

# ESSAY WHEEL

## INQUIRY

*At worst a thesis statement is a premature answer that shuts down a writer's ability to think about the evidence.*

—Rosenwasser & Stephen

## DISCOVERY

*There are two main things we are to do if we want trustworthy knowledge: we have to get ideas and test ideas.*

—Elbow



# ELEMENTS OF THE ACADEMIC ESSAY

## ESSENTIAL ELEMENTS

**Thesis** : your main insight or idea about a text or topic, and the main proposition that your essay demonstrates. It should be true but arguable; be limited enough in scope to be argued with available evidence; and get to the heart of the text or topic being analyzed (not be peripheral). It should be stated early and it should govern the whole essay.

**Motive or What's at Stake** : the context or situation that you establish for your argument at the start of your essay, making clear why someone might want to read an essay on this topic or need to hear your particular thesis argued (why your thesis isn't just obvious to all, why other theses might be less persuasive). In the introduction, it's the moment where you establish "what's at stake" in the essay, setting up a genuine problem, question, difficulty, over-simplification, misapprehension, dilemma or violated expectation that an intelligent reader would really have.

**Evidence** : the data – facts, examples, or details – that you refer to, quote, or summarize to support your thesis (and the sources they use). There needs to be enough evidence to be persuasive; the right kind of evidence to support the thesis; a thorough consideration of evidence (with no obvious pieces of evidence overlooked); and sufficiently concrete evidence for the reader to trust.

**Analysis** : the work of interpretation, of saying what the evidence means. Analysis is what you do with data when you go beyond observing or summarizing it: taking it apart, grappling with its details, drawing out the significance or implication not apparent to a superficial view. Analysis is what makes the writer feel present, as a thinking individual, in the essay.

# ESSENTIAL ELEMENTS DETAIL

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**Reflecting** : a general name for places where you pause in your demonstration to reflect on it, to raise or answer a question about it—as when you (1) consider a counter-argument—a possible objection, alternative, or problem that a skeptical or resistant reader might raise; (2) define your terms or assumptions (what do I mean by this term? or, what am I assuming here?); (3) handle a newly emergent concern (but if this is so, then how can X be?); (4) draw out an implication (so what? what might be the wider significance of the argument I have made? what might it lead to if I'm right? or, what does my argument about a single aspect of this suggest about the whole thing? or about the way people live and think?), and (5) consider a possible explanation for the phenomenon that has been demonstrated (why might this be so? what might cause or have caused it?); (6) offer a qualification or limitation to the case you have made (what you're not saying). The first of these kinds of reflection can come anywhere in an essay; the second is usually comes early; the last four often come late (they're common moves of conclusion). Most good essays have some of the first kind, and often several of the others besides.

**Structure** : the sequence of an argument's main sections or sub-topics, and the turning points between them. The sections should follow a logical order which is apparent to the reader. But it should also be a progressive order -- they should have a direction of development or complication, not be simply a list of examples or series of restatements of the thesis ("Macbeth is ambitious: he's ambitious here; and he's ambitious here; and he's ambitious here, too; thus, Macbeth is ambitious"). In some arguments, especially longer ones, structure may be briefly announced or hinted at after the thesis, in a road-map or plan sentence.

**Sources** : persons or documents, referred to, summarized, or quoted, that help a writer demonstrate the truth of his or her argument. They are typically sources of (a) factual information or data, (b) opinions or interpretation on your topic, (c) comparable versions of the thing you are discussing, or (d) applicable general concepts. Your sources need to be efficiently integrated and fairly acknowledged by citation.

**Stitching** : words that tie together the parts of an argument, showing how a new section, paragraph, or sentence follows from the previous one. immediately previous (transitional words and phrases); and by offering "signposts" that recollect an earlier idea or section or the thesis itself, referring back to it either by explicit statement or by echoing earlier key words or resonant phrases.

**Orienting**: brief pieces of information, explanation, and summary that orient readers who aren't expert in the subject, enabling them to follow the argument, such as: necessary introductory information about the text, author, or event; a brief summary of a text or passage about to be analyzed; pieces of information given along the way about passages, people, or events mentioned.

**Stance**: the implied relationship of you, the writer, to your readers and subject, defined by style, tone, diction, orienting, and conventions.; the presence or absence of specialized language and knowledge; the amount of time spent orienting a general, non-expert reader; the use of scholarly conventions of format and style. Your stance should be established within the first few paragraphs of your essay, and should stay consistent.

**Style** : choices made at the word and sentence level that determine how an idea is stated. Besides adhering to the grammatical conventions of standard English, an essay's style needs to be clear and readable (not confusing, verbose, cryptic, etc.), expressive of the writer's intelligence and energetic interest in the subject (not bureaucratic or clichéd), and appropriate for its subject and audience.

**Key terms** : the recurring terms or basic oppositions that an argument rests upon. An essay's key terms should be clear in their meaning and appear throughout; they should be appropriate for the subject (not unfair or too simple -- a false or constraining opposition); and they should not be clichés or abstractions (e.g. "the evils of society"). These terms can imply certain assumptions -- unstated beliefs about life, history, literature, reasoning, etc. The assumptions should bear logical inspection, and if arguable they should be explicitly acknowledged.