DIVISION

or

CLASSIFICATION

ESSAY

1

PREWRITING

PREWRITING

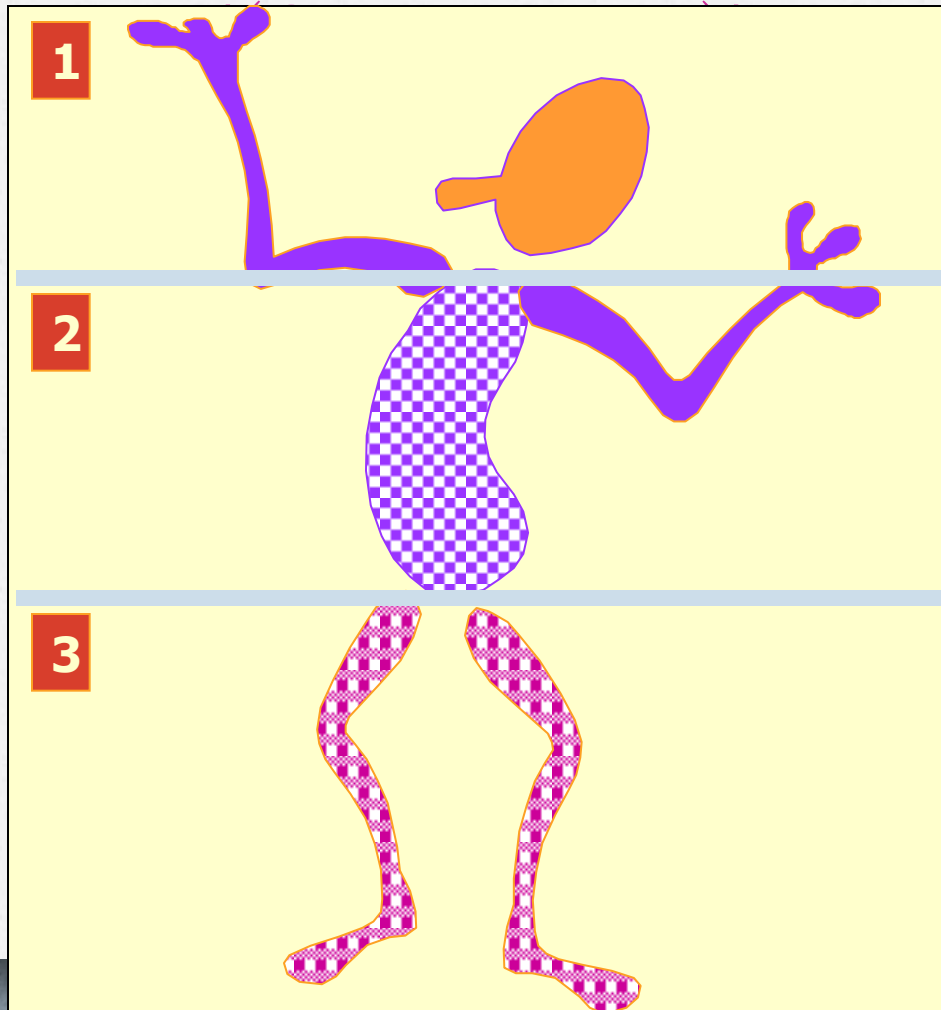O **Decide upon which side of the coin you will focus.**

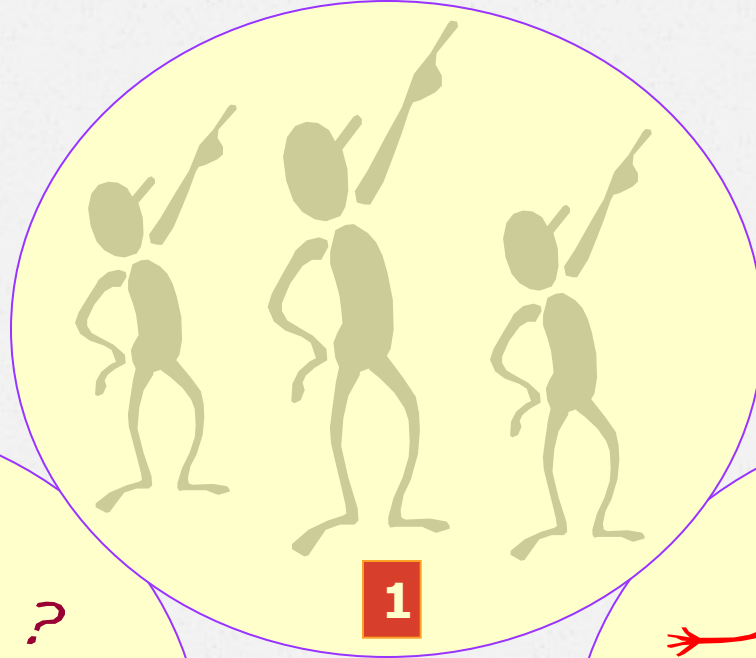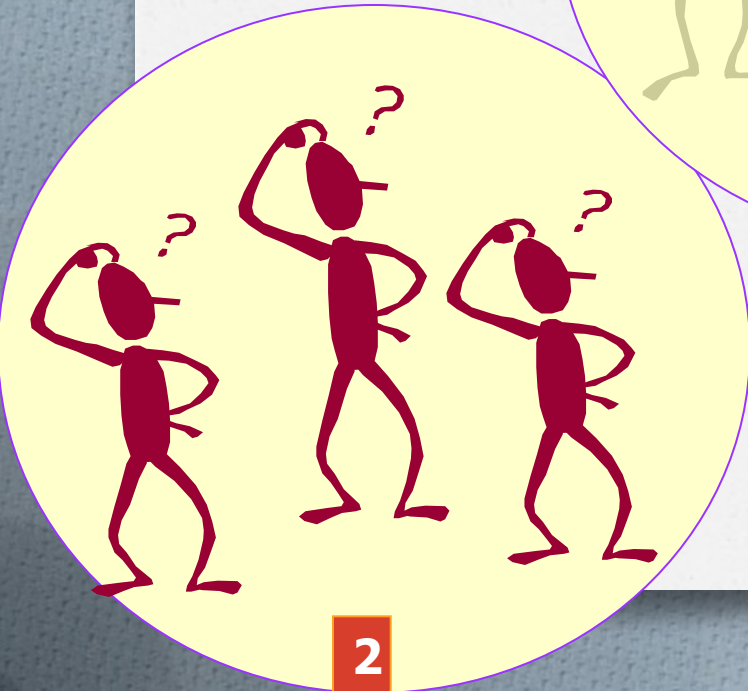O **That is, decide whether you will divide OR classify your subjects.**

DIVISION

CLASSIFICATION

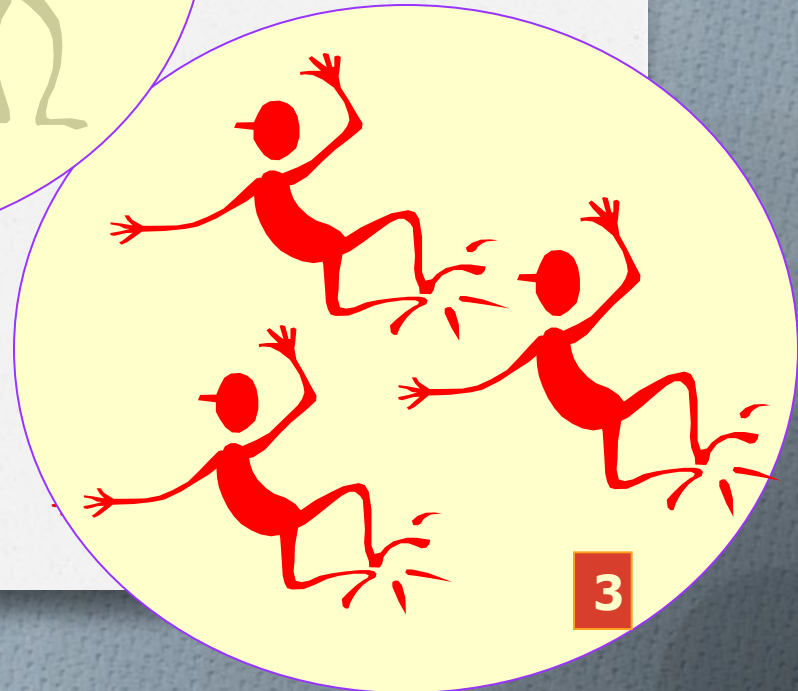*(**MANY into GROUPS**)*

DO NOT DO BOTH!

*Divide one subject into 3 parts/subgroups
OR
Classify many subjects into 3 groups/types.

*This is only a 3-4-page paper; thus, we do not have the room to perform both tasks.

*Focus your energy on one.
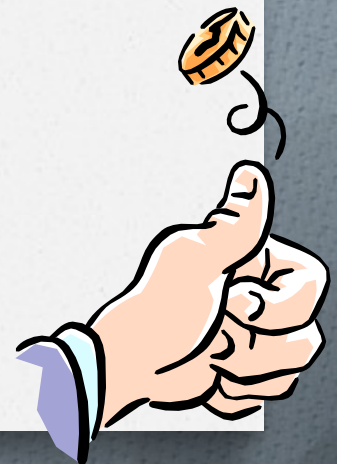
PREWRITING

(1) Choose between division **OR** classification.

(2) Select a topic about which you know a good deal.

(3) Brainstorm many subgroups OR types.

(4) Chose the 3 *most significant/prevalent* subgroups OR types that will be the focus of your essay.

(5) Draft a *detailed* outline of this essay following the outline template.

TITLE

<u>TITLE(1)</u>

TOPIC + MAIN IDEA

O **Name your Topic***

O **Clearly identify the Rhetorical Mode ***

O **Be as Specific as possible regarding your topic**

O **Reference your Emphatic Order**

The Three Most Annoying Types of Co-Workers at Super Max Grocery Store

INTRODUCTION

INTRODUCTION (1)

PURPOSE

O **The PROMPT:**

O **Use the given prompt, in some form or another**

O **Some generalization about the broad subject:**

- EDUCATION
- WORK
- TRAVEL & LEISURE

O **This will address the next 2 slides....**

INTRODUCTION (1)

PURPOSE

O **SO WHAT?!**

O **What importance does this D/C system have for the reader?**

O **Create a relevant *scenario* (see Process Essay).**

- assistance/help for the reader
- insight into human nature
- revelation regarding US society
- personal favorite
- effects of the roles/types
- messages sent by roles/types
- lessons learned from roles/types

INTRODUCTION (2)

AUDIENCE

O **To whom are you writing?**

O **For whom are you writing this D/C system?**

O **Audience → Purpose**

- Determination of *whom* your are addressing will assist you in your selection of *why* you are writing
- classmates
- college students
- co-workers
- friends
- general reader

INTRODUCTION (3)

NUMBERS

- **NUMBER of ROLES or TYPES =**
  - **3** Body paragraphs
  - the **3** most …
    - relevant,
    - prevalent,
    - numerous,
    - favorite,
    - least preferred,
    - annoying,
    - pleasant, …

3

INTRODUCTION (4)

NUMBERS

O **HOWEVER, life, especially the life of a college freshman, is much too complex to be reduced to 3.**

O **Therefore, because of the infinite possibilities of roles or types regarding any given topic, AND**

O **because the variables will be too numerous for a 3-4-page essay, ….**
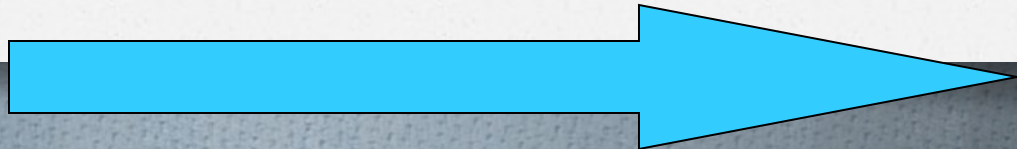
INTRODUCTION (5)

*<u>TIP YOUR HAT</u>:

o **You can mention *additional* types/roles that exist concerning your topic:**

- the minor ones

- that you will *not* write on

- that did *not* "make the cut"

INTRODUCTION (5)

*TIP YOUR HAT:

O Mention that *other* roles/types exist beyond those you have chosen, and mention them as *items in a series*:

  ▪ "Some I remember were the nerd, the freak, and the geek. However, the three most common types of students I saw at George W. Bush High School were the slacker, the hacker, and the attacker."

INTRODUCTION (6)

*TIP YOUR HAT:

O **By "tipping your hat" to the others,**

- By mentioning that other possibilities exist,
- By transitioning to your chosen 3,

O **You prove you've carefully considered this**

O **You answer the vital question of purpose:**

Why these three?

INTRODUCTION (6)

*TIP YOUR HAT:

Why these three?

* **This forces you to specify why you chose the 3 on which you will write.**

   (**the *most common, annoying, pleasant, …***)

* **Readers now clearly understand your rationale for writing on these 3 roles/types.**

* **They understand your <u>purpose</u>.**

INTRODUCTION (7)

NAMES

O **NAME the ROLES or TYPES in your THESIS**

- "The Johnny-come-lately" type of customer
- "The Hitlerian type of boss"
- "The I-wanna-be-your-friend type of professor"
- *Be ORIGINAL. Be CREATIVE. BUT...*
  Please do not insult anyone.

INTRODUCTION (8)

O **Generalize:**

- *Everybody has a hobby with which to occupy his/her spare time. Some people enjoy playing sports, like running, basketball, and hockey, and others prefer non-physical recreation, such as chess and painting.*

INTRODUCTION (8)

O **<u>Then narrow towards you:</u>**

  ▪ *While I , personally, enjoy all of these, my favorite hobby is playing* video games*. As a matter of fact, my bedroom is littered with all types of games,* from sports to superhero games.*

INTRODUCTION (8)

O **Lastly comes your thesis:**

   ▪ *However, my favorite types of video games include the blow "stuff" up games, kill through the eyes of the assassin games, and live somebody else's life games.*

BODY

BODY (1)

- **DIVISION**: split 1 into many

  - (*roles, sub-groups, subdivisions*)

- **CLASSIFICATION**: group many into 1

  - (*types, classes, groups, cliques*)

- **DIVIDE or CLASSIFY** **

do NOT do both

25

BODY (2)

1) **NAME** the type (**Type-Name**)

2) **EXPLAIN** or define the type (**Type-Traits**)

3) **ILLUSTRATE** the type with a *specific* person

4) **REITERATE** the type name, by relating the example to the type

2
6

BO

1) **NAME**

2) **EXPLA**

3) **ILLUSTRA**

4) **REITERAT**

- Do **NOT** start the para. with the Example
- that makes an **ILLUSTRATION** (Example) Essay
- *instead* of a Classification Essay
- which means ***automatic failure***
- so … start with the **TYPE**

BODY (3)

1) <u>NAME</u>

O **in a Topic Sentence (or transitional sentence), name the type/subgroup**

O **repeat part of your thesis sentence ("types of customers that annoy me")**

O *One type of customer that annoys me is the Johnny-come-lately.*

O *While the "What's that Pat" and the "Gimme more Thor" are two types of infuriating customers, the most annoying type is the "Time to Leave Steve."*

28

BODY (4)

2) EXPLAIN

O **Then, briefly describe the traits of the type or subgroup .**

O **In a word,** *define* **the type/subgroup.**

O *This type of customer is typified by stupid questions and a bad smell.*

O *As the name implies, this type of customer decides to shop for a complete order five minutes before the store closes.*

BODY (5)

3) ILLUSTRATE

O **Lastly, and most importantly, give *specific* EXAMPLES of the type/subgroup**

O **Use transitions such "For example" and "For instance" to set up your illustration.**

O ***For example, last Friday night, this obnoxious adolescent strolled in near closing time and…..***

O **Then go into detail describing the incident.**

* **Don't end paragraph with generalizations that introduce new traits/ideas—keep DEDUCTIVE order (G→S)**

* **Generalize only to transition to next trait/paragraph**

BODY: OVERVIEW

TOPIC

ROLE/TYPE #1

ROLE/TYPE #2

ROLE/TYPE #3

NAME

NAME

NAME

EXPLAIN

EXPLAIN

EXPLAIN

ILLUSTRATE

ILLUSTRATE

ILLUSTRATE

BODY: OVERVIEW

FAVORITE TYPES OF MOVIES

TYPE #1	TYPE #2	TYPE #3
Intelligent Thriller	**Kung Fu Action**	**Fictionalized Reality**
Specific Traits	**Specific Traits**	**Specific Traits**
Scene(s) from *Identity*	**Scene(s) from *Kill Bill***	**Scene(s) from *BeautifulMind***

BODY: SPECIFICITY

O   * To *illustrate* the characteristics of each type/part, use

O   *clear*, *relevant*, *effective*, *telling*, and *specific* EXAMPLES:

> SPECIFIC EXAMPLES
> DESCRIPTIVE DETAILS
> RELEVANT ANECDOTES

BODY: SPECIFICITY

O   * After you have named and briefly explained the type or subgroup, you must then fully and clearly illustrate it *with specific examples*.

O   * Because of this concrete <u>level of specificity</u>, this will be the longest part of the paragraph: onion-shaped
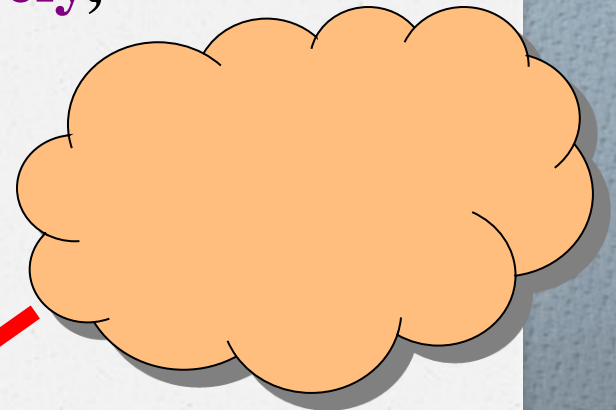
SPECIFIC People
in SPECIFIC Situations
acting like those traits you just described

34

BODY: SPECIFICITY

O **To *illustrate* properly & effectively**,

O *Move from the* ABSTRACT

O *to the* CONCRETE

© KJ Pargeter * www.ClipartOf.com/225631

BODY: SPECIFICITY

* LEVEL of SPECIFICITY:

O Take us to a *concrete* level of specificity:

O As best you can, be:

- specific, particular,
- explicit, illustrative,
- descriptive, detailed,
- expressive, meticulous, thorough

O Show us a **CLIP** (highlight, scene):

- a *specific person* (i.e.) acting in the manner you have described—

BODY: SPECIFICITY

* LEVEL of SPECIFICITY:

O **Do NOT just mention that <u>Psycho</u>, <u>The Exorcist</u>, and <u>Jaws</u> are examples of the *intelligent horror movie***

- one of your 3 favorite movie genres.

NO LISTS!!!

BODY: SPECIFICITY

* <u>LEVEL of SPECIFICITY:</u>

O That is to say, after naming and explaining your type or subgroup, do NOT simply write:

"<u>Psycho</u>, <u>The Exorcist</u>, and <u>Jaws</u> are prime examples of the intelligent horror movie."

O Lists are NOT illustrative.

O Plus, *what if we've never seen them?!*

BODY: SPECIFICITY

*** <u>LEVEL of SPECIFICITY</u>:**

O *Rather*, explain *in detail* **how one of them fits the characteristics you have supplied;**

O *Instead* **of ending with a list, continue your paragraph by** *concisely explaining* **how <u>Psycho</u> is the prototypical intelligent thriller due to its content.**

Use a <u>SPECIFIC SCENE</u> that clearly illustrates the previously mentioned traits.

PSYCHO's "Shower Scene"
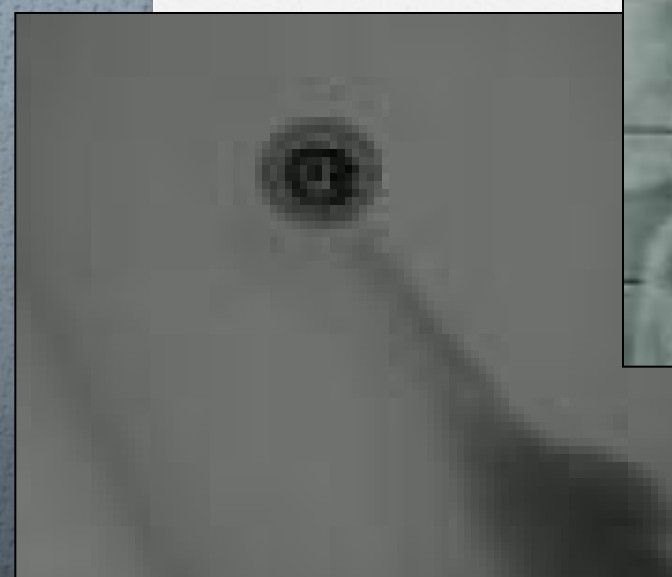
BODY: *Grammatical Points*

O **<u>POV=1ˢᵗ PERSON</u>**
  - ("I") because it's *YOUR* D/C system

O **<u>WHO vs. THAT</u>:**
  - "who" refers to people ("this is the type of customer *who*....")
  - "that" refers to inanimate objects & animals ("this is the type of car *that*....")

O **<u>ORDER/COHERENCE</u>:**
  - save the "most" for LAST (*& say so*)
  - the most numerous, common, prevalent, annoying, ...
  - ("Emphatic Order")

BODY: *Grammatical Points*

O **PRONOUN REFERENCE:**
   - ▪ when applicable, make your term (role, type) plural

O **TRANSITIONS: to build coherence (links in a chain),**
   - ▪ the topic sentence of each Body paragraph should look *back* AND look *ahead*:
      - • BACK to the previous paragraph/s and AHEAD to the one it starts
   - ▪ "After that type of X, there is the Y type."
   - ▪ "Although I often see the fool and dolt types of students on campus, the most prevalent type of student at Whatsamatter U. is the stooge."

BODY (13)

O Hopefully, you have noticed by now that each essay, in addition to its own unique characteristics, includes elements from the other rhetorical strategies;

O The D/C essay is no exception, for it possesses subtle elements of **CONTRAST** insofar that you must make each subdivision/type distinct from the others (through direct verbalization & illustrative examples) …

O Plus, **DESCRIPTION**, **NARRATION**, & **EXAMPLE**

CONCLUSION

CONCLUSION

O **Bring the essay <u>full-circle</u>:**

- consult your Introduction, but do not repeat it word for word.

- refer to your opening generalization or scenario

CONCLUSION

O **Restate purpose and thesis**

O **Mention that other types/subdivisions exist, but you chose only the 3 most common (i.e.)**

O **Reiterate your 3 types/subgroups and the main points concerning each**

O **Wrap it up with a Clincher Sentence (perhaps related to your purpose)**

**Division
VS
Classification**

Division VS Classification

SUB:
- Subgroups
- Subdivisions
- Roles
- Parts
- Fraction
- Component
- Section

PURPOSE:
- To divide, separate, segregate, split, partition one item into its significant parts.

TYPES:
- Groups
- Categories
- Kinds
- Collections
- Clusters
- Styles
- Varieties
- Classes

PURPOSE:
- To collect, organize, categorize, catalog diverse items into recognizable groups or types.

**Classification Essay
VS
Example Essay**

Classification Essay VS Example Essay

o <u>TYPES</u> (*types of*)

o <u>Classification System</u>

o <u>BODY STRUCTURE:</u>
o 3 Body paragraphs
o 3 types
o Each supported by:
o examples
o description, narration

o <u>PURPOSE:</u>
o To notice the similarities between separate items & then group them based upon such criteria
o To illustrate the shared traits of each type/group through description, narration, and/or example

o <u>EMPHATIC ORDER</u>

o <u>REASONS</u> (*reasons for, examples of*)

o <u>Argument/Claim</u>

o <u>BODY STRUCTURE:</u>
o 3 Body paragraphs
o 3 reasons
o Each supported by:
o examples
o description, narration

o <u>PURPOSE:</u>
o To use examples to reason/argue, explain, clarify, convince, persuade, prove a point, support a claim
o To illustrate each reason/point with clear, relevant examples in the form of description, narration, and/or example

o <u>EMPHATIC ORDER</u>

TOPICS

TOPICS

O **The following illustrate approaches to this essay**

  ▪ (ways you can Divide <u>or</u> Classify)

O **If no topics are given, then these may be used.**

TOPICS: Division

(*subgroups, roles, parts, subdivisions*)

1 item into many parts

O **Robert De Niro/Meryl Streep Acting Styles**

O **Degrees of Murder**

O **Divide Wife/Husband into 3 Roles, Roles of Motherhood, boy/girlfriend, sister/brother**

O **Holy Trinity (how each is different), 3-fold goddess of Wicca**

O **Roles You Play during a Given Day**

O **Roles Your Pet Plays in Your Family**

O ***Roles your technology plays (phone, computer, car)**

TOPICS: Classification

(*kinds, types, groups, categories*)

O **ENTERTAINMENT:**
  - movies genres, movie-goers, television shows, music styles/genres, concert-goers, computers, educational technology or software
  - most common today, least preferred, favorites

O **SPORTS:**
  - NBA rookies, mountain bikers, runners, bowlers, professional athletes, weekend warriors, drivers, fans

O **PERSONAL:**
  - friends, boy/girlfriends, relationships, couples
  - classification of video games (ex: fighting games)

several items grouped into categories

TOPICS: Classification

(continued)

O **SCHOOL:**
  - teachers, students, exams, activities

O **WORK:**
  - bosses, co-workers, customers,
  - jobs you have had, jobs in a particular field

O **VEHICLES:**
  - SUV's, minivans, sports cars, European, owners, drivers, passengers
  - in LCCC parking lot, in your driveway, in PA, in USA

O **ANIMALS/PETS:**
  - cats, dogs, birds
  - politicians, dieters

5
5

TOPICS: Classification

(continued)

O ***TECHNOLOGY:**

- Cell Phones
- Cell Phone plans, companies
- Cell Phone users
- Cell Phone accessories, ring tones
- Computers
- Computer users, Internet providers, Web sites
- Computer accessories, games, software, hardware
- Televisions
- Television watchers, channels
- Television cable providers, accessories

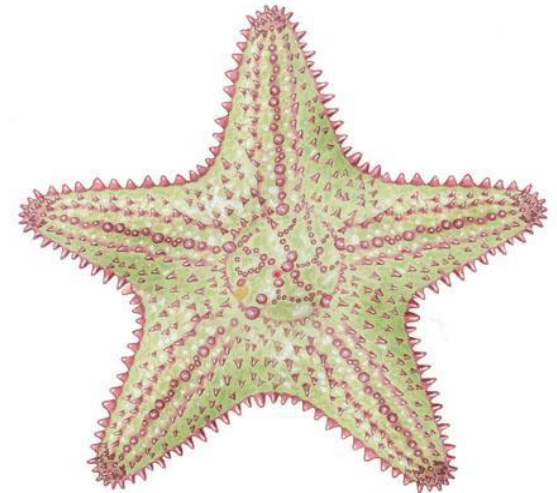# DIVISION and CLASSIFICATION in the SCIENCES

57

DIVISION: STARFISH
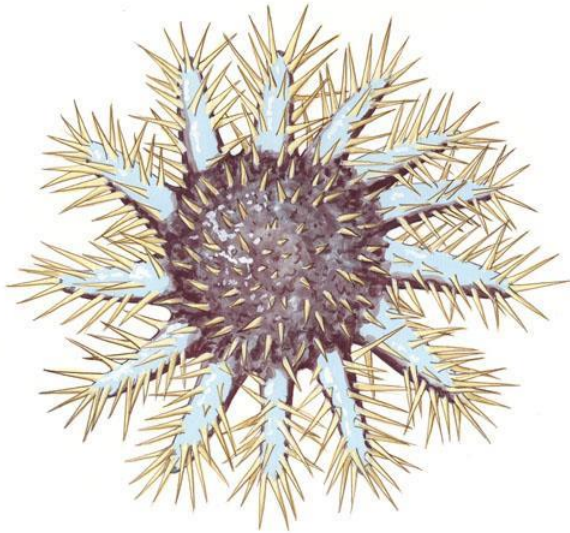
crown-of-thorns starfish
Acanthaster planci

blue starfish
Linckia laevigata

cushion sea star
Oreaster reticulatus

UNIVERSITY of MICHIGAN MUSEUM of ZOOLOGY

KINGDOM: Animalia
PHYLUM: Echinodermata
SUBCLASS: Asteroidea

CLASSIFICATION: ORDERS of MAMMALS

minke whale

pallid bat

Kingdom

Phylum

Class

Order

Family

white-faced capuchin

CLASSIFICATION THROUGH SONG

TYPES of COUPLES: BILLY JOEL "A Matter Of Trust"

Some love is just a lie of the heart
The cold remains of what began with a
    passionate start
And they may not want it to end
But it will it's just a question of when
I've lived long enough to have learned
The closer you get to the fire the more you
    get burned
But that won't happen to us
Because it's always been a matter of trust
I know you're an emotional girl
It took a lot for you to not lose your faith in
    this world
I can't offer you proof
But you're going to face a moment of truth
It's hard when you're always afraid
You just recover when another belief is
    betrayed
So break my heart of you must
It's a matter of trust
You can't go the distance
With too much resistance
I know you have doubts
But for God's sake don't shut me out

This time you've got nothing to lose
You can take it, you can leave it
Whatever you choose
I won't hold back anything
And I'll walk a way a fool or a king
Some love is just a lie of the mind
It's make believe until its only a matter of
    time
And some might have learned to adjust
But then it never was a matter of trust
I'm sure you're aware love
We've both had our share of
Believing too long
When the whole situation was wrong
Some love is just a lie of the soul
A constant battle for the ultimate state of
    control
After you've heard lie upon lie
There can hardly be a question of why
Some love is just a lie of the heart
The cold remains of what began with a
    passionate start
But that can't happen to us
Because it's always been a matter of trust

Billy Joel's "An Innocent Man"

Some people stay far away from the door
If there's a chance of it opening up
They hear a voice in the hall outside
And hope that it just passes by

Some people live with the fear of a touch
And the anger of having been a fool
They will not listen to anyone
So nobody tells them a lie

I know you're only protecting yourself
I know you're thinking of somebody else
Someone who hurt you
But I'm not above
Making up for the love
You've been denying you could ever feel
I'm not above doing anything
To restore your faith if I can

Some people see through the eyes of the old
Before they ever get a look at the young
I'm only willing to hear you cry
Because I am an innocent man
I am an innocent man
Oh yes I am

Some people say they will never believe
Another promise they hear in the dark
Because they only remember too well
They heard somebody tell them before

Some people sleep all alone every night
Instead of taking a lover to bed
Some people find that it's easier to hate
Than to wait anymore

I know you don't want to hear what I say
I know you're gonna keep turning away
But I've been there and if I can survive
I can keep you alive
I'm not above going through it again
I've not above being cool for a while
If you're cruel to me I'll understand

Some people run from a possible fight
Some people figure they can never win
And although this is a fight I can lose
The accused is an innocent man
I am an innocent man
Oh yes I am
An innocent man

You know you only hurt yourself out of spite
I guess you'd rather be a martyr tonight
That's your decision
But I'm not below
Anybody I know
If there's a chance of resurrecting a love
I'm not above going back to the start
To find out where the heartache began

Some people hope for a miracle cure
Some people just accept the world as it is
But I'm not willing to lay down and die
Because I am an innocent man

I am an innocent man
Oh yes I am
An innocent man

Brooks & Dunn's "Good Girls Go To Heaven"

Some girls go to church on Sunday

Live life by the golden rule

You got girls gonna graduate one day

Summa cum laude from party school

Some they walk the straight and narrow

Some girls they just don't care

Good girls go to heaven

Bad girls go everywhere

Some girls are into heavy metal

Dance with the devil everywhere they go

Others of 'em cut a rug to the fiddle

Dance to the rhythm of the cotton eyed Joe

(chorus)

Miss high-faluting likes to sip fine champagne

Prim and proper drippin' in diamond rings

Little sister wears high heals and blue jeans

A long neck drinkin' certified wild thang

(chorus)

Good girls go to heaven

Bad girls go everywhere

HALLOWEEN

or any Holiday

TYPES OF

O **Candy**

O **Costumes**

O **Masks**

O **Mischief**

O **Houses**

O **Props, Decorations, Accessories**

O **Parties**

O **Folklore, Superstitions, Traditions**
   (apply to *any* holiday)

END