



MODUL *ESSAY WRITING*
(PBI225)

MODUL SESI 1
INTRODUCTION TO ESSAY WRITING

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INTRODUCTION TO ESSAY WRITING

A. The Learning Outcomes

By the end of this session, students are expected to be able to

1. understand the essay writing types and process
2. distinguish essays from other writings

B. INTRODUCTION TO THE ESSAY WRITING

Course Objective:

By the end of the course, students are able to write well-developed essays cohesively and coherently focusing on comparison and contrast; cause and effect and argumentative essays.

Materials for this semester:

Session 1 : Introduction to Essay Writing

Session 2 : The structure of essay

Session 3 : Introductory and concluding paragraph

Session 4 : The body paragraph; unity and coherence

Session 5 : Comparison/Contrast Essay: Outlining

Session 6 : Comparison/Contrast Essay: Drafting

Session 7 : Comparison and Contrast : Revising

Session 8 : Cause/Effect Essay : Outlining

Session 9 : Cause/Effect Essay: Drafting

Session 10 : Cause/Effect Essay : Revising

Session 11: Argumentative Essay : Outlining

Session 12 : Argumentative Essay: Drafting

Session 13 : Argumentative Essay: Revising

Session 14 : Review and Essay Writing Tutorial

Rubric for Essay Writing Assessment

Points	Below Expectation	Meet expectation	Above expectation
Format (10)	The paper is missing many of the requirements from the above expectations (0-2)	The paper is missing one or more of the requirements from the above expectations (3-5)	The paper is submitted on time The paper includes coversheet, outline, typed in Arial 11 or Times New Roman 12pt, double space with

			standard margin size and reference page (6-10)
Essay (Content) (50)	Does not attempt to show the reader the pattern/type of essay development (descriptive-process/comparison and contrast/cause and effect/argumentative) (0-10)	Attempt to show the reader the pattern/type of essay development (descriptive-process/comparison and contrast/cause and effect/argumentative) (11-30)	The statement support each other to build cohesive and coherent paragraph (31-50)
Mechanics (30): Grammar Spelling Punctuation Vocabulary use	The paper has more than 50 errors with mechanics (0-10)	The paper has 21-50 errors with mechanics (11 - 20)	The paper has 0-20 errors with mechanics (21-30)
Plagiarism (Turnitin Check)	The paper has similarity report 61%-100% (0-2)	The paper has similarity report 21% - 50% (3-5)	The paper has similarity report 0%-20% (6-10)

C. WHAT IS ESSAY?

An essay is an extended piece of writing that **presents and supports a thesis or proposition**. The word ‘essay’ derives from the Latin word ‘*exagium*’, meaning **the presentation of a case**. It often requires the student to hone a number of skills such as close reading, analysis, comparison and contrast, persuasion, conciseness, clarity, and exposition.

The purpose of an essay is to encourage students to **develop ideas and concepts** in their writing with the direction of little more than their own thoughts (it may be helpful to view the essay as the converse of a research paper). Therefore, essays are (by nature) **concise** and require **clarity** in purpose and direction. This means that there is no room for the student’s thoughts to wander or stray from his or her purpose; the writing must be **deliberate and interesting**.

When you write an essay you are making a case for the validity of a particular point of view, analysis, interpretation, or set of facts or procedures. Essay writing has **important skills** development and **educational** functions. It allows you to **practise and develop transferable skills** that are valuable to you not only while you are a student but also when you graduate and have to write in a professional role. These **transferable skills** include

- reading and note-making,
- critical thinking and analysis,

- organising ideas,
- arguing a case,
- and communicating effectively with a reader.

An essay encourages you to **develop** a formal, **disciplined** approach to writing that communicates clearly and with authority. It gives you a focus for **exploring** and **consolidating** what you are learning. It allows you to develop and **organise your thinking** about key concepts and issues in the course you are studying.

The qualities of **good essay writing** includes

FOCUS	An essay should have a single clear central idea . Each paragraph should have a clear main point or topic sentence .
DEVELOPMENT	Each paragraph should support or expand the central idea of the paper . The idea of each paragraph should be explained and illustrated through examples, details, and descriptions .
UNITY	Every paragraph in an essay should be related to the main idea. Each paragraph should stick to its main point .
COHERENCE	An essay or paper should be organized logically, flow smoothly , and "stick" together . In other words, everything in the writing should make sense to a reader .
CORRECTNESS	A paper should be written in generally correct standard English , with complete sentences , and be relatively error-free .

D. TYPES OF ESSAY

Four major types of essay are the expository, persuasive, analytical and argumentative essays.

1) The expository essay

What is it? This is a writer's explanation of a short theme, idea or issue. The key here is that you are **explaining an issue, theme or idea to your intended audience**. Your reaction to a work of literature could be in the form of an expository essay, for example if you decide to simply explain your personal response to a work. The expository essay can also be used to give a personal

response to a world event, political debate, football game, work of art and so on.

What are its most important qualities? You want to get and, of course, keep your reader's attention. So, you should:

- Have a **well-defined thesis**. Start with a thesis statement/research question/statement of intent. Make sure you answer your question or do what you say you set out to do. Do not wander from your topic.
- **Provide evidence to back up** what you are saying. Support your arguments with facts and reasoning. Do not simply list facts, incorporate these as examples supporting your position, but at the same time make your point as succinctly as possible.
- The essay should be **concise**. Make your point and conclude your essay. Don't make the mistake of believing that repetition and over-stating your case will score points with your readers.

2) The persuasive essay

What is it? This is the type of essay where you try **to convince the reader to adopt your position on an issue or point of view**. Here your rationale, your argument, is most important. You are presenting an opinion and trying to persuade readers, you want to win readers over to your point of view.

What are its most important qualities?

- Have a definite point of view.
- Maintain the reader's interest.
- Use sound reasoning.
- Use solid evidence.
- Be aware of your intended audience. How can you win them over?
- Research your topic so your evidence is convincing.
- Don't get so sentimental or so passionate that you lose the reader, as Irish poet W. B. Yeats put it: *The best lack all conviction, while the worst are full of passionate intensity*
- Your purpose is to convince someone else so don't overdo your language and don't bore the reader. And don't keep repeating your points!

- Remember the rules of the good paragraph. One single topic per paragraph, and natural progression from one to the next.
- End with a strong conclusion.

3) The analytical essay

What is it? In this type of essay you **analyse, examine and interpret** such things as an event, book, poem, play or other work of art.

What are its most important qualities? Your analytical essay should have an:

- *Introduction and presentation of argument .*
The introductory paragraph is used to tell the reader **what text or texts** you will be discussing. Every literary work raises at least one major issue. In your introduction you will also define the idea or issue of the text that you wish to examine in your analysis. This is sometimes called the thesis or research question. It is important that you narrow the focus of your essay.
- *Analysis of the text (the longest part of the essay)*
The issue you have chosen to analyse is **connected to your argument**. After stating the problem, present your argument. When you start analysing the text, pay attention to the stylistic devices (the “hows” of the text) the author uses to convey some specific meaning. You must decide if the author accomplishes his goal of conveying his ideas to the reader. Do not forget to support your assumptions with examples and reasonable judgment.
- *Personal response*
Your personal response will show **a deeper understanding of the text** and by **forming a personal meaning** about the text you will get more out of it. Do not make the mistake of thinking that you only have to have a positive response to a text. If a writer is trying to convince you of something but fails to do so, in your opinion, your critical personal response can be very enlightening. The key word here is *critical*. Base any objections on the text and use evidence from the text. Personal response should be in evidence throughout the essay, not tacked on at the end.
- *Conclusion (related to the analysis and the argument)*

Your conclusion should explain the relation between the analysed text and the presented argument.

Tips for writing analytical essays:

- Be well organized. Plan what you want to write before you start. It is a good idea to know exactly what your conclusion is going to be before you start to write. When you know where you are going, you tend to get there in a well organised way with logical progression.
- Analytical essays normally use the present tense. When talking about a text, write about it in the present tense.
- Be “objective”: avoid using the first person too much. For example, instead of saying “*I think Louisa is imaginative because...*”, try: “*It appears that Louisa has a vivid imagination, because...*”.
- Do not use slang or colloquial language (the language of informal speech).
- Do not use contractions.
- Avoid using “etc.” This is an expression that is generally used by writers who have nothing more to say.
- Create an original title, do not use the title of the text.
- Analysis does not mean retelling the story. Many students fall into the trap of telling the reader what is happening in the text instead of analysing it. Analysis aims to explain how the writer makes us see what he or she wants us to see, the effect of the writing techniques, the text’s themes and your personal response to these.

4) The argumentative essay

What is it? This is the type of essay where **you prove that your opinion, theory or hypothesis about an issue** is correct or more truthful than those of others. In short, it is **very similar to the persuasive essay** (see above), but the difference is that **you are arguing for your opinion as opposed to others**, rather than directly trying to persuade someone to adopt your point of view.

What are its most important qualities?

- The argument should be focused

- The argument should be a clear statement (a question cannot be an argument)
- It should be a topic that you can support with solid evidence
- The argumentative essay should be based on pros and cons (see below)
- Structure your approach well (see below)
- Use good transition words/phrases (see below)
- Be aware of your intended audience. How can you win them over?
- Research your topic so your evidence is convincing.
- Do not overdo your language and don't bore the reader. And do not keep repeating your points.
- Remember the rules of the good paragraph. One single topic per paragraph, and natural progression from one to the next.
- End with a strong conclusion.

Each subject has specific requirements for the essays to be written. Some subjects need longer essays, while others need shorter ones, such as a five-paragraph essay. In composition, the start is made from a five-paragraph essay. Based on the requirements, there are seventeen types of essays: definition, narrative, descriptive, expository, persuasive, argumentative, analytical, comparison & contrast, cause & effect, critical, process, synthesis, explicatory, rhetorical analysis, review, simple, and research essay.

E. THE WRITING PROCESS

When we write, we do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing. The process includes **pre-writing, drafting, reviewing and revising, and rewriting.**

PRE-WRITING

Step One: Choose a topic. Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself.

Step Two: Gather ideas. When you have a topic, think about what you will write about that topic.

Step Three: Organise. Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

DRAFTING

Step Four: Write. Write your paragraph or essay from start to finish. Use your notes about your ideas and organisation.

REVIEWING AND REVISING

Step Five: Review structure and content. Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have any unnecessary information. Ask a classmate to exchange texts with you. Your classmate reads your text, and you read his or hers. Getting a reader's opinion is a good way to know if your writing is clear and effective. Learning to give opinions about other people's writing helps you to improve your own. You may want to go on to step six now and revise the structure and content of your text before you proofread it.

REWRITING

Step Six:

- **Revise structure and content.** Use your ideas from step five to rewrite your text, making improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organisation so that your text is more logical. Together, steps five and six can be called *editing*.
- **Proofread.** Read your text again. This time, check your spelling and grammar and think about the words you have chosen to use.
- **Make final corrections.** Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make. Now your text is finished. **Steps five and six can be repeated many times.**

F. REFERENCES

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- https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/