

Sample Essay (800 words)

For the assignment question and analysis, see [Sample essay 1](#)

Education means considerably more than **just teaching** a student to read, write, and manipulate numbers. Computers, the Internet, and advanced electronic devices are becoming essential in everyday life and have changed the way information is gathered. How this new technology is utilized in the curriculum and managed by teachers will have an important role to play in widening the resource and knowledge base for all students.

Technology affects the way teachers teach and students learn. **To make** the best use of information technology **IT**, schools need a workable plan to fully integrate it into all aspects of the curriculum so students are taught how, why, and when to use technology to further enhance their learning.

If a school does not have a clear plan of how and why it wishes to implement IT, then it runs the risk of wasting money. In schools today, nearly all classrooms have access to a computer. However, many schools mistake this as incorporating information technology into the curriculum. School staff need to research what IT is available and what would best serve the school's purpose, not simply purchase the latest equipment. **There should be** a policy stating how IT is going to assist pupils' development and what teachers want pupils to achieve. **(Reksten, 2000)** Staff members need to be clear about what they want IT to do for them, before they can start incorporating it **into their lessons**.

The only way information technology is going to be useful to schools is if all staff members are well-informed and fully supported. It is the principal's responsibility, and should be part of the school's plan, to ensure that all staff are consulted about the changes, and that the change is carefully organised. Some teachers may be resistant, especially if they have not had much experience with computers, so training teachers is essential in implementing IT into the school curriculum. Staff members must feel involved in the process of acquiring technology, and in learning how to operate it, in order for them to increase their confidence in using IT as a curriculum tool. Teachers are only going to be able to incorporate IT into their lessons **if they are competent users themselves** **(Reksten, 2000)**.

In addition, teachers need to be aware that IT within the classroom is extremely flexible, but that they need to plan what purpose IT serves in each lesson. The skills a child learns are the

Comment [dcd1]: Structure: Introduction
The essay begins with a generalised view of the broad topic by indicating the inadequacy of traditional teaching alone. It sets up a problem that the essay will solve. See [essay introduction](#).

Comment [dcd2]: Format: Spacing
Essays are usually double-spaced or 1.5 line spaced. See [formatting and layout](#).

Comment [dcd3]: Structure: Introduction
The topic is narrowed by affirming the significance of IT for teachers and students.

Comment [dcd4]: Structure: Introduction
The final sentence is the thesis statement. Notice how the beginning of the sentence is constructed to answer the essay question. It uses keywords from the question: "best use", "information technology", and "schools". See [essay thesis statement](#).

Comment [dcd5]: Format: Abbreviations
"information technology" is followed by its abbreviated form in brackets: "IT". Note that it has been defined, the abbreviation can be used elsewhere in the essay.

Comment [dcd6]: Format: Body paragraphs
The first sentence of this paragraph is the topic sentence. It signals that the paragraph is about how schools need a clear plan for implementing IT. This point follows up on the first point made in the thesis statement: schools need a workable plan. See [essay body paragraphs](#).

Comment [dcd7]: Structure: Body paragraphs
This statement moves into specifics. It details particular actions that a school can do to develop an IT plan. See [essay body paragraph 1st](#).

Comment [dcd8]: Referencing: In-text citation
This in-text citation indicates that the idea presented in this sentence is taken from an outside source. The in-text citation gives the surname of the author (Reksten) and the year the source was published (2000). This citation uses APA style. See [APA in-text citation](#).

Comment [dcd9]: Structure: Body paragraphs
The final sentence of the paragraph summarises and restates the idea introduced at the start of the paragraph.

Comment [dcd10]: Referencing: Paraphrasing
The idea in this sentence is taken from an outside source, as indicated by the in-text citation. The exact wording of the source has not been used, so this is a paraphrase. See [paraphrasing and summarising](#).

Academic Essay Writing Sample

Marcel A. Müller



Academic Essay Writing Sample:

Effective Curriculum for Teaching L2 Writing Eli Hinkel, 2015-02-20 *Effective Curriculum for Teaching L2 Writing* sets out a clear big picture for curricular thinking about L2 writing pedagogy and offers a step by step guide to curriculum design with practical examples and illustrations Its main purpose is to help pre service and practicing teachers design courses for teaching academic writing and to do this as efficiently and effectively as possible Bringing together the what and the how to with research based principles what sets this book apart is its overarching focus on language pedagogy and language building Part 1 examines curricular foundations in general and focuses on what is socially valued in L2 writing and pedagogy at school and at the college and university level Part 2 is concerned with the nitty gritty the daily realities of curricular design and classroom instruction Part 3 takes a close look at the key pedagogical ingredients of teaching academic L2 writing vocabulary and collocations grammar for academic writing and down to earth techniques for helping L2 writers to organize discourse and ideas The Appendix provides an extensive checklist for developing curricula for a course or several courses in language teaching

How To Write Essays Don Shiach, 2009-01-30 The skill of good essay writing is essential if you are to achieve the kind of grades you want in the courses you are studying This is true whether you are studying at GCSE AS or A levels at school or college or trying to gain a degree at university The advice and practical guidance you receive in this book will enable you to improve your grade assessments by putting into practice some simple but invaluable principles of essay writing These approaches will work for you whether you are facing assessment in timed exam conditions or being judged by coursework assignments This book will take you step by step from your opening to your closing paragraph so that you focus your thoughts on answering the assignment appropriately and relevantly It also contains ten sample essays and useful chapters on grammar accuracy and spelling

Resources in Education, 1998

Strategies for Fostering Inclusive Classrooms in Higher Education Jaimie Hoffman, Patrick Blessinger, Mandla Makhanya, 2019-02-04 This volume will provide educators with an understanding of challenges associated with equity and inclusion at higher education institutions globally and with evidence based strategies for addressing the challenges associated with implementing equity and inclusion

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Essay Writing for Canadian Students Kay Lanette Stewart, Chris Bullock, Marian

Allen, 2003-06-16

Examining in Harvard College : a Collection of Essays by Members of the Harvard Faculty, 1963

240 Essay Writing Topics Cleo Magalski, 2021-05-06 Essay topics in English can be difficult to come up with

While writing essays many college and high school students face writer's block and have a hard time to think about topics and ideas for an essay This book includes 120 Writing Topics 120 Model Essays 120 Essay Outlines 1200 Model Sentences

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Behavior Abstracts, 1997 **Sentence Combining** Donald A. Daiker, Andrew Kerek, Max Morenberg, 1985 Twenty three stimulating papers including essays by Peter Elbow Donald Murray and William Strong selected from the more than sixty presented at the Second Miami University Conference on Sentence Combining and the Teaching of Writing Sentence combining has not only survived the paradigm shift in the teaching of writing but continues to stimulate provocative creative thinking about the writing process itself No longer an end in itself but a tool sentence combining has become a method of teaching about ways of thinking of perceiving and of organizing reality **Writing a Successful College Application**

Essay George Ehrenhaft, 2000-08-01 Revised and brought up to date with new essays from over 50 popular colleges this book guides college applicants step by step through the essay writing process The author advises on how to choose a topic make a rough draft then polish and edit the writing into an essay that conveys the student's personality interests and thinking Sample essays with critiques include both winning essays and losers **Second Language Instruction/acquisition**

Abstracts, 1997 **Honors Composition** Annmarie Guzy, 2003 *Honors Composition Historical Perspectives and Contemporary Practices* details the results of a study of parallel historical developments in honors and composition studies

and contemporary honors writing projects ranging from admission essays to these as reported by over 300 NCHC members

Australian Language Matters ,2000 *The College Handbook* ,1996 **The College Handbook, 1997** College Board, College Board Staff, 1996 Updated annually to guarantee the most up to date information possible The College Handbook tells students what they need to know about admission policies application deadlines required tests acceptance rates majors enrollment faculty sports fees campus life and more and provides names addresses and phone and fax numbers for the directors of admissions Academic Year Abroad ,1990 **Decide Better! For College** Michael E. McGrath, Christopher K. McGrath, 2009 Every year students leave the comforts of home for college and are thrust into making countless new decisions compounded with academic stresses and social pressures Decide Better For College Students the third book in the Decide Better series can help students with all aspects of their college careers from deciding which college to attend to what major to study right on through to what to do post graduation These lessons are presented in 50 short insightful chapters that are easy and humorous to read Some of the impactful lessons that can be learned from Decide Better For College Students include How to decide whether to pursue a college degree How to select the best college to attend including geographic location school size type of school etc How to prepare for a successful first year at college Whether to live in on campus or off campus housing How to balance both academic and social lives How to best select extra curricular activities How to balance work and studies How to select the best major and many many more lessons that will help college students improve their college experiences through making the best decisions possible This is the perfect gift and reference tool for EVERY college bound student

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