Write a one-paragraph example of each type of essay described below. Your goal is to write your own example of

each of the following types of writing, showing that you understand and can put into practice the elements of these

modes of expression. Please understand that plagiarism will result in a zero for this assignment. Do not "borrow"

from the textbook or from any other source.

Each paragraph essay should be at least 6-8 sentences long or 100-200 words in order for you to demonstrate your

understanding and mastery of the elements of good writing in these various forms of writing.

Your Assignment

Write nine paragraphs following the order listed below. You are welcome to use the topics in the examples below or

you can choose your own topic for all of the paragraphs or a different topic for each paragraph.

For example:

Paragraph One--Descriptive Essay

Paragraph Two--Narrative Essay

And so on....

A simple description of the types of essays is as follows:

Types of Essays

Descriptive Essay—Painting a Picture

Narrative Essay—Telling a Story

Example Essay—Using Examples

Definition Essay—What is it?

Classification Essay—Putting in Groups

Process Essay—How to do it

Comparison-Contrast Essay—Same Difference

Cause and Effect Essay—Reasons and Results

Argument Essay—Persuade Me

Description of the Types of Essays (Rhetorical Modes)

Rhetoricis the study of writing, and the basic types of academic writing are referred to as rhetorical modes.

Flow Chart. Central idea: Choosing Paragraph Patterns. Radiating from top right: Narration - introduction, to tell a

story that makes a point, to give background on people or event, to show sequence of events. Process - to show

steps of action, to explain how to do something. Example/Illustration - to clarify a point or concept, to give a picture or

specific instance, to make the abstract real. Analogy - to compare scenarios, to compare to a settled outcome, to

compare one event to another very different one. Definition - to clarify meaning, to set foundation of argument, to

give background. Comparison/contrast - to draw distinction between items, to find common ground. Description - to

give details, to create a picture. Cause/effect - to lead from one item to another, to argue logic of evidence of action.

Classification/Division - to put items in categories, to clarify comparison of items in a category, to divide items by

characteristics.

As you can see in the chart above, different styles of non-fiction writing serve different purposes. It’s quite possible

that a single text—or even a single paragraph—will contain multiple rhetorical modes, each used to serve a distinct

purpose in support of the article’s thesis.

Consider nine of the most common types of rhetorical modes. What might lead an author to select one type of writing

over another? How might each be used differently to serve the purpose of a text?

1. Narration

The purpose of narration is to tell a story or relate an event. Narration is an especially useful tool for sequencing or

putting details and information into some kind of logical order, usually chronological.

Literature uses narration heavily, but it also can be useful in non-fiction, academic writing for strong impact.

2. Description

The purpose of description is to recreate, invent, or visually present a person, place, event, or action so that the

reader can picture that which is being described. It is heavily based on sensory details: what we experience through

our five senses.

3. Example

It’s common to see examples used in all kinds of situations—an idea can be considered too general or abstract until

we see it in action. An exemplification essay extends this idea even further: it carries one or more examples into

great detail, in order to show the details of a complex problem in a way that’s easy for readers to understand.

4. Definition

In the vocabulary section we talked about word definitions in depth. A definition essay takes the concept of

“definition” more broadly, moving beyond a dictionary definition to deeply examine a word or concept as we actually

use and understand it.

5. Process Analysis

Analyzing a process can also be thought of as “how-to” instruction. Technical writing includes a lot of process

analysis, for instance. Academic writing can incorporate process analysis to show how an existing problem came to

be, or how it might be solved, by following a clear series of steps.

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6. Division/Classification

Classification takes one large concept, and divides it into individual pieces. A nice result from this type of writing is

that it helps the reader to understand a complex topic by focusing on its smaller parts. This is particularly useful

when an author has a unique way of dividing up the concepts, to provide new insight into the ways it might be

viewed.

7. Comparison/Contrast

Comparison focuses on similarities between things, and contrast focuses on their differences. We innately make

comparisons all the time, and they appear in many kinds of writings. The goal of comparison and contrast in

academic essays is generally to show that one item is superior to another, based on a set of evaluations included as

part of the writing.

8. Cause/Effect

If narration offers a sequence of events, cause/effect essays offer an explanation about why that sequence matters.

Cause/effect writing is particularly powerful when the author can provide a cause/effect relationship that the reader

wasn’t expecting, and as a result see the situation in a new light.

9. Problem/Solution

This type of academic writing has two equally important tasks: clearly identifying a problem, and then providing a

logical, practical solution for that problem. Establishing that a particular situation IS a problem can sometimes be a

challenge–many readers might assume that a given situation is “just the way it is,” for instance.

LICENSES AND ATTRIBUTIONS

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Examples

(1) Descriptive Paragraph Essay

Topic: One of the Happiest Days of My Life

Thesis: Topic + Opinion about the Topic-- I will always remember one of the highlights of my life when I defeated a

formidable opponent in the finals of a table tennis championship for three reasons: my youth, the location, and the

sound of victory.

Explain and Support: (a) Sight I was only 13, the young David versus the older Goliath. No one thought I had a

chance, especially as he had brushed me aside in a previous tournament. I was like a pebble to a stone, a rock to a

boulder, a hill to a mountain. (b) Touch The venue for the tournament was the exotic island of Barbados where

everything seemed kissed by sea, sand, and surf, and I was determined to make it my paradise despite the cold,

hard racket in my sweaty palm and the wooden floor that felt like a plate of steel. (c) Sound But the sound of victory

culminated my determined assault, as I gained my rhythm and slapped the ball with a confident thud that seemed to

echo past my opponent. Soon the applause for me gained momentum, climaxing into resounding cheers as I won

the final point.

Conclude: No matter what lay ahead I knew I could look back and savor that experience—and who knows, perhaps

one of the happiest times in my life could be duplicated so that once again, despite age and location, I can hear the

sound of victory.

One of the Happiest Days of My Life

I will always remember one of the highlights of my life when I defeated a formidable opponent in the finals of a table

tennis championship for three reasons: my youth, the location, and the sound of victory. I was only 13, the young

David versus the older Goliath. No one thought I had a chance, especially as he had brushed me aside in a previous

tournament. I was like a pebble to a stone, a rock to a boulder, a hill to a mountain. The venue for the tournament

was the exotic island of Barbados where everything seemed kissed by sea, sand, and surf, and I was determined to

make it my paradise despite the cold, hard racket in my sweaty palm and the wooden floor that felt like a plate of

steel. But the sound of victory culminated my determined assault, as I gained my rhythm and slapped the ball with a

confident thud that seemed to echo past my opponent. Soon the applause for me gained momentum, climaxing into

resounding cheers as I won the final point. No matter what lay ahead I knew I could look back and savor that

experience—and who knows, perhaps one of the happiest times in my life could be duplicated so that once again,

despite age and location, I can hear the sound of victory.

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(2) Narrative Paragraph: Any Story

Use one of the following ideas to write a one-paragraph story. You must include action and some kind of conflict

following our formula for a story:

Intrigue the reader.

Complicate the plot.

Build with details.

Lead to the ending.

Conclude with provocation.

Here is an example:

I knew I shouldn’t have done it. It was a dark night when Tom and I dug a shallow grave. We grinned at each other

as we threw clods of earth into the flower bed. They would never catch us, never. We had planned it so carefully,

there was no way they could even have a clue. They would never find her in a million years. Finally, we finished and

were just about to lay her to rest when a hand fell on my shoulder. “Give my doll back to me, you little twerp,” said my

sister.

(3) Example Paragraph Essay

State topic with three examples

Tell about Example #1

Tell about Example #2

Tell about Example #3

Conclude with a thought

Before I Die

Before I die and before I close my eyes to the world, I want to experience three things: travel to China, visit my

father’s grave, and wake up with a smile on my face. The first item on my bucket list is to travel to the land of my

forefathers to get a taste of who they were and what they felt about the land they once trod. The second mortal wish I

have is to find and clear my father’s grave, to visit with him and tell him how much we miss him. My last desire before

I die is to retire to a place where, on awakening, my greatest stress is to decide what to have for breakfast. Perhaps I

will never achieve these three goals, but the point of life is to aim above the narrowness and pettiness of life before

we kick the bucket, as we will all do.

(4) Definition Paragraph Essay

Define with three points

Say more about Point #1

Say more about Point #2

Say more about Point #3

Restate definition

Juvenile Delinquency in America

The face of juvenile delinquency in America is poignantly portrayed in the Colt Lundy story for three reasons: the

youth of the offender, the severity of his sentence, and the ongoing debate about the recidivism rate. Colt Lundy was

only 12 when he was convicted of killing his step-father, a crime unprecedented in Indiana and certainly indicative

that juvenile delinquency has no age barrier. In addition to age, the issue of juvenile delinquency is characterized by

the severity of the punishment, in Lundy’s case a sentence of 25 years which many believed was much too long to

keep a child locked up. To add fuel to the fire, there is no hard evidence that prolonged incarceration of youthful

offenders prevents them from returning to prison after they have been released. The debate surrounding the criminal

justice system and juvenile delinquency continues to provoke controversy, but one thing remains clear: juvenile

delinquency is defined in America by its willingness to imprison youth regardless of their age with the harshest of

sentences with no guarantee that they will not return.

(5) Classification Paragraph Essay

Identify the three subjects

Describe Subject #1

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Describe Subject #2

Describe Subject #3

Conclude with emphasis

Types of Friends

Ziad K. Abdelnour sagely observed, “You have three types of friends in life: Friends for a reason, friends for a

season, and friends for a lifetime.” The first kind of “friend” is not really a friend, but one of convenience who knows

you because you have some use to him and who will depart as soon as you need him. The second kind is like unto

the first, as warm as the summer, lively as the spring, cool in the fall, and cold in the winter. The true friend is the one

who lasts a lifetime, the one who is a friend for no reason except for who you are, the friend who is beyond seasonal,

and the one who is your steadfast partner in life. We all know and have these kinds of friends, and the ones who

really count are the ones we can count with the fingers of one hand.

(6) Process Paragraph Essay

State the Process

Explain Process #1

Explain Process #2

Explain Process #3

Conclude with humor

How to Overcome Your Fear of Someone or Something

How to Overcome Your Fear of Dr. Chung-Wee and His English Class

Here is how you can stop popping pills and snorting baby powder to alleviate your fear of Dr. Chung-Wee and his

class: First, come to class and be on time; second, do your assignments; and, most important, humor him. The first

thing you must do to appease him and relieve your apprehension and anxiety is to attend class and arrive on time,

better yet early, to put him in a good mood. The second way to deal with your dread of his fearsome and intimidating

appearance is to complete all of his assignments, again on time, so that he might actually regard you benignly, if that

were possible. Finally, and most crucially, you must pretend that his attempts at humor are funny, so that while you

are gnashing your teeth at the excruciating pain of his class you are giving him the impression that you are an

interested and engaged student. By using these three methods you will succeed, albeit with great suffering, to

survive his class and assure him with gritted teeth that you gained a six-pack.

(7) Comparison-Contrast Paragraph Essay

Introduce the topic with three points for comparison.

Provide one specific example about point #1.

Provide one specific example about point #2.

Provide one specific example about point #3.

Conclude with an appropriate quote.

Three Differences Between Men and Women

At the risk of sounding sexist, there are some very obvious differences between men and women. Three principal

differences are language, emotions, and hearing. Where language is concerned, it’s often observed that women tend

to be more verbal and communicative than men, whose thoughts and speech are single-mindedly centered on

trucks, beer, and women. As for emotions, women have often commented on men’s insensitivity and lack of

empathy, whereas women are noted for their care and concern for others. Finally, women who are gifted with intent

listening skills are exasperated by men’s apparent hearing impairment that causes them to ignore or forget much of

what their wives or girlfriends tell them. It is important to recognize these differences so that the two sexes can

coexist beyond just being near to each other. Otherwise, the world will continue to be threatened by the following

scenario described by Elayne Boosler: “When women are depressed they either eat or go shopping. Men invade

another country.”

(8) Cause and Effect Paragraph Essay

Begin with a quotation and identify three effects.

Describe Effect #1.

Describe Effect #2.

Describe Effect #3.

Conclude with a thoughtful observation.

The World’s Toughest Job

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Ralph Waldo Emerson probably best defined the impact mothers have when he wrote, “Men are what their mothers

made them.” Indeed, mothers who have the “world’s toughest job” shape generations by civilizing them, instilling

values, and loving unconditionally. Our planet would undoubtedly be a lot different were it not for the civilizing

influence of mothers who literally tame the savage beast that is mankind, rearing boys into men and transforming

some of them into gentlemen. Those same testosterone-charged young males are the beneficiaries of their mothers’

instruction in values of honesty, work ethic, respect, and honor—principles that build them into well-adjusted,

contributing members of society. But it is above all a mother’s love that has the greatest effect on her son, touching

the deepest part of his soul and indelibly imprinting on him a spiritual aspect that can take him beyond this world if he

chooses. A mother does what she does because she is a mother, no matter how demanding and thankless it can be,

and the world is a better place because of her.

(9) Argument Paragraph Essay

To Stay or Not to Stay at Home: That Is the Question

Write a compelling argument in one paragraph presenting your view on whether women should stay at home to raise

their children.

Your paragraph might begin like this:

Susan opened her baby’s diaper and wrinkled her nose as her screaming toddler banged the TV with a hammer. Her

two other pre-school children were busy decorating the walls with crayons. Sighing, she wiped her baby’s bottom

and muttered, “I have a master’s degree and I’m doing this?” She thought back to why she had once firmly asserted

that she would never stay at home to look after her kids. She had long decided she would not sacrifice her career,

her salary, and her education to be with snotty, squabbling children.

Or your paragraph could begin like this:

Tiffany watched her sleeping baby and marveled at her perfect, tiny toes. What a miracle she was and how fortunate

Tiffany felt that she could stay at home to spend precious time nurturing and caring for her, to be out of that crazy ratrace of a world that drained and demoralized her, and to use her time to create a support environment not only for

her children but also for her husband