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

**Block F - 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 of 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.

**Page 4.5 - 5.5:**

**A*) WHY AM I WRITING?***

-To communicate something of value

-Choose a topic that has value to you, to portray more meaningful writing. If no topic has

 significance to you, devise a way to *make* it significant

-Motivate yourself; motivation is the single most important factor in writing. Motivation comes from writing about things that matter to *you.*

-Add feelings to your writing, as well as your perceptions and your conclusions

-Confront the topic through writing: the more you do, the more important the topic becomes and the more invested and interested you will become in the topic.

B) ***HOW BIG IS MY TOPIC?***

-A classroom essay is as few as 500 or even 250 words.

-A book may contain 100 000 words.

-Narrowing the essay topic is more important than most people realize.

-When you choose a topic, judge its size - and if you have to, *change* its size.

-Think of writing as *photography.* - Select the part most meaningful to you, the part most characteristic of the whole, then take the picture.

**Page 5.5- 6:**

1. What message am I sending? State your thesis statement in the introductory paragraph.

 B) Who is my audience?

a) Choose the appropriate tone and perspective in your essay.

b) Consider your essay from a reader’s point of view, make sure they know the message you deliver.

c) The more open you become to the individuality of your reader, the more open your reader becomes to your message.

**Page 7-8:**

* First you have to figure out why am I writing?
* How big is my topic?
* What message am I sending?
* Who is my audience?
* Direct approach: Once you have identified your topic start brainstorming.
* Free writing: Put down anything that comes - sentences, phrases, words, logical thoughts,hasty impressions, even pure garbage.

**Page 8.5-9.5: Introductory Statements - options:**

* **Background information:** lead off by telling the circumstances in which the topic is set.
* **Anecdote:** a brief story usually of a humorous or dramatic incident can lead into the topic.
* **Quotation or allusion:** The words of a philosopher of a news report of a recognized specialist in the subject or of anyone with clothes experience of it can be used to break the ice.
* **Sensory Imagery:** Vivid description can attract a reader's interest to the topic**.**
* **A striking comparison or contrast:** show how things are alike or unlike to each other is a dramatic way to introduce a topic.
* **Narrative:** begin by telling a story upon which the essay is based.
* **An unusual or puzzling statement:** such an opening appeals to the reader's curiosity.
* **Figures of speech:** a striking metaphor, simile or personification can spark the opening.

These Introductions are short: a couple of sentences to interest the reader.

**Page 9.5-10.5**

The Body of the Essay

-main work follows the thesis

-it illustrates to prove your point

-must have purpose

-choose a pattern for essay

**Possible Methods of Development:**

**Narration**:Tell a story in time order, from the first event to the last.

**Example**:Give one in-depth example that explains or a number of shorter examples.

**Description:**Recreate through vivid language and your own experience/appeal to the 5 senses.

**Cause and effect**:Showing how one situation or event causes another.

**Comparison and Contrast:**Showing how two things are like or unlike.

**Analogy and Related device**:Comparing two things;use the one to explain the other.

**Classification**:Make a point by dividing the subject into parts,then explaining each.

**Process Analysis:**Show how something is done or how something happens,

**Argumentation and Persuasion**:Make the point through logic and/or emotion.

**Page 10.5-11.95**

* Usually, an essay can be a mix of various methods.
* Let your subject choose your form.
* Learn more forms, as it would be easier to build a stable, structured essay.
* Sort all your notes into groups of related material.
* Let your mind work freely.
* Ask yourself are there any relationships to each other? Is it in order? Does one cause the other? Let those question dictate your form.
* Building an essay is like building a tower.
* Pick the topic that interests you the most.

 **Page 11-12**

**Transitions**

-used for connecting ideas

-creates a structured paragraph

-adds more detail

- makes the paragraph flow better

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

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

**Page 12-13.5**

**The Closing**

-Tells the reader that you have chosen to stop

-Restating something from the opening

-A question and its answer is a common means of closing

-Good quotation can add authority and interest

-Words,phrases,sentences of transition commonly signal the closing

-Showing implications or importance of subject makes for a strong closing

**Page 14-15**

**How many Drafts?**

1. Discovery draft.
2. Revise your arguments and write another draft.
3. Finally edit for spelling and punctuation.
4. Double back or jump forward you do not have to go in order.
5. Proofreading

**Page 15-16**

**How Computers Help the Process of Writing**

Prewriting:

-A better way to get your thoughts onto paper is through typing because it’s faster than hand writing and can get your ideas down before you forget them.

- Learning touch-typing is a great way to improve your typing speed.

-With a good typing technique, most people can type 3 - 4 timers faster than they can by hand.

-Prewriting is a great way to get as many ideas as you can down on paper before your draft.

Discovery Draft:

-Prewriting just sets your direction, the Discovery draft begins to establish the text itself.

-The main idea of a draft is to generate material.

-A draft is just a way of getting your points on paper, without worrying about error, which you can fix after the fact.

**Page 18-19**

* After finished work start formatting: margins, italics, boldface for emphasis, number pages, select line spacing, and select font.

**Page 366-67: Informal/Formal**

* **Formal**
* Deliberate and dignified
* Contains little to no:
	+ partial sentences
	+ contractions
	+ colloquial expressions/slang
* Standard vocabulary
* Long, qualified sentences
* Includes dependant clauses
* **Informal**
* Resembles speech
* Often a representation of speech in writing
* May contain:
	+ Partial sentences
	+ short sentences
	+ contractions
	+ colloquial expressions
	+ sometimes slang