

Unit 8: Formal Essay Models



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Director, Institute for Excellence in Writing
March 27 , 2017



Flipped
WEBINAR

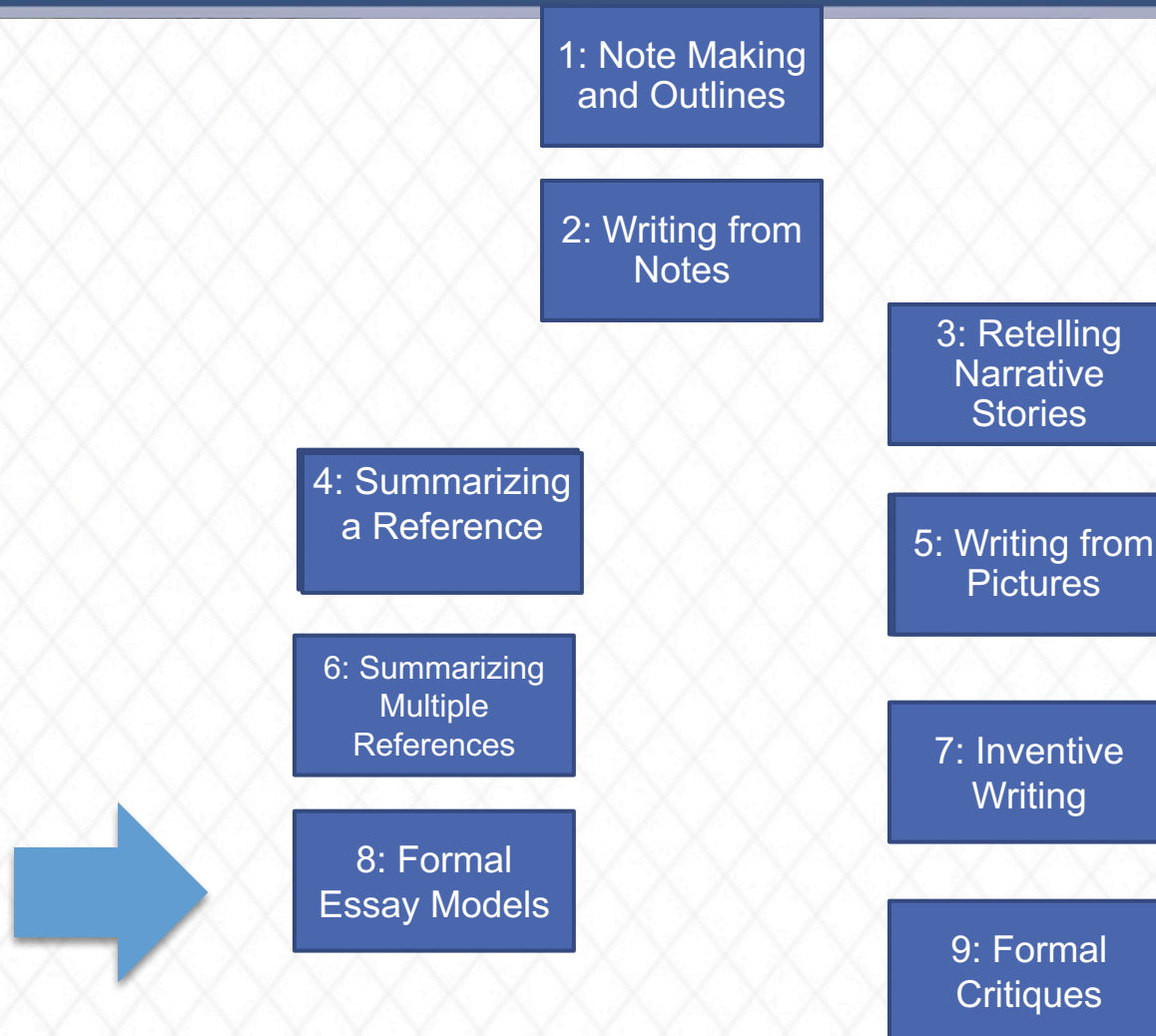
What is a a *Flipped Webinar*?

- **Watch** the previous [archived webinar](#) beforehand if possible. (This is the “inverted” part.)
- Then **register** and submit your questions during the upcoming webinar.
- I will share a few tips for teaching the Unit 8 to your students, but the primary focus will be to answer your questions.



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WEBINAR

An Overview of IEW's Nine Structural Models



What is an essay?

Essay: *a short literary composition on a particular theme or subject, usually in prose and generally analytic, speculative, or interpretative.*

[Dictionary.com](https://www.dictionary.com)



Tonight's Outline

- Part 1: Review
 - ▣ What is an essay?
 - ▣ Basic Essay Planning
 - ▣ Expanded Essay Models
- Part 2: Questions



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WEBINAR

UNIT
8

Basic Essay Model

THINK
THREE
TOPICS

Champlain
by
Joe Student

INTRODUCTION

EXPLORER

TOPIC A

SETTLER

TOPIC B

SOLDIER

TOPIC C

CONCLUSION

NO
"I"



What is the difference between an “Essay” and a “Report” ?

Reports



Essay

What is the difference between an “Essay” and a “Report” ?

Reports

Facts



Essay

Opinion

What is the difference between an “Essay” and a “Report” ?

Reports

Facts

#¶ = Topics



Essay

Opinion

#¶ = Topics

Plus Intro &

Conclusion

What is the difference between an “Essay” and a “Report” ?

Reports

Facts

#¶ = Topics



Essay

Opinion

#¶ = Topics

Plus Intro &

Conclusion

**Force an
opinion
in the
conclusion**

Basic Essay Planning

Step One: Determine the Subject

The best subjects for essays will originate from a question.

What kinds of scorpions live in North America?

What are the main products of Nebraska?

Are republican or democrat presidents more fiscally conservative?

How do LOTR characters represent archetypes?

Are current TSA security measures effective?

Did Lincoln usurp powers not given to the presidency?

I. Introduction

1. Attention getter
2. Background Info/ (Thesis statement)
3. State Topics

II. First Topic

- 1.
- 2.
3. etc.

Clincher

III. Second Topic

- 1.
- 2.
3. etc.

Clincher

IV. Third Topic

- 1.
- 2.
3. etc.

Clincher

V. Conclusion

1. Restate Topics/ (Thesis)
2. Most Important & Why

Step 1



Basic Essay Planning

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1. Restate Topics/ (Thesis)
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Step 1

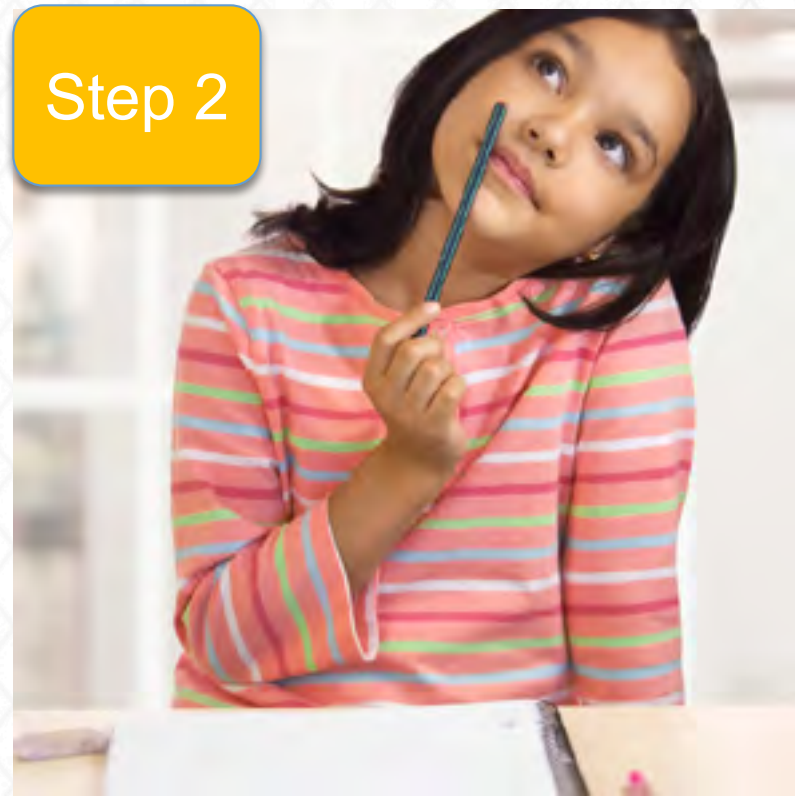


Basic Essay Planning

Step One: Subject

Step Two: List Possible Topics (3 or more)

Lincoln
jailed OH Rep.
intimidated news
conscription
Justice Taney



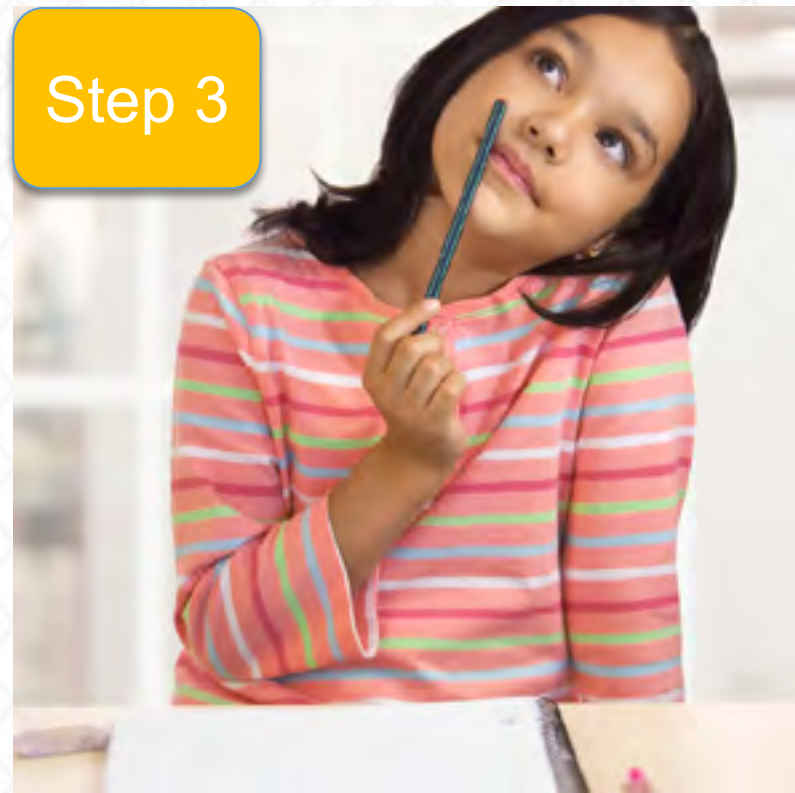
Basic Essay Planning

Step One: Subject

Step Two: List Possible Topics (3 or more)

Step Three: Choose Topics (# needed, related, appropriate)

Lincoln
jailed OH Rep.
intimidated news
conscription
Justice Taney



Basic Essay: 5¶

Step One: Subject

Step Two: List Possible Topics (3 or more)

Step Three: Choose Topics (# needed, related, appropriate)

Step Four: Create KWO and write body ¶s

Step 4



1st

I. Introduction

1. Attention getter
2. Background/Thesis
3. State Topics

II. First Topic

- 1.
- 2.
3. etc.

Clincher

III. Second Topic

- 1.
- 2.
3. etc.

Clincher

IV. Third Topic

- 1.
- 2.
3. etc.

Clincher

V. Conclusion

1. Re-state Topics
2. Most Significant
3. & WHY

Basic Essay: 5¶ (Subject: Lincoln)

I. Introduction

1. Attention
- 2.

Background/Thesis

3. State Topics

II. First Topic

- 1.
- 2.
3. etc.

Clincher

III. Second Topic

- 1.
- 2.
3. etc.

Clincher

IV. Third Topic

- 1.
- 2.
3. etc.

Clincher

V. Conclusion

1. Re-state Topics
2. Most Significant
3. & WHY

II. Imprisoned congressman Vallandigham

1. V. critical, “King Lincoln”
2. opposed, military, action
3. maintain Constitution, restore U.
4. arrested, military, court, 2 yr. prison
5. Supreme Court, no habeas C.
6. exiled, Confederacy
7. L.’s method, oppose, “war powers”

Clincher

Basic Essay: 5¶ (Subject: Lincoln)

I. Introduction

1. Attention
- 2.

Background/Thesis

3. State Topics

II. First Topic

- 1.
 - 2.
 3. etc.
- Clincher

III. Second Topic

- 1.
 - 2.
 3. etc.
- Clincher

IV. Third Topic

- 1.
 - 2.
 3. etc.
- Clincher

V. Conclusion

1. Re-state Topics
2. Most Significant
3. & WHY

III. Newspapers, oppose L., harassed

1. Philadelphia, New York
2. union troops, vandalize
3. intimidate, editors, publishers
4. shut, presidential, order
5. control, public, opinion
6. no legal, authority, immune

Clincher

Basic Essay: 5¶ (Subject: Lincoln)

I. Introduction

1. Attention
- 2.

Background/Thesis

3. State Topics

II. First Topic

- 1.
- 2.
3. etc.

Clincher

III. Second Topic

- 1.
- 2.
3. etc.

Clincher

IV. Third Topic

- 1.
- 2.
3. etc.

Clincher

V. Conclusion

1. Re-state Topics
2. Most Significant
3. & WHY

IV. Arrest Chief Justice Taney

1. T' s court, opinion, embarrassed, L.
2. L. determined, treason, arrest
3. military, civilians, common
4. no one, serve, elderly Taney
5. total violation constitution
6. Separation, Powers, Exec=dictator
7. L: "right, any, measure, subdue"

Clincher

Basic Essay: 5¶

Step One: Subject

Step Two: List Possible Topics (3 or more)

Step Three: Choose Topics (# needed, related, appropriate)

Step Four: Create KWO and write body ¶s

Step Five: Write Conclusion ¶

I. Introduction

1. Attention getter
2. Background/Thesis
3. State Topics

II. First Topic

- 1.
- 2.
3. etc.

Clincher

III. Second Topic

- 1.
- 2.
3. etc.

Clincher

IV. Third Topic

- 1.
- 2.
3. etc.

Clincher

V. Conclusion

1. Re-state Topics
2. Most Significant
3. & WHY

1st

2nd

Step 5



Basic Essay: 5¶

Step One: Subject

Step Two: List Possible Topics (3 or more)

Step Three: Choose Topics (# needed, related, appropriate)

Step Four: Create KWO and write body ¶s.

Step Five: Write conclusion.

Step Six: Write introduction.



Last

I. Introduction

1. Attention getter
2. Background/Thesis
3. State Topics

II. First Topic

- 1.
- 2.
3. etc.

Clincher

III. Second Topic

- 1.
- 2.
3. etc.

Clincher

IV. Third Topic

- 1.
- 2.
3. etc.

Clincher

V. Conclusion

1. Re-state Topics
2. Most Significant
3. & WHY

1st

2nd

Step 6

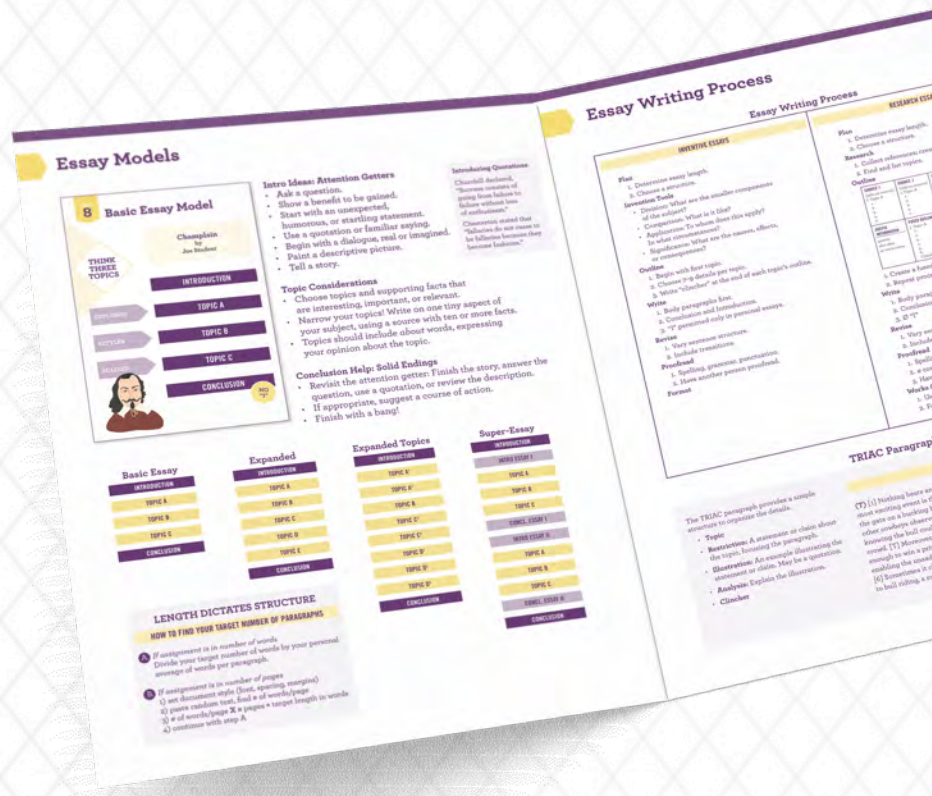
Essay Structures/Models

1. Basic Essay (5¶¶)
2. Expanded (6-7¶¶)
3. Abbreviated – SAT type (4¶¶)
4. Expanded with sub-topics (8-11¶¶)
5. Super (12-16¶¶)
6. Super-Duper (17-23¶¶)



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Essay

[es·ay] noun

a short piece of writing that tells a person's thoughts or opinions on a subject

TYPES OF ESSAYS

Argumentative	Investigate a topic, choose a position, and argue the point.
Cause and Effect	Explain how things affect and depend on each other.
Classification	Break a general subject up into classes, going from general to specific.
Compare-Contrast	Compare how things are alike and how they are different.
Definition	Explore the meaning of a word, term, or concept.
Descriptive	Paint a picture with words, appealing to the senses (sight, hearing, taste, touch, smell) or emotion.
Illustration	Provide examples of the subject to practice or real life.
Literary Analysis	Analyze components of fiction, supporting a thesis.
Narrative	Tell a story, adding an introduction and conclusion.
Persuasive	Attempt to persuade a reader to adopt the writer's position.
Process Analysis	Explain the steps of a process from beginning to end.

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Portable Walls for the Essayist

Basic Essay

INTRODUCTION
TOPIC A
TOPIC B
TOPIC C
CONCLUSION

Expanded

INTRODUCTION
TOPIC A
TOPIC B
TOPIC C
TOPIC D
TOPIC E
CONCLUSION

Expanded Topics

INTRODUCTION
TOPIC A ¹
TOPIC A ²
TOPIC B
TOPIC C ¹
TOPIC C ²
TOPIC D ¹
TOPIC D ²
TOPIC D ³
CONCLUSION

Super-Essay

INTRODUCTION
INTRO ESSAY I
TOPIC A
TOPIC B
TOPIC C
CONCL. ESSAY I
INTRO ESSAY II
TOPIC A
TOPIC B
TOPIC C
CONCL. ESSAY II
CONCLUSION

LENGTH DICTATES STRUCTURE

HOW TO FIND YOUR TARGET NUMBER OF PARAGRAPHS

- A. *If assignment is in number of words*
Divide your target number of words by your personal average of words per paragraph.
- B. *If assignment is in number of pages*
- 1) set document style (font, spacing, margins)
 - 2) paste random text, find # of words/page
 - 3) # of words/page X # pages = target length in words
 - 4) continue with step A.

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Part 2: Questions



Why the “No I” rule?

And can I use “you”?



Does the order of the paragraphs (topics) matter?

If it does, how do I get my students to understand that?



In writing the intro paragraph
last,

...is this just for the outline or
the outline *and* the paper?



Writing into last: What if it is a super duper essay?

Do you still recommend outlining the body paragraphs and conclusions before the introductions?



How do I help my teens locate source materials to write essays?

What are best practices?
What should I avoid?



Any insights and strategies for keeping studies individual while wrestling with the 'keeping up with grade levels' mentality?

How did you, your family, your staff handle individual education vs. grade level achievement and transcripts?



How do I structure a personal essay?

Also, what format should I use for persuasive, narrative, compare/contrast?



Why do students need to list the topics they are covering in order in the introduction?

And is it okay if students introduce new material in the conclusion?

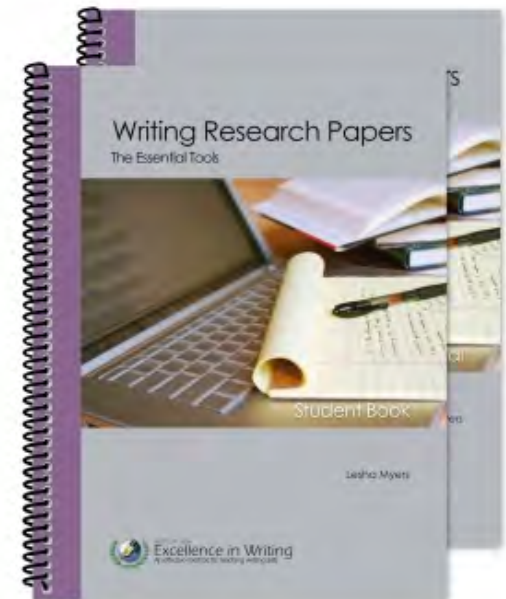
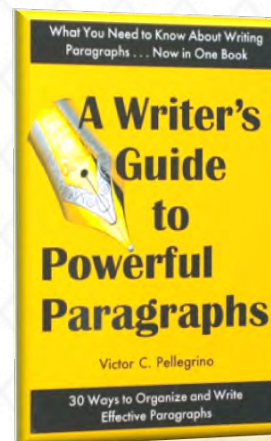
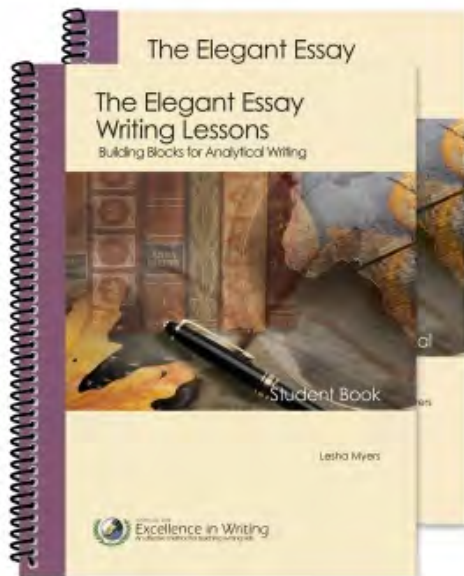


Any other questions?



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