**Use the Introductory Notes from the textbook to create point-form notes of the key ideas from your assigned section:**

**Block B - English 11 - Essay Notes**

Pg 1-3

Theory 1:

* Writing is exploring.
* An outline will always help when used just as a guide.
* Our best ideas may occur while we are writing.

Theory 2:

* Few people can hit it right the first time.
* The more you write, the more you improve.

Theory 3:

* While speaking we can use filler words and incomplete statements to connect our thoughts because there is no chance to plan, revise, edit or proofread.
* However, in writing there is, so it has to be complete, precise and concise according to the expectations.

Theory 4: Misconception: “The best words are the biggest words” but often short words are better than “big words” *(less is more)*

Misconception: Writing= competition reader vs writer but there should be a common goal= reader’s clear understanding of writer's ideas

Theory 5: “I don’t like write”

* Don’t like BEGIN writing but the most writers enjoy the rest of it.

Pg 4.5-5.5

Pg 5.5 - 6

The beginnings of an essay can be found by answering these questions:

* **Why am I writing?**

:Don't write “to impress”, “to fill up five pages”, or “to get an A”.

:Communicate something of value!

:Make your topic significant.

* **How big is my topic**

:Narrowing the essay topic is beneficial.

* **What message am I sending?**

:Make sure the reader knows the point.

:Say what you feel about the topic.

:Make it meaningful.

:You need a *Thesis Statement*!

* **Who is my audience?**

:Write according to your reader, friend, coach, professor.

:Not everyone will understand or accept your message. They’re “not like you”.

:Build from facts your reader probably does accept.

Pages 7-9.5 Pre-writing:

* Think about this “why am I writing?” “How big is my topic?” “What message am I sending?” “Who is my audience?”
* Brainstorming is important- free writing
* Writing anything you think of

The first words:

-Thesis statement may also serve as the first words

-In longer essays it come at the end of a intro paragraph

-Most introductions are usually short: a couple sentences at most.

**Openings :**

-Background information

-Anecdote

-Quotation or allusion

-Sensory imagery

-A striking comparison or contrast

-Narrative

-An unusual or puzzling statement

-Figures of speech

Introductions are used to interest the reader. If you produce a good introduction, you may find yourself hooked. (HAVE A HOOK!)

**Pg 9.5 - 10.5**

**The Body**

* The body does the main work
* Follows directions set by the intro and thesis statement
* Explains and proves the point
* There are different ways to write the body

**Examples of Essay Types/ Methods of Development:**

Narration - Tells a story that makes a point

Example - gives an in depth example that explains the point

Description - Use vivid language to describe an experience on the subject

Cause and Effect - Explain by showing how one situation causes another

Comparison and contrast - Explain by showing how 2 things are like or unlike each other

Analogy and related devices - When comparing 2 things use one to explain the other

Classification - Make a point by dividing your point into parts and explaining each one

Process analysis - Show how something is done or how something happens

Argument and Persuasion - Using any pattern make a point through logic and emotion

Pg 10.5-11.95

The Body:

* Process analysis is usually told as a narrative
* If the idea is to explain what something is like, choose examples and description.
* If the subject is unusual, you may compare or contrast to make an analogy.
* If the parts seem important, examine them one by one through classification.
* If you stay open to the subject, the process can be so natural that you recognize a form rather than choose it.
* For a longer essay: sort all your notes into groups of related material,

Pg. 11-12 Transitions

 • An essay without transitions is like a building without a passageway: it would be useless: no one could move from one room to another.

 • Use transitions like “although” or “but” or “on the other hand” etc.

 • Set your point in logical order with a transitional word; you can develop full sentences or even a paragraph to the job.

**Closings** Pg 12-13

 Reference the Opening: Repeating or restating something gives a sense of culmination or the feeling of having come full circle.

 Contrast or Reversal: This ironic device exploits the dramatic potential of the closing. Adding big contrast can result in a very strong conclusion while still echoing the opening.

 Question: Ending with a question and its answer or ending with a rhetorical question making the reader answer the question themselves. (Caution: only if the “answer” is very clear as it has been made obvious through essay)

 Quotation: Ending with a quote from prose or poetry can add authority and interest to the closing.

 Transition Signals: Words, phrases or sentences of transition commonly signal the closing: “In conclusion,” “Therefore,” “To close” etc.

 Revealing the Significance: Showing the Importance or implications of the subject

 Summary: Summarize the points of the essay while also combining with a different closing method for a strong conclusion.

 Conclusion: While also being the name most of the techniques used to end an essay, the conclusion is what is drawn from the discussion of the essay.

 Prediction: A short look at the subjects future can very logically close a discussion of that subject's past or present.

Pg. 13.5

Closing

* Closings, like openings, can exploit more than one technique (the more the better)
* Stay open to techniques that appear while writing, even as you construct a closing, using a technique you have already chosen
* Put your point in order from least important to most important
* Your closing, more than any other part of your essay, can send the reader away disappointed -- or moved.

Pg 14-15 The process: How many drafts.

# Writing is flexible; nothing is set in stone; your ideas can change throughout the process.

* We think while we write so it’s a good idea to have a clear set of guidelines that we can follow so our thoughts don’t stray to far from the general idea.
* In order to continue with your train of thought try to avoid distractions in your writing such as small errors typos or an incomplete statement or idea: just highlight it then come back to it later.
* You don’t need to do to many drafts 3 revised drafts from a trustworthy peer or a teacher should allow you to gain a better understanding into your mistaple write assignments on computers.

Online 18-19

* Websites can give more information on the subject(s) of the essay.
* When you surf, use your critical sense to separate the worthwhile from the worthless.
* There are many good guides and manuals on how to go online.

Formal/Informal 366-367

* Formal writing is deliberate and dignified. It avoids partial sentences, most contractions, colloquial expressions and slang. Instead its vocabulary is stranded and its sentences are often long and qualified with dependent clauses. In general it follows the accepted rules of grammar and principles of style. See also INFORMAL
* Informal writing resembles speech and, in fact, is often a representation of speech in writing. It may contain partial sentences, may short sentences, contractions, COLLOQUIAL expressions and sometimes SLANG. See also its opposite, FORMAL.