

ESSAY DISCOVERY AND ANALYSIS TASK

OBJECTIVES: To be able to understand many important aspects of the writing process and quality writing defined for you below.

Coherence/cohesion : Quality writing stays on the same topic over the course of a single paragraph as well as the entire essay. Irrelevant points, tangents and stories distract the reader and reduce the quality of the writing.

Thesis clarity, quality and correlation: A good thesis sets the stage for scope of content in paper and using tone that is appropriate for the essay type be it descriptive, narrative, cause/effect, compare/contrast, expository or persuasive. Your intention should be one of the following depending on the type:

I want you to avoid the cliché 'In this paper I will write about X.' Here are some simple skeleton thesis structures to help you:

1. The primary purpose of my writing is to cover three areas: (1) ... (2) ... (3)...
2. The scope of this essay shall include...
3. In this composition, I shall endeavor to cover content ranging from X to Y.
4. My critique in this paper is primarily focused on X
5. The reader shall be better informed about X after thorough study of the contents herein.
6. In order to provide substantial edification about X topic, I am going to write about Y.

7. I will endeavor to enlighten the reader about the topic A by covering specific points B, C, and D.

Type one: compare

To compare:

For a contrasting essay you may have this intention --- use the below thesaurus entry to help you should you choose this type:

verb

1 *we compared the data sets: contrast, juxtapose, collate, differentiate.*

2 *he was compared to Wagner: liken to, equate to, analogize to; class with, set side by side with.*

3 *the porcelain compares with Dresden's fine china: be as good as, be comparable to, bear comparison with, be the equal of, match up to, be on a par with, be in the same league as, come close to, hold a candle to, be not unlike; match, resemble, emulate, rival, approach.*

Type two: assert

Should you choose to argue a point, the tone of your essay should change --- think about how you can declare, content, or maintain and what evidence in your source material can support your points.

argue

verb

1 *they argued that the government was to blame: contend, assert, maintain, insist, hold, claim, reason, allege; formal aver, represent, opine.*

Type three: describe:

describe

verb

1 *he described his experiences: report, recount, relate, tell of, set out, chronicle; detail, catalog, give a rundown of; explain, illustrate, discuss, comment on; literary limn.*