

## 2. Essay Writing

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#### 2.1 Aims of the Essay:

The following work aims to give resources to students an insight of writing an essay. This itself being an essay will be organized in a similar way an essay should be organized. This is going to provide you with critical information as well as exercises that is going to help the students to learn and write properly in their studies. This is mainly an academic skill, and this mainly focuses on writing academic essays. Writing skill is what a student needs the most thorough out his/her career. From writing school essays to thesis papers and research papers, writing skill the only skill that is valued at most.

Students do have a wide range of skill, some of them may have a proper set of vocabulary, some may be able to speak in English fluently and even some of them may have really good typing skills. The teacher should use the existing skills of the students and use it to enhance others academic skills such as writing an essay. This is one such skill that can be learned and transferred from the teacher to the student or from peer to peer. There's a saying, "Give a man a bread and you feed him for a day, teach the man to make a bread, you feed him for life."

**The Real-World vs The Academic World:** Let us now discuss the difference between the real world and the academic world. In simple terms we can just say that they are not same at all and this is understandable that yes, these two worlds can never be the same. According to Levin (2004) the "Academic world" and the "Real world" are not the same and students need to learn the difference between the worlds. To differentiate let us just go through some of the things that differ at large.

The real world is where we have our experiences and we learn from our experiences, whatever we do work, play, spending time with family and friends. Living along with the nature in our own niche. Whatever we learn from here these all are real world experiences and they help us a lot to build our character and life. Whereas the academic world is filled with theories, logics, explanations and criticism. It is not possible to experience the real world through any kind of literature, what we can do is just imagine those things that the author or the poet has written. We can never experience such a situation until and unless that happens in our daily life. Whatever we learn from here is what someone else has written down and it is what they had experienced in their life.

So, we are experiencing something second hand rather than our own experience. Let us take an example of William Wordsworth's poetry "Composed upon Westminster Bridge", in the poem the poet writes his experience and feeling that he felt when he was standing on the Westminster Bridge in an early morning during sunrise. When we read that poem the only thing we can do is to feel what the poet has felt, and we may or may not have such an experience ever. This is something the students must understand about the real world and the academic world. According to Levin (2004, p5) "The culture of higher education in the Western world is very much a culture of the written world."

Let us begin the session with an activity where I am going to outline the rules of writing an essay, where a student can try to understand what they must do to write an essay

## **2.2 Rules of Writing an Essay:**

- a. The student must analyze what is being asked in the question. They must be sure of the answer before writing. They should read the question multiple times and if there is any doubt, they can clear it from the teacher or any peer.
- b. The language of the essay must be purely academic. Most of the time nowadays students spend time chatting on the internet and they either use short forms such as "YOU" is being written as "U", this type of slang or small talk must be avoided.
- c. An essay cannot be about what the writer thinks correct. If the writer thinks that his or her opinion has to be taken into account, then it must be backed by some evidence and that must be hard evidence and not just any fluke. Usually this kind of evidence can be references from the writings of other authors. Where if the author has a copyright, the writer must take permission from the author to use the text as a reference.
- d. It sometime depends on the teacher how they expect the students to write and these varies of one teacher to the other. They like to follow a certain rule of academic writing. The student should always consult with the teacher if he or she follows a different approach to writing. Which should be corrected by the teacher. Even though this should be the concern, but academic writings are about getting marks and hence the student must follow the instruction of the teacher on the ways of writing an answer.
- e. Just writing a point should not matter. If it something that has been published before and the student is writing a report on that topic, he or she must provide references to each point or topic or at least give the source of information. Suppose for statistical data the student must provide the source of the data. Data can be in processed form or raw, but it must be sourced properly. In case of figures if the figure is based on a particular topic it should be mentioned properly from where or which topic that figure has been constructed. Even if the figure is novel but still it does have a source from where the data has been taken to form a figure.
- f. There are different forms of referencing a topic such as footnotes<sup>1</sup>, which can be easily provided by using any documenting application. I have already given an example of a footnote along with the word. Another form of referencing is providing a number in square brackets [2] which is going to point to the reference number at the end of the text under the heading references.
- g. A student must not copy anyone else's work. This is termed a plagiarism, which is a serious offence in the academic world. While writing an essay or an answer the student must keep in mind that there are tools that allow us to check for plagiarism and it would check the passage line by line.

Certain publications allow a certain percentage of plagiarism may be 5% to 10% as if the writings mostly deal with theoretical concepts which can't be changed, and those words must remain same to clearly state the point. In such cases a certain percentage of plagiarism can be tolerated.

- h. The students must always remember that whatever type of writing they are working on be it a paragraph or an essay he or she must begin with an introduction and end with a conclusion. This a must for every type of writing.

All the above-mentioned rules must be seen as a framework based on which the student must write an essay or a paragraph. These rules are somewhat tough to follow when the student is answering a two marks questions. These can be followed while writing descriptive answers and any large answer or while writing an essay or a thesis.

### **2.3 Critical Thinking:**

This is something the students really have trouble with. It is sometimes hard for them to think critically about a given topic and there are simple exercises that can be followed to help them think critically. They must understand that thinking critically means thinking about a topic in all directions or thinking deeply or researching on the given topic and getting oneself to understand the different aspects about a topic. In the following page I am going to give a simple exercise which the students can use it to start to think critically which may be of help for them when they learn how to think critically. They must use their skills to analyze the topic.

#### **Exercise:**

Let us show the students how they will usually describe an object and here I am going to give a picture of a computer mouse and let us see how most of the students are going to describe the mouse. Below the picture of the computer mouse is given.



**Figure 2.1: Computer Mouse**

(Source: en.wikipedia.org)

While describing the given picture the students may say the following:

- a. This is a computer mouse.
- b. It has Left button, right button and scroll wheel
- c. It has a curved shape to fit in the palm.

- d. It is an USB mouse
- e. What is the price of the mouse?

So, the above points could be some of the things that a student will usually say about the computer mouse. Now if we ask the students to critically think about the computer mouse and what else do we know about the mouse? The students may give the following answers.

- a. They will ask if the mouse is a gaming mouse or just a regular mouse.
- b. What is the DPI (Dots per Inch) of the mouse?
- c. Is it an optical mouse or a ball mouse?
- d. Will it work on any given surface?
- e. Are there any macro keys on the mouse?
- f. Will it enhance the working experience?
- g. Does this mouse have RGB lighting?
- h. The quality of the electronic parts used to manufacture the mouse.

This may be some of the questions that can be asked by students and they can research on the given topic and find out the answers themselves. This not only is going to increase their knowledge about the topic but also is going to encourage them to think critically about the topic, which in turn is going to help them to write on a topic.

Critical thinking expands the horizon till which usually a student think. Sometimes students ask me what to write after writing about a few points.

This question really doesn't have a perfect answer as it completely depends on how the student is thinking and whenever I give my opinion it is going to be my thoughts that are projected in the given writing. In this cases what I usually do is I ask them some questions which is answered by the student and when they answer the question it opens up his or her mind to thinking critically on that topic in that path.

### **How to Prepare for Writing an Essay?**

Let us unfurl the mysteries of essay writing. The point here is let the students understand how they can start by writing an essay. Whenever there is an essay type question it will have some specific words that are going to show the path of writing that student must follow to write the answer. According to Rolls and Wignell (2013) these are called "Direction words". Some of the words include "describe", "explain", "discuss", etc.

Let's learn about what these words actually want us to achieve. Describe: When the question says describe it means to write about the facts or events. It has to be written in a systematic order. Emphasis must be given on the important points. There is no need to explain anything.

Explain: This is where the student must analyze the topic and it must not be just simply describing the topic. He or she must focus on the "why", "how" of the given topic. They must clearly state the reasons, causes and effects. Argue: This topic is about rejecting or accepting a point by presenting some evidence. Both the sides of the topic must be discussed and then the write may conclude with his or her opinion. Both the supporting and the opposing ends must be justified clearly and there should be any kind of bias while judging both ends.

### *Research Methods (For Engineers)*

**Discuss:** While we discuss on a point of view, we need to include the description and interpretation. The writer's or student's opinion must be supported by proper evidence. This sometimes looks like Argue type question but it's not. Here we just discuss on the given topic.

**Critique:** This also seems like an Argue where both negative and positive aspects of the topic is discussed and in the end the writer gives his or her opinion. Most of the time there are movie buffs who like to write critical analysis of the movies they watch. They take their time in watching a movie and they like to write about both the good and bad things that make up the movie and usually depending on the critiques the awards the given to the movie. So in a way criticism is a good thing as it improves the student's ability to comprehend good from bad.

**Compare and Contrast:** These are usually questions that find similarities and differences given between an idea or events. Both the ideas must be seen from both similarities as well contrast. This kind of questions raises the critical thinking of a student as he or she must critically understand the common and different parts of the ideas.

Some of the Examples of Essay Type Questions are:

- a. National Education Policy 2020 is the newest policy of education since 1986. Describe and discuss the differences in both the policies.
- b. Critically analyze the benefits of communication in an office environment.
- c. Write an argument on online education.
- d. Criticize the character of Lady Macbeth from the Play "Macbeth" by William Shakespeare.

All the above examples must be approached by the students in the manner they have been asked to. Writing anything other than asked is only going reduce the marks as well as the student is not going to learn properly the way of writing such questions. Each of the above questions must be researched properly before answering and marks of 10 to 20 can be allotted to these questions. Even the first topic can become a research topic if done properly, going through all the associated documents, raising the relevant question is going to give a proper writing topic.

## **2.4 Academic Essay:**

An academic essay is one of the most essential forms of writing. It is made of thoughts which are now visible through the writing. The insights of the author occur at each line of the writing. The author always collects raw materials from the world such as different natural phenomenon or different texts and evidence. All these items must be ordered properly so that the readers are able to understand what is being written. Academic essays differ from discipline to discipline but a good essay is going to show growth in thesis development. The thesis must be written in such a way so that it is able to face criticism and provide counter measures to such. There should always be an anticipation of discovery.

### **a. Idea:**

The essay must have an idea. The existence of such an essay is not enough there must be some idea that is going to grow throughout the thesis.

When a researcher is working on a topic he or she should always try to keep the idea as original as possible which should portray the use of different evidence on the research. The research may consist of reading and understanding text, using experiments to prove the points or observing a target to deduce behavioral traits of the target. The target could be human or animal. If the above mentioned things are not done then the thesis is going to be just boring. While working with the thesis the idea should be to make it original. The research topic must not be something trivial or something which is widely accepted.

**b. Development of Thesis:**

The thesis of an essay is the main point on which all the evidence must be pointed. The drafts of the thesis grow from time to time. Whatever or however the growth is, it increases the validity of the essay. Finally when the essay will be completed it will be at such a point where the thesis will be a valid document with all evidence. Students have an issue that they face while choosing a thesis topic. They think that what new idea could be generated from a topic which has already been researched by many scholars. A topic has unlimited vastness because there is no such topic that has been completely explored and there is nothing more to explore. Hence it is the task of the student to find such a place which is yet to be explored.

The student must be ready to take on surveys and researches on the internet. The student must be ready to work hard to achieve such feat. The student should also keep in mind wherever he is stuck he should be able to stop and take step back to reformulate his or her ideas.

This does not mean that he or she should stop researching but take time to create proper evidence to back the points in the thesis. One thing they have to understand from the beginning that the thesis is something complex which can only be solved by rigorous effort. To give a better viewpoint of the topic the student must intrigue the user by asking questions which are going to guide the research itself. This is where the student must start building the validity of the ideas. The other way to guide the reader through the paths taken by the author to complete the thesis.

**c. Argument:**

Argument is a competitive force that works from both the sides in a thesis. Where the thesis that is forwarded is being rejected by the authority on grounds of some ideas that are not yet proven. Hence the task of the student is to create or make such an argument that cannot be turned down by anyone, which is only possible if the work is backed up properly with enough evidence.

Even the smallest evidence can play a big role to create or enhance the thesis. While the readers might think that the small evidence is not yet enough the author can hold back a critical piece of evidence to surprise the readers in the end.

The author must remember to review the evidence as much as possible as it can generate an idea which was not there before or the evidence could be used as a counter argument. If the idea cannot be backed up properly it is good to leave the idea as it is rather than incorporating it in the thesis. Not a single piece of evidence must be hidden as it could weaken the idea in the long run.

#### **d. Argument Structure:**

An academic essay must be persuasive and the structure of an argument plays a vital role in this. The essay must be able to persuade the reader by setting up a stage, by providing a context and by deciding how to reveal the evidence. The objective of the essay must be described properly by a question or by making a statement that are going to lead the thesis.

There are some flexibilities provided to the author that he or she can reveal the aspects within a page or two. Sometimes the authors being a student makes a mistake just by giving a list of evidence rather than explaining it to the readers the occurrence of ideas and evidence. The conversation on the topic must not be too informal or else the argument may falter.

Deduction is the most common argumentative structure in English essay writing where the writing starts with generalization and then while providing proper evidence it moves on to specialization on a topic. Induction can also be used as a structure to work out facts or observations which can be reviewed and a conclusion can be drawn from it. Hence as we can see there is no correct approach for a successful essay. The best essays are those that focus on some point and use insightfulness to create a proper essay.

### **2.5 Structure of an Essay:**

All works of writing must follow a structure which design the connected ideas to form an argument. Essays are never non-linear they follow a specific idea at a time, which must be presented to make the most sense out of it. If we are able to create an essay that a reader is able to understand properly then the essay has been structured properly. The structure of an essay depends on the focusing points. It guides the readers through what they should know and in which order it must be given. Therefore every essay structure has a uniqueness but there are some guidelines which the student or the author can follow.

### **2.6 Parts of an Essay:**

An essay is divided into multiple parts where all the information is divided properly, even if the essays are short. It begins with an introduction to the argument followed by analysis of data, counteracting the arguments that are raised and ending with a conclusion. The beginning and end are fixed at their positions but the inner part of the essay may differ from person to person. Usually if there is any background discussion it is given in the beginning of the topic. It is always good to divide the essay in different sections as the readers may get the answers to their questions as they continue reading the thesis. The writing must create questions in the mind of the reader or else it is just a simple essay which doesn't have an observation or a fact that can be argued on.

The reader can ask “what” questions asking for evidence that proves the points discussed in the thesis. To answer the question the author must examine the evidence and demonstrate the data that they believe is to be true of nature. This section comes much early in the essay usually just after the introduction. In this section the data that has been strictly observed is posted and this is the part where the author is going say more about while starting to write. To balance the essay the author must keep in mind that this section must not take more than one third of the total essay or else the balance of the essay will be lost.

Next comes the “how” question and here the readers would like to if the claims of the author are true in all cases. The questions could be like if there are new sources how it will affect the observations of the author? How is the thesis material going to respond to counterargument? The essay must contain a section which discusses such questions. This section follow the “what” section.

The next section is “why”, which is one of the most important part. Why the research on this topic? Why is it relevant to the current condition? This part answers the readers’ questions on the larger context of the thesis and explains its significance. This is usually given at the end of an essay and omitting such is only going to make the reader feel that the author has not finished the work properly.

## **2.7 Essay Mapping:**

Essay mapping means structuring an essay according to the reader. The author must understand what the reader expects to read next and need to know. The author must have an idea about the sequence that is to be used while writing the essay. It is easy to work out such an idea by writing down narratives, which is going to give the author a preliminary idea on how to record the ideas and at the start or end of every section the author is going to understand what the reader wants.

It is the task of the essay map to give the author an idea what the readers expects such as background information, counterargument, analysis of the sources etc. The readers expect to have major argumentative issues from an essay. Use the following ideas to create a map:

- The author must state the thesis in a few sentences, followed by the importance of the claims. It should mention why is important for the reader to follow your claims.
- The next part should begin by answering the above question. In another way background information can also be provided to answer the “what” question.
- Begin each of the following sentences like: “The reader needs to know....” Once again provide a topic and say why the reader needs to know and this should cover all the preliminaries that needs to be answered.

Essay maps must be flexible in nature and not rigid. It should be able to evolve the ideas of the author evolves. This mapping sometimes is called brainstorming.

Let us take an example and create a map. Topic: Write an essay on 1000 words on how rise in garment price is impacting people’s shopping.

Map or Brainstorm

- a. Clothes are important? Why? The basic reason is to drape but nowadays its fashion statement.
- b. People are buying less clothes? Why? Costly. Why is it so costly?
- c. Increase in cost of materials? Why? Increase in transportation cost. Why? Increase in price of petroleum products.
- d. Solutions? Subsidy provided by government for material cost. Low cost clothes for everyone.



This is how a student should critically think and create a map of his or her work. This work can be more expanded but for this article I am keeping it short.

## 2.8 Taxonomy:

According to Rolls and Wignell (2013), a taxonomy is a way organizing information that groups things that are alike. After completing the map the student now must organize the ideas in a taxonomy. In the following figure the taxonomy of the above map is displayed.

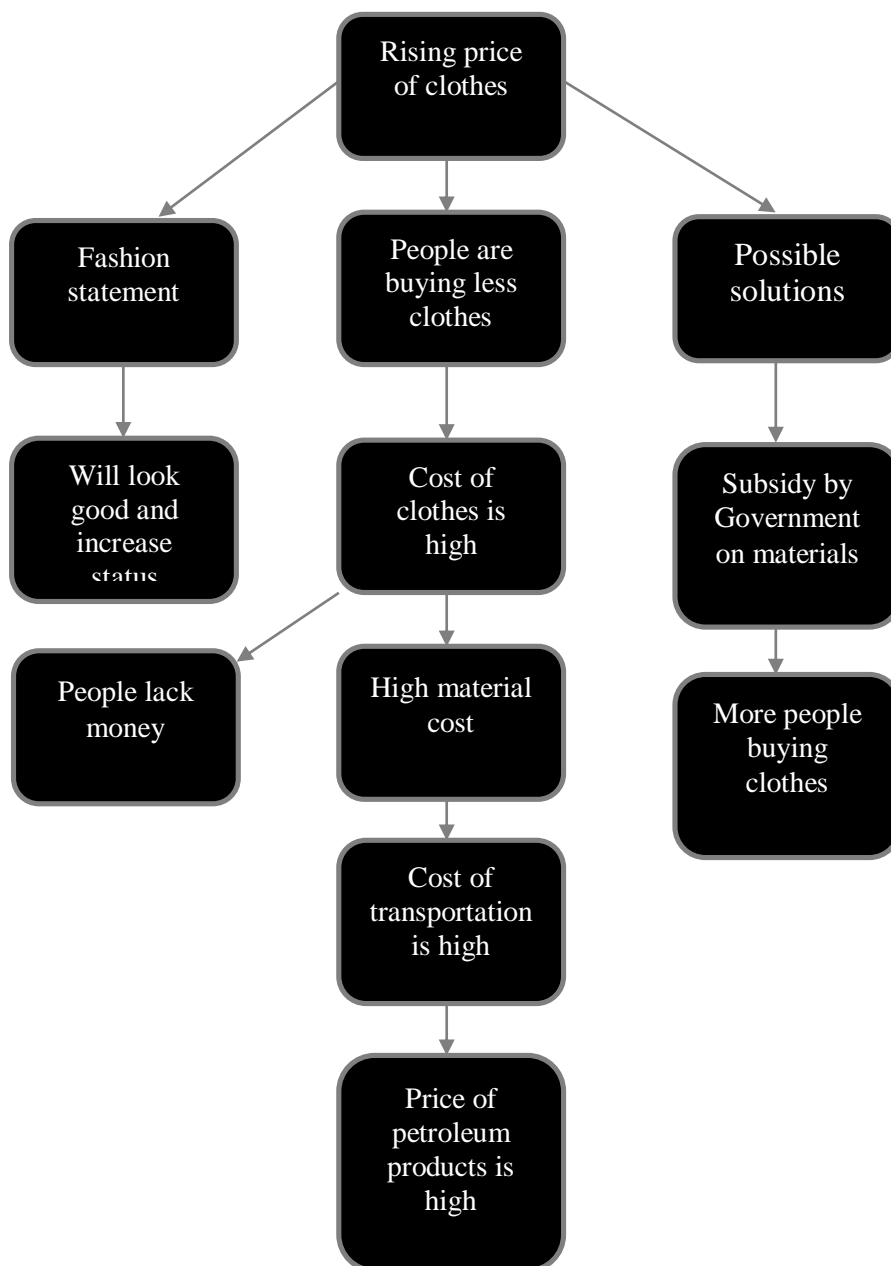


Figure 2.2: Taxonomy structure of an Essay

Let us now discuss what the most important aspects that a student must consider while writing an essay which is going to help him or her to score marks.

Usually a student thinks that keeping the grammar and spellings correct is going to help them score marks but in reality, the marks depend on variety of rubrics that we are going to discuss next.

**Table 2.1: Marking Scheme of a Thesis**

<b>Heading</b>	<b>Points</b>	<b>To get maximum marks the essay must contain the following.</b>
<b>Essay Structure and Organization</b>	5	Introduction: The thesis statement must be clearly related with the content of the essay.
	5	Content of Essay: It must be structured properly; the paragraph must be related, and the flow of information should be well enough
	5	Proper Language: The style of writing must be according to the purpose of writing and readers
	5	Conclusion: It must include the summarized version of the whole topic.
<b>Content</b>	25	Answers to the given question: It must be properly presented, and it should be consistent to the given question.
	25	Critical thinking: This section of the writing must point out the critically analyzed data as well as different points of view.
<b>Evidence Quality</b>	15	Research data: The research data must be relevant and backed by evidence and credible sources.
	5	The list of references and footnotes must accurate. If there is an index it should also match properly.
<b>Grammar</b>	8	The sentence structure must be very clear and error free
<b>Formatting</b>	2	The formatting of the document must be according to instructions given by the teacher, board or university. Formatting means using different font types and sizes as given.

## 2.9 Structure of an Academic Essay:

According to Rolls and Wignell (2013) the structure of an essay may appear overly perspective but it does provide an excellent framework for a student who is beginning to write an essay or a student having difficulty in structuring an essay.

The structure of an essay can be used to accommodate the complex answers of an essay. After completing the map and taxonomy the student now must focus on arranging the paragraphs and put them according to the essay structure.

Usually some universities have system where the language must be in third person until and unless the essay asks for personal reflection.

**Table 2.2: An Academic Essay Structure (Rolls and Wignell, 2013, p55)**

<b>Introduction</b>	
	General Statement Thesis Statement Outline of Main Ideas That Will Be Discussed By The Student.
<b>Body of Essay</b>	
	Paragraph A Topic Sentence Supporting Evidence 1 Supporting Evidence 2 Supporting Evidence 3 Supporting Evidence 4
	Paragraph B Topic Sentence Supporting Evidence 1 Supporting Evidence 2 Supporting Evidence 3 Supporting Evidence 4
	Paragraph C Topic Sentence Supporting Evidence 1 Supporting Evidence 2 Supporting Evidence 3 Supporting Evidence 4
<b>Conclusion</b>	
	Summary of Main Point, Final Comment

### **2.10 Thesis Statement:**

A thesis statement is the most important statement in the introduction of an essay as it positively states that what the essay is going to be about. There are different ways of writing a thesis statement but for a beginner the easiest way to write a statement is to use the essay question and convert it into a statement. The statement is also used to restrict the scope of the essay. According to Rolls and Wignell (2013) there is no right way to create a thesis statement. The only important thing is what the thesis statement is pointing at. The following example is used by Charles Darwin University as they state how the students should be able to identify the thesis statement.

**A. Essay Question 1:**

What is meant by the term Globalization? Discuss the effects of globalization on at least one of the following:

- Trade
- Business
- Consumerism
- International relations
- The arts

**a. Thesis Statement 1a:**

The essay will discuss the positive and negative effects of globalization in relation to consumerism, trade and business.

**b. Thesis Statement 1b:**

The essay begins by defining what is meant by globalization and discusses the positive effects of globalization on the arts in Australia.

**B. Essay Question 2**

Despite its negative health effect the tobacco industry remains an important part of the economy of many nations. Discuss the economic effects of the tobacco industry in relation to at least one of the following level of industry.

- Primary level (farmers)
- Secondary level (small business)
- Tertiary level ( government revenue)

**a. Thesis Statement 2a:**

This essay will show that the economic benefits of the tobacco industry are beneficial to the global economy at the primary, secondary and tertiary levels of the industry.

**b. Thesis Statement 2b:**

Despite its negative health effects the tobacco industry remains an important part of the Australian economy. This essay will discuss how the federal government tax regime on the industry currently brings in more money than is spent on tobacco related diseases.

**c. Writing Introduction:**

The introducing paragraph is the most important part of an essay. As it sets out the thesis statement and gives the reader clear signals for what they are going to read.

An introduction should contain the following:

- Background information
- Thesis statement
- Outline
- Scope

The following example is provided by Rolls and Wignell (2013, p58)

- **Background:** In the past two years the threat of cane toads to the top end of Australia has become an increasing reality. Their numbers continue to steadily increase in Kakadu National Park and they are causing damage to this pristine environment.
- **Thesis statement:** This essay will discuss the effects of cane toads on the environment of the Kakadu national park and show that they will cause permanent damage to the environment.
- **Outline:** this will be seen, firstly by discussing the characteristics of cane toads and then, examining their predicted long term effects on the animals of Kakadu and the tourist industry.
- **Scope:** Because there is data available only on the effects of cane toads on goanna, frogs and crocodiles these are the only animals that will be discussed.

**Paragraph:**

These are the building blocks of an essay. In academic essays a paragraph introduces the topic and provides evidence along with it. These evidences must be properly referenced. The main idea of the topic is called topic sentence.

It provides the reader with a map of what is expected throughout the paragraph. The flow of the essay must be proper so that the reader can read flawlessly and to do that it must be linked using linking words such as the following:

- To begin
- To conclude
- In addition
- In the same way
- In this case
- In other words
- In contrast
- To summarize

The following paragraph has been adapted from Rolls and Wignell (2013, p.63)

**Topic sentence:** Adults should read to infants.

**Supporting evidence:** Smith and Brown (2010) explains that this helps them to read at a later stage because it helps them to see the association of words at a later stage. This also helps them to have a positive experience in life.

**Reviewing the Draft:** After completing the draft of the essay have gained a lot of perspective. We can at this point stand and say that whether or not the matter was complex. While writing the essay we may have discovered some to the topics which were not there before we had started thinking or mapping. So what we should do now is to revise the draft. The following are the steps that we should follow.

- Stay away from the draft and go through self-evaluation
- Give the draft to someone else and get feedback from them, it is a great way to achieve. Have someone over to discuss the matter with, even create a debate on the matter. Hear someone else's mind.
- The outline of the essay must be in your mind. Sort out the paragraph according to their importance in your work.
- Backtrack your work. Restructure the data once again from the beginning or the end.
- Now at this point you have gathered a lot of data so therefore you must work on the introduction and conclusion.
- Proofread your work. You can do it yourself or you can also ask someone else to proofread work. You wouldn't want to have simple grammatical or spelling error.
- You should keep in mind that revision means rethinking your thesis. You will be able to see more clearly because at this point you have gained a lot of experience on the given topic. The more you revise your thesis is going to evolve. While revising you have the chance to think on the given topic and carry more insight on that.
- You should focus on making structural changes wherever necessary. To evolve your idea and making your idea more precise you must go through the whole paragraph and make changes to it rather than making small changes to the individual sentences. Remove unwanted words, shorten the writing for clear and crisp words.
- Do not take any shortcuts while revision. This is one of the mistakes that students make that they do not go through their work thoroughly. So, take your time and revise the essay.

## **2.11 Editing an Essay:**

After completing the revision on the draft, it is time to edit the essay. While revising we had to go through the work once again from beginning to end. So after marking the parts that needs to change it is now time to change it. The problem at the beginning may seem to be very small but a poorly constructed phrase could be misunderstood by the readers, which could lead to misunderstanding the topic itself. So follow the rules mentioned below to keep those mistakes at bay.

- a. Reading the essay aloud is going to let our ears pick up the disturbance in the tone of writing which could easily be missed by our eyes. While reading the punctuation marks help us to provide intonation and the tone would be disturbed if any such phrases are there that causes irritation in our ear can be removed.
- b. We must be sure that the choice of our words are going to mean what we want them to mean. What I mean to say by this is there should not be any ambiguity in the meaning of the words. If it is there that means you have made a poor choice of words. Make the sentences shorter if those short sentences can convey your mind. Rather than using long sentences to make a line, optimize the sentence with proper words. Even small, apparently unimportant words like "says" are worth your attention.

Instead of "says," could you use a word like argues, acknowledges, contends, believes, reveals, suggests, or claims? Words like these not only make your sentences livelier and interesting, they provide useful information: if you tell your readers that someone "acknowledges" something, that deepens their understanding of how or why he or she said that thing; "said" merely reports.

- c. To convey to your readers what you exactly want to convey you must use precise words and language. Without these concrete words and clear language, the readers won't be able to understand what you want to say. Generalization is not a way to write your sentences, it gives vague meaning to the sentence and it is going to apply to anyone but there are chances that this may not apply to the reader, in that case the reader will get confused. For example: "The evils of society are a drain on our resources." Sentences like this could mean so many things that they end up meaning nothing at all to your readers—or meaning something very different from what you intended. Be specific: What evils? Which societies? What resources? Your readers are reading your words to see what you think, what you have to say. Use a thesaurus if you are having trouble finding the right word. Nowadays applications like Microsoft Word 365 provides a huge library of words in its dictionary and thesaurus. While writing you might get suggestions to shorten phrases with words.
- d. Authors some time get excited while writing and tend to write down jargons to make their work more authoritative. The author must reconsider using such phrases as in the beginning it may make the author look smarter but the readers are smarter too who can easily catch the writer's intellect. And if the writer isn't smart at all that kind of language is not going to help at all. For example: Sentence 1: "He exited the room. It is important that proponents and opponents of this bill dialogue about its contents before voting on it." The same sentence written in a much simple way. Sentence 2: "He left the room. People should debate the pros and cons of this bill before voting."
- e. We should let of the brilliant and favorite sentences which will only create a false belief in our mind. We're all guilty of trying to sneak in our favorite sentences where they don't belong, because we can't bear to cut them. But great writers are ruthless and will throw out brilliant lines if they're no longer relevant or necessary. They know that readers will be less struck by the brilliance than by the inappropriateness of those sentences and they let them go.
- f. We should always avoid using same sentence structure. We are not writing a poem here so we can vary our sentence structure and use different of different length.
- g. Avoid using phrases that the readers always hear, this is only going to put your essay behind in the race. Phrases that the readers hear regularly lose the impact and even if the voice in the essay is fresh it is something that the readers are going to avoid. In some cases it may these phrases that are going to help but those are exceptional cases and should not be taken as an example.

## **2.12 Conclusion:**

Throughout the article we focused on different aspects of writing an essay. Beginning with the aims of writing an essay, moving on to different aspects of describing and referencing. The students are going to be able to at least begin their journey on writing essays and thesis. This text is going to be helpful for everyone. The language used in this article is as simple as possible so that all types of readers can go through the text and understand the meaning. There could be so many examples provided but I hope I have provided with necessary examples where ever possible. To conclude I would like to say that writing conveys our mind.

Some writing are for the public and some private, whatever it may be writing helps us to speak out our mind.

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