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Project File Essay Writing

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Chapter 1

Basics about Essay Writing

1.1 What are Essays?

An essay is a **"short formal piece of writing..dealing with a single subject"**. It is typically written to try to persuade the reader using selected research evidence.

An essay is a piece of non-fiction writing with a clear structure: an introduction, paragraphs with evidence and a conclusion. Writing an essay is an important skill in English and allows you to show your knowledge and understanding of the texts you read and study.

It is important to plan your essay before you start writing so that you write clearly and thoughtfully about the essay topic. Evidence, in the form of quotations and examples, is the foundation of an effective essay and provides proof for your points.

1.2 Why do we write essays?

The purpose of an essay is to show your understanding, views or opinions in response to an essay question, and to persuade the reader that what you are writing makes sense and can be backed up with evidence. In a literature essay, this usually means looking closely at a text (for example, a novel, poem or play) and responding to it with your ideas.

Essays can focus on a particular section of a text, for example, a particular chapter or scene, or ask a big picture question to make you think deeply about a character, idea or theme throughout the whole text.

Often essays are questions, for example, 'How does the character Jonas change in the novel, *The Giver* by Lois Lowry?' or they can be written using command words to tell you what to do, for example 'Examine how the character Jonas changes in the novel, *The Giver* by Lois Lowry.'

It is important to look carefully at the essay question or title so that you keep your essay focused and relevant. If the essay tells you to compare two specific poems, you shouldn't just talk about the two poems separately and you shouldn't bring in lots of other poems.

1.3 Types of Essays

1.3.1 Argumentative or Persuasive Essay

An argumentative or persuasive essay takes a strong position on a topic through the use of supporting evidence.

It:

- Requires thorough research and investigation of the topic.
- Includes a clear, strong thesis statement that is debatable.
- Considers and refutes alternative arguments with cited evidence, statistics, and facts.
- Uses fair, objective language with a well-rounded understanding of the topic.

1.3.2 Comparative Essays

A comparative essay requires comparison and/or contrast of at least two or more items.

It:

- Attempts to build new connections or note new similarities or differences about the topic(s).
- Typically focuses on items of the same class, i.e. two political systems (i.e. democracy or communism) or two theories (i.e. behaviorism versus constructivism).

1.3.3 Expository Essays

The purpose of an expository essay is to describe or explain a specific topic.

It:

- Uses factual information.
- Is written from the third-person point of view.
- Does not require a strong, formal argument.

1.3.4 Narrative Essays

A narrative essay tells a story or describes an event in order to illustrate a key point or idea.

It:

- Uses descriptive and sensory information to communicate to the reader.
- Are often subjective rather than objective.
- Usually written from the first-person or third-person point of view.
- May be entertaining or informative.

1.4 Planning an Essay

It is important to plan before you start writing an essay.

The essay question or title should provide a clear focus for your plan. Exploring this will help you make decisions about what points are relevant to the essay.

What are you being asked to consider?

Organise your thoughts. Researching, mind mapping and making notes will help sort and prioritise your ideas. If you are writing a literature essay, planning will help you decide which parts of the text to focus on and what points to make.

There are three main parts to an essay:

1. Introduction

- An introduction should focus directly on the essay question or title and aim to present your main idea in your answer. It briefly introduces your main ideas and arguments.

2. Main body, divided into paragraphs

- This is where you take your ideas and explore them in detail in separate paragraphs. You might want to start each paragraph with a topic sentence that summarises the main idea of the paragraph before bringing in your evidence and examples. A topic sentence acts like a mini introduction to the paragraph.

3. Conclusion

- A conclusion is the final paragraph of your essay. It should tie all the loose ends of your argument together.

1.5 Answering the question

When writing an essay it is important to **answer the question** and not just write everything you know about a particular subject. Part of the secret to writing a good essay is to carefully choose what is interesting and relevant.

To make sure you answer the question, the first step is to be clear: what does the essay want you to write about? In other words, what are the key words or phrases in the essay question or title?

The second step in answering the question is then to think about everything you do know about the topic and decide which ideas are the strongest and most

interesting to write about.

If the essay asks you about one of the characters that must be your focus. For example, if you are asked to write about a character, like *William Shakespeare*, then it is not a good idea to spend paragraphs describing other characters – however important they might be to the story.

1.6 Using evidence

Evidence is the foundation of an effective essay and provides proof for your points.

For an essay about a piece of literature, the best evidence will come from the text itself.

Back up each of your supporting statements with evidence. The evidence should be relevant and clearly connected to the point you're making.

In a literary essay, evidence could take the form of:

- Quotations from the text, for example, if the essay focus was on the character of *The Giver*, it would be useful to explain that Lowry first describes *The Giver* as 'tired' 'old' and 'weighted' which suggests that he is suffering.
- Examples that describe the text. For example, for the same essay focusing on the character of *The Giver*, it might be interesting to explore the way that *The Giver* chooses the memories for Jonas to experience or his sadness at the loss of Rosemary. You can't quote all of this so you have to summarise the text.

1.7 Referring to literary devices

In literature essays, you are often asked to look closely at how the writer writes and analyse the language used. For example, what words and phrases does the writer use? Do they use any literary devices like metaphors or similes and what is the effect of them? Do they repeat words or create other patterns with language?

It is worth looking carefully at quotations to notice what the writer is doing and why they might be doing it.

For example in *The Giver*, Jonas is given access to lots of memories – some wonderful, some painful. At one point, he receives a memory of a ‘bright, breezy day on a clear turquoise lake, and above him the white sail of the boat billowing as he moved along in the brisk wind.’ In an essay you could use this as an example of a positive memory that has been lost to everyone except Jonas and The Giver. You could then zoom in deeper on the quotation and comment on the language and its effect. You might notice the alliteration of the ‘b’ sound or the use of colour imagery to help to create such a positive memory.

In a literature essay it is useful to know how to use technical terms such as metaphor, simile or imagery. It is also useful to use technical vocabulary for writing about literature such as plot, character, setting or theme.

Chapter 2

Argumentative Essays

2.1 What are Argumentative Essays?

The argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.

Argumentative essay assignments generally call for extensive research of literature or previously published material. Argumentative assignments may also require empirical research where the student collects data through interviews, surveys, observations, or experiments. Detailed research allows the student to learn about the topic and to understand different points of view regarding the topic so that she/he may choose a position and support it with the evidence collected during research. Regardless of the amount or type of research involved, argumentative essays must establish a clear thesis and follow sound reasoning.

2.2 Structure of Argumentative Essays

A clear, concise, and defined thesis statement that occurs in the first paragraph of the essay.

In the first paragraph of an argument essay, students should set the context by reviewing the topic in a general way. Next the author should explain why the topic is important (exigence) or why readers should care about the issue. Lastly, students should present the thesis statement. It is essential that this thesis statement be appropriately narrowed to follow the guidelines set forth in the assignment. If the student does not master this portion of the essay, it will be quite difficult to compose an effective or persuasive essay.

Clear and logical transitions between the introduction, body, and conclusion.

Transitions are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay's argument, and the structure will collapse. Transitions should wrap up the idea from the previous section and introduce the idea that is to follow in the next section.

Body paragraphs that include evidential support.

Each paragraph should be limited to the discussion of one general idea. This will allow for clarity and direction throughout the essay. In addition, such conciseness creates an ease of readability for one's audience. It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph. Some paragraphs will directly support the thesis statement with evidence collected during research. It is also important to explain how and why the evidence supports the thesis (warrant).

However, argumentative essays should also consider and explain differing points of view regarding the topic. Depending on the length of the assignment, students should dedicate one or two paragraphs of an argumentative essay to discussing conflicting opinions on the topic. Rather than explaining how these differing

opinions are wrong outright, students should note how opinions that do not align with their thesis might not be well informed or how they might be out of date.

Evidential support (whether factual, logical, statistical, or anecdotal).

The argumentative essay requires well-researched, accurate, detailed, and current information to support the thesis statement and consider other points of view. Some factual, logical, statistical, or anecdotal evidence should support the thesis. However, students must consider multiple points of view when collecting evidence. As noted in the paragraph above, a successful and well-rounded argumentative essay will also discuss opinions not aligning with the thesis. It is unethical to exclude evidence that may not support the thesis. It is not the student's job to point out how other positions are wrong outright, but rather to explain how other positions may not be well informed or up to date on the topic.

A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.

It is at this point of the essay that students may begin to struggle. This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical. Do not introduce any new information into the conclusion; rather, synthesize the information presented in the body of the essay. Restate why the topic is important, review the main points, and review your thesis. You may also want to include a short discussion of more research that should be completed in light of your work.

2.3 A COMPLETE ARGUMENT

Perhaps it is helpful to think of an essay in terms of a conversation or debate with a classmate. If I were to discuss the cause of World War II and its current effect on those who lived through the tumultuous time, there would be a beginning, middle, and end to the conversation. In fact, if I were to end the argument in the middle of my second point, questions would arise concerning the current effects

on those who lived through the conflict. Therefore, the argumentative essay must be complete, and logically so, leaving no doubt as to its intent or argument.

2.4 THE FIVE-PARAGRAPH ESSAY

A common method for writing an argumentative essay is the five-paragraph approach. This is, however, by no means the only formula for writing such essays. If it sounds straightforward, that is because it is; in fact, the method consists of (a) an introductory paragraph (b) three evidentiary body paragraphs that may include discussion of opposing views and (c) a conclusion.

2.5 LONGER ARGUMENTATIVE ESSAYS

Complex issues and detailed research call for complex and detailed essays. Argumentative essays discussing a number of research sources or empirical research will most certainly be longer than five paragraphs. Authors may have to discuss the context surrounding the topic, sources of information and their credibility, as well as a number of different opinions on the issue before concluding the essay. Many of these factors will be determined by the assignment.

2.6 Examples

Malaria

Malaria is an infectious disease caused by parasites that are transmitted to people through female *Anopheles* mosquitoes. Each year, over half a billion people will become infected with malaria, with roughly 80% of them living in Sub-Saharan Africa. Nearly half a million people die of malaria every year, most of them young children under the age of five. Unlike many other infectious diseases, the death toll for malaria is rising. While there have been many programs designed to improve access to malaria treatment, the best way to reduce the impact of malaria in Sub-Saharan Africa is to focus on reducing the number of people who contract the disease in the first place,

rather than waiting to treat the disease after the person is already infected.

There are multiple drugs available to treat malaria, and many of them work well and save lives, but malaria eradication programs that focus too much on them and not enough on prevention haven't seen long-term success in Sub-Saharan Africa. A major program to combat malaria was WHO's Global Malaria Eradication Programme. Started in 1955, it had a goal of eliminating malaria in Africa within the next ten years. Based upon previously successful programs in Brazil and the United States, the program focused mainly on vector control. This included widely distributing chloroquine and spraying large amounts of DDT. More than one billion dollars was spent trying to abolish malaria. However, the program suffered from many problems and in 1969, WHO was forced to admit that the program had not succeeded in eradicating malaria. The number of people in Sub-Saharan Africa who contracted malaria as well as the number of malaria deaths had actually increased over 10% during the time the program was active.

One of the major reasons for the failure of the project was that it set uniform strategies and policies. By failing to consider variations between governments, geography, and infrastructure, the program was not nearly as successful as it could have been. Sub-Saharan Africa has neither the money nor the infrastructure to support such an elaborate program, and it couldn't be run the way it was meant to. Most African countries don't have the resources to send all their people to doctors and get shots, nor can they afford to clear wetlands or other malaria prone areas. The continent's spending per person for eradicating malaria was just a quarter of what Brazil spent. Sub-Saharan Africa simply can't rely on a plan that requires more money, infrastructure, and expertise than they have to spare.

Additionally, the widespread use of chloroquine has created drug resistant parasites which are now plaguing Sub-Saharan Africa. Because chloroquine was used widely but inconsistently, mosquitoes developed resistance, and

chloroquine is now nearly completely ineffective in Sub-Saharan Africa, with over 95% of mosquitoes resistant to it. As a result, newer, more expensive drugs need to be used to prevent and treat malaria, which further drives up the cost of malaria treatment for a region that can ill afford it.

Instead of developing plans to treat malaria after the infection has incurred, programs should focus on preventing infection from occurring in the first place. Not only is this plan cheaper and more effective, reducing the number of people who contract malaria also reduces loss of work/school days which can further bring down the productivity of the region.

Reducing the number of people who contract malaria would also reduce poverty levels in Africa significantly, thus improving other aspects of society like education levels and the economy. Vector control is more effective than treatment strategies because it means fewer people are getting sick. When fewer people get sick, the working population is stronger as a whole because people are not put out of work from malaria, nor are they caring for sick relatives. Malaria-afflicted families can typically only harvest 40% of the crops that healthy families can harvest. Additionally, a family with members who have malaria spends roughly a quarter of its income treatment, not including the loss of work they also must deal with due to the illness. It's estimated that malaria costs Africa 12 billion USD in lost income every year. A strong working population creates a stronger economy, which Sub-Saharan Africa is in desperate need of.

Chapter 3

Narrative Essays

3.1 What is a Narrative Essay?

When writing a narrative essay, one might think of it as telling a story. These essays are often anecdotal, experiential, and personal—allowing students to express themselves in a creative and, quite often, moving ways.

When writing a narrative essay, remember that you are sharing sensory and emotional details with the reader.

Narrative essays tell a vivid story, usually from one person's viewpoint. A narrative essay uses all the story elements — a beginning, middle and ending, as well as plot, characters, setting and climax — bringing them together to complete the story. The focus of a narrative essay is the plot, which is told with enough detail to build to a climax.

3.2 Guidelines for writing a Narrative Essay

- **If written as a story, the essay should include all the parts of a story.** This means that you must include an introduction, plot, characters, setting, climax, and conclusion.
- **When would a narrative essay not be written as a story?** A good example of this is when an instructor asks a student to write a book report.

Obviously, this would not necessarily follow the pattern of a story and would focus on providing an informative narrative for the reader.

- **The essay should have a purpose.** Make a point! Think of this as the thesis of your story. If there is no point to what you are narrating, why narrate it at all?
- **The essay should be written from a clear point of view.** It is quite common for narrative essays to be written from the standpoint of the author; however, this is not the sole perspective to be considered. Creativity in narrative essays oftentimes manifests itself in the form of authorial perspective.
- **Use clear and concise language throughout the essay.** Much like the descriptive essay, narrative essays are effective when the language is carefully, particularly, and artfully chosen. Use specific language to evoke specific emotions and senses in the reader.
- **The use of the first person pronoun ‘I’ is welcomed.** Do not abuse this guideline! Though it is welcomed it is not necessary—nor should it be overused for lack of clearer diction.
- **As always, be organized!** Have a clear introduction that sets the tone for the remainder of the essay. Do not leave the reader guessing about the purpose of your narrative. Remember, you are in control of the essay, so guide it where you desire (just make sure your audience can follow your lead).

3.3 Examples

A Teeny, Tiny Treasure Box

She took me by the hand and walked me into the lobby like a five-year old child. Didn't she know I was pushing 15? This was the third home Nancy was placing me in - in a span of eight months. I guess she felt a little sorry for me. The bright fluorescent lights threatened to burn my skin as I walked

towards a bouncy-looking lady with curly hair and a sweetly-smiling man. They called themselves Allie and Alex. Cute, I thought.

After they exchanged the usual reams of paperwork, it was off in their Chevy Suburban to get situated into another new home. This time, there were no other foster children and no other biological children. Anything could happen.

Over the next few weeks, Allie, Alex, and I fell into quite a nice routine. She'd make pancakes for breakfast, or he'd fry up some sausage and eggs. They sang a lot, even danced as they cooked. They must have just bought the house because, most weekends, we were painting a living room butter yellow or staining a coffee table mocha brown.

I kept waiting for the other shoe to drop. When would they start threatening a loss of pancakes if I didn't mow the lawn? When would the sausage and eggs be replaced with unidentifiable slosh because he didn't feel like cooking in the morning? But, it never happened. They kept cooking, singing, and dancing like a couple of happy fools.

It was a Saturday afternoon when Allie decided it was time to paint the brick fireplace white. As we crawled closer to the dirty old firepit, we pulled out the petrified wood and noticed a teeny, tiny treasure box. We looked at each other in wonder and excitement. She actually said, "I wonder if the leprechauns left it!" While judging her for being such a silly woman, I couldn't help but laugh and lean into her a little.

Together, we reached for the box and pulled it out. Inside was a shimmering solitaire ring. Folded underneath was a short piece of paper that read:

"My darling, my heart. Only 80 days have passed since I first held your hand. I simply cannot imagine my next 80 years without you in them. Will you take

this ring, take my heart, and build a life with me? This tiny little solitaire is my offering to you. Will you be my bride?”

As I stared up at Allie, she asked me a question. “Do you know what today is?” I shook my head. “It’s May 20th. That’s 80 days since Nancy passed your hand into mine and we took you home.”

It turns out, love comes in all shapes and sizes, even a teeny, tiny treasure box from a wonderfully silly lady who believes in leprechauns.

Chapter 4

Descriptive Essays

4.1 What is a descriptive Essay?

The descriptive essay is a genre of essay that asks the student to describe something—object, person, place, experience, emotion, situation, etc. This genre encourages the student's ability to create a written account of a particular experience. What is more, this genre allows for a great deal of artistic freedom (the goal of which is to paint an image that is vivid and moving in the mind of the reader)

One might benefit from keeping in mind this simple maxim: If the reader is unable to clearly form an impression of the thing that you are describing, try, try again!

4.2 Guidelines for writing a descriptive essay

- **Take time to brainstorm.** If your instructor asks you to describe your favorite food, make sure that you jot down some ideas before you begin describing it. For instance, if you choose pizza, you might start by writing down a few words: sauce, cheese, crust, pepperoni, sausage, spices, hot, melted, etc. Once you have written down some words, you can begin by compiling descriptive lists for each one.
- **Use clear and concise language.** This means that words are chosen

carefully, particularly for their relevancy in relation to that which you are intending to describe.

- **Choose vivid language.** Why use horse when you can choose stallion? Why not use tempestuous instead of violent? Or why not miserly in place of cheap? Such choices form a firmer image in the mind of the reader and often times offer nuanced meanings that serve better one's purpose.
- **Use your senses!** Remember, if you are describing something, you need to be appealing to the senses of the reader. Explain how the thing smelled, felt, sounded, tasted, or looked. Embellish the moment with senses.
- **What were you thinking?!** If you can describe emotions or feelings related to your topic, you will connect with the reader on a deeper level. Many have felt crushing loss in their lives, or ecstatic joy, or mild complacency. Tap into this emotional reservoir in order to achieve your full descriptive potential.
- **Leave the reader with a clear impression.** One of your goals is to evoke a strong sense of familiarity and appreciation in the reader. If your reader can walk away from the essay craving the very pizza you just described, you are on your way to writing effective descriptive essays.
- **Be organized!** It is easy to fall into an incoherent rambling of emotions and senses when writing a descriptive essay. However, you must strive to present an organized and logical description if the reader is to come away from the essay with a cogent sense of what it is you are attempting to describe.

4.3 Examples

The Thunderstorm

I watched a thunderstorm, far out over the sea. It began quietly, and with nothing visible except tall dark clouds and a rolling tide. There was just a soft murmur of thunder as I watched the horizon from my balcony. Over the next few minutes, the clouds closed and reflected lightning set the rippling ocean

aglow. The thunderheads had covered up the sun, shadowing the vista. It was peaceful for a long time.

I was looking up when the first clear thunderbolt struck. It blazed against the sky and sea; I could see its shape in perfect reverse colors when I blinked. More followed. The thunder rumbled and stuttered as if it could hardly keep up. There were openings in the cloud now, as if the sky were torn, and spots of brilliant blue shone above the shadowed sea.

I looked down then, watching the waves. Every bolt was answered by a moment of spreading light on the surface. The waves were getting rough, rising high and crashing hard enough that I could hear them.

Then came the rain. It came all at once and in sheets, soaking the sand, filling the sea. It was so dense I could only see the lightning as flashes of light. It came down so hard the thunder was drowned. Everything was rhythmic light and shadow, noise and silence, blending into a single experience of all five senses.

In an instant it stopped. The storm broke. The clouds came apart like curtains. The rain still fell, but softly now. It was as if there had never been a storm at all, except for a single signature. A rainbow, almost violently bright, spread above and across the water. I could see the horizon again.

The Mantis

The orchid mantis, is a remarkable creature. Against any opponent but a careful entomologist with a cardboard box, the mantis is a lethal hunter and master of camouflage. Its four front legs, head and thorax are covered in delicate structures resembling colorful flower petals. In appearance, it looks like nothing so much as a praying mantis covered in beautiful painted fans.

As for its behavior, like any good mantis, it is an ambush predator. It

takes full advantage of its unique appearance, settling amongst the petals of orchids and awaiting visiting insects. It favors butterflies and moths for its meals, but will happily take any insect on offer. Indeed, it need not even be an insect: particularly voracious orchid mantises have been known to feed on small lizards, frogs, mice and even birds.

Its behavior among its own kind is no different. Like many mantises, orchid mantises are opportunistic cannibals. They don't go out of their way to devour their own kind, but should one stray into striking range of another when it's feeling peckish, it may well become a meal. *H. coronatus* is not recorded as performing the praying mantis's infamous reproductive cannibalism, however.

Its relationship to humans is neutral, verging on positive. *H. coronatus* is not an ally of the committed gardener like the aphid-devouring ladybug, but it will nibble on any pests that present themselves. Aside from that, the orchid mantis is only valuable to humans for its extraordinary beauty.

Hymenopus coronatus is an example of a unique form of beauty that exists only in nature, careless of human judgment, designed for function rather than form, but still capable of making an observer catch their breath at its strange loveliness.

Chapter 5

Expository Essays

5.1 What is an Expository Essay?

The expository essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc.

5.2 Guidelines for writing Expository Essays

- **A clear, concise, and defined thesis statement that occurs in the first paragraph of the essay.** It is essential that this thesis statement be appropriately narrowed to follow the guidelines set forth in the assignment. If the student does not master this portion of the essay, it will be quite difficult to compose an effective or persuasive essay.
- **Clear and logical transitions between the introduction, body, and conclusion.** Transitions are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay's argument, and the structure will collapse.
- **Body paragraphs that include evidential support.** Each paragraph should be limited to the exposition of one general idea. This will allow for

clarity and direction throughout the essay. What is more, such conciseness creates an ease of readability for one's audience. It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph.

- **Evidential support (whether factual, logical, statistical, or anecdotal).** Often times, students are required to write expository essays with little or no preparation; therefore, such essays do not typically allow for a great deal of statistical or factual evidence.
- **A bit of creativity!** Though creativity and artfulness are not always associated with essay writing, it is an art form nonetheless. Try not to get stuck on the formulaic nature of expository writing at the expense of writing something interesting. Remember, though you may not be crafting the next great novel, you are attempting to leave a lasting impression on the people evaluating your essay.
- **A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.** It is at this point of the essay that students will inevitably begin to struggle. This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical. Do not introduce any new information into the conclusion; rather, synthesize and come to a conclusion concerning the information presented in the body of the essay.

5.3 Examples

Beyond Identity

A student's life is often hectic. Moving from class to class, ingesting lots of information, a load of coursework and preparing for examinations is a lot to handle. The leisure time a student gets should be treasured and used wisely. Sadly, most students in today's society spend their free time indulging in activities that are harmful to their well-being such as ingesting alcohol and drugs. Precious leisure time can be used to decompress using meaningful

but still relaxing activities. Leisure time should contribute to a student's physical, mental and spiritual wellbeing. These three areas will contribute to a more wholesome student.

Exercise and Sport

Given that most classes are sedentary activities, a student should spend their time get their bodies active through exercise and other physical activities. Leisure time can be used as a way to look after your health. The body's well-being undoubtedly constitutes the physical aspect. When a student is in better physical shape, their concentration, energy levels and participation in class also increase. Most students sit while in class. Medical research shows that prolonged sessions of unadulterated sitting have adverse effects on the body's health by exercising during their leisure time, students can counteract these negative consequences. Exercise can include endurance activities such as running, swimming, martial arts and bike riding. It could also include power exercises such as weightlifting. Sports are also an excellent choice in this regard. You get to work your body out while having fun at the same time.

Artistic Pursuits

Students should be involved in arts during their leisure time. This activity is vital especially for those students studying scientific courses. Those studying artistic courses should practice other arts as well. Arts are critical to developing our creativity. Creativity assists students to be more critical and original thinkers in their day to day lives. Studying new skills causes the brain to grow. It is challenging as well as exciting. Arts are also a way of self-expression. Self-expression is vital in giving a student a release from the pressures of everyday life. A student may also discover hidden talents in this regard which he may go on to make a living out later in life. The arts could teach a student how to live passionately which is solely lacking in the modern world. A student gains much virtue from drawing, painting, and writing among other arts. Such virtues spill over into other areas of their lives.

Relaxation

Relaxation brings about the tranquility that a student cannot find anywhere else. In modern society's hurried ways, to slow down even for a few minutes each day will bring peace to a student's life. It helps to achieve peace of mind. A student can calm down and see what is crucial in their lives. Every endeavor is carried out with more clarity. An undercurrent of peace is very healthy while carrying on routine activities in a student's day to day life. Meditation is a practice that would help a lot of students in schools currently suffering and in pain. The activities outlined above seek to make a student more balanced. Since schoolwork is more specific and mainly deals with the intellect, students should find activities that are not curriculum oriented. Activities that make them human beings that are closer to their nature. Activities that give them joy and bring them greater understanding not only of the world but also of themselves. Also, activities that help them to exercise their brains and relax. After all work and no play makes Jack a dull boy and school is the last place anyone wants to feel dull and detached.

Conclusion

Essays are shorter pieces of writing that often require the student to hone a number of skills such as close reading, analysis, comparison and contrast, persuasion, conciseness, clarity, and exposition. As is evidenced by this list of attributes, there is much to be gained by the student who strives to succeed at essay writing.

The essay is a commonly assigned form of writing that everyone will encounter while in academia or in later part of life. Therefore, it is wise for all to become capable and comfortable with this type of writing early on in their life.

Essays can be a rewarding and challenging type of writing and are often assigned either to be done in class, which requires previous planning and practice (and a bit of creativity) on the part of the student, or as homework, which likewise demands a certain amount of preparation. Many poorly crafted essays have been produced on account of a lack of preparation and confidence. However, students can avoid the discomfort often associated with essay writing by understanding some common genres.

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