

Thesis-Driven Essays

What is a thesis-driven essay?

A thesis driven essay is a type of essay that is often associated with the humanities, such as English and History, but can also be seen in many different fields (including the sciences!). Since thesis-driven essays are prevalent across disciplines, you may see them referred to by different names: an analytical paper, an expository paper, or an argumentative paper.¹ The main purpose of a thesis-driven essay is to make an argument or prove a point. This “point” is explicitly articulated in your thesis statement, and the rest of your paper is structured around building evidence to support that thesis statement.²

Basic Structure of a Thesis-Driven Essay

Introduction

The purpose of an introduction is to gain the reader’s attention, provide necessary background information, and establish the essay’s thesis, or main idea.³ Depending on your rhetorical context, you can get the reader’s attention through a number of different methods. A quote or an anecdote may be appropriate in less formal writing whereas formal academic writing may start off with a statement of the significance of the work. Next, begin providing context for the reader, introducing broad topics that will be explored in the essay and then narrowing towards your thesis statement which is your main claim.⁴ Typically, the thesis will appear at the end of the introduction.

Example A⁵

Out-of-school youth have been a growing concern in the past decades. Compared to youth that receive proper education, those who do not stay in school are more likely to engage in risky events, such as smoking, illegal drug use, binge drinking, and many more (Lerman 1).⁶ In addition, youth who do not attend schools are not equipped with the necessary skill sets to get employed or earn income (which means they will not be able to sustain themselves), as well as the essential lessons that are needed in life, such as

Comments

Hook: Explain the significance.

Thesis Driven Essay Sample

Jacob Blumner, Pamela B. Childers



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Writing in Response Matthew Parfitt, 2011-12-23 Writing in Response is a flexible brief rhetoric that offers a unique focus on the critical practices of experienced readers analysis and reflection the skills at the heart of academic writing It helps students compose academic essays by showing how active reading and exploratory writing bring fresh ideas to light and how informal response is developed into polished documented prose Extensively class tested Writing in Response emphasizes the key techniques common to reading thinking and writing throughout the humanities and social sciences by teaching students the value of a social incremental and recursive writing process Read the preface *The Mad Scientist's Guide to Composition* Jeffrey Andrew Weinstock, 2019-11-13 Considering the composition classroom as a mad scientist's laboratory The Mad Scientist's Guide to Composition introduces different kinds of writing as experiments Writing an essay is a task that can strike fear into a student's heart but performing an experiment licenses creativity and doesn't presume that one knows the outcome from the start The Mad Scientist's Guide covers the kinds of writing most often required on college campuses while also addressing important steps and activities frequently overlooked in composition guides such as revision and peer reviewing Actual examples of student writing are included throughout as are helpful reminders and tips to help students polish their skills Above all the Mad Scientist's Guide seeks to make writing fun **Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing** Carl Whithaus, 2005-04-27 Teaching and Evaluating Writing in the Age of Computers and High Stakes Testing offers a theoretical framework case studies and methods for evaluating student writing By examining issues in writing assessment the book discovers four situated techniques of authentic assessment that are already in use at a number of locales throughout the US *Writing the Classroom* Stephen E. Neaderhiser, 2022-11-21 Writing the Classroom explores how faculty compose and use pedagogical documents to establish classroom expectations and teaching practices as well as to articulate the professional identities they perform both inside and outside the classroom The contributors to this unique collection employ a wide range of methodological frameworks to demonstrate how pedagogical genres even ones as seemingly straightforward as the class syllabus have lives extending well beyond the classroom as they become part of how college teachers represent their own academic identities advocate for pedagogical values and negotiate the many external forces that influence the act of teaching Writing the Classroom shines a light on genres that are often treated as two dimensional with purely functional purposes arguing instead that genres like assignment prompts course proposals teaching statements and policy documents play a fundamental role in constructing the classroom and the broader pedagogical enterprise within academia Writing the Classroom calls on experienced teachers and faculty administrators to critically consider their own engagement with pedagogical genres and offers graduate students and newer faculty insight into the genres that they may only now be learning to inhabit as they seek to establish their personal teacherly identities It showcases the rhetorical complexity of the genres written in the service of pedagogy not only for

students but also for the many other audiences within academia that have a role in shaping the experience of teaching

Contributors Michael Albright Lora Arduser Lesley Erin Bartlett Logan Bearden Lindsay Clark Dana Comi Zack K De Piero Matt Dowell Amy Ferdinandt Stolley Mark A Hannah Megan Knight Laura R Micciche Cindy Mooty Dustin Morris Kate Navickas Kate Nesbit Jim Nugent Lori A Ostergaard Cynthia Pengilly Jessica Rivera Mueller Christina Saidy Megan Schoen Virginia Schwarz Christopher Toth

Literature and Medicine Ronald Schleifer, Jerry B. Vannatta, 2019-10-09 Literature and Medicine A Practical and Pedagogical Guide is designed to introduce narrative medicine in medical humanities courses aimed at pre medicine undergraduates and medical and healthcare students With excerpts from short stories novels memoirs and poems the book guides students on the basic methods and concepts of the study of narrative The book helps healthcare professionals to build a set of skills and knowledge central to the practice of medicine including an understanding of professionalism building the patient physician relationship ethics of medical practice the logic of diagnosis recognizing mistakes in medical practice and diversity of experience In addition to analyzing and considering the literary texts each chapter includes a vignette taken from clinical situations to help define and illustrate the chapter's theme Literature and Medicine illustrates the ways that engagement with the humanities in general and literature in particular can create better and more fulfilled physicians and caretakers

Engaged Learning Richard VanDeWeghe, 2009-03-31 Based on the idea of flow a state of intrinsic control curiosity interest and inquiry this book provides strategies for encouraging students to become motivated engaged learners

Ecologies of Writing Programs Mary Jo Reiff, Anis Bawarshi, 2015-04-15 Ecologies of Writing Programs Profiles of Writing Programs in Context features profiles of exemplary and innovative writing programs across varied institutions Situated within an ecological framework the book explores the dynamic inter relationships as well as the complex rhetorical and material conditions that writing programs inhabit conditions and relationships that are constantly in flux as writing program administrators negotiate constraint and innovation

Gaming the Past Jeremiah McCall, 2013-06-17 Despite the growing number of books designed to radically reconsider the educational value of video games as powerful learning tools there are very few practical guidelines conveniently available for prospective history and social studies teachers who actually want to use these teaching and learning tools in their classes As the games and learning field continues to grow in importance Gaming the Past provides social studies teachers and teacher educators help in implementing this unique and engaging new pedagogy This book focuses on specific examples to help social studies educators effectively use computer simulation games to teach critical thinking and historical analysis Chapters cover the core parts of conceiving planning designing and implementing simulation based lessons Additional topics covered include Talking to colleagues administrators parents and students about the theoretical and practical educational value of using historical simulation games Selecting simulation games that are aligned to curricular goals Determining hardware and software requirements purchasing software and preparing a learning environment incorporating simulations Planning lessons and

implementing instructional strategies Identifying and avoiding common pitfalls Developing activities and assessments for use with simulation games that facilitate the interpretation and creation of established and new media Also included are sample unit and lesson plans and worksheets as well as suggestions for further reading The book ends with brief profiles of the majority of historical simulation games currently available from commercial vendors and freely on the Internet Climate Consciousness and Environmental Activism in Composition Joseph R. Lease, 2020-02-18 Now more than ever in a time when Americans still do not believe that humans are the primary cause of Earth's climate change crisis the burden on educators to inform challenge and motivate students about sustainability is greater than it ever has been On college campuses writing intensive courses often located within First Year or General Education curricula are an ideal place to take up this charge because of the flexibility of their content and the high volume of students that they reach In this volume a varied group of composition instructors with wide ranges and types of experiences provides best practices for bringing issues surrounding climate change into the writing classroom From literature based composition and creative writing courses to design thinking workshops to seminars against sustainability the authors in this volume lay out a multitude of possibilities for blending writing and environmental concerns that fellow practitioners can easily adopt or modify for their own use **Translingual Pedagogical Perspectives** Julia Kiernan, Alanna Frost, Suzanne Blum Malley, 2021-09-01 Translingual Pedagogical Perspectives addresses the movement toward translingualism in the writing classroom and demonstrates the practical pedagogical strategies faculty can take to represent both domestic and international monolingual and multilingual students perspectives in writing programs Contributors explore approaches used by diverse writing programs across the United States insisting that traditional strategies used in teaching writing need to be reimaged if they are to engage the growing number of diverse learners who take composition classes The book showcases concrete and adaptable writing assignments from a variety of learning environments in postsecondary English medium writing classrooms writing centers and writing programs populated by monolingual and multilingual students By providing descriptive and reflective examples of how understanding translanguaging can influence pedagogy Translingual Pedagogical Perspectives fills the gap between theoretical inquiry surrounding translanguaging and existing translingual pedagogical models for writing classrooms and programs Additional appendixes provide a variety of readings exercises larger assignments and other entry points making Translingual Pedagogical Perspectives useful for instructors and graduate students interested in engaging translingual theories in their classrooms Contributors Daniel V Bommarito Mark Brantner Tania Cepero Lopez Emily Cooney Norah Fahim Ming Fang Gregg Fields Mathew Gomes Thomas Lavalley Esther Milu Brice Nordquist Ghanashyam Sharma Naomi Silver Bonnie Vidrine Isbell Xiqiao Wang Dan Zhu *Reading, Writing, and the Humanities* Jo Ray McCuen, Anthony C. Winkler, 1991 Reading Writing and the Humanities is organized around eight classic enduring themes and features extensive reading and writing for students In selecting philosophy history and literature as the primary categories for grouping the

readings this text retained this early meaning of humanities as consisting of subjects whose emphasis is mainly human centered Our chapter titles are variations on some profound and timeless questions that writers and thinkers in the humanities have grappled with for centuries while the subtitles declare the underlying issue that is the featured theme Reading Writing and the Humanities will stir awake the analytical and critical minds of students *Write Here: Developing Writing Skills in a Media-Driven World* Randi Brummett de Leon, Brooke Hughes, 2020-04-30 Write Here is designed to teach students essential reading and writing skills using media examples to help explain academic concepts and provide opportunities for practice It is adaptable because it covers the basics of reading writing and the modes of writing it is appropriate to use in developmental composition classrooms However it also covers such topics as logical fallacies rhetoric timed writing academic writing source integration and MLA APA documentation making it appropriate for a first year or stretch composition course Many beginning writing students are underprepared and feel that writing just isn't for them The authors hope to dispel that myth by using media examples and a conversational tone to introduce and teach the material Write Here provides examples that are interesting to students while allowing them to connect to the subject matter on a more personal level additionally the process of analyzing the media helps students sharpen their reading writing and critical thinking skills **Digital Storytelling as Public History** Christina Fisanick, Robert O. Stakeley, 2020-12-24 Digital Storytelling as Public History A Guidebook for Educators provides a practical methodology for teaching public history in the digital age Drawing on a long standing collaboration Fisanick and Stakeley examine how and why educators in all arenas should adopt digital storytelling as a means for encouraging interest in local and regional history The book shows readers how to implement the strategies necessary to help storytellers in a variety of settings create short films that showcase the collections at local and regional historical societies and museums It also teaches storytellers higher executive functions such as independent project management peer and self critique and rhetorical savviness By guiding storytellers through this process of creating public history digital stories the book enables them to become connected to communities improve their understanding of regional history and expand their knowledge of the preservation of historical artifacts Supported by online handouts and offering a comprehensive methodology for educators this is the ideal guide for those teaching public history in the digital age across a range of educational settings including the classroom museum and community *The Metaphor of the Monster* Keith Moser, Karina Zelaya, 2020-10-15 The Metaphor of the Monster offers fresh perspectives and a variety of disciplinary approaches to the ever broadening field of monster studies The eclectic group of contributors to this volume represents areas of study not generally considered under the purview of monster studies including world literature classical studies philosophy ecocriticism animal ethics and gender studies Combining historical overviews with contemporary and global outlooks this volume recontextualizes the monstrous entities that have always haunted the human imagination in the age of the Anthropocene It also invites reflection on new forms of monstrosity in an era epitomized by an unprecedented

deluge of mis information Uniting researchers from varied academic backgrounds in a common effort to challenge the monstrous labels that have historically been imposed upon the Other this book endeavors above all to bring the monster out of the shadows and into the light of moral consideration *WAC Partnerships Between Secondary and Postsecondary Institutions* Jacob Blumner,Pamela B. Childers,2016-03-22 Working with educators at all academic levels involved in WAC partnerships the authors and editors of this collection demonstrate successful models of collaboration between schools and institutions so others can emulate and promote this type of collaboration *Gettin' Our Groove on* Kermit Ernest Campbell,2005 A critical work on the African American vernacular tradition and its expression in contemporary Hip hop

Teaching Discipline-Specific Literacies in Grades 6-12 Vicky I. Zygouris-Coe,2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides **The Art and Architecture of Academic Writing** Patricia Prinz,Birna Arnbjörnsdóttir,2021-08-15 This book is a bridge to confident academic writing for advanced non native English users It emphasizes depth over breadth through mastery of core writing competencies and strategies which apply to most academic disciplines and genres Tailored to students in EMI programs the content was piloted and revised during a longitudinal writing study The innovative approach prepares students to write for the academic community through the dual lenses of Art developing a writer s voice through choices in language style and topics and Architecture mastering norms of academic language genre and organization The user friendly text maximizes time for writing practice and production by avoiding lengthy readings Part 1 builds skills and confidence in writing by focusing on assignments that do not require research Part 2 applies newly mastered principles skills and strategies to research based writing Students learn to incorporate thesis research and evidence into a process for academic writing by following the AWARE framework Arranging

to write Writing Assessing Revising and Editing **Units of Study for Teaching Writing** Lucy Calkins, 2006 This series of books is designed to help upper elementary teachers teach a rigorous yearlong writing curriculum **AP® Psychology Crash Course, 2nd Ed., Book + Online** Larry Kreiger, 2013-10-03 REA's Crash Course for the AP Psychology Exam Gets You a Higher Advanced Placement Score in Less Time Revised for the 2015 Exam Crash Course is perfect for the time crunched student the last minute studier or anyone who wants a refresher on the subject Are you crunched for time Have you started studying for your Advanced Placement Psychology exam yet How will you memorize everything you need to know before the test Do you wish there was a fast and easy way to study for the exam AND boost your score If this sounds like you don't panic REA's Crash Course for AP Psychology is just what you need Our Crash Course gives you Targeted Focused Review Study Only What You Need to Know Revised for the 2015 AP Psychology exam this Crash Course is based on an in depth analysis of the revised AP Psychology course description outline and sample AP test questions It covers only the information tested on the new exam so you can make the most of your valuable study time Expert Test taking Strategies Crash Course presents detailed question level strategies for answering both the multiple choice and essay questions By following this advice you can boost your score in every section of the test Take REA's Online Practice Exam After studying the material in the Crash Course go to the online REA Study Center and test what you've learned Our practice exam features timed testing detailed explanations of answers and automatic scoring analysis The exam is balanced to include every topic and type of question found on the actual AP exam so you know you're studying the smart way Whether you're cramming for the test at the last minute looking for extra review or want to study on your own in preparation for the exams this is the study guide every AP Psychology student must have When it's crucial crunch time and your Advanced Placement exam is just around the corner you need REA's Crash Course for AP Psychology About the Author Larry Krieger earned a B.A. in Psychology from the University of North Carolina at Chapel Hill and an M.S. from Wake Forest University In a career spanning more than 40 years Mr Krieger has taught a variety of AP subjects His popular courses were renowned for their energetic presentations commitment to scholarship and helping students achieve high AP exam scores All of Mr Krieger's students scored above a 3 on their AP exams with most students scoring a 4 or a 5 In 2004 and 2005 the College Board recognized Mr Krieger as one of the nation's foremost AP teachers Mr Krieger's success has extended far beyond the classroom He has written several history textbooks and is a co author of REA's Art History AP test preparation guide His latest venture the AP Crash Course series helps students strategically and effectively prepare for their AP exams

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