph is when you write one so that, when you write a shopping list, a letter, a note, or an email message, people can understand you.

3. You have access to a trustworthy grammar source, like a grammar book or a grammar website like *The Purdue Online Writing Lab (OWL)*.

Some Basic Assumptions about My Readers in General:

1. You weren't born yesterday, so you've lived a life full of experiences that are in your memory, and you are living a life now that will become memories in the future.

2. You have strongly-held beliefs and opinions in at least one thing; this assumption even includes the "laid back" types in my readership.

3. You use many patterns of communication in your thinking, speaking, and writing, even if you aren't aware of it.

4. Everything in your mind is meaningful and, therefore, is a great source of writing ideas. If the stuff in your mind wasn't meaningful in some way, then why would you

remember it? (That even includes the "stupid trivia" stuff – it's not so stupid when you suddenly need it for some reason.)

5. You like hearing about meaningful stuff from people. Likewise, people will like hearing about meaningful stuff from you.

6. You may not like writing essays nor have much experience in it. That's okay.

Writing essays is a learned skill, just like driving a car or washing your laundry. Nobody is born knowing how to do these things. Also, you may not always like doing it (like washing your laundry), but you know how to do it – it's no big deal. Likewise, the goal of this handbook is to make you more comfortable in the skill of writing short essays so that you don't have to worry about how to do it.

In this handbook, we'll go over the Writing Process first. Next, we'll briefly go over research methods and documentation styles. Then we'll go over the different kinds of essays by purpose. Finally, we'll end with a short introduction to longer essays. When we're done, you'll be much more confident in writing essays than you were before, even if you'll never like doing it – and THAT'S OKAY.

One last point before we get this show on the road: unless otherwise noted, you'll see essay examples written by past college students in my ENGL 1301 (Self-Expressive & Expository Writing) and ENGL 1302 (Persuasive & Research Writing) classes. From the deepest recesses of my teaching and writing heart, I thank them for allowing their essays to serve as models for you. This is the spirit of Peer Review at its finest.

PART I:
THE WRITING PROCESS

CHAPTER 1: INVENTION & PREWRITING

In the **INVENTION** & **PREWRITING** stage, you do three steps:
1. **LOOK** at the topic. **Note**: a topic will always be a NOUN (person, place, thing, or idea, no matter how complicated it sounds).
2. **THINK** about all the things that come to mind when you think about the topic.
3. **VOMIT those things that're in your mind onto a sheet of paper or an empty screen – FAST!**

I'm sorry for shouting, but this is REALLY important. Get those ideas out of your head and onto a sheet of paper as quickly as possible before they scurry away like an army of cockroaches when the lights turn on. Real life is distracting: the phone rings, you have to use the bathroom, your kid makes a mess, your significant other gives you that "Hey, baby" look.

You get the picture.

Once you get distracted, your mind shifts away from the topic. Any ideas you had before goes bye-bye, unless you pin them down on a sheet of paper so that you can look at them later.

INVENTION is coming up with those ideas. In most personal essays, those ideas come out of your own brain. In essays calling for research, some of those ideas come out of places that aren't your own brain: interviews, radio, TV, movies, magazines, books, websites, social media, and even music albums, for examples. Either way, in **INVENTION** you go to the place or places where ideas come from; those places of ideas are called "sources." Remember, YOU are your

most important source, even with research (although you can't cite yourself – more on that later).

PREWRITING is grabbing those ideas and slapping them down on a sheet of paper. You can slap them down on a sheet of paper in several ways. I'll mention three forms of Prewriting that you've probably heard of before (at least the concepts, if not the names). From least organized to most organized, they are **Freewriting**, **Cluster/Idea Mapping**, and **Listing**.

THREE PREWRITING METHODS

1. Freewriting: The Natural But Messy Prewriting

Now, I know that some of you write like this: You stare at a sheet of blank paper or a blank screen for an agonizing amount of time, wondering how to begin that damnable first paragraph. Then, in a flurry of fits and starts, you churn out what you believe are sentences and paragraphs until you run out of ideas. If you don't make the assigned essay length, you stare some more, try to write more, and repeat yourself somewhere. Then you stop, sick of the whole thing, and declare that you wrote a rough draft (or even the ONLY draft) of your essay.

Well, you didn't write a draft. What you just did was a form of **Prewriting** called **Freewriting**. **Freewriting is writing down, as quickly as possible, your ideas, filling up the page**. Grammar? Fuggedaboutit. Spelling? Punctuation? Who needs it? It's not even in English? ¡No problemo! In Freewriting, you're free from the rules of correct English. Write EXACTLY what's in your head, as much as you can, as fast as you can. Turn off your mental critic! Be free! Here's a short example of Freewriting, on the topic of "ice cream" that I've come up with:

Ice cream, ice cream, ice cream, yumyumyum. Like ice cream, gives me a brain freeze, though. Probably need a better

toothpaste for sensitive teeth. But – what was I trying to say? Right, ice cream. Makes me fat but tastes so good, like on a summer day, but it melts too fast, wonder if there's such thing as non-melty ice cream? YUCK! Probably would have all sorts of bleahy chemicals in it so that it wouldn't melt YUCK YUCK YUCK □ >-P Anyways – what was I saying? Right, ice cream. Vanilla's always a good standby, but kinda boring, ya think? Same with chocolate, though my chocolate addict friends would probably kill me for saying that. Oh well. What I REALLY like is pistachio ice cream with real whole pistachios in them. MMM – good. Hrm… I'm hungry. Think I'll buy ice cream now….

You've probably noticed that my Freewriting has very few spelling and punctuation mistakes, but most folks' Freewriting likely don't look this nice. An omigosh-this-is-illegible-messy-only-I-can-understand-it Freewriting is normal and okay. As an English teacher, I've internalized a lot of spelling and grammar stuff (after all, it's part of my job). So I don't make many grammar mistakes these days, and, actually, this is how I think and talk in real life. As a result, my Freewriting will reflect my current communication skills. Similarly, your Freewriting will reflect your current communication skills.

Freewriting is like talking – you're free to express what's on your mind. You do it when you email and write casual letters to your friends and family. You ramble. That's okay because you're free.

UNFORTUNATELY, since you're free, you have a lot of work, trying to organize these thoughts into something that looks like an essay. What you end up is a Freewriting with circles, cross-outs, arrows, added sentences or chunks of paragraphs here and there, which make your Freewriting look as if a football play-book just exploded. Fixing a super-messy Freewriting can get time-consuming, which isn't good when you have a looming deadline or you are in the middle of a timed essay exam. So you might want to use a more organized form of Prewriting than Freewriting. Or you might want to

use Freewriting in addition to a more organized form of Prewriting.

2. Cluster: More Organized than Freewriting

In **Cluster (also known as Idea Mapping),** you draw a big circle in the center of your paper and label it with your topic. Then, jot down your ideas that branch out of that big circle. When you run out of ideas on one branch, go back to the big circle, look at the topic again, and make a new branch of ideas. Do this at least one more time (to have at least three branches of ideas), but you can make more branches. Each branch becomes **an idea map** of where your ideas are going and how they are connected to the Big Picture, that is, the Topic. Here's an example I've come up with, using the "ice cream" topic again.

HUH???
waffles
little kid foods
YAY!!!
hard to lose
gained 30 lbs
fattening!
ICE CREAM
dark, creamy
choc
good w/ coffee
flavors
vanilla
pistachio
Pa
1st time
coz Asian
little girl
avocado
Asians east weird foods
lactose-intolerant
very sad
Lactaid

With a **Cluster**, you can easily prune away parts of the branches (or even whole branches that don't seem to fit what you want to say) much more easily than Freewriting, since there aren't sentence parts in the way to wade through. You can easily see where you don't have enough branches, reminding you to come up with more ideas to slap down. Notice that I used words, phrases, and even little drawings

(the happy and sad faces). Whatever you need to get those ideas out is all good; just get them out -- fast.

SUPER BIG TIP: You probably realize by now that a "cleaned up" Freewriting, with all those cross-outs, circles, and arrows, is just a Freewriting with a Cluster done to it. Unless you're in love with Freewriting as a Prewriting tool, why don't you save yourself some time and just skip to a Cluster?

3. Listing : Make a List

In **Listing**, you make a top-to-bottom sequential **list** of ideas that come to mind when you think about the topic. Like Freewriting and Cluster, don't censor yourself; whatever pops into your head, list it as quickly as you can. The longer the list, the more ideas you can work with. Here's an example, using the "ice cream" topic again:

> ICE CREAM!!!!!!! yummy
> sweet cold, but if too cold, can't get scoop through
> soft-serve invented 'cause of this?
> don't like soft-serve, prefer REAL ice cream frozen
> yogurt – bleah!
> feel sorry for lactose-intolerant soy substitute invented
> because of it?
> is there goat-milk ice cream?
> ☹ bleah! ☹ ☹ ☹
> think I'll stop now

TIME OUT: Finding Your Thesis

Whatever you chose as your **Prewriting** method, you can use **Freewriting**, **Cluster**, or **Listing** to explore your beliefs and opinions as a way of finding your thesis, if you don't have one already. A **thesis** is simply **your topic** plus **your opinion of the topic**. You must be able to make it into a sentence ending with a period in order to create your **thesis statement**. For instance, out of one topic "ice cream," I can create three different thesis statements:

Ice cream is unhealthy.
Ice cream has a weird history.
Ice cream has great flavors.

Each of these thesis statements produces a different essay from each other because the details supporting one thesis does not support the thesis of another. (We'll go more into detail about the different kinds of essays in the "Different Answers = Different Essays" section in Chapter 5.) Remember: writing a thesis is easy if you think of it like a **formula**:

Thesis = Topic + Opinion.

It's really that simple, which is good since you can't leave the Invention & Prewriting stage **until you have a clearly specific Thesis**.

But I Have a Thesis!

If you have a thesis in your mind even before you put pen to paper or cursor on computer screen, then you could skip the less organized forms of Prewriting and move to the next stage of the Writing Process: **Arrangement**. There, you arrange your ideas using more organized forms than what you find in Prewriting: **Spider Cluster** and **Outline**. A **Spider Cluster** is a **more organized Cluster**, and an **Outline** is a **more organized List**.

Many experienced writers choose either Spider Cluster or Outline as their ONLY form of Prewriting, **thereby combining Prewriting and Arrangement in one step**, when they plan their formal essays. My advice is to develop this habit as well. (I myself bounce between Spider Cluster and Outline.) The quicker you can move to the Arrangement of your ideas, the quicker you can move on to the next stage of the Writing Process, that is, Drafting (when your writing starts to look like an essay).

But I'm getting ahead of myself. **So you have a thesis**. Here's what you can do with it in the second stage of the
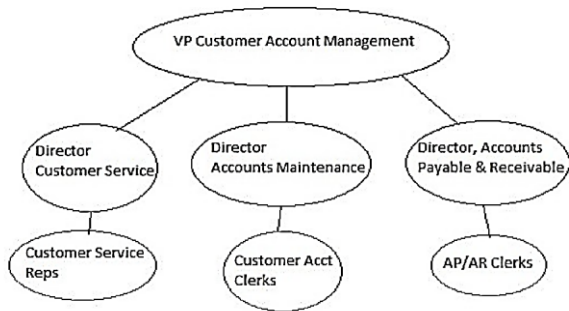
Writing Process: **ARRANGEMENT**.

CHAPTER 2: ARRANGEMENT

In **ARRANGEMENT**, you organize your ideas into a plan that you use as a roadmap for your **Drafting**. This stage is an important bridge between **Prewriting** and **Drafting**, and the two forms you use to organize your Prewriting are **Spider Cluster** and **Outline**.

TWO METHODS OF ARRANGEMENT

1. Spider Cluster: It's an Organizational Chart!

A **Spider Cluster** is a hierarchical organizational chart of ideas, similar in logic to an organizational chart in the work place. For instance, here's an organizational chart from a corporation that I used to work at:

VP Customer Account Management

Director Customer Service

Director Accounts Maintenance

Director, Accounts Payable & Receivable

Customer Service Reps

Customer Acct Clerks

AP/AR Clerks

The VP calls all the shots, the Directors are under the VP but equal in rank (and pay) to each other, and the Reps/ Clerks are under their own Directors but are also equal in rank (and pay) to each other.

Similarly, in a **Spider Cluster**, the VP is the **thesis**, the Directors are the **sub-topics**, and the Reps/ Clerks are the **supporting details** for each sub-topic.

Here's an example, using the "ice cream" topic again, but with the specific thesis, "Ice cream has great flavors."
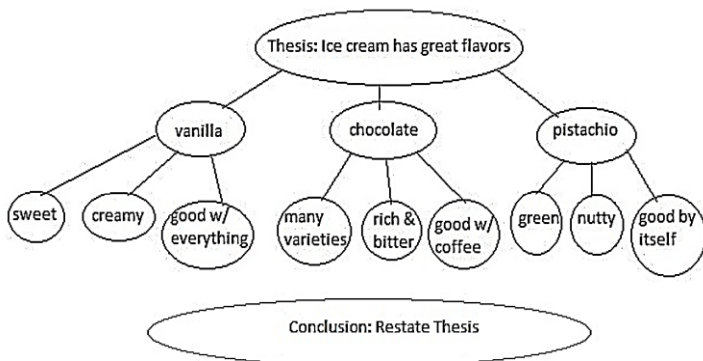
1. The top circle is the **Introduction** paragraph with a **Thesis**.
2. The middle circles are the three **Body paragraphs' subtopics**.
3. The little circles underneath are each Body paragraph's **supporting details**.
4. The big **Conclusion** circle on the bottom, on which the **Spider Cluster** rests like a weird three-legged bug floating above the ground, serves as a reminder that the last Body paragraph is NOT the last paragraph in the essay that comes out of this **Spider Cluster**.

TIME-SAVING TIP: With **Spider Cluster** you can use it as an empty but organized form that you fill out, just like a job application form. You slap your ideas down on a sheet of paper (**Prewriting**) AND organize those ideas (**Arrangement**), all on one tool, which cuts down on time in the pre-drafting stages of the Writing Process.

2. Outline: a Hierarchical, Organized List

An **Outline** does exactly what a **Spider Cluster** does, but in **list form**; here's an example:

Thesis: Ice cream has great flavors.
- I. Vanilla
    - a. Sweet
    - b. Creamy
    - c. Good with everything
- II. Chocolate
    - a. Varieties – milk or dark
    - b. Dark – rich and bitter
    - c. Good with coffee
- III. Pistachio
    - a. Green
    - b. Nutty
    - c. Good by itself

Conclusion: Restate thesis

A **prewriting List** that's been organized becomes an **Outline**. While many students get taught the **Outline** in their English classes, the downside to an **Outline** is that some beginner writers forget that sub-topics II, III, and IV are equal to each other in rank and are equally under the command of the thesis – while also being different from each other. If you can remember, however, the hierarchical nature of ideas in the **Outline**, then feel free to use the **Outline**. The upside to an **Outline** is that it is the closest thing to **a literal map** of what a draft looks like.

Recap: The Three Prewriting Methods:

Freewriting	*Listing*	*Cluster*
TOPIC blah blah blah blah blah blah blah blah blah blah blah blah blah blah blah blah blah blah blah	TOPIC Blah Blah Blah Blah	
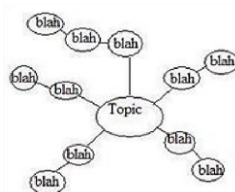
The Two Arrangement Methods:

Outline	*Spider Cluster*

Thesis
I.   Sub-topic 1
   a.   blah
   b.   blah
   c.   blah
II. Sub-topic 2
   a.   blah
   b.   blah
   c.   blah
III. Sub-topic 3
   a.   blah
   b.   blah
   c.   blah
Conclusion	
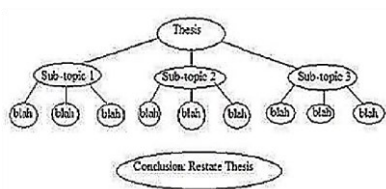
It really doesn't matter what **Prewriting** method you choose and what **Arrangement** strategy you use. But the most important thing is **DO NOT SKIP** these pre-drafting stages of the Writing Process. Unless you are a writing genius and can do the Outline or Spider Cluster IN YOUR HEAD (and believe me, I myself am NOT a writing genius, in spite of my

BA, MA, and PhD degrees), skipping these two early stages will result in you staring at a blank sheet of paper or a blank screen for way too long, going through unnecessary writer's block, and writing something that is incoherent, repetitive, off-topic, and/or often too short. Therein lies much pulling of hair and great gnashing of teeth.

So -- slap down those ideas, organize them, and we'll move on to the third stage of the Writing Process: **DRAFTING.**

But first -- let's take an important detour into the land of **RESEARCHING & DOCUMENTING SOURCES.**

CHAPTER 3: RESEARCHING & DOCUMENTING SOURCES

What Is a Source?

When journalists refer to someone where they got their information, they refer to that person as "my source." For instance, if some authority is trying to force journalists to name that person who preferred to remain anonymous, they often say, "I cannot reveal my source."

In essence, **a source is always people other than yourself**, so always look first for an actual person's name or people's names whenever seeking and identifying sources. Who are they? Are they credible? Do they have an agenda, and are they honest about it? Do you trust them – and why?

The **products in which sources give their information** – web sites, books, newspaper articles, and so forth – have different names like **"references" (in APA Style)** or **"works" (in MLA Style).** However, the word "**sources**" often refer to both the **people** and their information **products**.

Do I Need Outside Sources?

1. Does the assignment require research?
2. Do I need more info than what I have in me in order to meet the word length?

If you answer "Yes" to either of those questions, then you need outside sources.

Where Do Sources Belong in the Writing Process?

Looking for outside sources of information – that is, **research** – belongs in the **Invention & Prewriting** and **Arrangement** stages of the Writing Process. You research for two reasons:

1. to get enough knowledge to create an informed, specific THESIS and
2. to get enough informed, specific DETAILS to support your Thesis.

In an essay requiring outside sources, do your research first; then draft your essay (or sections of your essay).

> ## TWO KINDS OF SOURCES: PRIMARY AND SECONDARY SOURCES

PRIMARY SOURCES
A **Creator** makes his/her **personal expression** → That expression is a **Primary Source.**

Examples:

- Autobiography
- Fictional movie
- Fictional story
- Interview
- Painting/Sculpture/ Dance
- Personal essay
- Poem
- Song / Music

SECONDARY SOURCES
A **Critic** reviews and/or critiques **a Creator's primary source**.
→ That review or critique is a **Secondary Source**.

Examples:

- Art critic's review
- Biographer's book
- Documentary
- Scholar's analysis
- Music critic's review
- Newscast
- Research essay

HOW THE TWO KINDS ARE RELATED

The Creator does not need the Critic to make his/her primary source. But the Critic ALWAYS needs the Creator in order to make his/her secondary source.

By the way, there will always be more Critics than Creators. If you have a primary source, therefore, it's a good idea (unless your instructor tells you not to) to look for a few secondary sources of that primary source as well. This is useful in an Argument essay, especially if the two secondary sources disagree with each other, as well as finding related sources.

REPUTABLE PLACES FOR COLLEGE-LEVEL SOURCES

Some Reputable Places for Sources

- **non-reference books** from a public or college library
- **personal interviews** *that you yourself did*, asking from experts, witnesses, and/ or participants
- **news and scholarly articles** from library online databases
- information from **reputable websites**

What's a Reputable Website?

Any website whose main purpose ISN'T selling something and doesn't have a hidden agenda is usually reputable. If it has a shopping cart (as lots of .com sites do), then don't use that site. A website with these at the end of the web address are considered reputable – that is, college-level:

- **.com** that are respected, well-known **news sites**
- **.edu** (education sites)
- **.gov** (government sites)
- **.mil** (military/ armed forces sites)
- **.org** that are respected non-profit organization sites, **with one exception**: Wikipedia as a source – while useful for casual, everyday use -- is a no-no in college level research because its articles are always in the rough draft stage.

TIP: When using a web search engine like Google or Bing, type your keyword + a site filter to screen out un-reputable websites -- for example, "depression" site:.edu will give you results only from .edu websites.

DOCUMENTING YOUR SOURCES IN MLA STYLE, VERSION 8 & 9: A TWO-PART PROCESS

PART 1: WORKS CITED

As you research, make a detailed list of each source you'll be using; that's called a "working" Works Cited list because you're still working on it. The finished version will be at the end of your essay, usually on its own page.

Here's an example of how to format a book source in an MLA (version 8 & 9) Works Cited source list:

Works Cited

Faigley, Lester and Jack Selzer. *Good Reasons: Researching and*

Writing Effective Arguments. 5th ed., Pearson, 2012.

When you have more than one source, alphabetize the sources by last name (if there's a specific human author) or by title (if there isn't a specific human author). Your finalized Works Cited list will have all the sources that you actually used in your essay. NOTE: If you label this list "References" (APA Style) or "Bibliography" (CMS Style), then you are NOT doing MLA Style.

PART 2: IN-TEXT CITATION

You need to credit any source that you used in your paragraphs, whether that be info put in your own words (paraphrase), info that you condensed in your own words (summary), or old-fashioned direct quote from your source. Here are two ways to do in-text (**that is, "in your essay"**) citation of your direct quote, short paraphrase, or short summary of your source.

1. Use an introductory identifying phrase to name your source -- usually the author's FULL NAME. If no name is available, then go with the source's title. If the source is a print source, put the page number of the information used in parentheses at the end of the sentence.

   EXAMPLE: According to Lester Faigley and Jack Selzer,

   "A reason is often offered in a because clause" (24).

2. *If you use no introductory identifying phrase, then put the author's LAST NAME in the ending parentheses – or the source's title if no last name is available – with any applicable page number if the source is a print source.*

   EXAMPLE: "A reason is often offered in a because clause" (Faigley and Selzer 24).

USEFUL TIPS WHEN RESEARCHING

To prevent **plagiarism** (which is presenting someone else's information as your own without crediting that other person) and speed up the **Drafting** and **Revising & Editing** stages of your essay writing, use the MLA Style of Documentation in the **Invention & Prewriting** and **Arrangement** stages, when you research:

• When taking notes or making copies/print-outs, note the full name, title, and any page numbers of your source.

• When making your list of sources, note as much information as you can of who the author is, what the titles are, dates, and where you can find that source – the more details, the better.

• Use your library's online database as much as you can – many databases can create the Works Cited entry of your source for you. (Hey, that's less work for you to do!)

• Use the many *free* bibliography-maker apps, like *Citation Maker* and *EasyBib.*

Also, you may want to make an **Annotated Bibliography** of the sources that you have found in order to remember the main ideas of your sources and how you will use them. Just write out the Works Cited entry for that source and then do three things:

    1) Summarize the main idea of the source**.**

    2) Assess its credibility and reliability as a source – to avoid "fake news."

    3) Reflect on how you'll use it as a source.

Here's an example:

Hudson Union Society. "Morgan Spurlock on *Supersize Me.*"

    YouTube, YouTube, 19 Mar. 2009,

    www.youtube.com/watch?v=8nj_7F_h-Xw. Accessed

    06 Nov. 2012.

Summary: In this video clip, filmmaker Morgan Spurlock narrates McDonald's reaction to his documentary *Super Size Me.* In response to losing money, McDonald's began to offer healthy options. **Assess**: Hudson Union Society is a respected New York-based institution which hosts issues-based public speakers like Morgan Spurlock. **Reflect**: This source provides more evidence for my "benefits" section of my proposal argument.

FOR MORE RESEARCHING, WRITING & DOCUMENTATION INFO

Documentation styles like MLA and APA are updated every couple of years and are beyond the scope of this little handbook. To get the most updated and in-depth information of correct formatting and documentation of all kinds of primary and secondary sources, I highly recommend this website:

Purdue Online Writing Lab
owl.purdue.edu/owl/index.html

Now that we've covered all the possible ways to create a thesis and gather details and examples, then let's get back to the next stage of the Writing Process: **DRAFTING**.

CHAPTER 4: DRAFTING

Now that you have your ideas nicely organized into **thesis**, **sub-topics**, and **supporting details**, use your **Arrangement** as a checklist to write your **Rough Draft**, which is the end-product of the **DRAFTING** stage of the Writing Process. In the **Drafting** stage, you turn your **Arrangement** into **sentences and paragraphs**. **IMPORANT NOTE**: At this stage, don't worry about grammar yet; that's a later step. Here's a pictorial representation of a Rough Draft of a five-paragraph, 1000-word essay:
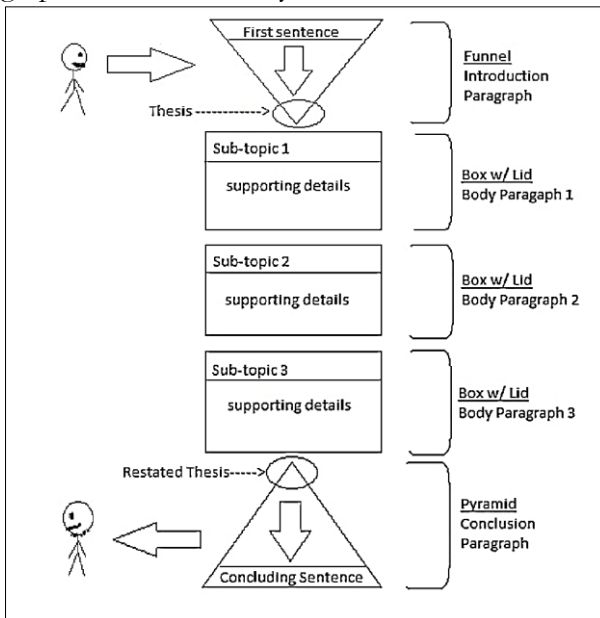
Intro:*125 words*
Body I: *250 words*
Body II: *250 words*
Body III: *250 words*
Conclusion: *125 words*

Notice that your Arrangement provides all the information you'll need for 1) the LAST sentence of your Introduction Paragraph (the **Thesis**), 2) the **topic sentences** and supporting details of your Body Paragraphs, and 3) the first sentence of your Conclusion Paragraph (the Restated Thesis). However -- **YOUR THESIS DOES NOT START YOUR DRAFT!** I'm sorry for shouting again, but it's true. Your thesis statement isn't the first sentence of your draft. **It's the last sentence in the Introduction Paragraph**, which is the first paragraph of your draft.

"So how the heck do I start my draft?" you ask.

The Introduction Paragraph

Notice that the shape of the Introduction paragraph is an upside-down triangle. It's a funnel, in which the first sentence sucks your reader into the draft, the reader spirals down the rest of the sentences of your Introduction, and he/she lands on top of your thesis statement like he/she has discovered a hidden treasure chest.

> **IMPORTANT NOTE: you MUST have a thesis statement** ready and waiting before you write that first sentence.

When you have that thesis, then you can use **any of the eight strategies below to write that first sentence**. For instance, my thesis is "Ice cream has great flavors." Here are possible first sentences that could lead into my thesis:

1. **Historical Background**: Give a brief history of the topic.

   Example: According to some historians, ice cream was once only eaten by the very rich in eighteenth century France.

2. **Anecdote/Personal Story**: Give a brief personal story.

   Example: I was four years old when I had my first taste of ice cream.

3. **Question**: Ask a question.

    Example: Why is ice cream so popular?

4. **Quotation**: Quote somebody.

    Example: My mother would always say, "Ice cream will make you fat."

5. **Definition**: Define an important word.

    Example: Ice cream is just frozen cream, milk, and sugar.

6. **Contradiction**: State the opposite of your thesis.

    Example: Some people think ice cream is bad for you.

7. **Fact/Statistic**: Give an important fact about the topic.

    Example: Some ice cream prices range from $2.00 to $8.00 a pint.

8. **Surprising Trivia**: Give a piece of trivia.

    Example: Ice cream can be any flavor, like jalapeño pepper and yam.

Pick one of these strategies, and write your Intro paragraph's first sentence. Write as many sentences as you need to connect logically this first sentence with your thesis statement. Feel free to use more than one strategy to make those connecting sentences if you get stuck. Be careful not to have a tiny Introduction. A two-sentence Introduction is too short. **Aim for AT LEAST four sentences**.

Body Paragraphs

Follow your Arrangement closely. If you have **three subtopics** with their supporting details, then you'll have **three body paragraphs**. If you have four sub-topics, then you'll have four body paragraphs – you get the idea. Each body paragraph logically follows each other in a sequence, depending on what kind of essay you are writing. (See the

"Different Kinds of Answers = Different Kinds of Essays" section in Chapter 5 for an overview.)

Each **sub-topic label is a topic sentence**. The rest of the body paragraphs is made of your **supporting details** in as many sentences as needed. **THINK OF IT LIKE THIS:** If a **body paragraph** is a **storage box**, then the **topic sentence** is the **labeled box lid**, and the rest of the sentences -- as **supporting details** -- are the **stuff in the box** that match that label.

Again, be careful not to have tiny body paragraphs. Five to ten sentences per body paragraph is a good goal to reach in a typical 1000-word essay, depending on how long your sentences are. Here is a simple template for a basic body paragraph:

1. Transition word/phrase + Your Topic Sentence.
2. Your explanation of what that topic sentence means (optional)
3. Detailed example pulled from common experience or personal experience, in three sentences.
4. If you have more than one example, have transitions between examples – Also, In addition, Next, Or, However, On the other hand…
5. End your body paragraph with an explanation of what these examples add to our understanding of the Thesis; have a transition here if another body paragraph follows this one.

For a body paragraph with researched material in it (that is, an embedded source), the template is similar:

1. Transition word/phrase + Your Topic Sentence.
2. Your explanation of what that topic sentence means (optional)

3. Detailed example pulled from a source, either "Quoted," paraphrased, or summarized – with in-text citation.
4. Explain what that source example means.
5. If you have more than one example, have transitions between examples – Also, In addition, Next, Or, However, On the other hand
6. End your body paragraph with an explanation of what these examples add to our understanding of the Thesis; have a transition here if another body paragraph follows this one.

IMPORTANT NOTE ABOUT WORD CHOICE: Avoid using the pronoun "you" in the Body paragraphs. Find a person or persons in place of "you." In less-personal essays, avoid using "I" as well. Like with "you," find a substitute person to stand in for "I."

Conclusion Paragraph
Notice that the shape of the Conclusion paragraph is a right-side-up **triangle**, the opposite shape of the Introduction. While the Introduction sucks in the reader, the Conclusion spits the reader out. The **first sentence of the Conclusion is your thesis again**, restated using different words. The rest of the sentences after this first sentence can be any, some, or all of these **six concluding strategies**, one of which is **a strong concluding statement** at the end of the Conclusion paragraph:

1. **Restate part of your Introduction:**
Example: I've had many opportunities to eat all kinds of ice cream.

2. **Restate an important idea in your body paragraphs:**
Example: Out of all three, pistachio is my favorite flavor.

3. **Quote somebody:**
Example: As my father always said, "You can't live without ice cream!"

4. **Give advice/ call to action:**
Example: You should go and buy ice cream.

5. **Predict the future:**
Example: Ice cream will still be a popular dessert for a very long time.

6. **Ask a rhetorical question:**
Example: Who doesn't like ice cream?

As with the other paragraphs in your Rough Draft, make sure not to have a tiny Conclusion. A two-sentence Conclusion is too short. **Aim for AT LEAST four sentences**.

Sample Rough Draft: "My Favorite Ice Cream Flavors"
    With all the parts together in the Drafting stage, here is an examples of a Rough Draft, on the topic "ice cream," using the "Classification" structure of body paragraph development.

***

My Favorite Ice Cream Flavors

When I was four years old, I had my first taste of ice cream. I think it was an odd flavor, sweetened avocado, which my mom made from scratch from an old Filipino recipe. I loved it then, and I still love avocado ice cream, although you can't find it in stores. But over the years, I've tasted many different kinds of ice cream, different brands, in many places. There's an ice cream shop not too far away from where I live, and I know the ice cream section of my local grocery store as if it were my own personal freezer. **With all my year of eating ice cream, my favorite ice cream flavors remain pretty normal: they are vanilla, chocolate, and pistachio.**

Some of my friends are surprised that I like vanilla. After all, I've had exotic flavors like avocado, green tea, and mango, while vanilla seems so boring in comparison. But what they call "boring" I call "basic." It's this basic quality that I love. It's in vanilla that the sweetness of ice cream in general really comes through. There's no weird flavor getting in the way. Also, the creaminess of vanilla ice cream comes through as well. No weird bits and pieces of stuff getting in the way. Gourmet people call the texture of a food in a person's mouth "mouth feel." To me, vanilla ice cream has a good mouth feel, with that creaminess. All of these qualities make vanilla ice cream the perfect foundation or companion to other foods, like muffins, blueberry cobbler, or chocolate cake. It's just good with everything.

Like most people who like ice cream, I really like chocolate ice cream. Chocolate ice cream comes in different varieties, from the really milky chocolate to the dark bitterness of dark chocolate. I prefer dark chocolate myself; the darker, the better. It's not that I'm lactose-intolerant, that I like dark chocolate over milk chocolate. It's just the darker it is, the more chocolatey the ice cream is: richly bittersweet, without the cloying sweetness of vanilla when I'm not in the mood for ice cream that sweet. Not surprisingly, when I'm in a chocolate ice cream mood, my favorite way to eat ice cream is with dark coffee. The bitterness of the chocolate so complements the bitterness of my coffee that sometimes I put

the ice cream into my coffee mug, making myself a cheap mocha drink.

Finally, my most favorite ice cream flavor is pistachio. It's not as common a flavor as vanilla and chocolate, and sometimes I have to search for it, going to several grocery stores. But the search is worth it. The basic flavor is sweet cream, but mixed in it is a delicate pistachio flavor that gives pistachio ice cream a taste that I call "green." Pistachio ice cream doesn't have to green in color to have this green flavor, a refreshing taste that reminds me of a late spring picnic on a grassy lawn. Also, mixed in the smooth, green-tasting ice cream are pistachio nuts, giving the ice cream a sweet yet dusty nuttiness and nice contrasting texture. Because the green flavor is so delicate and the pistachio nuts give the ice cream a complex mouth feel, I eat pistachio ice cream all by itself. I might have a glass of water to wash it all down, but that's about it. Pistachio ice cream needs no accompaniment.

Thus, my top three ice cream flavors are vanilla, chocolate, and pistachio. Even though I've had many opportunities to eat all kinds of ice cream, I've returned to these three flavors again and again. But of the three, as you've probably noticed, pistachio is my favorite flavor. It is just that good. If you've never had it before, I recommend you should go and buy pistachio ice cream. However, if you don't like pistachio, that's okay. Any ice cream flavor is good, I believe, and ice cream will continue to be a popular dessert for a very long time. After all, who doesn't like ice cream?

***

You've probably noticed that my Rough Draft has very few spelling and punctuation mistakes, but most folks' Rough Draft likely don't look this nice. An omigosh-this-is-illegible-messy-only-I-can-understand-it Rough Draft is normal and okay. As I've mentioned earlier, I'm an English teacher by training and trade, so I've internalized a lot of spelling and grammar stuff. I don't make many grammar mistakes these

days, so my Rough Draft reflects my current communication skills.

In fact, this rough draft structure is sound, as I've bold-faced and highlighted the Intro paragraph's **Thesis**, Body paragraphs' **Topic Sentences**, and Conclusion paragraph's **Restated Thesis**.

But even with my English teacher training and experience, I can spot three mistakes: In the second paragraph, I have a fragment. In the third paragraph, "chocolatey" is a misspelling. Also, in the fourth paragraph I'm missing a word between the words "to green". **Fixing those mistakes on a Rough Draft moves me into the fourth part of the Writing Process, which is Revision & Editing**. But before we go there, here's a brief note about using a word processor.

Use a Word Processor

You can draft with pen and paper or with keyboard and word processing software. But for those who compose with pen and paper, type your draft into a word processor. Word processing is a skill you'll need to know in the twenty-first century work world anyway, and Revision & Editing will be easier with an electronic version of your Rough Draft as opposed to a paper version. Trust me on this.

Also, don't forget to save your file often and to make a print-out of your word-processed Rough Draft just in case your word processor file gets lost, corrupted, or infected with an electronic virus. You wouldn't want to start your Rough Draft from scratch if something goes wrong with your file. Therein lie insanity and much anger. Trust me on this.

A brief word about file formats: Microsoft Word automatically saves its files as .docx files. Apple Pages saves its files as .pages files. Google Doc .gdoc files. Many schools and libraries still run older versions of Microsoft Word, which CANNOT read .pages or .gdoc files. So if you don't use MS Word, then make sure you "Save As" your Rough Draft as a .docx or .pdf file.

Also, save your file with an easily identifiable name and in an easy-to-find place so that you don't accidentally misplace your draft.

Now that you have your typed Rough Draft complete, you can now move on to the fourth and **last stage of the Writing Process: REVISION & EDITING.**

CHAPTER 5: REVISION & EDITING

With a completed, typed Rough Draft, you move to the fourth and last stage of the Writing Process: **REVISION & EDITING**.

But before I go into the technical details about this stage of the Writing Process, let's take a quick detour into the concept called "**The Rhetorical Situation**."

First, **whenever we communicate** (that's the **"rhetorical**" part) -- whether by speech, body language, visuals, or the written word – we assume that the person or persons with whom we're communicating understands and is open to what we're saying.

However, to ensure that the communication exchange is successful, we have to be aware of whether the **circumstances** (that's the "**situation**" part) are just right for that successful exchange. If we've misread the circumstances, then the communication could risk failure, leading to misunderstanding, confusion, or even hostility.

Thus, we need to be aware of the **five elements of "The Rhetorical Situation"** (developed from the ancient Greek philosopher Aristotle) whenever we revise and edit a Rough Draft to maximize its success as a form of communication:

1. **Text** (*Logos*) – is my information clear, logical, and detailed?
2. **Author** (*Ethos*)– am I, the speaker/writer, trustworthy? What is my attitude? What is my background?
3. **Audience** (*Pathos*)– is my audience in the mood to listen? What is my audience's attitude? What is my audience's background?

4. **Purpose** (*Telos*) – What is the my goal for communicating, and what is my audience's goal for listening?
5. **Setting** (Kairos) – Is it the right time and place for this communication to happen? Are the right resources available for the information to make sense and be accepted?

In other words, as you look over your Rough Draft, develop what I call "rhetorical situational awareness" as you do **REVISION & EDITING.** As professional writers know all too well, the real writing takes place in the **REWRITING**.

In **REVISION**, check for three big things:

1. Look again at your **Arrangement** (either a **Spider Cluster** or **Outline**) and then back to your **Rough Draft**, making sure that you followed the organization of your Arrangement and aren't missing any important parts.

2. If your paper is too short, **add any additional details** to the body paragraph or body paragraphs. You might even add whole, new body paragraphs, but be careful not to repeat yourself. Write down **any new sub-topics** to your Arrangement to remind yourself not to repeat sub-topics you've already gone over.

3. If you find **details that digress**, that is, get off the point of your thesis, then **delete** those details and **replace** them with details that do relate to your thesis. If you want **to keep those details, then revise your thesis** so that all of your details support your thesis.

In **EDITING**, do these three steps:

1. **Correct any stylistic and grammatical errors**, like confused words, misspelled words, bad punctuation, sentence errors (like fragments and run-ons), and deficient transition words. Consult your personal grammar source,

whether it's a book or a grammar website like *The Purdue Online Writing Lab*, as needed. Also, run the spell-checker and grammar-checker of your word processor, as well as any available grammar checker app, but don't do this blindly. YOU need to check the electronic checkers to make sure that you agree with their suggestions or not. After all, anyone who has ever dealt with really bad autocorrect while texting can see that these electronic checkers are not perfect.

2. **Correct any errors in the manuscript style per your instructor's requirements**. For instance, in **MLA style**, make sure you have
    A. a name header or cover page, according to your instructor's requirement
    B. top-right corner last name + page number
    C. a centered essay title,
    D. proper paragraph breaks (0.5" first line indenting the first sentence of each paragraph, with no additional spaces between the paragraphs),
    E. one-inch margins all around,
    F. a book-type font style like Times New Roman, Cambria, or Calibri,
    G. font size no larger than 12, and
    H. EVERYTHING double-spaced.

Have another person (a classmate, tutor, or knowledgeable friend) **read your EDITED Rough Draft** so that he or she can spot errors or problems that you may have overlooked. This "second opinion" is called **Peer Review**, and all experienced writers do this. **DO NOT SKIP THIS STEP**.

> **TIP:** Writers get better when they help each other. So Peer Review works both ways – just as someone peer reviewed your draft, take the opportunity to peer review a fellow writer's draft.

Save your file again, in the correct file format and in more than one place. It is now a polished draft. If you submit it to your teacher (either by print-out or electronically), then this draft is called the **Final Draft**. The **Final Draft** is the end product of the Writing Process. You're done!

EXAMPLE OF A FINAL DRAFT:

Here's the **Final Draft** text of "My Favorite Ice Cream Flavors" (it's a **CLASSIFICATION ESSAY** – more on what that is later): before it's formatted in MLA Style. ***Note:*** *I highlighted the Thesis, topic sentences, and restated Thesis. This I will do for the other model essays in this book.*

"My Favorite Ice Cream Flavors"

When I was four years old, I had my first taste of ice cream. I think it was an odd flavor, sweetened avocado, which my mom made from scratch from an old Filipino recipe. I loved it then, and I still love avocado ice cream, although you can't find it in stores. But over the years, I've tasted many different kinds of ice cream, different brands, in many places. There's an ice cream shop not too far away from where I live, and I know the ice cream section of my local grocery store as if it were my own personal freezer. With all my years of eating ice cream, my favorite ice cream flavors remain pretty normal: They are vanilla, chocolate, and pistachio.

Some of my friends are surprised that I like vanilla. After all, I've had exotic flavors like avocado, green tea, and mango, while vanilla seems so boring in comparison. But what they call "boring" I call "basic." It's this basic quality that I love. It's in vanilla that the sweetness of ice cream in general really comes through. There's no weird flavor getting in the way. Also, the creaminess of vanilla ice cream comes through as well. There are no weird bits and pieces of stuff getting in the way. Gourmet people call the texture of a food in a person's mouth "mouth feel." To me, vanilla ice cream has a good mouth feel, with that creaminess. All of these qualities make

vanilla ice cream the perfect foundation or companion to other foods, like muffins, blueberry cobbler, or chocolate cake. It's just good with everything.

Like most people who like ice cream, I really like chocolate ice cream. Chocolate ice cream comes in different varieties, from the really milky chocolate to the bitterness of dark chocolate. I prefer dark chocolate myself; the darker, the better. It's not that I'm lactose-intolerant, that I like dark chocolate over milk chocolate. It's just the darker it is, the more chocolaty the ice cream is: richly bittersweet, without the cloying sweetness of vanilla when I'm not in the mood for ice cream that sweet. Not surprisingly, when I'm in a chocolate ice cream mood, my favorite way to eat ice cream is with dark coffee. The bitterness of the chocolate so complements the bitterness of my coffee that sometimes I put the ice cream into my coffee mug, making myself a cheap mocha drink.

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pistachio ice cream. However, if you don't like pistachio, that's okay. Any ice cream flavor is good, I believe, and ice cream will continue to be a popular dessert for a very long time. After all, who doesn't like ice cream?

(682 words)

Here's the same text of the **Final Draft,** "My Favorite Ice Cream Flavors," but **with MLA style manuscript formatting**:

Firstname Lastname

Prof. Name

Course name – section #

Day Month Year

<center>My Favorite Ice Cream Flavors</center>

When I was four years old, I had my first taste of ice cream. I think it was an odd flavor, sweetened avocado, which my mom made from scratch from an old Filipino recipe. I loved it then, and I still love avocado ice cream, although you can't find it in stores. But over the years, I've tasted many different kinds of ice cream, different brands, in many places. There's an ice cream shop not too far away from where I live, and I know the ice cream section of my local grocery store as if it were my own personal freezer. With all my year of eating ice cream, my favorite ice cream flavors remain pretty normal: They are vanilla, chocolate, and pistachio.

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So there you have it, **the WRITING PROCESS** from beginning to end: **Invention & Prewriting**, **Arrangement**, **Researching & Documenting** (if needed), **Drafting**, and **Revision & Editing**. As seen in "My Favorite Ice Cream Flavors," the end-product of the Writing Process is an essay that is unified, focused, coherent, well-supported with details, and error-free. If you follow the Writing Process, you should be able to get the same result.

DIFFERENT ANSWERS = DIFFERENT ESSAYS

Now that we know the steps to write a generic five paragraph essay, let's see what kinds of essays you will likely write in a college freshman composition class, a timed essay exam, or the essay portion of an admission or scholarship application form.

As seen previously, my essay "My Favorite Ice Cream Flavors" answered the question, "What kinds of ice cream flavors do you like?" My body paragraphs answered that question, giving three kinds of ice cream flavors, one flavor per body paragraph. Finally, I elaborated on each flavor's body paragraph by giving descriptions and examples as supporting details.

But let's say I change the question to "When did you first taste ice cream, and what was it like?" or "How is ice cream made?" or "Should you give ice cream instead of Pediasure to your kid?" I won't have the same body paragraphs as the essay that I wrote. The body paragraphs for those other questions will be totally different because I'll be giving DIFFERENT answers.

This is why the **Invention & Prewriting** stage is **CRUCIAL**. Depending on **the question** and **your thesis statement** that serves **as a quick answer**, you'll have body paragraphs that explore in depth **one question but not another**. It's only in the pre-drafting stages (**Invention & Prewriting** and **Arrangement**) where you can easily spot whether you've stuck to the question or accidentally wandered off into Digression Land, where you answered different questions that your essay wasn't supposed to answer.

Different questions (also called "**the essay's purpose**") call for different detailed answers, explained in body paragraphs, which result in different kinds of essays.

The Most Common Questions = The Most Common Essay Types

1. "What happened?" = **Narration**

2. "What does it look, sound, smell, feel, taste like?" = **Description ***

3. "How is that done or made?" = **Process**

4. "What are its characteristics?" = **Division** (also known as **Analysis**)

5. "What are the similarities and/or the differences between these two related persons, places, things, or ideas?" = **Comparison and/or Contrast**

6. "What are the different kinds of that category of person, place, thing, or idea?" = **Classification with Exemplification ****

7. "What caused that and/or are the consequences of that?" = **Cause and/or Effect**

8. "Why is this right and that wrong? What proof do I have to defend my belief?" = **Argument**

In the next few chapters, we'll go over each of these essays types. However, I must mention two important points:

* Description rarely is a standalone college essay. It usually plays a supporting role in other essay types, like Narration and Division. In my English 1301 classes (Expository Writing), I introduce Description in the Narration unit, so that's how I'll present it in this handbook.

** Many freshman composition books teach Classification and Exemplification separately, but I don't.

Noticing that Classification and Exemplification model essays in those textbooks were interchangeable, I have taught these essay types as synonymous for several years now, with successful results in my students' writing.

PART II: CHRONOLOGICAL ORDER

CHAPTER 6: NARRATION, WITH DESCRIPTION

DEFINITION:

Narration answers the question "What happened?" by telling **in its body paragraphs** a story through a sequence of events in **chronological (time) order**, from earliest in time to the most recent. In **non-fiction writing** (like personal essays and journalism articles) those events actually happened, while in **fiction writing** (like short fiction stories and novels) those events are entirely made up.

THESIS:

In a **Narration** essay, the **thesis = point of the story**. What's the lesson? Why are you telling this story? What is your overall opinion of what happened -- sad? happy? mixed? Your answer becomes the thesis statement.

STRUCTURE:

All **Narration** essays follow the classic plot-line structure. You may have seen it before in high school English classes as a way of analyzing an author's short story. For your purpose, it becomes your **Arrangement** for **the body paragraphs** of your Narration essay.
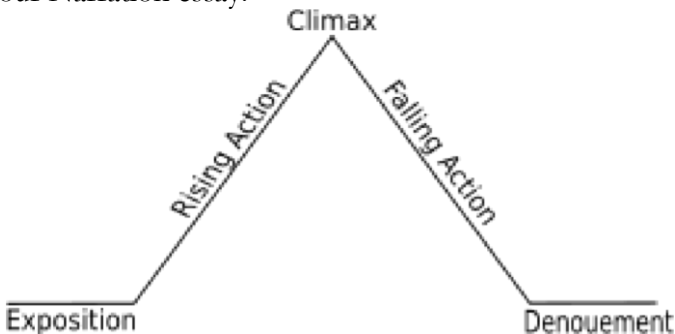
Here's the above chart, translated as a generic, **Narration** outline that is the "skeleton" of your essay:

Intro with Thesis: the overall point of the story

I. **Body or Section 1: Exposition** = Overview of settings (time and location) and characters (the key people in story); **Early Rising Action** = the start of conflict between characters, nature, society, or even the self.

II. **Body or Section 2**: **Increasing Rising Action** (conflict getting much worse) that leads to the **Climax** = where the story "peaks," either the best or worst thing that happened; usually some sort of discovery, revelation, or decision.

III. **Body or Section 3**: **Falling Action to Denouement** = what happened after the climactic moment, a resolution of everybody involved. Can be a happy, sad, or mixed ending.

Conclusion: Restate point of the story; comment on its effects today; end with strong concluding statement.

SUPPORTING DETAILS:

While you have your Narration essay's skeleton, you still need to "flesh out" the story's events, characters, and setting. That's where **Description** comes in. Relying on your five senses (sight, hearing, smell, touch, and taste), explain the physical characteristics of the people, places, and things in your story. (Most people rely on sight and hearing the most in description.)

While a journalist or scientist uses **Objective Description** to describe these things as **logically** (that is, **objectively**) as possible, a personal essayist uses **Subjective Description** to describe those same things as **emotionally** (that is, **subjectively**) as possible. In a personal essay, those descriptions with emotional pull connect the reader to you, show the movie that is in your head, and therefore create a rich and specific story that stays even when the reader has finished your essay.

Note: Avoid using the pronoun "you" in the Body paragraphs.

ESSAY EXAMPLE
Topic: An important loss

Thesis: Losing Emma Grace =world-changing :(

Body Outline:
  I.   Meeting Ivan
  II.   Falling in love
  III. Pregnant
  IV. Emma Grace born
  V.   Losing Emma Grace

NARRATION WITH DESCRIPTION
"Losing Emma Grace" by Savanah Nevelow

It was 2013, which seems like forever ago. This man walked into my life and I was star struck. Feeling like the world had stopped, I knew it was time to talk to him. Talking with him made me realize a lot of things: for one, he was cute, and he just happened to work with my best friend's boyfriend. Of course, I asked lots of questions from my best friend's boyfriend about him, and apparently he did the same thing for me. What little conversation we had felt like an eternity of talking. However, what I didn't realize was how much he would change my world and how it would affect me, especially when it came to the unexpected loss of my firstborn child. The first time meeting my child's father was so special that it felt like I was falling. When he introduced himself, his name was something exotic from another world. It was hard to spell and say, so I just called him Ivan. Ivan was a year older than me. He was a hard worker, funny, and definitely had this sunshine kind of personality. His smile could light up a room. Getting to know him, I realized that he was definitely someone I wanted to be around. We spent a lot of time

45

together and found to have a lot in common. At the time of meeting him, he had a girlfriend that didn't treat him the way he should have been. That was my time to make my move.

Falling in love was unexpected and surreal. After a few months of talking, and after he dumped his girlfriend, we became really close. With all the time we spent together, I really started to like him; he would take me on long rides on his motorcycle. It all felt like a dream. It wasn't until the day he introduced me to his mother that I really felt that amazing spark. It was something out of a fairytale. We became inseparable, spending all our time together. I was in love, and nothing and no one could say anything to change that. Of course, it was still early enough in our relationship that, passing by all the red flags, I didn't realize what kind of man he really was. So it wasn't until when we were six months in our relationship, when I found out that I was pregnant, that things started to change. Who knew that getting pregnant would change my whole world?

Finding out I was pregnant really made him show his true self. He became someone I never expected: he became controlling and verbally abusive and started drinking bottle by bottle. I never saw it coming. I also had to find out the hard fact that he never broke up with his ex-girlfriend and that they were still dating the whole time we were together. Moving back home to my parents was hard for me; he drove two hours just to try to beat the baby out of me. Then he told his mom, and his family told me I had no choice but give the baby up, all because he was not ready to be a father. He kept insisting the baby was not his. Knowing all of this, I still really thought I loved him. But the day I found out I was having a girl, life became so much clearer. There was no way that I was going to give my baby up. I ended it with him and got back together with my previous boyfriend. This happened when I moved home and found out I was pregnant. The current boyfriend was so happy and understanding. We were together all the way up until the day she was born far too early.

The week before she was born was completely overwhelming and chaotic. I had to call into both my jobs and explain that I was being hospitalized. I quickly packed a bag and headed to the hospital. I had an emergency C-section a few days later because of stress and preeclampsia. If my readers do not know what that is, it is a complication with pregnant woman. That was the day I almost died, but my daughter was born. On September 18, 2014, Emma Grace was born weighing only fourteen ounces. She was what doctors call a micro preemie. With her being so small, she had to stay in the hospital. The NICU is where the little babies stay when they are too small and can't eat or breathe on their own, and that was where Emma Grace stayed. I was there every day to see her; I spent hours just watching her. She was so small that I couldn't even hold her.

On October 15, 2014, my whole world changed again. Emma Grace got really sick with a disease called necrotizing entercolitis (NEC for short). It is a disease that preemie infants get where the wall of the intestines are invaded by bacteria. Her stomach got so big. At the time, I was home, so the doctors did not call me for nine hours. By that time, she was so sick that they had to transport her from Longview, Texas, to Dallas' Texas Children's Hospital because they did not know what to do. As the doctors were bringing her down the elevator, she started to have a hard time breathing. When we finally got out of the building, we took an ambulance and a private jet to get to Dallas as soon as possible. They rushed her into surgery. I spent the night there, and the next morning they told me the surgery did not work. On October 16, her intestines had died. I called as many people as I could so I would not be alone; even my boyfriend drove two hours to say goodbye to our daughter. That was the only day I got to hold her. Before I knew it, she was gone. She weighed one pound and five ounces when she died. At that moment the world had stopped; I could not physically breathe.

Therefore, I learned that losing a child was the hardest thing I would ever have to go through in life. Losing my

daughter broke me; I was not able to cope or accept that she was gone. I felt guilty, thinking it was my fault because I had not spent every waking moment at the hospital. If you have never lost a child, the pain is out of this world. Losing Emma Grace made me look at the world in different eyes, and that was when I realized that no pain would ever compare to losing my firstborn child.

(1117 words)

CHAPTER 7: PROCESS

DEFINITION

Process answers the question "How is that done or made?" by explaining **in its body paragraphs** a procedure as a sequence of steps in **chronological (time) order**, from earliest in time to the most recent, leading to a definite result. Process can be explained in two methods: as a set of **Instructions**, in which you give directions directly to your reader (addressed as "you"), or as a **Process Explanation**, in which someone other than the reader demonstrates the step-by-step procedure.

THESIS

In a **Process** essay, the **thesis = opinion of the process and/or its end result**. Is the process difficult? Easy? Tricky? Is the end result worth it? Your answer becomes the thesis statement.

STRUCTURE

If you've ever read a set of instructions or followed a recipe, then you are familiar with the structure of **Process** – strict, sequential steps, with nothing out of order.

Intro with Thesis: opinion of the process and/or end result
I.   **Body or Section 1**: Stage 1 – getting ready, gathering materials, beginning steps.
II. **Body or Section 2**: Stage 2 – continuing the steps; the hardest, busiest, or most tedious steps.
III. **Body or Section 3**: Stage 3 – finishing up and the end result.
Conclusion: Restate Thesis; comment about your experience with the process; strong concluding statement.

SUPPORTING DETAILS

Each body paragraph is a chronological stage of the process, with each stage having several steps. In a **Process**, always remember to keep your readers' needs in mind. What do you know that a newbie most likely don't know? Don't leave ANYTHING out. Besides the most obvious steps, you can include warnings, tips, and suggestions, like specific brands or specific stores.

For Instructions:
1) Second Person: Use "you" all over the place. (Yes, this is the **only** instance where you're allowed to use "you" in the body paragraphs of an essay.)
2) Use present tense and commands: "Preheat the oven to 400 degrees."

For Process Explanation:
1) First or Third Person: Use "I" or "He," "She," "They," "One," or "It" – depending on who (like a person) or what (like a body organ) is doing the process. **No "you."**
2) Choose either past tense or present tense and then use it consistently. Avoid commands.

TWO ESSAY EXAMPLES
Topic: A process you know well.

Thesis: How to ski for beginners = :)

Body Outline:
   I.   Put on gear
  II.   Get on and off ski lift
III.   Ski down the bunny slope

PROCESS INSTRUCTIONS
"How to Ski for Dummies" by Kelly Maxfield

The question you may ask, why would some ever look at a mountain covered in snow, and think to themselves, "You know what would be fun? Going down that mountain on nothing but some small pieces of wood... maybe some sticks to make me go faster, then pray I don't die in the process." Now I'm not sure if that's how skiing was really discovered, but it has to be pretty close. On a more serious note, skiing can be a lot of fun, but there are rules and guidelines that people should follow in order to be kept safe. People who have been skiing already know these rules. I unfortunately did not, and therefore had to learn the hard way. If somebody is a skiing newcomer like I was, I won't be able to make them a pro, but at least I can get them off the bunny slopes in easy steps.

The first step is making sure all of your gear is on correct, and the right size can affect the skiing experience. You may think, "It's very cold I should layer up." While, yes, you would be correct in normal conditions, this will do no good for you on the slopes. The bib you should wear will keep you warm enough. Plus skiing is a sport, so there's going to be sweat! Also when I say bib, I'm not talking about a baby bib, but a ski bib that keeps the snow off the skiers. Next thing to tackle is the ski boots. Now I highly recommend getting a half size up on your boots, because with thick socks on there will no extra room. My first day I got my size and couldn't feel my toes up to my mid-calf, which is straight up not a good time. I just ended up on the side of the mountain with my boots off while everyone else was having fun. People like to be able to feel their ligaments, so you should get the half size up. After putting only one of the boots on, you should take the other one to the counter. The counter workers are going to get the right size ski for you. I suggest you ask if they can grease the skis or else you could end up like my sister. Her skis had not been greased. When she had finally reached the top and was ready to go down, she just stayed there. No matter what this girl did, she remained motionless. She eventually took them off and had to walk down the slope, which is no fun. Now

you should grab your skis and poles and then head to those bunny slopes. The last part of getting on the gear is putting on the skis themselves. You should put the skis perpendicular to the slope and put the foot that is downhill in first. I cannot stress this enough: if you mess this up, either you will struggle for a long time putting on the other on, or the ski could go rogue while putting on the other ski and going down the slope itself. Yes, it's happened to me, and it's not fun to ski down on one ski, trying to get the other one back on, even though people around will find it amusing. Once skis are on, you will look like a pro skier, but in fact you are far from it. Now it's time to get on those tricky ski lifts.

Getting on and off the ski lift can be harder than it looks, but with simple instructions, you can slide in and out of the lift like butter on toast. The ride itself is very peaceful and a nice break, unless you are like me and don't like heights. (Getting over a fear of heights is someone else's paper to write.) Getting on the lift is fairly easy: you just ski up to the marker and bend your legs. If you don't bend your legs, the lift will tackle you down like an NFL player. If the getting on is a win, then enjoy the ride and the view. A small note to mention is to make sure that you hold onto your belongings because there is no finding them later on. When coming to the end, ask the operators to slow down the lift. This will give more time to get in the right position and get off the lift safely. It's important to follow these next steps because if you mess them up, the lift's next seat will come up and hit you. Lean forward and tilt the skies to the sky, and then getting closer to the end of the lift ride, use the pole on the ground to push off of the lift. It will take a couple tries to get it done perfectly. It took me falling and crashing all day to finally get it down, but it can be done.

Now it's onto the fun part; skiing itself is quite simple when broken down into rudimentary steps. Step one is getting to the bunny slope; that is where all the newcomers go. I'll say that there's going to be little kids that are already professionals at skiing and can ski circles around you. You shouldn't be

discouraged by this; you will get there. The first trick is keeping your feet in what's called a "Pizza Wedge". This is to keep you from going down the slope fast and slow things down a bit. A side note to mention is that this move will do nothing for you on the big slopes; it is just for the bunny slope and learning only. The poles given are only for going faster! They should not be used to stop. You will hurt yourself or someone else. A lot of skiers don't use or need the poles. The next goal is to go down the slope slow and easy for the first time. Now a mistake my sister made is that you do not go down the mountain in a straight line. My sister went straight down the slope, and physics reared its ugly head. She went zooming down, which looked cool for a second until she lost it and did somersaults for the rest of the trip down. To avoid looking like a human drying machine, go down the slope in an S turn. Start out doing slow and big S turns on the bunny slopes. On the mountain, do as big or as small of S turns as you want. While doing the S turn, put weight on the inner leg and relax the other foot. When starting out, I found that picking up the outer foot helps get the feeling of putting all the weight on the inner leg. I looked ridiculous, but it helped me out in the end. Now, ride out the turn and keep the skies parallel to each other following the S turn. That way, when you start to slow down, it's time to turn the other way and remember to put all that weight on the inner leg. If you are too perpendicular to the mountain, you will stop or slow down, which also can be helpful when starting out. Rise and repeat the S turns until the end is reached. You should go at a pace that you are comfortable with, but once you get it down, it is time for the bigger slope.

Knowing these things won't make you an Olympian to skiing; however, this is enough to get you off the bunny slopes and be able to have fun. I wish I did my research before I went skiing and maybe would have had more time to have fun. Once all the steps are met, it's time to hit those slopes -- literally in some cases!

(1313 words)

**PROCESS INSTRUCTIONS VS.
PROCESS EXPLANATION**

Now let's see this Process Instructions essay transformed into a Process Explanation essay. Notice the difference.

PROCESS EXPLANATION
"How to Ski for Dummies" by Kelly Maxfield

The question may be asked, why would some ever look at a mountain covered in snow, and think to themselves, "You know what would be fun? Going down that mountain on nothing but some small pieces of wood... maybe some sticks to make me go faster, then pray I don't die in the process." Now I'm not sure if that's how skiing was really discovered, but it has to be pretty close. On a more serious note, skiing can be a lot of fun, but there are rules and guidelines that people should follow in order to be kept safe. People who have been skiing already know these rules. I unfortunately did not, and therefore had to learn the hard way. If somebody is a skiing newcomer like I was, I won't be able to make them a pro, but at least I can get them off the bunny slopes in easy steps.

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straight up not a good time. I just ended up on the side of the mountain with my boots off while everyone else was having fun. People like to be able to feel their ligaments, so new skiers should get the half size up. After putting only one of the boots on, they should take the other one to the counter. The counter workers are going to get the right size ski for the person. It's suggested to ask if they can grease the skis or else someone could end up like my sister. Her skis had not been greased. When she had finally reached the top and was ready to go down, she just stayed there. No matter what this girl did, she remained motionless. She eventually took them off and had to walk down the slope, which is no fun. Now new skiers should grab their skis and poles and then head to those bunny slopes. The last part of getting on the gear is putting on the skis themselves. Persons should put the skis perpendicular to the slope and put the foot that is downhill in first. I cannot stress this enough: if a person messes this up, either that person will struggle for a long time putting on the other on, or the ski could go rogue while putting on the other ski and going down the slope itself. Yes, it's happened to me, and it's not fun to ski down on one ski trying to get the other one back on, even though people around will find it amusing. Once skis are on, new skiers will look like they are pro skiers, but in fact they are far from it. Now it's time to get on those tricky ski lifts.

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other following the S turn. That way, when we start to slow down, it's time to turn the other way and remember to put all that weight on the inner leg. If skiers are too perpendicular to the mountain, they will stop or slow down, which also can be helpful when starting out. We rise and repeat the S turns until the end is reached. New skiers should go at a pace that they are comfortable with, but once they get it down, it is time for the bigger slope.

Knowing these things won't make people an Olympian to skiing; however, this is enough to get them off the bunny slopes and be able to have fun. I wish I did my research before I went skiing and maybe would have had more time to have fun. Once all the steps are met, it's time to hit those slopes -- literally in some cases!

(1349 words)

PART III:
IMPORTANCE ORDER

CHAPTER 8: DIVISION, WITH EXEMPLIFICATION

DEFINITION

   Division answers the question "What are its characteristics?" It explains **ONE** person, place, or thing (also known as **ONE subject**) by dividing it into its **three or more key characteristics**, one characteristic per body paragraph. The body paragraphs are organized by **emphatic** (that is, **importance**) **order**, from least to most important characteristic or from most to least important.

   Another name for **Division** is **Analysis**. Under that name, this essay type is the most common essay you'll find in college classes and in office workplace situations.

THESIS

   In a **Division** essay, **thesis = ONE subject + overall opinion of that subject + at least THREE key characteristics**. For instance, let's say "Mom" is the one subject. Let's say your overall opinion of that subject is "tough" because you're thinking of three characteristics: appearance, hobbies, and parental discipline. The thesis would then be "Mom is tough as seen in her appearance, her hobbies, and her parental discipline."

STRUCTURE

Intro with Thesis: overall opinion of the subject and its key characteristics

   I.   **Body or Section 1: Characteristic 1** – illustrate with one or more descriptive examples
   II.   **Body or Section 2: Characteristic 2** – illustrate with one or more descriptive examples

III. Body or Section 3: Characteristic 3 – illustrate with one or more descriptive examples

Conclusion: Restate Thesis; other comments; end with a strong concluding statement

SUPPORTING DETAILS

Exemplification: Depending on how personal or impersonal your subject is, your descriptive examples can be personal experiences, facts, statistics, or quotes from witnesses and experts. Whatever your examples are, make sure that they are 1) specific, 2) concrete, and 3) relevant.

Note: Avoid using the pronoun "you" in the Body paragraphs. In less-personal essays, avoid using "I" as well – in those cases, find a substitute person to stand in for you.

ESSAY EXAMPLE
Topic: A person, place, or thing that you know well.

Thesis: Daisy = Asian-obsessed

Body Outline:
  I.   K-Pop
  II.   Language
  III. Food and Merchandise

DIVISION
"My Asian-Obsessed Friend" by Brianna Hernandez

My best friend goes by the name of Daisy. She has long curly brown hair that goes to her waist, and she's about five feet and six inches. She's a pretty cool person and fun to be around with, and my best friend of eight years is kind, caring, and sweet. However, she's also weird because she's Asian-obsessed. Daisy is my Asian-obsessed friend.

First, Daisy is obsessed with Asian pop groups. Now Daisy started to listen to K-pop back in 2017. She immediately

became obsessed and would constantly blow my ear off about it, but I would never judge her for it because that's what she likes. She has even introduced me to a group called BTS, a boyband group in Korea. I don't always listen to them, but when I do it's always the same two songs that they have that are just so catchy that it would be hard not to like it. She recently called me screaming and crying that she was able to get tickets for a group called BTS. She waited months to even get approved to buy the tickets when they came out and was lucky enough to get tickets at the bottom of the rows. Unfortunately, though, because of the virus going around, the concert has been postponed. They will honor the tickets they bought, but just for a different day. She mentions all these boy groups so much that I sometimes want to attend these concerts with her, but then realize that I don't even know what they are saying, so it makes no sense for me to go. But sometimes I just want to go on impulse and see if I would really be into this K-pop stuff. I would have never thought, though, that this would last so long. I always assumed that this was just a phase and she would get over it soon enough, but it's 2020 and she's still into the same boy bands.

Daisy continued being so invested into K-pop that she eventually started to learn Korean, even though she barely knows her second language, Spanish. In fact, as much as she wants to learn Korean and Japanese, she refuses to learn Spanish. I always tell her it's better to know Spanish so she could communicate more easily with her family, but she refuses to learn something that does not interest her. This is absolutely ridiculous because that is her culture's language. Besides not wanting to learn Spanish, she thinks learning both languages will be easy and not hard. She ended up taking a Japanese class and dropped it shortly after telling me that it was too hard and that she shouldn't have taken it and wished she had not spent so much money on it. Daisy still has high hopes of learning Korean because she wishes to study abroad in Korea, specifically Seoul, Korea. I encouraged her to try if that's what she really wants to do but also to look more into

it, to make sure she has everything figured out. Until then, she should stay put. As of now she's learning basic Korean words that will get her by, but also this would have to go through with her parents because they would be unsure on how to feel about their only daughter leaving to another country. Even with everybody in her family thinking it would be a bad decision to go to a different country by herself, and it does sound sketchy, who are we to stop her from doing what she wants to do and when she wants to do?

Daisy also started taking me and others to Carrollton, Texas, where a lot of Asian markets and restaurants are at. One of our favorite places to go to is H-Mart. It's a large market filled with all types of Asian foods and cool merchandise, from K-pop groups to Korean beauty. Sometimes her mother will come with us and point at every Asian man and say, "Oh look there goes your crush!" which is not a good thing to say, but Daisy would just laugh it off. I enjoy going with her to experience new foods and activities that they enjoy. One of my favorite things to eat is *bulgogi* and *kimchi*; the flavors when eaten together is just the best, especially eating it with white rice. One of the other foods I thought was delicious was this good egg soup. It tasted so different and good that I wanted to make it myself. Besides going there for food, she also goes because of the merchandise for K-pop groups that they have. It alarms me on how much she will spend and willingly go broke for useless stuff, but I can't stop her from doing that. She took me once took Korean festival which was fun but very obviously very different from my Mexican culture. I enjoyed the festival and the people dancing everywhere, and the music was very good too. I will admit, though, she did get me into this cute "egg" character called Gudetama, who is absolutely the cutest egg ever. Besides all that, I'm glad to have experienced these small adventures and being able to do these with her and our friends and all the amazing food we get to eat. Bringing up the food is just too good not to bring up again.

In conclusion my best friend Daisy has a weird obsession with Asian food and merchandise, Asian languages, and especially K-pop boy groups who are fairly attractive to her and can dance. I go with her on these activities and make sure she doesn't offend anybody, because she tends to not think when she speaks, and make sure she doesn't do something on impulse which could lead to bad decisions or being scammed into buying something because she is that gullible. Even though she does all this, I still have fun and enjoy going out with her and experience a new culture that I absolutely love and would not mind travelling there to see what Korea is about.

(1012 words)

ESSAY EXAMPLE
Topic: A character or theme in a literary work.

Thesis: Odysseus as king = not ready yet

Body Outline:
   I.   No mercy killing suitors
  II.   No compassion killing maids
 III.   War against suitors' families

LITERARY ANALYSIS
"Odysseus' Need for Another Odyssey" by Allison Sanchez

It is one's trials, journeys, and experiences that allows an individual to arrive at a moment of clarity and understanding. In the case of Homer's *The Odyssey*, Odysseus faces a twenty year journey, including ten years at war and ten years on his journey back to Ithaca, in which he faced many adversaries. Throughout their voyage home, Odysseus and his men faced Polyphemus, a giant Cyclops; Circe, who had turned Odysseus' men into pigs; a trip to literally hell and back; and a voyage through a series of monsters, vengeful gods, and

Sirens. Eventually, all of his men were killed and Odysseus was left alone, stranded at sea until he ends up trapped on an island with the nymph Calypso for seven years. Eventually, Athena convinces Zeus to free Odysseus so that he could return back home. Through these experiences, there is no question that Odysseus has learned and evolved in some way. However, the question remains: Did Odysseus really change enough to show that he is a better king, or does he still have much to learn? The events at the end of *The Odyssey,* including the killing of the suitors, the killing of the maids, and his willing preparedness to go to war with the suitors' families, prove that Odysseus in fact has a long way to go in order to become a great king.

First of all, when Odysseus ends up killing every suitor at the end of *The Odyssey*, he shows that he gained no mercy or remorse throughout his journey. The reader is lured into a false sense of hope of transformation when Odysseus washes ashore Phacelia and is found by Nausicäa and is supposedly "reborn" as he appears to be both humble and cautious. He also appears to have changed when he returns to the kingdom as a beggar and allows the suitors to torment him. However, just after Odysseus is reunited with his son, Telemachus, the first item of business is to kill the suitors who have taken over his home and have sought to marry his wife, Penelope. It comes down to the point that after he kills the lead suitor and every other suitor that fought against him, there were some suitors that begged for him not to kill them. With the exception of one man in which Telemachus asked him to spare, every other suitor was trapped and killed in a vulgar and sadistic manner. The way that Homer describes the killings is quite graphic. He writes, "As they smashed their heads in, dreadful groans arose, and the whole floor was awash in blood." In turn, a great king would have made an example of the lead suitor and had mercy on the others which would have prevented any further bloodshed.

Secondly, the killing of the maids who had intermingled with the suiters was completely unnecessary for Odysseus to

do and shows a complete lack of compassion. The idea of killing women in general in such a vile way is concerning, no matter what they have done wrong. The fault these twelve female servants made in disrespecting the queen and sleeping with the suitors was paid for with their lives. The way in which the maids were murdered is horrifying in its own right. Not only were these the women forced to carry the suitors' corpses out and clean the bloody mess, but they also suffered as they hung from nooses until their feet "stopped twitching" (Homer). A great king would have more understanding of human faults and be compassionate towards those who have made the mistake of disrespecting the royal family by simply associating with the wrong group of men.

Finally, it seems that Odysseus' thirst for vengeance could not just end at the suitors and the maids, as he reverts to preparing for war and suiting up for a battle against the suitors' family. At this point, Odysseus has regressed back to the warrior he was before and has almost come full circle to an apparent point of no return. It is safe to assume, especially in the ancient Greek era, that the families of the country's most eligible and noble men would seek to avenge their deaths. As his pride and emotions took over, Odysseus clearly had lost control and was not thinking of the repercussions and the final outcome of what would happen after killing the suitors. When the families had arrived to fight Odysseus, he was prepared to continue his killing spree. Homer writes about Odysseus and the men fighting with him, "They'd have killed them all, cut them down so none of them returned, had not Athena, daughter of aegis-bearing Zeus, cried out." Only an intervention from the gods was able to stop Odysseus from creating yet another blood bath. An exemplary king tries to avoid war at all costs to protect his people, unless it is absolutely necessary. By preparing to go to war, it shows that Odysseus was not thinking of what is best for his people, but only regressing back to his vengeful ways, an attribute that is unfit for a king.

While Odysseus may have become more god-like, vengeful, and powerful, a true king is fair, just, and does the right thing for his people, even if it may not be in his favor. Odysseus proved at the end of *The Odyssey* that he showed no mercy by killing all of the suitors, no compassion when he murdered the female servants who had relations with the suitors, and did not care what was best for the people when he prepared to kill the families of the suitors. It is possible that Odysseus is the kind of man that may be too hard hearted and ultra-masculine to change his ways. Perhaps Odysseus needs another odyssey in order to bring him back to his more gracious and humble state and be the king that his people need him to be.

Work Cited

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(1002 words)

CHAPTER 9: COMPARISON AND/OR CONTRAST

DEFINITION

Comparison and/or Contrast answers the question "What are the similarities and/or the differences between two related persons, places, things, or ideas?" It explains **TWO** persons, places, things, or ideas (**Subject A** and **Subject B**) by showing how **similar (comparison**) and/or **how different (contrast)** they are in **three or more shared categories (Points)**.

THESIS

In **a Comparison and/or Contrast** essay, **thesis = TWO subjects + overall opinion of those subjects in relation to each other + in at least THREE points.**

For instance, "Mom" is **Subject A** and "Dad" is **Subject B**. Your overall opinion is that **Subject A** is very different from **Subject B** in two points – public appearance and hobbies – but similar in one point – parental discipline. "Mom and Dad are very different when it comes to public appearance and hobbies, but they come together on one point: parental discipline." Here's a **"T-Graph" (side-by-side list)** laying out the Mom and Dad subjects and the three points:

	Subject A: MOM	Subject B: DAD
Point 1: Public Appearance	*Church Fancy*	**Business**
Point 2: Hobbies	*Gardening*	TECHNOLOGY
Point 3: Parental Discipline	STRICT	STRICT

STRUCTURE

Comparison and/or Contrast have **two methods of structuring body paragraphs**; either one works for the same topic.

POINT-BY-POINT METHOD

Intro with Thesis

I.   **Body or Section 1: Point 1** – compare and/or contrast Subjects A & B on this Point, with detailed, descriptive examples.

II. **Body or Section 2: Point 2** -- compare and/or contrast Subjects A & B on this Point, with detailed, descriptive examples.

III. **Body or Section 3: Point 3** -- compare and/or contrast Subjects A & B on this Point, with detailed, descriptive examples.

Conclusion: Restate thesis; other comments; end with strong concluding statement

SUBJECT-BY-SUBJECT METHOD

Intro with Thesis

I.   **Body or Section 1: Subject A** – explain this Subject regarding Points 1, 2 & 3, with detailed examples.

II. **Body or Section 2: Subject B** – explain this Subject regarding Points 1, 2 & 3, with detailed examples.

Conclusion: Restate thesis; other comments; end with strong concluding statement

SUPPORTING DETAILS

Exemplification: Just like Division essays, your descriptive examples in your Comparison and/or Contrast essay's body paragraphs can be personal experiences, facts, statistics, or quotes from witnesses and experts, depending on how personal or impersonal your two subjects are. Whatever your examples are, make sure that they are 1) specific, 2) concrete, and 3) relevant.

Note: Avoid using the pronoun "you" in the Body paragraphs. In less-personal essays, avoid using "I" as well – in those cases, find a substitute person to stand in for you.

TWO ESSAY EXAMPLES
Topic: Compare and/or Contrast two related persons, places, or things that you know well.

Thesis: Jenny wins over Misha
Body Outline:
   I.   Point 1: Honesty – J vs. M
  II.   Point 2: Loyalty – J vs. M
 III.   Point 3: Jealousy - J vs. M

CONTRAST,
POINT-BY-POINT METHOD
"Best Friends" by Savannah Nevelow

People come into your life in different ways. They can be acquaintances, friends, or even best friends. In this case, I have five best friends, or so I thought. For the sake of this paper, I'll focus on just two of them. The difference between the two is very easy to point out: one is named Jenny, and she is really mature and acts her age. The one named Misha is immature and childish. Jenny is my overall best friend; she is artsy and so smart. She has this sense of humor that definitely matches me and just makes life so much more tolerable. We are basically sisters from different families. As for Misha, she is very straight forward and blunt. She has this rude demeanor that she puts off into the universe. At this point, Jenny is the one I talk to about everything, and she's there every time I need her, unlike Misha.

To be friends with me a person has to be honest. Between Misha and Jenny it's a no brainer: Jenny has and always will be honest with me. She always tells me when I'm messing up and doing something completely wrong with my life. She knows

exactly how to word it to not make me feel bad. Jenny always seems to put my feelings first. That really shows how much she loves me and cherishes me as a friend. For example, back in 2013 I wasn't making the best decisions in life. I ended up taking her to a bar, and we both left with this man we didn't know who was having a party. I was driving and I drank at his house, so I couldn't drive home. She was so mad at me that she told me I was really destroying my life and I needed to straighten up. After that day, I didn't do anything that stupid again. I was so grateful that she was honest with me and that she put my feelings into play. But Misha: what can I say? She is extremely blunt but in the most hurtful way. She tends to put her needs and wants before everyone else. It seems to me that she likes to keep secrets from me, asking others to do the same. I definitely don't see her as honest unless it's to her benefit. Just recently, she and I were in a huge fight because she was trying to get my boyfriend to keep secrets from me. Misha tried to barter with me and tell me that if I kept secrets from my overall best friend Jenny, then we could continue to be friends. To me that doesn't make her a very honest friend.

Having a loyal friend is also well worth my time. Jenny is definitely a loyal friend. I never have to worry about her taking sides or choosing someone else over me. For example, there was a fight between Misha and me where she was talking bad about me, really hurting my feelings. Jenny just stopped talking to her. She chose to tell me she was pregnant before Misha, showing me that not only could I trust her, but she was being loyal to me because I have only ever been honest with her and I chose not to hide things from her. In contrast, Misha is not a very loyal friend. She talks bad about people behind their back. For example, Misha constantly would tell people that I am a spoiled brat, that I don't spend enough time with my daughter and would constantly tell lies about me to friends and my boyfriend. She isn't a very loyal friend. I recently found out that she was telling all the secrets I told her in confidence to anyone who would listen. This means I can no longer consider her to be a loyal friend.

Finally, how do we deal with jealousy in a friendship? For me, I back away if I'm getting jealous; then I have to reevaluate myself. In almost every friendship, there is some type of jealousy. When it comes to Jenny, I have only known of one time that she has gotten jealous. I had become really close with our mutual friend Misha, and we were hanging out all the time up until I realized her true self. I know Jenny was jealous of all the time we were spending together, because she doesn't live in town. In contrast, I don't even know where to start with Misha and jealousy. She has really made it known that she is jealous of my friendship with Jenny and that Jenny chooses me over her. For one I am more mature than Misha and two I'm always honest with Jenny and she's not, which is her choice. That doesn't mean she should take her jealousy out on me by starting drama and rumors. Misha kept telling people that I was jealous of her for so many reasons. She said I was jealous because my boyfriend would only talk to her about important things. For one, we all used to be best friends, so at first he would only talk to her. Now he is slightly opening up to me. The only issue I'm having is that Misha can't keep her mouth shut and likes to "talk smack" about me and tell my boyfriend that I'm jealous of her when really I'm just angry that he still wants to be friends with her even though she treats me so terribly.

In conclusion, Misha and Jenny are very different people. Jenny is the type of friend you never want to let go of. She is the kind of best friend that everyone wants. Jenny is my other half. She has every characteristic that makes an amazing best friend. Misha: well, she can be someone's best friend, just not mine. She chose to be rude, disrespectful, and childish, which definitely makes it hard for me to want to be friends with her. Honesty and loyalty are some of the characteristics that are very important in any kind of relationship. Jealousy: it's part of life and any type of relationship. To me it is how you handle it when it does come into play. When it comes down to it, if people can't be honest and loyal and they don't know how to deal with jealousy the right way, then why on Earth would you

want them in your life? My best friend Jenny is an overall amazing person. At the end of the day that's all you can ask for.

(1097 words)

POINT-BY-POINT VS. SUBJECT-BY-SUBJECT

Now let's transform this Comparison/ Contrast essay from Point-by-Point body paragraphs into Subject-by Subject. Notice the difference.

Thesis: Jenny wins over Misha.

Body Outline:
  I.   Subject A -- Jenny: Honest, Loyal, rarely Jealous
  II.   Subject B -- Misha: Dishonest, Disloyal, always Jealous

CONTRAST,
SUBJECT-BY-SUBJECT METHOD
"Best Friends" by Savannah Nevelow

People come into your life in different ways. They can be acquaintances, friends, or even best friends. In this case, I have five best friends, or so I thought. For the sake of this paper, I'll focus on just two of them. The difference between the two is very easy to point out: one is named Jenny, and she is really mature and acts her age. The one named Misha is immature and childish. Jenny is my overall best friend; she is artsy and so smart. She has this sense of humor that definitely matches me and just makes life so much more tolerable. We are basically sisters from different families. As for Misha, she is very straight forward and blunt. She has this rude demeanor that she puts off into the universe. At this point, Jenny is the one I talk to about everything, and she's there every time I need her, unlike Misha.

First, let's talk about Jenny. To be friends with me a person has to be honest. Between Misha and Jenny it's a no brainer: Jenny has and always will be honest with me. She always tells me when I'm messing up and doing something completely wrong with my life. She knows exactly how to word it to not make me feel bad. Jenny always seems to put my feelings first. That really shows how much she loves me and cherishes me as a friend. For example, back in 2013 I wasn't making the best decisions in life. I ended up taking her to a bar, and we both left with this man we didn't know who was having a party. I was driving and I drank at his house, so I couldn't drive home. She was so mad at me that she told me I was really destroying my life and I needed to straighten up. After that day, I didn't do anything that stupid again. I was so grateful that she was honest with me and that she put my feelings into play. Having a loyal friend is also well worth my time. Jenny is definitely a loyal friend. I never have to worry about her taking sides or choosing someone else over me. For example, there was a fight between Misha and me where Misha was talking bad about me, really hurting my feelings. Jenny just stopped talking to her. Jenny chose to tell me she was pregnant before Misha, showing me that not only could I trust her, but she was being loyal to me because I have only ever been honest with her and I chose not to hide things from her. Finally, how do we deal with jealousy in a friendship? For me, I back away if I'm getting jealous; then I have to reevaluate myself. In almost every friendship, there is some type of jealousy. When it comes to Jenny, I have only known of one time that she has gotten jealous. I had become really close with our mutual friend Misha, and we were hanging out all the time up until I realized her true self. I know Jenny was jealous of all the time we were spending together, because she doesn't live in town.

Next, let's talk about Misha. In regards to honesty, what can I say? Misha is extremely blunt but in the most hurtful way. She tends to put her needs and wants before everyone else. It seems to me that she likes to keep secrets from me, asking others to do the same. I definitely don't see her as

honest unless it's to her benefit. Just recently, she and I were in a huge fight because she was trying to get my boyfriend to keep secrets from me. Misha tried to barter with me and tell me that if I kept secrets from my overall best friend Jenny, then we could continue to be friends. To me that doesn't make her a very honest friend. Also, in contrast to Jenny, Misha is not a very loyal friend. She talks bad about people behind their back. For example, Misha constantly would tell people that I am a spoiled brat, that I don't spend enough time with my daughter and would constantly tell lies about me to friends and my boyfriend. She isn't a very loyal friend. I recently found out that she was telling all the secrets I told her in confidence to anyone who would listen. This means I can no longer consider her to be a loyal friend. Finally, I don't even know where to start with Misha and jealousy. She has really made it known that she is jealous of my friendship with Jenny and that Jenny chooses me over her. For one I am more mature than Misha and two I'm always honest with Jenny and she's not, which is her choice. That doesn't mean she should take her jealousy out on me by starting drama and rumors. Misha kept telling people that I was jealous of her for so many reasons. She said I was jealous because my boyfriend would only talk to her about important things. For one, we all used to be best friends, so at first he would only talk to her. Now he is slightly opening up to me. The only issue I'm having is that Misha can't keep her mouth shut and likes to "talk smack" about me and tell my boyfriend that I'm jealous of her when really I'm just angry that he still wants to be friends with her even though she treats me so terribly.

In conclusion, Misha and Jenny are very different people. Jenny is the type of friend you never want to let go of. She is the kind of best friend that everyone wants. Jenny is my other half. She has every characteristic that makes an amazing best friend. Misha: well, she can be someone's best friend, just not mine. She chose to be rude, disrespectful, and childish, which definitely makes it hard for me to want to be friends with her. Honesty and loyalty are some of the characteristics that are

very important in any kind of relationship. Jealousy: it's part of life and any type of relationship. To me it is how you handle it when it does come into play. When it comes down to it, if people can't be honest and loyal and they don't know how to deal with jealousy the right way, then why on Earth would you want them in your life? My best friend Jenny is an overall amazing person. At the end of the day that's all you can ask for.

(1111 words)

CHAPTER 10: CLASSIFICATION, WITH EXEMPLIFICATION

DEFINITION

Classification answers the question "What are the different kinds of that category of person, place, thing, or idea?" It explains the diversity of a category by explaining **THREE or more major types of that category**, one type per body paragraph. The body paragraphs are organized by **emphatic (that is, importance) order**, from least to most important type or from most to least important.

THESIS

In a **Classification** essay, **thesis = "different kinds of" + overall opinion of the category + at least three types**. For instance, "The different kinds of weird moms in the United States that I've encountered are immigrant moms, biblethumper moms, and cougar moms."

Note: Always narrow the category to **a specific time and place** so that the types – while having something in common -- are also as different to each other as possible. Notice that the topic above wasn't just "moms" or "weird moms" but the place-and-time specific "weird moms in the United States that I've encountered". Prewriting will help narrow down a too-broad category.

STRUCTURE
Intro with Thesis:
I.   **Body or Section 1: Type 1** – illustrate with one or more descriptive examples
II. **Body or Section 2: Type 2** – illustrate with one or more descriptive examples

III. **Body or Section 3: Type 3** – illustrate with one or more descriptive examples

Conclusion: Restate Thesis; other comments; end with a strong concluding statement

SUPPORTING DETAILS

Exemplification: Depending on how personal or impersonal your subject is, your descriptive examples can be personal experiences, facts, statistics, or quotes from witnesses and experts. Whatever your examples are, make sure that they are 1) specific, 2) concrete, and 3) relevant.

Note: Avoid using the pronoun "you" in the Body paragraphs. In less-personal essays, avoid using "I" as well – in those cases, find a substitute person to stand in for you.

ESSAY EXAMPLE
Topic: A category of persons, places, things, or ideas that you know well.

Thesis: Different kinds of yummy pizza toppings, from basic to complex.

Body Outline:
  I.   Cheese
 II.   Pepperoni
III.   Everything else

CLASSIFICATION
"Pizztravaganza of Toppings" by Benjamin Cervera

Pizza has captured the hearts of many people, ever since its debut. For instance, as long as I am alive, I will always love pizza. Many people like to throw on only one topping, while many others like to throw on as many toppings as they can. There are also people who prefer to enjoy the cheese as their

topping, with nothing else. There are many different ways in which one person can make a pizza, with an endless selection of different toppings to choose from.

First, most kids love basic cheese pizza, even as babies. For example, ever since I could start chewing solid food with my baby teeth, I have always loved pizza. From Pizza Hut, to Chuck E. Cheese, I will never get tired of that cheesy, saucy, delicious pie. As a baby, I was always ready to move on from milk and Gerber Baby foods onto solid foods that were much tastier than jarred, squashed up carrots with little to no flavor. Although I did love my carrots, eventually I grew out of them and wanted something more than gooey Gerber food. Babies aren't really supposed to eat anything solid until their teeth are fully grown and even then, the parent is supposed to test little by little on what they are ready to indulge by feeding it to them. If certain babies smile and giggle happily by looking at a slice of pizza, that means they want a bite. If they have enough teeth to break down solid foods, but the parent is not too sure if they can handle a whole bite, they should try giving a piece of pepperoni to test if they can break it down properly. In that process, the parent will also figure out if the baby likes pepperoni. If the baby smiles after tasting the pepperoni, then -- congratulations! The baby will more than likely love pizza.

This brings me to my favorite pizza topping. My favorite pizza topping is as basic as it could get: pepperoni. While pepperoni has so much flavor in it that it could overwhelm someone with sensitive taste buds, it stands as the most flavorful topping in my opinion. We can put pepperoni on almost anything to give it a big kick of flavor. People even put pepperoni on sandwiches as their protein! I know that for a fact because I do the same thing. However, there is a big difference from getting a pepperoni pizza at Pizza Hut, than there is at getting a pepperoni pizza at a pizzeria. Pizza Hut's pepperoni is really thin and is much more processed. The flavor is there, but one can tell the flavor has been altered with just a little bit. Now, at a pizzeria, the pepperoni is 100% authentic and usually thick, filled with the real pepperoni

flavor. The thicker the cut, the more flavor one will receive. Also, the thicker the cut, the more authentic the meat is. With pepperoni, quality matters in every aspect, due to the fact that it gives out so much flavor and captures the interest of many people who are new to pizza. Believe it or not, there are many people out there that have not tried even a single slice of pizza. If anyone knows someone that has not tried pizza before, they should let them try a slice of pizza with only cheese, just to see if they like the flavor of it. Then, they can upgrade to a slice of pepperoni pizza to throw in a huge kick of flavor. Surely, they are destined to fall in love with the slice they are given, and they will love pizza forever. But we should not give them a slice of pizza from Pizza Hut or Domino's for their first time trying pizza. Instead, they should go to places like Serious Pizza in Deep Ellum, Downtown Dallas, to give them something real.

Of course, pizza with other varieties of toppings are great. For instance, I have had many experiences with pizza and have tried just about any pizza with any topping that we can add. While pepperoni alone stands as my favorite topping of all time, I also like pineapple at times. Yes, many say, "Pineapple does not belong on pizza." I disagree, majorly. That is like saying, "Ham does not go on a sandwich." Anyways, I have had many toppings, even toppings that one would not come to think of while deciding what they want to put on their pizza. How many people do we know that would think to put sun-dried tomatoes as a topping? "Not very many," would I bet. One would not find that choice at Pizza Hut, or Domino's. Nor would one find it at Papa John's. Places like Serious Pizza or Old Chicago offer a wide selection of toppings to choose from. These selections can include sun-dried tomatoes, anchovies, portobello mushrooms, feta cheese, orange and yellow bell peppers, corn, gouda cheese, muenster cheese, pine nuts, avocado, as well as much more. Also, there are many different types of pizza that companies make to save someone the trouble of having to create their own. Many places carry Hawaiian Pizza, Mediterranean Pizza,

Meat Lovers, Chicken Florentine, and Barbecue Chicken Pizza, as well as much more. The first time I ever took a bite from a Hawaiian pizza was one of the greatest days of my life. I experienced something that I had never experienced before, and that was trying something sweet and fruity on top of my pizza. Ever since then, I usually add pineapple on top of my pizza every time I order one. (I have never been much of a Meat Lovers fan, so I tend to disregard it while scanning over the menu.) Hawaiian stands as my favorite "in house made" pizza. I can never get enough of the Canadian bacon, with pineapple loaded with mozzarella.

There you have it -- opinions from a pizza connoisseur that has tried pizza from all over the place. One thing that I did leave out is that, if someone is going to eat pizza, the person must eat an appropriate crust that that is never frowned upon. Hand-tossed, Thin, and deep dish are the best options. If individuals choose to eat pizza with gluten-free crust, just toss it out or tell them to feed it to someone who needs it more than them. Pizza is one of the greatest foods ever introduced to existence. Until the day that I sign off, I will always love pizza.

<div align="center">(1092 words)</div>

To recap "Part III: Importance Order"
1. **ONE** thing = explain with **Division** ("dive deep")
2. **TWO** related things = explain **with Comparison/ Contrast**
3. **THREE** types of things = explain with **Classification** ("go broad with variety")

PART IV:
MULTI-MODE

CHAPTER 11: CAUSE AND EFFECT

DEFINITION

Cause and Effect answers the question "What caused that and/or are the consequences of that?" Similar to a **Division** essay, **Cause and Effect** often explains **one** event, situation, decision, or phenomenon by dividing it into its **three or more key past causes**, one cause per body paragraph. If required, it looks into the present and/or future, explaining **three or more key effects** of that event or phenomenon. The body paragraphs are organized by **emphatic** (that is, **importance**) **order**, from least to most important cause (or effect) or from most to least important.

Cause and Effect is always based on **Narration**: you can't answer **why** something happened unless you clearly know **what** happened. In analyzing an event's narrative timeline, you accurately identify causes that may be **remote** in time but are also **main** (or **root**) **causes** of the event or phenomenon. While **immediate** (that is, **recent**) **causes** are easy to identify, they are often only **contributory** (**secondary**) **causes**. So it is best for you to analyze all causes before settling for the top three or more causes.

REMEMBER:

In explaining causes, always make sure you have **main and remote causes** in your **Cause and Effect** essay.

Also, don't confuse **chronology** (A happened before B) with **causality** (A caused B). Just because A preceded B doesn't necessarily mean A caused B. It may just be coincidence unless there is plenty of evidence to link the two by causality. Mistaking chronology for causality is called a "**post hoc fallacy**," a common error in reasoning.

In college assignments and workplace reports, **Cause and Effect** is sometimes called **Causal Analysis**.

THESIS

In a **Cause and Effect** essay mostly analyzing causes: **thesis = event or phenomenon + overall opinion of that event or phenomenon and/or the causes + at least THREE key causes**. For instance, "I quit my last corporate job due to these three reasons: a greedy CEO, unfair pay disparity, and being overworked."

In a **Cause and Effect** essay mostly analyzing effects: **thesis = event or phenomenon + overall opinion of that event of phenomenon and/or the effects + at least THREE key effects**. For instance, "I quit my last corporate job, with positive effects: my mental health improved, I had more free time, and my career changed."

STRUCTURE

Here are **three common methods of organizing the body paragraphs** of a **Cause and Effect** essay, depending on what part of the topic's timeline you are analyzing: before, after, or the entire timeline from beginning to end. The methods listed below are in order of student popularity as well as ease of use.

CLASSIFICATION OR DIVISION METHOD OF CAUSES: "TOP 3" CAUSES

Intro with Thesis, analyzing Causes
  I. **Body or Section 1: Cause 1** – with Exemplification
  II. **Body or Section 2: Cause 2** – with Exemplification
  III. **Body or Section 3: Cause 3** – with Exemplification
  IV. **Body or Section 4: Overview of Key Effects** – with Exemplification

Conclusion: Restate thesis; other comments; end with strong concluding statement.

CLASSIFICATION OR DIVISION METHOD OF EFFECTS: "TOP 3" EFFECTS

Intro with overview of Cause and then Thesis, analyzing Effects

I. **Body or Section 1: Effect 1** – with Exemplification
II. **Body or Section 2: Effect 2** – with Exemplification
III. **Body or Section 3: Effect 3** – with Exemplification

Conclusion: Restate thesis; other comments; end with strong concluding statement.

CAUSAL CHAIN METHOD: CHRONOLOGICAL "DOMINO EFFECT"

Intro with Thesis, analyzing Causes

I. **Body or Section 1**: Root Cause A causes Effect B – with Exemplification
II. **Body or Section 2**: Effect B causes Effect C – with Exemplification
III. **Body or Section 3**: Effect C causes Final Effect D, which is the event being analyzed – with Exemplification
IV. **Body or Section 4**: Overview of Key Effects after Effect D – with Exemplification

Conclusion: Restate thesis; other comments; end with strong concluding statement.

SUPPORTING DETAILS

Exemplification: Depending on how personal or impersonal your subject is, your descriptive examples can be personal experiences, facts, statistics, or quotes from witnesses and experts. Whatever your examples are, make sure that they are 1) specific, 2) concrete, and 3) relevant.

Note: Avoid using the pronoun "you" in the Body paragraphs. In less-personal essays, avoid using "I" as

well – in those cases, find a substitute person to stand in for you.

THREE ESSAY EXAMPLES

Topic: The causes and/or effects an event, situation, or decision that you know personally what happened.

CLASSIFICATION OR DIVISION: "TOP 3" CAUSES

Thesis: Why I chose to do Muay Thai = :)

Body Outline
   I.   Cause 1: try something new
   II.   Cause 2: be able to defend myself and those that I love
   III. Cause 3: love of combat sports
   IV.   Effect 1: do it outside of gym
   V.   Effect 2: get people's attention

"Muay Thai" by Sebastian Casas

Muay Thai, which means "Thai Boxing," is a stand-up striking sport from Thailand in which competitors strike at each other with punches, elbows, knees, and kicks. Personally, I got into Muay Thai when I was twelve years old. I fell madly in love with it quickly. The causes for me getting into Muay Thai were that I wanted to try something new, I wanted to learn how to defend myself and the people I cared about, and I loved UFC (Ultimate Fighting Championship) and boxing. The first cause for joining Muay Thai was that I wanted to try something new in my life. Twelve years old is a very young age, and with such a young age comes much free time and very minimal responsibilities. I was your average twelve-year-old kid. I would come home from school, eat, do homework, and after that, do whatever. I was still too young to be going out by myself, and the friends I had didn't really go outside to play.

I would spend most of my free time in the house either watching TV, on my tablet (no, I was not the typical tablet kid), or playing video games. I never really got physically active unless I was in gym class at my middle school. One day, my older brother told me about a small gym he was going to. He told me they taught Muay Thai and showed me what it was. I became interested in trying it out. Combat sports were not completely new to me as I watched stuff like UFC and boxing. The idea of actually doing it was crazy to me since I was so young, but it was something new in my life that I really wanted to try out. So one day I went with my brother. I put on gloves for the first time, and I hit mitts. Of course, doing it for the first time, my technique wasn't the best, but I was having fun. Let's just say when training ended, I didn't want to stop. I knew this was going to be my new hobby. Also, I was a bit chubby, so I thought I could slim down a bit with training, which I was happy about because it was something I genuinely enjoyed doing.

The second reason for joining Muay Thai was because I wanted to learn how to defend not only myself but also those that I love. I was just a little kid at the time, but I knew bad situations could happen to everyone. My brother had told me stories of the few times he got into fights throughout his life. I remember the time he told me of when he got into his first-ever fight. He was in middle school, and some kid was mad at him during football practice for pulling a dirty move on him, even though the boy pulled one first on my brother. After football practice, the kid tried to fight him in the locker room, and my brother said he didn't know how to fight, so he started to kick the boy. He actually managed to make him fall and, after that, one of my brother's friends jumped in to help him, so they both beat the boy up. We both kind of laughed about the story because of the way he beat the boy up. I planned to join football for my seventh-grade year, and once my brother told me his story, I realized that this could happen to me too and if it did, I needed to know how to defend myself. I also had two cousins who were a grade below me that were going

to enter sixth grade when I entered seventh. I had seen people get into fights at my middle school when I was in sixth grade, and I knew it could happen to my cousins too, so I wanted to be able to defend them.

The biggest reason for joining Muay Thai was because of my love for combat sports. Prior to Muay Thai, I had been watching UFC and boxing for quite a while. At the time, my favorite UFC fighter was Conor McGregor. This guy was absolutely electric. He was a rising star in the UFC, and he was making the organization gain tons of fans. Not only was he a great fighter, but he was also a marketing genius. He sold his fights like no other fighter with his great and funny trash talk. This would also help him get into his opponents' heads, causing them to fight emotionally, and Conor was very good at taking advantage of that. He basically made the UFC what it is today. On the other hand, my favorite boxer was and still is Saul "Canelo" Alvarez. A major reason why he is my favorite fighter is because he is Mexican, like my family and me. The funny thing about this is that Canelo and Conor are two very different people. Of course, both do different sports, but their personas are also so different. Conor is more of a trash-talking showman who could fight very well, and Canelo could box exceptionally well, but he wasn't very much of a trash talker; he was more of an "I do my talking in the ring" kind of guy.Canelo was recognized as "El Orgullo de Mexico" which translates to the pride of Mexico. I looked up to Canelo not only because of his boxing skills, but also because of how he was as a person. He was very humble, and he carried himself well. Canelo was the reason I loved boxing.

An effect of training in Muy Thai at a gym was that I would do combat sports-related things outside of the gym. I would often shadowbox at random times. For example, I would always shadowbox before showering, or I would randomly start shadowboxing in my room. I would sometimes do a sneak attack on my brother with a wacking kick to his behind, and I would laugh while doing so. Sometimes I would unintentionally scare my friends because I would start

shadowboxing with them, and none of my friends knew how to fight, but I would tell them, "Chill, I'm not actually going to hit you -- I'm just shadowboxing." I also would often watch UFC or boxing highlights. I loved watching those "top ten UFC knockouts" or "top ten boxing knockouts" types of videos. I also would watch tons of Canelo highlights since he was my favorite boxer, and I loved his style.

Another effect of training in Muy Thai was that it put people's attention at school on me. Many people from my school noticed my training videos on my Instagram page. Some of them would comment on my videos, and they would ask me questions at school about my training. Some boys would try to get me to "slap box," but I was having none of it. I knew some people were trying to test me out for their own entertainment and for others, too. Eventually, I noticed that the energy of some boys in athletics towards me changed. I felt like they finally realized not to poke at me, but I knew to not pay too much attention to it or let it inflate my ego. Being someone people knew not to mess with was a goal of mine, but I didn't want to be one of those kids who had a big ego that tried to show off that he could fight, so I made sure to be humble and just tried to be a person who was cool, calm, and collected.

Therefore, wanting to try something new, wanting to be able to defend myself and those that I love, and my love for combat sports were why I did Muay Thai. It has been about six years since I started this sport, and I have taken a long time off due to school and other responsibilities one gains while growing up. I miss it very much, and I plan to go back soon.

(1349 words)

CLASSIFICATION OR DIVISION: "TOP 3" EFFECTS

Thesis: Social Media = negative effects

Body Outline:
  I.   Effect 1: toxic comparison and self-perception
  II. Effect 2: poor body image
  III. Effect 3: poor cognitive functions – attention span

"The Negative Impact of Social Media on Young Adults' Mental Health" by Deeksha Annam

   In today's interconnected society, the prevalent use of social media platforms has fundamentally altered human interaction, changing the way we interact, communicate, and perceive the world around us. The widespread influence of social media has become an integral part of the lives of teenagers and young adults, profoundly shaping their perceptions, behaviors, and mental well-being. Platforms such as Instagram, TikTok, and Snapchat have integrated themselves into the everyday lives of young people, making a profound impact on their perceptions, behaviors, and most importantly, mental well-being. The allure of constant connection and curated content has introduced a set of challenges for young people- social media's impact on mental health. Due to the usage of social media, the youth of today's society confront problems such as having comparison affect their self-esteem, having a distorted and unrealistic standard for body image, and a cognitive impact on attention spans. The increasing use of social media among youths has caused significant concerns about its profound impact on their mental health.
   First, the constant exposure to social media's curated, filtered, idealized, and perfect portrayals of others' lives creates a culture of comparison, impacting how individuals perceive themselves, making teenagers feel like their own lives

==and appearance are inadequate compared to the person on their screen.== This comparison isn't just about material possessions or physical appearance; it extends to every aspect of life, from relationships and achievements to experiences and successes. Endless streams of seemingly perfect images and lifestyles create an unrealistic standard that individuals feel compelled to measure up to and often lead to a spiral of self-doubt and lowered self-esteem. Witnessing the apparent achievements, travels, and seemingly flawless appearances of others triggers an irresistible urge to compare one's own life, appearance, or accomplishments, resulting in feelings of not measuring up. Engaging in this comparison while using social media leads to young adults and teenagers diminishing self-worth, fueling and intensifying insecurities and having a constant need for validation, all of which collectively make a profound and far-reaching impact on their mental well-being in ways that can be detrimental and enduring.

==Second, the influence of social media on mental health, particularly concerning body image, creates a distorted reality where individuals perceive an unattainable standard of physical perfection, not only among the personalities on screen, but also in their real-life social circles.== The constant exposure to meticulously curated and digitally altered images on social platforms fosters a perception that the idealized bodies showcased online represent the norm in reality. This distortion blurs the lines between virtual and real life, leading individuals to believe that the flawless physiques seen on their screens are reflective of what they should expect in their day-to-day interactions. As a consequence, there arises a pervasive belief that people in their real-life social spheres also possess perfect bodies akin to those depicted on social media. This skewed perception cultivates unrealistic expectations, causing individuals to feel inadequate or dissatisfied with their own bodies when confronted with what they perceive as the standard. The prevalence of such digitally enhanced representations perpetuates an unattainable beauty ideal, contributing to a widespread misconception that perfect

bodies are commonplace, thereby fueling dissatisfaction and fostering a continuous cycle of negative body image perceptions. Addressing this issue requires a concerted effort to promote awareness of digital manipulation, encourage body positivity, and emphasize the diversity of real bodies beyond the filtered narratives presented on social media.

Finally, the widespread use of social media is also having a cognitive impact on our attention spans, changing how we think and pay attention. Among young people, platforms like Instagram and TikTok are affecting our ability to focus with its quick, flashy content. The constant flow of quick and attention-grabbing content has significantly challenged individuals, making it harder for people, especially the younger generation, to concentrate for long periods of time and maintain prolonged focus. It has been proven numerous times, and easily experienced by others and myself, that spending too much time on social media contributes to shorter attention spans and difficulty focusing on tasks that demand sustained concentration. The constant barrage of information also overwhelms people, leaving them mentally fatigued. Social media's influence on mental health goes beyond emotions -- it affects how we think and focus too. It influences our brain's chemistry with its constant stream of quick, attention-grabbing content and constant stimulation triggers our brain's reward system and can mess with our dopamine sensors ("Are You Addicted to Social Media"). It conditions our brains to seek a quick reward, making it harder to focus on things that don't offer immediate gratification. Over time, this can affect our ability to concentrate and engage deeply with tasks that require more sustained attention. The relentless stimulation from social media has a cognitive impact on our attention spans, not only reshaping our brain's reward system but also detrimentally impacting our mental well-being.

In conclusion, the influence of social media on the mental health of young individuals cannot be overstated, showcasing a concerning set of challenges that affect their self-perception,

body image, and cognitive functions. Social media platforms have seamlessly integrated into lives and lead to a culture of comparison that undermines self-esteem, having a distorted perception of body image, the cognitive impacts on attention spans, and the toll on mental well-being is evident. The constant exposure to idealized lives and unrealistic bodies sets unattainable standards, causing feelings of inadequacy and negative body image. There is also a cognitive impact, altering teenagers' attention spans and rewiring reward systems. This poses significant challenges for sustained focus and mental clarity. As these concerns grow, it's imperative to recognize the need for awareness and promote healthier digital habits, and self-acceptance beyond what is perpetuated by social media. Social media has caused a negative impact on the mental health of young adults and teenagers, and only by acknowledging and addressing these various challenges, can we strive towards a more balanced and mentally healthier relationship with social media among the youth of today's society.

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(1008 words)

CAUSAL CHAIN: CHRONOLOGICAL DOMINO EFFECT

Thesis: Working at Domino's during COVID= BAD

Body Outline
I. Root cause: COVID and lockdown. Effect: staff not coming in
II. Understaffed. Effect: overworked, late orders, upset customers
III. Upset customers, Effect: frustrated workers, helpless manager
IV. Helpless manager. Effect: more quitting workers

"Crisis at Domino's during COVID" by Jose Moreno

The year 2020 has been an extraordinary year so far: the Philadelphia Flyers' mascot Gritty is under investigation for assault, Mr. Peanut died and was replaced by a baby, and now we are dealing with the COVID-19 pandemic. Among other consequences, many citizens in the United States – and particularly Dallas County -- have been mandated to stay at home and non-essential business have been closed to slow down the spread of the virus. However, essential businesses, such as food service businesses, may stay open. The Domino's pizza restaurant that I am employed at is one of those essential businesses. However, our crew has progressively become more stressed, discontented, and upset with management. This is rooted in our fears of being exposed to COVID-19, which results in being understaffed; then the lack of staff results in increased stress because of an increasing volume of orders which we cannot fill in time, which causes frustrated customers and us feeling frustrated with management, leading to more people quitting.

First, the root cause for the increased business and stress comes from the efforts to slow the spread of COVID-19. Our government has been regulating the people, advising people

to stay home and closing down businesses; this is a great way to keep people from having too much contact and spreading this virus. This also forces more and more people to either cook and eat at home or to order food from restaurants for delivery. Many people order food instead of cooking at home due to fear of being exposed to people with the virus by leaving their homes. So more people ordering out means a much greater volume of orders coming into our store. But employees such as us are also fearful of catching this virus. Many of my coworkers have already self-quarantined because they have health conditions that put them at risk of being severely affected by the virus, or have family members who are high risk. As more and more cases are popping up around the country and the closer it gets to our town, the more real this whole situation becomes, resulting in more team members not coming in for work.

Second, we were relatively understaffed before this crisis, but after a few team members stated that they would stay home for the next month, the work conditions got a lot worse. Management would ask many drivers to stay at work many hours past their scheduled time off because of the amount of orders that need to be delivered. The inside crew members who make the pizzas were neck deep in work, making hundreds of pizzas during our rush hours, and they also had to deal with complaining customers since wait times were usually double what we usually promise. Many deliveries were also going out late: for instance, I took many deliveries that were over an hour late because we just did not have enough drivers to handle all the business we were getting. As a result, neither the customers nor employees were happy.

Of course, dealing with upset customers all day really takes a toll on the workers; it makes working very annoying and forces people to decide whether it is still worth it to subject themselves to this level of stress and exposing themselves to many people who could have the virus. Many people who work at my store are younger, usually with less financial responsibilities than an older person, so they have the

freedom to quit if one day they decide that it is not worth dealing with all this stress for minimum wage. Drivers, however, are getting more money since more orders means tips, so they have more of an incentive to stay, but it can also become too much for them. As for me, I feel the worst for our manager. She cannot quit because she has a family to support and, with many other people quitting, it forces her to work more hours to make up for it. She is now working sixty-hour weeks and, to add insult to injury, she gets paid salary, so she is not even making a dime in overtime.

Another effect that really frustrates employees is feeling as if their voices are not being heard. Our manager says that she brought up concerns to the general manager and owner of our store by asking them to close the store so that the workers would not be exposed to catching the virus; however, they just ignore her. This makes her furious since they are valuing making money over the safety of their employees. We also feel that if people quit, then they will just replace them anyway, so it is hopeless to do anything other than just continue to work as if nothing is happening for those who need their job. Not all employees can afford to go into quarantine and lose their job, so it is very disheartening to learn that their employers are not even trying to find a solution for them.

These issues coming together results in a crew that is feeling extremely unhappy, stressed, and abandoned. Once the dust settles, I imagine many people will look for new work if they are not already. On the upside, our employers are definitely making a lot more money from the increased sales, so good for them, I suppose. It only cost them the little respect that the crew had left for them. Things could be worse; we could be servers or office workers who lost their job completely and are struggling to find out how they will pay their rent. I do not mean to complain too much; I am just looking to give a peek into the lives of small-town fast-food workers. We were already scared from the possibility of being infected with COVID-19, but the stressful working environment and lack of interest from management has made

us even more discontent with our situation.

(986 words)

Note: *It is a coincidence that the topic of this Causal Chain: Domino Effect essay – written in a Spring 2020 semester ENGL 1301 class -- is about a Domino's pizza place.*

CHAPTER 12: ARGUMENTATION

DEFINITION

Argumentation answers the question "Why is this right and that wrong? What proof do I have to defend my belief?" Unlike the other essay types, which are either forms of self-expression or information and don't require your audience to agree with your essay, **Argumentation** is quite different. Although self-expression and information (especially **Narration** and **Cause/ Effect**) are both in an **Argument** essay, they serve only one purpose: **Persuasion**.

PERSUASION = the methods that a speaker/writer influences readers/audience **to change their mind and their behavior**.
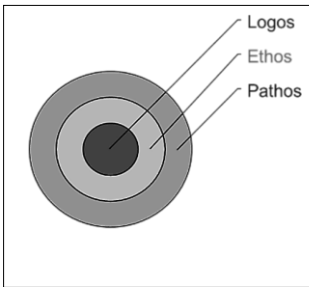
The three methods – "**appeals**" – of persuasion are these, listed in order of importance
1. **Pathos** (the **feelings** of the listener/ reader/ audience),
2. **Ethos** (the **ethics** of the speaker/ writer/ messenger),
3. **Logos** (the **logic** of the reasons and the evidence of the message).

NOTE: These are the first three parts of "The Rhetorical Situation" as explained in Chapter 5.

All **three appeals** must work together: Pathos and Ethos "candy-coat" your Logos to accommodate your audience's views by you making **respectful word choices**.

Since the whole purpose to **Persuasion** is **to convince a reluctant audience** to give up their belief and adopt yours

(or at least consider yours), you immediately risk failure if your word choices sound disrespectful to their own **reasonable but contrasting** points of view. In other words, even if your Logos is 100% true, your persuasion fails if you made your audience feel bad and therefore they see you as untrustworthy.

ARGUMENT is a form of **Persuasion,** primarily using **Logos**, which has at least **four core elements**:

1. **CLAIM** (your argumentative thesis)
2. **REASONS** (your common sense & probability, logically explained)
3. **EVIDENCE** (your physical and testimonial examples)
4. **OPPOSITION** (your summarized opposition, which you refute as still incorrect)

Let's go over each core element, one at a time.

CLAIM = ARGUMENTATIVE THESIS

A basic Claim Statement uses a "because" clause:

> **Example of Claim:** "All four year olds in America should be required to attend public pre-kindergarten because all kids should have the right to a good start in their education."

Good Claim test: make a Counterclaim (opposite of your Claim). If the Counterclaim sounds sensible and reasonable, then your Claim is good. *(**Note:** the Counterclaim is your Opposition's viewpoint and becomes the first sentence of your Opposition paragraph later.)*

> **Example of Counterclaim**: "All four year olds shouldn't be required to attend public pre-kindergarten because only poor families who can't afford private pre-kindergarten need public pre-kindergarten."

TIP: A good **Claim** should be about a **specific problem,** should be **meaningful to you,** should be **debatable** by all reasonable and emotionally mature people who disagree with

you, and should be **manageable** to write about within the required word count and time-frame.

SOME USEFUL VOCABULARY

Note: *I will explain what* **Classic and Toulmin Argument Structures** *are soon*.

REASONS (common-sense & probability, logically explained) = called "**Deduction**" in Classic Arguments and "**Grounds**" in Toulmin Arguments

EVIDENCE (physical & testimonial) = called "**Induction**" in Classic Arguments and "**Data**" in Toulmin Arguments

OPPOSITION (summarized and then refuted) = called "**Refutation**" in Classic Arguments and "**Counterclaim & Rebuttal**" in Toulmin

DEDUCTION/GROUND: The 3-Part Syllogism Formula of Deductive Reasoning

1. **Major Premise**: general assumption(s) or belief(s); the major category = your BIG REASON
     Example: *IF* racism in all forms is harmful,
2. **Minor Premise**: specific assumption or belief of the specific situation; a member in that category = the specific conditions/characteristics of what the Big Reason means, often explained as a Cause/Effect.
     Example: *AND* the XYZ Scholarship is racist.
3. **Deductive Conclusion:** apply **general** belief to **specific** conditions.
     Example: *THEN* the XYZ Scholarship is harmful.

INDUCTION/DATA: Your Evidence = 3-Part Formula of Inductive Reasoning

1. **The Deduction/Ground** is a **hypothesis**: it needs proof
2. Body of **evidence**: **the proof**, logically explained and connected together
3. **Inductive Conclusion: evidence** confirms the **hypothesis**

- **Physical Evidence** answers "who," "what," "when," and "where" of the issue.
- **Testimonial Evidence** answers "why" and "how" from experts (the issue is their job or their educated background), witnesses (they saw it) and/or participants (they were in it).

REFUTATION (COUNTERCLAIM & REBUTTAL): Dealing with the Opposition

1.   **Summarize** what the opposing point is **fairly**. DO NOT make a "straw man" (that is, portraying members of your opposition weaker and/or more awful than they actually are).

2.   Show **your evidence that contrasts** their evidence. Think "Wrong time, wrong place" -- perhaps their evidence is incomplete or they don't have all the facts because their worldview is stuck in a specific time period and a specific city, state, or even country.

3.   Show **logical fallacies** (errors in reasoning) in your opposition. **TIP**: You can find a good introduction to logical fallacies at *The Purdue Online Writing Lab*:

owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/fallacies.html

REMINDER: Even in Refutation, always assume **your opposition has a good reason** to believe what they believe.

After all, you are trying to persuade them to join your side. Be respectful of their opposing view while showing them that their view is STILL incorrect.

Topic: Argue for or against a decision or action that you personally know well (as an expert, witness, and/or participant).

5 METHODS TO STRUCTURE AN ARGUMENT'S BODY PARAGRAPHS
With Essay Examples

Note: Yellow = Writer's position. Blue = Opposition's position. Green = source name

CLASSIC (DEFINITION) METHOD

INTRODUCTION: Introduce and give background of the issue; state your **CLAIM**

I.   **Body or Section 1: Your REASON**: Explain why you believe your Claim is true, using common-sense opinion/reasoning, based on a definition (with generic, abstract hypothetical examples, if needed) that you have.

II.   **Body or Section 2: Your EVIDENCE**: Give concrete, specific examples (that is, EVIDENCE) to prove your Reason exists in the real world

III.   **Body or Section 3: Your OPPOSITION**: Summarize the opposition's viewpoint and respond to it

CONCLUSION: Restate **CLAIM**; give advice and/or predict future

ESSAY EXAMPLE:

Thesis: Employee stealing = ok if company is big, rich, and uncaring

Body Outline:
  I.   Reason: Big company = rich and uncaring, causes employee to want "eye for an eye"
  II. Evidence: workplace experience
  III. Opposition: Stealing is wrong! Rebuttal: Not when company is mistreating employees & won't feel the difference.

CLASSIC ARGUMENT
"Big Companies Can Share" by C. Trevino

Oftentimes, large-scale companies start off with good morals and ethics. However, when they grow to a very large scale, they lose track of where they started and focus more on how to make the most money to better themselves. In doing so, the people who keep their steady stream of income flowing get forgotten about, mistreated, unheard, and underpaid. Being placed in this perspective raises some ethical and legal concerns. Although it is ethically and legally wrong for an employee to steal, in my experience, it is justified when it is from a big, uncaring company.

Companies are the size they are simply because they have a lot of money and are good at making money, even if that means cutting some corners. Companies that want to reduce production costs can directly affect the employees. This can range from cutting people's pay to implementing rules where the employee has to pay for something they have no control over in order to save the company some money, such as a customer not paying, and the employee is expected to cover the company's loss of sale. When multimillion-dollar companies perform these unjust actions against the people who are keeping their businesses alive, it creates an eye-for-eye situation for the employees where they may need to steal from their employer just to make ends meet. Although technically wrong, which may have adverse consequences, employee stealing has little to no effect on the company as

they continue to make and have more than enough money.

For example, my coworker and I have experienced having to steal from our company to make ends meet due to unfair rules to save the company a couple of extra dollars -- when they are capable of covering it themselves, even though it comes directly from our pockets. The mixture of getting paid $2.13 an hour and yet being expected to pay for customers who don't pay leaves us in a bad position morally, as stealing is wrong and we could get fired. But when talking to the manager of the restaurant where we valet park, he said the valet company I work for gets paid a set amount of $3,000 monthly by the restaurant (Wade). They also receive money from us as they have a deposit per car we park, which is set at $3.00 per car. Although $3.00 per car seems low, we park fifty to one hundred cars daily, meaning we end up paying the company $100 to $300 per night, even if we receive nothing from the customer as tip. This leads us to reticket or lower the number of cars in the accounting books so that we are not responsible for the people who didn't give us anything. Knowing that the company is still making over $3,000 a month just off of the restaurant we work at eases our moral discomfort and justifies our actions of stealing, as the company is still continuing to make money and be successful while we both employee and employer meet our financial needs.

Some will argue that stealing is bad and yes, no doubt stealing is most definitely wrong, as we may never know what position and effects it may have on the people we are stealing from. Stealing is also unethical and breaks moral codes for some people. However, stealing from a big, uncaring company is okay when underpaid employees need to make money because the big companies make money regardless of the microscopic fraction of money we are taking from their income. Although it is easy to say, "Don't steal," big companies will never go broke, and we, as the employees, are just the worker ants to make them more money. On top of making money every second they are open, depending on how

many locations they have, the company I work with has millions of dollars in assets. These assets secure the company even more financially, knowing they are able to sell their assets at any time. The amount of backup plans companies have to secure themselves financially is the icing on the cake to justify why stealing from them is okay because we hourly-wage employees are nowhere found in any of their self-focused escape routes. In fact, we are often the victim of their self-focused escape routes, as explained in Robert White's article "Docking Do's and Don'ts: Pilfering from Employee Paycheck." He writes,

> Docking comes in many forms: legitimate, not so legitimate, and unconscionable. Tax withholding is legal, although not welcome. Most employees will agree to deductions for health or pension benefits. Sometimes, bad marriages or bad debts lead to court-ordered garnishments, and the employee--and the employer--must comply. What so many American workers do not like is the slicing and dicing of their paychecks into pieces to pay for the employer's bad luck or poor business acumen. Sometimes, the cuts stem from events that are beyond the employee's control, or that may logically be interpreted as part of the employer's cost of doing business. (White)

This shows how companies implement rules and play with employees' paychecks. Later in the document, White also states seven instances when an employer has withheld a paycheck or even made employees pay back the customers' debts. Therefore, if split between me or the company winning, I would do everything I can to make sure it is me because they essentially have no genuine care for their employees when they are focused on much bigger things.

Therefore, even when it is ethically wrong and can place you in legal trouble, stealing from a large company is more than justified and okay, especially when you are being mistreated and underpaid by them. These companies will feel no effect as they make millions in one year's time. Despite the

ethical and legal implications, when multi-million-dollar companies perform demoralizing acts against their employees, it leaves employees in a sticky situation -- a situation of mental battles between doing the ethically correct thing or securing your own well-being. I feel it is, although morally wrong, an easy thing to justify because, at the end of the day, the big companies and the owners have millions, and I don't.

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(1064 words)

TOULMIN (POINTS) METHOD

INTRODUCTION: Introduce and give background of the issue; state your **CLAIM**

    I.   **Body or Section 1: Your First REASON**: Explain reason + **EVIDENCE** as proof

    II.   **Body or Section 2: Your Second REASON**: Explain reason + **EVIDENCE** as proof

    III.   **Body or Section 3: Your Third REASON**: Explain reason + **EVIDENCE** as proof

    IV.   **Body or Section 4: Your OPPOSITION**: Summarize the opposition's viewpoint and respond to it

CONCLUSION: Restate **CLAIM**; give advice and/or predict future

EXAMPLE ESSAY:

Thesis: $$$ on prom = worth it

Body Outline:
    I.   Reason 1: Senior year – once in a lifetime
    II.   Reason 2: Friends
    III.   Reason 3: Family
    IV.   Opposition: Grandma + Rebuttal: $$$ not unusual

TOULMIN ARGUMENT
"The Valuable Prom" by Dominique Hickey

When I was young, my mom used to tell me that money did not grow on trees. I always responded, "Well, it is made of paper." She just smiled and mumbled words under her breath. I used to think about what she may have said, but as I got older, I had a clear idea. Money is valued when it is earned, and you learn how to spend it wisely. When my senior year of

high school came, I was more excited about prom than anything in the world. In that moment, I believed that the expenses for prom were worth it due to the lifetime memories of my friends, my family, and me.

The first reason why I did not mind spending a lot of money for prom at the time was because it was my last year of high school. Actually, it was my last year of any grade school in general. Life seemed as if it was going to shift in a drastic way. With it being senior year, most friends and peers are transitioning from adolescence into adulthood. Some peers move far away, attend universities, start businesses, or start working on their goals in life right away after graduation. It is not promised that we will see someone we graduated from high school with ever again, so I wanted to take advantage of my peers being in the same room while having a good time all at once. As a result of prom, memories play in my head like a catchy song constantly. The bright, flashing lights, glamorous, red carpet, and the fast, camera strobes made prom a night to remember, but my classmates made prom a night to never forget. As I looked around, everyone's smile lit up the room. They danced like it was the last dance in their lifetime and socialized like they were silenced for days. Joy and laughter filled the room from the entrance door to the dance floor. Seeing everyone live in the present made me realize why prom was such a big deal to me. No matter what was going to happen in the next chapter of our lives, we made sure that prom was something we could reminisce on in the future.

Second, the influence of my friends' choices reflected my decision making on my prom items. As I spent weeks and months planning on my prom, my friends and I decided to prepare for everything together. I had a general idea on finding a blue, mermaid dress. We went to the mall to shop for our dresses, accessories, heels, nails spas to get our manicures and pedicures done, and hair salons for our new hairstyles. We first stopped at a prom boutique. As we started looking around, I noticed that the simpler dresses and accessories were reasonable. On the other hand, the glam

section was very pricy. My friends walked past the basic dresses like they never saw them in the store. They were into sparkly, glittery dresses with long trains hitting five inches to the floor. In addition, the jewelry was sparkly blinding, and the shoes created a mirror reflection on the floor. The more that I stared at the startling items, I more I began to fall in love. I brought a red, silky dress that detailed with gold applique fabric on the shoulders, stomach, and back of my dress. The dress was a ball gown cut, and my dress was long enough to step on. The dress priced at $500 by itself. Even though it was a lot of money, my friends and I bonded in a very special way. Everyone started to figure out each other's personalities based on what we were trying on and disliked. It was a bond that I will never forget.

A final reason on why I spent a lot of money on my prom was because prom meant a lot to my family. With my sister and me being the last girls in our family to graduate at that moment, they never knew if they would have another opportunity to participate in any other proms. Taking that into consideration, my family became more involved with the event. Furthermore, my parents' goal was to make prom perfect to us and not to anyone else. They wanted to see us happy and to enjoy prom because if we were happy, then they were happy. We had several discussions about what we wanted, when we were going to get our dresses, shoes, and accessories, and the prices of the attire. I told them that my approximate expenses were going to be about $900, and I was going to shop with my sister and a group of friends. Even though I was not working at that time, I earned the money by doing chores, dog sitting, and babysitting several months beforehand. They were a little shocked when they heard my price range, but since I was willing to work for what I wanted, they did not say much about it. Although I was earning money for the event, they decided to give me $200. I am very grateful to have parents that support and help me through every step of the way.

However, while my parents accepted the expenses for my prom, my grandma thought I was bizarre. Senior year is a quick transition from being a teenager and moving into adulthood, and she said that $900 was too much for one night, and I could be spending it on something more valuable like a phone bill or save the money for a rainy day, so she tried to change my mind. However, spending that much money wasn't unusual. According to a survey from *The Guardian*, "the average US family plans to spend about $919 on a prom-going teen" (Kasperkevic), so I refused. I knew that I was going to make a lot of memories, and I wanted to have the "perfect" memory of my prom. When we wear something that makes us feel confident, we behave in a more confident way. I did not want to have a dreadful prom experience. As bratty as this sounds, I was either going to buy whatever I wanted to wear, or I was not going. Prom meant a lot to me back then, so I did not care about how much money I was spending. With that being said, I am glad that I stuck with my decision. Instead of being self-conscious about how I looked, I was enjoying myself and my friends. I took lots of pictures and danced carelessly throughout the night.

In one part of a teenager's life, memories are going to be important to them than expenses will ever be. Throughout my whole life, I realized that money comes and goes, but memories stay forever. Life is very short, so you should live in the present and have as much fun as you can. Prom was a very special event for me because it felt like the end of a new beginning. In addition, it showed how one night can unite friends and peers in a positive way. Even though I spent an excessive amount of money for prom, it is a night I will never forget.

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(1235 words)

REBUTTAL (DEBATE) METHOD

INTRODUCTION: Introduce and give background of the issue; state your **CLAIM**

- I. **Body or Section 1:** Summarize **OPPOSITION'S First Reason**; rebut that reason with your counter-**REASON** and your counter-**EVIDENCE**

- II. **Body or Section 2:** Summarize **OPPOSITION'S Second Reason**; rebut that reason with your counter-**REASON** and your counter-**EVIDENCE**

- III. **Body or Section 3:** Summarize **OPPOSITION'S Third Reason**; rebut that reason with your counter-**REASON** your counter-**EVIDENCE**

CONCLUSION: Restate **CLAIM**; give advice and/or predict future

EXAMPLE ESSAY

Thesis: School uniforms are essential.

Body Outline:
- I. Limit self-expression vs. can express in other ways
- II. Expensive vs. less costly in the long run
- III. Poor academic performance vs. can focus more on school

REBUTTAL ARGUMENT
"School Uniforms Are Essential" by Monique Hickey

Many schools require students to wear school uniforms when they attend school. However, in the United States, some require students to wear school uniforms while some do not. School uniforms have always been an important role in the education system and for some is a necessary part of a good school environment. The original idea for school uniforms was to hide social differences between students. However, in

today's time uniforms can also help with various things such as discipline, equality, and safety. Although school uniforms are worn to help better the education system, uniforms have become a big debate and has caused quite some controversy within the education system. People have concluded that school uniforms do not improve school quality and are not necessary for students to receive an education. However, school uniforms positively impact student's academic performance and are needed in the education system. My opposition overlooks that school uniforms benefit the education system and have been persuaded by others' negative opinions that school uniforms are not needed.

First, my opposition may say that school uniforms limit self and personal expression. Furthermore, a person's individuality is a characteristic that is significant to every individual. However, requiring students to wear school uniforms supposedly takes away that aspect by restraining them. Also, how a student chooses to dress could be a bold statement of one's personal or political views according to Julie Underwood. She continues by saying, that the way people choose to dress could convey or represent a message. The following caused the First Amendment to be involved in determining how far a school district can go in regulating what students can wear (Underwood 74). After all, kids and teens use the way they dress to express themselves. Before I graduated high school, students that attended the same school as me would say that their creativity was hindered and restrained because not only were they expected to wear uniforms, but they also held back on expressing their behavioral originality to follow a set code of conduct. As a result, they felt uncomfortable while wearing uniforms because my peers would that they lose self-identity whenever they lost their right to express and show themselves through fashion. Therefore, many believe that wearing uniforms can limit self-expression.

However, students can express their individuality in uniforms by expressing personality through sports,

appearance, and accessories. Students could start by wearing jewelry, such as earrings and bracelets. Students could also add more details to their shirts by adding pins to them and dressing up their shirts by adding a stylish jacket to their uniform. Although some schools limit which hair colors are appropriate, students could still try wearing different hairstyles. Furthermore, they could add hair accessories to show character. Another way a student could express their individuality is by wearing unique looking shoes. For example, when I attended high school, I expressed myself by wearing a cool, bold backpack to make a statement. Also, being required to wear school uniforms can encourage students to express themselves in other complex ways such as sports, academics, arts, and other school activities. School uniforms allow students to promote their individual expression of school spirit. For instance, students can express themselves by joining sports and other school activities such as football, volleyball, theater club, and more. In a published article, it is said that extracurricular activities in school life is important and significant for the development of students. The article also states that students learn to express themselves beneficially in sports by learning time management, organizational skills, and improved self-confidence (Naik). Therefore, students can express themselves through school activities and accessories, rather than regular clothes.

Second, the opposing side may argue that school uniforms could cause stress for parents who are unable to afford several sets of uniforms. That is because uniforms are only sold and available from a limited number of suppliers, which could be a reason why school uniforms are sold at a high price. Suppliers may also sell needed items such as blazers and dress shoes at a high price. This could cause some families and parents who struggle financially to not be able to afford them. In an article from *The Guardian* by Donna Ferguson, charities and community groups are trying to lower the costs of school uniforms for low-income families because affording school uniforms have become a big problem. The article says that

applications for help with the cost of school uniforms and shoes have risen by 90 percent over the past year in 2019. Furthermore, the charities and volunteers think the problem grew when schools began to use branded school clothes rather than standard uniforms, and private school uniforms could be more expensive for children's parents (Ferguson). The article also shows that uniforms are becoming more expensive due to high demand and limited markets, and the more financially unstable parents are, the more they have to depend on charities and community groups to provide their children with uniforms for school rather than being able to afford them (Ferguson).

However, uniforms can allow parents to save time and money that is spent on school clothes. Yes, school uniforms may be pricey, but they still allow parents to save money by being able to be worn for one or two complete school years. Furthermore, stores tend to have back to school sales whenever school is about to start, to help save money on school uniforms. In contrast, it may be difficult to find sales for regular clothes when school is about to start, especially when children want to attend school wearing popular, expensive brands and styles of clothing. Yes, school uniforms could cost about $300 dollars, depending on the requirements of the school and how many children there are in the family; however, regular clothes for school may cost just as much, if not more, since name brand clothing could be more expensive than less popular, standard clothing, and different stores and brands could affect the price. Furthermore, parents who may have more than one child who attends school would have to buy more regular clothing, rather than save money with buying school uniforms that could be passed down, since being current in style and fashion is not an issue. As a result, in addition to having to spend more money on expensive brands, parents would also have to buy their children regular clothes more often than they would if their child were required to wear uniforms. School uniforms may cost a great

deal; however, parents might have to spend twice as much money for regular branded clothes than uniforms.

Finally, people against my claim may also say that school uniforms could lead to poor academic performance and a decrease in attendance. It's because school uniforms could be uncomfortable and inconvenient to some students when they are being forced to wear them every day at school. Also, some parents may not be financially stable to afford good quality uniforms for their children to wear to school, resulting in them having to wear low-quality uniforms that are stiff and unpleasant. Being in stiff and itchy school uniforms for seven or more hours could be frustrating to students because the clothing may restrict their movements. The discomfort of school uniforms could affect students by distracting them from their education during school hours. Also, students' attendance suffer when they come to school not wearing uniforms, and they have to wait outside of the classroom for their parents to come with their uniforms to change. The opposing side worry that students may avoid going to school to avoid these two problems of wearing uncomfortable school uniforms or being in trouble for not wearing school uniforms, which could affect their academic achievements and goals. Thus, schools with school uniforms could cause students to stop attending school and prevent them from being in good academic standing.

However, school uniforms let students focus more time on doing schoolwork and other beneficial activities about school. First, they don't have to spend time choosing what clothes to wear for school, since they always wear the same thing. When I attended high school, most of my peers were early and on time to class. The reasoning may be because students did not have to waste time choosing what clothes they would wear to school the next day. Furthermore, school uniforms reduce visual distractions for students because everyone wears the same clothes at school. Students become less interested in what their peers are wearing when they are all wearing the same outfits. In my school, instead of being interested in what

we looked like at school, we became interested in what we did at school. My peers began to support my school by participating in sports and joining tutoring services within the school, to better their learning in subjects. Therefore, wearing school uniforms allows students to devote more of their time to learning. It influences them to focus more on homework, projects, and tests, resulting in higher academic performance. School uniforms help improve student performance by helping students focus more on learning and academics rather than popular clothes.

In conclusion, my opposition overlooks the advantage of school uniforms because they have been convinced by the public's misguided opinions that school uniforms are purposeless and ineffective. Their claims to put a stop to school uniforms for public schools fail to notice that school uniforms are essential to the education system. The number of schools that requires their students to wear school uniforms continues to show how beneficial school uniforms are. They encourage students to express themselves in more creative ways. They can save parents money. Finally, they are effective in improving their students' attendance and academic performance. School uniforms will continue to exist in schools, regardless of recent or future decisions to debar this misunderstood rule.

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(1694 words)

ROGERIAN (COMPROMISE) METHOD

INTRODUCTION: Give the background of the problem to the present-day, pointing out how both you and the opposition are negatively affected (**COMMON GROUND**); state your **CLAIM**.

I. **Body or Section 1: Opposition's COUNTERCLAIMS** -- State your opposition's positions and calmly explain the contexts (circumstances and conditions) in which they may be valid; provide EVIDENCE and/or logical reasoning.

II. **Body or Section 2: Your CLAIM** -- State your position and calmly explain the context (circumstances and conditions) in which it is valid and works better than other positions; provide EVIDENCE and/or logical reasoning.

III. **Body or Section 3: BENEFITS** -- Explain how your position **benefits the opposition** – provide **EVIDENCE** and/or logical reasoning. Offer possible compromises **(CONCESSIONS)** that benefit both you and the opposition – provide **EVIDENCE** and/or logical reasoning.

CONCLUSION: Restate **CLAIM** give advice and/or predict future

EXAMPLE ESSAY

Thesis: Working with a difficult co-worker = need mutual respect

Body Outline:
  I.   Opposition: Why bother with a difficult co-worker
  II. My Position: Shouldn't judge – need to find a way
  III. Benefits to meeting her halfway

ROGERIAN ARGUMENT

"Working with Difficult Co-Workers Together"
by Jasmin Amaya

We may have careers in common, but that does not necessarily mean that we have similar interests outside of work. Once we leave our place of employment, we all have our individual lives, filled with ups and downs. We try not to bring our personal issues to work with us every day, but for some it is easier than others. A negative co-worker can easily bring down the overall office morale, and in turn end up negatively affecting others around them. On the other hand, a generally positive co-worker can have the ability to further enrage an already difficult person. As a result, some people think that being nice to people who intentionally hurt us, or make our lives difficult, is a sign of weakness. However, in my experience, mutual respect, and understanding are key to maintaining professional relationships, especially when our co-workers are being difficult.

Of course, I understand those who would disagree with me. For instance, while at a previous employment, I worked with someone who didn't have the best reputation for being the "nicest" person around the office. She had a candid way of speaking that often rubbed others the wrong way at times. There were even times when she came into the office and didn't speak to us at all. For other co-workers, it was easier to "fight fire with fire," that is, speak rudely to her or ignore her, which was causing an even larger rift. Everyone was getting extremely frustrated with the fact that she was trying to control our office manager's perception of the group and make us look like bad employees. She often made it seem like we didn't cooperate in projects, when it was her lack of communication that was causing the issues. She made it very hard to approach her regarding any issues and would speak to people in a condescending tone, which made them hesitant to ask any questions. Everyone thought that if we were able to come in with a positive attitude most mornings, then she should be able to do the same. There was so much tension in

the office at the time that people were ready to start physical altercations with her.

However, we shouldn't judge a difficult co-worker's behavior unless we know what's going on outside of the workplace. After all, we all have personal issues and different ways of dealing with those issues. In the case of my difficult co-worker, I had no prior idea of what she was dealing with at home. However, she had helped me manage events around the office, and her straightforward attitude was helpful when we needed to meet a deadline. We all sat in cubicles placed right next to each other, so we could certainly hear any conversation happening within our department. I was the closest to her and, one day, started overhearing phone conversations between her and her husband. It was then that I realized that she was being verbally and physically abused. According to an article "Effects of Violence against Women" by Samantha Gluck, "If you have experienced a physical or sexual assault, you may feel many emotions — fear, confusion, anger, or even being numb and not feeling much of anything." I started to realize that while her behavior was wrong in the workplace, it was triggered by something hurtful in her personal life. According to the same article, "Other effects can include shutting people out, not wanting to do things you once enjoyed, not being able to trust others, and having low-esteem"(Gluck). All of these effects were translating into our team dynamic and making our jobs much more difficult and less enjoyable. I started to imagine how I would feel in a similar situation and realized that the last thing I would want to do is walk into work and act like everything was okay.

Even though it is not easy for us to be sympathetic to other people's personal difficulties when we have our own problems, we need to find a way to work together. In this case, respect was so far gone at that point that I decided to break the cycle and try a different approach, to meet her halfway. While not excusing her behavior, I started going out of my way to be extremely positive, no matter what she threw my

way. After all, our work goal was the same. Of course, according to an article published by the University of Guelph, "Highly cooperative and generous people can attract hatred and social punishment, especially in competitive circumstance," so when I started trying to be as helpful as I could be, I was met with hesitation on her end initially. I could see that mending the situation would take time and patience.

But in time, I saw the benefits of my "meet her halfway" approach, not only for her but also for the rest of my co-workers. First, while helping her on various projects, I noticed that she started opening up a bit more. She wouldn't go into too much detail regarding her personal life, but even our small chats seemed to be helping her overall attitude around the office. I opened up about my life as well, so she would feel more comfortable sharing. We all feel better knowing that we are not alone in a situation. Even though I was not in a similar situation, no relationship is perfect, so I shared some of the communication techniques I applied in my personal life. According to a *Career Contessa* article, "Because our work and private lives are so interconnected, fully separating them isn't always a realistic goal."(Stenger). More importantly, allowing her to open up just a bit was actually producing positive results for everyone. I didn't solve all her personal problems by any means, but I was able to see a huge difference in the way she approached work conflicts.

We are unable to control other's actions or moods, but we can control how we allow them to affect us personally. At some point, we will deal with difficult personalities whether at work or in our personal lives, but we owe each other respect no matter the situation. There is so much negativity in this world, and our human response is to meet that with even more negativity in return. Some people think that being nice to people who intentionally hurt us, or make our lives difficult is a sign of weakness. It takes much more strength to "be the bigger person" and give that respect even when we feel we haven't received it.

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(1169 words)

PROPOSAL (PROBLEM-SOLVING) METHOD

INTRODUCTION: Introduce the problem, describing its effect today; state your **CLAIM (that is, your SOLUTION**) as a "should" statement + a "because" clause + plus any qualifiers (conditions on when and where it works).

I. **Body or Section 1: THE PROBLEM** – support with **EVIDENCE** and logical chain of reasoning

    A. *NARRATION*: Give the background of the problem to the present-day.

    B. *CAUSAL ANALYSIS*: Explain the **seriousness of the problem**, especially who are the most affected by the problem.

    C. *CLASSIFICATION, CAUSAL ANALYSIS*: Analyze the different **past and present solutions** and why they haven't solved the problem.

II. **Body or Section 2: YOUR REFUTATION**

    A. **COUNTERCLAIM**: Summarize the Opposition's positions (their **REASONS**), from those who don't see a problem or believe the problem cannot be solved.

    B. **Your REBUTTAL**: Your respectful response to the opposition – your **REASONS**, supported with **EVIDENCE** and logical chain of reasoning.

III. **Body or Section 3: YOUR SOLUTION** – support with

EVIDENCE and logical chain of reasoning

A.   *PROCESS EXPLANATION*: Describe your solution (can be a multi-step or multiple-approach solution).

B.   Explain the context (circumstances and conditions) in which your solution works (feasibility) – provide **EVIDENCE** and logical chain of reasoning.

IV. **Body or Section 4: THE BENEFITS** – support with **EVIDENCE** and logical chain of reasoning.

A.   *EFFECTS*: Explain how your solution benefits those affected by the problem, **including the opposition**, with the least number of problems.

B.   *PROCESS EXPLANATION*: Offer possible **compromises,** if needed, that accommodates any continuing concerns from the opposition

CONCLUSION: Restate claim, give advice, and predict the future.

ESSAY EXAMPLE

Thesis: Facial recognition algorithms = worth it

Body Outline
  I.   Problem: history of facial recognition algorithms and crime
 II.   Opposition 1: false positives
III.   Opposition 2: lack of privacy
 IV.   Better safe than sorry
  V.   Still the best solution. Benefits: catch criminals, deter crime

PROPOSAL ARGUMENT

"Algorithms and Crimes" by Antonio Eudabe

Today, society is faced with the issue of violence, terrorism, and other criminal acts such as theft or fraud. To aid in the enforcement of the law and the prevention of crimes or terrorism, government entities have implemented the use of facial recognition algorithms; these facial recognition algorithms, which are simply computer programs, have been used with the expectation of aiding in crime prevention through the identification and early detainment of suspects or perpetrators before they can commit a crime. The implementation and efficacy of facial recognition algorithms in crime prevention have drawn attention from politicians and discussions from mathematicians, researchers, and the media. This is in large part due to the issue of privacy and to the cases of algorithmic misidentification of innocent citizens for criminals which have led to unfortunate arrests. Although these cases are truly unfortunate and the issue of privacy is evident, we cannot ignore that these algorithms have had notable success in helping detain criminals in cities like New York City, where the success to error ratio is large. Given our circumstances, the implementation of algorithms to aid government entities in crime prevention is less harmful than abstaining from such practice and, thus, the least harmful option.

Historically, society has put laws or rules in place to reduce the prevalence of these criminal acts for the safety, tranquility, and security of society as a whole. This can be seen in our own society where we have dedicated government entities such as municipal police departments that enforce the many regulations passed by local, state, and federal legislative bodies. Moreover, the efficacy of these government entities is what promotes the safety and tranquility of society. With recent advancements by computer scientists, mathematicians, and researchers, facial recognition algorithms have been implemented by government entities with the purpose of detaining criminal and thus preventing crime. But before

continuing, we have to realize that an algorithm is a set of instructions used to accomplish a task. They are often mathematical instructions or operations that can be translated into computer code. With the given task and instructions, a computer analyzes the data that it receives and accomplishes its task (Fry 8). From this process or algorithm, the computer achieves a given goal. The goal for government entities is to prevent crime by detaining criminals and suspects before they have a chance to commit a horrible crime. But government entities can do this after having correctly identified them by using facial algorithms. Although there has been much success, there have also been instances where algorithms have committed errors and thus misidentified an innocent person to be a criminal with similar appearances, which have led to brutal arrests. Now, there are debates regarding the use of algorithms in crime prevention processes; some argue that algorithms should not be used because they raise privacy concerns regarding the use of data, while others argue they shouldn't be used if they have a chance of committing errors.

Although the intended purpose for such algorithms is to aid in crime prevention, critics have argued that an algorithm with any possibility of error and the power of stripping a citizen of their freedom should never be implemented. They emphasize the fact that these algorithms have the ability to affect citizens negatively if they have any chance of failure. In context, they argue that algorithms should not be used because they currently have a possibility of error. Critics say this cause for concern is brought on by the most notable and tragic case of a resident of Denver, Colorado, named Steven Talley. Talley was brutally arrested after being algorithmically misidentified as a bank robber. After being brutally arrested and having the charges of robbery and assault dropped, he now remains homeless and physically ill (Manning). This instance highlights the fact that algorithms are not infallible; thus, the concern about the use of algorithms in criminal detainment is reasonable.

Another opposing party believes in abstaining from the use

of algorithms to aid in crime prevention because of privacy issues. Facial recognition systems have been employed by police departments to detain criminals by analyzing video footage of people walking on the streets. In addition, these algorithms have been employed by businesses such as Walmart to identify repeat and suspect shoplifters. There is a concern among critics about transparency regarding the purpose of collection and use of facial data by governments and businesses; this surveillance by government entities and businesses raises worry for the potential wrongful use of facial data. Given the history of the propensity of government and businesses to act wrongfully and without transparency -- that is, without consideration of citizens -- critics have a case wherein abstaining from using facial recognition algorithms may be valid.

Nevertheless, implementing algorithms to aid government entities in crime prevention is less harmful than not doing so. Governments are precisely faced with the issue of preventing violence, terrorism, and other criminal acts such as theft or fraud to maintain the safety, tranquility, and security of society as a whole. Moreover, with facial recognition algorithms being infallible yet greatly helpful, we have the circumstances under which the argument for using them is valid. Mathematician Hannah Fry states that the New York City Police Department "reported successfully identifying 1,700 suspects leading to 900 arrests, while mismatching five individuals" (172). Here, the error to success ratio is quite low, which is good. In addition, facial recognition algorithms have shown success in Manhattan, New York City, where they helped identify David Baril, a man who attacked multiple people on the streets of Manhattan using a black hammer; this identification led to the arrest and sentencing of David Baril to twenty-two years in prison (Fry 172). By helping to identify and detain criminals, algorithms have helped governments prevent further crime and maintain safety and security for society as a whole. In contrast, not having used algorithms could have led to an equally large number of criminals not being detained. Given

that criminals are likely to commit another crime, crime rates in New York City may have been higher without the use of algorithms and thus detainment of criminals.

The benefits of the implementation of facial recognition algorithms by government entities are twofold because not only do they aid in bringing criminals to justice, but they also prevent further crime. If our government entities can bring criminals to justice and prevent further crime more efficiently with algorithms, then our government entities can more efficiently maintain the safety and security of society as a whole. However, critics will likely still not agree with such practices because of their concerns for the effects of the fallibility of algorithms and certain effects of limited transparency and privacy risks; algorithms used in the processes of crime prevention and business can impact lives of people for the better and for the worse. For these concerns, there is a compromise. With the help of expert computer scientists and researchers, government legislatures should provide regulations for the use of facial recognition algorithms by government entities and businesses; these regulations shall hold governments and businesses accountable for errors in their algorithms and misuse of any facial data collected. Regulation is a viable way to answer the concerns of critics because of the increased accountability and the increased incentive to improve on current algorithms while still reaping the benefits they incur on society.

We realize that there are two options as stated: We can decide to fully implement algorithms with regulations, or we can decide to not use algorithms. To gain more insight into deciding which option is best, we can ask ourselves what the best course of action is given our circumstances and abilities while not being reckless. By doing so, we follow an Aristotelian principle of being virtuous which outlines the correct course of action; this involves courage or knowledge of what to do in a particular circumstance (Crash Course). To find make the correct decision, we have to assess the situation, our abilities, and act accordingly ("Elements of Rhetorical

Situations"). The current problem or situation is that of choosing to reduce and prevent crime with or without facial recognition algorithms. Weighing the success of reducing crime with algorithms and without algorithms, we can see that algorithms have been a boon to human efforts, not only to detain criminals but also to prevent crime. In the case of using algorithms, we also have to be prudent in their use; the compromise above is a viable answer to that concern. With the compromise, we can achieve the flourishment of society through safety, tranquility, and security.

Implementing algorithms to aid in crime prevention is less harmful than completely abstaining from their use. We must admit, however, that algorithms are fallible and, if used often enough and on large scales, have the potential to affect human lives for the worse through misidentification, leading to improper use of data and crime prevention respectively. However, algorithms have the potential to affect human lives for better through criminal detainment and crime prevention. Therefore, with due compromise and further debate, I hope that facial recognition algorithms will be accepted by critics in the future with the help of regulations, accountability, and transparency.

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(1591 words)

DRAFTING REMINDERS:

No matter what Argument method you choose, ALWAYS **introduce** the issue and state your claim in the beginning and **conclude** with some recommendation and/or prediction of the future.

Avoid using the pronoun "you" in the Body paragraphs. In less-personal essays, avoid using "I" as well – in those cases, find a substitute person (via research) to stand in for you and your experiences.

CHAPTER 13 THE MIXED MODE ESSAY

In the last chapter of Madeleine L'Engle's 1962 young adult fantasy novel, *A Wrinkle in Time*, one of the main characters, an extraordinary creature named Mrs. Whatsit, says, "You're given the form, but you have to write the sonnet yourself. What you say is completely up to you."

With outlines and essay examples, I've guided you through the basic structures (the "forms") of the short formal essay. In focusing on the basics, I hope I've demystified the skill of essay writing, to make it as straightforward and ordinary as doing laundry and washing dishes.

Once you know **HOW** to write an essay, then concentrate on the **WHAT** of the essay: the topic. Even if your instructor gives you a topic, you'll need to narrow the topic to something manageable, and that narrowing is, as Mrs. Whatsit says, "completely up to you." In mastering the basic structures of essay writing, however, you also have the structures to make a longer and more sophisticated essay, the **Mixed-Mode Essay**.

The **Mixed-Mode Essay** uses more than one essay structure to create the body paragraphs. While you have an overarching purpose – like argue a point, analyze a subject, or tell a story – you build your body paragraphs with different essay structures in order to support that one, overarching purpose and thesis.

Antonio Eudabe's **Proposal Argument**, "Algorithms and Crimes" is a type of **Mixed-Mode Essay**. Although its overarching purpose is to argue for a solution, Eudabe's essay has **Narration, Classification**, **Causal Analysis**, and **Process**, in specific sections of his essay. Each essay structure is logical, well-organized, and unified in supporting his thesis. By using more than one essay structure for his body

paragraphs, Eudabe's essay is also longer than the standard five-paragraph essay (it has eight, lengthy paragraphs). Yet all of those varied structures fit together, like pieces in a big puzzle.

Also, some essays become longer with mixed modes because of added essay portfolio requirements, like an **Annotated Bibliography**. Here is Eudabe again (with the first page and Works Cited pages from the original essay submission to follow).

PROPOSAL ARGUMENT WITH ANNOTATED WORKS CITED EXAMPLE

"Algorithms and Crimes" by Antonio Eudabe

Today, society is faced with the issue of violence, terrorism, and other criminal acts such as theft or fraud. To aid in the enforcement of the law and the prevention of crimes or terrorism, government entities have implemented the use of facial recognition algorithms; these facial recognition algorithms, which are simply computer programs, have been used with the expectation of aiding in crime prevention through the identification and early detainment of suspects or perpetrators before they can commit a crime. The implementation and efficacy of facial recognition algorithms in crime prevention have drawn attention from politicians and discussions from mathematicians, researchers, and the media. This is in large part due to the issue of privacy and to the cases of algorithmic misidentification of innocent citizens for criminals which have led to unfortunate arrests. Although these cases are truly unfortunate and the issue of privacy is evident, we cannot ignore that these algorithms have had notable success in helping detain criminals in cities like New York City, where the success to error ratio is large. Given our circumstances, the implementation of algorithms to aid government entities in crime prevention is less harmful than abstaining from such practice and, thus, the least harmful

option.

Historically, society has put laws or rules in place to reduce the prevalence of these criminal acts for the safety, tranquility, and security of society as a whole. This can be seen in our own society where we have dedicated government entities such as municipal police departments that enforce the many regulations passed by local, state, and federal legislative bodies. Moreover, the efficacy of these government entities is what promotes the safety and tranquility of society. With recent advancements by computer scientists, mathematicians, and researchers, facial recognition algorithms have been implemented by government entities with the purpose of detaining criminal and thus preventing crime. But before continuing, we have to realize that an algorithm is a set of instructions used to accomplish a task. They are often mathematical instructions or operations that can be translated into computer code. With the given task and instructions, a computer analyzes the data that it receives and accomplishes its task (Fry 8). From this process or algorithm, the computer achieves a given goal. The goal for government entities is to prevent crime by detaining criminals and suspects before they have a chance to commit a horrible crime. But government entities can do this after having correctly identified them by using facial algorithms. Although there has been much success, there have also been instances where algorithms have committed errors and thus misidentified an innocent person to be a criminal with similar appearances, which have led to brutal arrests. Now, there are debates regarding the use of algorithms in crime prevention processes; some argue that algorithms should not be used because they raise privacy concerns regarding the use of data, while others argue they shouldn't be used if they have a chance of committing errors.

Although the intended purpose for such algorithms is to aid in crime prevention, critics have argued that an algorithm with any possibility of error and the power of stripping a citizen of their freedom should never be implemented. They emphasize the fact that these algorithms have the ability to

affect citizens negatively if they have any chance of failure. In context, they argue that algorithms should not be used because they currently have a possibility of error. Critics say this cause for concern is brought on by the most notable and tragic case of a resident of Denver, Colorado, named Steven Talley. Talley was brutally arrested after being algorithmically misidentified as a bank robber. After being brutally arrested and having the charges of robbery and assault dropped, he now remains homeless and physically ill (Manning). This instance highlights the fact that algorithms are not infallible; thus, the concern about the use of algorithms in criminal detainment is reasonable.

Another opposing party believes in abstaining from the use of algorithms to aid in crime prevention because of privacy issues. Facial recognition systems have been employed by police departments to detain criminals by analyzing video footage of people walking on the streets. In addition, these algorithms have been employed by businesses such as Walmart to identify repeat and suspect shoplifters. There is a concern among critics about transparency regarding the purpose of collection and use of facial data by governments and businesses; this surveillance by government entities and businesses raises worry for the potential wrongful use of facial data. Given the history of the propensity of government and businesses to act wrongfully and without transparency -- that is, without consideration of citizens -- critics have a case wherein abstaining from using facial recognition algorithms may be valid.

Nevertheless, implementing algorithms to aid government entities in crime prevention is less harmful than not doing so. Governments are precisely faced with the issue of preventing violence, terrorism, and other criminal acts such as theft or fraud to maintain the safety, tranquility, and security of society as a whole. Moreover, with facial recognition algorithms being infallible yet greatly helpful, we have the circumstances under which the argument for using them is valid. Mathematician Hannah Fry states that the New York City Police Department

"reported successfully identifying 1,700 suspects leading to 900 arrests, while mismatching five individuals" (172). Here, the error to success ratio is quite low, which is good. In addition, facial recognition algorithms have shown success in Manhattan, New York City, where they helped identify David Baril, a man who attacked multiple people on the streets of Manhattan using a black hammer; this identification led to the arrest and sentencing of David Baril to twenty-two years in prison (Fry 172). By helping to identify and detain criminals, algorithms have helped governments prevent further crime and maintain safety and security for society as a whole. In contrast, not having used algorithms could have led to an equally large number of criminals not being detained. Given that criminals are likely to commit another crime, crime rates in New York City may have been higher without the use of algorithms and thus detainment of criminals.

The benefits of the implementation of facial recognition algorithms by government entities are twofold because not only do they aid in bringing criminals to justice, but they also prevent further crime. If our government entities can bring criminals to justice and prevent further crime more efficiently with algorithms, then our government entities can more efficiently maintain the safety and security of society as a whole. However, critics will likely still not agree with such practices because of their concerns for the effects of the fallibility of algorithms and certain effects of limited transparency and privacy risks; algorithms used in the processes of crime prevention and business can impact lives of people for the better and for the worse. For these concerns, there is a compromise. With the help of expert computer scientists and researchers, government legislatures should provide regulations for the use of facial recognition algorithms by government entities and businesses; these regulations shall hold governments and businesses accountable for errors in their algorithms and misuse of any facial data collected. Regulation is a viable way to answer the concerns of critics because of the increased accountability and the increased

incentive to improve on current algorithms while still reaping the benefits they incur on society.

==We realize that there are two options as stated: We can decide to fully implement algorithms with regulations, or we can decide to not use algorithms.== To gain more insight into deciding which option is best, we can ask ourselves what the best course of action is given our circumstances and abilities while not being reckless. By doing so, we follow an Aristotelian principle of being virtuous which outlines the correct course of action; this involves courage or knowledge of what to do in a particular circumstance (Crash Course). To find make the correct decision, we have to assess the situation, our abilities, and act accordingly ("Elements of Rhetorical Situations"). The current problem or situation is that of choosing to reduce and prevent crime with or without facial recognition algorithms. Weighing the success of reducing crime with algorithms and without algorithms, we can see that algorithms have been a boon to human efforts, not only to detain criminals but also to prevent crime. In the case of using algorithms, we also have to be prudent in their use; the compromise above is a viable answer to that concern. With the compromise, we can achieve the flourishment of society through safety, tranquility, and security.

==Implementing algorithms to aid in crime prevention is less harmful than completely abstaining from their use.== We must admit, however, that algorithms are fallible and, if used often enough and on large scales, have the potential to affect human lives for the worse through misidentification, leading to improper use of data and crime prevention respectively. However, algorithms have the potential to affect human lives for better through criminal detainment and crime prevention. Therefore, with due compromise and further debate, I hope that facial recognition algorithms will be accepted by critics in the future with the help of regulations, accountability, and transparency.

Works Cited

Crash Course. "Aristotle & Virtue Theory: Crash Course Philosophy #38." *YouTube*, YouTube, 5 Dec. 2016, youtu.be/PrvtOWEXDIQ.

SUMMARY: This video outlines and explains Aristotle's Theory of Virtue. Hank Green, the online educator in the video, emphasizes that Aristotle's Virtue Theory assumes humans have a "proper function" or nature which focuses on achieving certain characteristics like courage, honesty, and generosity as an individual rather than focusing on following a set of strict guidelines. These characteristics are all "golden means" of their corresponding extremes. For example, to be courageous is not to simply do what you fear most; to be courageous is to first evaluate a situation and act accordingly even if taking action is intimidating which differs from the extreme of being cowardly or being reckless. So, to be virtuous means to achieve the "golden mean" of the set of characteristics indicated above. Now, Hank Green emphasizes that Aristotle's Virtue Theory is to achieve "eudaimonia" which is a state of "human flourishing." This human flourishment is a product of having followed the "proper function" or nature of humans.

ASSESS: A dedicated educator and scholar, Hank Green considers the complexity of Aristotle's Virtue Theory and provides many intuitive examples to help any learner absorb the idea. In addition, the video draws comparisons between Aristotle's Virtue Theory and Thomas Aquinas' Natural Law. The video is not biased as it only outlines Aristotle's Virtue Theory and explains its complexities with simple and understandable examples. This Crash Course video on the Theory of Virtue is informative, simple, and insightful.

REFLECT: Aristotle's Theory is applicable to the implementation of algorithms in the real world. To be virtuous requires one or many to assess their circumstance

and to act properly even if action discourages them. And the characteristics required to be virtuous in Aristotle's Theory draw parallels between being virtuous and the process of deciding whether society should allow algorithms to permeate our lives in the interest of preventing crime. The video allowed me to understand the ramifications of a decision like the one addressed above and the purpose of achieving virtue which is human flourishment.

"Elements of Rhetorical Situations." *Purdue Online Writing Lab*, Purdue U, 2019, owl.purdue.edu/owl/general_writing/academic_writing/rhetorical_situation/elements_of_rhetorical_situations.html

SUMMARY: This electronic source provides online learners with knowledge, insights, and applications of the topic of the rhetorical situation and its elements. The Purdue Online Writing Lab considers students and common perspectives had of rhetoric by first defining rhetoric and contrasting rhetoric to these common perspectives. It emphasizes that every "instance of communication" is unique and should be treated as such. In addition, the Purdue Online Writing Lab provides Aristotle's view of the rhetorical situation and thus offers students with historical understanding.

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REFLECT: Understanding the rhetorical situation and its elements helps me reach my target audience and identify with them or their perspectives. The information provided by this source works in tandem with Aristotle's Theory of Virtue to comprehensively analyze and indicate the question that arises in my essay which is the question of using or not using algorithms to prevent crime. More explicitly, the elements of the rhetorical situation help me organize my argument, provide my perspective, appeal to the sensibilities of my audience, and achieve my purpose of persuasion while considering the medium of my communication or rhetoric.

Fry, Hannah. *Hello World: Being Human in the Age of Algorithms.* W.W. Norton & Company, 2018.

SUMMARY: Hannah Fry's book *Hello World* asks the reader to ponder the consequences of implementing algorithms in our everyday life. The main argument made is that we as a society should swiftly and correctly decide whether we will allow algorithms to permeate our lives. The extent to which we will use algorithms if we decide on allowing algorithms into use is another important question or issue mentioned. The book covers topics regarding algorithms such as crime, justice, automotive industries, medicine, art, and business. There are many real-world applications of algorithms discussed in the book along with the effects of these applications which provide an insightful and revealing story of algorithms.

ASSESS: Considering the technicalities of algorithms, the experienced mathematician, lecturer, researcher, public speaker, and author Dr. Hannah Fry provides a simple and invaluable way of thinking about algorithms and their effects. She offers stories, data, and history to contrast the

good and the bad effects of algorithms. The breadth of her discussion on algorithms is revealing of the ongoing effort to apply algorithms in the real-world in areas regarding our phones, cars, social media accounts, medicine, art, crime, and the justice system.

REFLECT: The book *Hello World* provides important stories, data, and practical information that could be a point of debate regarding algorithms. A chapter in the book is dedicated to algorithms regarding crime and another is dedicated to explaining algorithms themselves. It compares and contrasts the cons and the pros of using algorithms in our society while also providing insight into the inner mechanisms of algorithms. In doing so, Dr. Hannah Fry encourages me to voluntarily reassess my knowledge and create a perspective on algorithms. This is reflected in the thesis of this essay and its supporting details.

Manning, Allee. "This Man's Life Was Ruined by Facial Recognition Technology." *Vocativ*, Vocativ, 1 May 2017, www.vocativ.com/418052/false-facial-recognition-cost-denver-steve-talley-everything/index.html.

SUMMARY: This electronic source provides an account of a man, namely Steven Talley, who was brutally arrested after being falsely identified by algorithms as a bank robber on surveillance footage. The article also highlights the legal battle that Steven Talley has had to endure after being arrested. Steven Talley's account and current condition of homelessness and illness are also provided as evidence for algorithms ruining his life. This article provides the reader with the stark reality and realization of the impacts that algorithms can have on citizens. In addition, this source attempts to provide the perspective of the city that accuses him of such crimes but fails in receiving a response.

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(2763 words)

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Pages 2-5 skipped, then Works Cited (pages 6-8).

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The **Definition Essay** is another kind of **Mixed-Mode Essay**. Since the question "What is it?" is expansive, the methods to answering can also be expansive. The answer can involve its history (**Narration**), its function (**Process**), its characteristics (**Division** and/or **Description**), its similarities or differences to a related other (**Comparison and/or**

Contrast), its different types with examples (**Classification with Exemplification**), its influences and/or consequences (**Cause/Effect**), and/or its proof whether something really is or is not it (**Argumentation**). In fact, many long **research papers** are **Definition Essays** that have different kinds of structures in their multi-paragraph sections.

Finally, any essay can mix two or more essay structures to make a longer and more sophisticated essay: a Narration with a Process Explanation somewhere in the middle, an extended Classification with a series of multi-paragraph Division analyzing each example, a Comparison/Contrast of Causes and Effects, and so on.

As long as you follow all the stages of the **Writing Process** to ensure everything is well-organized and supports your **Thesis**, the **Mixed-Mode Essay** can be your best choice when it comes to writing those inevitably assigned long essays (even if you still despise writing essays).

You now have the essay structures, but you still have to write the essay yourself. However, you also have the skills, knowledge, and freedom within those structures. Remember: "What you say is completely up to you." Let's start.

RECOMMENDED RESOURCES

"The EasyBib Writing Center." *EasyBib*, EasyBib: a Chegg Service, 2023, www.easybib.com/guides

Grammarly. Grammarly Inc., 2023, www.grammarly.com

The Guide to Grammar and Writing. Capital Community College Foundation, 2004, guidetogrammar.org/grammar/

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Zinsser, William. *On Writing Well*. HarperCollins, 2006.

ABOUT THE AUTHOR

RUFEL F. RAMOS is an English professor at Dallas College (a multi-campus community college in Dallas County, Texas) and a published writer.

Her previous works include the novels *Ye Watchers and Ye Holy Ones*, *The Miraculous Ones*, and *The Last Beatrice* (Books 1, 2 & 3 of *The Celestial Engineers* series); *Starter's : A Beginner's Guide to Creative Writing*, and *Scaffolds: A Childhood Memoir of Books*.

She is also a survivor of a rigorous liberal arts education, a single mother, an aunt, a big sister, the oldest child, an adopted kid, an Asian-American, a US Navy brat, a bemused Catholic, a sci-fi/fantasy geek, a mediocre Maker of stuff, and a once-and-future globe trotter..

She writes on any and all of those roles on her blog, *I Am the Lizard Queen!* -- thelizardqueen.wordpress.com -- and her website, *Rowena's World*, rowenasworld.org.