

Review:
Preparation for the Essay

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Review: Preparation for the Essay

In the syllabus of Blended Structure & Style, the essay comes near the end in Unit VIII. However the clever teacher has this ultimate objective in his/her mind during Unit II Note Taking, Unit IV Notes from one source & Unit VI Library reports. All of these units should prepare students for the challenge of Unit VIII on the essay itself. By the time students begin unit VIII they should be competent in note taking, competent in the structure of the paragraph and competent in gathering information on one topic from multiple sources from the library & Internet. These skills precede the introduction of the essays.

By the time teachers are prepared to begin unit VIII (the essay) students should be able to take notes, to fuse various sources from the library and internet to create topics, and to be able to manipulate the full range of stylistic forms. Upon occasions this background preparation can not be carried out, as for example when a grade twelve student or undergraduate must write essays in a month or so. Consequently teachers must begin with Unit VIII. In such cases begin with the basic essay & follow the model set forth below.

In the following pages it is demonstrated how the basic essay can grow from small five-line paragraphs to large twelve-line paragraphs, from an essay of 210 words to one with over 1000 words and, in its extended form, to 1450. Described in five sections, phase one demonstrates "The Bare Bones of Structure," the main features of that structure printed in bold. Following a quick review of dress up & clincher kickers, phase two incorporates these features into the established structure in the essay entitled "Dressing the Structures." A brief review of "Opener, Decorations & Triples" is followed by the essay "Adding Flow" where these features are added. After "Footnoting & Quoting" those features are included in the fourth expansion called "Documentation." The final & fifth phase shows how to add two paragraphs to the body to create an extended essay of about 1450 words.

Basic Essay Model

The Three F's of Norway

by
Your Name
date

Think Three Themes (topics)

Five paragraphs of approximately equal length

Each paragraph five sentences
(minimum)

Possible expansion to five themes in seven paragraphs:

“The Five F's of Norway”
add furs or farms, forests or fine arts

Introduction

Time, place
Historical background
Three themes (topics)

Clincher: Title

Theme I

Topic: fish

- 1.
2. Details
- 3.

Clincher: fish

Theme II

Topic: fiords

- 1.
2. Details
- 3.

Clincher: fiords

Theme III

Topic: fuel

- 1.
2. Details
- 3.

Clincher: fuel

Conclusion

Repeat three themes
Most important
Why?

Clincher: title

I. The Three F's of Norway: The Bare Bones of Structure

Model

Essay

Introduction

Time, place

Historical Background

Three themes (topics)

Clincher: title

Norway forms a very old country in Northern Europe. Long ago it was the land of the fierce Vikings and brave Norsemen. The nation has been famous for **fish**, **fiords** and **fuel**. Frequently, these have been called "the three F's" of Norway.

Theme I

Topic: fish

1.

2. Details

3.

Clincher: fish

At one time, Norway stood for fish. Most of the people were fishermen. Dotted along its rocky shores, stood thousands of small fishing villages. People ate smoked, dried and canned fish for consumption and export.

Theme II

Topic: fiords

1.

2. Details

3.

Clincher: fiords

Fiords are narrow inlets for which Norway has been famous. Occasionally the walls of rock stretch straight up off the water. In thesis protected waterways, fishermen could operate without danger. Villages cling to rocks along the fiords.

Theme III

Topic: fuel

1.

2. Details

3.

Clincher: fuel

Norway has always exported fuel. Years ago she sold lumber and wood fuel to other countries in Europe. About twenty years ago, oil was discovered in the North Sea, off the coast of Norway. Today, the nation exports Petroleum to fuel the fires and engines of the world.

Conclusion

Repeat three themes

Most important

Why?

Clincher: title

For visitors, the most important feature of Norway clearly was its beautiful fiords. For centuries, the fiords protected and promoted fishing and allowed tugs to bring wood fuel to the markets of the world. Today they earn tourist dollars. The most outstanding of the three F's of Norway clearly involved the fiords.

Dressing the Bare Bone Structure

Readers should read “The Three ‘ F’s’ of Norway: Dressing the Structure” along with the following. Note that the words in boldface show the bare bones of the structure. To this structure has been added the six-point dress up in every paragraph. Dress up is a phrase referring to the six features of style which every well-dressed paragraph should have. For convenience the dress up features have been underlined which helps writers to be sure all six points are in the paragraph and assists teachers to correct more rapidly. The dress up features are:

- | | |
|--|---|
| 1. A “who-which” or adjective clause | Underline the <u>who</u> or <u>which</u> . The terminology “who-which” makes it easier for those who know no grammar. |
| 2. A “because” clause | Underline <u>because</u> . “Because refers to causation and therefore is difficult. Once well established, change to a <u>since-because</u> clause, especially in high school. |
| 3. An adverb clause beginning with “when, while, where, since, as, if or although” | Some students can also use one of these. For example “while” might be used in every paragraph.

(Never underline the first word of a sentence.) |
| 4. An “ly” word | Adverbs are fading in modern English. Hopefully a paragraph might have more than one “ly” word. Underline only one. Careful to see that students don’t always use it modifying an adjective as in “elderly crippled women.” |
| 5. Strong dual Verbs | Good writing is more a matter of strong verbs than of many adjectives. |
| 6. Quality dual adjectives | Be careful of synonyms such as <u>old ancient</u> house. Adjectives can proliferate. Check them. |

Clincher Kickers

Since in theory each body paragraph makes an argument, the clincher should contain one of the following starters. There are six categories so a basic and even extended essay should never use any category twice. Seek variety. Furthermore do not always begin the clincher with a starter. It can be in the middle of the clincher as : Consequently. the school needed supplies or the school consequently needed supplies. Again seek variety.

Categories of Clincher Starters

Examples

A. thus, therefore, hence

The school therefore needed supplies.

B. consequently, clearly, obviously
arguably, undoubtedly not
surprisingly, unquestionably

Clearly the man required help.
The man undoubtedly needed help.
The man needed help unquestionably.

C. as a result
as a consequence

As a result he remained bedridden.
He remained bedridden as a consequence.

D. it was clear (that)
without doubt

It was clear that the house needed repairs.
The house, without doubt, needed repairs.

E. it might be [has been]
argued (that)

It has been argued that the man required
psychiatric assistance.

F. however, nevertheless

The church could not be restored, however,
until money had been raised.

Mechanics: Teaching Skills

Do not deduct marks for general mistakes which you have not taught. Correct them in the composition. This is the hint that you need to teach. Teach when the need shows up in compositions. Once a matter has been taught, note it on your marking sheet in the section on mechanics. Deduct marks for mistakes. If writers are forgetting capitals and periods, put them on the mark sheet. If older students are having trouble with tenses, teach and put it on the mark sheet. The student writers know that you remember what you taught and will mark accordingly.

While you always correct mechanical errors, do not make assessment a matter of mechanics. When discussing successes or failures, concentrate upon structure and style primarily. Content might also be a matter for discussion but insist that mechanical errors be corrected in re-writes.

Furthermore I always insisted that first compositions be double spaced, final drafts in single space. Since one student might be passing in a new composition and two re-writes at the same time, it was handy to see it a glance what they all represented. With word processors you might have to triple and double space. Nothing is single spaced in the modern world.

Finally teachers should keep careful records. An assignment passed in late September, might appear as first re-write in November and again in January as a second re-write.

II. The Three F's of Norway: Dressing the Structure

Norway, one of the Scandinavian countries, forms a very old nation in Northern Europe. Long ago it was known and hailed as the land of the fierce and naked Vikings and brave and courageous Norsemen because they savagely raided most of Europe from its fiords and villages. Presently the nation has become famous for **fish, fiords** and **fuel** since it became civilized and modern. Of the many features which dominate the country, the three "F's" however became the most important in shaping Norway.

Since at one time Norway stood for **fish**, most of the people were poor, hard-working fishermen who battled the sea for a livelihood because there was no alternative. Clinging precariously along its rocky shores, were thousands of small fishing villages. People ate fish. They dried it. They canned and smoked it for export. Certainly since the country had so little else to offer, **fish** therefore shaped the nation for centuries.

Fiords are long narrow inlets for which Norway has been famous. Occasionally the walls of rock stretch vertically straight up from the edges of the water as if they were ramparts of a fortress. Providing waterways for transportation and communication between the villages, the fiords were excellent because road building was impossible. As a result, Norwegians became and have remained seagoing and seafaring people in the **fiords** before expanding into the oceans of the world.

Exporting **fuel** has always been a Norwegian activity because of the many trees in the country. Norway for centuries has sold lumber and wood to many other countries in Europe, when about twenty years ago oil was discovered and pumped from offshore in the North Sea. Since petroleum has been drilled and sold, the entire character of Norway has rapidly begun to change. From a nation which had been rather poor, Norway has without doubt become rich from the export of **fuel** oil.

For visitor the most important feature of Norway clearly was its beautiful and dramatic fiords which stretched along the Atlantic coast. For centuries the fiords protected and promoted fishing while allowing tugs to bring wood **fuel** to the markets of the world. While fiords protected **fish** stocks, they also acted as giant ramparts to defend the people because their villages were small and isolated. No fiords, no Norway. Consequently the fiords are the most important of the three "F's" of Norway, shaping the rugged and adventurous character of her people.

Openers, Decorations, and Triples

Since many writers tend to use only subject openers in their compositions, the teacher must insist upon the six sentence openers. There are about forty in the English language, but the following six will give a smooth flow to a composition. Memorize the numbers and put them in the right hand margin as shown in “The Three F’s of Norway: Adding Flow.” Every paragraph should have at least one of each type of opener. The marginal numbers indicate to both student and teacher which ones have been used.

Sentence Openers

- | | |
|--|--|
| 1. Subject Openers | Noun, pronoun, or "the" indicate subjects. |
| 2. Prepositional Openers | Put a list on the wall chart:
"to, in, at, by, near, beside, behind, during, through," etc. |
| 3. "-ly" openers | Create a list on the wall chart for easy reference. |
| 4. -ing, -ed openers | <i>Dancing in the dark, she enjoyed the fresh air.</i>
<i>Seated on the bench, he watched people at play.</i>
(These sentences always take a comma.) |
| 5. Clausal openers:
When, While, Where,
Since, As, If, or Although | <i>While he danced, she sulked in silence.</i>
(Since these sentences have two clauses, they always require a comma.) |
| 6. vss | A very short sentence of five words or less |

More advanced styling has been divided into two categories: Decorations and triple extensions. Each well written paragraph should have one of each and no one should be repeated in a composition of seven paragraphs or less. Along the side in the margin, write “dec.” or “triple.”

Decorations

Question	The introduction always has questions so they can't be used as a decoration.
Conversation / Quotations	In an academic essay there are likely to be quotations in every paragraph. In only one can they be counted as a decoration.
3sss	This means short staccato sentences. Use the following patterns only: 4:4:4, 3:3:3, or 4:3:2.
Dramatic Opening / Closing	A vss before the topic and a vss after the clincher.
Simile, Metaphor	<i>The sun is like the eye of heaven. The sun is the eye of heaven.</i>
Alliteration	Students can go "ape" over this. Remember it can only be used once in a composition. <i>Aboriginals were distrusted, despised, and disparaged in our town.</i>
<u>Triple Extensions</u>	One per paragraph. Write "triple" in margin. <i>The book which lay open on the table, which never seemed to be read, and which was usually locked in Dad's study, became a mystery to us.</i>
<u>Triple Phrases</u>	<i>The book on the floor, under the table, but near the vent might have been chewed up by the dog.</i>
Triple "-lys"	<i>He lied cleverly, repeatedly yet always successfully.</i>
Triple word	<i>Antagonism dominated commerce. Antagonism pervaded politics. Antagonism divided society.</i>
Triple "ings"	<i>Ignoring, taunting, and boycotting a person is seriously evil. Racism has been condemned as basing itself upon myth, as being socially harmful, and as deserving to be discarded.</i>
Triple verbs	<i>Some students have been resolute, stubborn, and dogged in wearing questionable clothes to school.</i>

Mechanics: The Process

As far as practical, have students submit compositions using a word processor. Since writing is a process, it becomes of absolute importance that compositions be rewritten at least once, more if possible. To induce students to re-write, I have used two grading methods successfully. In university, a student might re-write and have his grade go up by one level of letter grade. For example, a composition initially graded "C+" could move up to "B-" on the first re-write and "B" on the second. With high school students, I graded according to the marking and check sheets (as shown further on) upon both the initial draft and the re-write. There were no grade limits.

All marking was called editing, because the aim was to assist the writer to improve so that the re-write mark would be raised. If your programme does not provide for re-drafting of all compositions, it is seriously flawed, breaking a basic fundamental of writing as a process.

III The Three F's of Norway: Adding Flow

dec., 1 The land is beautiful. Norway, one of the Scandinavian countries, forms a
2 very old nation in northern Europe. In the long ago it was known and hailed as
the land of the fierce and naked Vikings and brave Norsemen because they
4 raided most of Europe from its fiords and villages. Stretching 2,000 miles north,
half of Norway is located in the Arctic region where the Sami (Lapps) herd their
reindeer, where whaling and sealing are popular occupations and where for a
6 couple of weeks each year the sun shines at midnight. The country is extremely
3 mountainous. Presently the nation has become famous for **fish, fiords** and **fuel**
5 since it became civilized and modern. While the country enjoyed a colourful past,
what became the most important and historically relevant aspect of Norway?
quest., 4 What has fashioned its history and people more than anything else? Considering
Title the three "F's," it might be proper to ask which became the most critical in
shaping Norway?

5 Since at one time Norway stood for **fish**, most of the people were poor,
4 hard-working fishermen who battled the sea for a livelihood. Clinging
precariously along its rocky shores, were thousands of small fishing villages.
1, 6 People ate fish and also dried, canned and smoked it for export. Norwegians
1 specialized in fish. A smorgasbord featured fish prepared in every possible
1 fashion: raw, pickled and marinated, baked, boiled and fried. There are fine
2 fighting fish in the fiords. Over a century ago it easily might have been argued
that the shaping element and historically most relevant aspect of Norway
5 involved fish because the country had so little else to offer. While they lived on
fish, Norwegians also exported it to the world to earn foreign exchange.
3 Certainly since **fish** shaped the nation for centuries, it was therefore the
fundamental and most important "F" of the three.

1, 1 **Fiords** are long, narrow inlets for which Norway has been famous. They
are long fingers of the sea which have been cut deeply into Norway's west coast.
3 Occasionally the walls of rock stretch straight up from the edges of the water as if
2 they were ramparts of a fortress. In these protected waterways, fishermen could

operate without danger while their home villages clung to rocks along the fiords. Since they have been historically vital, economically profitable and dramatically picturesque, fiords promoted seafaring, protected fishermen and drew tourists. Providing waterways for transportation and communication between the villages, the fiords were excellent because road building in the mountains was impossible. As a result, Norwegians became and have remained seagoing and seafaring people. Clearly their skills were originally perfected in the **fiords** of this homeland. Norway is fiord-land.

Exporting **fuels** has always been Norwegian activity because of the many trees in the country. Norway for centuries had sold lumber and wood to many other countries in Europe, when about twenty years ago oil was discovered and pumped from offshore in the North Sea. Since petroleum has been drilled and sold, the entire character of Norway has rapidly begun to change. Oil mining and drilling, processing and shipping, marketing and selling are the buzz words in modern Norway. From a nation which had been rather poor, Norway has become rich. For the people it has been like a family which won the lottery. Obviously for the first time, fish are no longer important. Fuel oil dominates the economy. In the next century oil might become the most important product of Norway and the most relevant aspect which will shape the people and their history. It might be argued that **fuel** will likely become the most crucial “F” in Norway’s future.

For visitors the most important feature of Norway clearly was its beautiful and dramatic fiords which stretched along the entire length of the Atlantic coast. For centuries the fiords protected and promoted fishing and allowed tugs to bring wood **fuel** the markets of the world. Today they earn tourist dollars as cruise ships sail from one to the other. Dramatically the fiords shaped Norway’s history, protecting a small population, sustaining it and allowing it to grow into a nation. Defending the country from invaders, the fiords became the hiding places of the Vikings who sailed forth to invade the British Isles and France, Germany and Iceland. Vikings discovered America. While the fiords protected **fish** stocks, they also acted as giant ramparts to protect people because their

dec. villages were small and isolated. Fiords are nurseries for sailors. They're laden
5 with fish. They are ice-free. While fiords created fishermen and created sailors,
3 they surely created Norwegians. Consequently, in modern times the fiords are
the most important and historically relevant of the three "F's" of Norway,
shaping the rugged and adventurous character of her people.

Footnoting and Quoting

There are basically two types of footnotes: integrated and inset. The former are integrated into your own writing, the latter inset from both margins, single spaced with no quotation marks. All types and sub-types can be found in “The Three F’s of Norway: Documentation.” Note that inset quotations and longer integrated ones require “lead-ins.” Note that all lead-ins in the composition are different. Achieve variety. Choose from the following:

Lead-ins:

- A. Ole Waever argued: argued that: claimed: pointed out: concluded: stated:
- B. As Donald Hancock argued: [or any synonyms shown at A]
- C. According to David Green’s argument: thesis: conclusion: analysis:
- D. In his conclusion [or synonyms at C] one writer [or Ole Waever] claimed: [or synonyms at A]
- E. It has been pointed out that: [or one of the synonyms at A]
- F. In Atlas of the World, David Green concluded: [or synonyms at A] or Ole Waever in “The Nordic Countries after the Cold War” stated that: [or synonyms at A]

Mechanics: Spelling

Mark all spelling by circling the word and writing “sp” in the margin. Do not give the correct form. Encourage dictionary use. For American forms, I circle the word and write “Can. please.” I deduct two marks for each error or American forms. Insist they use a spelling checker but also insist they check spelling personally. Senior students might enjoy the following which speaks for itself.

I have a spelling chequer
It came with my pea sea
It plainly marks four my revue
Miss stakes eye cannot sea.

Each thyme when eye have struck the quays
I weight for it to say
If watt eye rote is wrong or rite
It shows me strait a weigh.

As soon as a mist ache is maid
It nose bee fore two late
And aye can put the error rite
Know matter small or grate.

I’ve run this poem through it
I’m sure yore policed to no
It’s letter perfect in its weigh
My chequer tolled me so.

IV The Three “F’s” of Norway: Documentation

The land is beautiful. Norway, one of the Scandinavian countries, forms a very old nation in northern Europe. In the long ago it was known and hailed as the land of the fierce and naked Vikings and brave Norsemen, because they raided most of Europe from its fiords and villages. Since it became independent from Sweden in 1905, it is properly called the Kingdom of Norway, a constitutional democracy with a population of five million. It is extremely mountainous. With so little arable land, Norway has the densest population in Europe. Norway stretches 2,000 miles north, half of it in the Arctic region where the Sami (Lapps) herd their reindeer, where whaling and sealing are popular occupations and where for a couple of weeks each year the sun shines at midnight. Presently the nation has become famous for **fish, fiords, and fuel** since it became civilized and modern.¹ While the country enjoyed a colourful past, what became the most important and historically relevant aspect of Norway? What has fashioned its history and people more than anything else? Considering the three “F’s,” it might be proper to ask which became the most critical in shaping Norway. The people are energetic.

Put only
explanatory
notes in the
introduction.

Title

Since at one time Norway stood for **fish**, most of the people were poor, hard-working fishermen who battled the sea for a livelihood. Clinging precariously along its rocky shores were thousands of small fishing villages. People ate fish and also dried, canned and smoked it for export. Norwegians specialized in fish. A smorgasbord featured fish prepared in every possible fashion: raw, pickled and marinated, baked, boiled and fried. Fishing led Norwegians to become the world’s greatest sailors and consequently the “great Norwegian merchant fleet carries a large part of the world’s trade.”² Predictably, the rivers of the country seem alive with fish. Over one hundred salmon rivers flow into the fiords.³ As one writer argued:

Integrated
quote

Lead in

¹ “Fiords” is also spelled “fjords.” If this composition was expanded to an extended essay, for example “The Five ‘F’s’ of Norway,” the following could be added to the introduction: Farming and forestry have for centuries been important secondary occupations among Norwegians.

² Anonymous, “Norway,” Canadian Encyclopedia, World Edition, McLelland & Stewart, 1998. (CD Rom, Microsoft).

³ Internet, “Norway: Sport,” <http://www.excite.com/reference/almanac/?d=CE037747>

Because Norway has little farmland, fishing has always been a vital source of food. Today about 95 percent of the total catch is processed...Fish farming is on the Increase, especially of salmon in the fiords.⁴ There are fine fighting fish in the fiords. Over a century ago, it easily might have been argued that the shaping element and historically most relevant aspect of Norway involved fish because the country had so little else to offer. While they lived on fish, Norwegians also exported it to the world to earn foreign exchange. Certainly since **fish** shaped the nation for centuries, it was therefore the fundamental and most important “F” of the three.

Inset quote

Clincher starter

Fiords are long, narrow inlets for which Norway has been famous. They are “submerged valleys bordered by high, steep cliffs,”⁵ long fingers of the sea which have been deeply “cut into Norway’s west coast.”⁶ Occasionally the walls of rock stretch straight up from the edges of the water as if they were ramparts of a fortress. In these protected waterways, fishermen could operate without danger while their home villages clung to rocks along the fiords. The beautiful fiords and the midnight sun of the far north attract tourists.⁷ They bring wealth. Of all the fiords in the world, none can equal those of Norway. However, the fiords have tended to separate the rural areas from the capital region. It has been pointed out that this causes:

Broken quote

Paraphrase

Lead in to inset quote

...friction between local districts in Norway and the capital of Oslo which has always been viewed with suspicion by the countryside as an originally Danish and thus too European city – not the real Norway.⁸ Fiords draw tourists. Fiords promoted seafaring. They protected fishermen. Fiords have been historically vital, economically profitable, and dramatically picturesque. Providing waterways for transportation and communication between the villages, the fiords were excellent because road building in the mountains was impossible. As a result, Norwegians became and have remained seafaring people. Clearly their skills were originally perfected in the **fiords** of their homeland. Norway is fiord-land.

Clincher starter

⁴ David R. Green, *Atlas of the World*, Raincoast, Vancouver, 1994, p. 56.

⁵ Gordon G. Lang (ed.), *The New Educator Encyclopedia*, General Press, Toronto, 1952, p. 2609.

⁶ Green, *op. cit.*, p. 56.

⁷ Anonymous, *op. cit.*

⁸ Ole Waever, “The Nordic Countries After the Cold War,” *Current History*, Nov. 1994, p. 393.

Exporting **fuels** has always been a Norwegian activity because of the many trees in the country. Norway had for centuries sold lumber and wood to many other countries in Europe, when about twenty years ago oil was discovered and pumped from offshore in the North Sea. Since petroleum has been drilled and sold, the entire character of Norway has rapidly begun to change. According to the Canadian Encyclopedia, Norway has become dependent upon petroleum:

Lead in to
inset quote

Since the discovery of petroleum in the Ekofisk field in 1969, the petroleum and natural gas industries have become increasingly important for Norway's economy, bringing increased employment, but also...vulnerability to fluctuations in the world market.⁹ Since North Sea oil and natural gas brought prosperity to the country¹⁰ in the 1970's, "Norway has achieved one of the highest standards of living in the world."¹¹ Oil mining and drilling, processing and shipping, marketing and selling are the buzz words in modern Norway. From a nation which had been rather poor, Norway has become rich. For the people it has been like a family which won the lottery. Obviously for the first time, fish and fiords, farms and forests all take second place in the economy. Fuel oil dominates the economy. The exploitation of oil has led to discussions, according to the conclusions of Ole Waever, about "some kind of North Sea venture in cooperation including western Norway, Ireland, Denmark's Faroe Islands, Scotland, the Scottish Islands and possibly others." In the next century, oil might become the most important product of Norway and the most relevant aspect which will shape the people and their history. It might be argued that **fuel** will likely become the most crucial F in Norway's future.

Words
omitted

Integrated
sentence

Lead in to
longer
integrated
quote

Fiords symbolize Norway. Normally, one might expect the country to be ice-bound in winter because of its northern location. However, freezing of the **fiords** in the high Arctic does not occur because of the warm Gulf Stream. Fiords dominate Norway. While bus transport plays a key role in the country, it is only possible because of the operation of 250 fast and frequent fiord ferries. For visitors the most important feature of Norway clearly was its beautiful and

No footnotes
or quotation
in the
conclusion

⁹ *Ibid.*

¹⁰ Internet, "Norway: History," [http://www.excite.com/com/regerences\(Zovo\)almanac/?id=CE037747](http://www.excite.com/com/regerences(Zovo)almanac/?id=CE037747).

¹¹ Waever, *op. cit.*, p. 393.

dramatic fiords which stretched along the entire length of the Atlantic coast. For centuries the fiords protected and promoted fishing and allowed tugs to bring wood **fuel** to the markets of the world. Today they earn tourist dollars as cruise ships sail from one to the other. Dramatically, the fiords shaped Norway's history, protecting a small population and allowing it to grow into a nation. Defending the country from invaders, the fiords became the hiding places of the Vikings who sailed forth to invade the British Isles and France, Germany and Iceland. Vikings discovered America. While the fiords protected **fish** stocks, they also acted as giant ramparts to protect people because their villages were small and isolated. While fiords created fishermen and created sailors, they surely created Norwegians. In modern times, as a consequence, the fiords are the most important and historically relevant of the three "F's" of Norway, shaping the rugged and adventurous character of her people. Fiords shaped Norway.

**Clincher
starter**

Title

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V The Five “F’s” of Norway: Extending the Basic Essay

Expand the basic essay by adding two extra paragraphs dealing with two additional themes. Below, see two paragraphs, one on farming and one on forestry to make five F’s of Norway.

The two extra themes must be introduced in the introduction as, for example: “Farming and forestry have for centuries been important secondary occupations among Norwegians.”

In the conclusion, the two new themes must be noted as well: “While small farms cluster in the valleys of the fiords, the forests dominate their slopes. The produce of both are brought to market via fiords.”

When there are five themes, it is possible in the conclusion to combine two as most important: “While tourism in the fiords and petroleum exports provide foreign exchange, for the people the combination of farming and forestry are probably most important because they form the core support of rural life.

Add the two paragraphs below to “The three F’s of Norway: Documentation” to create an extended essay, “The Five F’s of Norway: Documentation.”

Farming has always and continues to be a vital occupation in Norway. Assuredly, it is not as profitable as the oil industry, but it creates far more jobs. Farming and forestry “together provide employment for about thirty percent of the people.”¹² Since the country is extremely mountainous, only about three percent of the land can be cultivated. “Tillable soil is confined to narrow strips in the valleys”¹³ where the best is located “around the head of the fiords and in the lowland areas around them.”¹⁴ In acreage, farms are small and family owned, each with an extensive mountain pasture – a paradise above the clouds – which is located up to forty miles away from the home place. Cattle rearing is extensive. In the spring, the cattle are sent to the mountain pasture until the autumn. Wandering in Lappland, an area of moss-covered tundra, small stunted trees and cold clear lakes, the Sami or Lapps “still herd reindeer for their meat and milk.”¹⁵ Although the farms are efficient and productive, they cannot feed the nation

¹² Laing, *op. cit.*, p. 2610.

¹³ *Ibid.*, p. 2609.

¹⁴ Green, *op. cit.*, p. 56.

¹⁵ *Ibid.*

because of their small size and northern climate. Agriculture along with fishing are “highly organized industries” which are “subsidized by the state.” Some food is imported. “Although the country is more than self-sufficient in animal products, it remains dependent upon imports for cereal crops.”¹⁶ It is clear that farming – the fourth “F” of Norway – has severe limitations given the climate and terrain of the country.

Since “about one quarter of Norway is forested, timber is a “chief natural resource” and forestry “is the basis for one of the main industries.”¹⁷ Prior to the discovery and production of petroleum, manufacturing based on forest products was fundamentally the most profitable industry in Norway. Timber is used variously. It is employed in construction, in furniture making and in numerous crafts.¹⁸ Normally, lumber is “used chiefly in the paper industry” which included large wood pulp, paper, and board factories.¹⁹ In the New Educator Encyclopedia, one writer concluded that: “The forests yield vast quantities of lumber, from which are made the pulp and paper so important to Norway’s export trade.”²⁰ Mining the North Sea for petroleum and natural gas has become the major activity and presently replaced lumber, pulp, and paper in the export trade. However, forestry leads in providing employment because it is far more labour intensive than the oil industry. Finally it should be noted that Norway leads the world in forest technology where, through sustainable development her forests will last forever. When petroleum becomes exhausted, fish stocks become exhausted and tourists become exhausted, the forests of Norway will continue to grow, develop, and yield. Forests enhance the environment. Petroleum does not. Forests provide many jobs. Petroleum does not. Forests are renewable. Petroleum is not. Since ten trees are planted for every one cut, Norwegian forestry, as a result, will not likely soon fade away.

¹⁶ Gudmund Sandvik and Jan Christensen, “Norway,” The New Encyclopedia Britannica, vol. 24, 1992, pp. 1086-1087.

¹⁷ Anonymous, *op. cit.*

¹⁸ Green, *op. cit.*, p. 56.

¹⁹ Sandvik and Christensen, *op. cit.*

²⁰ Laing, *op. cit.*, p. 2610.

Specialty Paragraphs in the Norway Essay

The Norway essay introduces student writers to the structure. It is an example of the basic essay, the foundation of this genre of writing. Largely the basic essay can be manipulated to suit a wide variety of purposes. For size and length, the basic essay readily adapts to become an extended or super essay. For approach it can be adapted to a literary (expository) persuasive and argumentative essays. It can also be adapted to the teaching of specialty paragraphs, such as 1. Opinion/ Reason 2. Question/ Answer 3. Problem/ Solution and 4. Cause and Effect. As applied to the Norway essay the three topics which formed the three body paragraphs focused on I. fiords, II. fish and III. fuel oil. What follows are potential topic sentences using each specialty for the three body paragraphs of the basic Norway essay.

I Topic One – fiords – Topic Sentences

1. Opinion: The fiords are Norway. They have been fundamental to the development of the nation.
2. Question: How have fiords contributed to Norway?
3. Problem: The fiords have created major problems for Norway.
4. Effects: The fiords have affected every aspect of Norway's development.

II Topic Two – fish – Topic Sentences

1. Opinion: Fish created Norway. The economy was based on them.
2. Question: How did fish affect the people of Norway?
3. Problem: Declining fish stocks have created a problem for Norway.
4. Effect: The effect of declining fish stocks has been disastrous for Norway.

III Topic Three – fuel oil – Topic Sentences

1. Opinion: Oil for fuel has been the father of modern Norway.
2. Question: How has oil affected the economy of Norway?
3. Problem: What problems have the discovery of oil created for Norway?

Or

The discovery of oil has created problems for Norway.

4. Effect: The effect of rising oil production has been to create a wealthy welfare state.
-

Kindly note that previously written paragraphs can be used with few alterations in examples 1, 2 and 4. All three could carry the positive message. No. 3 (problem/solutions) requires a negative message, the problems and a positive, the solutions. Making sure the topic sentence is correct goes a long way to framing the paragraph.

Descriptive Paragraph in the Norway Essay

There are three major forms of descriptive paragraphs, the general/particulars/general (or GPG), the five senses and the five w's. Each one begins with a general statement as topic sentence.

Potential General Statements of Description

1. The countryside was particularly serene that morning.
2. The town was especially dark, deserted and dusty.
3. Sadly the old beggar squatted near his tattered tent.
4. When she entered, Judy seemed well dressed, well manicured and well made up.
5. Standing at the fence, the horse looked expectantly.
6. In a flash the fire flared and spread.

Power descriptions are in the details. Suggest five particulars in the GPG to match the five senses or five w's, not only to be precise but to make marking more comparable among the three forms of description. Three sample descriptive paragraphs follow each in a different form. The three could be put together in the order in which they appear, as one descriptive composition. Whenever you have two or more descriptive paragraphs in one composition use different forms for each, "form" being another word for structure. However if you desire to add a descriptive paragraph to a basic or any type of essay, then the GPG or Five Senses are most appropriate. Either one of the samples could be used as an eyecatcher, a paragraph to come before the introduction. If so, one should follow the rules for eyecatchers.

Eyecatcher Rules

1. If the essay is double spaced, the eyecatcher should be single.
2. If the essay is single spaced, use a different font for the eyecatcher.
3. Set in the eyecatcher from both margins.
4. Draw a horizontal line like that below after the eyecatcher and before the introduction.
5. In the content of the eyecatcher, the main topics of the essay should be hinted at, or the key words of the topic sentences included. Note that each sample paragraph includes fiords, fish and fuel oil.

Marginal notes are important. First they show whether students understand what they are trying to do. Secondly they show the teacher. In the GPG ask writers to list their five particulars. In the other two, list the five senses or five w's. These are structural elements or form and should appear in the right-hand margin. In the left-hand margin students should record the numbers of their sentence openers but also decorations and triples. Since these are descriptions more than one decoration and one triple should be employed in each paragraph. In the samples there are a minimum of six decorations and two triples per sample paragraph. Remember decorations and triples are ideally suited to description.

Norway Descriptive: GPG

d. open.	Each region is unique. Norway has always been a land of contrasts from the sparse bleak region north of the Arctic Circle, called Finmark to the <u>sunny rolling</u> plains and the fertile agricultural lands around Oslo in the south. There are three major regions. In the Finmark the Sami have historically followed their reindeer on their annual migration, animals <u>which</u> provided them with most necessities. Sami life has changed. While imitating other Norwegians in modern times, the Sami have settled in villages, become educated in schools and have found their place in service industries and government. Pursuing two or more occupations in the villages of the central region along the Arctic coast, people have achieved a high standard of living but at the expense of continuous labour. They fished in the fiords, operated fish farms and pursued small-scale agriculture in the summer <u>while</u> many people engaged in logging during the winter. Others supplemented their incomes by working on the fuel rigs in the North Sea. Half of the population lives on the fertile plains in the southern region, in and around Oslo. Why is this so? Life is so good. Temperatures are mild. Recreation is plentiful. Exactly like any other large city in Europe, Oslo boasts fine theatres, a range of good music with parks, museums and restaurants to equal the best. Life in Oslo is swinging, entertaining and exciting, if expensive. People living outside the city often look upon Oslo with disdain as far too <u>sinfully</u> European and not truly Norwegian. Undoubtedly the nude statues in the city's famous park symbolize Oslo's life. Without subsidies to the Finmark and central region even more of the population, however, would move to Oslo <u>because</u> people desire its high standard of living as well as its "wine, women and song" culture. The government, by the use of oil royalties, <u>has sought to limit</u> the contrasts between the bleak rural regions and the many, merry modern advantages of the city. Each maintained its unique characteristics.	General: region Particulars 1. Finmark 2. Sami 3. Coast 4. Oslo 5. Subsidies General: regions
6		
2		
6, 5		
Triple		
4		
1, Triple		
1		
1		
quest, 3sss		
simile, 3		
1		
Triple, 1		
3		
2		
quote		
1		
allit.		
d. close		

Norway Descriptive: The Five Senses

d. open, 1	Contrasts stand out. Norway has always been a land of contrasts, of cozy grandeur while at one and the same time, it	General: contrasts
5	appeared wildly rugged and gently tamed. While the grandeur could best be seen from a small plane or gliding balloon floating over the longest fiord in the world, the Songwe, the gently tamed coziness could be viewed <u>when</u> a boat docked at a tiny seaside village (which was) <u>nestled at and clinging to</u> the foot of a majestic, rugged and jagged mountain. The scene looked like fairyland.	1. Seen and synonyms
Triple	Comparing sensations, a visitor could feel the cold and wild, feel the awesome splendour and feel the gentle warmth of the houses	2. Triple feel
6, simile	closely and cozily clustered together as if for protection. Strikingly	
4, Triple	from the ground could be heard the screaming of the soaring swooping seagulls and pounding of the surf against the rock walls	3. Heard
allit., 3	of the mighty Songwe fiord. It seemed awesomely lonely. The	
allit.	smells were jarring. They appeared in conflict. Swaying down	
3sss	from the snowcaps, the fresh <u>bitterly</u> cold air was polluted with the astringent smell of diesel from the boats chugging monotonously in	4. Triple smell
4	the small harbour. Surely the smell of diesel fuel reminded a stranger of the North Sea oil fields not far off shore. However	
3	when stepping inside and sitting at a small table (<u>which</u> was) covered by a <u>bright linen</u> cloth, in a miniscule café, the customer is	
Triple	delighted by the taste of the coffee, the smell and taste of freshly baked bread and the delightful taste of a beautifully laid	5. Triple taste
2	smorgasbord or buffet. Through the door and the visitor senses the essence of Norway <u>because</u> indoors one feels, smells and tastes a	Five senses
d. close	cozy hospitality protected from the harsher sights and sounds of the cold grandeur outdoors. Contrasts become sharp.	General: contrasts

Norway Descriptive: The Five W's

d. open, 6	It certainly wasn't Oslo. Rural life was harsh. It could be a	General
2	lonely life <u>where</u> the geography was so vast and the human	1. Where?
1, met.	population so sparse. From the edge of a small meadow high in the	
4	Norwegian mountains, a spectacular view spread out below, down	
	the valley to a small village and beyond to the <u>sparkling, dancing</u>	
	waters of the fiord so like a jewel far in the blue misty distance. It	
	was a scene from Peer Gynt. Standing on a bolder, Olaf (who was)	2. Who?
	a young man in his late teens, could pick out his elder brother,	
	Stephan – only a tiny speck – as he tended to the chores in the	
5	family fish farm near the shore of the Songwe, the world's largest	
	fiord <u>which</u> stretched 320kms inland. As he rounded up his small	
	flock of sheep and goats as well as three milking cows, Olaf	
6, 3	recalled with sadness the harsh words which he had exchanged	
	with his brother only that morning. He regretted them. Slowly	
1	and cautiously he began to coax the animals to begin the	
	dangerously steep and rocky descent. The goats were no worry but	
6, 1	the sheep and cattle could easily stumble and break their legs in the	
	rugged ravines. What could happen, did. Half way down and two	3. What?
3sss	hours from the village Olaf <u>carelessly</u> misstepped, plunged over a	
1	cliff and quickly realized he had broken his leg. What could he do?	
	The pain became fierce. He could not move. Winter was	4. When?
quest.	approaching when nights became bitterly cold especially in the	
	mountains. When would he be found? Meanwhile far below	
5	Stephan finished his chores and angrily ignored the gathering dusk	
conv.	<u>because</u> he could not forgive his brother for his taunts. As he	
	walked towards home, he muttered, "Why has the kid always been	
	so hot-headed? Hope he's lost! Why should I worry?" When two	
	sheep just after dark <u>bleated and wandered</u> in, his agitated mother	
Triple	called out: "Stephan, why has Olaf not returned? Why have you left	5. Why?
3	him alone on the mountain? Why the sour face?" Reluctantly and	
	angrily but obediently Stephan pulled on his coat, slammed the	

door and began the long ascent. In the vast emptiness he felt morose and lonely, wishing longingly for the bright lights, lively music and jovial friends of his earlier life in Oslo. He vowed to return, possibly to the oil rigs to earn enough money to once again escape this bleak land while living life large in Oslo. Nevertheless **General** he moodily trudged upward.

The checklist which follows can be used for Expository and Persuasive essays of the Basic or Extended type. It sets forth, in an easily followed format, the requirements in structure and style for the essay. It is, in fact, your curriculum in short not form. Teachers should study it, to ensure all of the items have been covered in teaching. Teachers should cross out items not yet taught or irrelevant. For example, under the sub-heading "Introduction," if you have not taught the persuasive essay, the section "Ask questions [2]" could be crossed out. If documentation has not been taught, cross out the sub-heading "Quotations – Footnotes."

For sub-heading, "Distinctive Paragraphs," these will not initially have been taught. They might not be taught until you move into work on advanced essays: Expository, Persuasive, and Argumentative. Certainly you will not teach them all at once. Among "Distinctive Paragraphs" on the checklist, you can see three kinds of descriptive paragraphs. A short description of descriptive paragraphs and an example of each kind follows the discussion of checklists.

The checklist becomes a guide to students. If they read the sub-section on an introduction, it tells them exactly which is required. They proceed to the body paragraphs and eventually the conclusion, being reminded at each stage of the requirements. Students pass in the checklist with their composition. The teacher turns it into a marksheet. From the marksheet where a student can see where every mark was lost except for the 10 subjective marks given for content. Students can readily re-write, a very important factor, for writing is a process of write, check, re-write, check. For the teacher, it is diagnostic because if most students fail in their conclusion, for example, probably the conclusion should be re-taught.

Checksheet for Basic and Persuasive Essays: Unit VIII

Name _____
Composition _____

Date _____
Grade _____

Presentation

- ☐ Correct format [2] _____
Title, name, date and draft number
- ☐ Correct indicators: Underlinings, marginal numbers, and notes [2] _____
- ☐ Double spacing, good margins, paragraphs clear [1] _____ [5 pts. total] _____

Introduction

- ☐ Time, place, background. Is a definition required? [2] _____
- ☐ Themes [2] _____ Ask questions [2] _____
- ☐ General sentence structure [2] _____
- ☐ Dress-up [6] _____ Openers [6] _____
- ☐ Decoration [2] _____ Triples [2] _____
- ☐ End with title [1] _____ [25 pts. total] _____

Body Paragraphs

- | | I | II | III | IV | V |
|---|-------|-------------------------------------|-------|-------|-------|
| <input type="checkbox"/> Dress-up [6] | _____ | _____ | _____ | _____ | _____ |
| <input type="checkbox"/> Openers [6] | _____ | _____ | _____ | _____ | _____ |
| <input type="checkbox"/> Decorations [2] | _____ | _____ | _____ | _____ | _____ |
| <input type="checkbox"/> Triple [2] | _____ | _____ | _____ | _____ | _____ |
| <input type="checkbox"/> Sentence structure [2] | _____ | _____ | _____ | _____ | _____ |
| <input type="checkbox"/> Topic-clincher [1] | _____ | _____ | _____ | _____ | _____ |
| <input type="checkbox"/> Clincher kickers [1] | _____ | _____ | _____ | _____ | _____ |
| A. Thus, therefore, hence | | C. Consequently, obviously, finally | | | |
| B. As a result, as a consequence | | D. It has been shown that... | | | |
| | | It might be argued... | | | |
| [Never repeat. Minimum one mid-sentence.] | | | | | |
| <input type="checkbox"/> Total [20 per paragraph] | _____ | _____ | _____ | _____ | _____ |

Distinctive Paragraphs: 5 points extra for paragraphs made distinctive. Points given primarily for the correct structural indicators in rt. hand margin.

- | Descriptive | Specialty | Compare & Contrast |
|--|---|--|
| <input type="checkbox"/> General/particulars | <input type="checkbox"/> Question/answer | <input type="checkbox"/> alternating pattern |
| <input type="checkbox"/> five senses | <input type="checkbox"/> cause/effect | <input type="checkbox"/> block pattern |
| <input type="checkbox"/> five w's. | <input type="checkbox"/> opinion/reason | <input type="checkbox"/> similar-dissimilar |
| | <input type="checkbox"/> Problem/solution | _____ |

Conclusion

- ☐ Three themes [1] _____, Most N.B. [2] _____, Why? [5] _____
- ☐ Answer questions [2] _____ Sentence structure [2] _____
- ☐ Dress-up [6] _____ Openers [6] _____

- ☐ Decoration [2] ____ Triple [2] ____
☐ End with title [1] ____ Paragraphs approximately the same size [1] ____
[30 pts. total] ____

Quotations – Footnotes

- ☐ Single-spaced inset quotation [2] ____
☐ Lead-in to the quotation [1] ____
☐ Integrated quotation [2] ____
☐ Three sources in correct footnote form [6] ____
☐ *Ibid.* & *op. cit.* properly used [2] ____
☐ One footnote of additional information or explanation [2] ____ [20] ____
☐ Bibliography: alphabetical by author's last name. Spacing between items, underline book titles, articles titles in parenthesis, publisher, complex punctuation [5] ____
Contents [10] ____

Language Mechanics [20] Deduct 2 marks to a total of 20 for each error taught & listed below. Deduct only for mechanics previously taught. When marking errors direct students to the exact rule violated. e.g. See B3.

- A
1. Correct spelling. (Can) colour, centre, traveling, jewelry, cheque, dialogue.
 2. Numerals: 99 & below in words, 100 & above numbers, except dates & percent.
 3. Number agreement: Chinese – they, China – she, government – it.
Crowd, populace, proletariat, herd “it” not “they”
 4. Linking items: [1&2, 3&4, gold & silver, copper and iron]. [1&2, 3, 4&5, silk & satin, cotton, linen and wool]
 5. Begin conversation in quotation marks with a capital letter.
- B Banned words/phrases
1. As sentence openers avoid “because” (since), “and” & “also” (in addition, furthermore), “then”. (thereafter, eventually), “but” (however)
 2. Never use – “a lot of”, “nice”, “great” “got”, “mad” “big”
“said” [see “Said is dead”] for substitutes.
 3. Never repeat a major word in a sentence: “once or thrice but never twice”. Find synonyms: Japan, country, nation, state, empire, homeland.
 4. Minimize adjectives, maximize adverbs (the lys)
 5. Use “the” before all common nouns & thereby be correct 80% of the time.
 - a. He suffered from a cold last night.
 - b. He suffered from __ chills last night.
 - c. He suffered from the flue last night.

Note that in examples b & c “the” is optional while in a. it would change the meaning. These sentences demonstrate it is wiser to use “the” rather than omit it as ESL students often do. Note countries: where there is one word – e.g. Japan, Canada – never use “the.” Where there are two or more words use “the” as in “the United States,” “the Democratic Republic of Congo.” Note: We went to Taiwan & the Peoples Republic of China. Exceptions: Hong Kong, Costa Rica, Saudi Arabia, South Africa and “the” Vatican, “the Netherlands.”
- C Avoid
1. Contractions except in conversation or vss. Compulsory in conversation.

2. The "That" disease: who (people), which (things)
3. Avoid the apostrophe. e.g. elephants' habitat (habitat of elephants)
4. Avoid the personal ("I", "we" or "one") in academic compositions.
5. Avoid "like" when you mean "such as." Go to a cheap restaurant like [such as] McDonalds.

D. Tense

1. Use past tense (ed) –drowned, looked, raced or past perfect "had broken"
2. Use "could" not "can", "would" not "will", "might" not "may". "Can, will, may" are present tense used in direct conversation even when the narrative is written in the past tense.
 Before the court adjourned the judge informed the defense counsel, "No one can be sure the accused will not or may not kill again."
 Remove quotation marks and revert to past tense throughout.
 Before the court adjourned the judge informed defense counsel that no one could be sure the accused would not or might not kill again.
3. Except for conversation or the vss, avoid the verb "to be" (is, are, was, were) as in:
 The boys were in a gang.
 a. Add an "ed" or "ing". The boys were enrolled (or running) in a gang.
 b. Or substitute "seemed or appeared to be." The boys seemed (or appeared to be) in a gang.
 c. Or use "had become." They had become gang members.
 d. If all else fails add an "ly". They unfortunately were in a gang.
4. Except for conversation or vss, avoid "to have" or "had" standing alone. He had a cold [suffered from]. They have a home in town. [own] [20] _____

E. Teachers: Add rules as student writing dictates.

Maximums

Five-paragraph essay without footnotes	150	<i>plus 5 points for</i>
Seven-paragraph essay without footnotes	190	<i>each distinctive</i>
Five-paragraphs with footnotes	170	<i>paragraph</i>
Seven-paragraphs with footnotes	210	<i>25 for an eyecatcher</i>

Total Points _____	Your Points _____	_____ %
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