

FACULTY OF ARTS AND LANGUAGES

DEPARTMENT OF ENGLISH

SUBJECT: WRITING (CEE)

LEVEL: LICENCE 2nd YEAR (L2)

RESPONSIBLE OF THE MODULE: Pr Abdelhak Nemouchi

Lecture N° 01

THE COMPOSITION DEVELOPED BY DEFINITION

CLASS SESSION = 6 hours

Instructions:

- Students read loudly the essay below three or four times.
- Students define and illustrate the difficult words in the passage.

Model Composition to read and understand: What Is a rodeo?

A rodeo is perhaps the most genuinely American of all sports. The word « rodeo » is a Spanish one meaning « gathering place or market place for a cattle. » A rodeo itself is a competitive contest based loosely on traditional cowboy skills of riding and roping. It consists of six major events : (1)Riding an unbroken range horse (bucking bronco) in a saddle ; (2)Riding a bucking bronco without a saddle(bareback); (3)Riding a bull ; (4)Roping a calf; (5)Wrestling a steer to the ground (bulldogging); (6)Racing horses around barrels (with women riders).

The first rodeo took place following a cattle roundup in the 1880s. From this informal cowboy pastime, a colorful spectacle has evolved that contains many familiar American elements—the exciting action of bucking horses and bulls, the explosive masculine environment, the hot dogs stands, beer barrels, boots, jeans, and cowboy hats.

Today most rodeos are staged in a large, flat arena that is fenced off to protect the viewing public. Grandstands are erected on two sides of the arena ; on the other sides are pens to hold the horses, steers, calves, and bulls. Nearby are narrow chutes from which animals are released into the arena. On a platform a loud speaker system is set up for the announcer, who introduces the riders and comments on the events as they happen. Near the arena are refreshment stands where people gather to buy food and drink. Portable restrooms are set up near the grandstand, and an ambulance is parked nearby in case of an accident.

An opening parade of proud riders on proud horses usually begins a rodeo ; the performers carry flapping national and state flags. Then the two-act performance begins. Calf roping and steer wrestling are timed events. In the fastest possible time, a man must rope and throw to the ground a calf and tie three of its feet together. In steer wrestling, the object is to tumble the steer onto his back with its head and all its feet in line. Calf roping has been done under 15 seconds, and a steer has been wrestled in less than 10 seconds.

When riding an animal, a contestant mounts before the chute gates are opened. The rider must stay on the bucking animal for eight seconds ; points are given for the performance of both the animal and the contestant. In all riding events the contestant is disqualified if he touches the animal with his free hand.

Probably the most difficult rodeo feat is Brahman bull riding. During this event, a rodeo comes to resemble a circus because gaily costumed clowns come to the arena to distract the bull's attention from falling riders. To stay on a pitching bull for as long as eight seconds is one of the most challenging tasks in a rodeo. Spectators eagerly wait for this event.

The present circuit extends far beyond the region in which the contests first developed. Now rodeos are popular throughout the western half of the USA and in major eastern and southern cities. Australia also stages these events. One of the biggest rodeos of all is held during the annual Calgary Stampede in Canada.

Instruction:

- Students attempt to understand all about the expository composition developed by definition. It is important to keep hold of the formal definition which is always constituted of a genus and a species.

What to Know about the Expository Development by Definition

The English word « definition » comes originally from the Latin *de* and *finire* meaning to set a limit or a boundary. That is what a dictionary sets out to do. Usually dictionary definitions are brief, logical, and formal.

Writing a definition essay is about more than giving a definition to terms or words, but rather it involves a thorough study as to how the word received its meaning in the first place. The objective of the definition essay is to give your reader an idea of how the words being defined developed their meaning over time.

There are many ways of defining any term, so you can write several types of definition essays: a **historical definition** examines the various meanings that a word has had over an extended period of time; a **negative definition** tells readers both what the term means and what it does not mean; a **restrictive definition** limits your discussion by telling readers exactly which angle you will be examining or how you will be using the term; an **objective definition** informs readers by emphasizing the term itself; a **subjective**

definition persuades readers by focusing on your opinions or perceptions of the term – the way you want to define it. Think about what type of definition will work best for your audience.

The logical definition, by its nature, has two parts, as can be seen in the dictionary definition of the word « piano »: « a stringed percussion instrument having steel wire springs that sound when struck by felt-covered hammers operated from a keyboard. » The first part of a logical definition is its **genus** (class or category), consisting of items which can be grouped together because of their likenesses or common traits. In the above definition, the genus is a « stringed percussion instrument.» The second part of a logical definition is its **species**, or those characteristics which differentiate it from other members of the same genus. Thus, in the definition of the word « piano », the fact that it has steel wire springs that sound when struck by felt-covered hammers operated from a keyboard » distinguishes it from any other stringed instrument, such as a zither or a harp.

e.g.: Radar is an electronic device that is used for the detection and location of objects. It operates by transmitting a particular type of wave-form, and detects the nature of the echo signal.

Short definitions can be logical without being formal in the manner of most dictionary definitions. An example of an informal definition which has a proper genus and species is the poet Frost's definition of « home » as « the place where, when you have to go there, they have to take you in».

Three errors should be avoided in the writing of logical definitions. First of all, a definition should **not be circular**. In other words, the species should not include the word being defined, as in the faulty definition, « a stoic is an advocate of stoicism.» Moreover, the genus in a definition should **not be too small** to include the thing to be defined. If the definition of a « poem » read « two or more rhymed lines written to express an idea, mood, or emotion,» the genus is too limited because it does not include blank verse and other non-rhyming poetry. Yet **neither** should the genus **be so large** that it becomes not really useful. If an « automobile » is defined as « a means of transportation,» its genus is too large to be meaningful.

For purposes of expository writing, though, the brief logical definition that we have been examining plays a relatively small part. Of more interest to us is another form, called **extended definition**.

Extended definitions are sometimes developed by special expository techniques. Suppose we are dealing with the term “*civil rights*”. One way to develop a definition is to give the background of the term, perhaps discussing the source of the civil right movement and the various directions in which it has developed. Another method of definition is to **list the various elements** of what is being defined, possibly selecting one for further development. Using this method, we could break *civil rights* into political, social, and sexual categories.

Let's now read over a short definition of a teaspoon, considering as you read what form of development is used and how complete its genus and species are :

A teaspoon is a utensil for scooping up lifting small amounts of something. It has two joined parts: a flat, narrow, tapered handle, by which it is held, and a shallow oval bowl to dip and carry liquid, food or other material. The handle is about four inches long. The shape of the handle allows it to fit easily in the hand when it is correctly held resting across the third finger and grasped between the thumb and first joint of the fore-finger of the right hand. A spoon is usually made of metal or some other hard-wearing, unbreakable material.

The preceding selection develops its definition of the teaspoon by describing its parts and its uses, first in general terms (genus and species) and then in more exact detail. We notice that the species is too small. It could be expanded to add to « scooping and carrying) a third function of a teaspoon—that of stirring a liquid.

Lecture N° 01: T.D. SESSION = 04 to 06 HOURS

Exercise 1: Write one thesis statement and three topic sentences on each of the following concepts:

- What is justice?
- What is wisdom?
- What is religion?

Make sure your definitions contain genus and species parts.

Exercise 2: List other concepts that would share the same genus as the following:

- Love
- Happiness
- Death

Exercise 3: Write a full composition developed by definition on the following:

- How do you perceive the notion of success?

Lecture N°2

THE COMPOSITION DEVELOPED BY COMPARISON AND CONTRAST

CLASS SESSION = 6 hrs

Instructions:

- Students read loudly the essay below three or four times.
- Students define and illustrate the difficult words in the passage
- Students are invited to notice that the first two paragraphs display differences, while the remaining two emphasize similarities.

Model Composition: **Japan and the USA : Different but Alike**

At first glance, Japan astonishes and fascinates the Americans because it seems so different. All that characterises the United States—racial and ethnic heterogeneity, newness, vast territory, and individualistic ethic—is absent in Japan. Instead, one encounters an ancient and homogeneous population, tradition that emphasises the importance of groups and communal needs, with rich panoply of highly elaborate rites and ceremonies that cover every aspect of daily living, from drinking tea to saying hello.

Where Americans pride themselves on a studied informality and openness, their Japanese counterparts employ formality and complexity. If Americans value time, the Japanese treasure space. While Americans have always enjoyed a sense of continental scale, employing metaphors of size to describe both the natural environment and industrial production, Japan has exerted its genius on the diminutive and the miniature. It seems appropriate for America to produce the world's airplanes, while Japan creates cameras and transistors.

Yet these two cultures, so apparently opposite in almost every way, have always possessed a strange affinity for each other. Like their descendants, 19th American visitors found the world of Japanese art, philosophy, ceremonies, and social life to be compellingly attractive. One reason is its very comprehensiveness. Japan is a filled-in culture, with few imprecision or empty spaces. Little has been left to chance; nothing has been too small to escape attention.

Opposites supposedly attract, but there is more to it than that. Japan and America share to differing degrees, some large experiences and broad skills which have bred a certain kind of sympathy. **(This is a transitional paragraph)**

Both, for example, have transplanted cultures. Each nation has a “mother” society—China and Great Britain—that influenced the daughter in countless ways: in language, religion, social organisation, art, literature, and national ideals. Japan, of course, has had

more time than the United States to work out its unique interpretation of this older culture. But even today, the debt to China is perceivable and gracefully acknowledged. It has produced in some artists and philosophers the same kind of ambivalence and self-consciousness dominating American cultural nationalists.

Both societies, moreover, have developed the brokerage art, the business of buying and selling, of advertising and mass producing to unprecedented levels. Few sights are more representative than the tens of thousands of bustling stores to be seen in Japan, above all the disciplined and enticing department stores. To American eyes, they seem comforting and reassuring as an expression of the commercial spirit.

Both peoples love to shop, and to record. And both peoples have always emphasised the importance of work and are paying penalties for their commitment to development and modernisation.

Instruction:

- It is fundamentally important for all students to understand the theoretical analysis below.

What to know about the Expository Development by Comparison and Contrast

One reason that you often find development by comparison or contrast is that this type of organisation works well in many subject areas. We teach the Algerian revolution by showing how it resembled and differed from other revolutions. Some literary critics like to analyse one work in terms of another. Occasionally comparison or contrast seems the only way to explain something. A mother, trying to inform her young child what an Eskimo igloo is, might finally rely on a comparison: "Take a lot of ice cubes from the refrigerator. Build a big hollow snowball with them. Then cut it in half... » By beginning with things that are familiar to the child, the mother makes the unfamiliar concept of the igloo understandable to the child. This is the heart of the method of comparison and contrast: explaining something that is unfamiliar to the reader in terms of something that is familiar.

For purpose of writing comparison and contrast are essentially opposite approaches. When a writer is comparing, he is pointing out the similarities that exist between objects, terms or ideas. For example, the fan belt of an automobile engine might be compared to the conveyor belt in a factory. When a writer is contrasting, though, he is focusing on the differences between objects, terms, or ideas. Logically however, you will find that comparison and contrast are, to some degree, always combined. In any set of items being compared, there is usually an element of contrast. Conversely, there is normally some point of comparison in any contrast. This is so, both because completely identical things cannot be compared and because objects that have nothing in common do not provide a meaningful contrast. They are too different from each other in form, like a radio and a tree.

When you write either a comparison or a contrast, two basic methods of development, or a combination of them, are possible. Which one you chose will be determined by the nature of your subject matter. If you are dealing with two rather broad topics that are not too complex or detailed, you may first fully discuss one and then go on to discuss the second in a subsequent paragraph. But if your topics are complex or involve many small similarities or

differences, it may be preferable to examine them in pairs, turning first to one and then to the other alternately as you write. Such a paired type of development is especially suited to a topic containing statistics or many small details. Development by pairs tends to be more forceful and direct. Many times, though, you will want to combine these two approaches, placing comparative pairs within a broader framework.

- **The following type of comparison and contrast is known as analogy. It consists of comparing two items with other two** (here, the writer compares between social and exact scientist with swimmers and runners) :

In discussing the relative difficulties of analysis which the exact and inexact sciences face, let me begin with an analogy. Would you agree that swimmers are less skilful athletes than runners because swimmers do not move as fast as runners? You probably would not. You would quickly point out that water offers greater resistance to swimmers than the air does to runners. Agreed, that is just the point. In seeking to solve their problem, the social scientists encounter greater resistance than the physical scientists. By that, I do not mean to belittle the great accomplishments of physical scientists who have been able, for example, to determine the structure of the atom without seeing it. That is a tremendous achievement; yet in many ways it is not as difficult as what the social scientists are expected to do. The conditions under which the social scientists must work would drive a physical scientist frantic. Here are five of those conditions. He can make few experiments; he cannot measure the results accurately; he cannot control the conditions surrounding the experiments; he is often expected to get quick results with slow-acting economic forces; and he must work with people, not with inanimate objects.

The following transitions are often used in writing comparisons :

first, second, third , furthermore, for one thing, moreover, another, equally important, besides, in fact, too, then, in addition to, accordingly, like, at the same time.

Other transitions that are often helpful when dealing with contrast:

on the contrary, unlike, different from,for one thing, on the other hand, in contrast, despite , however, in spite of although, nevertheless, instead.

Lecture N° 02: T.D. SESSION = 04 to 06 HOURS

Exercise 1: Write three thesis statements followed by four topic sentences each on the following:

- Islam and Christianity
- Fathers and mothers
- Studying in Algeria and studying abroad.

Exercise 2: Identify two or three couples of items that would require the analogical development as in the paragraph about social and exact scientists.

Exercise 2 : compare and contrast between two of your teachers from all points of view—physical aspects and sociability with students.

Lecture N° 03

THE EXPOSITORY COMPOSITION DEVELOPED BY CAUSE AND EFFECT

CLASS SESSION : 4 to 6 hours

Instruction :

- Read the passage below three or four times and try to understand the principle of the swinging wonder.
- Observe that the aim of the essay is to explain that whenever there is an action, there is a reaction.

Model Composition: **The Swinging Wonder**

Recently an American manufacturer developed a scientific demonstrator named the « swinging wonder ». Intended for use in schools as an aid in understanding certain principles of physics or on the home as an educational toy, this small demonstrator quickly became an object of fascination for both the science teacher and the layman. The purpose of this device is to demonstrate Sir Isaac Newton's law of motion, in which action and reaction are equal and opposite.

In its appearance the swinging wonder is a box-like open wooden framework approximately ten inches square. Five lengths of strong string are attached to both the front and top rails of the framework. Each piece of string hangs downward in a 'V' shape, with a small steel ball attached at the base of the 'V'. At rest, the five steel balls hang in an even row in which each ball touches the one beside it. The steel balls are suspended about two inches above the base of the framework.

Much of the effectiveness of the demonstrator comes from its simplicity. To operate it, an experimenter may begin by lifting the steel ball at the extreme left of the row of balls, raising it out beyond the side of the framework, and then releasing it so that it returns to strike the remaining four balls still hanging motionless in a row. When this happens, the released steel ball will stop in its original place at the left end of the row, and the corresponding ball at the extreme right end of the row will automatically swing out and up for a distance equal to that to which the first ball had risen. Next, the experimenter may grasp two steel balls at the left end of the row, lift them out to the side as he has done the first time, and release them together. Now, they will return to place, striking the row of balls and causing the two corresponding steel balls on the right end side to swing out because of the transfer of momentum. If three or four balls will detach themselves from the line of steel balls after it had been struck by the equal number of balls that have been raised and released. Again, the reacting balls will travel the same distance on the one side as you have lifted the balls on the other side.

An explanation for this phenomenon can be expressed in five parts. First, when a steel ball is lifted it is given energy. Second, when a ball is released its energy is transformed into a type of energy called Kinetic energy. Third, this energy of motion or kinetic energy, is never truly conserved, being dissipated by inefficiency in the system. Fourth, in addition to kinetic

energy, a moving body has also momentum, which is defined as the product of the mass and its velocity. Fifth, unlike kinetic energy, momentum must be truly conserved and is not lost.

When the kinetic energy of the inelastic balls is imparted by the impulse to other inelastic balls, the momentum of the first ball is transferred to the second. In order for the same momentum and nearly the same kinetic energy to be conserved, however, the speed and mass of the ball travelling after the impact must be nearly equal to the speed and the mass of those balls moving before the impact.

Instruction: Read and understand the theoretical analysis below.

What is to be known about the Development by Cause and Effect :

Causal analysis is particularly well suited for writing about scientific subjects. But its usefulness as a mode of development extends far beyond the science classroom into every area of expository composition. (in history: the causes of World War II ; in psychology : the effects on a prisoner of war ; in literature : causes and effects of romanticism in English literature).

Causal analysis is not important only schools. Professional and businessmen often adapt cause and effect to their affairs. ; e.g. a doctor diagnoses an illness, a lawyer defends a client, a businessman organises a sales campaign.

Cause can be defined more concisely as that by which an effect is produced. Some causes are immediate. They can be discovered without much effort because they occur close in time to the effect produced. An example of an immediate cause is a broken gas line that causes an explosion and a subsequent house fire. Other causes can be more remote and thus more difficult to uncover ; the reason for the gas line breaking, for example, might have been that, several years earlier, a manufacture supplies defective pipe to the apartment builder. So the remote cause for the apartment fire would be the action of the careless or dishonest manufacturer. How extensively you trace both immediate and remote causes and effects will depend on two factors: 1. The nature of your subject. 2. The audience you are writing to. Sometimes you may stress cause ; at other times, you may emphasise on effect. The balance, however, cause and effect must be considered as a single method. One is incomplete without the other.

Some advice related to this type of development:

1. Avoid assuming that something happening in connection with or after another incident is necessarily evidence of a causal relationship. A rough-riding automobile does not necessarily mean that the car has a flat tire ; the road might be uneven.
2. Consider all possibly relevant factors before settling on a cause. Perhaps the marriage failed because of the husband's short temper. But his being difficult to live with may itself be the result of his wife's extravagant ways. Sorting out possible causes is one of the writer's jobs.
3. Never omit any link in the chain of causes unless you are sure the audience you are writing to will automatically make the right connection. It is much safer to detail carefully the network of causes that lead to an effect.

4. Try to be clear-minded, honest, and objective in your reasoning. Leave old prejudices behind when dealing with causal analysis.
5. Work logically from the immediate cause (or effect) down to the most remote.
6. Make a conscious effort to support your assertions with evidence (quotations, statistics...) examples are important in causal analysis.

Lecture N° 03: T.D. SESSION = 04 to 06 HOURS

Exercise 1: Write an introduction with a thesis statement emphasizing either causes or effects on the following topics:

- Cheating at the university
- Violence in the street
- After one year of political protest in Algeria (Hirak).

Exercise 2: Identify three topics that would require the type of development by cause and effect. Express them in a way to indicate that the emphasis will be on causes or effects.

Exercise 3: Students' lack of motivation, teachers' poor involvement, and inefficient pedagogy inevitably lead to a single result. Develop!