

BRAINSTORMING AND ESSAY PLANNING



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Introduction

*How do you prepare
to write an essay?*

In this workshop session, you will practice various brainstorming and pre-writing strategies.

Brainstorming

5:00

What are some problems most people experience when having to write a paper for a college course?

List as many as you can think of.
There are no bad ideas.



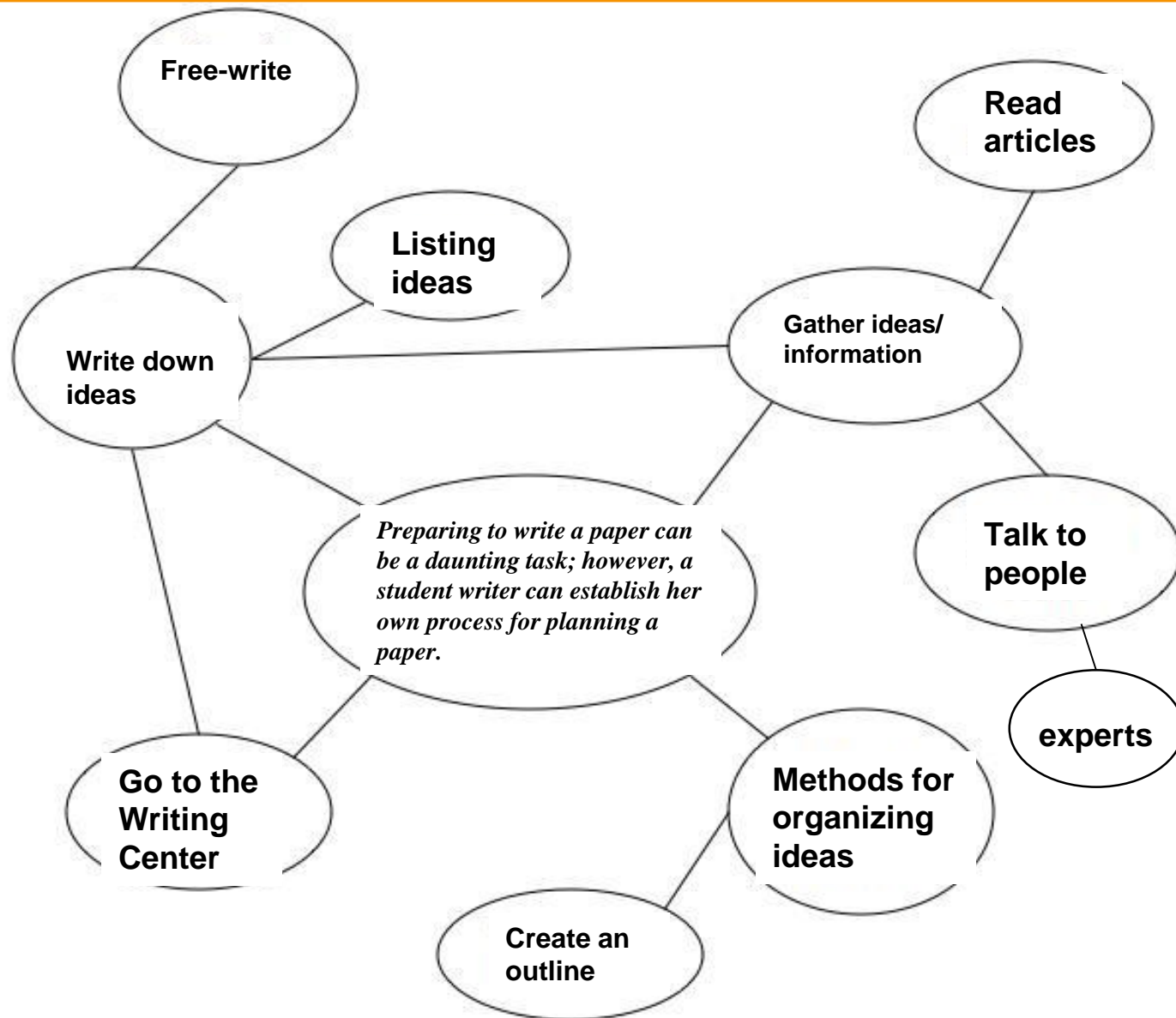
Method One: Listing

You just **listed** the ideas that came to you which related to the prompt.

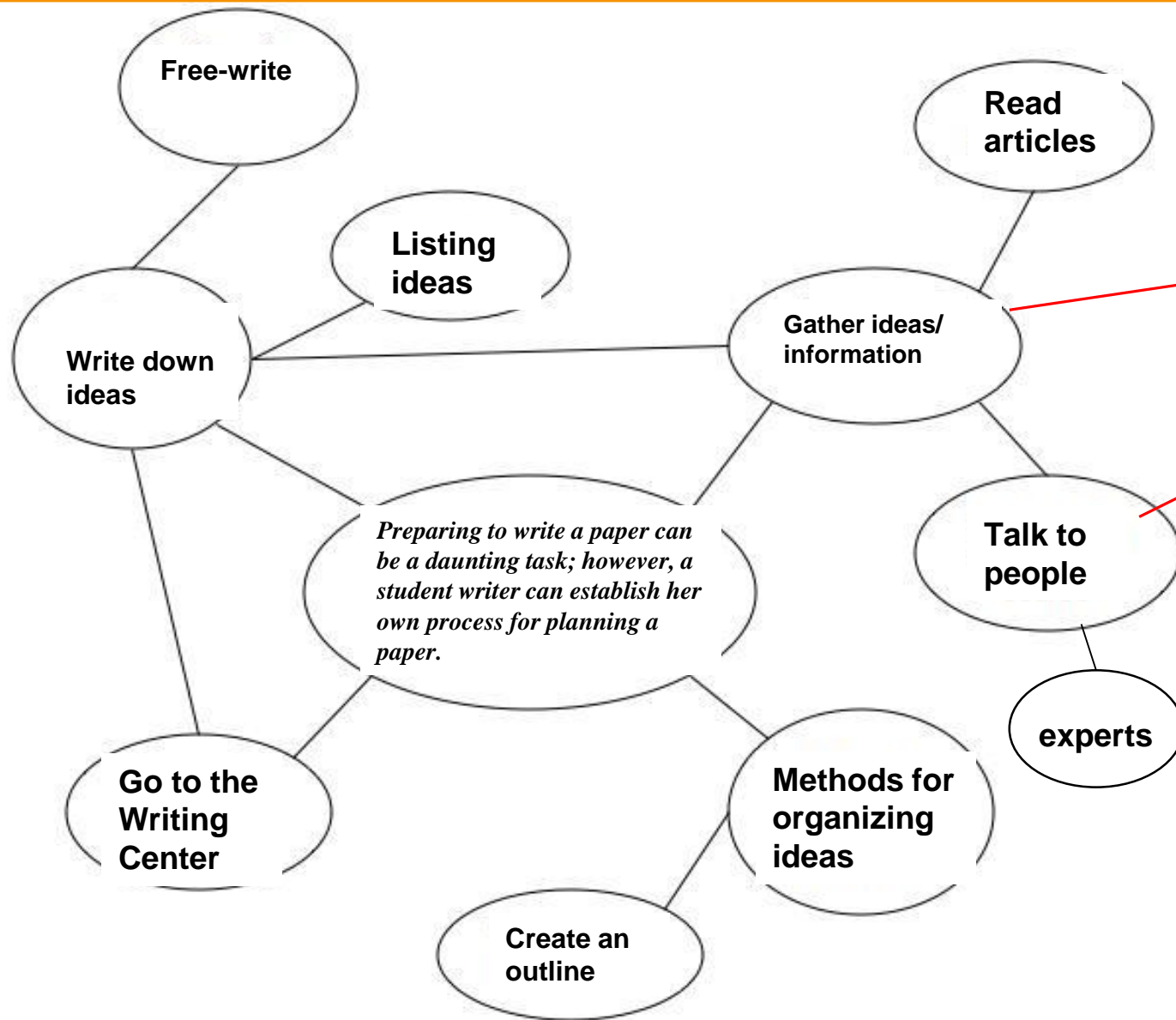
Next, group those ideas into categories. *What categories can we create from your list?*

These categories become your body paragraphs. Develop your thesis statement using these categories. Avoid writing a list of points in your thesis statement.

Method Two: Mapping



Method Two: Mapping



Typical Outline

I. Introduction

Thesis:

II. Gathering ideas

A. Talk to people

1. Experts

2. example

B. Read articles

III. Write down ideas

A. Free-write

1. example

B. Listing ideas

IV. Methods for....

A. Create outline

1. example

V. Conclusion

Sentence Outlines

Essay Planning/Outline Worksheet

Professor De León-Menjívar

Introduction: Gives your reader context of the subject/topic you are writing about and then discusses the purpose of your writing (the point or issue you will ultimately be making). Your thesis statement should be located at the end of this paragraph and describe what your overall purpose or argument will be.

Briefly discuss how you will introduce your subject/topic.

What is your thesis statement?

Body paragraphs: Include *at least* three to four body paragraphs. Each paragraph should only discuss only one topic/issue/idea that connects to your thesis statement. Do not begin or end a paragraph with a quote.

Briefly describe what you will discuss in body paragraph one and how it connects to your thesis statement.

Briefly describe what you will discuss in body paragraph two and how it connects to your thesis statement.

Briefly describe what you will discuss in body paragraph three and how it connects to your thesis statement.

Briefly describe what you will discuss in body paragraph four and how it connects to your thesis statement.

Conclusion: Your conclusion needs to state why what you said is significant. What should the reader take away from your discussion?

Briefly describe what your conclusion will state.

Gives *context* of the subject/topic and discusses the *purpose* of your writing.

For each *body paragraph*, briefly describe what you will discuss and how it connects to your *thesis*.

Needs to state *why* what you said is *significant* and what the audience can take away from your essay.

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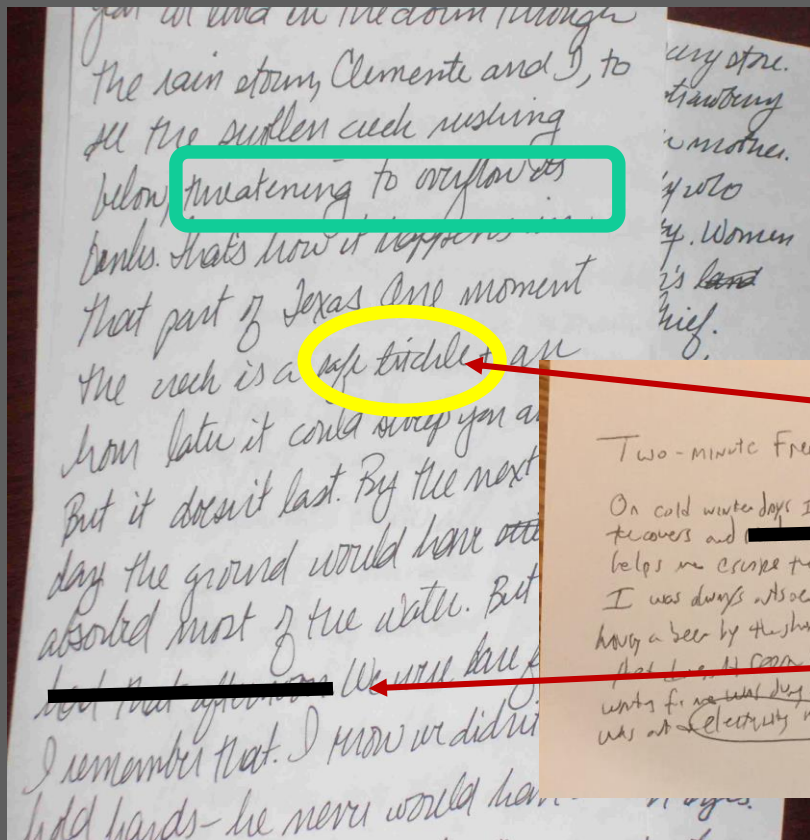
Brainstorming

Method Three: Free-write

Just start writing everything that comes to mind regarding the topic, including material you are sure you will throw out.

Give yourself 10 minutes ONLY.

Add to the list as ideas continue to come to mind.



Two-minute Freewrite

On cold winter days I'd rather not go to work I want to just stay home under
 heaters and [REDACTED] I want to see the sun out of me waiting in water
 helps me escape the cold when I lived in SoCal I didn't water as much because
 I was always outside in the sun there always stuff to do soiling shorts or
 having a beer by the hose. But while it's perfect for waiting it's a trap to pass quality time
 that doesn't seem like waiting time like watching out of the window for
 water for me well doing a wash & pee storm is the highest just nothing else to do internet
 was not electricity was available I worked and so productive...

- Circle items/points that are relevant or could be used to develop a THESIS

- Cross out points that are NOT relevant



Imagine your instructor gives you the following prompt:

Black Lives Matter began as a social media movement in 2013. Discuss your thoughts about how social media has helped BLM develop, organize, and pursue its aims.

To approach free-writing...

How about....

1. Ask deep question(s)

Go in-depth with your question. Avoid basic questions such as *What does BLM mean?*

2. Draw a conclusion

Read between the lines or look underneath; a conclusion is based on hints and clues

3. Form an opinion

This has a persuasive nature; has to be arguable or have an opposing side



Continuing...

1. Ask a deep question

How will the BLM and social media impact political history in the long run?

2. Draw a conclusion

BLM's decentralized social media presence allows it to quickly mobilize in support of its platform.

3. Form an opinion

In time, BLM will make real and progressive changes in the lives of marginalized people.



Your turn

Black Lives Matter began as a social media movement in 2013. Discuss your thoughts about how social media has helped BLM develop, organize, and pursue its aims.

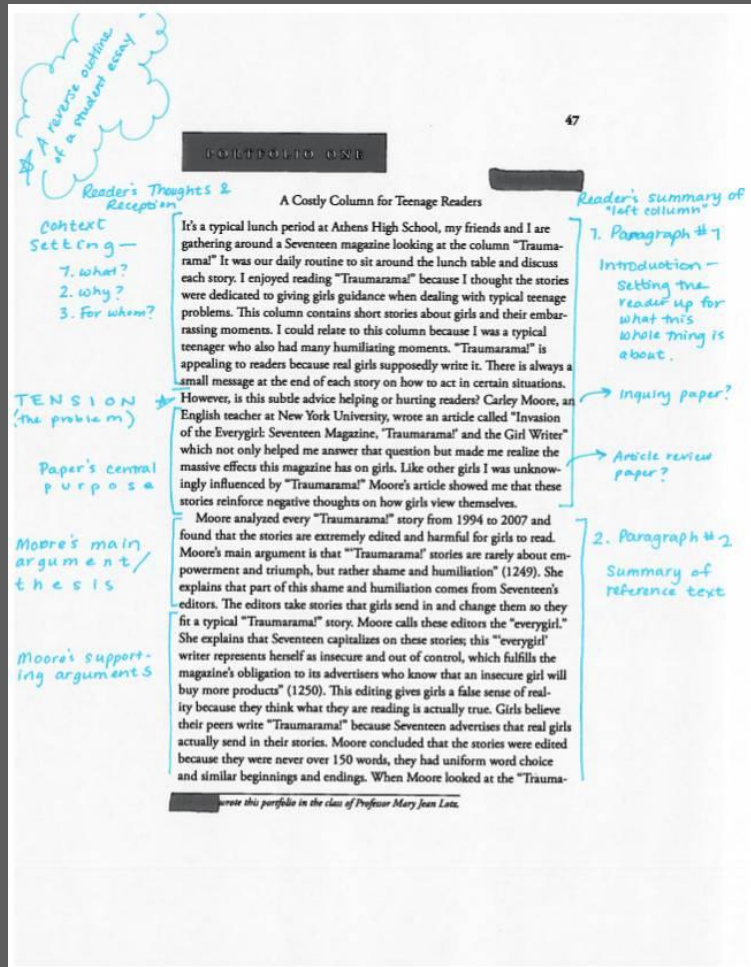
Use a brainstorming strategy for your assigned task:

1. Ask a deep question
2. Draw a conclusion
3. Form an opinion



7:00

Planning



Another Method: Reverse Outline

You can also create a reverse outline which means that you create an outline from your first draft.

Write the first draft, but accept that this is not your finest draft.

Planning

A reverse outline of a student essay

CONTEXT Setting—
1. What?
2. Why?
3. For whom?

TENSION (the problem)

Paper's central purpose

Moore's main argument/thesis

Moore's supporting arguments

COLLEGE ONE

Reader's Thoughts & Reception

A Costly Column for Teenage Readers

It's a typical lunch period at Athens High School, my friends and I are gathering around a Seventeen magazine looking at the column "Traumarama!" It was our daily routine to sit around the lunch table and discuss each story. I enjoyed reading "Traumarama!" because I thought the stories were dedicated to giving girls guidance when dealing with typical teenage problems. This column contains short stories about girls and their embarrassing moments. I could relate to this column because I was a typical teenager who also had many humiliating moments. "Traumarama!" is appealing to readers because real girls supposedly write it. There is always a small message at the end of each story on how to act in certain situations.

However, is this subtle advice helping or hurting readers? Carley Moore, an English teacher at New York University, wrote an article called "Invasion of the Everygirl: Seventeen Magazine, 'Traumarama!' and the Girl Writer" which not only helped me answer that question but made me realize the massive effects this magazine has on girls. Like other girls I was unknowingly influenced by "Traumarama!" Moore's article showed me that these stories reinforce negative thoughts on how girls view themselves.

Moore analyzed every "Traumarama!" story from 1994 to 2007 and found that the stories are extremely edited and harmful for girls to read. Moore's main argument is that "'Traumarama!' stories are rarely about empowerment and triumph, but rather shame and humiliation" (1249). She explains that part of this shame and humiliation comes from Seventeen's editors. The editors take stories that girls send in and change them so they fit a typical "Traumarama!" story. Moore calls these editors the "everygirl." She explains that Seventeen capitalizes on these stories; this "everygirl" writer represents herself as insecure and out of control, which fulfills the magazine's obligation to its advertisers who know that an insecure girl will buy more products" (1250). This editing gives girls a false sense of reality because they think what they are reading is actually true. Girls believe their peers write "Traumarama!" because Seventeen advertises that real girls actually send in their stories. Moore concluded that the stories were edited because they were never over 150 words, they had uniform word choice and similar beginnings and endings. When Moore looked at the "Trauma-

Reader's summary of "left column"

1. Paragraph #1
Introduction—
Setting the reader up for what this whole thing is about.

2. Paragraph #2
Summary of reference text

write this portfolio in the class of Professor Mary Jean Lee

Another Method: Reverse Outline

Then, read through your draft and make connections.

Recognize the ideas in your draft may not flow in an effective sequence, and be willing to make the necessary changes to improve your draft.

In the left margin, identify the topic of each paragraph.

P1 Thesis: both scientists & authors should have access to scientific articles

P2 Introduces business models

P3 Advantages & drawbacks of Model 1

P4 Introduces 2nd model with advantages & disadvantages

P5 Hybrid models

FULL AND FAIR ACCESS TO SCIENTIFIC LITERATURE

In developed countries it can be assumed that investigators will have access to the primary literature as both readers and authors. Moreover, such literature will have undergone quality control through the mechanism of peer review. It is becoming increasingly recognized that scientists in developing countries will be placed at a major disadvantage if similar rights do not exist for them. First, in a subject that is rapidly developing, time, money, and effort could be wasted if only yesterday's science is available. Second, high-quality work carried out by authors in developing countries should, if the authors so wish, be published in highly cited journals. This is not only a disadvantage to the authors but also to the readers.

The first model, proposed by Willinsky (2005), is based on the idea of a public library. The library would be owned and operated by the public, and it would provide access to the primary literature for all who wish to use it. This model is based on the idea of a public library, which is a place where everyone can go to borrow books and use them for their own purposes. The library would be owned and operated by the public, and it would provide access to the primary literature for all who wish to use it.

The second model, proposed by Willinsky (2005), is based on the idea of a subscription service. The subscription service would be owned and operated by the public, and it would provide access to the primary literature for all who wish to use it. This model is based on the idea of a subscription service, which is a place where everyone can go to borrow books and use them for their own purposes. The subscription service would be owned and operated by the public, and it would provide access to the primary literature for all who wish to use it.

Between these two extremes are a variety of hybrid models. It is important, in my personal view, not to become too obsessed with one particular model. Rather, one should explore all possibilities, not least those opened up by the World Wide Web, to ensure the fundamental right for full and fair access, which I define as the opportunity to *read* research papers and to *submit* research papers decoupled from the level of economic development. This is the principle of full and fair access, which I define as the opportunity to read research papers and to submit research papers decoupled from the level of economic development. This is the principle of full and fair access, which I define as the opportunity to read research papers and to submit research papers decoupled from the level of economic development.

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In the right margin, note the main/minor details and summarize briefly.

P1 Lays out discrepancy of access

P2 Only intros 1st model; who & where it was proposed

P3 High \$ for both authors and journals, but advantage is for readers

P4 No cost to authors but readers pay; possible cancellations

P5 Strike a balance for full & fair access to scientific lit.

Review

It is OK if you find yourself jumping back and forth among these various strategies.

It is your process. You got this!

