

AN ESSAY OF EXTENDED DEFINITION

What is Love?

Introduction (Leads reader into the essay by example. Note that it is divided into two paragraphs because of the natural shift)

Thesis statement (Uses classification to define the subject)

Paragraph One (Outlines the first category using example to define)

Paragraph Two (Continues with category one)

Everybody has felt it at one time or another, be it for a person, pet, or even a non-living object. That feeling is love. Love is felt in different intensities; it may consume your whole being, or perhaps it's just a little crush. Some people search for what seem their whole lifetimes for love, whereas others may seem to fall in and out of love on a regular basis. Of course, here we are talking about people. We can love many things, but the love between two people is unique and special.

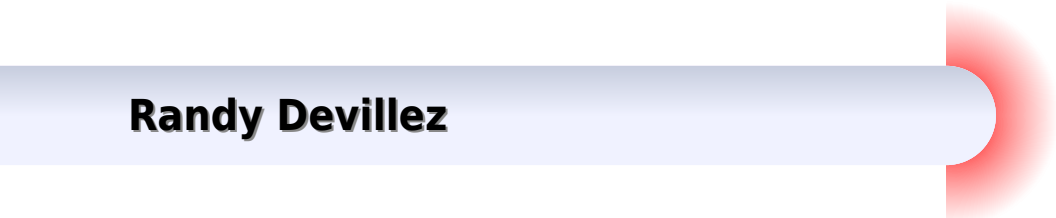
Love is rarely defined because everyone experiences it differently. What one person thinks is love, another may think is infatuation or vice versa. How does one know he or she is in love? How is it possible to distinguish between the love of romance and the love shared between friends? In order to understand love, we need to first understand the two major types of love: romantic love and friendship love.

People often define romantic love based on its difference from friendship love. Would you kiss your friend? Perhaps, but it is not necessarily the things you do with your romantic partner that makes your love romantic. Romantic love is often confused with infatuation because it is so all-consuming. Romantic lovers are usually on each other's minds. A person may make decisions based on his or her romantic partner, such as whether or not to move to a different province for a job and leave his or her partner behind. People make large life decisions based on their romantic partners because they can't imagine life without those people. Romantic love guides a person's mind and can sometimes cloud it as to what the right decision may be. After all, romantic love can be extremely selfless.

The famous playwright, William Shakespeare, one of the greatest advocates for romantic love, alludes to romantic love as being like drunkenness in his play *The Tempest*. Like too much alcohol or happy drugs, romantic love takes over all senses in a person, and somewhat changes his or her outlook. A person in love romantically is often said to have a "perma-smile" and is difficult to make unhappy. It is no wonder that most people seek out romantic love, rather than be content with the simple love shared between friends.

Writing Extended Definition Essay

Randy Devillez



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Asian English Language Classrooms Handoyo Widodo, Alistair Wood, Deepti Gupta, 2017-06-14 The teaching of English in the Asian context is always challenging and dynamic because both teachers and learners have diverse linguistic and cultural backgrounds Equally important where English is not widely used outside the classroom English language classrooms are an authentic site of learner engagement For these reasons for all those concerned with contemporary English language teaching ELT in Asia Asian English Language Classrooms Where Theory and Practice Meet provides an account of theoretical orientations and practices in the teaching of English to multilingual speakers whose primary language is not English While covering the fundamental ELT areas e g the teaching of language skills educational literature the use of technology in ELT the role of pragmatics in ELT social psychology of the language classroom and language classroom management with which every language teacher and teacher trainer must be concerned this volume showcases how particular orientations shape ELT practices We believe that practicing English teachers must have a heightened awareness of the theory behind their practice At the same time the theoretical stance must be firmly anchored in actual classrooms Containing newly commissioned chapters written by well regarded and emerging scholars this book will appeal not only to beginning teachers or teachers in training but also to established teachers around Asia where English is used as a lingua franca If you are a student teacher of English or an English teacher who would like to see what other progressive teachers like you are doing across Asia this is the book you have been looking for **Step by Step College Writing** Randy Devillez, 1996-07 **Writing First with**

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point In Writing First with Readings Practice in Context designed for the paragraph to essay course Kirsznner and Mandell take seriously the ideas and expressive abilities of developmental students as well as their need to learn the rules of writing and grammar Visual writing prompts that open every chapter get students writing immediately By moving frequently between their own writing writing models and instruction and workbook style mastery exercises students get constant reinforcement of the skills they are learning Thoughtful chapters on college success research and critical reading along with high interest essays round out the text making it the perfect introduction to college writing Read the preface *Writing for College* Robert Alden Rubin,2018-09-20 This book guides first year students through the dos and don ts of composition from such basic questions as Can I use I in a college essay to more advanced points about structure and style Emphasizing the importance of writing in all majors the author encourages students to find their own voice and to express themselves without jargon or academese Tips are provided on concision use of supporting claims marshaling arguments researching topics documenting sources and revision

Transforming Talk into Text—Argument Writing, Inquiry, and Discussion, Grades 6-12 Thomas M. McCann,2014-05-23 Author Thomas McCann invites readers to rethink their approach to teaching writing by capitalizing on students instinctive desire to talk Drawing on extensive classroom research he shows teachers how to craft class discussions that build students skills of analysis problem solving and argumentation as a means of improving student writing McCann demonstrates how authentic discussions immerse learners in practices that become important when they write Chapters feature portraits of teachers at work including transcripts that reveal patterns of talk across a set of lessons Interviews with the teachers and samples of student writing afford readers a deeper understanding of process Students also report on how classroom discussions supported their effort to produce persuasive argument driven essays Book Features A focus on the thinking behind the practice as opposed to a collection of lesson ideas Connections to important elements from the Common Core State Standards especially arguments writing Examples of students at work with examples of the writing that emerges from their discussions Portraits of skilled teachers as they promote inquiry and sequence and facilitate discussions Appendices with problem based scenarios interview questions for students and teachers samples of debatable cases in the news and more In this important book Tom McCann has given us not only the admonition to change but the details about what effective change must be and what it looks like evidence that it works effectively and details about how to bring it to pass From the Foreword by George Hillocks Jr Professor Emeritus Department of English University of Chicago For a professional book to have an impact on the field it needs to address a perceived need Writing arguments for Common Core performance assessments is a HUGE need right now that this book helps address Carol Jago associate director California Reading and Literature Project UCLA

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Landmark Essays on ESL Writing Tony Silva, Paul Kei Matsuda, 2013-10-31 In recent years the number of nonnative speakers of English in colleges and universities in North America has increased dramatically As a result more and more writing teachers have found themselves working with these English as a Second Language ESL students in writing classes that are designed primarily with monolingual native English speaking students in mind Since the majority of institutions require these students to enroll in writing courses at all levels it is becoming increasingly important for all writing teachers to be aware of the presence and special linguistic and cultural needs of ESL writers This increase in the ESL population has over the last 40 years been paralleled by a similar growth in research on ESL writing and writing instruction research that writing teachers need to be familiar with in order to work effectively with ESL writers in writing classrooms of all levels and types Until recently however this body of knowledge has not been very accessible to writing teachers and researchers who do not specialize in second language research and instruction This volume is an attempt to remedy this problem by providing a sense of how ESL writing scholarship has evolved over the last four decades It brings together 15 articles that address various issues in second language writing in general and ESL writing in particular In selecting articles for inclusion the editors tried to take a principled approach The articles included in this volume have been chosen from a large database of publications in second language writing The editors looked for works that mirrored the state of the art when they were published and made a conscious effort to represent a wide variety of perspectives contributions and issues in the field To provide a sense of the evolution of the field this collection is arranged in chronological order

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Analyze, Organize, Write Arthur Whimbey,Elizabeth Lynn Jenkins,1987 First Published in 1987 Routledge is an imprint of Taylor Francis an informa company Teaching Writing in the Twenty-First Century Beth L. Hewett,Tiffany Bouelle,Scott Warnock,2021-12-30 A comprehensive guide for students and instructors of composition Includes an overview of the field and discussion of composition purposes and genres digital education modalities instructional environments and instructional media Topics include teaching online composing processes and approaches designing and scaffolding assignments portfolio assignments multimodal assignments and response feedback and evaluation

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