

How to write an Essay

By Eugene and Anna



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Introduction

What makes a good essay?



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- ✓ Understanding the question
- ✓ Sticking to the topic
- ✓ Clear flow
- ✓ Good sentence structure
- ✓ Proof reading your essay
- ✓ Using excellent source material (peer reviewed, recently published etc)
- ✓ Clear paragraphs
- ✓ Having an introduction and conclusion
- ✓ Short, precise sentences



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INTRODUCTION

SUPPORTING
IDEAS

MAIN IDEA (BODY)

SUPPORTING
IDEAS

MAIN IDEA (BODY)

CONCLUSION

Things to think about as you begin writing

- ✓ Breaking down the question into parts
- ✓ Checking the word count – this will help you gauge how much you need to write for each part of the question



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- ✓ What resources you will need to write your essay
- ✓ How much time it is likely to take so you have time to proof read/edit your work (even get someone else to read it)

Essay example (from Church History Course)

Word count 1,000 (roughly 10 paragraphs)

Choose one of these essay topics (and in each case finish with a brief reflection – of up to 100 words – on the implications you see in each movement for today's church, and for your own life and ministry)



Topic 1: Compare the **context**, **theology**
and **practices** of the **Lutheran** and **Calvinist**
Reformations



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Paragraph 1 – Introduction

Paragraph 2/3 – Comparing the **context** of
the **Lutheran** and **Calvinist Reformation**

Paragraph 4/5 – Comparing the **theology** of
the **Lutheran** and **Calvinist Reformations**

Paragraph 6/7 – Comparing the **practices** of
the **Lutheran** and **Calvinist Reformations**

Paragraph 8 – Reflection on **implication** of **Lutheran Reformation** for **today's church, your own life and ministry**

Paragraph 9 – Reflection on **implication** of **Calvinist Reformation** for **today's church, your own life and ministry**



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Paragraph 10 – **Conclusion**

Example of beginning of introduction...

This essay will compare the context, theology and practices of the Lutheran and Calvinist Reformations. A brief reflection on the implications of each movement for today's church, personal life and ministry will also be discussed. (35 words)



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Example of introduction from my own essay

“I’m not afraid of death. You could put a gun to my head, and I wouldn’t be afraid. I’m not afraid of death. I’m already dead.” (footnote) This startling statement was made by an 18-year-old. Unfortunately, more and more young people can probably indemnify with that remark today. Adolescents face a multitude of challenges and struggles as they seek to find an identity in this world (footnote). (67)

Young people in youth groups and churches battle crises as much as unchurched youth and there is always a need for pastoral care or counselling. This essay will identify two crises that face youth: drug use and abuse; and bulimia (footnote). It will examine the cause of these two issues with reference to development, society, faith, church, and other factors. A proposal of principles and processes, which would address the concerns and lead toward resolution, will be explored. Finally, an assessment of my own capacity to assist young people will be made along with ways to further my competencies. (97)





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analyse	<ul style="list-style-type: none"> • break a subject or topic down into its main parts or ideas and consider it carefully and in detail to understand or explain it • identify the main parts or ideas of a subject and examine, explain or interpret the connections or relationships among each part or idea and to the whole topic • present the analysis in a methodical and logical way
apply	<ul style="list-style-type: none"> • use the specified concepts, theories or methods to consider a particular case, data set, problem or issue
argue	<ul style="list-style-type: none"> • present a case for and/or against something • present a logical order of claims and counterclaims related to the various perspectives on a given topic together with suitable reasons, evidence or examples to support each claim
assess	<ul style="list-style-type: none"> • establish the degree, extent, importance, strengths/weaknesses, success, applicability, usefulness or value of something
comment on	<ul style="list-style-type: none"> • give your opinion about, or an explanation for, a subject or the ideas within a subject
compare	<ul style="list-style-type: none"> • point out the differences and/or similarities between two or more things • examine the qualities or characteristics of a subject and emphasise the similarities and differences among them • provide a balanced, objective answer
compare and contrast	<ul style="list-style-type: none"> • examine the similarities and differences of two or more subjects • show how two or more things are both alike and different
contrast	<ul style="list-style-type: none"> • show how two or more things differ or diverge when compared with each other • emphasise striking differences between two or more elements and account for these as may be appropriate (considering word and time restrictions)
criticise/ critique	<ul style="list-style-type: none"> • make judgments about a subject after thinking about it carefully and deeply • express your judgment with respect to the correctness or merit of the factors under consideration • give the results of your own analysis and discuss the limitations and contributions of the factors in question • support your judgment with evidence • provide a fair balance of both limitations or weaknesses and strengths
debate	<ul style="list-style-type: none"> • present the two opposing viewpoints on an argument or issue



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Words and phrases that may be used to demonstrate **addition** or **expansion of ideas** to the reader include:

- In addition ...
- Additionally ...
- As well ...
- Also ...
- Further ...
- Furthermore ...
- Besides ...
- Equally important ...
- Next ...
- More explicitly ...
- Similarly ...
- In the same way ...
- Extra ...
- Other ...
- More ...
- And ...
- Another ...
- Nor ...
- Then ...
- First ... Second ... Third ... Last ...
- Firstly ... Secondly ... Finally ...
- Moreover ...
- More importantly ...
- What's more ...

Words and phrases that demonstrate a **comparison of ideas** to the reader include:

- However ...
- Although ...
- But ...
- Yet ...
- Then again ...
- While this is the case ...
- Although this is true ...
- For all of that ...
- After all of that ...
- Notwithstanding ...
- That aside...
- Or...
- ...disputes...
- ...is diverse...
- Nonetheless ...
- Nevertheless ...
- In opposition ...
- In contrast ...
- Despite this ...
- In spite of this ...
- On the contrary ...
- In comparison ...
- Conversely ...
- On one hand ... On the other hand ...



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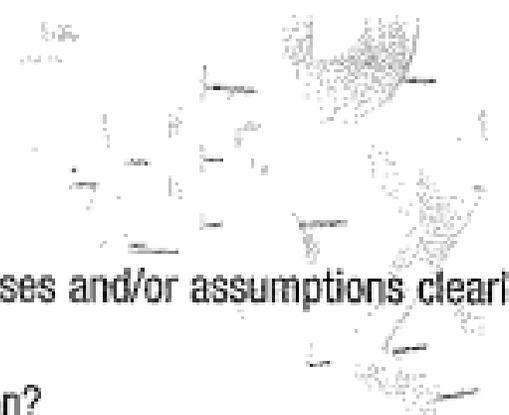
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CHECKLIST

Questions to ask yourself when revising your work

- * Have I clearly answered all parts of the question?
- * Have I covered all of the necessary main ideas?
- * Have all of the necessary definitions been provided, and focuses and/or assumptions clearly explained?
- * Are all of the ideas included relevant to answering the question?
- * Are my ideas presented in a logical order so that they flow, or do I need to reorder the points?
- * Does each paragraph contain only one main idea?
- * Is each idea supported by sufficient and relevant explanations, evidence and examples?
- * Do all of the facts and examples I have provided clearly support the main points I am trying to make?
- * Have I used the best examples?



Questions???
&
Clarifications



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Thanks... Kia Ora

Part 2
“How to write an
exegetical essay”

By Eugene



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Thanks... Kia Ora

*Part 2
“How to write an
exegetical essay”*

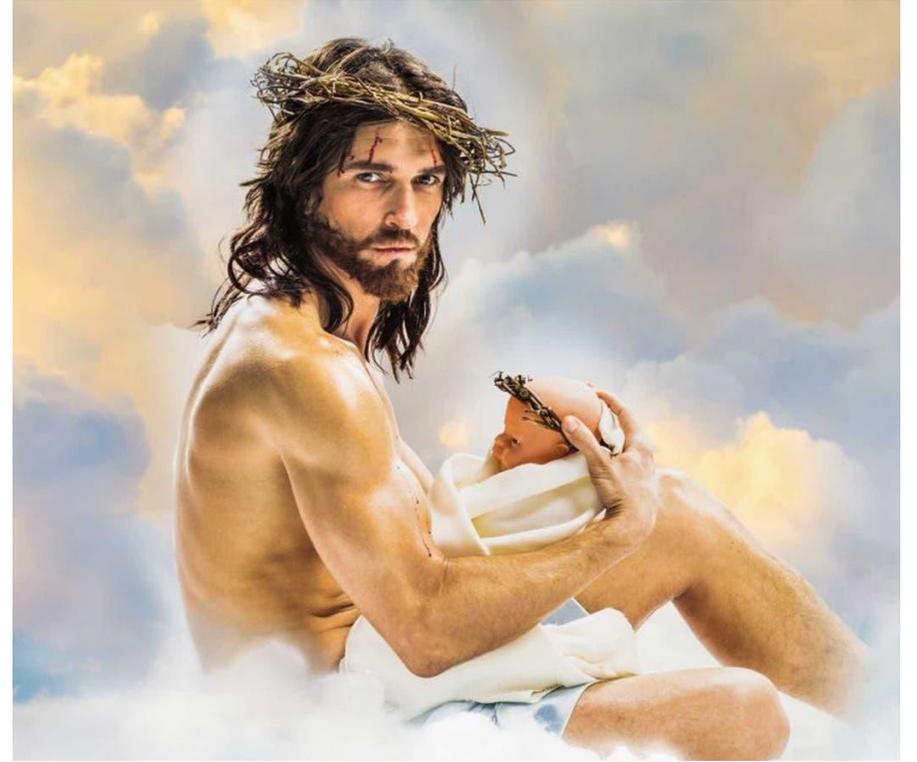
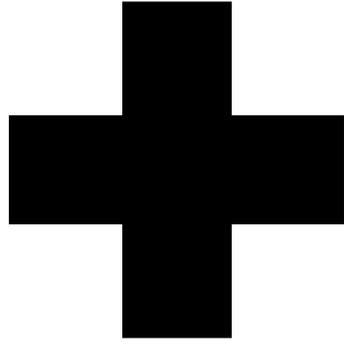
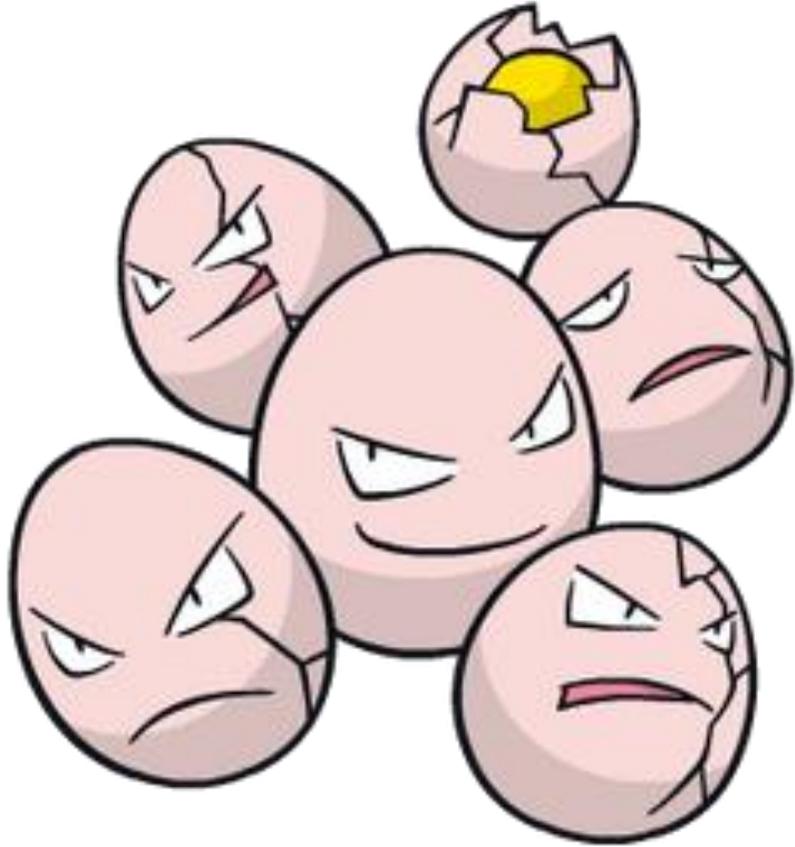
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EXEJESUS

3 R's of Exegesis(Dr. Michelson)

- Read
- Research
- Repeat



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3 C's of Questioning (not Dr. Fuimaono)

- Character's
- Context
- CONTEXT (and Commentaries)



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Read the text
and ask all of
questions!

The Unbelief of Jesus' Brothers

7 After this Jesus went about in Galilee. He did not wish^[a] to go about in Judea because the Jews were looking for an opportunity to kill him.² Now the Jewish festival of Booths^[b] was near.³ So his brothers said to him, "Leave here and go to Judea so that your disciples also may see the works you are doing;⁴ for no one who wants^[c] to be widely known acts in secret. If you do these things, show yourself to the world."⁵ (For not even his brothers believed in him.)⁶ Jesus said to them, "My time has not yet come, but your time is always here.⁷ The world cannot hate you, but it hates me because I testify against it that its works are evil.⁸ Go to the festival yourselves. I am not^[d] going to this festival, for my time has not yet fully come."⁹ After saying this, he remained in Galilee.

Jesus at the Festival of Booths

¹⁰ But after his brothers had gone to the festival, then he also went, not publicly but as it were^[e] in secret.¹¹ The Jews were looking for him at the festival and saying, "Where is he?"¹² And there was considerable complaining about him among the crowds. While some were saying, "He is a good man," others were saying, "No, he is deceiving the crowd."¹³ Yet no one would speak openly about him for fear of the Jews.

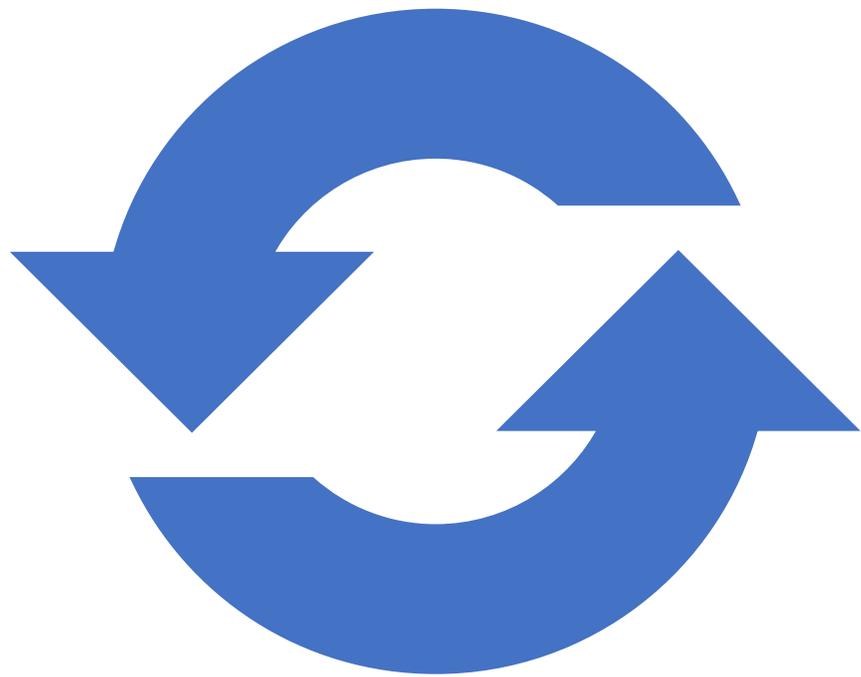


Research

Themes to take note of.



- Textual analysis
- Literary analysis
- Social analysis
- Cultural analysis
- Historical analysis
- Contextual analysis
- Theological and Hermeneutical issues



Repeat

Writing



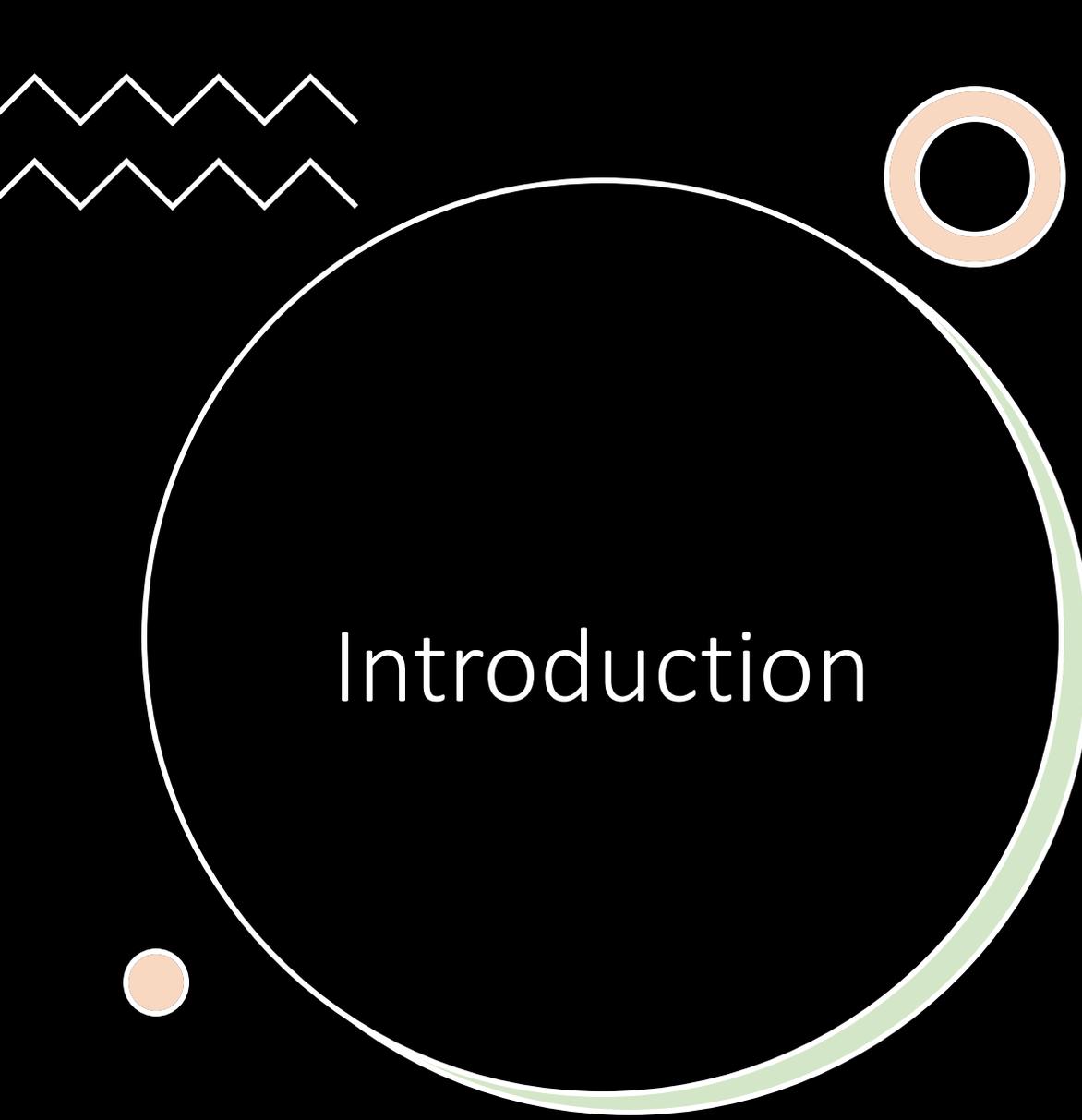
Layout

Introduction – Summarize the passage.

Context – What is the wider context of the passage

Content – Verse by verse analysis

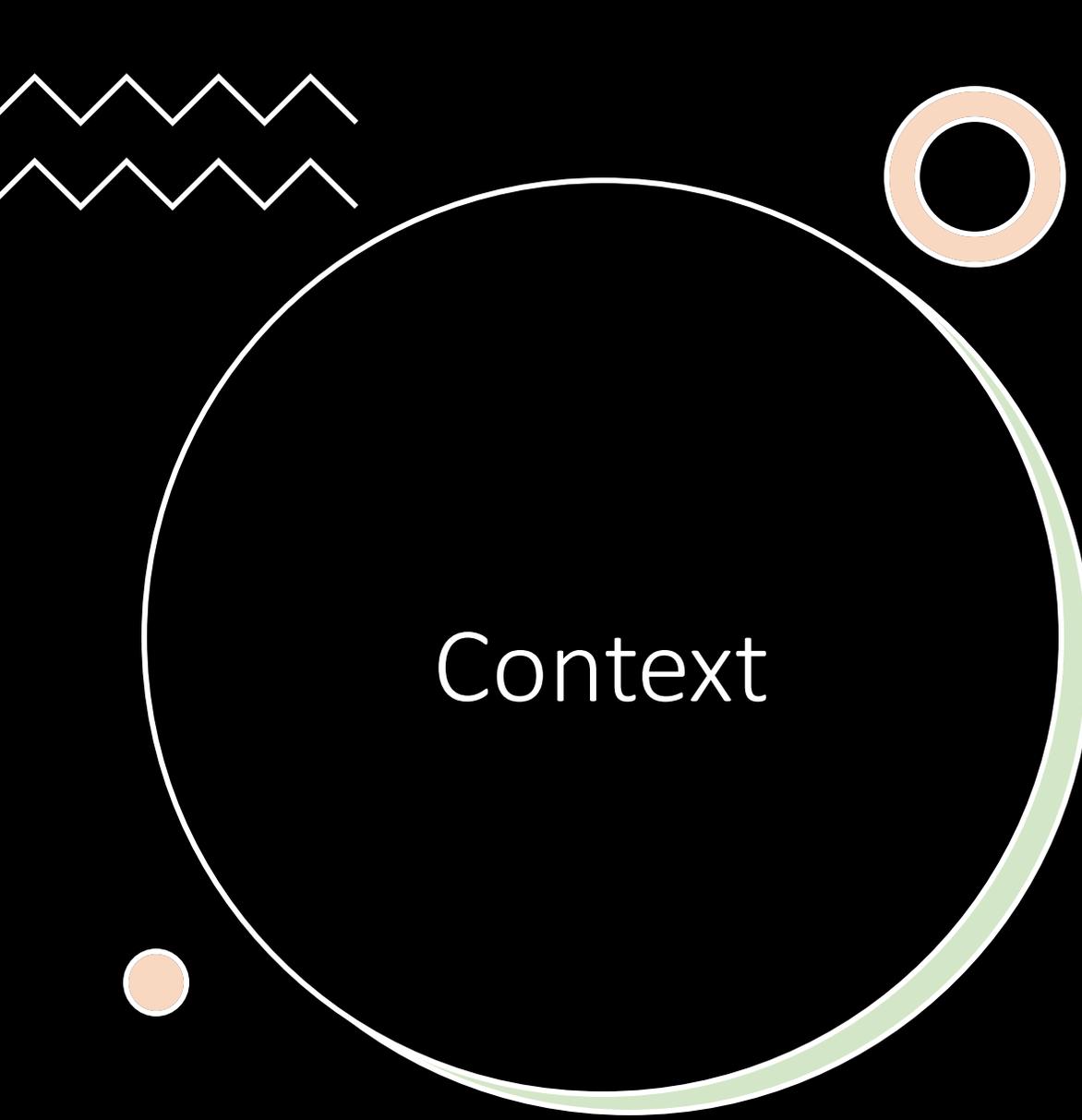
Application – How do the main themes of the passage apply today.



Introduction

John 7:1-13 is about how Jesus wanted to be “instagram famous” but did not want to advertise himself at the biggest Jewish event, the festival of Booths, due to the threat of death posed by Jewish “haters” if they found him there.

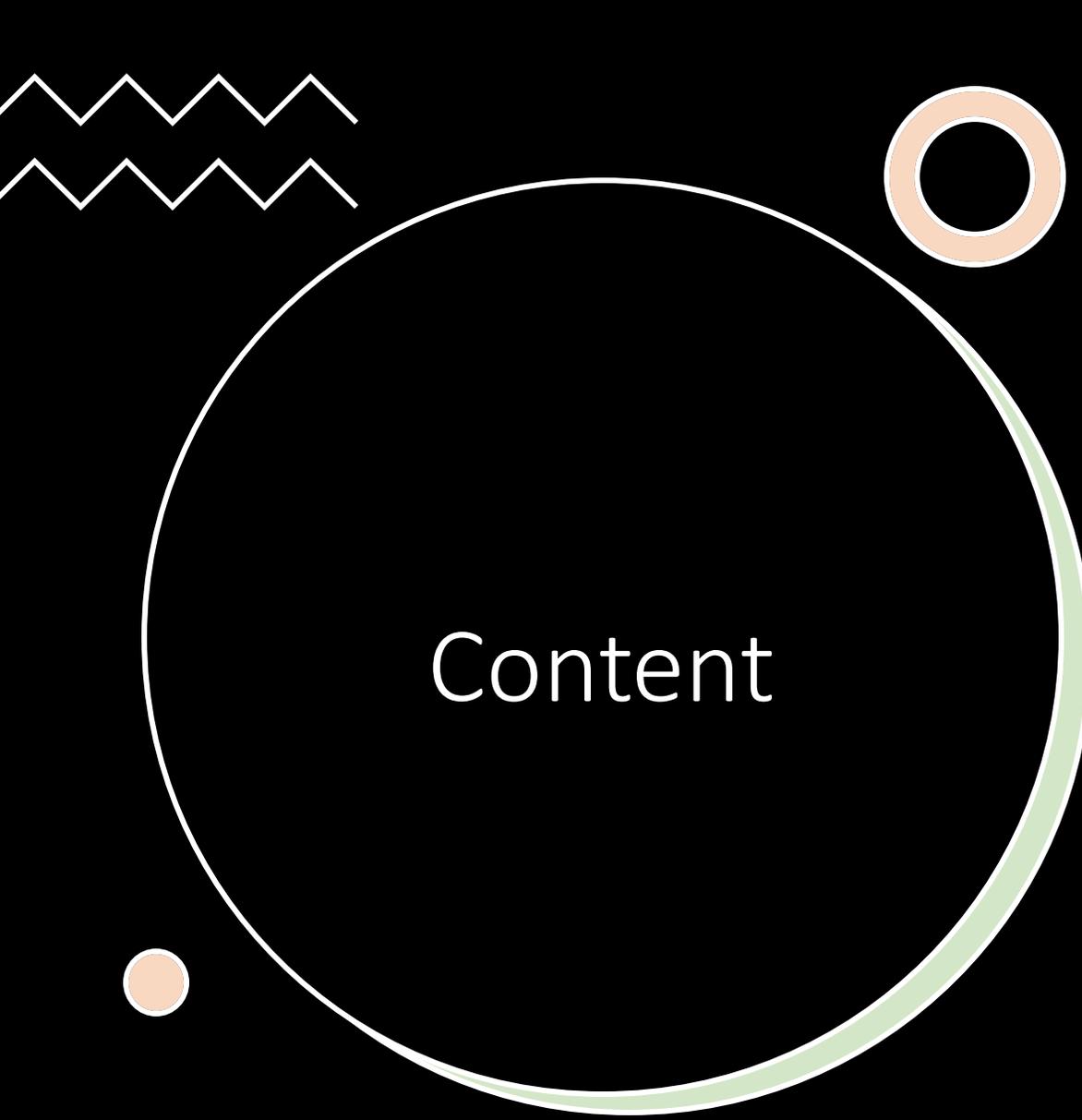




Context

The context of John 7:1-13 fits into the overarching theme of the Johanne Gospel, the rise to fame of Jesus, and how “haters gone hate” regardless of cultural ties. The passage is located in Galilee, and directly follows Jesus ‘I am’ teachings and passages identifying against the ire of particular Jewish groups towards Jesus as first illuminated in John 5:8, due to his continuing inflammatory religious claims about sonship to God.



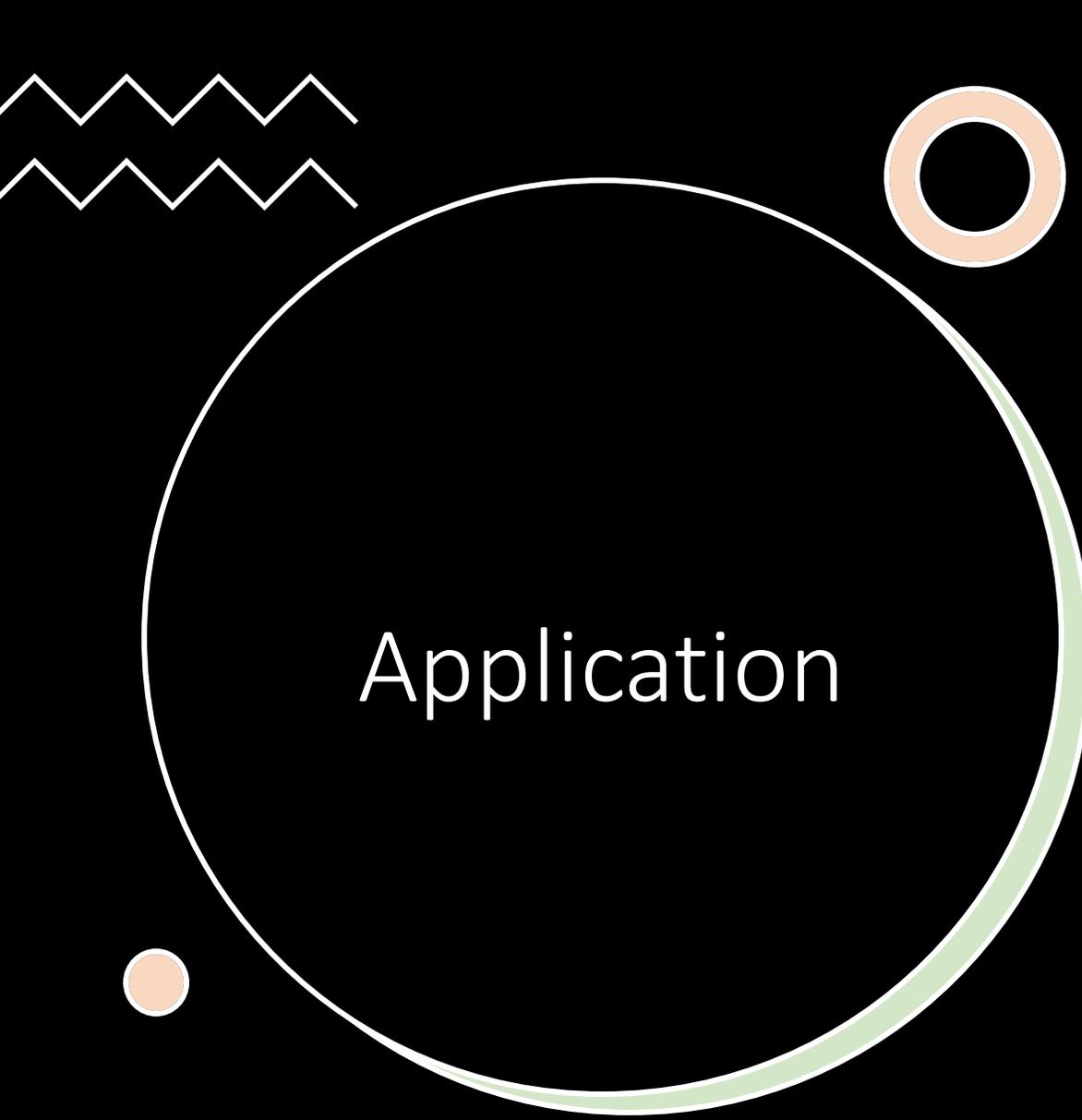


Content

Verse one.

Verse one opens assuming knowledge of the prior verse, stating “After this” implying a relocation to Galilee. Jewish authorities had openly expressed desire to kill Jesus even though he only wanted pictures for “the gram”. Brueggeman presents another perspective, saying: “Haters gone love”, which by ...





Application

The theme “hater’s gone hate” is such a pertinent theme to today, empathizing perfectly with the Christian experience of today’s church. Just like Jesus, we want to look good on camera so that all people will know his goodness. However, in all ages, there will be people opposed to Jesus, inviting him into... Blah.





Questions?