

Descriptive Essay Example

Parker Jones
English 101

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Mrs. Jenkins

A Swamp for All Seasons: The Appeal of an Ogre's Home

Home is where the heart is, but not everyone has the same heart. For some, a home is four walls, some furniture, and a fireplace. For others, home is a cactus, sand dunes, and a nearby oasis. Comfort is subjective, and the only comfort I have known is from the mud and gunk of my humble swamp.

A swamp, a bog, a quagmire, whatever you might call it, my swamp is the only place I would ever consider home. The climate ranges with the season, and the mudpits offer a surprising level of insulation from the weather, never too hot or too cold. Nights are filled with the sounds of crickets, toads, and the wayward donkey, the soft sounds of the angry village in the distance.

To many, the swamp might seem like a scary and unwelcoming space, but for me, that is part of its charm. It is a place of warmth and love if you look close enough, and much like an onion, it is a place of layers. The humble bog may be the most ideal environment to live, and yet part of its appeal is that it is not for everyone. That is the ideal home; a place that perfectly fits you.

HEADING

INTRO

CONCLUSION

TITLE

BODY

- Use all five senses to ground your description.
- Draw from your own experiences to bring the reader in.

Topics For Descriptive Essays For College

Becky Czlapinski



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test also gives you the opportunity to practice writing a Critical Thinking Essay Answers and explanations help you gauge your results and pinpoint areas to review Test Prep Essentials from the Experts at CliffsNotes An American BookWorks Corporation Project Contributors Elaine Bender MA Richard Bleil PhD Tracy Halward PhD Barbara Laurain MS and Mark Weinfeld MA Teaching Academic Writing as a Discipline-Specific Skill in Higher Education Ezza, El-Sadig Y.,Drid, Touria,2019-12-27 It is now held that writing influences and is influenced by the discipline where it occurs The representations that writers employ to produce and comprehend texts are said to be sensitive to the specificities of their disciplinary discourse communities This exposes writers to divergent disciplinary demands and expectations on what counts as good and appropriate writing in terms of generic structure discourse features and stylistic preferences reflecting dissimilar practices Because of such exigencies academic writing seems at times to be very challenging especially for novice scholars Thus any attempt to perceive the function of academic writing in higher education or to evaluate its quality should not discard the shaping force of the disciplines Teaching Academic Writing as a Discipline Specific Skill in Higher Education is a critical scholarly resource that examines the role of writing within academic circles and the disciplinary practices of writing in scholastic environments The book will also explore the particular difficulties that confront writers in the disciplines as well as the endeavors of educational institutions to develop discipline specific writing traditions among practicing and novice scholars Featuring a range of topics such as blended learning data interpretation and knowledge construction this book is essential for instructors academicians administrators professors researchers and students **Resources in Education** ,1996 Encyclopedia of Rhetoric and Composition Theresa Enos,2013-10-08 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company *On Writing and Publishing* Lillian Cui Garcia,2021-12-29 In this memoir the author looks back to how even as she grew up thinking and speaking Cebuano a major language in the Philippines she somehow found her first literary voice in the poems she wrote in English the language of instruction in the educational system she attended She traces how her poetic self expression in English soon evolved into writing personal essays through high school and college and how this progressed into writing academic articles to keep her teaching position at a university in the Philippines She then narrates how her academic writing background incalculably facilitated her career as a government researcher and college instructor during more than 3 decades of her 43 year permanent residency in Canada Interweaving the stories of her writing experience with recollections of family and work life in the Philippines and Canada she draws her journey to a full circle with her once again writing literary pieces and putting them together in the three memoirs she had self published since 2019 *The School Review* ,1893 *Columbia University Bulletin* Columbia University,1907 **Writing in the Devil's Tongue** Xiaoye You,2010-01-29 Winner CCCC Outstanding Book Award Until recently American composition scholars have studied writing instruction mainly within the borders of their own nation rarely considering English composition in the global context in which writing in English is increasingly taught Writing in the Devil s

Tongue challenges this anachronistic approach by examining the history of English composition instruction in an East Asian country. Author Xiaoye You offers scholars a chance to observe how a nation changed from monolingual writing practices to bilingual writing instruction in a school setting. You makes extensive use of archival sources to help trace bilingual writing instruction in China back to 1862 when English was first taught in government schools. Treating the Chinese pursuit of modernity as the overarching theme, he explores how the entry of Anglo American rhetoric and composition challenged and altered the traditional monolithic practice of teaching Chinese writing in the Confucian spirit. The author focuses on four aspects of this history: the Chinese negotiation with Anglo American rhetoric; their search for innovative approaches to instruction; students' situated use of English writing and local scholarship in English composition. Unlike previous composition histories which have tended to focus on institutional disciplinary and pedagogical issues, *Writing in the Devil's Tongue* brings students back to center stage by featuring several passages written by them in each chapter. These passages not only showcase rhetorical and linguistic features of their writings but also serve as representative anecdotes that reveal the complex ways in which students responding to their situations performed multivalent intercultural discourses. In addition, You moves out of the classroom and into the historical, cultural, and political contexts that shaped both Chinese writing and composing practices and the pedagogies that were adopted to teach English to Chinese in China. Teachers, students, and scholars reading this book will learn a great deal about the political and cultural impact that teaching English composition has had in China and about the ways in which Chinese writing and composition continues to be shaped by rich and diverse cultural traditions and political discourses. In showcasing the Chinese struggle with teaching and practicing bilingual composition, *Writing in the Devil's Tongue* alerts American writing scholars and teachers to an outdated English monolingual mentality and urges them to modify their rhetorical assumptions, pedagogical approaches, and writing practices in the age of globalization.

The Cognitive Psychology of School Learning Ellen D. Gagné, 1985 **Catalog Number** Arkansas State Normal School, 1929 **Research on Written Composition** George Hillocks (Jr.), 1986 *Research in Education*, 1974

Resources in Women's Educational Equity, 1977 Literature cited in AGRICOLA, Dissertations abstracts international, ERIC, ABI INFORM, MEDLARS, NTIS, Psychological abstracts and Sociological abstracts. Selection focuses on education, legal aspects, career aspects, sex differences, lifestyle, and health. Common format: bibliographical information, descriptors, and abstracts, and ERIC subject terms used throughout. Contains order information, Subject, author indexes. *Writing First with Readings* Laurie G. Kirsznér, Stephen R. Mandell, 2011-12-28 Best selling authors and veteran college writing instructors Laurie Kirsznér and Stephen Mandell believe that students learn to write best when they use their own writing as a starting point. In *Writing First with Readings: Practice in Context* designed for the paragraph to essay course, Kirsznér and Mandell take seriously the ideas and expressive abilities of developmental students as well as their need to learn the rules of writing and grammar. Visual writing prompts that open every chapter get students writing immediately. By moving frequently

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Table of Contents Topics For Descriptive Essays For College

1. Understanding the eBook Topics For Descriptive Essays For College
 - The Rise of Digital Reading Topics For Descriptive Essays For College
 - Advantages of eBooks Over Traditional Books
2. Identifying Topics For Descriptive Essays For College
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Topics For Descriptive Essays For College
 - User-Friendly Interface
4. Exploring eBook Recommendations from Topics For Descriptive Essays For College
 - Personalized Recommendations
 - Topics For Descriptive Essays For College User Reviews and Ratings
 - Topics For Descriptive Essays For College and Bestseller Lists
5. Accessing Topics For Descriptive Essays For College Free and Paid eBooks
 - Topics For Descriptive Essays For College Public Domain eBooks
 - Topics For Descriptive Essays For College eBook Subscription Services
 - Topics For Descriptive Essays For College Budget-Friendly Options

6. Navigating Topics For Descriptive Essays For College eBook Formats
 - ePub, PDF, MOBI, and More
 - Topics For Descriptive Essays For College Compatibility with Devices
 - Topics For Descriptive Essays For College Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Topics For Descriptive Essays For College
 - Highlighting and Note-Taking Topics For Descriptive Essays For College
 - Interactive Elements Topics For Descriptive Essays For College
8. Staying Engaged with Topics For Descriptive Essays For College
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Topics For Descriptive Essays For College
9. Balancing eBooks and Physical Books Topics For Descriptive Essays For College
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Topics For Descriptive Essays For College
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Topics For Descriptive Essays For College
 - Setting Reading Goals Topics For Descriptive Essays For College
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Topics For Descriptive Essays For College
 - Fact-Checking eBook Content of Topics For Descriptive Essays For College
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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