

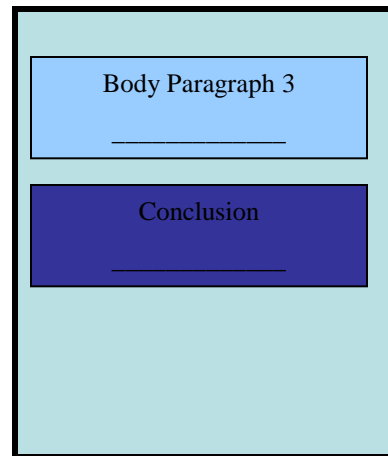
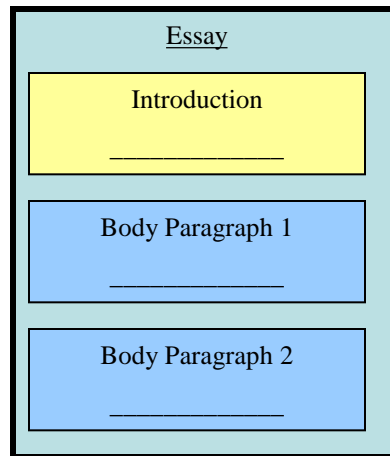
Writing Essays

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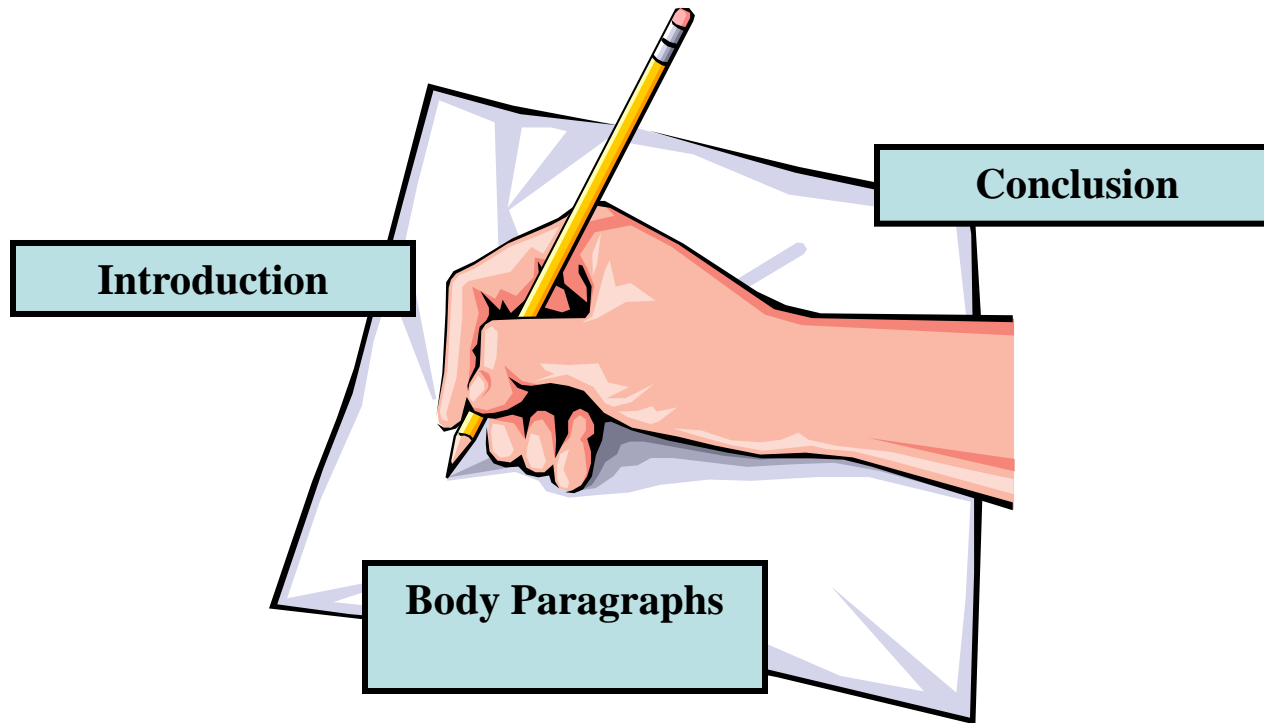
Introduction

What is an essay ?

An essay is a piece of writing that usually has five or more paragraphs. An essay is written about one topic that has several main points. The main points are introduced in an introductory paragraph and supported in body paragraphs. The conclusion is the last paragraph.

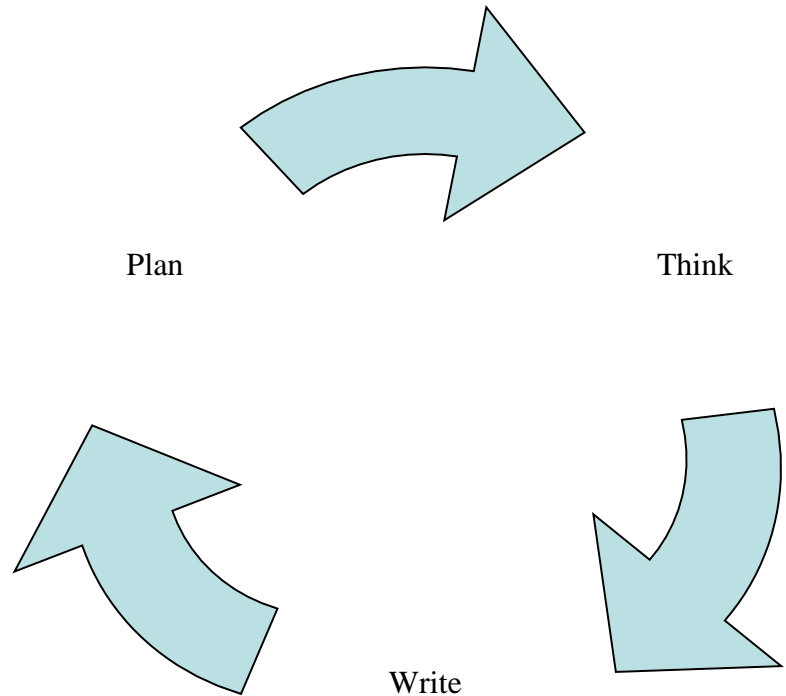


Organizing an Academic Essay



Essay Writing Phases

- Planning
- Thinking
- Researching
- Writing
- Editing

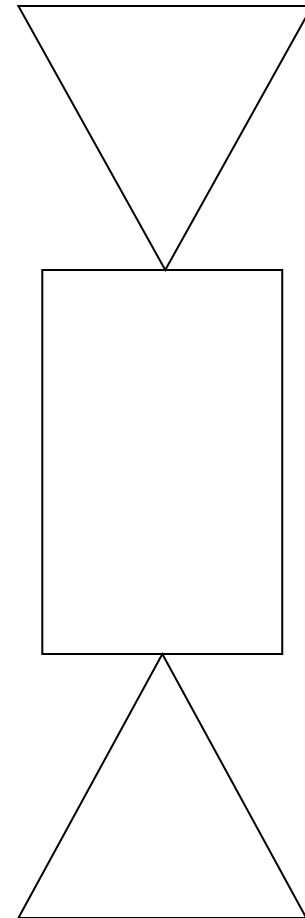


Thinking

- Initial ideas
- Brainstorm
 - Mind maps
 - Lists
 - Drawings
 - Discussion/Audio
 - Post-it notes
- Initial plan!
- Preliminary reading

Structure

- Introduction
 - outline of essay
- Main section
 - Main point A
 - details, evidence
 - Main point B
- Conclusion
 - summary of main points
 - personal conclusions



I. Introduction

Definitions of Stress

Views of Stress

General Categories of Stressor

Consequences of Stress

II. Main Point (A) - Views of Stress

1. Physiological

2. Psychological

3. Job Stress

Summary and identification of categories

III. Main Point (B) - Categories

1. Organisational

2. Home-work, Interface, Life stress

3. Individual

Evaluation of categories and their impact

IV. Main Point (C) - Consequences

1. Physical

2. Behavioural

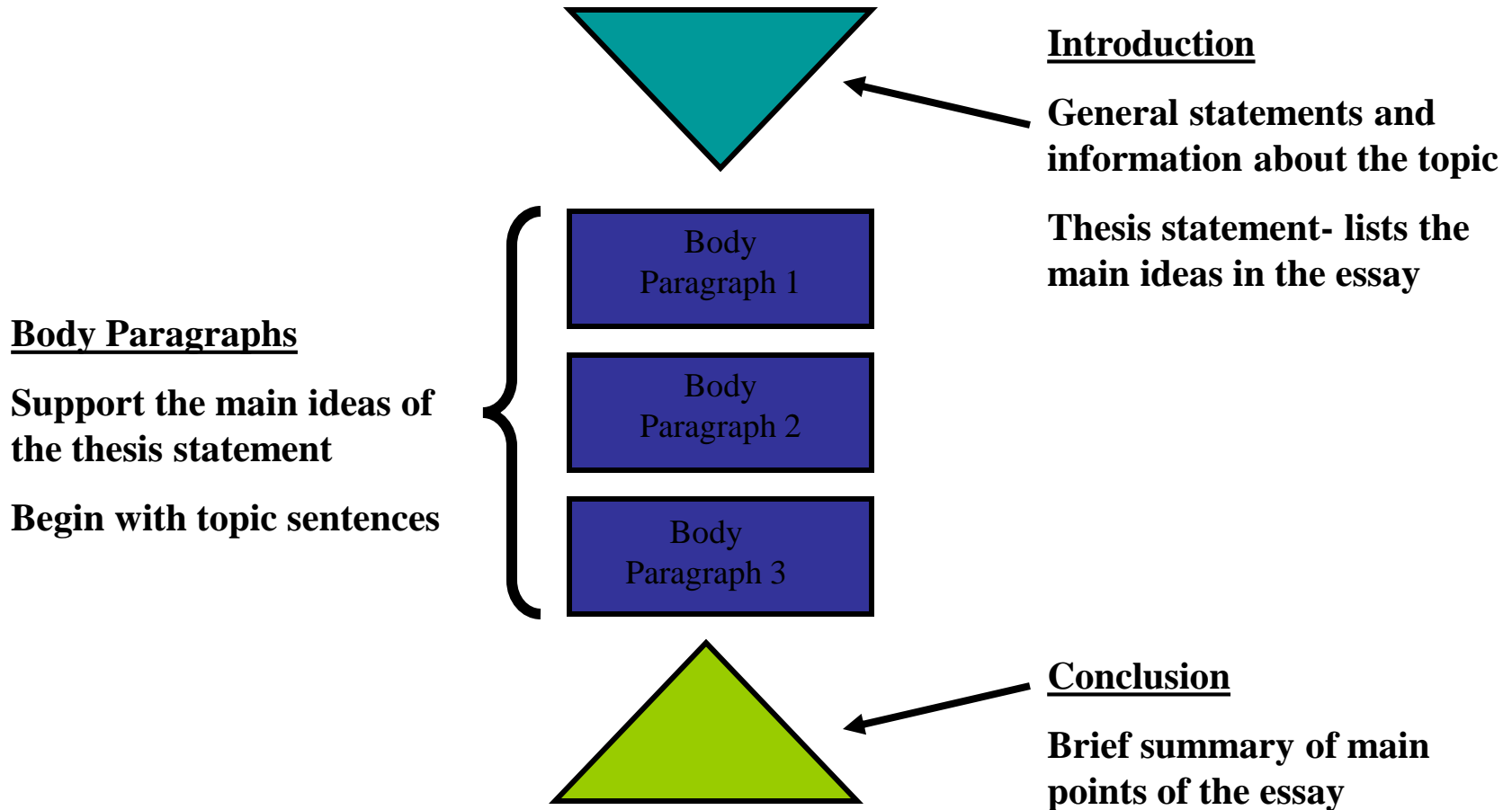
3. Psychological

Summary of impact

V. Conclusion

Summary of main points and personal conclusions

Overview of an Essay



Reading & Researching

- Use rough outline as guide
- Gather information relevant to topic
- Keep good notes
 - Organize content according to outline
 - Choose what to include
- Types of evidence to support points?
 - Quotes
 - Tables
 - Paraphrasing

Writing

- Start writing early
 - extend outline
 - one idea or section at a time
 - get something down!
- Write first, rough draft
- Revise & improve draft
- How many drafts?

What is a paragraph?

- A group of sentences
- What groups them?
- One idea

Paragraph structure

Students require more recreational time in order to better focus on lessons in class. In fact, studies have shown that students who enjoy a recess of more than 45 minutes consistently score better on tests immediately following the recess period. Clinical analysis further suggests that physical exercise greatly improves the ability to focus on academic materials. Longer periods of recess are clearly required to allow students the best possible chances of success in their studies. Clearly, physical exercise is just one of the necessary ingredients for improving student scores on standardized tests.

Paragraph structure

Students require more recreational time in order to better focus on lessons in class. (TOPIC SENTENCE).

In fact, studies have shown that students who enjoy a recess of more than 45 minutes consistently score better on tests immediately following the recess period. (SUPPORTING SENTENCE)

Clinical analysis further suggests that physical exercise greatly improves the ability to focus on academic materials. (SUPPORTING SENTENCE)

Longer periods of recess are clearly required to allow students the best possible chances of success in their studies. (CONCLUDING SENTENCE)

Clearly, physical exercise is just one of the necessary ingredients for improving student scores on standardized tests. (Transitional sentence)

Develop your argument

- Use source material
- Compare and contrast
- Show awareness of complexities
- Show line of reasoning
 - link points
 - central guiding line
- Your conclusions - based on evidence

Structure your argument

Introduction: Main themes:		
Areas to be compare and contrast	A	B
Similarities		
1		
2		
3		
4		
Differences		
1		
2		
3		
4		
Significance of these		
Conclusion:		

References

Why?

- Credit sources of information & ideas
- Reader can locate for further information if required
- Demonstrate breadth of reading & knowledge

References

When?

- ◆ Direct quotes
- ◆ Paraphrases
- ◆ Statistics/Studies
- ◆ Theories
- ◆ Interpretations
- ◆ Facts

Plagiarism

- Using someone's words or ideas and presenting them as your own (Marshall & Rowland, 1998)
- Inappropriate use of ideas from books, articles, internet, or other students' work

References

- How?
 - Reference system e.g. Harvard
 - Record sources
 - Take careful notes
 - Reference list
 - In-text citing or referencing

Editing

- Proof read
 - out loud
 - time out
 - peer
- Write up references
- Final draft
 - presentation