

Day 2

2a: parts of a sentence (clauses, subject, phrases, sentence type)

2b: types of texts (how to write an essay, annotated bib, intro, body, con)

- Subject
 - **Simple subject:** only one word
 - **Complex subject:** only one subject (word), but there is more detail. However, the person performing the main verb is only one person
 - **Compound subject:** two or more people performing the main verb
- Predicate:
 - Is what follows the verb, consists of the at least the verb
 - Includes everything except the subject
- Object:
 - Follows the verb, receives the action of the main verb
 - **Simples object:** only one receipient
 - **Direct object:** is usually the object that is the action is being performed on
 - **Indirect object:** is usually the person the object is being given to
 - In addition, put the noun as the first word of the sentence, if its doesn't make sense, it's an indirect
 - E.g. Ash became a doctor
 - A doctor was become by Ash (doesn't make sense, thus doctor is indirect)
 - **Compound:** two or more object
 - **Complex:** object with more info
- Subject and object complement
 - Subject complement can be a *predicate noun*, renames the subject. *Linking verbs* link the subject to the complement

e.g. The lake was a tranquil pool
lake is the subject, was is the linking verb, tranquil pool is the *predicate noun complement*
 - Object complement:

e.g. I consider the driver tired
driver is the subject, tired is the subject complement

e.g. He dyed his hair blonde.
The predicate of the above sentence consists of the transitive verb "dyed," the direct object "his hair," and the object complement "blonde."
- Sentences, clauses and phrases
 - **Sentences** can be broken down into smaller units called clauses and phrases. The main difference between the two is that clauses have a subject and a predicate whereas phrases do not have a predicate.
 - **Simple:** 1 main clause
 - **Complex:** 1 main clause + 1 dependent clause
 - **Compound:** more than 1 main clause

- **Periodic sentences:** complex sentences, whereby the dependent clause opens the sentence
 - Since it was shopping day, the family went to the supermarket
- **Loose sentences:** complex sentences, whereby the independent clause opens the sentence
 - The family went to the supermarket, since it was shopping day
- **Fused:** when 2 main clauses are *not* separated with any punctuation
- **Clauses:** contain a subject and a verb (predicate)
 - **Main clause:** independent
 - **Dependent clause:** contains a **subordinating conjunction**, such as ‘while, as, since, because’
 - Dependent clauses by themselves are known as **sentence fragment**
- **Phrases:** no subject and no verb
 - cows eat grass
This example is a **clause**, because it contains the subject "cows" and the predicate "eat grass."
 - cows eating grass
What about "cows eating grass"? This could be a subject, but it has no predicate attached to it. The adjective phrase "eating grass" shows *which* cows the writer is referring to, but there is nothing here to show why the writer is mentioning cows in the first place. Therefore, this is a **phrase**.
 - cows eating grass are visible from the highway
This is a complete **clause** again. The subject "cows eating grass" and the predicate "are visible from the highway" make up a complete thought.
 - Run!
This single-word command is also a **clause**, even though it does seem to have a subject. With a direct command, it is not necessary to include the subject, since it is obviously the person or people you are talking to: in other words, the clause really reads "[You] run!".
- Active and passive voice
 - To effect the passive voice, the object and the subject exchange places and the object is brought to the head of the clause:

“The book was given to Tony by me.”
 - The passive receiver of the verb’s action is moved to the head of the sentence
 -
- Essay writing (TEAESL, recipe)
 - Introduction recipe
 - Specify the general subject area of the essay’s inquiry
 - Specify the specific issue/topic under consideration
 - Specify the “problem” relative to this issue and identify the range of contrasting views/perspectives on this “problem”.
 - Specify the author’s (i.e: your) thesis or argument in relation to this “problem”.
 - Specify the methodology you will implement to explore this issue and problem.

- Specify the program of your essay – its structure (a text map)

Sentence type	Sentence draft....example.....
1. General topic	This paper explores....
2. Specific topic	In particular, it examines.....
3.Importance	This issue is important because.....
4. Problem	There are a number of conflicting perspectives..... These are represented by [authors???]
5. Your thesis	The paper argues....I argue.....
6. Method	To investigate these issues....review scholarly literature/case studies.....
7. Program	First, second, third..... Initially, next, following, finally.....

- Additional notes
 - The verb “argue” should appear somewhere in your introduction, eg: This paper argues; I argue; The main argument of this paper....
 - At some stage in your Introduction, you must tell your reader what it is they are reading, eg: This paper; This essay; This report
 - Avoid clichéd opening sentences such as sayings/proverbs
 - Avoid dramatic opening sentences (eg: attention grabbing statistics)
 - Check your Introductions for terms and phrases such as “All around the world”, “Everywhere/one”, “Always”, “It cannot be denied”, “For a long time”, “Humankind”, “In society”
 - BE EXPLICIT about what you doing and how you are going to go about doing it!!!! You are NOT writing a murder mystery novel; you are composing a technical piece of writing that examines a specific issue and produces a definite outcome as to a critical position relative to that issue.
- Body paragraph
 - A useful abbreviation for the argument paragraph is TEA ESL:
 - T: Topic sentence
 - E: Evidence/Elaboration
 - A: Analysis
 - E: Evaluation
 - S: Summary
 - L: Link (fwd or bwd)
- Conclusion:
 - restate the original objective of the text
 - restate/summarize the steps in the development of the author’s discussion

- restate the author's thesis/point of view
- indicate what issue/s require further discussion and/or what have been the limitations of your research
- Effective conclusions
- Consider your Conclusion to be almost a reverse image of your Introduction: starting, however, again with a restatement of the general topic of analysis
- Switch over to the Present Perfect tense ("This paper has examined...."; "I have argued....")