Self review: Type; Purpose; Content, Organization, Style; Reference; Length

**Type**

The essay belongs to the logical-division-of-ideas type.

**Purpose**

The essay is to inform.

**Introduction**

It is a funnel introduction, indicating explicit limitation of the topic.

It has general statements which introduce the general topic and arouse the readers’ interest.

It has a thesis statement (TS) which specifies the thesis of the whole essay, including the specific topic and the subtopics.

The TS suggests the pattern of logical division of ideas.

The TS asserts ONE main idea, pinpointing the writer’s opinion on the topic in clear and specific terms.

**Body**

It develops all the subtopics in the order specified in the TS.

Each body paragraph has a topic sentence (Ts) and several supporting sentences (Sss).

The Ts is a complete sentence that identifies the main idea of the paragraph, including the (sub)topic and the controlling idea.

The Sss explain or prove the topic sentence by citing examples, facts/statistics, and/or testimonies/quotations.

The Sss include nothing irrelevant to the main idea.

The Sss provide strong support in clear and specific terms.

**Conclusion**

It begins with a transition signal of ending, smoothly linked to the rest of the text.

It includes a summary of the subtopics or restates the TS.

It ends with a solution, a predication, a suggestion of results or consequences, a recommendation, a quotation or call for action.

**Coherence**

The essay achieves coherence by

1) repeating key words/concepts,

2) using consistent pronouns/perspective,

3) using transition signals to make clear the relationship/logic between sentences/paragraphs/parts, and

4) arranging the ideas in a logical order or explicit patterns of organization

**Style**

The essay has a fairly formal style:

It often uses grammatically complete sentences, sometimes long and complex, in the form of statements instead of questions.

It usually uses the third person perspective, and may hide the human factor in impersonal patterns if necessary.

It sounds cautious instead of absolute by using hedging words:

eg. “must/may/might/should/ought to”, “tend to (do sth)”, “seem”, “seeming/seemingly”, “possible/possibly”, “likely”, etc.

Its language is specific and accurate, not general and vague :

eg. “considerate” instead of “nice”, “jogging” instead of “some exercise” or “something”, “Sally” instead of “some one”, etc.

It is characterized by the frequent use of formal/academic expressions, in particular nominalizations:

eg. “deteriorate” instead of “get worse”,

“amnesia” instead of “can not remember”,

“disappearance/mass extinction of the minor languages” instead of “…many minor languages are dying/disappearing/vanishing/endangered” ).

**Reference**

It uses the APA format. (See “Documenting Sources-APA (Purdue Uni)”.)

**Length**

It has at least 500 words.