

essay - a prose composition, brief enough to be read in one sitting, in which a writer presents views on a particular topic. While most essays are alike in being limited to one topic, they may vary widely in other ways. The formal essay, for example is objective and stylistically dignified, while the familiar essay is subjective, anecdotal, and colloquial.

Four Types of Essays

Whether they are formal or informal, essays can be divided into four basic types depending on the writer's purpose. These purposes are: to explain, to recount a story, to argue or a position, or to persuade. The line between these purposes can sometimes be blurred (for example, a writer may choose to tell a story in order to explain something). There are four main types:

argumentation (persuasion) - the purpose is to convince the reader that a specific theory or premise is true or false. For example, an essay entitled "Cars or Scooters: Which Is the More Efficient and Safe Method of Urban Transport?" would be an argumentative essay.

exposition - the purpose is to explain or present ideas on a specific topic. For example, an essay entitled "The Care and Maintenance of a Bicycle" would be an expository essay.

narration - the purpose is to relate a series of events that form a story. It differs from the short story in that its main function is to relate an idea or thesis, as opposed to developing character or plot for its value as narration. The **narrative** essay (recounting) uses a single well-told story as the basis for drawing a conclusion or making a statement of opinion. For example, "My Most Exciting Bicycling Adventure" would be a narrative essay.

description - the purpose is to describe people, places, feelings and other abstracts. Few essays are pure description; rather, it is most often used to support the other three types. For example, an essay entitled "The Sights and Sounds of Johnston Canyon" would be a descriptive essay.

If you read primarily fiction, you may find essays difficult to follow at first, because they are organized by thought or ideas, not by narrative. Here are some points to consider:

- Identify the topic. The title is often-although not always-the first predictor of the topic and may even provide clues to the thesis (the position taken in relation to the topic).
 - Determine the writer's viewpoint, and ask yourself if you agree.
-

- Consider how the writer supports his or her view. Do you find the evidence convincing? If possible, underline or highlight and make brief notes in order to help you grasp the structure of the essay and the flow of its ideas.
- Consider what you like about the writer's style, and why. How is it effective in conveying the writer's viewpoint?

The essay's primary function is the clear communication of thoughts, ideas, or information. Yet it is a remarkably flexible genre; people write essays for a variety of reasons using a variety of forms and writing styles.

Why Non-fiction is Written

- ~ to express new ideas or points of view
- ~ to teach or explain
- ~ to reflect on or express opinions about people, events, or situations
- ~ to raise awareness of social issues or injustices
- ~ to persuade or influence readers on political issues; for example, by presenting arguments from a particular point of view
- ~ to entertain or amuse by presenting topics in original or clever ways

The key to understanding the essential meaning of any particular essay is to identify its central thesis. This will enable you to grasp how the overall flow of its ideas relates to and support this main idea.

Introduction

The first paragraph or two of the essay should present the thesis and a big-picture overview of what the essay will be about. The thesis is usually expressed in the form of a sentence. This is why it is often referred to as the thesis statement. It includes the topic of the essay, as well as the writer's position in relation to this topic. Sometimes the thesis is not explicitly stated, and so you may have to reread the essay a few times to put all the pieces together into a full and coherent thesis statement.

Since the thesis is the lynchpin of the essay, accurately identifying it is critical. Take time to ensure that the thesis you identify is the right one.

Identifying the Thesis

- Does the thesis include all the material in the essay or only part of it?
- Is the thesis restatement in the conclusion similar to what you have identified as the thesis?
- Does each topic sentence directly relate to and support the thesis?

In a shorter composition, the thesis statement may serve also as the first words. In longer essays, it may come at the end of the introductory paragraph. Most of these introductions are short: a couple of sentences or a paragraph or two at the most. And almost all of them are designed to *interest* the reader.

Some interesting ways to start the opening paragraph are with:

background information - relating the circumstances in which the topic is set
anecdote - (see above)

quotation or allusion - the words of a philosopher, of a news report, of a recognized specialist in the subject, or of anyone with close experience of it

sense images - vivid description can attract a reader's interest to the topic

striking comparison or contrast - showing how things are like or unlike each other is a dramatic way to introduce a topic

narrative - telling a story upon which the essay is based

unusual or puzzling statement - such an opening appeals to the reader's curiosity

Body Paragraphs

The body or main section, of the essay follows from the introduction and leads up to the conclusion. The body of the essay is where its thesis is developed: arguments are put forth, evidence is given, and ideas are connected into a cohesive whole.

The development of arguments is the main structural component of the essay. Employing different methods can indicate a sophisticated and lively thinking process.

analogy - compares something less familiar with something more familiar in order to help the reader understand the former

argumentation and persuasion - using any pattern that works, make the point through logic and/or emotion

categorize/classify - places together under a single heading concepts or things that share sufficient key characteristics as to be considered similar

cause-effect - explains why something happened by showing the direct causal relationship between two or more things

classification - make a point by fitting the parts of the subject into categories

comparison - points out similarities and differences between two or more ideas, things, people, etc.; point-by-point comparison is a more effective organization in that similarities and differences are clearly pointed out

contrast - points out differences between two characters or ideas; because this method can sharpen and clarify an argument it is frequently more powerful than comparison

definition - explores in greater depth the significance associated with the term or concept under consideration in order to give as full a picture as possible of its characteristics

description - recreate for the reader, through the most vivid language possible, the writer's own or someone else's experience with the subject

example - illustrates a point with reference to a personal or shared experience, an allusion, statistics, analogy, or quote from an authority

narration - in simple time order from the first event to the last event, tell a story that illustrates the point

process analysis - show how something happens or how something is done
Seldom does one of these methods appear alone!

Conclusion

The concluding paragraph should summarize or restate the thesis of the essay and provide some insight or statement of the importance of the topic.

Beginnings and endings are the most important parts of an essay.

The reader remembers these best.

They contain the ideas you most want to emphasize.

The beginning is what draws the reader in.

The ending leaves the reader with a strong final image, thought, or insight.

An essay does not just stop, the writer must choose for it to stop. A good closing can be even stronger than a good opening. There are a variety of devices for a writer to use:

reference to the opening - repeating or restating something from the opening gives a sense of culmination, of having come full circle

quotation - a good quotation, or either prose or poetry, can add authority and interest to a closing

revealing the significance - showing the implications or importance of the subject makes for a strong closing

summary - this may be used alone or in combination with other techniques

prediction - a short look at the subject's futures can very logically close a discussion of that subject's past or present

basic principles of writing

clarity - the quality of clearness or directness in writing. Clarity is most often achieved through concreteness and plainness in diction.

coherence - the parts of an essay must relate to each other clearly and logically

unity - each part of an essay must relate to the central theme or idea

elements of the essay

SUBJECT MATTER

- the thoughts and feelings contained in an essay, made up of :

topic - what the essay is about

thesis statement - the sentence or sentences, usually in the introduction, which first state the main point and restricts the focus of an essay. It is the central thought or impression the essay conveys about the topic.

subordinate points - the individual thoughts or impressions that develop the thesis

supporting details - the examples, illustrations, anecdotes, quotations, reasons, or other methods used to support the thesis

purpose - what the essay attempts to accomplish. Some essays, for example, might be written chiefly to inform or persuade, while others might be written to entertain to describe, to criticize, or to analyze.

audience - the reader(s). One of the essayist's crucial tasks is to match the level and strategy of an argument with the needs and qualities of the particular audience that will read it.

vehicle - the form of writing selected (letter, article, editorial, column, etc.)

context - the circumstances (personal, historical, and/or social) of the writer that influenced the content and form of the essay

structure - the pattern of development, that is, how the ideas and details are arranged

DICTION

- the choice of words used in the essay. This includes such concepts as

denotation (dictionary meaning) and **connotation** (personal meaning)

abstract - theoretical, relying more on generalities than on specific facts. Abstract writing tends to lack interest and force, because it is difficult to understand and difficult to apply. Concrete is its opposite.

ambiguity - a vagueness that makes possible more than one interpretation

colloquial - speech-like. Colloquial expressions like "cop", "guy", "kid", "nitty gritty", and "okay" are often used in conversation but are usually avoided in essays, especially formal essays. Although they are lively, colloquialisms are often inexact: "guy", for example, can refer to a person or a rope, and "kid" can refer to a child or a goat.

conciseness - the art of conveying the most meaning in the fewest words. A concise essay does not explain its topic less fully than a wordy one; it just uses words more efficiently. Concise writers get straight to the point and stay on topic. They are well enough organized to avoid repeating themselves. They give

concrete examples rather than pages of abstract argument. They use a short word unless a long one is more exact. And most concise writers, to achieve these goals, revise extensively.

concrete - factual and specific, relying more on particular examples than on abstract theory. Concrete language makes writing more forceful, interesting, and convincing by recreating vividly for the reader what the writer has experienced or thought. Abstract is its opposite.

dialogue - the quoted conversation of two or more people. Normally a new paragraph begins with each change of speaker, to avoid confusion as to who says what. A certain amount of dialogue can lend colour to an essay, but heavy use of it is normally reserved for fiction and drama.

euphemism - a polite expression that softens or even conceals the truth: "pass away" for "die", "senior citizens" for "old people", "low-income neighbourhood" for "slum", "perspire" for "sweat", "eliminate" for "kill". Euphemisms are becoming more and more common in uses ranging from personal kindness to advertising to political repression.

formal - formal writing is deliberate and dignified. It avoids partial sentences, most contractions, colloquial expressions, and slang. Instead its vocabulary is standard and its sentences are often long and qualified with dependent clauses. In general, it follows the accepted rules of grammar and principles of style.

informal - writing that resembles speech, and, in fact, is often a representation of speech in writing. It may contain partial sentences, many short sentences, contractions, colloquial expression, and sometimes slang.

vernacular - everyday speech

FIGURES OF SPEECH - descriptive and often poetic devices in which meaning is concentrated and heightened, usually through comparisons:

simile - a figure of speech, in which one thing is said to be *like* another, using "like" or "as" ("With its high buildings on all sides, Bay Street is like a canyon.")

metaphor - a figure of speech, literally false, but poetically true, in which one thing is said to *be* another. ("Bay Street is a canyon, walled by cliffs of concrete.")

hyperbole - exaggeration ("The office buildings rise miles above the city.")

onomatopoeia - a poetical device in which language sounds like what it means. Some onomatopoeic sounds, such as "boom", "bang", and "crash" are out-and-out sound effects; others, such as "slither", "ooze", and "clatter", are more subtle.

personification - a figure of speech in which a non-human object is described as human. ("At night the empty buildings stare from their windows at the street.")

sentences - the basic unit of thought in our language. They can be described according to structure (simple, compound, complex, compound-complex) or purpose (declarative, interrogatory, imperative, exclamatory).

mood - the emotional attitude of the essay - depressing, uplifting, inspiring, etc.

tone - the writer's attitude toward the subject matter or audience. (A writer may adopt a persona, which is a mask or identity, and present this in a particular essay.) The tone of an essay can be light or serious, informal or formal, ironic or literal. Tone is often determined by subject matter; for example, an essay about cocktail parties is likely to be lighter and less formal than one about funerals. An innovative writer, though, could reverse these treatments to give each of the essays an ironic tone. The identity of the reader also influences tone. An essay for specialists to read in a technical journal will tend to be more objective and serious than one written for the general reader. The main point for the writer is to choose the tone most appropriate to a particular essay, then maintain it throughout. Words used to describe tone are didactic, ironic, sarcastic, humorous, lighthearted, etc.

style - the overall impact of the essay, determined by the total result of the above elements. In general, it is the way something is written, as opposed to what it is written about. Style is to some extent a matter of tone - light or serious, informal or formal, ironic or literal. It is also a matter of technique. Word choice, figures of speech, level of conciseness, and characteristics of sentence structure and paragraphing are all ingredients of style. Although a writer should pay close attention to these matters, the idea that one deliberately seeks out "a style" is a mistake that only encourages imitation. An individual style emerges naturally as the sum of the writer's temperament, skills, and experience.

ANALYSIS

In order to **analyze** non-fiction, there are certain elements to consider:

subject matter - the thoughts and feelings contained in an essay. There are four areas within this element:

subject - what the essay is about; the topic

thesis - the central thought or impression the essay conveys about the subject. A more formal term is thesis statement, which is a single-sentence summary of the main point or impression with which the essay is concerned

subordinate points - the individual thoughts or impressions that develop the thesis

supporting details - the examples, illustrations, anecdotes, quotations, reasons, or other methods the writer uses to support the thesis and subordinate points in the essay

purpose - what the essay attempts to accomplish. Some of the more common purposes are these: to narrate, to describe, to express, to argue, to persuade, to instruct, and to report. In deciding and stating the purpose of an essay, students should go further and state *what* the essay narrates, describes, expresses, argues, etc. Recognizing purpose is the most central step in understanding how an essay works. The remaining elements should be discussed and evaluated in terms of the purpose:

audience - the audience to which an essay appeals or is directed

vehicle - the form of writing the author has selected - essay, letter, column, eulogy, speech, etc.

context - the circumstances (personal, historical, or social) of the essay's writer or speaker that influenced that content and form of that essay

structure - the arrangement of ideas and details in an essay; the pattern of development for the essay as a whole

diction - the choice of words used in the essay. Examining word choice includes such concepts as denotation and connotation, abstract and concrete, specific and general, and colloquial and formal, among others. Word choice, in terms of its contribution to the essay's purpose, needs to be examined.

figurative language - figurative devices such as simile, metaphor, personification, symbol

rhetorical devices - see below

sentences - this category includes two basic areas. First are the types of sentences that are used in an essay - short, long, fragments, loose, periodic, simple, compound, complex, compound-complex, declarative, interrogatory, etc. The second are the rhetorical devices used in the essay. Under rhetorical devices are included such items as parallelism, balance, and the rhetorical question.

tone - The tone of a text is created through a number of features, such as rhetorical devices, diction (word choice or vocabulary), and type of evidence presented. Tone is a major factor in establishing the overall impression of the piece of writing. Tones vary as much as there are emotions and attitudes. The tone of an essay may be ironic, frustrated, sincere, angry, self-mocking, encouraging, or nostalgic, for example. In reading and analyzing essays, it is important to identify the writer's voice and examine its impact on what is being said. There are times when a writer may adopt a persona - a mask - in order to add another dimension to his or her writing. In other words, there is a split between the surface meaning of the text and the deeper meaning - the writer's real message. This method is particularly useful in writing satirical pieces. Where the voice of an essay is that of the author or a persona, feelings are expressed. These feelings toward the subject matter or the audience are called tone.

style - Style refers to the overall selection and arrangement of sounds, words, phrases, sentences, and paragraphs. Style is affected by regional and cultural variations, by changing standards of usage, by the development of new words and new meanings in the language, and by the fertility of an author's imagination. A good writer chooses and arranges words to convey a particular shade of meaning and to produce a particular effect. Style is most strongly determined by the total result of the above elements - diction, figurative language, rhetorical devices, sentences and tone.

Rhetorical devices

These include techniques that help persuade the reader to agree with the view presented. Knowledge of the nature and effect of these devices is critical to effective writing. Use rhetorical devices appropriately and carefully, since overuse can result in an unnatural or even unintentionally humorous effect.

Abnormal Word Order gives variety and emphasis to your writing by changing the usual subject-verb sentence pattern.

Example: normal word order (subject-verb): "The actor's worst nightmares stood laughing at him from the shadows."

abnormal word order (verb-subject): "Laughing at him from the shadows stood the actor's worst nightmare."

Allegory is a narrative in which the characters and sometimes the setting represent general concepts and ideas.

Example: fables in which personified animals are used allegorically to teach lessons of human conduct (e.g., "The Hare and the Tortoise")

Alliteration draws attention to a string of words through repetition of their initial sounds.

Example: "As Frankenstein, Boris Karloff rambled, raged, and roared."

Allusion is an indirect reference to a well-known event, person, thing, place, or quality. By suggestion, it may enhance the significance of a poetic image or prose passage.

Example: T.S. Eliot's *The Wasteland* alludes to the Garden of Eden after the fall (and includes many other allusions to mythology, the Bible, history, people).

Analogy helps the reader understand something unfamiliar by comparing it to something well-known.

Example: Comparing an anthill to an urban centre helps to convey the fact that anthills are heavily populated, busy, and have regular patterns of movement.

A **balanced sentence** expresses two or more equal and parallel ideas.

Example: "Many TV actors work hard all through the season; they play in films all through the hiatus."

Climactic Word Order presents several facts in order from least to most important.

Example: "The young politician's career rise was meteoric; after beginning as a municipal councillor, she became mayor, and three short years later a Member of Parliament."

Denotation is the thing or situation to which the word specifically refers; **connotation** is the associated meanings it implies or suggests.

Example: Home **denotes** the place where a person lives, but **connotes** intimacy, privacy, coziness.

Exaggeration (Hyperbole) emphasizes a fact.

Example: "He was going to live the life of a tree or vegetable."

Image/Imagery appeals to one or more of the senses by creating a vivid impression through the use of concrete details, adjectives, and figures of speech (e.g., metaphor, simile, personification)

Example: The beauty of the daisy is conveyed using imagery such as "a nun demure" and "a silver shield with boss of gold." (William Wordsworth, "I Wandered Lonely as a Cloud")

Metaphor compares two things without the use of like or as; it is more subtle than the simile and thus requires more interpretation.

Example: "Tyger! Tyger! burning bright" (from William Blake's poem "Tyger! Tyger!")

Opposites contrast two opposing ideas.

Example: "Clint Eastwood, a star in front of the camera, has also had a successful career behind the camera as a director."

Onomatopoeia draws attention to the sound of the word by imitating or suggesting sounds that correspond to its meaning.

Example: "buzz," "splash," "slurp"

Oxymoron places words that mean the opposite of one another side by side so that they create a new meaning.

Example: "jumbo shrimp," "wise fool"

Parallel Structure (Parallelism) repeats specific words, phrases, or clauses in a series, giving emphasis to key words and making them memorable.

Example: Abraham Lincoln's "government of the people, by the people, for the people" (preposition, definite article, and noun are repeated in a series)

A **periodic sentence** withholds an important part of the sentence until the end so that it doesn't make complete sense until the last word is read.

Example: "Whether playing a young wild adventurer, a fugitive from the law, or a U.S. president, there is one actor whose films always make money - Harrison Ford."

Personification gives human traits to an inanimate object or animal.

Example: "The fingers of ice scraped the window."

A **pun** is a play on words with the same sound but different meanings.

Example: "Sticks float. They would."

Repetition is used for emphasis and rhythm

Example: It was a strange night, a hushed night, a moonless night, and all you could do was go to a movie."

Reversals (Chiasmus) make a balanced sentence even more memorable by repeating the words in reverse order.

Example: "Ask not what your country can do for you; ask what you can do for your country." (John F. Kennedy)

A **rhetorical question** is one whose answer is already known or implied.

Example: "Can anyone deny that the microchip has revolutionized communication?"

Rhyme makes two or more words memorable by having endings that sound the same.

Example: "With might and right on his side, he approached the challenge."

Rhythm is the movement implicit in an arrangement of words, e.g., a regular beat deriving from the patterns of stress on the syllables, a rising or a falling inflection, a series of phrases that move quickly or slowly.

Example: "the moment comes ... bringing back all I have recently experienced to be explored and slowly understood, when I can converse again with my hidden powers, and so grow, and so be renewed, till death do us part." (May Sarton, "The Rewards of Solitary Life")

A **sentence fragment** places emphasis on key words to create an overall effect, such as humour or suspense.

Example: "A cold room. A lonely room. A bare room. No place to spend twenty years of a life."

A **simile** points out a similarity between two unlike things using like or as.

Example: "The cold stabbed like a driven nail through the parka's fold."

A **symbol** is an object or action that represents something other than what it is.

Example: "The green light at the end of the dock in *The Great Gatsby* represents the verdant hope of the new world and is therefore associated with the American Dream.

Understatement (Litotes) creates the reverse effect (and adds a touch of irony) by making the fact seem less significant.

Example: "Bruce Willis' onscreen characters frequently find themselves in a bit of a jam."

Other Non-fiction Terminology

allegory - a passage or an entire work that has two levels of meaning : literal and symbolic. Like a parable, an allegory draws such numerous or striking parallels between its literal subject and its implied subject that, without ever stating "the moral to the story", it leads us to perceive a moral or philosophical truth. An allegory, however, is longer and more complex than a parable. It also differs from an analogy in that it does not openly identify and compare the two subjects.

allusion - an indirect reference to a passage in literature or scripture, an event, a person, or anything else with which the reader is thought to be familiar. An allusion is a device of compression in language, for in a few words it summons up the meaning of the thing to which it refers, and applies that meaning to the subject at hand. Critics of big government, for example will often allude to Big Brother, the personification of governmental tyranny in George Orwell's novel *1984*.

analogy - a technique in which a comparison is made between unlike things. In many analogies, the writer compares something abstract and difficult with something concrete and easier to grasp. The purpose of the analogy is usually to help the reader understand the more difficult concept.

anecdote - a short account of an interesting and amusing incident. An anecdote can be a joke or a true story about others or oneself and is often used as an example to introduce an essay, close an essay, or illustrate points within an essay

deduction - a kind of logic that accepts a general principle as true, then uses it to explain a specific case or cases.

imagery - in literature, a mental picture triggered by words. Imagery appeals to one or more of the reader's five senses - sight, hearing, touch, taste, and smell. Sense images are vital in helping the reader to experience, at second-hand, what the writer has experienced in person. Because they strongly stimulate thought and feelings, yet take little space, well-chosen images are vital ingredients of writing that is concrete and has conciseness.

induction - a kind of logic that drives a general principle from the evidence of specific examples.

irony - a manner of expression in which a statement that seems literally to mean one thing in fact means another, "That's just great!" is a literal statement when said by a dinner guest enjoying the fondue, but is an ironic complaint when said by a driver who has backed into a tree. In a larger sense, situational irony is a contrast between what is expected to happen and what does happen. It is this that creates our interest in the national leader who is impeached, the orphan who becomes a millionaire, or the evangelist convicted of tax fraud. Irony is a powerful tool of argument and especially of satire.

jargon - technical language or language that seeks to impress by appearing difficult or technical. Specialized terms can hardly be avoided in technical explanations: How could two electricians discuss a radio without words like "capacitor", "diode", and "transistor"? But these same words may need definition when used in an essay for the general reader. Other jargon uses technical-sounding or otherwise difficult words to seem important. An honest essayist will try to avoid "input", "output", "feedback", "interface", "knowledgeable", "parameters", and other ugly words of this sort when writing for the general reader.

juxtaposition - the deliberate placing together of two or more thoughts, images or other elements that emphasize each other, usually by contrast

objective - the opposite of subjective. In objective writing, the author relies more on hard evidence and logical proof than on intuitions, prejudices, or interpretations.

paradox - a statement that seems illogical, but that in some unexpected way, may be true. The Bible is full of paradoxes, as in "Blessed are the meek, for they shall inherit the earth."

prose - spoken or written language without the metrical structure that characterizes poetry. Conversations, letters, short stories, novels, and essays are all prose.

rhetoric - the art of expressing ideas effectively. Rhetoric embraces the rules of good writing and speaking, but goes beyond mere correctness by being concerned with such areas as word choice, arrangement of ideas, paragraphing, and organization. It is more than expressing ideas clearly; it is the use of principles to express those ideas as effectively as possible. On another secondary level, rhetoric refers to writing which is intended to influence or persuade.

rhetorical questions - a question posed for effect, and not followed by or inviting a reply. The intent of the rhetorical question is to introduce a topic or to focus the reader on a concern.

sarcasm - scornful and contemptuous criticism

satire - humorous criticism meant to improve an individual or society by exposing abuses. In tone, satire can range from light humour to bitter criticism. Its chief tools are wit, irony, exaggeration, and sometimes sarcasm and ridicule.

slang - racy, unconventional language often limited to a certain time, place, or group. Slang is the extreme of colloquial language, terminology used in conversation but hardly ever in an essay except for dialogue or special effects. One reason to avoid a slang term is that not everyone will know it - expressions like "swell", "square", and "far out" have gone out of use.

stereotype - an established mental image of something. Most stereotypes are of people and are based on their sex, race, colour, size or shape, economic or social class, or profession. Jokes about mothers-in-law, "Newfies", absent-minded professors, "woman drivers", or short people are all examples of stereotyping. While they may provoke humour, stereotypes are anything but harmless: they hinder recognition of people's individuality and they encourage prejudices which, at their extreme, can result in persecution like that of the Jews in Nazi Germany.

subjective - the opposite of objective. In subjective writing, the author relies more on intuitions, prejudices, or interpretations than on hard evidence and logical proof.

symbol - one thing that stands for another, as in a flag representing a country, the cross representing Christianity, or a logo representing a company. Symbols appear frequently in poetry, drama, fiction, and also essays.

transition - a word, phrase, sentence, or paragraph that moves the reader from one part of the essay to the next. Transitions even as short as "next", "then", "as a result", "on the other hand", "in conclusion", or "finally" are crucial not only to moving the argument along, but also to pointing out its logic.

