

Part One - The Essay Models

- A. The topic-based paragraph is the building block of the essay, and should be understood separately.
1. Teacher dictates length of ¶ by requiring a certain # of details (facts or comments).
 2. Topic-Clincher Rule: “The topic sentence & clincher sentence must repeat or reflect 2-3 key words.”
 3. Refining the paragraph model by noting purpose (compare, define, process, chronological, etc.).
 4. The **Descriptive Essay** is the simplest; master it first.

B. Steps for teaching a **Basic or Expanded Descriptive** (expository) essay:

1. Determine length; length dictates structure & number of topics
2. List possible topics
3. Choose topics; (topics should be related, selected for a purpose, or strategic--see Part Two)
4. Outline and write body (topic) paragraphs
5. Write the conclusion paragraph
 - a. Restate topics (3-5)
 - b. Make a point: What is the **most** _____* thing & why *(important, significant, valuable, notable, useful, etc.)
6. Write the introduction paragraph
 - a. Get the attention of the reader
 - b. Give background information
 - c. State topics (3-5)
 - (d.) Thesis=point made in conclusion
7. Rewrite with attention to transitions, style, clarity

Basic Essay	Expanded
Introduction	Introduction
Topic A	Topic A
Topic B	Topic B
Topic C	Topic C
Conclusion	Topic D
	Topic E
	Conclusion

C. Steps for teaching a **Descriptive Super-Essay**

1. Determine length (12-16 ¶= two sections, 17-24 ¶=three sections)
2. Divide subject into two areas (practical/ethical, causes/effects, etc.)
3. List and choose topics for each section
4. Make master outline & plan body paragraphs
5. Write body paragraphs
6. Connect sections with sub-conclusions & sub-introductions
7. Write super-conclusion; make a point
8. Write super-introduction, use point as thesis if needed.

“Super” Essay	Expanded Topics
Super-Intro	Introduction
Intro Essay I	Topic A ¹
Topic A	Topic A ²
Topic B	Topic B
Topic C	Topic C ¹
Conc. Essay I	Topic C ²
Intro Essay II	Topic D ¹
Topic A	Topic D ²
Topic B	Topic D ³
Topic C	Conclusion
Conc. Essay I	
Super-Concl.	

D. Variations on Models: **Basic Essay with Expanded Topics**

1. Important or long topics may need two paragraphs
2. Division of one topic into sub-topics should be clear (i.e. if topic is “taxation,” sub-topics could be “direct taxation” & “indirect taxation”)

E. **Argumentative Essay** (sometimes termed Persuasive)

1. Introduction states “thesis” (opinion)
2. Topics support thesis, conclusion restates opinion

F. True **Persuasive Essay**

1. Introduction asks a question (conceals opinion)
2. Topics strategically chosen to lead reader (Con--Pro)
3. Conclusion argues opinion (discredit Con, reaffirm Pro)

Part Two - The Purpose

A. Difference between an “Essay” and a “Report”

1. Report = Facts
2. Essay = Opinion

B. Forcing an opinion in the conclusion.

1. The power of the word “most”
2. The need for “why”
3. Start young; opinions can’t really be “incorrect”

C. Progression by subject type:

REPORT = FACTS

Stage I

Animals
States
Countries

Topics

Related

Stage II

Things
People
Events

Selected

Stage III

Literary Analysis
Personal Response
Critique

*To
Support
Thesis*

Stage IV

Issues (Persuasive)

Strategic

ESSAY = OPINION

D. Documentation

1. Can be taught in steps, not all at once.
2. Several “right” ways - most important is following the style guide.
3. Teaching sequence:
 - Step One: Bibliography (books looked at)
 - Step Two: Integrated Quotation (< 3 lines)
 - Step Three: Inset Quotation (3 lines or more)
 - Step Four: Footnotes
 - Step Five: Paraphrase
 - Step Six: Informational Footnote
 - Step Seven: “Works Cited” vs. “Bibliography”
 - Step Eight: APA, MLA, etc.

E. Most important: Integration with relevant content, interests, goals.