

PROCESS ESSAY

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*BRIEF DEFINITION:

- o the careful, detailed explanation of a particular procedure

*TYPES of PROCESS-ANALYSIS:

- o DIRECTIVE: *how to* perform a task
 - o *you will write this type of process essay
 - o how to change of flat tire
- o INFORMATIVE: explain how something works
 - o how the gulf stream works

TRAITS



Process Essay
VS
First 3 Essays

PROCESS ESSAY vs. FIRST ESSAYS

*DESCRIPTIVE:

- o dominant impression
- o sense details with similes (to support DI)
- o arranged *spatially*
- o pan like a camera

PROCESS ESSAY vs. FIRST ESSAYS

*ILLUSTRATIVE:

- o reasons, proof, examples
- o supported by stats, anecdotes, instances
- o arranged *logically, emphatically*
- o emphatic order—save the best for last

PROCESS ESSAY vs. FIRST ESSAYS

*NARRATIVE:

- o narrative details of a moralistic story
- o arranged *chronologically*
- o linear time sequence—beginning, middle, end

PROCESS ESSAY vs. FIRST ESSAYS

*PROCESS-ANALYSIS ESSAY:

- o detailed steps in a process
 - o arranged *chronologically*
 - o **step by step by step**
 - o use description, narration, illustration
 - o use transitions between steps
-
- o **AND.....**

YOU, YOU, YOU

* The **Process Essay** is the only one in which you are directly addressing the reader, so get all the you's out of your system now.

- o you, you, you, you, you
- o “you are”
- o “you’re” is **NOT** allowed (no contractions)
- o “UR” is **NOT** allowed (no text-messaging lingo)
- o “your” is allowed

POV

“YOU”

- o 2ND-person POV
- o *directly* addressing the reader

“I”

- o 1st-person POV (*more *informational* process essay)
- o speaking from personal experience (*more *Narrative*)

“YOU” with “I” (**recommendation**)

- 
- o directly addressing the reader (“YOU”)
 - o offering personal examples *for illustration* (“I”)
 - o “For example, I prefer to add my fabric softener at the end of the third cycle.”

INTRODUCTION

INTRODUCTION




****SCENARIO:**

- o Create a context for this process
- o What situation would dictate the reader needing to know how to perform this task?
- o Why should the reader know how to do this activity?
- o purpose: answer the “*so what?!*” factor

INTRODUCTION

*OVERVIEW:

Now that you have gained our interest and created a need by virtue of the scenario, now tell us exactly what we are in for in an overview of the entire process—

- 
- o How many steps?
 - o What is the difficulty level?
 - o How long should it take?
 - o Divide into recognizable parts
 - o Describe the result (sense details; “*After following my easy, five-step process, you will have safely, properly changed your flat tire.*”)

INTRODUCTION

****PURPOSE STATEMENT:**

- o like a thesis statement
- o what essay will concern
- o why readers should do
- o combine “overview” with your purpose to get a thesis statement:

In six easy steps that should take you approximately ten minutes, you can create a new, exciting, flattering look for yourself.

INTRODUCTION

****PURPOSE STATEMENT:**



DO NOT ANNOUNCE:

- o Rather than “I am going to tell you how to make this” OR “In this essay I will show you how,”
- o Write “If you follow this easy six-step process, you will be able to create...”.

INTRODUCTION

*EXAMPLES OF CREATING A SCENARIO & INTRODUCING THE TOPIC:

- o Have you ever been driving home late at night on a dark, deserted road out of cell phone range when you felt the car pulling sharply to one side and you heard the unmistakable thumping sound of a flat tire?
- o End Intro with **Purpose Statement**
- o **BODY's 1st sentence**: The first step in changing a tire is to....

BODY

BODY

*COHERENCE:



o *CHRONOLOGICAL ORDER

- do NOT place steps out of sequence
- no “But before that”
- if a step comes before another, then place it before the other

o *TRANSITIONS

BODY: Coherence: Transitions

FORMS:

- o Transitions often come in the following forms:
 - o SUBORDINATING CONJUNCTIONS: *since, because, if, when, although*
 - o COORDINATING CONJUNCTIONS: *and, but, yet, or, nor, for, so*
 - o PREPOSITIONS: *after, during, behind, beyond, during*
 - o ADVERBS: *once, never, always, frequently*

BODY: Coherence: Transitions

Transitions for the Process-Analysis Essay: Time and Sequence/Order

- o First, second, third
- o Next, then, finally, lastly
- o After, afterwards, following,
- o At this time, at this point
- o Simultaneously, concurrently
- o Subsequently, while, meanwhile
- o When, during, immediately, now, later, in the future, earlier, sometimes, always, never, whenever, once



BODY: Coherence: Transitions

* Examples of transitions in a process essay:

- 1) **First**, pull off the road a safe distance from any possible traffic, and park on a flat surface.
- 2) **Next**, put the car in park and put on your emergency brake.
- 3) **Then, after** you activate your four-ways, you must gather all the necessary equipment, such as a flash light, crow bar, jack, and, of course, spare tire. All these items should be located in your trunk.

BODY

*STEP-BY-STEP:

- o *assume nothing*
- o presume your audience = NOVICES
- o reader knows nothing about your topic
- o reader has never performed this task before

o DIRECTIVE (how-to, technical writing)

vs/

INFORMATIVE (close to narrative)

BODY

***THIS IS AN ESSAY, SO...**

- o ***NO LISTS***
- o ***NO RECIPES (*keep in essay format*)**
- o ***do not forget the ARTICLES (*a, an, the*)**
- o ***do not forget the INTRODUCTION & CONCLUSION paragraphs**

BODY

*DETAILS:



❖ STEP #1: gather all materials 1st

- items should NOT just magically appear in the middle of the process
- list them as “items in a series” & not as a bulleted or numbered list



❖ “HOW EXACTLY”

- don't skip over steps
- remember, readers have *never* done this

BODY

*DETAILS:

o PARAGRAPH STRUCTURE:

- since this is *not necessarily* a 5-paragraph essay,
- group steps into related PHASES/STAGES
- (like the Narrative Essay)

o use DESCRIPTIVE DETAILS

BODY

*FLAVOR:

- o make PERSONAL SUGGESTIONS or PREFERENCES (if no specific brand/flavor is required) (i.e., amount of salt)
- o make TIPS (better use a pot holder)
- o give SPECIFIC INSTANCE if “it depends”
- o *briefly* explain the REASON for a step if it is not obvious (do *this* to prevent a mess)

BODY

*GRAMMAR:

- o spell “INGREDIENTS” correctly
- o no “THINGS” (steps, tasks) (items, utensils)
- o 350 degrees (not the symbol for degrees)
- o medium-sized pan (hyphen, -ed)
- o “THEN” = not a conjunction (use “, and then”)
- o COMMAS (“Introductory subordinate clause,”)
(between two I.C. joined by a C.C.)
- o COLONS (“First, gather the following ingredients:
milk, sugar, and flour.”)

CONCLUSION

CONCLUSION

*CONSIDER THE PROCESS AS A WHOLE:

o repeat/reference the PURPOSE of your process (why did you tell us how to do this) (*scenario*)

❖ Process-as-a-whole:

o #/difficulty of steps

o *total TIME of process

o *describe the FINISHED PRODUCT (smells, taste, sight, feel, sound)

o CLINCHER SENTENCE

LITMUS TEST

***** CAN THE *****
READER DO IT?

PREWRITING

PREWRITING

1) LISTS:

- 3 tasks done at work each time
- 3 technical/electrical/mechanical skills
- 3 tasks you have done *for yourself* lately
- 3 weekly chores
- 3 foods you like to make

PREWRITING

2) STEPS:

- Brainstorm.
- List every step in the process.
- Number the steps in chronological order.
- List related sense details.

PREWRITING

3) BEFORE YOU WRITE:

- Do the process yourself.
- Details are then fresh in your mind & you will not skip any steps.
- Plus, suggestions make themselves apparent.

END