Seventh Edition

Essay WRITING SKILLS

with Readings

John Langan

Sharon Winstanley

Seventh Canadian Edition

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Seneca College/York University

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Preface

This seventh edition of *Essay Writing Skills with Readings* builds and expands on its re-envisioned purpose and position as a textbook for first-year college and university writing courses. Beginning a few editions ago, it became increasingly evident that introductory-writing students in colleges and universities face challenges that are more similar than has been supposed. Moreover, with the increased volume of career, academic, and professional writing contingent upon audience and situation ushered in by the digital era, the appeal and practicality of a return to, and re-thinking of a rhetorical or dialogic approach to writing became apparent.

In this edition, instructors and students will find increased emphasis on rhetorical principles and practices. Continuing from previous editions of *Essay Writing Skills,* student writers will encounter clear and specific guidance at every stage of the writing process, and a consistent emphasis on the importance of effective and ethical research in postsecondary writing tasks.

After listening to faculty and students from across Canada, this new edition responds to their requests for even more direct and lucid writing instruction, and for clear rationales for the varied methods for the development of ideas in text. As the evolution of *Essay Writing Skills with Readings* continues, the Canadian student's needs as a writer are always foremost in the author's consideration.

How This Book Is Organized

Part 1: Essay Writing focuses on a rhetorically-based approach to the writing process and on the four bases of writing. **Part 2: Patterns of Essay Development** continues this book's detailed prescriptive approach to the different rhetorical modes, taking students step by step through each mode, showing how these modes are used and how they work together within an essay. **Part 3: Special Skills and Research** guides students through summary writing, through conducting effective research, and through writing and documenting a research paper. This section contains separate chapters for MLA and APA styles, presenting full citation information and an example of a research essay with annotations for each style. **Part 4: Handbook of Sentence Skills** serves as a concise and easy-to-use handbook, focusing specifically on grammar and usage. **Part 5: Readings for Writing** provides a variety of engaging, mainly contemporary readings that represent each of the rhetorical modes presented in Part 2. Accompanying each reading are questions and activities that reinforce and enhance, for students, the four bases of writing.

What's New in the Seventh Canadian Edition?

The seventh Canadian edition of *Essay Writing Skills with Readings* offers a number of meaningful changes designed with care to speak to the specific requirements of

Canadian college and university students. In response to extensive reviewer feedback, the following are the highlights of what is new in this edition:

- Part 1 takes students through the writing process, from prewriting through proofreading, in a clear, concise, and direct fashion.
- Parts 1, 2, and 3 offer students new Writers' Tips boxes, presenting specific techniques and detailed information on key issues, to guide them past common pitfalls in postsecondary writing challenges.
  - Beginning with Chapter 1, checklists and activities at each stage of the writing process help students with specific challenges, and help them evaluate their own progress and choices as they work on essays.
- The PAT formula, introduced in the sixth edition, receives continued emphasis throughout Parts 1, 2, and 3. Students use a simple acronym (Purpose, Audience, Thesis) to help them clarify choices at each stage of the writing process.
- In this edition, new material has been added throughout Parts 1, 2, 3, and 5 on the essential importance of audience-focus in all aspects of writing tasks, from voicing to research techniques.
  - The seventh edition adds further detailed, rhetorical pedagogy on creating effective thesis statements, emphasizing the necessarily contingent nature of the thesis. This is reinforced, chapter by chapter, in Part 2, for each pattern of development.
- Additional pedagogy appears on understanding and developing the various types of support required for differing audiences and different types of essays; this new emphasis continues to be reinforced in each chapter of Part 2.
- This seventh edition presents many new student-essay exemplars in Parts 1 and 2, which cover a wide range of more mature, less personal topics, such as Canadian media history and ecological concerns. Several essays derive from notable work by first-year students in York University's Professional Writing program, as well as from Seneca students.
- Modes are now shown as predominantly used in combination in all student essay models. Both pedagogy and exemplars throughout Parts 1 through 3 sustain this point.
- Model essays and pedagogy both emphasize variability of essay length, depending on the number of supporting points for the thesis.
- Each chapter in Part 2 continues to present two levels of student model essay exemplars: one "basic model" and one longer, more advanced essay with research citations.
- Parts 1, 2, and 3, as always, address the student reader directly with helpful, prescriptive pedagogy.
- Coverage of plagiarism has been updated and expanded, as have documentation examples in both MLA and APA styles, including new social media citations.
- Research and its importance are given even more emphasis and more consistent coverage throughout this edition, beginning in Part 1, continuing with essay

examples showing research citation in each chapter of Part 2, constituting most of Part 3, and featured in assignments in Part 5. Research is an essential skill at the postsecondary level, and this edition treats it as such. Chapters 18 and 19 have been revised to present research skills, and effective techniques for planning and writing a research essay. New to this edition, Chapter 20 presents current MLA 7 documentation information and a full example of an annotated research essay in MLA style. A new chapter, Chapter 21, presents current documentation from the 6th edition, second printing, of the APA manual and a full example of an annotated research essay in APA style.

- Connect Composition logos at the end of the chapters alert students and instructors to expanded coverage of topics, activities, and further assignments available online.

Part 1: Essay Writing

- Part 1 emphasizes the essential nature of knowing purpose and audience from Chapter 1's pedagogy and introduction of the PAT formula onward.
- In this edition, new pedagogy and Writers' Tips boxes focus on and explain the importance of audience focus in effective writing, and offer techniques and strategies for adjusting style, wording, content, and support to meet the needs of different audiences.
- Beginning with Part 1, essay length is explained as variable, with the number of body paragraphs dependent on supporting points and requirements of assignment, rather than on an imposed "five-paragraph" rule.
- Chapter 1 contains all-new activities to engage students in working with the key elements of the rhetorical situation. Its tone straightforwardly addresses student audiences' questions; i.e., "Who is your audience?" and "What is your point?"
- Chapter 2 offers new material on the iterative nature of writing and thinking processes.
- Chapter 2 teaches and reinforces the rhetorical concept of the thesis as contingent statement, a challenge to readers by the writer.
- Chapter 3 provides a new call-out box on developing and structuring support—offering student writers much-needed assistance in this crucial aspect of effective writing.
- In Chapter 3, there is now a complete MLA-style outline of the essay exemplar.
- Additionally, this edition's emphasis on audience-focus continues with new activities and tip boxes relating thesis and support development to the needs of specific audiences.
- This edition's Chapter 4 offers a new Writers' Tips box with specific tips on drafting.
- As part of this chapter's material on transitions, increased emphasis on the writer's audience stresses the relationship between transitional elements and readers' needs.

- Chapter 4 emphasizes the need for writers to think rhetorically as they approach openings and closings of essays—to work through each essay's rhetorical situation. The book's intention is never to offer "magic formulas," but instead variable options dependent on purpose, audience, and essay content.
- New activities and exercises appear in Chapter 4, based on providing transitions and ordering sentences within paragraphs.
- Chapter 5 offers two new exemplars: academic, rather than personal essays—first-year university and college student models, accompanied by new pedagogy.
- Finally, Chapter 6, on editing and proofreading, contains fresh information and explanations about pronoun point of view in postsecondary writing, as well as new material on consistent verb tenses in essays.
- A new Proofreading Tips box provides specific help with the often challenging or neglected task of proofreading.

Part 2: Patterns of Essay Development

- Each chapter within Part 2 follows a new internal sequence, with additional sections relating the rhetorical modes to various forms of real-life career and academic writing, and new mode-specific Writers' Tips boxes.
- For each mode, there is a new section, "Where you will use (this mode) now," and another new section, "Where you will use (this mode) in the future." Each of these sections notes specific forms of writing across all media, disciplines, and professions that make use of the various rhetorical modes.
- Several chapters present new student essay models, and continue this book's "double focus" by offering one student exemplar at a normative entry level, and one (usually longer) exemplar at a higher level (often including some research in MLA and APA style) to show the range of first-year student essays.
- Topics of exemplar essays cover a wide range of interests, from the media to ecological and scientific concerns. Essay exemplars in some cases are from subjects other than English or composition courses, showing how the book's principles and methods are used across varied curricula.
- Within each chapter's sequence of pedagogy, there are new questions and new material to challenge students as they work with the patterns of development. These questions also reinforce consistent use of multiple modes within an essay.
- Questions following exemplar essays have frequently been revised away from yes/no or multiple-choice types to include questions requiring critical thinking, and more thoughtful, detailed responses from students.
- Chapters continue this new edition's attention to the importance of research and its documentation with both the new exemplars and special explanatory notes.

Part 3: Special Skills and Research

- Part 3 is a highly detailed and careful approach to conducting and documenting research, and writing a research essay in either MLA or APA style, ideal and necessary guidance for first-year students.
- All research and documentation information is up to date, based on MLA-7 and APA-6, showing new items such as social-media entries for both styles.
- This part of the book follows through on the entire text's emphasis on research as essential to postsecondary education.
- Chapter 17 has a new Writers' Tips box for summaries, showing specific techniques for eliminating wordiness in summaries. As well, a new section, Paraphrasing Tips, has been added to help students develop skill in this important area.
  - A new assignment at the end of Chapter 17 shows an academic essay to be summarized.
- Chapter 18 is devoted entirely to research skills, and presents new content on plagiarism and plagiarism-detection applications and systems.
- New and revised information on unreliable Web resources and new Research Tips boxes offer timely and concise information on research-related topics.
- In Chapter 18, the research-essay outline has been expanded to show a seven-paragraph paper, as well as the structural requirements of such essays.
- Chapter 18, for the first time, presents material on citation-management tools.
- Chapter 19's content has been revised and re-sequenced to show the process of creating the research paper, with fresh material on writing a first draft and use of various modes as related to research essays.
- This chapter offers useful new material on quoting and paraphrasing, with multiple examples of each, and stress is given to the importance of paraphrasing over quoting.
- Chapter 20 is now devoted exclusively to MLA-style documentation, and offers a fully annotated and complete research essay in this style.
- Chapter 21, a new chapter, is devoted exclusively to APA-style documentation. Coverage of the style and the list of References has been considerably expanded. The chapter offers a fully annotated and complete research essay in APA style.

Part 4: Handbook of Sentence Skills

Throughout Part 4, there has been extensive revision of sentence and paragraph exemplars to show Canadian media and news references, and updated for currency to publication date.

- Most sentence-style exemplars in these chapters have been revised to be more challenging to students than previously.
- As well, many chapters offer paragraph-style activities and exercises, rather than single-sentence models.

- Many new exemplar paragraphs and sentences are academic in nature; their content is more mature and more demanding of students.
- The order of chapters on subjects and verbs has been changed to reflect continuity in the sequence of subjects covered by those chapters.

Part 5: Readings for Writing

Part 5 is significantly revised for this seventh edition, beginning with its introduction. The opening material presents methods and reasons for critical reading and how such reading can lead to more effective writing. Additionally, the pedagogy and questions following each selection have been revised to lead students into reading and thinking critically, rather than simply looking for answers to questions.

Most notable, though, are the changes to the readings selections themselves. Under three new thematic headings, Yesterday and Today, Today, and Today and Tomorrow, eight new selections appear in this edition, making two-thirds of the essays and articles fresh for students and instructors alike. The thematic arrangement may be used to spur student readers to see connections between past and present, and present and future concerns. As well, new readings cover subjects as diverse as Black Canadians in the 1700s, digital culture and plagiarism, and the workings of infant intelligence.

All readings, and especially the new selections, represent striking uses of the rhetorical modes to reinforce and extend the book's pedagogy. Part 5 again includes new writing assignments; these extend this new edition's points of emphasis by requiring third-person voice and, frequently, research.

Acknowledgments

As with each edition, I am grateful for the continuing enthusiasm, support, and dedication of the editors at McGraw-Hill Ryerson. Each editor's desire for excellence is an inspiration, and each one's expertise teaches me invaluable lessons. They are "the voices at the other end of the line" who reassure me and offer fresh perspectives on familiar tasks. I would like to thank Karen Fozard, humanities product manager, for her help with this edition, and I am once again, and always grateful to Sara Braithwaite, senior product developer extraordinaire, for her consistent helpfulness and support. I also wish to thank Graeme Powell, supervising editor, and Judy Sturrup for her careful handling of the copy editing and proofreading.

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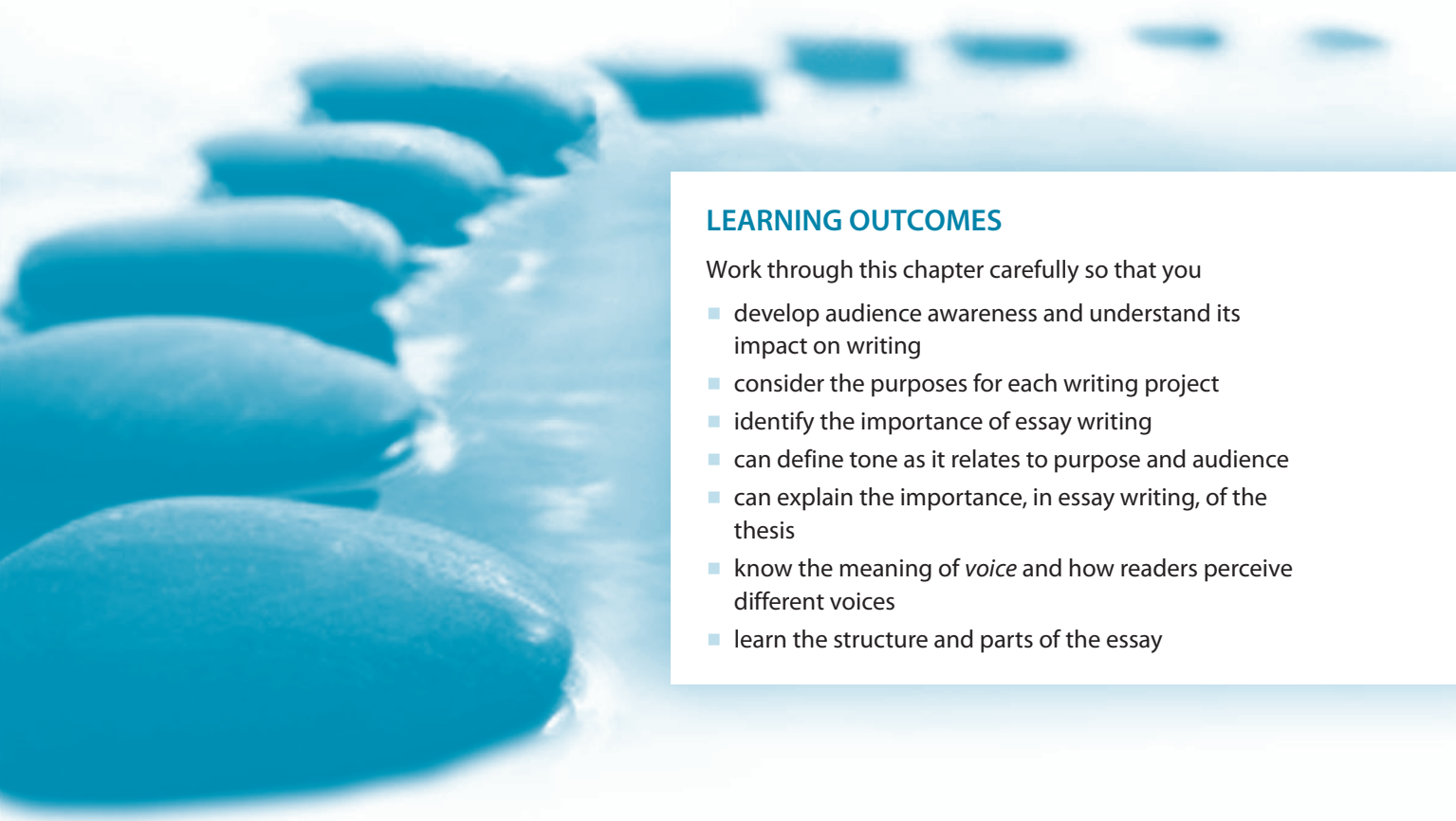
An Introduction to Writing

CHAPTER 1



LEARNING OUTCOMES

Work through this chapter carefully so that you

- develop audience awareness and understand its impact on writing
- consider the purposes for each writing project
- identify the importance of essay writing
- can define tone as it relates to purpose and audience
- can explain the importance, in essay writing, of the thesis
- know the meaning of *voice* and how readers perceive different voices
- learn the structure and parts of the essay

Canadian college and university students like you ask questions that shape each new edition of this book. You ask why writing is essential to career success. Sometimes you ask why writing seems so difficult. Often you ask how writing first-year essays relates to future career and academic writing. And very frequently you ask for workable guidelines for research.

This seventh Canadian edition of *Essay Writing Skills with Readings* can provide you with practical answers to your questions as it guides you, step by step, through a clear, logical approach to the writing process. When you work with this book, you will gain an understanding of why you take each step, and you will learn to evaluate your progress as you go along. You will learn to adapt your essays to a variety of writing situations. As you do so, you will learn and practise solid research skills, essential in many future tasks.

Part 1 begins by asking you some questions. The answers to those questions take you directly into the basic principles that will help you write with greater confidence and clarity.

Why Do You Write?

Each time you write, you write for a reason. For even the shortest casual message, you have a purpose that prompts you to communicate in text.

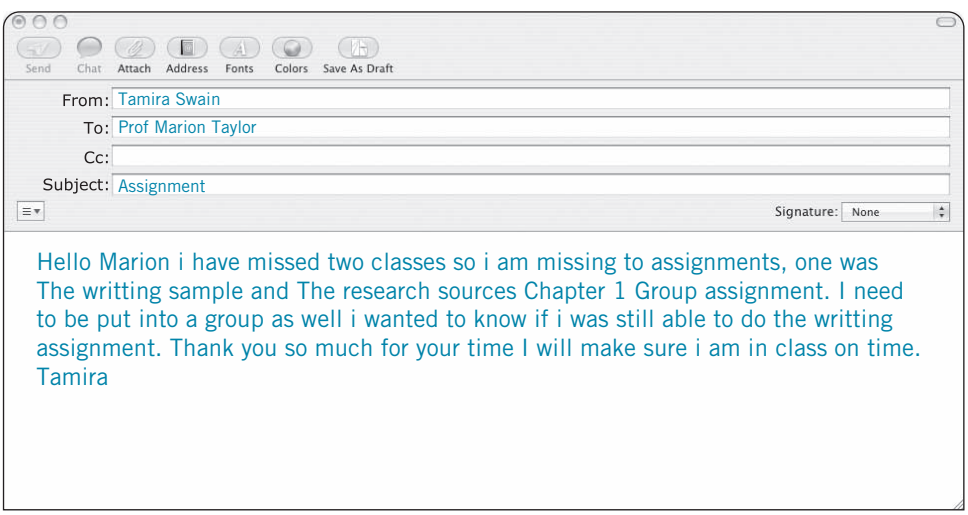
ACTIVITY 1

QUESTIONS

1. What is the writer's purpose here?
2. Could he or she have more than one purpose, and if so, what are they?
3. Which part(s) of the message display the writer's purpose(s)?

People tend to plunge directly into writing without consciously thinking about their purpose or purposes. Then they wonder why what they have written seems so muddled or why the person reading it does not understand what they mean or what they want.

ACTIVITY 2



QUESTIONS

1. What is the writer's purpose in writing this email? Could there be other purposes? If so, what are they?
2. Is one of the purposes more important than the others?
3. How could the writer express any of her purposes more clearly?
4. How would you respond to this message if you were Tamira's instructor?

Clarifying your purpose will always help you to choose what to write, how to structure your ideas, and keep you on track as you write. The key writing structure for postsecondary students is the essay.

Why Write Essays?

Writing a correctly structured, well-supported essay teaches you how to learn and how to think more effectively—to solve problems. You will be assigned essays that ask you to explore and learn more about your subjects. You must read deeply and conduct research to stimulate your thinking and to find material relevant to your topic.

Learning in college and university does not mean collecting and memorizing facts. To take a position on a topic, and to explain or defend that position, you must understand and interact with information gained from reading and research. You learn a new way of learning. As you test facts and ideas, you expand your ability to think. In fact, you are practising the essential skill of critical thinking, which is distancing yourself from those automatic like/dislike, yes/no responses to ideas. You repeat this thinking and problem-solving process, selecting, weighing, and testing information, each time you work on the argument and proof for an essay.

ACTIVITY 1

You have been assigned the topic of funding for religion-based schools in your town or city. Now, consider your approach to this topic.

1. What is your immediate response to the topic? Why?
2. What are two other possible viewpoints on funding religion-based schools? Why is each one reasonable for some people?
3. What is your viewpoint on this topic, now that you have considered it? Why?

ACTIVITY 2

What is the ultimate communication skill? It might be writing well enough to achieve your goals in life or to persuade others to do as you wish.

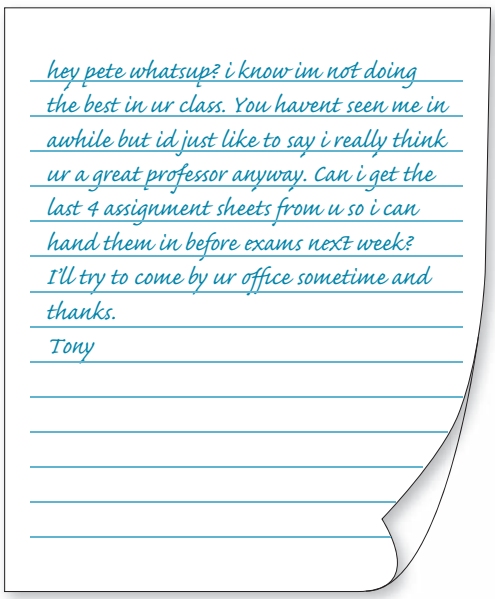
1. How do you want writing to help you in your future?
2. How would you define effective writing? Give examples of writing that works.

However you define effective writing, writing the academic essay for a specific purpose to a definite audience is the best training. If you want to write well enough to meet important goals in your life, you will always need to be able to state your point and assure your reader that what you say is fair and valuable. To engage your reader, you must create interest, then hold your reader's attention. You must know your audience. You must express yourself in words that help your reader to trust you as competent and well informed; you must choose the appropriate tone, as defined in the section that follows. You must also choose words and language that suit your topic and your purpose, and supply the right level of detail for your audience. And finally, you must choose a pattern, a way of arranging your information that reveals your ideas in the most understandable and appealing way. If this list of "musts" seems intimidating, know that you are about to learn practical ways to meet each of these challenges as you work with this book through the process of writing the academic essay.

Who Are You Writing For?

Unless you are writing a private journal entry, you are writing for someone else: an audience. In fact, even your journal is a conversation with yourself—you are your audience. In college and university, you must learn to "profile" or analyze specific reading audiences every time you write.

ACTIVITY



QUESTIONS

Audience and Message

1. Who is Tony's audience?
2. How would an instructor react to Tony's message?
3. What specific aspects of the message would cause Tony's instructor to react thus?

Purpose and Message

1. What is Tony's purpose here?
2. How likely is he to achieve his goal? Why, specifically?
3. What do you think Pete, as Tony's instructor, wants from Tony in this situation? Why?

Tone and Message

1. How would you describe the tone of this note? Why?
2. How is Pete likely to respond to Tony when they meet in person? Why?

Your Challenge:

1. How would you rewrite Tony's message?
2. Explain the changes you would make and how these relate to Pete's needs and interests.

Audience-Focus and Tone: Every time you write, begin by focusing on your audience. Visualize that person or persons. If you like, write their name(s) at the top of your first draft, so you can refresh your audience-focus as you work.

When you write essays, your instructor is your primary audience, a typical educated adult, a stand-in for your future managers, professors, or supervisors. Your main goal is for your instructor to understand your ideas as easily as possible. Write in Standard English, the common language shared by you and your reader.

Your audience determines the *tone* of what you write. Tone describes your attitude toward your subject as expressed by the words you choose: simple or complex, slangy or formal. When your instructor is your audience, your essay's tone should be appropriate for an educated adult.

Audience-Focus, Clarity, and Support: Can your audience read your mind? You know what is in your mind as you write, but have you explained it clearly so that your instructor can see where your ideas come from? For example, a student described

short-story character as follows: "Emily is a very disturbed woman," then moved on to discuss the town the character lived in, assuming that her professor would know what she meant by "a very disturbed woman." But how could he have known what led her to make her point? How could he evaluate her understanding of the character? Never assume that your reader "knows what you mean"; explain and support each point you make.

Finally, give yourself the best chance for a good grade by giving your audience essays that respond accurately to the requirements of the assignment. If your instructor is confused because your essay does not relate to the topic, how is he or she likely to evaluate you? By misunderstanding or ignoring your instructor audience, you risk losing goodwill as well as marks.

First-year essay assignments are previews of your future academic and professional writing challenges. Writing these essays is thus less about expressing yourself and more about meeting the requirements of your audience and your assignment.

AUDIENCE-FOCUS AND YOUR WRITING VOICE

Count the number of times *I* (or *i*) appears in Tony's note. Based on your total, who does the note seem to focus on? Does it take into account Pete's situation as an instructor hearing from an absentee student?

- No. In fact, Tony's voice, expressed constantly through all those *i*'s, hammers away at the reader, spotlighting Tony as the focus of his own writing. Each writer has a *voice,* often expressed in pronouns such as *I* and *we*.
- When you write about a topic in college and university, put your emphasis on your topic, not on your relationship with it. Your writing voice, therefore, is less personal from now on. Later in this chapter you will learn more about voice. Many writing assignments will require you to evaluate the effects of choosing one voice over another.

TIP: Audience is further explained near the end of this chapter; its importance makes it a special focus of each of the patterns of essay development in Part 2.

What Is Your Point?

The essay is a goal-driven writing format. It is a "try," an attempt to make your reading audience see the truth of your point as clearly as you do. Your point about your topic is your thesis, the "deal" you make with readers—that you will explain, illustrate, or clarify your point for them in the body of the essay.

EXAMPLE

Subject: Marketing (assigned subject)

Topic: Marketing to special-interest groups (subject narrowed down to one area of marketing by the student)

Thesis: Green marketing (topic further narrowed by student) reflects people's desire to seem ecologically minded. (student's viewpoint on topic)

Once someone reads your thesis, he or she is in a state of tension, waiting to see how you will support and prove its value. Your thesis drives your essay, giving direction and momentum to it.

QUESTION

- In the student thesis example above, what do you, as a reader of this student's essay, want to know?

Of course, you already know how to make a point. You do it every day in conversation. You might say, "Bicycle lanes are a great idea," and someone might challenge your statement. If so, you answer by giving a reason you feel that way. That is the extent of the support you offer for your point. Listeners do not expect more because they may already know what you think or they may not want to challenge you. Also, conversations generally move quickly from subject to subject, so no one expects long explanations.

In an essay, though, the quality of your point and your support for it are crucial. First, your point is not a spontaneous thought or opinion, as it might be in a chat. Instead, you must think about your topic. You discover a viewpoint, as the student did in the example above. Now your readers will want to know why your viewpoint is a good one. They may or may not agree with you. Your job is to supply enough good support for your thesis to reward your readers for the time and concentration they have put into this "conversation" with you so that when you make your point they are satisfied.

Three Keys for Starting Work on an Effective Essay: Work Out Your Purpose, Audience, and Thesis

As you start any essay-writing assignment:

- Learn as much as possible about your *Audience*.
- Determine your general and your more specific *Purpose*.
- Make a clear point so that you can later express it as a *Thesis*.

TIP: Narrowing a topic and creating an effective thesis are covered in depth in Chapter 3. Also, for each of the patterns of essay development in Part 2, there is a special section on writing a thesis.

The Essay: Getting Started

You read essays in newspapers and on websites and blogs, perhaps without realizing they are essays. The four main types are the personal essay, the journalistic essay, the review, and the persuasive or argumentative essay. Each category has a different purpose and each uses slightly different structuring techniques. The structure is the freest in the personal essay; the writer's goal is to show readers his or her view of a topic, usually through personal anecdotes. Journalists make their point with a "lead," rather than a formal thesis, and focus on concrete events that support the point made in their lead. Reviewers evaluate works of art and media products; their viewpoint or judgment is their thesis, and they base it on the aspects of a work that justify their view.

The academic essays you will write are mainly of the persuasive/argumentative type. In academic essays, you make a point and back it up with evidence to convince readers of its validity. Although these essays are carefully structured, they are flexible. Once you gain some expertise with essay writing, you can apply this skill to various subjects: to explore the effects of privatization on Canadian health care, to write a literary essay showing the importance of setting in "The Painted Door," or, as a science student, to explain how some chemical process works. In Part 2 you will see that you can vary the method you use to support your point, depending on your purpose and topic. And although you will often see five-paragraph model essays, the number of body paragraphs in your essays depends on your content, the number of points you need to support your thesis. Academic essays can be adjusted to suit topic and situation.

Ultimately, the academic essay is the foundation for business and technical memos and reports, research papers, analyses, and most of the writing formats you will work with in the classroom, the lab, or on a co-op placement.

Understanding Essay Structure

Julian Lopez is a Media Studies student and the author of the following essay. He first wrote an in-class paragraph about socializing with computers and later decided to develop his topic more fully. Reading his essay will help you understand the form of an essay as it develops from the first paragraph.

The title attracts readers' attention and suggests the essay's topic.

Socializing Computers

1. Introductory Paragraph

The opening sentence of the introductory paragraph, the attention-getter, works to intrigue readers and suggest the topic of the essay.

A curious scientist peers through the windows of student residences or apartments in Bowmanville, Moose Jaw, or Abbotsford to find out what young people are doing in their leisure time. What does she see? Chances are, a group, eighteen to twenty-five, amusing themselves in front of a computer screen. Their parents' generation enjoys solitary relationships with their computers, but the "iGeneration," who grew up with computers, interacts in groups with their technology. Today's youth has an ingenious new use for the computer, as the hub for group entertainment, social interaction, and group multitasking.

The thesis statement, expressing the writer's topic and viewpoint on it, appears near the end of the introductory paragraph.

2. First Supporting Paragraph

The topic sentence of the first body paragraph presents the first supporting point of the thesis: "group entertainment."

One asset the "social computer" brings to a gathering is its helpfulness with choosing entertainment. The computer helps people make decisions and reach compromises easily and quickly. Suppose some friends decide to watch a Harry Potter marathon. What happens when, an hour into the first movie, three out of five people get bored? No need for bad tempers or arguments because any number of entertainment options are only a few mouse clicks away. Some may be happy to watch online cartoons or TV show episodes on YouTube, or everyone could just as happily enjoy an hour or two of gaming with EVE. Friends can play or watch in twos or as a group, but any choice starts conversations and friendly competitions. People reach quick decisions and compromises when they control their choices and have lots to choose from.

Supporting details for the first supporting point make up the rest of the first body paragraph.

Topic sentence of the second body paragraph, presenting the second supporting point of the thesis: "social interaction."

3. Second Supporting Paragraph

Another reason the computer is a welcome guest is its ability, once it is happily online, to challenge and interact with others. It is made for a generation that enjoys testing itself and expects quick feedback. The Internet is ready to serve individuals and groups with personality and IQ tests, trivia sites, and quizzes. Instead of gossiping, friends can see who knows more about the original cast of *DeGrassi Junior High* or torment each other with facts about quantum physics. Quizzes encourage interaction between people and the computer, and between the people themselves. Friends challenge themselves, compare their results, and learn more about one another as part of an evening's fun.

Supporting details for the second supporting point of the thesis.

Topic sentence of the third body paragraph, presenting the third supporting point of the thesis: "group multitasking."

4. Third Supporting Paragraph

Ultimately, though, the most interesting reason computers are such regular guests is how similar they are to their owners. Computers and young people are both multitaskers; they are comfortable doing several things at a time. While watching the latest Drake or Suuns video, people program the evening's music, check out Facebook or Twitter, print movie or sports schedules, and text friends. Other groups play games, chat with players on the other side of the world, and compare scores on another site. Such social multitasking allows everyone in the room to share the same overall experience while individuals or pairs of people pursue interests of their own.

Supporting details for the third supporting point of the thesis.

Concluding paragraph presents a summary of the thesis' supporting points.

5. Concluding Paragraph

Younger generations and computers adapt well to each other; they are constant companions. The computer offers passive entertainment or active participation, and always gets along well with its human friends. When it is time to play, the "social computer" is ready for any occasion. Perhaps humans and technology will live happily ever after.

Concluding paragraph ends with a final thought: here, a prediction.

Introductory Paragraph

Open your introductory paragraph with a sentence or two, an attention getter, that will attract your reader and reveal something about your essay's content. Then make the point you hope to prove about your topic (your thesis). In your thesis, you may sometimes include a plan of development, a list of your supporting points. Alternatively, you might only suggest a plan of development or state it in a sentence separate from the thesis.

Body Paragraphs

Develop each of your thesis's supporting points in one body paragraph. In Julian's example, you see three body paragraphs, one for each of his supporting points, but there is no magic number of points needed to explain or prove a thesis. Beginning each internal paragraph with a topic sentence that supports and refers back to your thesis helps guide readers through your essay and reminds them of your purpose.

Concluding Paragraph

Round off your essay with a concluding paragraph in which you summarize what your essay has said, possibly by briefly restating the thesis. You will also wish to add a more general or "outward looking" final thought or two about the subject of the essay.

Understanding the Essay's Audience, Purpose, Voice, and Tone

"Socializing Computers" is a typical first-year essay. It is not perfect; no essay is. In fact, Julian saw it as a work in progress. He had started with an in-class paragraph assignment, then thought he had more to say.* Trying to expand on his theme led to the essay above.

As you think about Julian's essay, and about the essay assignments ahead of you, consider the **PAT** formula: PAT is an acronym, a word made up of the first letters of *Purpose, Audience,* and *Thesis.* Each time you begin an essay assignment, ask yourself, *What is my purpose? Who is my audience? What is my thesis?* You will see examples of the PAT formula throughout Parts 1 and 2 of this book.

Because academic essays are goal-driven writing formats, you should always make your purposes clear to yourself. *Purpose* is the first key concept in the PAT formula. Three main general purposes for writing are to entertain, to persuade, and to inform. If you write about electric cars, your general purpose may be to inform readers about them. However, you are likely to have a secondary purpose as well: as you explain to readers how efficient electric engines are, you are also likely to be persuading them that electric cars are preferable to gas-fuelled cars. You also work out a specific purpose as you develop your thesis. Your specific purpose might be to explain the beneficial effects of driving an electric car, and your thesis will suggest or state that. Working through Part 2 will give you opportunities to build your skills in determining general and specific purposes for essays.

ACTIVITY 1: PURPOSE

1. What do you think is the general purpose of Julian's essay?
2. Are there secondary purposes as well as a general purpose? What are they?
3. Does his thesis suggest a more specific purpose? What is it?

You want your readers to accept your essay's ideas and become involved in your thinking process, so apply the *Audience* part of the PAT formula. An academic essay's structure requires you to place your thesis in the opening paragraph. In doing so, you are making things easier for your readers. You are lessening the risk of annoying them by making them search or wait for your point. The academic essay's form follows its function—to engage readers quickly. Next, you owe any reader two things: a clear expression of ideas, and error-free grammar and sentence structure. Any time readers have to struggle to understand what you write, they quickly lose interest, no matter how good your ideas are. Finally, you can do more than you think to work out your audience's interest in and knowledge of your subject. The following activity will introduce you to this concept and you will learn more about it in Chapter 2.

ACTIVITY 2: AUDIENCE

1. Who are the audience(s) for Julian Lopez's essay?
2. What do you think is their interest level in Julian's topic? Why?

*In fact, in its final form Julian's essay was a ten-paragraph research paper for his psychology course.