HORTATORY EXPOSITION TEXT

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PARAGRAPH WRITING MODULE

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Learning Objectives:

- Students are able to identify topic sentence and thesis statement
- Students are able to make a topic sentence and thesis statement
- Students are able to write an effective paragraph

Conceptual Map
**HORTATORY EXPOSITION**

**Definition:**
A hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. In other words, the main function of Hortatory Exposition text is to persuade the readers or listener that something should or should not be the case. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among science, academic community and educated people. It means that the text asserts something to the readers by giving supporting statement and evidence to convince it. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

**Social function:**
To persuade the reader or listener that something should or should not be the case

**Generic structure:**
Generic structure
- Thesis ◊ it presents announcement of issue of concern.
- Arguments ◊ it presents the reasons for concern, leading to recommendation.
- Recommendation ◊ it presents the statement of what ought or ought not to happen.

The generic structure of hortatory exposition is:
1. An Introductory Statement: It consists of the author’s point of view (thesis), preview of the arguments that will follow in the next section, and a question or emotional statement to get audience attention.
2. A series of arguments to convince the audience: This part is significant to support about the thesis. Therefore, it needs some requirements.
   They are explained as follow: ◊ A new paragraph is used for each argument 5 ◊ Each new paragraph begins with topic sentence ◊ After topic sentence comes the details to support the arguments ◊ Emotive words are used to persuade the audience into believing the author.
3. Recommendation: statement of what should or should not happen or be done based on the given arguments.

**Language features:**
* Emotive words, such as: alarmed, worried
* Words that qualify statements, such as: usual, probably
* Words that link arguments, such as: firstly, however, on the other hand, therefore
* Usually present tense
* Compound and complex sentences
* Modal auxiliary, such as: can, may, must, should

**Lexicogrammatical features**
◊ Focus on generic human and non-human participants
◊ The use material processes
◊ Using Present Tense
◊ Using conjunction
Learning English Through Music and Songs is Fun

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, "the song stuck in my head" Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample.

Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don't have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yes, even revolution.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

**ANALYTICAL EXPOSITION**

**Social function**: to persuade the readers or the listeners that something in the case, to analyze or to explain.

**Generic structure**:
* Thesis: usually includes a preview argument. It introduce topics and indicates the writer's position
* Argument: consists of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence
* Reiteration: restates the position more forcefully in the light of the arguments presented

**Language features**:
* Emotive words, such as: alarmed, worried
* Words that qualify statements, such as: usual probably
* Words that link arguments, such as: firstly, however, on the other hand, therefore
* Usually present tense
* Compound and complex sentences

**Example**:

**Is Smoking Good for Us?**

Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.
Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

Writing Effective Paragraphs

Paragraphs, Thesis Statement & Topic Sentences

- A paragraph is much more than a collection of connected sentences. It is a building block of essay development, and paragraphs provide the structure needed to develop the thesis of a paper. In fact, a useful way to think about a paragraph is as a “mini-essay,” or an essay within an essay, with its own mini-thesis (the topic sentence), middle or body (the supporting details) and end or conclusion (the concluding sentence).

- A paragraph is about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences explain the writer’s main idea (most important idea) about that topic. When the writer wants to write about a new main idea, he/ she begins a new paragraph.

- Topic sentence tells what a body paragraph is about. It is located in the beginning of a body paragraph.

- Thesis statement tells what the entire essay is about. It is located in the end of the introduction.

Types of paragraphs in a basic essay

Most paragraphs in an essay have a three-part structure—introduction, body, and conclusion. You can see this structure in paragraphs whether they are narrating, describing, comparing, contrasting, or analyzing information. Each part of the paragraph plays an important role in communicating your meaning to your reader.
• Introduction: the first section of a paragraph; should include the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition.

• Body: follows the introduction; discusses the controlling idea, using facts, arguments, analysis, examples, and other information.

• Conclusion: the final section; summarizes the connections between the information discussed in the body of the paragraph and the paragraph’s controlling idea.

Guide to essay paragraph structure

Writing an introduction to your essay

An introduction is usually around 10% of the total word count. Some students find it easier to write the introduction in their first draft, while others prefer to write it after their body paragraphs have been finalised. An introduction is the first thing your audience reads, so it needs to be clear, concise ... and engaging!

*Note: All citations in this guide are in the Harvard style of referencing. See the Deakin guide to referencing for further details of Harvard and other styles used at Deakin.

Essay introduction – Example 1

Here is an example of an introduction to an essay that provides:

- Background information
  Some background information is provided to give the reader some context for the discussion.

- Purpose
  It is clearly stated what the essay will argue – and is a direct response to the essay question.

- Outline
  Indicates the main ideas to be discussed in the essay so that the reader knows what to expect.
It was in response to the following assignment question: 'Discuss the issue of legalising same-sex marriage in the twenty-first century, with regards to current and past laws, cultural and social perspectives.'

Numerous philosophers have contributed to the debate on legalising same-sex marriage. Some (Edwards 2008; Finnis 1994) argue that legalising same-sex marriage would threaten the ideology of traditional marriage and deny the right of people of faith to reject 'alternative' forms of matrimony. Others (Calhoun 2000; Mohr 2005) contend that refusing same-sex couples the right to marry under law is an act of oppression that ultimately denies them of their moral equality. This essay argues that the notion of marriage has evolved over centuries with shifting social and cultural standards, and that therefore there is a strong argument that in the twenty-first century same-sex marriage should be legalised. Firstly, marriage will be defined from the perspectives of natural law theory and new natural lawyers. Secondly, there will be an analysis of various factors that contribute to the dynamics of marriage that are often overlooked by the anti-same-sex lobby. Finally, reasons will be provided why same-sex marriage must be recognised under law and how this is in accord with other current laws around anti-discrimination and equity.
Essay introduction – Example 2

Here is an example of a first-year student’s introduction to a much shorter 500-word essay.

Note that there is often no space to provide background information in such a short essay, but the following introduction does include:

Purpose
This section directly addresses the assignment question. The first sentence identifies the subject of the essay and the second sentence introduces a discussion.

Outline
Although there is little space to provide an outline, this introduction still provides the reader with some details of what will follow.

It was in response to the following assignment question: ‘Identify two significant contributions to early theories of evolution. Discuss the similarities and differences in their key ideas in relation to a particular species.’

Two major schools of thought that significantly contributed to the theory of evolution derive from the renowned naturalists, Jean-Baptiste Lamarck and Charles Darwin. Although their arguments share a mutual foundation, their ideas differ in regard to how certain characteristics came to appear in certain species, in particular on the question of whether organisms have an ‘internal vital force’ driven by need (Embogama 2014). The differences between these two theories can be clearly demonstrated by a brief consideration of their respective observations and analyses of the anteater.
Writing the body paragraphs of your essay

The body of your essay is where you detail your ideas. It usually makes up approximately 80% of your essay. It is important to remember that the evidence you provide supports your writing, rather than the other way around!

- Structure your body paragraphs by beginning with a topic sentence – this is the topic of your paragraph.
- Provide supporting evidence with citations, but also ensure that you paraphrase and summarise your sources more often than you quote.
- It is essential that each paragraph have some of your own analysis and commentary. This might include: comparing and contrasting the ideas of others, asking questions, providing further examples or making some conclusions based on your analysis.

- Consider how you will conclude your paragraphs and how your paragraphs link to each other.
- Remember to be formal, objective and cautious in your writing.

Essay body paragraph – Example 1

The following essay body paragraph includes:

**Topic sentence**
This is the topic of the paragraph. Note how it begins with the linking phrase ‘Despite the…’, referring to the previous paragraph.

**Supporting evidence and examples with citations**
Cite reputable sources only. Summaries, paraphrases and quotes of all sources need to be cited.

**Analysis**
It is important to provide some analysis – comparing/contrasting sources, asking questions, making conclusions, etc.

**Concluding sentence**
Sometimes paragraphs include a concluding sentence, or a final sentence that links to the following paragraph. Note that drawing your own conclusion is another example of analysis.
Despite the focus on hard skills, it appears that the biggest benefit of going to university is not necessarily what you learn, but the people you meet there and the networks that you create. Although graduates often list discipline-orientated goals when asked what their main reason is for enrolling at university, ultimately many graduates go on to careers and professions unrelated to their degree program (Hopkins & Bylander 2013; Raskovich 2003; Smith 1999). So what kind of transferrable skills do students carry over from their study into their career? Raskovich (2003, p. 217) suggests that the key relationships and networks created by students at university provide useful professional contacts for the future. This also assists in the development of the interpersonal communication skills sought by employers. Student proficiency in a range of digital skills that facilitate online academic, professional and social networks are also important elements in the bigger picture of graduate communication skills.

Essay body paragraphs – Example 2

**Topic sentence**
*This is the topic of each paragraph. Note how the topic sentence in the second paragraph below begins with the linking word ‘Furthermore’.*

**Supporting evidence and examples with citations**
*Cite reputable sources only. Summaries, paraphrases and quotes all need to be cited.*

**Analysis**
*It is important to provide some analysis – comparing/contrasting sources, re-interpretation of ideas, and making conclusions, etc.*

**Concluding sentence**
*A concluding paragraph is not necessary for every paragraph.*
Social interaction is one of the fundamental principles of social constructivist theory. In this philosophy, learning is regarded as a social process where people are engaged with social practices (McMahon 1997). Vygotsky (1978) argues that with the help of peer and other mentors, learners develop concepts and ideas that they can go on to understand independently. In addition, students' social interactions with other students, academics, and other individuals outside the university, are major influences on individual development and knowledge construction. In other words, learners interact with members of their community outside the curriculum in order to obtain or understand new knowledge and how to apply it.

Furthermore, language becomes a critical tool (Vygotsky 1978) that helps learners to mediate social interactions. It is through speech, primarily, that learners engage with bodies of knowledge that exist in a culture (Vygotsky 1978). As a result, through such experiences and in challenging and supported environments, learners gradually become skilled at participating in analytical discussions and other activities (Wertsch 1991, p. 235). Therefore, learners need to engage in social interaction to become aware of others' ideas, to interpret information derived from the interaction or experience, and thus build and incorporate new knowledge. So the role of language is key because it serves as a tool to mediate that engagement.
Writing a conclusion to your essay

You do not need to add new information, arguments or citations in a conclusion.

You may provide:

- **Restatement of topic and summary of response**
  Restate the essay topic and give a brief summary of how you have successfully addressed it – and provide some of the key points.

- **Link back to broader context**
  This is optional, depending on the length and topic of your essay.

- **Suggest directions for further research**
  This is also optional and is usually for longer research essays.

**Essay conclusion – Example**

Charles Darwin and Jean-Baptiste Lamarck both made significant contributions to theories of evolution. Through a brief analysis of the antecedent, this essay has shown that while both naturalists shared a common basis surrounding the question of adaptation, Darwin’s notion of natural selection suggested the initial presence of numerous variations from the beginning; whilst Lamarck’s theory focused on physical and behavioural traits being repeatedly exercised and the resulting qualities being inherited by their offspring. Recent research into epigenetics, which cannot be explained exclusively by Darwinian theory and draws heavily on Lamarckian, demonstrates the continued relevance of revisiting the work of these seminal naturalists.

**References**

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