

Essay Developed by Examples

After choosing a topic for the essay, there comes the crucial building of the layout of the composition ranging from capital to minor ideas in the form of supportive sentences. An overall outline of the essay is a first step that details its skeleton. After bringing the outline to surface with clear monitoring of important and secondary ideas, it becomes easier to add, eliminate, or modify certain details according to what suit the theme of the essay at best. One crucial thing to maintain ; though, is the unique line of thought that serves as an iteration of the author's and reader's scheme of thought and subsequent interpretation of the piece of writing.

The example essay is considered one of the important composition types that students need to master to enhance their academic writing. It can be, though; of extreme difficulty if one ignores about the basic exigencies of good writing. Example essay writing starts from the premise that the writer emphasises the main idea from which he can branch off secondary distinctive examples.

The five paragraph composition applies as well to this type of essays: The introduction, the three body paragraphs, and the conclusion are principle pillars in this context. Of course this outline works with all essay type assignment. Based on the writing instruction, one can decide about the length of the paragraphs but it should contain these fundamental parts:

1. Introduction: A first part of the essay that introduces the topic; it proffers introductory information basic to later stages of the essay.
2. Body Paragraphs: It pictures the principal points of focus in the essay. This sector details and stretches the idea mentioned in the thesis statement.
3. Conclusion: It stands for a restatement of the whole essay but in an innovative shape. It can as well open the door for new horizons of thought that were bot previously mentioned in the essay.

A preliminary step before initiating the writing of the essay is the thesis statement. It should be drafted in the form of a single sentence that you will expand in the body. If you are writing a topic about pupils' integration at kindergartens, you could start with a thesis

statement that goes like: “ children adheres better to teachers who are good listeners instead of those shouting and ill-treating”.

Together with the above statement , you can refer to three or four examples to justify the content of the thesis. The starting point is always a good introduction, the funnel shape is advised beginning with the most general and ending with the specific. The body paragraphs must include unexceptionally topic sentences. Three paragraphs are generally sufficient for the body , in each paragraph you should resort to exemplifying in details the issue contained within the thesis statement. When we say an essay developed by examples, it does not mean that you fill up your essay with examples exclusively, you can orchestrate with comparing and contrasting, defining, arguing...etc.

The conclusion is no exception from the other types of essay. It can restate the writer’s viewpoints about the topic or a simple summary of what was written.

SAMPLE ESSAY :

Carnegie-Mellon, Current affairs: Middle East debate

A Greek philosopher once said, "In argument, truth is born." Even though sometimes feelings and emotions come into play that confuse the issue at hand, usually an argument results in a new insight on the subject. Even if a person holds strong views that are unshaken by anything his adversary may say, he may nevertheless gain from the debate. It forces him to organize and analyze his views, leaving him with a clearer understanding of the subject than before. Further, his opponent's arguments help him better appreciate his views and their differences. Finally, the argument forces both to look inwards, at their character and value system.

For these reasons, I enjoy debating issues that are important to me and about which I hold strong views. One such issue receiving great national attention is the Middle East peace process. While the peace process has always been important to the American community as a whole, and more specifically to the Jewish American community, the assassination of Israel Prime Minister Yitzhak Rabin has focused the spotlight upon it, as well as intensified the debate around it. Since I attend a private Jewish school, I often discuss this topic with my peers, often finding myself in the minority. Most of them support the peace process, while I adhere to the views of the Likud (opposition) party, which opposes the peace process.

Complicating the issue are several emotional stigmas that are often attached to it, transforming the discussion from an objective one to one driven by passion. The foremost of these stigmas is the accusation, which is often hurled at the opponents of the peace process, of promoting war and violence. Often made by people who know little about the issue, this view fails to realize that opposition to the peace process does not imply opposition of peace. Rather, it implies disapproval of certain tactics and specifics of the peace process as it was carried out by Rabin.

Another commonly advanced accusation against American Jews who disagree with the peace process centers around the question of whether they have the right to influence Israeli policy. "You don't have to send your children to the Army," it is said, "your children don't die in wars. What right have you to oppose peace?!" The fallacy of this argument is that it doesn't differentiate between belief and action. While it is true, for precisely the reasons above, that American Jews have no right to try to influence Israeli policy, that does not preclude them from having ideas of what that policy should be.

Finally, the assassination of Yitzhak Rabin has introduced yet another dimension into this debate. In its aftermath, opposing the peace process sometimes is identified with condoning the assassination itself. Such an identification of the man and his beliefs involves grave dangers, such as rashly implementing his ideas in a flurry of compassion and commiseration.

What all of these stigmas have in common is that they forsake logical and objective debate, opting rather for emotions, generalizations and accusations. And the dangers of that happening are the main lesson I learned from my debates. While those debates have shed new light on the issue and have forced me to reconsider what I think is moral and just, most importantly they have demonstrated the necessity of objectiveness and removal of emotions from the discussion, especially when, as in the case of the peace process, thousands of lives are at stake. When passions and hatred take over, we must stop and think of what it all is really about.

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