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|  <p>Lecture Notes</p>  | Name Of Lecturer: Augustine Momoh. Turay  |
|   | Course Title: Language Arts 1 (Main)  |
|   | Course Goal: The goal of this online teaching is to allow students have access to learning materials in order to master Concepts in Language Arts meant for their present level   |
|   | Class & Semester: HTC 1 Primary-2 <sup>nd</sup> Semester Course Status: Core  |
|   | Course Code: L.A 1 Main Credit Hours:2  |
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| Date & Time: 15-05-2020   |   |
| Topic: ESSAY WRITING  |   |
| Week : 8  | Lecture No.: 8  |
| <b>Learning Objective:</b><br>: By the end of this online teaching, students are expected to tell the different types of essay writing they know. <ul style="list-style-type: none"> <li>List the characteristics / features of essay writing.</li> </ul>   |   |
| <b>Week 8</b><br><b>Questions:</b><br><b>1a. What is an essay?</b><br><b>1b. List the major types of Essays and briefly state what you stand to achieve when you write each of the essays you have listed</b><br><b>.2. Discuss how you go about writing any two types of the essays you have studied.</b> <ol style="list-style-type: none"> <li>Tell a story that ends with the saying, "He who laughs last, laughs the longest."</li> <li>Describe any crime you have seen or you have been connected with or you have heard about. Then describe the type of crime which is common in your country</li> </ol> | <b>Week 8</b><br><b>ESSAY WRITING</b><br><p>An essay can be defined as a short piece of prose composition on any topic of familiar subject- matter. An essayist could develop any idea or topic into a full essay. Composition is vital even out of the school environment. Some learners erroneously think that the burden of assignment stops after their graduation examinations. Essay exercises enable language instructors to assess how their students utilize the principles of grammar in written contexts. Most students after all, speak fluent English, but write bad English. Essays expose clearly how writers think, plan and arrange ideas in written form.</p> <p>There are some practices or inadequacies which account for students' poor performances in essay writing.</p> <p><b>FACTORS RESPONSIBLE FOR STUDENTS POOR PERFORMANCE IN ESSAY WRITING</b></p> <ul style="list-style-type: none"> <li>Students' ignorance of the principles and the rule of grammar.</li> <li>The limitness of students' vocabulary acts.</li> <li>Misapplication of the mechanics of writing. Wrong use of punctuations can track nonsense of a composition; it is wrong for writers to assume that these marks can be applied anyhow.</li> <li>Wrong spellings of words by a writer expose a weakness or deficiency which affects that writer's scores.</li> <li>Lack of and /or bad paragraphs affect an essay.</li> <li>The misuse of verb tenses destroys an essay.</li> </ul> |

and try to explain  
what you think  
are the reasons.

- Students are often guilty of ambiguities, tautologies and redundancies in their constructions because they have failed to master the system of rules in grammar.
- Malapropism- the wrong use of words, phrases, quotations or expressions.
- Indulging in padding- introducing irrelevant points into essays with the aim of fleshing them up.
- Bad arrangement of relevant or cogent points affects the quality of an essay.
- Disregarding simple instructions.
- Failing to think and prepare a befitting outline for the topic chosen prior to the commencement of the actual writing.
- Lacking regular practice of essay exercises.
- Illegibility of the candidate's hand writing can render his effort a nullity.
- Lack of cohesion of a proper linkage of points.
- Sub-titling paragraphs.

### **FUNCTIONS OF ESSAYS**

Essays perform certain functions; namely: Narration, description, exposition/explanation, persuasion, speech/address, and dialogue/conversation.

Before we delve into detailed examination of these types of essays, it is important that we highlight the important features of a typical essay.

### **A PARAGRAPH**

A paragraph is an important part of an essay which normally consists of several sentences that deal with one main idea relating to a topic of a composition. It begins on a new line and with a capital letter, indented towards the right hand away from the margin. Occasionally, a paragraph may consist of a single sentence. Whether one or several sentences, a paragraph examines a point that is relevant to the subject matter. The paragraphs of your essay lead the reader step by step through your ideas. They give readers a visual landing, a place to pause; so use your eye and vary the lengths of your essay.

A paragraph which contains an irrelevant point does not enhance the development of the topic. Paragraphs are usually linked with appropriate linking devices. A topic sentence is part and parcel of a paragraph. A topic sentence is the most important sentence which introduces the particular point which is about to be defined, explained and illustrated in any paragraph. Other sentences in a paragraph rally around the topic sentence. Sub-titling paragraphs is a bad act and must be totally avoided by essayists. Whenever an essayist has much to say about a given idea, it is advisable to split the information into the next paragraph. Don't lump different ideas of an essay into one paragraph. Simply start a new paragraph when you introduce a new idea.

- An introductory paragraph.
- A body.

- Identifiable paragraph/ topic sentences.
- Unity/Cohesion of essay; good linkage of points.
- Standard or good grammar.
- A befitting concluding paragraph.

### **AN INTRODUCTORY PARAGRAPH**

An introductory paragraph is very important in an essay. This is because it is the entry point of a composition. An introductory paragraph demands special attention. An introduction should snag your reader's interest. Pretend that you are a reader leafing through a magazine: what opening would make you stop and read an article on your topic. An introductory paragraph starts an essay with relevant background information to the issue which is to be fully addressed in the body of the essay. It contains preliminary definitions of the operation terms of an essay's title. It indicates the direction the essayist intends to take to develop the topic via a thesis sentence or the plain statement of intention.

A thesis sentence is the capsule or nucleus of what is to be elaborated in the body of an essay

Sometimes you may get stuck writing an introduction. In that case, try writing your introduction after you have written the rest of the first draft. Often you don't find your real main point until you have written several pages. However, in an essay exam or under time pressure, write the introduction first to indicate the map of the paper.

### **TRANSITIONS**

Transitions are bridges in your writing that take the reader from one thought to the next. These bridges link your ideas and help you to avoid choppy writing. You need transitions between paragraphs that show the movement from one idea to the next and you also need transitions to connect sentences within a paragraph.

#### **First check the order of your ideas**

If you are having trouble with transitions, it may be that your points are out of order. Make a list of your points and juggle the order so that one point leads logically to the next. Then add transitions that underscore the movement from one point to another.

#### **Use Transition Words**

Keep your transitions brief and inconspicuous. Here are some choices words you can use to illustrate certain points or relationships.

**Adding a point:** *furthermore, besides, finally, in addition to*

**Emphasis:** *above all, indeed, in fact, in order words, most important*

**Time:** *then, afterward, eventually, next, immediately, meanwhile, previously, , already, often, since then, now, later, usually*

**Space:** *next to, across, from, above, below, nearby, inside, beyond, between,*

*Surrounding*

**Cause and effect:** *consequently, as a result, therefore, thus*

**Example:** *for instance for example,*

**Progression:** *first, second, third, furthermore*

**Contrast:** *but, however, in contrast, instead, nevertheless, on the other hand,*

*Still, unfortunately*

**Similarity:** *like, also, likewise, similarly, as, then too*

**Concession:** *although, yet, of course, after all, granted, while it is true*

**Conclusion:** *therefore, to sum up, in brief, in general, in short, for these reasons in*

*Retrospect, finally, in conclusion*

## CONCLUSION

Never end your essay with preaching or clichés. Consider, out of all that you have written, what is most important. Sometimes you want a quick summation, but other times you will have a longer conclusion that probes your topic more deeply.

To get a memorable last sentence, try writing five sentences. They can express the same basic idea, but they should be worded as differently as possible - one long, one short, one plain, one elegant. If you write five, you will find the one you want.

Here are several approaches to writing a conclusion:

### Return to Your Introduction

Look back at the issues you raised in your introduction. Using some of the same language, say what your essay has added to your initial thoughts. The point is not to repeat your introduction but to build on it.

### Summarize

Stress your main point, but avoid repeating earlier phrases word for word. Summaries can be boring, so make an effort to give yours some kick.

### Suggest a Solution to a Problem

Come up with a solution you think might make a difference, and tell how your findings could affect the future.

### Put your Idea in a Wider Perspective

What is the importance of what you have said? What is the larger meaning? Move from the specific of your to the deeper concerns it suggests.

**Raise Further Questions or Implications**

Which issues now remain? Acknowledge the limitations of what you have covered. Reaffirm what you have established. Examine what it implies.

Above all, don't just limp out of your paper. Leave your reader with a strong memorable statement.

**NARRATIVE ESSAY**

One of the most common types of essay writing, and the type which has appeared most frequently on public exam papers over the years, is narrative writing, i.e. Telling (or narrating) a story. When one writes a narrative essay, one must do the following:

1. Think and plan carefully in advance of writing (i.e. make sure the entire story through to the conclusion is clear in one's mind before beginning to write).
2. Begin with a good topic, or opening sentence, one which will arouse the reader's interest and make it clear what your story is about. E.g. My first visit to England this past summer was the most exciting experience of my life.
3. Develop the story using clear, simple language and an orderly, step – by-step manner so the reader doesn't become confused.
4. Bear in mind that since one is recounting events which occurred in the past, one should therefore use mainly the past tense.

End with a good concluding sentence which effectively summarizes what you have written and leaves the reader with a strong impression. E.g. it was a visit that I will remember for the rest of my life

**DESCRIPTIVE ESSAYS**

The purpose of writing a description is to give your reader a clear picture of some person, object or place. To write effectively you should do the following:

1. Carefully choose appropriate details to include in your essay. Be selective; include only those details which make your description more interesting.
2. Organize the details you have chosen to use and present them to the reader in a clear, systematic manner.
3. Think very carefully about the words you wish to use and choose those words which have the exact nuance, or shade of meaning you want. E.g. Many more descriptive words can be used instead of "said". They include argued, begged, complained, bragged, boasted, blared, protested, grasped, shouted, sneered, snarled, growled, squealed etc.

4. Bear in mind that one of the most effective ways of description of a person, place, ideas, emotion or objects.

A descriptive essay involves the description of person, place, ideas, emotion or objects

To create a picture in the mind's eye of the reader, the choice of words must cater for the human senses that are sight, smell, taste, touch and hearing. For instance; to describe a particular food, the writer could simply employ terms that depict taste to explain the delicacy of food. For instance; you could say: succulent and aromatic, the idea of tasting is being created.

The correct use of adjectives help to give a vivid description of every detail that makes description seem real. If any writing lacks the appropriate use of adjectives, that writing would be boring rather than being apt. However, over-using adjectives such as cute, great, fantastic etc can impair your writing.

Again, in any description, the write must know what the description pinpoints. If for instance the description is that of a house, are we looking at the interior or the exterior? In the case where the description is that of a person we must take notice of physical traits, educational background if necessary, behavior, social outlook. On the whole, the description must be objective rather than subjective.

The present simple tense is mostly recommended in description.

Descriptive writing is a three-part process: select, order, describe. First select the essentials of the scene. Usually it is easier to do so from memory than in the crowded act of observation.

Second, arrange the essentials in an order that will seem natural to the reader. It may be simply the order of observing, as when you report a series of impressions on entering a business shop; or a time order, as in the sequence of events of a storm; or a space order as in picturing a room's furnishing in relation to a centre piece such as a fireplace; or it may be a combination of these.

Third, find words, phrases and sentences that accurately describe the essentials, using specific and concrete terms, not general and abstract ones. Practice Examples:

### **EXPOSITORY ESSAY**

Expository essays are meant to give information. These essays may be classed differently, depending on how the writer presents the information.

#### **Giving a Direction**

Giving directions forms part of our everyday duty. In the form of an exam the approach is different. The following points must be noticed in giving

direction.

- Chronology is necessary to enhance sequence.
- Important landmarks like houses, buildings and different types of structures must be used in giving a direction.
- The use of certain transitional jargons and expressions are necessary as they help to create the correct sequence. Example; first, finally, earlier, keep straight, next, after, at the same time, 30 yards off, at first, after a while, north, far, left, a mile, as soon as, south, right, continue round a sharp bend, after that, east, west, turn left, go straight ahead, northeast, northwest.
- Certain prepositions of position are helpful in giving directions. Example-of a place; in front of, above, opposite, facing, behind, beside, adjacent, next to, below, among, between, at.
- Special details of sight, touch, smell, hearing and taste must be used to create a vivid picture of what is being explained. Unnecessary locations would further compound the difficulties to find something or a place. Most of the information must be factual. Important landmarks can help in giving correct direction. For instance, if you are directing somebody to an unknown place, landmarks such as mountains, rivers, valleys, bridges, junctions, buildings, schools and offices could help to ease the difficulty in locating the destination.

### **Explaining a Process**

In the explanation of a process, one must follow a step by step formation. Explanatory essay involves saying what something is, how to discover a place and preparation of certain things. Only necessary and needed information are included in such essay for the sake of clarity. It is also important to employ transitional terms at all levels to sequence of steps easy to follow. Explanatory essays are purely meant to give or provide information to the audience.

### **Argument (As Speech For Debate)**

A speech for debate is a type of writing known as an argument. You are required to give some reasons for or against a particular statement to be debated, which is called a motion. When writing a speech for debate, you should remember to do the following:

- start with a standard beginning, which shows clearly whether you support or oppose. E.g. "Mr. Chairman, I rise to support/oppose the motion that...."
- present your reasons for supporting or opposing the motion in a clear, well-organised manner. It is better to use a separate paragraph for each reason or point of your argument.

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|   | <ul style="list-style-type: none"><li>• make sure that your opinion is clearly stated that you are consistent in the argument that you present.</li><li>• Use anecdotes, incidents of real life, statistics or quotations to support your argument.</li></ul> |
| <b>Summary: We have successfully explained the different types of essays and the features of each essay type.</b>   |   |
| <b>Assignment:</b> <ol style="list-style-type: none"><li>1. List and discuss any four types of essay</li><li>2. What are the characteristics of a good essay</li></ol>  |   |
| <b>Further Reading:</b><br>Read on essay writing.   |   |
| <b>References:</b> <ol style="list-style-type: none"><li>1. Judith Dwyer (1997) The Business Communication Handbook (4<sup>th</sup> Edition): Prestige Hall-Sydney, New York, Toronto.</li></ol><br>Raymond Murphy (2004) English Grammar in Use (3 <sup>rd</sup> Edition): Cambridge University Press. |   |