

Module 7: The Division and Classification Essay

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Course

English 101 – Composition I

English 101 – Composition I, 3 semester hours

The goal of English 101 Composition I is the development of critical and analytical skills in reading and writing expository prose. The general objective is for students to learn strategic steps and the rhetorical devices and modes used in collegiate writing. The specific objective is for students to write a minimum of eight essays according to the basic rhetorical forms: narration, description, definition, example, process analysis, comparison/contrast, classification/division, cause/effect, and argumentation. For each writing assignment, students are expected to (1) select a manageable topic, (2) have a thesis statement that implies or states the essay's plan of development, and (3) construct at least three paragraphs that develop the thesis with concrete, relevant, and cohesive support, using transitional words, phrases, and sentences. They are also expected (4) to use good diction and correct grammar, spelling, and punctuation in 80% of the sentences. *Prerequisite:* Placement test or grade of C or better in English 100 or consent of department chairperson.

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Description

This module is designed to facilitate student fulfillment of specific objectives 2 and 3 of our 101 course syllabus. Unity, support, and coherence are the requisites for the effective collegiate essay in all rhetorical modes. The student examination of sample essays is an excellent way to master these concepts. Consequently, our modules propose to examine appropriate sample essays that demonstrate these requisites in each of the eight rhetorical forms. Our modules will enhance student understanding of the function of thesis, logical organization, topic sentences, supporting paragraph details, and transitional words in each of the sample essays. This exercise will reinforce the concepts of unity, support, and coherence required to effectively set forth and develop a point. Each sample professional essay taken from Langan (2001) is presented in four on-screen computerized exercises.

Transferability

The enhancement of critical and analytical skills in writing and reading expository prose is essential in all other English composition, developmental reading, and literature courses. It is, in fact, essential in all of the liberal arts that students have the skills to identify the main idea, major supporting points, and the effectiveness of those points when reading. It is equally important that students, when writing papers and exams, are capable of formulating an essay that has a clear thesis and coherent and adequately supported points. An on-screen computerized analysis of a sample professional essay in their discipline would be a reinforcement or refresher to what they have been taught in English 101.

Faculty Technology Skill

- The ability to manage the Windows or Macintosh computer operating systems
- The ability to use a wordprocessor (*Microsoft Word, WordPerfect*)
- The ability to open, print, and close a file.
- The ability to use a projector and computer for presentations

Student Technology Skill

- Need to know how to use a word processor
- Need to be able to open, print, save, and close a file
- Need to have the skill to use a mouse to do basic formatting—to make bold, to underline, to make italics

Faculty Equipment

- Individual computer with wordprocessor (*Microsoft Word, WordPerfect*)
- LCD Projector (PC and/or Macintosh compatible)
- Color Printer

Student Equipment

- Individual PC with wordprocessor (*Microsoft Word, WordPerfect*)
- Printer, b/w or color (optional)

Improvement on Teaching and Learning

The concept of a well-developed essay, centered around one controlling idea, and connected by logical transitions between sentences and paragraphs, is a difficult one for many community college students to master. This technological approach to sample essay analysis gives the student the opportunity to observe the essay on the screen and have the benefit of a classroom

team approach to analysis. It encourages greater student involvement, and as an educational approach, it is far more engaging.

Nontechnology Comparison

Traditionally, study of the eight rhetorical modes has included student analysis of the appropriate sample essays as part of a homework assignment and then class textbook analysis of the essay to strengthen student understanding of the rhetorical modes. Students still need to study their sample essay and the theory of the rhetorical mode that it embodies before the class meeting. This teaching approach is much more engaging and interesting than the individual textbook approach because the student is no longer working as an individual in his or her own textbook, but as a part of a collaborative interactive classroom team in the essay analysis.

Pertinent Issues

Teachers need to be aware of . . .

- Possible limitations on copyrighted commercial work.
- The range of text-available Internet sites, fee and free sources (when model essays are used from sources other than the class textbook).
- Built-in limitations of older word processing programs and printers.
- Obstacles to learning presented by student lack of required computer skills.
- The fact that the module exercises can be adapted to the *Blackboard* course management system.

How to Use This Module in the Classroom

It is imperative that a preliminary general discussion of rhetoric—the elements of the essay—precede any specific consideration of rhetorical mode. Therefore, prior to teaching each lesson on a specific rhetorical mode and the specific module given here to enhance that mode, the instructor must begin the 101 course and each unit of rhetorical mode—illustration, narration/description, process analysis, definition, division and classification, comparison and contrast, cause and effect, argumentation—with a review of the general elements of the essay.

The initial units of the English 101 composition course should thoroughly cover general rhetorical theory. The chapters and exercises therein may be assigned for homework. The instructor may lecture on this rhetorical theory and as a classroom activity allow the students to orally review the chapter exercises. At the completion of this unit, the student should understand the following general rhetorical theory:

- **Elements and Language of the Essay**

An *essay* is a relatively short piece of nonfiction in which a writer attempts to develop one or more closely related points or ideas.

The *thesis* of an essay is its main idea. Sometimes, it is implied rather than directly stated. The thesis determines the content of the essay: everything the writer says must be logically related to the thesis statement. A good thesis statement identifies the topic and makes an assertion about it. A well-written essay should be *unified*; that is, everything in it should be related to its thesis, or main idea. There should be no digressions. A unified essay stays within the limits of its thesis. Your essay is unified if you advance a single point and stick to that point. If all the details in your essay relate to your thesis and supporting topic sentences, your essay is unified.

An effective essay requires a good *introduction* or beginning and a good *conclusion* or ending. A good beginning should catch a reader's interest and then hold it. In addition to capturing your reader's attention, a good beginning frequently introduces your thesis and either suggests or reveals the structure of the essay. The best beginning is the one most appropriate for the job you are trying to do.

A conclusion may summarize; may inspire the reader to further thought or action; may return to the beginning by repeating key words, phrases, or ideas; or may surprise the reader by providing a particularly convincing example to support a thesis.

The *paragraph*, like the essay, has its own main or controlling idea, often stated directly in a *topic sentence*. It should be unified, with every sentence relating to the main idea. Like the essay as a whole, the paragraph should be coherent with sentences and ideas arranged logically using appropriate transitional words. Moreover, like the essay, the paragraph requires adequate development—enough examples to convince the reader of the topic sentence.

Transitions are words and phrases used to signal relationships between ideas in an essay and to join the various parts of an essay together. Writers use transitions to relate ideas within sentences, between sentences, and between paragraphs. The most common type of transition is the *transitional expression*, such as *furthermore*, *consequently*, *similarly*, *granted*, *nevertheless*, *for instance*, *elsewhere*, *simply stated*, *finally*, *to conclude*, and *subsequently*. Pronoun reference and *repeated key words and phrases* are the other important ways to make transitions. Good transitions enhance *coherence*: the quality of good writing when all sentences, paragraphs, and longer divisions of an essay are effectively and naturally connected.

- **The Division and Classification Essay**

Assign the chapter to your students for homework. They should read the theory and complete the exercises in their textbook. Upon completion of your lecture, the classroom discussion of theory, and the review of textbook exercises, your students should have gained the following understanding: The division and classification essay separates ideas or subjects into categories and groups things or ideas into those categories. You must divide your topic into at least three parts using a single principle of division. At the end, you must state the conclusion that your division and classification leads you to draw.

Now you may announce to your students, “To further enhance our understanding of this rhetorical mode, let us leave our textbook this class session and examine a model student essay that is not taken from our textbook” (Langan, 2001, p. 177).

Exercise 1

First, let us look at scrambled sentences from a paragraph of this essay and unscramble them to test our understanding of logical organization.

But many more are shopping for inexpensive recreation. The teenagers, the dating couples, and the nuclear families all find cheap entertainment at the mall. Sure, some people visit the mall in a brief, businesslike way, just to pick up a specific purchase or two.

Exercise 2

Now, let us look at these scrambled paragraphs, which appear out of their correct order in the essay, and match them to their appropriate topic sentences. In addition, in **orange**, let us underline any sentences that do not advance the topic and thereby violate paragraph unity. This exercise enhances our understanding of paragraph unity and support.

Paragraphs	Topic Sentences
<p>The guys saunter by in sneakers, T-shirts, and blue jeans, complete with a package of cigarettes sticking out of a pocket. The girls stumble along in high-heeled shoes and daring tank tops, with a hairbrush tucked snugly in the rear pocket of their tight-fitting designer jeans. Traveling in a gang that resembles a wolf pack, the teenagers make the shopping mall their hunting ground. Mall managers have obviously made a decision to attract all this teenage activity. The kids' raised voices, loud laughter, and occasional shouted obscenities can be heard from as far as half a mall away. They come to "pick up chicks," to "meet guys," and just to "hang out."</p>	<p>Couples find fun of another sort at shopping malls.</p>
<p>The young lovers are easy to spot because they walk hand in hand, stopping to sneak a quick kiss after every few steps. They first pause at a jewelry store window so that they can gaze at diamond engagement rings and gold wedding bands. Then, they wander into furniture departments in the large mall stores. Finally, they drift away, their arms wrapped around each other's waist.</p>	<p>Mom, Dad, little Jenny, and Fred, Jr., visit the mall on Friday and Saturday evenings for inexpensive recreation.</p>
<p>Hearing the music of the antique carousel housed there, Jenny begs to ride her favorite pony with its shining golden mane. Shouting "I'm starving!" Fred, Jr., drags the family toward the food court, where he detects the seductive odor of pizza. Mom walks through a fabric store, running her</p>	<p>Teenagers are drawn to the mall to pass time with pals and to see and be seen by other teens.</p>

<p>hand over the soft velvets and slippery silks. Meanwhile, Dad has wandered into an electronics store and is admiring the sound system he'd love to buy someday. The mall provides something special for every member of the family.</p>	
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Exercise 3

For another exercise in logical organization, let us look at the scrambled five paragraphs of this essay and put them into logical order.

Scrambled Paragraphs	Logical Order
<p>Just what goes into "having fun"? For many people, "fun" involves getting out of the house, seeing other people, having something interesting to look at, and enjoying a choice of activities, all at a reasonable price. Going out to dinner or to the movies may satisfy some of those desires, but often not all. But an attractive alternative does exist in the form of the free-admission shopping mall. Teenagers, couples on dates, and the nuclear family can all be observed having a good time at the mall.</p>	
<p>Sure, some people visit the mall in a brief, businesslike way, just to pick up a specific purchase or two. But many more are shopping for inexpensive recreation. The teenagers, the dating couples, and the nuclear families all find cheap entertainment at the mall.</p>	
<p>Couples find fun of another sort at shopping malls. The young lovers are easy to spot because they walk hand in hand, stopping to sneak a quick kiss after every few steps. They first pause at a jewelry store window so that they can gaze at diamond engagement rings and gold wedding bands. Then, they wander into furniture departments in the large mall stores. Finally, they drift away, their arms wrapped around each other's waist.</p>	

<p>Teenagers are drawn to the mall to pass time with pals and to see and be seen by other teens. The guys saunter by in sneakers, T-shirts, and blue jeans, complete with a package of cigarettes sticking out of a pocket. The girls stumble along in high-heeled shoes and daring tank tops, with a hairbrush tucked snugly in the rear pocket of their tight-fitting designer jeans. Traveling in a gang that resembles a wolf pack, the teenagers make the shopping mall their hunting ground. Mall managers have obviously made a decision to attract all this teenage activity. The kids' raised voices, loud laughter, and occasional shouted obscenities can be heard from as far as half a mall away. They come to "pick up chicks," to "meet guys," and just to "hang out."</p>	
<p>Mom, Dad, little Jenny, and Fred, Jr., visit the mall on Friday and Saturday evenings for inexpensive recreation. Hearing the music of the antique carousel housed there, Jenny begs to ride her favorite pony with its shining golden mane. Shouting "I'm starving!" Fred, Jr., drags the family toward the food court, where he detects the seductive odor of pizza. Mom walks through a fabric store, running her hand over the soft velvets and slippery silks. Meanwhile, Dad has wandered into an electronics store and is admiring the sound system he'd love to buy someday. The mall provides something special for every member of the family.</p>	

Exercise 4

Now, let us look at this sample for the last time and better perceive the logic and coherence of essay organization by drawing a **red** line under the thesis or main idea; a **blue** line under the topic sentences in the body, which supports that thesis or main idea; and a **green** line under the transition words that enhance coherence between these paragraphs.

Mall People

Just what goes into "having fun"? For many people, "fun" involves getting out of the house, seeing other people, having something interesting to look at, and enjoying a choice of activities, all at a reasonable price. Going out to dinner or to the movies may satisfy some of those desires, but often not all. But an attractive alternative does exist in the form of the free-admission shopping mall.

Teenagers, couples on dates, and the nuclear family can all be observed having a good time at the mall.

Teenagers are drawn to the mall to pass time with pals and to see and be seen by other teens. The guys saunter by in sneakers, T-shirts, and blue jeans, complete with a package of cigarettes sticking out of a pocket. The girls stumble along in high-heeled shoes and daring tank tops, with a hairbrush tucked snugly in the rear pocket of their tight-fitting designer jeans. Traveling in a gang that resembles a wolf pack, the teenagers make the shopping mall their hunting ground. Mall managers have obviously made a decision to attract all this teenage activity. The kids' raised voices, loud laughter, and occasional shouted obscenities can be heard from as far as half a mall away. They come to "pick up chicks," to "meet guys," and just to "hang out."

Couples find fun of another sort at shopping malls. The young lovers are easy to spot because they walk hand in hand, stopping to sneak a quick kiss after every few steps. They first pause at a jewelry store window so that they can gaze at diamond engagement rings and gold wedding bands. Then, they wander into furniture departments in the large mall stores. Finally, they drift away, their arms wrapped around each other's waist.

Mom, Dad, little Jenny, and Fred, Jr., visit the mall on Friday and Saturday evenings for inexpensive recreation. Hearing the music of the antique carousel housed there, Jenny begs to ride her favorite pony with its shining golden mane. Shouting "I'm starving!" Fred, Jr., drags the family toward the food court, where he detects the seductive odor of pizza. Mom walks through a fabric store, running her hand over the soft velvets and slippery silks. Meanwhile, Dad has wandered into an electronics store and is admiring the sound system he'd love to buy someday. The mall provides something special for every member of the family.

Sure, some people visit the mall in a brief, businesslike way, just to pick up a specific purchase or two. But many more are shopping for inexpensive recreation. The teenagers, the dating couples, and the nuclear families all find cheap entertainment at the mall.

Recommendation for Assessment

It is highly recommended that instructors using this module assess learning by selecting a model essay from a source other than the student textbook.

Reference

Langan, J. (2001). *College writing skills with readings*. New York: McGraw-Hill.