# Essay Writing Skills 8A

###### **Topic : Causation**

Cause and effect is often found in argument. Reasons (causes) are given, and consequences (effects) follow. This also can apply along with the idea of solution as seen in the given relationship.

(1) The desire of the Asian student to do well in tests and exams is mirrored by a lack of passion for what he studies. (2)This lack of passion is not surprising, considering that when the Asian student picks a course to study, he typically chooses one with good market value, i.e., which can assist him in finding a good job later on when he graduates. (3) Hence, business, engineering and computer-related courses are popular with Asian Students compared to courses like literature, history or philosophy, which have less market value.

1. Statement of causation
2. Cause
3. Consequence

Some common expressions used to show cause and effect linkages are:

|  |  |  |  |
| --- | --- | --- | --- |
| if … then | consequently | as a consequence | in consequence |
| the result is | as a result | so | as it turned out |
| Since | hence | is/was that | but |
| for | in the event | thanks to | therefore |
| Thus | accordingly | with this in mind |  |
| Under these circumstances/conditions | | due to |  |

You will find that passage dealing with cause and effect have many passives (*is caused by, is affected by, is due to*)*.*

Types of Causation

i) Factual Causation

ii) Process Causation

iii) Critical Causation

iv) Comparative Causation

v) Evaluative Causation

i) Factual Causation

The focus of the causation is on the explanation of the factual information which requires the writer to depict the characteristics of the information. In the description of the characteristics, it is advisable to use adjectives appropriately to provide apt description.

The Asian educational system is highly **instrumental, regimented, pressurizing, competitive and performance-oriented**. Such a system does not provide a conducive climate for creativity, which requires a lot of room for individual experimentation. The **lack of creativity of the Asian student is reflected in many aspects of his behaviour**. One of them is his tendency to take a **competitive and performance-oriented approach** in his studies, which leaves him with little time for intellectual meandering in the wilderness of the mind.

ii) Process Causation

The focus of the causation is to list a systematic development of the causation, depicting how the impact of the causation is developed. In the process of explanation, there must be clarity in the description of the ideas. (students must avoid rambling of description and deviating from the idea.

By 'liberal education' is meant education that includes literature, history and appreciation of the arts, and gives them equal weight with scientific and practical subjects. Education in these pursuits **opens the possibility for us to live more reflectively and knowledgeably**, especially about the range of human experience and sentiment, as it exists now and here, and in the past and elsewhere. That, in turn, **makes us better understand the interests, needs and desires of others**, so that we **can treat them with respect and sympathy**, however different the choices they make or the experiences that have shaped their lives. When **respect and sympathy are returned, rendering it mutual,** the result is that the gaps which can prompt friction between people, and even war in the end, **come to be bridged or at least tolerated**. The latter is enough.

iii) Critical Causation

The focus of this type of causation is to use criticism to support a perspective of argument. In the development of causation, it is important to create negative connotation with use of negative figurative expression.

**Many places failed to understand that casinos**, more than other forms of gambling such as lotteries, cause what economists call "negative externalities". **There is a price to pay** in the rising costs of such things such as law enforcement, street cleaning and (some argue) the extra social services needed when gambling leads to the break-up of families. When these **additional costs** are taken into account, it is far from clear that **gambling benefits anyone except the casino operators**.

**It is naive to extrapolate** from the success of Las Vegas as a guaranteed economic stimulus for any city that opened its doors to a casino. Las Vegas was **a misleading model** for the rest of America and the world. To experience the seedy glamour of that city in the desert, most visitors have to come from a long distance away. A trip to gamble therefore becomes a full-scale holiday, complete with a stay at a hotel, visits to local restaurants and no doubt a little shopping thrown in. In Las Vegas, casinos genuinely support the service industry.

iv) Comparative Causation

In the development of comparative causation, the writer needs to show how the idea is differentiated based on an area for comparison.

The key is to distinguish education from training, to recognize that people require both, and to be unabashed about what is involved in the latter. Young children need to be trained in **multiplication tables, reading, spelling and writing, exactly as an athlete trains his body:** it takes **coaching, repetition and practice**. When children have acquired skills they **can use by reflex, it gives them the confidence and the materials to profit from the next step,** which is education proper: the process of learning **to think and to know how to find and use information when needed.** Above all, education involves **refining capacities for judgment and evaluation**. Learning is only **a means to an end, which is understanding** – and understanding is the ultimate value in education.

Other Illustrations

One of the most famous concepts in the history of psychology is Maslow's 'Hierarchy of Needs', often illustrated by a pyramid. This concept was inspired by a faith in innate positive human potential. **Maslow claimed that once human beings meet their lower-level material needs, they naturally switch attention to higher-level needs (intellectual, spiritual, social, existential) and fulfillment.**  In moving up the pyramid, we **channel** ourselves toward wisdom, beauty, truth, love, gratitude and respect for life. Instead of a society that catered to and maintained the lowest common denominator, **Maslow imagined one that prospered as it cultivated mature and enlightened individuals who aspired to reach the best of their potential.**

Areas of critcicsm

But something happened along the way. **The pyramid collapsed**. **Human potential took a back seat to economic potential a**nd **enlightenment gave way to self-absorption** on a spectacular scale. **Consumer culture, which operates on the principle that triviality is more profitable than substance**, has made people incomplete, shallow and dehumanized. **Materialism continues to gain ground**, even in the face of an impending eco-apocalypse. **Everyone and everything else is inconsequential in our pursuit of hyper-consumerism as the goal of life.**

Practice 1

Title: The mass media has the greatest impact on a country’s culture. Do you agree?

Focus of causation:

* Conceptualized point
* Causation – reflection of the procedure
* Consequence

When we examine the ubiquitous and omnipresent influence of the mass media on the society, we cannot deny that it has a strong impact on our culture. One influence exerted by the mass media is through the seductive art of advertising which is seen everywhere in society in many forms. Since the first paid advertisement publication by the French press, La Presse, the mass media has been instrumental in influencing our mindsets, cultivating the growth of consumerism that mold this materialistic society to immerse in indulgence. Its Influence on our perception, values and norms are undeniable and inevitable, given the prevalence of mass media in our society

Instruction:  
write one paragraph for the proposition

Write another paragraph for the extent of agreement

2. To what extent is the pursuit of continuous economic growth a desirable goal?