**The Essay Unit in 1 Page (****karenwalsh@nlesd.ca****)**

**1. Summary**: in your own words, describe what the essay is about

**2. Thesis Statement:** the purpose or the main point of the essay; a direct quote/statement (full sentence or question) taken out of the essay; *often* found in introduction, and sometimes in the title

**3. Title:** generally provides the topic/subject; may also stress thesis, tone, setting, characterization

**4. Diction**: author’s deliberate word choice; emphasizes thesis, purpose, tone, setting, character

**5. Tone**: author’s attitude towards his subject and audience (ex. sarcastic, bitter, reflective, etc.)

**6. (a) Coherence:** the logical arrangement of ideas that improves readability & understandability

**(b) Unity**: paragraphs within the essay that are about **one** organized topic; topic sentences for each paragraph is key; repetition; closing by return

 **Methods of Achieving Unity and Coherence**

* Transitional words (and, but, in the meantime, however, conversely)
* Parallel Structure (running, jumping, skipping; *over the fence*, *under the tree*, *through the gate*)
* Chronological Order (ex: 1st, 2nd, 3rd; ex. 1971, 1983, 2006)
* Spatial Order (he wore “x” on his head, “y” on his hip, and “z” on his feet)
* Stay on Topic with title (whole essay about topic in title)
* Pronoun Reference *(Robyn* likes ice cream so **she** ate the whole tub.)
* Closing by return (conclusion repeats ideas from introduction – comes full circle)
* Structural divides or headings
* Repetition of Key Word(s)/ Phrase(s)/ Idea(s)

**7. Style**: how the essay looks on the paper and how the author writes

* Length of paragraphs, use of questions, imagery, metaphor, simile, personification
* Informal or formal language
* Dialogue, conversational, journalese, slang
* Subjective (own opinion) or objective (clinical, scientific, methodical)
* **Literary effect of style**: emphasizes thesis, purpose, tone, maybe setting, character

**8. Types of Essays and Methods of Development**

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| **Types of Essay** |  **Proof /Methods of Development** |
| **Persuasive** (tries to convince reader of a particular point of view) | strong opinion, bold words, call to action/attempt to change reader’s mind, purpose/thesis, tone, statistics, examples, recognized source (university professor, book, newspaper, an authority) |
| **Expository** (explains a process, answers a question, solves a problem, usually objective) | **C**an **E**van, **c**ollect **d**onations, **c**overing **c**ostly, **e**xpeditions **i**nto, **d**irt, **p**oor **A**frica?1. **C**ause & **E**ffect
2. **C**lassification & **D**ivision
3. **C**omparison & **C**ontrast
4. **E**xample & **I**llustration
5. **D**efinition
6. **P**rocess **A**nalysis
 |
| **Narrative**(tells a story) | thesis statement, characters, dialogue, rising action, climax, plot development, story, “I” |
| **Descriptive** (describes a person, place, thing, event, process)  | adjectives (descriptive words), appeal to senses, imagery, dominant overall impression) |
| **Letter to the Editor (**letter in paper, magazine) | subjective; emotional; “dear Editor”, dated, signed |
| **Eulogy (**speech at a funeral in praise the deceased) | Loss, emotion, praise, anecdotal, sadness |