

GETTING READY
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English Education Dept

ESSAY WRITING

MEETING 1

COURSE DESCRIPTION

- The course gives learning experiences in writing articles in English for Seminar, and other scientific writing about various topics in the form of essay type. Learning experiences are of classroom and outside classroom activities. Classroom activities consist of giving examples, discussing grammatical mistakes, discussing theories and technique including the characteristics of good writing, expository modes, etc. outside classroom activities are in the forms of outlining and writing out the outlines into an essay of good and correct English. Evaluation is based on the student's writing including content, organization, mechanics, grammatical features, etc.

There are several different types of academic essay. For example, you might have to write:

- a descriptive essay
- an argument essay
- an analytical essay
- an evaluative essay
- a personal experience essay
- a reflective essay

Some essays may be a mixture of different approaches and types, but you need to be clear what sort of essay you are writing.

1.1

Match the following titles with the essay type as above. Note that sometimes you will need to combine categories.

Title	Type
Using your personal experience, describe a particularly interesting cultural encounter.	
What are the main arguments for and against the implementation of very high rates of taxation?	
How good do you think the author is at creating the characters in this story? Analyse the characterization and give examples.	
The most efficient form of transport is the train. Discuss.	
Using the statistics in the accompanying table, write an analytical description of the rise in the number of British households.	
The European Union is already far too big. Discuss.	
Learning a language is one of the best forms of educational activity. Do you agree?	

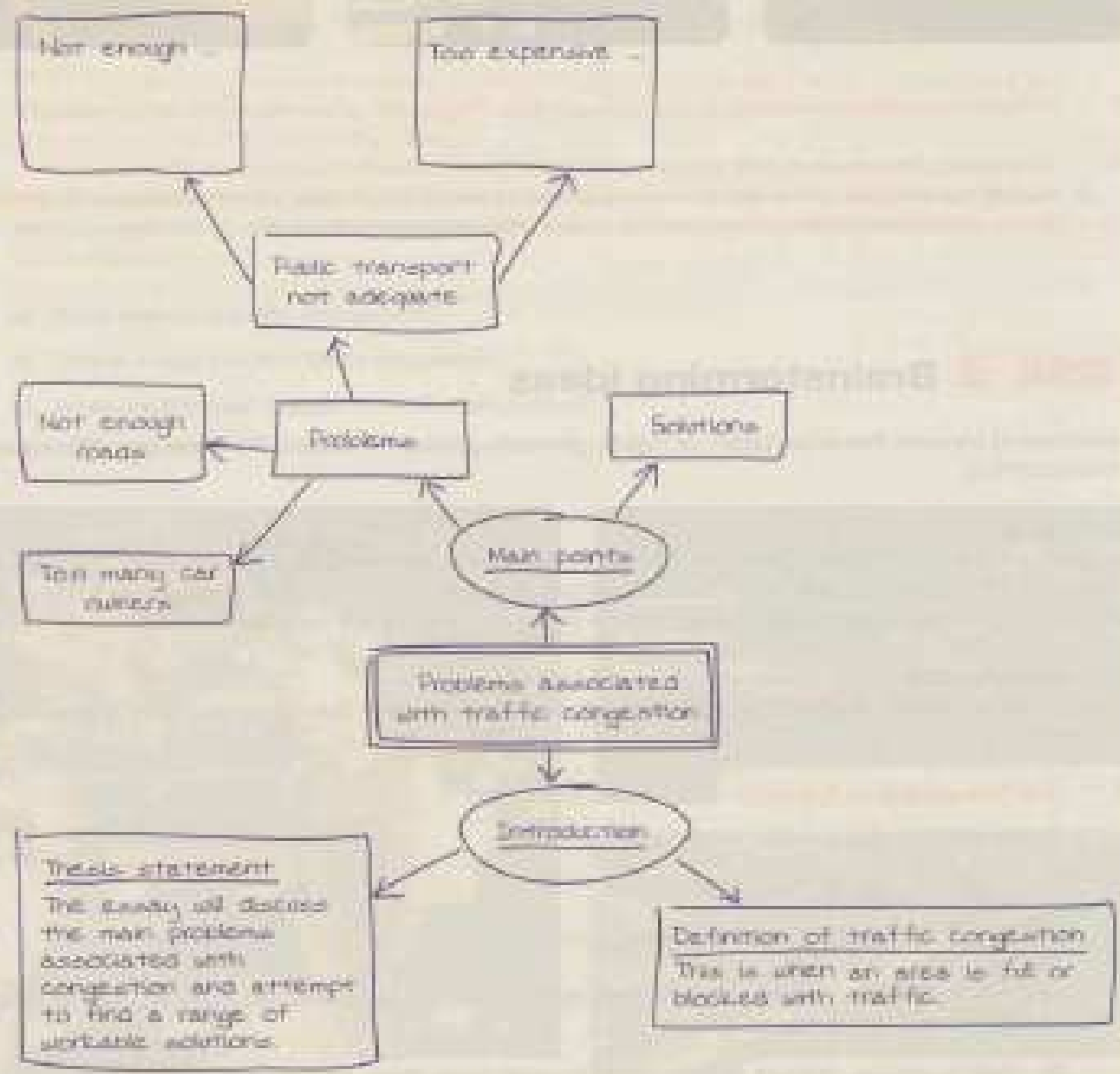
Title	Type
Using your <u>personal experience</u> , <u>describe</u> a particularly interesting cultural encounter.	descriptive + personal experience
What are the main <u>arguments for and against</u> the implementation of very high rates of taxation?	argument
How <u>good</u> do you think the author is at creating the characters in this story? <u>Analyse</u> the characterisation and give examples.	evaluative + analytical
<u>The most efficient form of transport is the train.</u> Discuss.	evaluative

<p>Using the statistics in the accompanying table, write an <u>analytical description</u> of the rise in the number of British households.</p>	<p>analytical + descriptive</p>
<p>The European Union is already far too big. Discuss.</p>	<p>argument</p>
<p>Learning a language is <u>one of the best forms of educational activity</u>. <u>Do you agree?</u></p>	<p>evaluative + argument</p>

Identify	Analyse	Describe	Comment on
Describe items that belong to a particular category.	Examine in detail by dividing up, identify the main points.	Give the main features, characteristics or events.	Identify the main issues and give an informed opinion.
Compare	Discuss	Evaluate	Exemplify
Describe the main elements of two or more things to show how they are similar. Possibly explain the consequences of the similarities.	Look at the most important aspects of something in a balanced way, i.e., advantages and disadvantages; for and against.	Assess how important or useful something is. It is likely to include both positive and negative points.	Show what something is like, using examples.

- a) Who suffers from traffic congestion?
- b) What problems are caused by traffic congestion?
- c) What are the possible solutions?
- d) What are the best solutions?
- e) Why are these the best solutions?
- f) Which solutions are not effective? Why?

Deliver as a situation mind map of the essay topic you are developing. Consider the mind map with your class and for:



Quoting, paraphrasing, and summarizing

What are the differences among quoting, paraphrasing, and summarizing?

- **Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.
- **Paraphrasing** involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.
- **Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

- **Some examples to compare**
- *The original passage:*
- Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.
- *A legitimate paraphrase:*
- In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).
- *An acceptable summary:*
- Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).
- *A plagiarized version:*
- Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

Show time!

Summarize or Paraphrase the paragraphs.

- A. definition of Call
- B. Components of English Language teaching
- C. Three parts in English language pedagogy and the computer as a tool
- D. the computer's teaching philosophy
- E. Dividing up the work

2nd meeting

› What is an essay?

An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common length for academic writing.

The structure of an essay

› The three main parts of an essay

The introduction

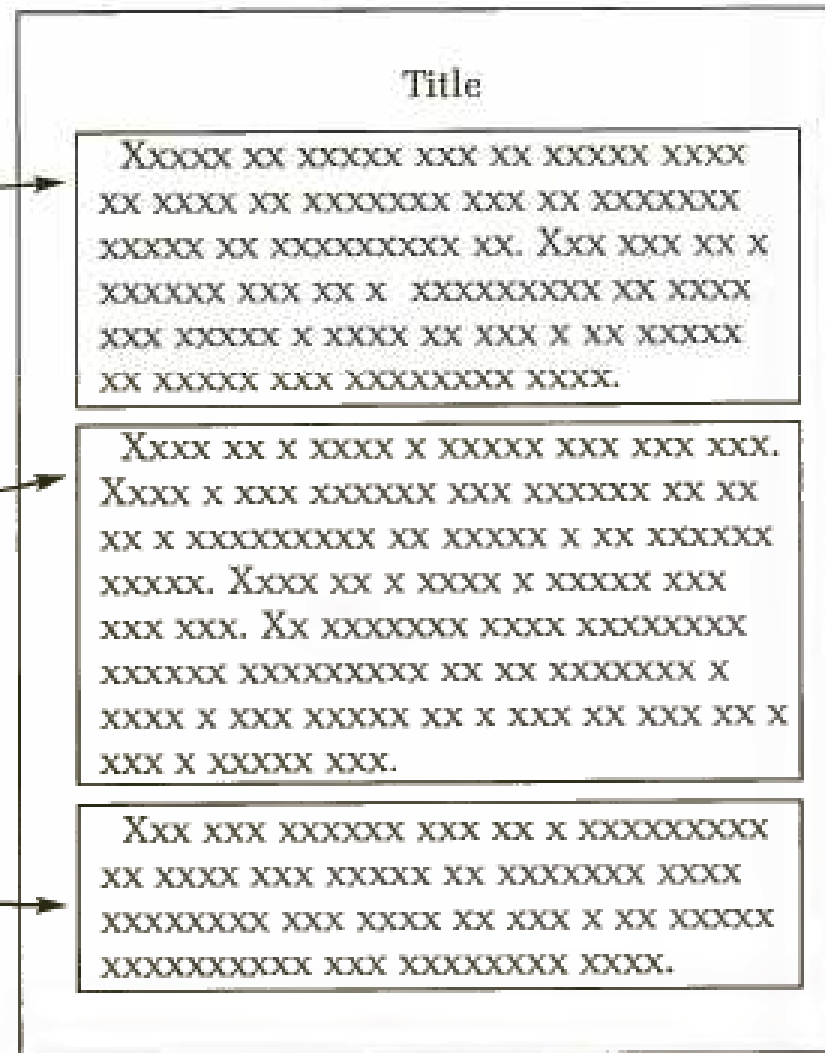
This is the first paragraph of an essay. It explains the topic with general ideas. It also has a *thesis statement*. This is a sentence that gives the main idea. It usually comes at or near the end of the paragraph.

The main body

These are the paragraphs that explain and support the thesis statement and come between the introduction and the conclusion. There must be one or more paragraphs in the main body of an essay.

The conclusion

This is the last paragraph of an essay. It summarises or restates the thesis and the supporting ideas of the essay.



Changing English: the African American Influence

If you ask average Americans where their language comes from, they will probably say 'England'. However, English vocabulary has also been influenced by other countries and groups of people. Some words are borrowed from other languages, such as *typhoon*, which originally came from the Chinese word, 'tai-fung', meaning 'big wind'. *Skunk*, the name of a small, smelly, black-and-white animal, came to English from a Native American language. African Americans, too, have both contributed new words to English and changed the meanings of some existing words.

African Americans, many of whose ancestors were brought to the States as slaves hundreds of years ago, have introduced a number of words to English from languages that they spoke in their native countries. The common English word *OK* is used around the world today, but it was not always part of English vocabulary. One theory is that slaves in America used a phrase in their own language that sounded like *OK* to mean 'all right'. Americans heard the phrase and started using it. Today, almost everyone in the world uses *OK* to mean 'all right'. Another good example of a 'new' word is the word *jazz*. African American musicians living in the United States began playing jazz music in the city of New Orleans, and they used the word *jass* or *jazz* to describe the music and certain kinds of dancing. No one is sure where the word originally came from, but as jazz music became more and more popular, the word *jazz* became a common English word.

The meanings of words sometimes change over time. The word *cool* is a good example. *Cool* has been used in English for a long time to describe a temperature that is 'not warm but not too cold' or to describe a person who is 'calm or unemotional'. However, an additional meaning was given to the word *cool* in the past 100 years. Just like the word *jazz*, African American musicians used the word *cool* to describe the music they were playing. For them, *cool* meant 'good'. As jazz music and other forms of music played by African American musicians became popular, more and more people started to use the word *cool* in conversation. Today, it is still a commonly used word, especially by younger people, to mean 'good' or 'great'. A word with the opposite meaning of *cool* is *square*. *Square* is, of course, a shape, but it also is used to describe a person who is not cool. This may be because a person who is too old-fashioned and not flexible is like a shape with four straight sides and four corners.

English owes some of its interesting and colourful vocabulary to African Americans. Existing ethnic groups in the United States as well as new immigrants will surely continue to bring new words to English and give fresh meanings to existing words. Who knows what the 'cool' words of tomorrow will be?

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Brainstorming



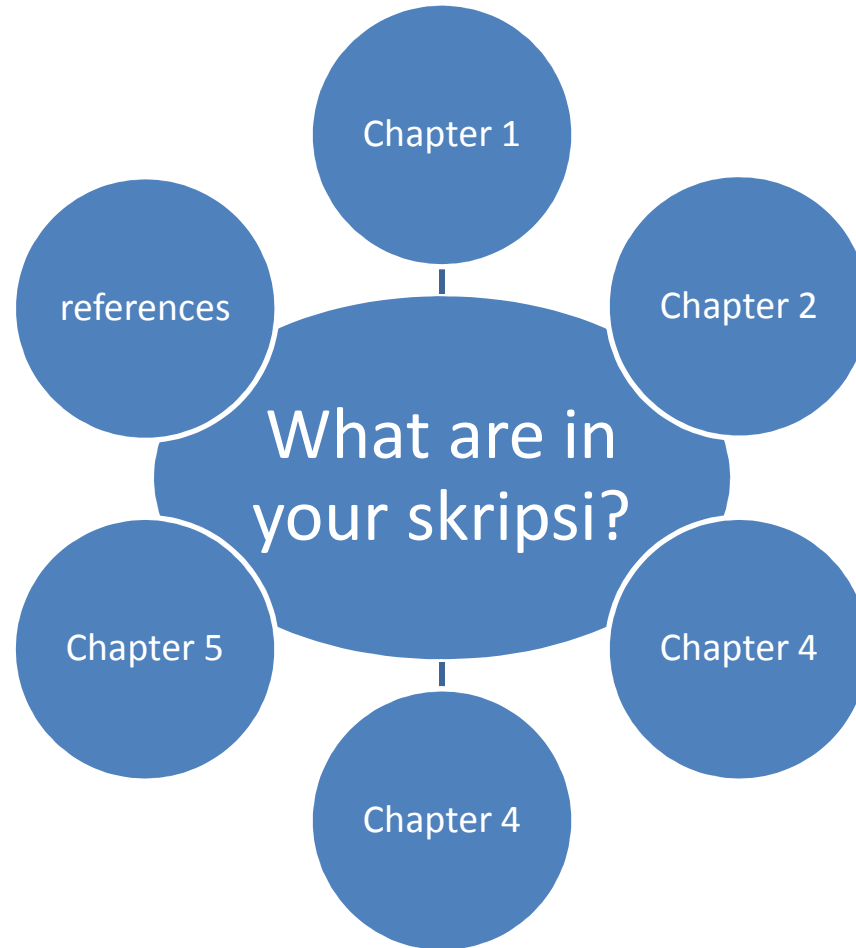
remember

- Essay: 3/5 to 8/10 paragraphs
- Will you use all the ideas you get from your brainstorming?
- Why?
- So?
- Need limitation: thesis statement
- Next?
- Outlining

So?

- What are your thesis statement?

Limitation of the ideas



Or

