



ESSAY GUIDELINES

THE EFFECT ESSAY



Effect essay: Introduction

Sentence	Goal	How
1	Attract reader's attention	Short anecdote, quotation, fact, startling statement
	Introduce general topic	Use anecdote, quotation, etc. related to general topic
2	Link idea in opening sentence to idea of causes in the background information	Use transitional sentence
3-6	Give background information	Provide information on causes of topic, moving from the general to the specific
7	Link idea of causes to the specific topic (effects) in thesis sentence	Use transitional sentence
8	Inform reader of specific topic, pattern of development and number of categories/aspects	<ul style="list-style-type: none">• <u>Specific topic</u> + <i>leads to/results in/brings about</i> + <u>three parallel direct effects</u>.• <u>Three parallel direct effects</u> + <i>are the major/primary effects of</i> + <u>specific topic</u>.• <u>Three parallel direct effects</u> + <i>occur as the result of</i> + <u>specific topic</u>.

Sample introduction: Brainstorming

Causes of students working part-time

- Pay for entertainment
- Pay for necessities
- Help out family
- Gain experience

Effects of students working part-time

- Lower participation rates in extracurricular activities
- Lower grades
- Isolation from peers

Sample introduction

Thesis sentence patterns

- Specific topic + *leads to/results in/brings about* + three parallel direct effects.
- Three parallel direct effects + *are the major/primary effects of* + specific topic.
- Three parallel direct effects + *occur as the result of* + specific topic.

Surveys show that more than two-thirds of students in the United States hold part-time jobs (Holt, Rinehart & Winston, 2012). These teenagers have all kinds of reasons for working. As many as 83 percent say they spend their earnings on entertainment (Holt, Rinehart & Winston, 2012). Others seek jobs to pay for necessities: car insurance, clothes, and college expenses. Still others work to help with their families' finances. A minority of students work in jobs that they hope will give them valuable experience in fields that interest them. Whatever their reasons for working, students with part-time jobs end up paying for their paychecks. **Working part-time results in lower participation rates in extracurricular activities, lower grades, and isolation from peers.**

Part-Time Jobs, Full-Time Lives: Teenagers at Work. Holt, Rinehart & Winston. (n.d.)

Writing the body paragraph

1. Decide on most important effect and write topic sentence, along with appropriate transition
2. Explain the effect
3. Back up the explanation of the effect with paraphrase of evidence from expert, citing the author's name and date of publication of article
4. Explain supporting evidence from expert
5. Back up with an example and/or statistic
6. Explain example and/or statistic
7. Complete the paragraph's idea

Sample body paragraph

Synonyms

- effect, consequence, result

Transitions indicating order of effects

- Transitions for first effect – *first, initial, primary*
- Transitions for subsequent effect/sub-point – *additional, additionally, furthermore, in addition, moreover, another, next, second, still another*
- Transitions for third effect/sub-point – *final, finally, lastly, last* (These are used only with the last main point or sub-point.)

One of the first noticeable effects of drought is the loss of crops and livestock that are needed for food. In countries or areas where the soil is already poor, it does not take long for soil to turn into dust and simply blow away if there is no rain. Without topsoil, crops cannot grow (Hold, Rinehart & Winston, 2012). That is, the grasses that cattle, sheep, and other livestock eat are unable to grow. Moreover, streams stop running, and lakes and ponds dry up. Without water, crops, livestock, and wildlife, people cannot survive. Consequently, widespread malnutrition and even starvation can occur, causing numerous deaths in affected regions.

Dry Seasons: The Effects of Drought. Holt, Rinehart & Winston. (n.d.)

Conclusion

1. Topic sentence


- Start with a transition to indicate this is the conclusion – *As can be seen, In brief, In closing, In conclusion, To summarize, It is clear that . . .*
- Add an inference
As can be seen, globalization results in the elimination of poverty in third-world countries.

2. Explain reason for inference

- The reasons must be based on the causes discussed in the body of the paper.
- They must be directly related to the inference.
Because of globalization, more people than ever before have employment in meaningful jobs and literacy at all levels is spreading throughout the world. Another consequence of globalization is the technology – such as the Internet, cell phones, and chances to travel – connect people in all countries and help decrease the income gap between “haves” and “have-nots.”

3. Concluding sentence

End with a sentence that echoes back to introduction and does not introduce a new topic.
Readers are referred back to the expression about teaching a man to fish; globalization provides the necessary tools for the poor to “eat for a lifetime.”



As can be seen, globalization results in the elimination of poverty in third-world countries. Because of globalization, more people than ever before have employment in meaningful jobs and literacy at all levels is spreading throughout the world. Another consequence of globalization is the technology – such as the Internet, cell phones, and chances to travel – connect people in all countries and help decrease the income gap between “haves” and “have-nots.” Readers are referred back to the expression about teaching a man to fish; globalization provides the necessary tools for the poor to “eat for a lifetime.”

Elements of an Effective Conclusion. (2006). *Sourcework*. Boston, MA: Heinle.