

Typical Essay Structure

4 Paragraphs

Introduction

Introduce the topic and state your opinion or give an essay outline.

Body Paragraph #1

Give your main argument or discuss the first point in a discussion.

Body Paragraph #2

Give your second argument or discuss the second point in a discussion.

Conclusion

Summarise your essay.

It is clear that in the modern era the number of languages spoken on Earth is declining. There are various reasons for this and it could be seen as either a positive or negative development, depending upon your perspective. This essay will suggest that there are good arguments for both views.

Those who think that the trend is a negative one point inevitably to the loss of cultural identity and a rising trend for linguistic hegemony that have swept the globe in the past century. Prior to this, the world was a diverse place, filled with disparate cultures that were entirely alien to one another. The variety made our species interesting and beautiful, but now, thanks to colonisation and globalisation, these differences are being lost and people are losing what made them unique. Instead, people talk the same language and about the same cultural influences.

However, this could be seen on a relatively positive trend, too. In the modern era there are fewer wars and far more dialogue between nations. People from all over the world can communicate either using a few popular languages and this could be said to bring our planet together. When people speak thousands of different languages, it is hard for them to communicate but now it is possible for people to find a common language and communicate with it. This has fostered strong relationships as well as business and cultural advancement, and it has made it possible for people to attain levels of education that were previously inaccessible.

In conclusion, there are strong arguments supporting both views. It is definitely a positive thing to have some common languages but it cannot be denied that there are great losses entailed, too.

Writing System Paragraphs And Essays

**Patricia Freitag Ericsson, Richard
Haswell**



Writing System Paragraphs And Essays:

Understanding-Oriented Pedagogy to Strengthen Plagiarism-Free Academic Writing Yin Zhang, 2024-02-21 This book discusses the plagiarism free academic writing in higher education It demonstrates how to orchestrate an understanding oriented pedagogy including the teaching of plagiarism and source use in order to facilitate plagiarism free academic writing among undergraduates by revealing studies in China This book emphasizes that plagiarism is a mere symptom of educational problems and plagiarism urgently needs education based solutions instead of punish solutions It highlights that students meaningful understandings of plagiarism and source use should be identified as the main learning objectives of plagiarism instruction as well as features the adoption of plagiarism instruction in academic writing practices in subject courses It also focuses on the potentials of Information and Communication Technology ICT in scaffolding learning and teaching under plagiarism pedagogy beyond merely detecting plagiarism This book also contributes to the discussion about the validity of current plagiarism assessment scales by providing evidences to challenge them and proposing a new one This book is of great benefits for readers to increase knowledge and promote positive attitudes toward plagiarism and plagiarism instruction It adds to our knowledge of how plagiarism in higher education can be effectively prevented by adopting an understanding oriented pedagogy It also adds to our knowledge of how Chinese undergraduates and their instructors view plagiarism and cope with plagiarism in discipline based courses which provides robust evidence for the academic debate about whether culture has effects on students plagiarism in academic writing Finally it provides insights about the relationship among plagiarism pedagogy and technology *Learning Technologies and Systems* Chaoyi Pang, Yunjun Gao, Guanliang Chen, Elvira Popescu, Lu Chen, Tianyong Hao, Bailing Zhang, Silvia Margarita Baldiris Navarro, Qing Li, 2021-01-22 This book constitutes the refereed conference proceedings of the 19th International Conference on Web Based Learning ICWL 2020 and 5th International Symposium on Emerging Technologies for Education SETE 2020 held in Ningbo China in October 2020 Together for the ICWL 2020 Conference and SETE 2020 Symposium 39 full papers were accepted together with 31 short papers out of 233 submissions The papers focus on the following subjects Semantic Web for E Learning through Learning Analytics Computer Supported Collaborative Learning Assessment Pedagogical Issues E learning Platforms and Tools to Mobile Learning and much more *Advances in Web-Based Learning – ICWL 2019* Michael A. Herzog, Zuzana Kubincová, Peng Han, Marco Temperini, 2019-11-15 This book constitutes the proceedings of the 18th International Conference on Advances in Web Based Learning ICWL 2019 held in Magdeburg Germany in September 2019 The 15 full 15 short and 7 poster papers presented in this volume were carefully reviewed and selected from 68 submissions The contributions were organized in topical sections named Semantic Web for E Learning Learning Analytics Computer Supported Collaborative Learning Assessment and Pedagogical Issues E learning Platforms and Tools Mobile Learning and Poster Papers **Conducting Genre-Based Research in Applied Linguistics** Matt Kessler, Charlene

Polio,2023-09-29 This collection is a comprehensive resource on conducting research in applied linguistics involving written genres that is distinctive in its coverage of a multiplicity of interdisciplinary perspectives The volume explores the central approaches methodologies analyses and tools used in conducting genre based research extending the traditional focus on a single framework for defining genres by explicating the major approaches that have been invoked in applied linguistics Chapters address a mix of commonly used methodologies e g case studies ethnographic approaches types of analyses e g metadiscourse rhetorical move step analysis multidimensional analysis lexical bundles and phrase frames CALF measures multimodal analysis and studies that focus on other areas of second language L2 teaching and learning e g multilingualism the Teaching and Learning Cycle Taken together the volume provides a theoretically and methodologically diverse introduction to foundational topics in genre related research supported by detailed discussions of the challenges and practical considerations to take into account when conducting research involving written genres This book is a valuable resource for graduate students faculty and researchers in applied linguistics particularly those working in second language acquisition L2 writing and genre theory and pedagogy Chapter 2 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license

[A Handbook of English Composition](#) James Morgan Hart,1895 [The essay writer: hints, with outlines of 80 essays](#) Henry Stacy Skipton,1890

Frontier Computing: Volume 2 Jason C. Hung,Neil Yen,Jia-Wei Chang,2025-02-21 This book covers issues of computer science application on cloud computing information security and describes applications of frontier computing Frontier Computing conference aims at providing an open forum to reach a comprehensive understanding to the recent advances and emergence in information technology science and engineering with the themes in the scope of Communication Network Business Intelligence and Knowledge Management Web Intelligence and any related fields that prompt the development of information technology Articles cover a wide spectrum of topics database and data mining networking and communications web and internet of things embedded system soft computing social network analysis security and privacy optics communication and ubiquitous pervasive computing Many papers have shown their great academic potential and value and in addition indicate promising directions of research in the focused realm of this conference series Readers who will benefit from this comprehensive overview of the latest in information technology include students researchers and industry professionals in the fields of cloud computing internet of things machine learning information security multimedia systems information technology and so on The book also serves as a comprehensive overview for young investigators looking to start a new research program

The Alcalde ,2000-09 As the magazine of the Texas Exes The Alcalde has united alumni and friends of The University of Texas at Austin for nearly 100 years The Alcalde serves as an intellectual crossroads where UT s luminaries artists engineers executives musicians attorneys journalists lawmakers and professors among them meet bimonthly to exchange ideas Its pages also offer a place for Texas Exes to swap

stories and share memories of Austin and their alma mater The magazine s unique name is Spanish for mayor or chief magistrate the nickname of the governor who signed UT into existence was The Old Alcalde

Beyond the Five-paragraph Essay Kimberly Hill Campbell, Kristi Latimer, 2012 Love it or hate it the five paragraph essay is perhaps the most frequently taught form of writing in classrooms of yesterday and today But have you ever actually seen five paragraph essays outside of school walls Have you ever found it in business writing journalism nonfiction or any other genres that exist in the real world Kimberly Hill Campbell and Kristi Latimer reviewed the research on the effectiveness of the form as a teaching tool and discovered that the research does not support the five paragraph formula In fact research shows that the formula restricts creativity emphasizes structure rather than content does not improve standardized test scores inadequately prepares students for college writing and results in vapid writing In *Beyond the Five Paragraph Essay* Kimberly and Kristi show you how to reclaim the literary essay and create a program that encourages thoughtful writing in response to literature They provide numerous strategies that stimulate student thinking value unique insight and encourage lively personal writing including the following Close reading which is the basis for writing about literature Low stakes writing options that support students thinking as they read Collaboration in support of discussion debate and organizational structures that support writing as exploration A focus on students writing process as foundational to content development and structure The use of model texts to write in the form of the literature students are reading and analyzing The goal of reading and writing about literature is to push and challenge our students thinking We want students to know that their writing can convey something important a unique view to share defend prove delight discover and inspire If we want our students to be more engaged skilled writers we need to move beyond the five paragraph essay

Paragraph-writing Fred Newton Scott, Joseph Villiers Denney, 1893

Machine Scoring of Student Essays Patricia Freitag Ericsson, Richard Haswell, 2006-03-15 The current trend toward machine scoring of student work Ericsson and Haswell argue has created an emerging issue with implications for higher education across the disciplines but with particular importance for those in English departments and in administration The academic community has been silent on the issue some would say excluded from it while the commercial entities who develop essay scoring software have been very active *Machine Scoring of Student Essays* is the first volume to seriously consider the educational mechanisms and consequences of this trend and it offers important discussions from some of the leading scholars in writing assessment Reading and evaluating student writing is a time consuming process yet it is a vital part of both student placement and coursework at post secondary institutions In recent years commercial computer evaluation programs have been developed to score student essays in both of these contexts Two year colleges have been especially drawn to these programs but four year institutions are moving to them as well because of the cost savings they promise Unfortunately to a large extent the programs have been written and institutions are installing them without attention to their instructional validity or adequacy Since the education software companies are moving so rapidly into what they

perceive as a promising new market a wider discussion of machine scoring is vital if scholars hope to influence development and or implementation of the programs being created What is needed then is a critical resource to help teachers and administrators evaluate programs they might be considering and to more fully envision the instructional consequences of adopting them And this is the resource that Ericsson and Haswell are providing here *WPA, Writing Program Administration*, 1988 *McGraw-Hill's Conquering SAT Writing, Second Edition* Christopher Black, 2010-10-26 Get the edge you need on the Writing section of the new SAT The SAT is coming up and you need extra help to tackle the tough Writing section including the dreaded SAT essay Revised and updated McGraw Hill s Conquering SAT Writing Second Edition is packed with intensive practice for the new multiple choice writing questions plus teacher recommended strategies for writing a high scoring essay You also get sample scored SAT essays with readers comments Specially created by a nationally known test prep expert this first rate guide has everything you need to get ready for this difficult part of the SAT and to help you achieve your best Writing score ever McGraw Hill s Conquering SAT Writing includes 3 full length practice SAT Writing Tests with complete explanations A classroom tested step by step program for writing an outstanding SAT essay Sample scored SAT essays with readers comments Strategies for answering the tough new multiple choice writing questions Complete review of all the grammar rules you need to know for the test Topics include Introduction The Essay The Multiple Choice Questions The Fundamental Rules of Grammar for Writing and Editing Three Practice Tests *The English Bible as a Guide to Writing* Charles Sears Baldwin, 1924 **From Idea to Essay** Jo Ray McCuen, Anthony C. Winkler, 1995

Mosaic Two Writing Blass, 2002 Offers a five level four skill ESL ELT series for academic students This book for beginners to advanced learners incorporates interactive and communicative activities while focusing on skill building to prepare students for academic content Reading writing listening and speaking as well as grammar are presented in each strand **The World of Language** Robert N. Hudspeth, Donald F. Sturtevant, 1967 *Community College Review*, 2000

Teaching in the Elementary School Judy W. Eby, Adrienne L. Herrell, 2005 This exciting new edition introduces an updated model of reflective action in teaching and aims to inspire preservice and inservice teachers to view national state and local standards as meaningful and important but not the end goal of teaching Through this model rea5ers will learn how to become more reflective and proactive in the thousands of decisions teachers face each day Features of the Fourth Edition include PRAXIS II margin notes show where chapter content aligns with the areas of knowledge and topics found on the Principles of Learning and Teaching Exam Chapter ending Reflective Action Experiences for Your Professional Portfolio are simulated activities drawn from the National Board for Professional Teaching Standards requirements and provide opportunities for readers to document the reflective actions they take to meet students needs Authentic exhilarating teacher stories Reflective Action Stories showcase real teachers who begin with standards but end up exceeding them by creating highly original and creative curricula that meet the diverse needs of their students *Oral Discourse and Education*

Bronwyn Davies, P. Corson, 2013-11-01 *Oral Discourse and Education* examines spoken language as a field of study looking at the various ways in which we can both theorise the place of talk in education and examine the way talk is actually done in educational settings. Given the centrality of literacy based practices in schools a book focusing on talk brings quite different and important perspectives to the study of education. Talk is something that has all too often been devalued and taken for granted. What becomes evident throughout the papers included in this volume is that talk is of central importance in establishing identities and the cultures in which those identities are located. However because we are unused to reflexively examining the way we talk there is a serious disjuncture between what we believe talk should achieve and what can be seen to be achieved in actual talk in educational settings. Anyone interested in teaching should read this book. Becoming more aware of the centrality of talk and what it achieves is important both for enabling us to find ways to bring our ideals more in line with our practices and for being able to recognise and reflect on the ways our talk can be achieving things quite other than what we intend. This book is relevant to teachers at primary secondary and tertiary levels and for researchers interested in spoken language in educational contexts.

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