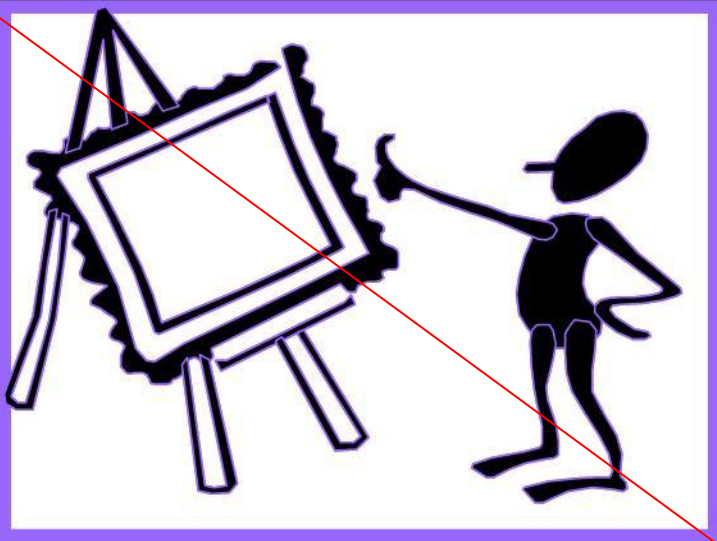


**ILLUSTRATION**  
**(EXAMPLE ESSAY)**

# CHARACTERISTICS

Also known as:

- o **Illustration** essay OR **Illustrative** essay
  - *not* as in drawing or sketching
  - *but* as in demonstrating, proving, exhibiting, revealing, showing, exemplifying



# CHARACTERISTICS

o This is the CLASSIC 5-PARAGRAPH ESSAY

(1) INTRODUCTION

(2) BODY Paragraph #1 (REASON #1)

(3) BODY Paragraph #2 (REASON #2)

(4) BODY Paragraph #3 (REASON #3)

(5) CONCLUSION

# CHARACTERISTICS

## o Persuasive

- in that you clearly illustrate your points
- *not* that you are trying to sell
- *not* that you are speaking directly to the reader (no “you”)

## ❖ Strong THESIS STATEMENT

- clear, declarative, emphatic
- **topic + main idea + support**

# CHARACTERISTICS

\*It's Called the *EXAMPLE* ESSAY for a Reason

- o relevant, topical *EXAMPLES*
- o unambiguous, unequivocal *EXAMPLES*
- o concrete and specific details & *EXAMPLES*
- o specific *EXAMPLES* of general terms

# CHARACTERISTICS

\*It's Called the *EXAMPLE* ESSAY for a Reason

o PROOF = EXAMPLES

- stats
- *specific* people, places, objects
- *specific* instances
- anecdotes (brief informative stories to help develop ideas; like instances or occurrences)

# CHARACTERISTICS

\*It's Called the *EXAMPLE* ESSAY for a Reason

## o \*TRANSITIONS\*

- for *example*, for instance,
- furthermore, the best/most important *example* of, another *example* involves...

# CHARACTERISTICS

## \* “EMPHATIC ORDER”:

o arrangement of these EXAMPLES —

o *not* chronologically arranged

- (Narration, Process essays)

o *not* spatially arranged

- (Description essay)



# CHARACTERISTICS

## \* “EMPHATIC ORDER”:

o *but* logically, effectively arranged

- in terms of interest
- in terms of audience identification
- build “emphasis,” climax

\*move *from* least to most important or significant or numerous

**\*SAVE the “BEST” for LAST\***

# OUTLINE

**THESIS**  
**TOPIC**

**REASON**  
**#1**

**REASON**  
**#2**

**REASON**  
**#3**

**EXAMPLES**

**EXAMPLES**

**EXAMPLES**

# INTRODUCTION

# INTRODUCTION

## “FUNNEL EFFECT”

### o The GQS: Generalization, Quote, Quip, Question, Stats

- *Most people/Everybody*
- *Most people have a favorite musician.*
- *Everybody likes to listen to music.*
- *William Congreve once wrote, "Music hath charms to soothe a savage breast; To soften rocks, or bend a knotted oak" (citation).*
- *"Music is the food of love," wrote Shakespeare. (citation)*

# INTRODUCTION

## o NARROW TOWARDS YOUR THESIS:

- Some/Others → You
- *Some people listen to Disco; others listen to Swing.*
- *Some people prefer the thumping bass of Hip-Hop; others like the twanging steel guitar of Country. I, however, like to listen to the searing guitar of Classic Rock.”*

# INTRODUCTION

## o STRONG THESIS STATEMENT:

- ends Introductory paragraph
- topic + main idea + support
- *The Rolling Stones are my favorite band because of their insightful lyrics, their driving rhythms, and their awesome live shows.*
- Topic: Rolling Stones
- Main Idea: my favorite band
- Support: lyrics, rhythms, concerts

# INTRODUCTION

## THESIS

### \*PARALLEL STRUCTURE:

- One aspect of Parallel Structure applied to thesis statements suggests that items in a series must have the *same form*:
  - 3 nouns or adjectives or verbs
  - 3 prepositional phrases
  - 3 “because” clauses
  - 3 “who” clauses
- In the sample thesis above, we have 3 “their + adj. + noun.”



# INTRODUCTION

## THESIS

### \*ORDER:

- order in thesis = order in Body
- The 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> reasons in your thesis will be the 1st, 2nd, and 3rd reasons in your Body paragraphs
- In the sample thesis above, the 1<sup>st</sup> Body paragraph will discuss the Rolling Stones' lyrics, the 2<sup>nd</sup> their rhythms, and the 3<sup>rd</sup> their concerts

**BODY**

# BODY

## \*BODY PARAGRAPH #1\*

### o REASON #1

- in *topic sentence* of the paragraph
- for coherence & transition
- *One reason the Rolling Stones are my favorite band is because of their insightful lyrics.*

o support this reason with plenty of *specific* and *relevant*

### EXAMPLES

- Here, quote specific lyrics AND explain their “insightfulness.” 19

# BODY

## \*BODY PARAGRAPH #2\*

### o REASON #2

- in *topic sentence* of the paragraph
- *In addition to their lyrics, another reason the Rolling Stones are my favorite band is because of their driving rhythms.*

### o support this reason with plenty of *specific* and *relevant* EXAMPLES

- Here, describe this sound as best you can, using sense details, metaphors, comparisons.
- Use specific songs to illustrate.

# BODY

## \*BODY PARAGRAPH #3\*

- o **“EMPHATIC ORDER”**
- o Reason #3 =
  - the *most important reason*

# BODY

## \*BODY PARAGRAPH #3\*

### o REASON #3

- in *topic sentence* of the paragraph
- *While I like them because of their lyrics and their sound, the most important reason the Rolling Stones are my favorite band is because of their awesome live shows.*

### o support with plenty of *specific* and *relevant* EXAMPLES

- Here, describe anecdotally a particular concert you witnessed.
- Use narrative & descriptive details to illustrate “awesome.”

# CONCLUSION

# CONCLUSION

- o Refer to opening generalization/scenario
- o Repeat main idea
- o Repeat thesis
- o Repeat reasons
- o Conclusion = last chance to “sell” your point
- o End with an appropriate CLINCHER SENTENCE





**Descriptive Essay**  
**VS**  
**Example Essay**

# Descriptive Essay VS. Example Essay

o SENSE DETAILS

o Dominant Impression

## BODY STRUCTURE:

- o 3 Body paragraphs
- o 3 parts of the room/car
- o Each supported by:
- o sense details ONLY
- o metaphors to support DI

o LISTS = prohibited

o SHOW

o SPATIAL ORDER

o REASONS

o Argument/Claim

## BODY STRUCTURE:

- o 3 Body paragraphs
- o 3 reasons
- o Each supported by:
- o examples
- o descriptive details
- o narratives
- o types/roles
- o LISTS = permissible
- o TELL
- o EMPHATIC ORDER



**Classification Essay**  
**VS**  
**Example Essay**

# Classification Essay VS. Example Essay

## o TYPES

### o Classification System

#### BODY STRUCTURE:

- o 3 Body paragraphs
- o 3 types
- o Each supported by:
  - o examples
  - o description, narration

#### PURPOSE:

- 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 EMPHATIC ORDER

## o REASONS

### o Argument/Claim

#### BODY STRUCTURE:

- o 3 Body paragraphs
- o 3 reasons
- o Each supported by:
  - o examples
  - o description, narration

#### PURPOSE:

- 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 EMPHATIC ORDER

# PREWRITING

# PREWRITING

## (1) CHOOSE a TOPIC.

- One that is meaningful to you.
- Write what you know.
- **\*NO RESEARCH\***
- No sex or drugs/alcohol.

## (2) SELECT a POSITION on the ISSUE.

- Are you for or against embryonic stem cell research?
- Are you pro-technology or anti-technology?

# PREWRITING

## **(3) BRAINSTORM REASONS.**

- To support this claim.
- The more the better.
- Regardless of quality.

## **(4) SELECT the 3 BEST REASONS.**

- Number them emphatically
- Save the best for last.

# PREWRITING

## (5) BRAINSTORM EXAMPLES.

- For each reason.
- Specific, relevant, clear examples as support.
- *Specific* persons.
- *Specific* places.
- *Specific* instances.

## (6) SELECT the 2 BEST EXAMPLES.

- 2 examples per reason.



# PREWRITING

## **(7) OUTLINE YOUR ESSAY.**

- Now that you have chosen a topic, selected a position on this issue, brainstormed sufficient proof to support your claim and illustrate your reasons.
- Complete in detail the **OUTLINE TEMPLATE.**

**END**