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HELLO EVERYONE!**The Problem-Solution Essay****Student:****Communication Problems**

Disconnecting communications and the internet is one of the most common problems during high school exams. This may not be a big problem for those who do not need the internet for communication, but it is a major problem to others who need technologies to fulfill their performance. On the other hand, monitoring exams to prevent cheating can be done by several ways such as placing cameras or frequency receptors in the exam halls. Finally, I think that cutting off the technological means is not the perfect way to stop cheating; otherwise, it causes some problems to some working fields, so we have to find other solutions for this problem.

Professor: Where is the topic sentence?**Student:** Disconnecting communications and the internet is one of the most common problems during high school exams.**Professor:** Where is the controlling idea?**Student:** Disconnecting communications and the internet.**Professor:**

Disconnecting communications and disconnecting the internet are two different problems. You can't say it is ONE of the common problems. I expect you to talk about more than one problem in this paragraph.

Also, you haven't talked about any problem in you paragraph. Your sentence "monitoring exams to prevent cheating can be done by several ways" is another topic sentence for a new paragraph; it is not a proper supporting sentence. After this sentence, I expect you to talk about the several ways of monitoring exams.

After your last sentence, I expect you to talk about the several problems as well.

You have to conclude the paragraph by restating your topic sentence.

You don't say "cutting the internet off". We say "disconnecting the internet".

Professor: give me a concluding sentence of the paragraph.

Student: Disconnecting the internet during high school exams is not the best way to solve cheating problems.

Professor: very good.

The process of writing

1. Prepare the first draft
2. Revise the first draft in terms of ideas not in terms of language
3. Write another draft
4. Revise the second draft
5. Edit the essay in terms of grammar and punctuation

Correct the following sentences or make them more formal:

Sentence	Formal
I saw the man whom you said was away.	I saw the man who you said was away.
George and myself are present.	George and I are present.
They served their selves.	They served themselves.
They asked him to be captain, but he refuses.	They asked him to be captain, but he refused.
There's no harm to visit him now.	There's no harm in visiting him now.
I look forward to see him soon.	I look forward to seeing him soon.
He has no difficulty to do it.	He has no difficulty in doing it.

I had the pleasure to meet him.	I had the pleasure of meeting him.
He was busy to prepare his lessons.	He was busy preparing his lessons.
The wind has almost stopped to blow.	The wind has almost stopped blowing.
I don't remember to see them.	I don't remember seeing them.
You must practice to speak English.	You must practice speaking English.
Would you mind to open the door?	Would you mind opening the door?
Have you not finished to speak?	Have you not finished speaking?
Excuse me to be so late.	Excuse me for being so late.
I object to be treated like this.	I object to being treated like this.
The rain prevented me to go.	The rain prevented me from going.
He insisted to go to London.	He insisted on going to London.
He succeeded to gain the prize.	He succeeded in gaining the prize.
I often think to go to England.	I often think of going to England.
Do you work without to speak.	Do your work without speaking.

Student:

Life is filled with various experiences, some of which leave a lasting impact on us and teach us valuable lessons. One such experience occurred in my past in the process of presenting my graduation project. After about three months spending days and nights preparing for that special day in one's life, I lost everything

by just making an unforgettable decision. On the day scheduled for delivering my graduation project, I woke up late in the morning after a long hardworking night, so my classmate offered to help by transporting all my studies and documents to university by his car so that I would be able to prepare myself and follow on time. Unfortunately, he had a car accident on his way and everything crashed including my efforts and dreams. I have learned that I have to take responsibility for all valuable things that belong to me.

Instructor:

Where is the topic?

Life is filled with various experiences.

In this paragraph, you have to talk about:

1. The influences of these experiences on our life.
2. The lessons we learn from these experiences.

You need to illustrate the experience very clearly, not to go around it like this. There is no need to go into all those details. You could say:

After about three months spending days and nights preparing for that special day in one's life, I had some unexpected circumstances which prevented me from going to the exam.

For each major supporting sentence, use a minor supporting sentence.

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Student:

Transportation

Transportation is a daily life problem that people face and needs to be solved. Its solution is on two levels which are the governmental level and the personal one. First of all, the government should provide more busses that meet the needs of citizens, then all people would find the means of transportation. The government also needs to control the mobility movements and

punish those who don't adhere in transporting people. Another way is that people may look for alternatives like using their personal bikes. When riding bikes, people will save their time instead of wasting it by waiting for transportation. They will also save their money, their health, and the environment. Finally, more public vehicles provided by the state and finding personal substitutes to them are the most available solution for this problem.

Professor: very good. You have started with a topic sentence followed by a major supporting sentence and then a minor supporting sentence. At the end you have restated the topic sentence in a different way.

Student:

Life experiences

Life is full of experiences, some of them teach us a lesson. One of the experiences that I had four years ago was my illness when suddenly I had lost my hearing in one ear. I went to the doctor and he told me that if your hearing doesn't recover in one month, you will never hear again by this ear. At the beginning, it was very harmful hearing that. I was so upset and depressed. It took me more than a year for adapting to hearing in only one ear. This disease taught me that we all live in the mercy of God but we do not know that until we go through an illness or lose something precious. In conclusion, life experiences can be tough but they could be a reason for changing your thinking in a good way.

Professor: you talked about one experience only. The structure needs to be revised and improved.

Thank You

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HELLO EVERYONE!**The Problem-Solution Essay**

In this type of essays, we start with some background information about the problem. Then, we state the problem. After that, we present solutions. At the end, we write the conclusion.

7.1. Introduction

Problem-solving is part of our everyday lives. How can we get better grades? How can we get along better with a roommate? Moreover, problem-solving assignments are frequently part of academic course work. As writers confront problems and seek solutions-how to persuade a college/university administrator to keep the campus library open longer in the evenings, for example--- they demonstrate many of the writing and research skills students have practiced in this course.

The overall organization of Problem-Solution papers usually contain (a) a background paragraph that demonstrates the problem, (b) one or more paragraphs of evaluation of alternative solutions (called a "feasibility study"), (c) a persuasive proposal of one or more paragraphs--for one solution, and (d) one or more paragraphs describing the implementation of that solution. The outline in Problem-Solution Figure 7-1 shows the overall organization of the essay, as well as the writing conventions and research skills needed to fulfill the expectations of the academic audience.

The problem could be how to persuade a university administrator to keep the campus library open longer in the evenings.

First you write a background paragraph that demonstrates the problem. Then you write one or more paragraphs of evaluation of alternative solutions. After that, you write a persuasive proposal; you need to persuade somebody. Here, you write one or more

paragraphs for one solution. We have offered different solutions, and now we want to persuade somebody with this solution. Then, we write one or more paragraphs of how to implement or apply that solution.

Note: Not all Problem-Solving essay assignments require all of the elements below; some academic assignments emphasize two or three of the elements and ignore others.

Not all Problem-Solving essay assignments require all of the elements. It depends of the topic. Some academic assignments emphasize two or three elements and ignore others elements.

[Engages audience; thesis statement]	I	Introduction
[Describing, examples, observing, definition; use of external resources]	II	Background paragraph demonstrating that a problem exists
[Investigating, explaining using comparison, contrast, process, cause (s) and effect(s)] [Designing interviews, surveys; using books, articles, the WWW] [Using argument, counter-argument techniques, non-text materials] [Process, classification, reasons, analysis]	III VII	Body paragraphs <ul style="list-style-type: none"> • explore several solutions to the problem • develop and evaluate a feasibility analysis of those solutions • present sources to use as evidence • propose one solution to the problem • persuade the audience that one solution should be

		adopted • present an implementation plan for the proposed solution
[Summary, recommendation]	VII	Conclusion

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7.2. Preparing to Write the Problem-Solution Essay

Although students could write Problem-Solution essays about national or international problems (such as pollution, smoking, or adolescent violence), writing about local problems that students know about personally can make the writing process more satisfying.

One of the problems is pollution. Smoking is another problem. Adolescent violence is also a problem.

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Exercise

With a small group of classmates, discuss 2 or 3 local problems you have identified. Which problem interests your classmates? What experiences have your classmates had with each problem? What solutions do your classmates suggest for each of the problems?

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Writing Assignment: Collecting Information

After you select a local problem, begin to gather information about that problem. Summarize what you already know about the problem and note what you need to know. Decide where you can locate information, and identify the person (or persons) you should interview.

How do you collect information about the problem?

☞ First of all, summarize what you already know.

- ☞ Then note what you need to know.
- ☞ After that, decide where you want to locate information. This is to prepare yourself to write something about the problem.
- ☞ Identify the person you need to interview. Sometimes you need to get information from somebody like the university administrator for example.

Note: Collecting information is similar to brainstorming.

7.2.1. Demonstrating that the Problem Exists

The Background Paragraph

Selecting a problem to be solved requires more homework than any other academic assignment topic. Not only must the writer select and thoroughly analyze the audience, but she or he must evaluate the topic to make certain that it is a problem and that it can be solved. Otherwise the writing task can be both frustrating and embarrassing.

You need to select a problem that can be solved. In addition, you need to evaluate the topic and make sure that this is really a problem.

Remember that, in the Problem-Solution paper, the background paragraph describes the problem and its severity, using research to demonstrate the existence of the problem.

The background paragraph describes the problem and its severity: is it a minor problem or a severe problem?

You should use research to demonstrate that the problem exists. In research, you do questionnaires and interviews and other things.

Writing Assignment: Describing the Problem (The Background Paragraph)

Write a background paragraph, using specific detail, that describes the problem you have selected. Use information from your knowledge

and experiences and from the experiences of others to demonstrate the severity of the problem. Use additional information you have collected from other sources to support your ideas. Cite your in-text sources, and start your end-of-text reference page.

Now you go through the problem precisely focusing on specific details using information from your knowledge and experience. You can use additional information that you have collected from other sources. Here you cite the in-text sources and start your end-of-text reference page.

How do we cite in-text sources?

Student: When we use a quotation, we explain that it is taken from a certain source.

Professor: correct.

For example if you are writing about the problem of transportation and coming to the university in the early morning, you talk about the problem and write Ahmad (2015) suggested that this problem exists. If you want to quote someone, you say Ahmad suggested, "So and so and so."

At the end of the essay, you put the reference page.

Example of a reference page:

References

Blanchard, K. & Root, C. (1997). Ready to write more. New York: Longman.

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Using Headings

For longer and or more complex academic writing assignments and, in some fields of study, for all written assignments student writers can choose to use headings to introduce each major part of the essay, and perhaps subheadings to label subtopics within the major headings.

Scientific and technical papers almost always depend on headings and subheadings to remind readers of the progress of the paper. Typically, these headings include Introduction, Literature Review, Methods and Materials, Results, Discussion, and Conclusion.

In longer and more complex academic writing assignments, you write the introduction and then the literature review. In literature review, you talk about previous studies and what has been written about these studies. For example you say:

Nadia's (1997) investigated the impact of the interactive method on students' achievement. She applied a questionnaire on a sample of 15 students at Damascus University. She used an experimental research where she divided the sample into an experimental group and a control group. The findings were so and so.

You can write about not a certain study but what is written about this topic in general. At the end you mention the difference between previous studies and your own study.

Textbooks also use headings and subheadings to help the audience: the headings could include Background, Analysis of Solutions, Implementation Plan, and Conclusion.

Analysis of Solutions means you analyze what you have come up with. Implementation Plan means that, for example, you suggest that a textbook needs to be changed based on this research.

7.3. Using Sources in Academic Research

Individual background knowledge, as well as personal observation and experience, can be engaging and strong evidence to raise the consciousness of readers. For example, Naoko Otsuki wrote about the problem of returning to her country after she completed her academic work in the U.S. In the background paragraph below, she presented her observations of the disadvantages of the Japanese respect for harmony.

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Student Sample	
[Thesis statement of opinion]	Harmony is prized in most facets of life in Japan, but I believe the ways that harmony is practiced, especially in the educational system and in the workplace, are not beneficial to Japanese society.

The topic is harmony.

Background Paragraph: Demonstrates that a Problem Exists	
[Topic sentence]	When I returned to Japan after living five years abroad, I was startled to find the hindrances to my freedom of expression at school as a result of the concept of harmony.
[Techniques of support: personal experience, examples]	First, all students are required to wear uniforms to school; while most Japanese students accept this regulation, I could not understand why we needed to wear this attire. Instead of promoting harmony, I felt that it repressed my individuality. Second, it is no exaggeration to say that Japanese students never state their opinions in class, nor do they take a definite stand; even if the professor addresses a question directly to them, Japanese students attempt to conceal their opinions.
[Methods of development: definition, comparison, and contrast]	I realized that "harmony" does not describe these practices. As a musical term, "harmony" is a combination of successive sounds of various pitches that make a chord. In other words, harmony can only be created when individuals, each having their own opinions and each valued for having those opinions, come together. Otherwise, harmony is a form of repression. Maoko

Otsuki, Japan, cited in (Reid, 2000, p.214-15)

She is comparing cultures and the way something is done in the United States and in Japan.

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Notice that following her description of her personal experiences and observations, Naoko uses a fact (a definition), comparison, and contrast to strengthen her description of how deeply the concept of harmony exists in the Japanese school system (i.e., how serious the problem is).

7.3.1. Using Interview Information in Research

For many academic writing assignments, the information that results from interviewing one or more authorities provides valuable information to use as evidence in the paper. For the Problem-Solution essay, interviewing a local authority can provide such information as the history of a problem and of solutions that have been tried previously. Further, it can establish a bond between the student writer and the authority that may be helpful in persuading the authority.

7.3.2. Designing and Administering a Survey for Research Information

Surveys are written documents that ask a group of people, called "respondents," to answer questions or respond to statements. The goal of survey designers is to collect information about a topic from people who are typical of those involved in the topic.

The group of people surveyed are called a "representative sample" (i.e., respondents who represent a typical group).

When I give you a questionnaire to fill, you are the respondents and you are the representative sample of all the students in this university. The other students that are not present are called the

original population.

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For example, for research about a medical problem that occurs in hospital patients, a "representative sample" of hospital patients with that problem would be surveyed. To evaluate the top brands of orange juice, the survey would be given to orange juice drinkers.

Valid—that is, authoritative, effective, strong is an important word in survey research. At least 15-20 responses are needed to provide adequate (valid) data for a Problem-Solving essay. Because some people will not complete and/or return a written survey, at least 20-25 surveys should be distributed.

Structure

Improve or correct the following:

- My family went to Australia then they immigrated to Canada. (run-on sentence) ✘
- My family went to Australia, then they immigrated to Canada. (comma splice) ✘
- My family went to Australia, and then they immigrated to Canada. ✓

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We joined two independent clauses by "and" to form a compound sentence.

☞ **A run-on sentence** is a sentence in which two or more independent clauses are written one after another with no punctuation.

☞ **A comma splice** error happens when two independent clauses are incorrectly joined by a comma without a coordinating conjunction.

There is another way to correct the sentence. For example you can say:

- My family went to Australia. Then they immigrated to Canada.
- My family went to Australia; then they immigrated to Canada.
- My family went to Australia before they immigrated to Canada.
- After my family sent to Australia, they immigrated to Canada.

Thank You

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Page:

مؤسسة العائدي للخدمات الطلابية

Group:

مكتبة العائدي - التعليم المفتوح - قسم الترجمة



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