Stephanie Evans: So, welcome. Today we're going to focus on the expository essay. So we went over both of the essays last week so this is the, we'll spend today just focusing on this one in particular. And we'll go over expressive next week.
So just kind of an overview of what the, this essay is doing specifically is, is asking you to analyze a given statement and your response is kind of intend, designed to intend to explain, and form, describe something, it really is just kind of your basic typical academic essay. Nothing too crazy about what you guys, I'm sure, you've probably written a lot of throughout your academic career. Any questions so far about what the essay kind of is? It will make a little bit more sense when we look at some prompts.
But the main thing to remember for what they're looking for, for a scoring perspective on the essay, is staying on the central idea. So if the topics, or the prompt is asking you to discuss poverty, it's really important that you stay on that. Maybe not get sidetracked or stay on all of the questions that they are asking you to do and make sure directly answer all of the questions that they're asking you to do. And usually with an expository essay especially for timed writing is easy and important to make sure you start, have a clear introduction. So it's clear that this is what you're gonna be talking about for your essay and build that support through your essay.

So in the introduction most of the time we have a thesis somewhere in there. That sort of like a roadmap for your essay. And we will review examples of how to quickly and easily write a thesis in a minute. And so the main points throughout your essay are just the support for your main points. So if you're talking about what poverty means to you, you're kind of, your introduction might introduce what you mean by poverty and you're gonna state what it means to you and then the rest of your essay is going to support that, why it means what it means to you.

And it's also important to kind of bring the essay around to a clear conclusion. And those conclusion and those introductions are going to mirror each other and we'll talk about that in a little bit. But, the most important thing is to be clear, direct, and accurate. So you don't need to have a lot of flowery lingerage or do anything too crazy, but really just write your basic clear concise essay with a beginning, middle, and end.
So when we look at introductions, the easiest way and the most common way that introductions are written is starting very broadly and getting to the specific. So what that might look like is we kinda call that a little triangles. We start broad and then we get to the specifics. In your thesis is where you get really specific. So sometimes a real long essay, you will start with the discussion of different sources or ideas. That's starting really broadly. So we talk about poverty, that's a very broad term and incorporates a lot of different things. Some might say poverty in the world looks like this, but to me, already kinda narrowed it down. So we're saying we're not talking about all those other things that are going on in the world, we're gonna say, poverty in America. What we've done by getting, getting more specific, we said, 'I'm not talking about in other countries, I'm gonna talk specifically about America and maybe specifically about a culture, a city, certain aspects of it'.
So that's what that introduction does, is kind of starts very broadly, gets specific to what your essay will be about. And it's kind of important take your clues from the prompt, like when they say, 'what it means to you', you might start talking about yourself in that first paragraph because that's what the prompt wants you to do. And that introductions also gonna clearly state your claim or opinion and that's where that thesis comes in. It sort of clearly defining, 'this is what I'm doing in this essay and why I'm doing it'. Which leads to clear thesis. There's a cool little image there that I kind of like, 'the expository pillar', that introduction kinda being the top the most important thing your main ideas kind of supporting that introduction as they're supported by the conclusion, that looks the same in structure to the introduction.

I think it's cool.
So, what is a thesis? Have you guys ever written a thesis before? Like intentionally try to write a thesis. How'd it go?

**Audience Member:** [inaudible]

**Evans:** Or what were you trying to do? Like what...

**Audience Member:** [inaudible]

**Evans:** Yea, exactly. And that's all that a thesis is. So what does a thesis do for your essay?

**Audience Member:** [inaudible]

**Evans:** Yea, exactly. Perfect.
So here's a question from a writing. When you wrote your thesis, when did you write it? When you were writing your essay, did you start there, did you end there?

**Audience Member:** [inaudible]
Evans: And so when you were writing your essay, did you have your whole essay written before you wrote the thesis? Did you just write it as you went? When in that process did you write your thesis?

Audience Member: [inaudible]

Evans: Yea, there is no wrong or right answer to that, but it's interesting that sometimes writing your thesis at different times can be really, really helpful. For me it's helpful for me to write it the beginning of a timed essay, because I make sure that I stay on point. But sometimes it can be really restricting, because you don't really know what your essay is about yet. So how can you really write a thesis?

So sometimes it's really helpful to write your entire essay and just leave a little blank spot, write your whole essay, and then go, 'oh, this is what my essay is about', and write your thesis then at the end because you already have your points proven. All you have to do is kind of put them in your little map or throw in that spot.

And you said, 'where should a thesis go?' It's most commonly and how we consider a thesis in the introduction and generally the last sentence of the introduction, for whatever reason. But, it doesn't have to go there. Next, we'll look at some expressive essays that don't tend to have a thesis that goes there, you can always start broadly and end specifically your entire essay. It's where you're comfortable for you and where you think your essay needs to have that role clear of 'this is what my essays about'. But for timed essays, it's kind of hard to figure that out. So generally we will put them where we are most comfortable with which is at the end of the introduction.
So, we're going to practice a couple different ways of writing a thesis, because they can be really, really hard.

So this easy way of writing one, that's kind of quick, that for me I tend to use it more as more like an outline, is using, has three components. It has a subject, an opinion, and three points of analysis and that's basically a thesis statement. So an example would be, okay, my subject is Harry Potter, so when I do that, I'll just write down, that's my subject and my opinion or my claim, whatever I'm saying about Harry Potter is, I'm arguing that Harry Potter is better than Twilight. So that's something that I need to prove. That it's better, that someone can disagree with me. And my three points of analysis or my support for why I think Harry Potter's better than Twilight is that Harry Potter is longer, there's magic and cool things, and Hermione is awesome. And these are just random things off the top of my head. Sorry if I offended and Twilight fans. But, and so when we put all those three together and I try to put them together in one sentence, I came up with, 'Harry Potter is better than Twilight because the Harry Potter books are longer, include magical elements designed to intrigue the reader, and has a positive and powerful female heroine. So it sounds kind of fancy right? And it's basically, I just challenged myself to do it in like three minutes or something, based on just breaking it down.
So do you guys have any questions about this method?

And this kind of a mirror to that traditional five paragraph essay, is for me, this point of analysis that is longer. I might write a paragraph on that, or write a couple paragraphs on that. And write a couple paragraphs on those magical things, and will write a couple paragraphs on Hermione and then, bam, that's my essay. So we're going to practice writing, using this method.
Practice!

In an essay to be read by an audience of educated adults, discuss the statement, “Monsters and demons are part of the human experience.”

So in an essay to be read by an audience of educated adults, discuss the statement that monsters and demons are part of the human experience.

So using this method of the subject, opinion, and three main points, try and come up with a thesis statement for this prompt and we will spend just a few minutes doing this. I’ll time this.
How did it go?

Easy or hard?

How would this work with prewriting?

helpful?

distracting?

Thoughts?

So what did you guys come up with? Our first fall, was that hard or was it easy or somewhere around the spectrum?

Audience Member: [inaudible] it was okay. It was kind of hard. Your example helped though.

Evans: Oh, the Harry Potter one?

Audience Member: Yea.

Evans: It's my favorite example. So why? How did that help?
**Thesis Method One**

Three components:
- subject + opinion + three points of analysis = thesis statement

Example:
- **Subject:** Harry Potter
- **Opinion:** Is better than Twilight
- **Three Points of Analysis:**
  - it's longer
  - there is magic and stuff
  - Hermione is cool

Result: “Harry Potter is better than Twilight because the Harry Potter books are longer, include magical elements designed to intrigue the reader, and has a positive and powerful female heroine.”

**Audience Member:** Cause it helped like, kind of like, show me what I can use from the prompt.

**Evans:** Yea, cause this is a hard prompt cause there's not a lot of, it doesn't give you a lot as far as points of analysis, you kind of have to make your own. So what was your statement? Or thesis statement?

**Audience Member:** I didn't finish writing it, but basically says, 'monsters and demons are spirits and creature from another dimension' and then the three analysis that I wanted to add with it. I was going to say monsters are spirits while demons are creatures and they are neither real nor fake.

**Evans:** Nice, that's a really interesting essay. I feel like you can write a lot about that. Can probably write a whole thesis about that. But yea, that was really good. Cause you know, you have three different ways that you're going to attack it and we'll just use the number three because humans like the number three. You don't have to use three. I kind of had three, but then pushed two of them together, so it's kind of like one and a half, well two and a half and you had an arguable point, that they are not real, but they are spirits. How did you phrase that?
**Audience Member:** That they are neither real nor fake.

**Evans:** Yes, they are not one or the other, they are kind of both and neither. Like they are all their own separate thing.

**Audience Member:** So it's kind of like, your individual opinion [inaudible]

**Evans:** Exactly. I was kind of thinking along the same lines. I was thinking that like they're not real, because they mean different things to different people. So it's like, they can't be real if no one can even agree on what they are. So that's really good. Yea, my idea I came up with is that, monsters and demons are not really, but exist as human constructions that mean different things to different people. And so both, and while both are not tangible and therefore there existence cannot be proven.

**Audience Member:** [inaudible]

**Evans:** So that's going to be great support.
Introductions

Start broadly and get more specific.
Take your clues from the prompt.
Clearly state your claim/opinion.
Lead to a clear thesis.

**Audience Member:** And I didn't quite finish writing the thesis, and I just throughout this [inaudible] fascinated by mythical creatures and then I was going to get in to Greek mythology and then....

**Evans:** yea, exactly. So looking at that pillar you've already got a whole lot to work with as far as your main idea and your details and your support. Like, you've got a lot there. I mean all of us do because it's an easy prompt.
But you guys all did a great job of kind of analyzing really what that idea of human experience is. Because that's kind of an abstract term, and I give you this kind of broad abstract terms, so you could talk about it in any way you want and your thesis are really good at kind of narrowing down, 'this is the way I want to talk about it. I want to talk about it in terms of not really existing. Either real or fake. Or what they mean to different people, their meaning. So that's just, that's moving from the broad to the specific. That's narrowing it down in the ways that your essay is going to talk about it. Cause there's always a hundred different ways to talk about something. And each of you get to decide the way in which you want to. Does that make sense? So you guys are already kind of doing the prewriting work and I find sometimes working on a specific thesis is really helpful, in terms of the prewriting strategies that we discussed last week, like freewriting and kind of outlining. Cause a thesis, when I use that thesis method, I kind of use that as an outline or work with both or work with one or the other.
So we'll go over one more way to discuss a thesis. This is kind of similar, but a little bit more abstract and less specific. I just called it the question answer method and it has a question and an answer. So basically it's trying to change the prompt to phrase it to a question.

So the question I came up with from a prompt is:
Should a nation require all of its students to study the same national curriculum?
So that prompt that they had was originally a little bit more complex. But I just kind of added the word should and that made it a question. And so in trying to and the idea is to try to answer the question as thoroughly as you can, but as a few, in a few words or skew sentences as you can, while kind of restating the question a little bit.
So in this case my answer to the question, 'should a nation require all of its student to study the same national curriculum?', was 'the nation should not require all students to study the same national curriculum because it limits teachers abilities to be created and affected in teaching styles as well limit students from progressing at their own pace'.
So there we have kind of the subject, which is, 'should a nation require all students to study the same national curriculum?' That's kind of the subject and it's a little broad subject, but it's not too broad, so mainly restating the question. In my argument is that should not, no, that should not happen in my support in this case would be limiting teachers abilities to be both creative and effective and talking about teaching styles and limiting students from progressing at their own pace. So I'm going to talk about teachers and teaching styles and students and learning at their own pace. So I can, based on that, I'm sure all of you could probably write a pretty good essay just based on that one sentence, right? That one sentence kind of gives you a clue about what the essay is going to be about. It's not too specific with giving away all the details, but it shows you what where I'm going to go with it.

Does that make sense? Do you guys have any questions about this method before we try it? It's hard. So try and rephrase that prompt as a question and it helps to kind of write it down. So you don't forget the question that you're answering. It's a lot faster when you can type an essay.
Practice!

“A visitor from another country has only a short time to spend in the United States and would like to see one place in or near your home. In an essay to be read by an audience of educated adults, state where you would take the visitor and describe what the place would reveal about the culture and values of the United States.”

So we'll practice on this prompt where:
A visitor from another country has only a short time to spend in the United States and would like to see one place in or near your home. In an essay to be read by an audience of educated adults, state where you would take the visitor and describe what the place would reveal about the culture and values of the United States.
So there might be more than one question that you have to answer to and we'll spend a few minutes on that.
So how did you guys do? Your, how's it, how making it, the prompt, into a question go? I had to make it in to two questions. I had wrote down, 'where would I take a visitor, first of all'
Practice!

“A visitor from another country has only a short time to spend in the United States and would like to see one place in or near your home. In an essay to be read by an audience of educated adults, state where you would take the visitor and describe what the place would reveal about the culture and values of the United States.”

And then 'what would that place that I take them show about the culture or values of the United States'. So it's kind of a two-parter for me. How about you guys? Did you guys make it in to one question?

**Audience Member:** I kind of made it in to one, I wrote 'where would I take the visitor to reveal about the culture of the United States.'

**Evans:** Yea, that's a good way to phrase it.

**Audience Member:** And then I would start with the essay, where like the, following that was 'first, I would take the visitor to Chico Thursday Night Market' and then yea.

**Evans:** How about you?

**Audience Member:** I kind of like the previous method better. Yea.

**Evans:** Most people tend to like one or the other.

**Audience Member:** Just because with this one I felt like, I have to, started to really have to have time to brainstorm and such and then start right away.
Evans: Yea, and that would be something that may be better to write at the end method that might work better at the end of the essay. Like what question did I answer in my essay.

Audience Member: But, I just wrote if I had to take a visitor from another country on a one day tour, I would take him or her to the city of San Francisco. The city is a perfect example of the country in the sense that it is diverse and then I just kind of stopped there.
[Inaudible]

Evans: Yea. And that's a really good example that a thesis statement doesn't necessarily have to be just one sentence. It can be more than one sentence and I think this prompt really proved it. Cause I couldn't even write it in one question. So, that's a really a good example. Like that was perfect, cause this really does, this prompt really kind of asks you to have at least more than one sentence cause otherwise it's gonna be a really longs sentence. And it's sort of asking you several different things. It's asking you where would you take them, and then would probably want to describe that they're a visitor from another country, visiting the United States, they only have a short time and you're going someplace in or near your home. That would probably take a sentence to work through. And then another sentence, and it's still probably gonna be a long sentence, about where you would take them and what that place, we already said that, what that place reveals about the culture and values of the United States. Cause that's a lot, culture and values that's a lot. So this thesis is going to be really important for this prompt, to kinda narrow down what cultures and values you are going to talk about. So San Francisco, you start talking about diversity. And the Thursday night market, there's a whole lot going on there, there is local competition and vendors and products, but also fun and food and diverse community and safety, and I don't know. There's probably a whole lot of stuff there. I suppose, probably not, not be able to have time to talk about all of those. You're probably only going to talk about a few. Especially cause it's timed, you only have 45 minutes, so your thesis is really helpful just saying like, 'not gonna talk about all those other things, I'm just going to talk about this cul-', you know, the diversity value of the United States and the cultures.

Audience Member: [inaudible] it's diverse, it's just so broad, that I can't, like how do I like narrow it down? I don't want to get to specific too, with like ethnic foods or you know like the cul- I don't know. I just...
Evans: Yes, so maybe we have to specify that we’re diverse in diverse foods, or diverse people,

Audience Member: [inaudible] what does that reveal about the culture and values of the United States, you know what I mean?

Evans: Yea, that's a hard one. This is a hard--., I kind of tried to pick harder ones because better to practice them with a group. But you don't necessarily have to have like the perfect or the most right answer, there not necessarily going to go through psychology textbook and be like, 'well that's not really what is great about San Francisco' or something like that. But, it's mostly just showing how can you, you’re thinking, you have an abstract in a big concept there. So how are you going to narrow it down in a way that you can finish an essay. So diversity we might have to narrow it down. I'm going to have to say, just diversity of, because San Francisco has diverse foods or different cultures of ... no, that doesn't make any sense. Or even diversity in location. They have a lot of big parks and then the winding streets and the city. A lot of businesses, so maybe we can talk about the diversity of the location itself. Diversity of the weather. Moving in to things that don't make as much sense, but you can, really, just when you do that brainstorm, you can just pick, 'well, I’m going to just talk about this one because I have the most support for that'. Boom. Doesn't necessarily have to be the best one, or even what you believe. Sometimes, for me, it's easier to argue the things that I don't believe, cause I can do it faster. You know, cause when someone says something that is wrong, you're like, 'no, cause of this'. So sometimes it's easier to argue the opposite of what you believe because it's a lot easier to put that into words then your own personal beliefs or values. It can be harder to verbalize.

So, like I start with talking about like my County fair which I don't necessarily like, but I was talk about my County fair cause it shows, kind of similar, as the Thursday Night Market there's a lot of individual work, craftsman, and its competition, which reveals both our passion for individual work and strength in abilities or something. And the competitor capitalism thing. Which is still a lot to talk about, but kind of focusing in on just at the fair shows that we’re interested in individual work and in competition with the best work getting the best prize or something like that. Not necessarily something that I believe in, but it was easy for me to quickly argue that or I can support that.
So in working with your thesis, sometimes it might be helpful to write your essay first and write that thesis or write that thesis at the beginning to get yourself kinda focused in on 'I'm just going to talk about this and not that other stuff that I don't really know how to say or want to say to it's very, very long or I can't do justice'. Does that make sense? You guys have any questions about that? They're tricky. You don't necessarily, your thesis doesn't have to be structured like these two ways that we gave you. Method one, method two those are just two easy methods when you're kind of stuck or if you're crunched for time, it's helpful just to crank out a pretty solid thesis in a few minutes. Like we just spent five minutes each. You guys had some really good thesis and a start of a good thesis.

So when you're prewriting and planning it is something to consider, especially for the expressive essay that it can be really helpful to be specific about what your essay will be about. So we're going to spend a little bit longer practicing, so you can pick whichever thesis method you want, whatever prewriting method you want.
We'll spend about 10 or so minutes just practicing writing an introduction and maybe a plan or a thesis for this prompt.

In an essay to be read by an audience of educated adults discuss the topic of poverty--what it means to the world or you, or both.

Okay, so we'll spend about 10 minutes trying to see where we can get in that 10 minutes of planning and writing.
How did it go?

How did focusing on a thesis help your essay?
What did you get done in the time?
What do you have left to do?
How strong is your essay?
What could you do to make it better or easier for you?

So how did you guys do? So that was about 10 minutes of your 45. So how far did you get? What did you guys do in that 10 minutes?

**Audience Member:** [inaudible] I don’t know, I got the thesis with the intro done.

**Evans:** Good. And so, are you comfortable with it? Do you feel like you could finish off your essay in the next 30 minutes or so?

**Audience Member:** I feel like possibly, but then they used, one thing that I may struggle with is that there’s so many information that I can use, put in to it that, you know, how would I be able to kind of narrow it out and just kind of choose the right or the examples that I want versus kind of throwing everything in there and end up writing to much and taking up to much time.

**Evans:** So yea, that’s where that’s where that timing comes in and that’s very important. So in 10 minutes you got a good paragraph done, one tip that I might suggest is to just time yourself, like I’m only going to use like 5 minutes on this essay and see what you get done in 5 minutes. No matter what you have done, move on to the next one and spend 5 minutes on the next one and give yourself some time at the end to kind of finish off loose thoughts or altar and edit.
**Audience Member:** So we only need 45 minutes per essay?

**Evans:** Per essay, yes. There's 2.

**Audience Member:** Oh wow.

**Evans:** Yea, so, and keep in mind that sometimes you don't necessarily have to have the perfect example of a situation. In timed essays I just always go with what comes first to my mind. Not always the best strategy but it makes sure that I’ll finish on time.

**Audience Member:** [inaudible]

**Evans:** Yea, so, I might, what I do, and that's why I kind of focus on my thesis first, at least for me, it really helps me go kind of get rid of those cool ideas that I might not have time for, not sure about. But you can always edit it, like just cause I wrote like a thesis and I kind of went back and as I was writing I'm like, 'oh, that's a better word for that' and I kind of went back and changed it or redefined it. Because what I did for this one, is I kind of defined what poverty meant to me and I said that poverty is a level of access that does not match the level of me. And I was just kind of outline a few ways in which I can talk about or prove that point. What I realized it, when I said level of success, I really meant to say sustain level of access. Because one of the examples I wanted to talk about was someone who says they're poor and then it's just because they're in between paychecks or you know it's a momentary thing, it's not about a lifelong struggle. Like, okay I need to go redefine that term. So it might be helpful, sometime, to maybe think of thesis as kind of a loose placeholder, is really good sometimes or just have, you know, as you write your thesis only write one point of analysis and see where your essay continues then go back and revise.

I think that's where student’s kind of struggle the most in some timed essays is leaving themselves enough time to review that essay. Cause that's gonna, spending 10 minutes at the end, just rereading a kind of tweaking and revising your essay. Doesn't matt- it's gonna be a lot stronger than he spent that extra 10 minutes just writing and not reviewing does that make sense?
So that's why we kind of, sometimes thinking about a thesis as a structure or out making sure they spend a lot of time prewriting and planning can be helpful. Cause like, 'okay, I'm just doing these things'. It's easier to figure that out and planning then it is when you're trying to write and erase like a whole paragraph. Nobody likes that. It's the worse.

And freewriting can be really, really helpful to. Like okay, I'm not going to be worried about the structure, I'm just going to kind of free write and see what I pop up and then I'll just go, 'okay, I'm going to talk about that one and that one because ... as I reread it those just popped out at me so I'm just going to use them'. Cause timed essays are really, really tricky so they often don't end up being the best essays. Which is why this whole concept is a little bit weird. But using specific strategies, like just using whatever first comes to mind or just timing yourself to on each topic or each point in the essay can help keep you on track to finish on time. Because, they know it's not going to be perfect and you can’t necessarily go do a lot of research and support this with facts, citations in the way that you might want to. Like I think this prompt, this poverty prompt, is really, really interesting. I've been thinking about it all week. But this isn't a research paper, and I don't get to talk about it a lot, so I just kind of go with well this is what I need, bam, or here are two examples that I can think of that are quick and easy to address and easy to understand, I'm just going to use those.

So how did you guys kind of outline your essay? Did you do a list, did you do an order, a little brainstorm?

Audience Member: [inaudible]

Evans: Yea, often people do, cause it's basically just taking an outline and smooshing it into a thesis statement.

Audience Member: [inaudible]

Evans: Yea, and that's a really good way of thinking about it too, is that points of analysis. What are the different ways that I'm going to analyze this statement of what poverty means to the world.
Practice!

Prewrite and plan for this expository essay. Write at least a thesis and introduction.

Prompt:

“In an essay to be read by an audience of educated adults, discuss the topic of poverty—what it means to the world or you, or both.”

We could write a whole essay on like what poverty means, this is the world, poverty that means this to me, so it means, this combination of things to both of us. There, Essay done. I mean, it will be a little more developed than that, but again these are very broad. I mean discuss the topic of poverty, there are a thousand and 10 different ways to do that. So you can kind of develop your own strategy for how you decide you’re going to talk about things, but it's kind of best to do it quickly or at least have a clear idea at the end of your essay how you attacked that topic because they are so broad and that's where the support and kind of building that thesis that go together is really, really good. So sometimes I have a really good example, but doesn't really match my other two examples or support, so I kind of have to shove it aside because these two on their own are better because they connect more than that outlier does and so that's where that revising and kind of both planning in advance, 'okay, I’m not going to talk about that, even though I really want to', and reviewing your work as you finish or as you go to make sure that everything’s kind of matching up the way that it should.

How do you guys feel about that? Trying to throw some practice at you because it's scary to practice, but it's really, really helpful.
So just to kind of review some introductions, and additional information about introduction is, often a really good thing to think about the way that you introduce your essay, your very first sentence. I think those are the hardest things ever. I hate writing introductions, they are the worst. And this is just of a little arrow, when I was talking about moving from the broad to the specific. So sometimes I follow that little three sentence format that they have there is introducing the topic or the context like, 'okay, poverty is something or poverty... you know something very broad, like, 'poverty is a sustained issue in America' or 'poverty doesn't exist, it's all in our heads'. You know, starting broad. And then as you kind of move closer to your thesis, you can state your argument, 'to me, poverty means this thing'. It's kind of a thesis too. And the ways in which I want to talk about poverty are x, y, and z. And so, it's really helpful sometimes to include and pay attention to that first sentence. Sometimes it's called a hook, if you haven't heard of that before. It's the quick and easy way to kinda grab your reader's attention, especially in a timed essay.
Oh, that is super hard to read, but it's basically, it's supposed to say, those are different types of hooks. So a good example of a hook might be a personal example. 'When I was 10, I remember when I couldn't buy, my mom couldn't buy groceries', that's dramatic, I'm just like, 'aaw, that's so sad what happened?' or 'I was so hungry I shoplifted some food', as a reader I'm kind of like, 'oh no, what happened next? Are you okay?' it's like my first extinct. You obviously are because you're writing an essay. So a personal example might be a good way to start. It doesn't have to necessarily mean like a long detailed example, but just a quick sentence way to introduce the topic.

Second one, it might be a quotation. Thomas Jefferson once said, 'Poverty is the plague of our world'. Kind of a cool and interesting I'm like, 'oh man, someone, you know, old and lofty thought something cool about poverty'.

Or facts or statistics, like especially for Poverty. 82% of the world lives under the poverty, American poverty line. That's interesting and grabs my attention cause that's a lot of people.

Or rhetorical question like, 'if you are the poorest person in the world, what would you do?' Something like that.
Or a current event, like I can't think of one for poverty cause I'm a terrible person and don't read the news that often. But sometimes you know, poverty is a thing. Or there's news articles or current issue going on like, I think of the first issues are protesting schools on college campuses is a big deal. College football team in Missouri, I think, refused to play any games until the president stepped down and he did. That's a really cool personal example for something, maybe not poverty, but for something else.

Or a contrasted by the thesis statement, like something of the opposite of that like, I have no idea I'm really bad at that one. But just different ways to kind of grab your readers attention by contrast, by comparison, or some shocking facts or historical. Full circle, I already said that. Quotations, currents events.

So let's practice trying to write a hook. You can make it up like, I'm not going to fact check you, on your facts or your statistics.

So, the monsters and demons prompt. What would be an example of a hook we could use for that prompt? You just shout a line, you don't have to write it down.

So what is a personal example that we can use for monsters and demons are part of the personal experience?

**Audience Member:** [inaudible]

**Evans:** Yea, that would be funny. Per-, yea, there's monsters or when I was 12, I thought there was a monster in my closet or monsters...

**Audience Member:** Yeah, exactly. That's a really good example of a personal example.

**Evans:** I was, for this prompt, I always go for the bible. Don't ask me why, just demons make me think of the bible. So, maybe like, you know, the bible says 'demons exist in the world' or have a bible verse or something like that. That might be a really interesting quotation and be like 'oh, I didn't think about that'. Someone might not think about it that way or be interested in that.

So what about a fact or a statistic about monsters and demons as part of the human experience.
Audience Member: [inaudible]

Evans: There we go. Yeah. That would be an interesting one. You can even use numbers. And again they don't necessarily have books. They're not going to fact check you. I tend not to use it, but you know something like, uh maybe not. I'm drawing a blank on something really interesting. Facts and statistics are kind of hard sometimes but they could be really helpful.

Audience Member: [inaudible] so you can come up with a number like, 25% of American people says that they have dreams of monsters and demons.

Evans: Yea, exactly. There we go. So that's kind of interesting. So as a reader, I'd start perusing the internet you saw an article that started like that you might kind of be like 'whoa, wouldn't you know that' and you start reading. And that's what the hook is supposed to do. And that would be kind of a similar idea for a current event, like last week an article discuss the reality of human beings as monsters or something like that. Like 'oh okay, whoa that's interesting'.

Or a contrast like, 'somebody's monsters and demons are part of the human experience. I don't think so.' You know, cheesy but they do the job of kinda getting the reader's attention and there's different ways, you don't necessarily have to use one of those ways to guide the reader's attention, but they're kind of fun to pay attention to sometimes to really.

Audience Member: For contrast, could it be like. Can this be one for contrast, men are creators of monsters and demons [inaudible]

Evans: Oh, that's interesting. Yea, I mean if I read that as a first sentence I totally start keep reading right? Maybe cause I like to read things... But yea, that's exactly it. Just trying to get the reader like, you never, you don't want someone to pick up your and be like this is another boring essay. You know, that's an interesting statement like, 'okay, you're thinking about this. This is cool. You're on it.' And that's still a very broad moving to the specific to that, you know men created monsters and demons. Monsters and that's what I was thinking too. Like monsters and demons were created by man. Like okay, that's broad it's interesting. Where you going to go with that is my next question. And you start getting more specific and moving to a thesis where something. Where a thesis might say something like, men, you already said men created them, but men created them through dreams through war though movies through media. The dreams in media. That's a cool essay, that's a very specified way to talk about monsters and demons as a part of the human experience and it's a very well-developed essay and you could write a whole lot about that or just a few examples to kinda prove that and be done.
That's a cool one, I like that.

So we're going to go over a few tips and tricks as far as writing in this way. So we kind of got down that introduction down. I'm pretty excited for your guy's introduction. But have you ever been told that you essay doesn't flow or somebody writes there watch your flow or get it to flow. It's kind of this magical word that no one really knows or tells you how to do that. You're just kind of like, 'cool, thanks. How do I do that?' It's like handing someone a basketball and be like 'make a layup' and you're like 'okay, how?' where do my feet go? You need some direction.

So, transition is a really easy way to kind of work on that flow and basic what transitions are, are either words or phrases between ideas, between paragraphs, between sections. Really common ones that we read are things like first of all, second of all. As soon as you read first of all you know okay, a list or some ideas coming. This is the first of things that follow and then you read second or secondly and I'm like, 'oh, okay. We stopped talking about one and now we're going to talk about two. That word wasn't there I might not figure that out until halfway through the sentence sometimes. Or sometimes it takes me a really long time and be like 'oh, you're talking about something else. I didn't know that.'
So transition, especially with these short essays, it's important to transition from one idea to the other. Don't just kind of be talking about what poverty means to you and then suddenly switch to the world without telling the reader that 'I'm finished talking about what poverty means to me and now I'm going to talk about poverty means to the world'. And it can be simple words like therefore, because of, next, first. If you Google transition words like 1000 pop up. And it's just kind of a way and what they do is they signal relationship. I don't think I have anything, yea. I used to have a really cool image of a bunch of words but it got kind of fuzzy cause I kept using it over and over. What those words do is indicate relationships. So when we say 'next', we say that those two things are connected but different from each other. When we say 'therefore', we're saying kind of thing one resulted in thing two. So we know what that relationship is. When I say 'and contrasts' I know that you're, these two things contrast each other. So it's kind of important, you don't necessarily throw a transition where it doesn't make sense but just kind of think about what's the relationship between these two ideas. Poverty means all these things to me in contrast poverty means x, y, and z to the world. Simple, easy, but kind of helps that essay have those direction. I like to think of it as when you're driving and you have the voice navigation thing, it will tell you in 300 feet turn left. They don't just tell as you're turning like 'oh by the way turn left' and when they do you get really mad at it right? You're like 'thanks for telling me man. Like now I missed my turn'. Reading and writing is kind of the same way and a simple way we, we also transition between ideas with a paragraph break. So if you're moving on to a new idea or new example a paragraph is really, really... Starting a new paragraph is one way of transitioning sometimes we just need a word there as well.

Do you guys have any questions about that? I used to never do this until someone gave me like a whole list of transition words one time when I was like 10. Changed my life.
How to have an “Academic Tone:”

Avoid “you”
Instead of “you would think...” say “one would think”
you=a person, not the reader

Be specific
“It sounded good.” What is it??
Same for “this.”

Use your own words and voice!
use language that you are comfortable with

Another way is, or thing that's often described but not often told with specifics on how to do it is something like academic tone. There are a few really simple tricks to make an academic tone. Instead of saying you like 'you would think that children wouldn't, we wouldn't be afraid of monsters anymore.' Well in that sentence I'm kind of like 'well who's the you and who's the we and who...?' If you read an article that says you and get kind of jarred right? Well is that me specifically, the reader, or just a general person. So usually we would just say one would think, like one person, which is kind of short for one person's situation might commonly think this way. Cause you as a person, not really the readers, we want to indicate what we mean when we use specific words. Cause academic, using an academic tone is all about being specific. You know, it's just a little case always specific, you have to ask them a lot of questions, right? They would be like 'how was school?' 'It was good'. Well, what about the it? Which subject was good? Was it recess? Was it school? Did you learn something new? Was it your book? What is it? I might use a little bit different words with children. But in your essay is the same, you want to specify like 'it sounded good', you know. 'My father told me that monster weren't real. It sounded good, so I believed him', like well his statement sounded real, what about it. That was a terrible example and I apologize.
And same for 'this'. A lot of students use this, they, them... those kinds of words are really easy words to specify who exactly do you mean by they? Do you mean that all people afflicted with poverty in the world ever or do you just mean the majority of the poverty line, majority of the people experiencing poverty or something like that or Americans experiencing poverty. And that really helps and that's kind of where we're working on our thesis is sometimes it's hard to be specific and those are easy words to be specific and you can do a lot with that one word. When I would say American, instead of we or they. That narrows down and that cut out you know 6 billion people or something like that. That's a lot. That narrowed my scope down a lot and with just one word.

And it's important to keep, make sure that you use your own voice too. You don't have to use big words or trying to sound fancy. Just use with what you're comfortable with. And really focus on your ideas so you don't have to have big fancy words or super longs sentences or do anything too crazy. Just be comfortable, your time, don't stress about that stuff and you'll it will be a lot stronger to if you're using words you're comfortable with as well and know how to spell. Do you guys have any questions about what an academic tone is or means? It's just really about being concise and that's where that thesis statement or practice comes in handy as well. Cause it doesn't just apply to thesis statements.
So and moving on to conclusions. We talked a lot about introduction, but the conclusion is kind of the other half to that, the book end or the mirror. And so sometimes students can really struggle to write conclusions, like ‘how do I end this’ or ‘what do I do with this?’ And a really simple way is to just kind of reverse the introduction. Because we’ve talked about how an introduction moves from the broad to the specific. The conclusion does the exact opposite. We move from the specific to the broad. So it’s that mirror image. Where you’re right is your left and your left is your right. But it’s important that you restate your ideas. The thesis or, the conclusion is there to remind your reader like ‘oh by the way, these are all the things that I talk about’. Especially in America, readers are very lazy and a little bit dumb and they’ll forget what you said even though it was a really awesome idea. So conclusion is kind of like ‘hey remember I talked about all these things, and now I’m going to tell you what they mean together’. And now, way to kind of rephrase you thesis. And what that does is that it really answers the so what question.
When I write a conclusion I sometimes will just stop right before, at the end of the essay, before I write the conclusion and answer, so what, what do I do with this information or so what does this mean? And if you can answer that question then you have a fantastic essay. Cause that really tells your reader kind of what this means, you know poverty means and you have all these examples of poverty. What does that really mean? I don't know. For the terms of my essay it might mean that I have a very specific definition of poverty that might not apply to all people but it doesn't mean that poverty is not an issue to all people. That sounded really cool. But that kind of both rethink my ideas and tells you what to do with that information because it's kind of opposites to the hook and that's the last thing your reader reads. So it's kind of important to make an impression, but keep in mind that conclusions don't have to be really, really long. Your introduction could be this long and your conclusion could be this long but they're still kinda mirror images of each other. Cause they're using the same words or ideas but doing opposite things. If you have a one sentence conclusion, great. If you have a six sentence conclusion, great. It kinda depends on how you, what space you need to tie up all the ideas in your essay. Cause we don't want your reader to leave and have questions about it. Like, well you talked about this example but you really didn't tell me why. That's not a good question but, 'oh man, I wonder what dreams, what, you know, psychology textbooks say about dreams and monsters. I'm going to go look that up.' that's a different kind of question, that's intriguing. But you want you essay to kind of wrap up all of the ideas that you introduced. Does that make sense at all?
Sometimes the conclusion are scary.

So my slides are out of order, my apologies. So we're going to, to practice writing a conclusion to that introduction thing that you guys wrote earlier and kind of move from the specific to the general, the opposite of the triangle. And this is kind of another way you can look at it is the restatement of your main premise, summary of key points in your essay. And kind of a broad statement, sometimes it's a call to action, you know, we need to do something about this. Sometimes it's just a forecast, well in the future I think that poverty won't exist anymore. Moving out to the broad.

So look back at your introduction and see if you can write a conclusion to that and we'll spend about five minutes doing that.
So how did that go? Was it easy, hard, somewhere in between to write a conclusion after an introduction with nothing in between or only a little bit in between?

**Audience Member:** [inaudible] it was hard. Like I didn’t really know how to start...

**Evans:** So what did you do?

**Audience Member:** So I just wrote, *In conclusion, poverty to me is having people placed in different categories. So having families from low socio-economic who has little to nothing in contrast to rich folks and yea...*

**Evans:** Yea, that's a really good summary of it, sounds like, 'oh okay, you talked about categorization and the contrast between being poor and being rich. I see that you're tying up a whole essay there and I don't need to read your essay to know what that is. So that's great, that's a really good summary.

**Audience Member:** [inaudible]
**Evans:** It's hard, it's a hard practice. Sometimes, everyone's [inaudible] like oh this is super easy to do it that way. I think it's really hard. I mean it's good practice sometimes to try and figure out how that conclusion works with that introduction. So what did they have that was the same? Like what did you have that in your conclusion that was the same or similar to your introduction.

**Audience Member:** The thesis, like the main idea.

**Evans:** Yea, exactly. Restate the main ideas. Like what I did I was kind of rewriting my thesis and tried to instead of introduce that idea, I tried to summarize that idea. Sometimes it's just as little as changing like two words. Those two words can do a lot. I don't even know what I wrote, I was just trying to say like, well I was trying to write the last line which is really hard. Somewhere in that hook I was trying to say that, kind of end in a call to action that while I have a specific definition of poverty, we can or politics can all agree or do something and agree that help is more important than words, or something like that. I was having a hard time defining that without having written something that sort of backs that up. But, it might be helpful when you're kind of writing your introduction or planning or even when you're revising and to kinda look at just those two, the introduction and the conclusion, to see how they compare and how they match. So do you think that you can you can write the middle parts of that essay.

**Audience Member:** I feel like yea. It's pretty possible. Like having like an introduction [inaudible]

**Evans:** Yeah, I think those are the hardest parts.

**Audience Member:** More ideas, getting specific it helps me narrow things down.
Evans: Yea, so for you that might be helpful to kind of be specific with those two to kind of narrow down which examples and support that works with those two. That's a really good idea. I didn't think about that.

And so when you're practicing and kind of preparing for the test. Those are kind of things that you might look at and you know practice. You know, maybe practicing writing some paragraph examples and then the introduction and conclusion and see if that works better for you. Cause all of you are different and everyone has their own different styles. I tend to be very, very fast so I just go with the first thing, I'm like, 'Okay. First thing. Bam. Go.' Other people are very, very more deliberate. Like I think I told you guys last week, I had a friend who, he would write like two sentences and I'd write like two pages. But, at the end we all got to the same place. His was a little bit shorter, but it had a lot more intent behind the words and mine was a little bit more rambly and it had a lot more examples. But one isn't necessarily better than the others, just different styles.

And the goal is just to make sure that you answer the prompt. Can't tell you that enough. So just answer all aspects of the prompt. So what, when you talk about monsters and demons or specify that they're the same thing. So you're talking about both. You know, make sure that you cover all aspects of the prompt as it directs you is the biggest deal. And once you have that beginning, middle, and an end it will be great.

So next week we're going to go over the expressive essay, which is that more personal experience, creative. It has a little bit different structure and we will go over some specific strategies for that essay.
So for the expository essay do you guys have any questions that you want to talk about today?

Audience Member: [inaudible] is your PowerPoint available online?

Evans: Yes, so it is available through our Student Learning Center, which is... So that's where we're located. We do have drop in hours and you can make an appointment in advance as well for any kind of writing help. We have online submissions as well. So through our organizations webpage.
So csuchico.edu/slc. You can sign up for our online services. So if you click this button here. It's kind of a little process and click submit and if you click okay at the bottom. Make sure that you click this button. Then you have access to our online writing center which has a lot of different handouts and it has the slides for this presentation as well. So we go to the handouts folder. It's just a Google folder that has a lot of different things. We have a CSET specific folder with some example of scored essays, a bunch of different, oh, just these same slides just in a different format because they are a few semesters old. And you can look over the slides for some prompts, you can review them. The whole shebang. And we also have a little bit of a handout here as well. It's just kind of a summary of everything we go over in the, in these workshops. So it's available online, you can also just call are writing, you can also call this number or stop by and they can help you find it as well. And we're filming so we will have these available online eventually.

**Audience Member:** [inaudible]

**Evans:** And again, my name is Stephanie and I'm at the writing center. So you can ask to make an appointment with me specifically or with any other writing tutors if you want to practice or bring in a practice and get some feedback.
Sometimes it's helpful to come in and just be like 'okay make me practice'. Okay, 'so you have half an hour. Go!' And I'll leave and go get coffee and come back and we'll review it or you can bring one in, whatever is comfortable with you. But prac-, you're going to be practicing on your own. It's really, really helpful to practice, practice, practice just because the more you practice, the more comfortable and familiar you'll be. So you'll get over the nerves and the stress on the test and you'll actually focus on your writing. But I'm sure all of you guys will be great, you guys have really good examples, I was really excited, that was fun. Sorry, I'm a nerd, I like to talk, and... this is fun for me.

Do you guys have any other questions?

Well, awesome. Thank you for coming and I hope to see you all next week. Wonderful.