

**ACADEMIC
WRITING
LEARNING
MODULE**

**Arranged by
Setya Ariani, M.Pd.**



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASRA INGGRIS

No. Dokumen

No. Revisi

Hal
1 dari #

Tanggal Terbit

RENCANA PEMBELAJARAN SEMESTER

FACULTY : Faculty of Cultural Sciences

STUDY PROGRAM : English Literature

COURSE : Academic Writing

COURSE CODE : 14025205

PREREQUISITE : -

SEMESTER / CREDIT : I / 3

LECTURER : Setya Ariani, M.Pd

COURSE LEARNING OUTCOMES : At the end of the course, students are able to:

1. employ various steps of writing process consisting of pre- writing, drafting, revising and editing, proofreading, and writing a final draft
2. understand about unity and coherence
3. practice and apply the knowledge of basic writing structure for both paragraph and essay which consists of the introduction, body and conclusion
4. write different types of essays such as descriptive essay, narrative essay, process analysis essay and comparison and contrast essay



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COURSE DESCRIPTION : This course is designed to improve students' skill in writing both paragraph and essay. Through this course, students will learn the stages of writing process, basic structures of paragraph and essay and different types of writing.

REFERENCES

McKenzie, M. (2004). *Handbook for Writers and Editors*. Blackburn South: Dundass Press.
 Mulvaney, M., & David, A. (2005). *Academic Writing*. NY: Pearson Education, Inc.
 Oshima, A & Ann H. (1999). *Writing Academic English (Third Edition)*. New York: Longman.
 Oshima, A & Ann H. (2007). *Introduction to Academic Writing (Third Edition)*. New York: Pearson Education, Inc.

Meeting	Lesson Learning Outcome	Instructional Material	Description of Instructional Material	Learning Methods	Media	Alotted Time	Learning Experiences	Evaluation
1	Students are able to explain some information related to academic writing course	Introduction to academic writing course	Semester learning plan, course outline, learning contract, diagnostic test	Lecturing, discussion and in-class composition	LCD Handout	3 x 50'	<ul style="list-style-type: none"> - The lecturer introduces the academic writing course and find some information about the class profile (e.g. students' level and needs) - The lecturer and the students have 	<ul style="list-style-type: none"> - Attitude: Observation - Knowledge: Writing a self-introductory paragraph - Skills: Discussion and participation



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							a discussion about the rules and regulations in academic writing class and other information to be included in the learning contract. - The students write a self-introductory paragraph consisting of hobby and interest, future jobs, etc	
2	Students are able to identify types of sentences and sentence problems	Types of sentences and sentence problems	Types of sentences: simple sentence, compound sentence, complex sentence and compound-complex sentence	Lecturing Discussion	LCD Handout	3 x 50'	- The lecturer introduces the types of sentences and identifying sentence problems - The students write sentences	- Attitude : - Observation - Knowledge : Writing sentences using the different clause structures



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			Sentence problems: fragment, run-on sentence, choppy sentence, sprawl sentence and non-parallel structures				using the different clause structures	- Skills: discussion and participation
3	Students are able to employ various steps of writing process	Writing process	Pre- writing, drafting, revising and editing, proofreading, and writing a final draft	Lecturing Discussion	LCD Handout	3 x 50'	- The lecturer introduces the steps in the writing process - The students write a paragraph about a person who has made a difference in the world by following the steps in the writing process	- Attitude : Observation - Knowledge : In-class composition - Skills: discussion and participation
4	Students are able to recognize and identify the	Paragraph structures	Topic sentence, supporting sentences and	Lecturing Discussion	LCD Handout	3 x 50'	- The lecturer introduces three important parts of a paragraph	- Attitude : Observation - Knowledge : Writing and developing



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	paragraph structures		concluding sentence				- The students study each paragraph structure in detail	topic sentences - Skills: discussion and participation
5	Students are able to recognize different pattern of paragraph organization	Logical division paragraph	- Logical division of ideas (<i>e.g.</i> reasons, kinds, advantages, and disadvantages) - Unity and coherence	Lecturing Discussion	LCD Handout	3 x 50'	- The lecturer introduces the way to organize a paragraph using the logical division of ideas - The lecturer introduces the importance of unity and coherence in organizing a paragraph - The students practice to organize the ideas of a paragraph through several patterns (<i>e.g.</i> reasons, kinds, advantages, and disadvantages)	- Attitude : Observation - Knowledge : Writing a rough draft using logical division of ideas as a pattern of organization - Skills: discussion and participation



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6	Quiz							
7	Students are able to recognize and identify the essay structures	Essay structures	Introductory paragraph, body paragraphs, concluding paragraph	Lecturing Discussion	LCD Handout	3 x 50'	<ul style="list-style-type: none"> - The lecturer introduces three important parts of an essay - The students study each essay structure in detail 	<ul style="list-style-type: none"> - Attitude : Observation - Knowledge : Planning an essay outline - Skills: discussion and participation
8 & 9	Students are able to write a descriptive essay	Descriptive essay	<ul style="list-style-type: none"> - Spatial order signals (<i>e.g.</i> in front of, inside, next to, etc) - Spatial order organization and details 	Lecturing Discussion	LCD Handout	3 x 50'	<ul style="list-style-type: none"> - The lecturer introduces a descriptive essay model and the outline example - The students practice to write a descriptive essay 	<ul style="list-style-type: none"> - Attitude : Observation - Knowledge : Writing a descriptive essay - Skills: discussion and participation
10 & 11	Students are able to write a narrative essay	Narrative essay	<ul style="list-style-type: none"> - Time order signals (<i>e.g.</i> finally, first, later, etc) - Putting the events into time order 	Lecturing Discussion	LCD Handout	3 x 50'	<ul style="list-style-type: none"> - The lecturer introduces a narrative essay model and the outline example - The students practice to write a narrative essay 	<ul style="list-style-type: none"> - Attitude : Observation - Knowledge : Writing a narrative essay - Skills: discussion and participation



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12 & 13	Students are able to write a process analysis essay	Process analysis essay	<ul style="list-style-type: none"> - Using words such as <i>steps</i>, <i>procedures</i>, <i>directions</i>, <i>suggestions</i> and <i>instructions</i>. - Time order signals (<i>e.g.</i> first, then, now, next, etc) 	Lecturing Discussion	LCD Handout	3 x 50'	<ul style="list-style-type: none"> - The lecturer introduces a process analysis essay model and the outline example - The students practice to write a process analysis essay 	<ul style="list-style-type: none"> - Attitude : Observation - Knowledge : Writing a process analysis essay - Skills: discussion and participation
14 & 15	Students are able to write a comparison and contrast essay	Comparison and contrast essay	<ul style="list-style-type: none"> - Block and point-by-point organization - Comparison and contrast signals (<i>e.g.</i> similarly, likewise, in contrast, but, etc) 	Lecturing Discussion	LCD Handout	3 x 50'	<ul style="list-style-type: none"> - The lecturer introduces a comparison and contrast essay model and the outline example - The students practice to write a comparison and contrast essay 	<ul style="list-style-type: none"> - Attitude : Observation - Knowledge : Writing a comparison and contrast essay - Skills: discussion and participation
16	Students are able to compile all their works in order to see their writing progress	Portfolio	<ul style="list-style-type: none"> - Students' writing - Portfolio assessment 	Lecturing Discussion	LCD Handout	3 x 50'	<ul style="list-style-type: none"> - The lecturer explains the portfolio writing assessment - The students compile all their writing 	<ul style="list-style-type: none"> - Attitude : Observation - Knowledge : Portfolio - Skills: discussion and participation



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Evaluation

1. Attendance and Participation : 10%
2. Assignments : 20%
3. Mid Test : 30%
4. Final Test : 40%

Mengetahui Ketua Program Studi

Singgih Daru Kuncara, M.Hum.

Samarinda, 2017

Dosen Penanggung jawab MK

Setya Ariani, M.Pd.

INTRODUCTION TO THE COURSE

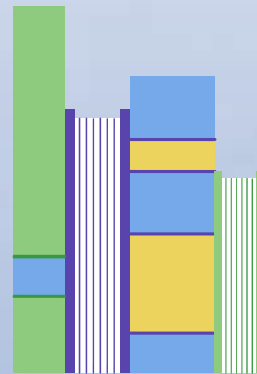
ACADEMIC WRITING

By : Setya Ariani

Profile

Setya Ariani

*Lecturer at English
Literature
Department, Faculty
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Education: Graduated from English Education Department of Teacher Training and Education Faculty, Mulawarman University in 2012.

Research interests: English skills and second language acquisition

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COURSE DESCRIPTION

This course is designed to improve students' skill in writing both paragraph and essay. Through this course, students will learn the stages of writing process, basic structures of paragraph and essay and different types of writing.

COURSE LEARNING OUTCOMES

In the end of the course, students are able to:

- employ various steps of writing process consisting of pre- writing, drafting, revising and editing, proofreading, and writing a final draft**
- understand about unity and coherence**
- practice and apply the knowledge of basic writing structure for both paragraph and essay which consists of the introduction, body and conclusion**
- write different types of essays such as descriptive essay, narrative essay, process analysis essay and comparison and contrast essay**

Academic Writing Topics

- 1. Types of sentences**
- 2. Sentence errors**
- 3. Writing process**
- 4. Paragraph organization**
- 5. Essay structures**
- 6. Types of essays**

REFERENCES

- McKenzie, M. (2004). *Handbook for Writers and Editors*. Blackburn South: Dundass Press.
- Mulvaney, M., & David, A. (2005). *Academic Writing*. NY: Pearson Education, Inc.
- Oshima, A & Ann H. (1999). *Writing Academic English (Third Edition)*. New York: Longman.
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Evaluation

- **Attendance and Participation : 10%**
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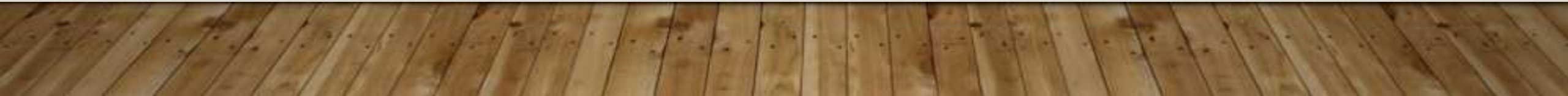
Tell me about yourself!

Write a self-introduction as a college student. Include details about your name, family, goals in life, interests, experience, etc.

SENTENCES:

TYPES AND ERRORS

MEETING 2



SIMPLE SENTENCE

A **simple sentence** has one subject-verb pair. The subject tells *who* or *what* did something. The verb tells the action (*jump, work, think*) or condition (*is, was, seem, appear*).

┌─── s ───┐ ┌─── v ───┐
Filmmaker George Lucas has changed the film industry in many ways.

┌─── s ───┐ ┌─── v ───┐
One new technology was a special computer-assisted camera crane.

A simple sentence can have one of several possible "formulas." Here are four possibilities. The subject(s) in each sentence are underlined with one line. The verb(s) are underlined with two lines.

- | | Sentence
"formula" |
|---|-----------------------|
| 1. <u>The Star Wars movies</u> <u>were</u> international hits. | S V |
| 2. <u>Young people and adults</u> <u>enjoyed</u> them. | S S V |
| 3. <u>The films</u> <u>entertained</u> and <u>thrilled</u> audiences everywhere. | S V V |
| 4. <u>Luke Skywalker and his friends</u> <u>battled</u> evil and <u>made</u> us laugh at the same time. | S S V V |

COMPOUND SENTENCE

A **compound sentence** is composed of at least two simple sentences joined by a comma and a coordinating conjunction. A compound sentence has this "formula":

$\overbrace{\text{The gold}}^{\text{S}}$ $\overbrace{\text{disappeared}}^{\text{V}}$ with the mice, COORD. CONJ. SO $\overbrace{\text{the greedy man}}^{\text{S}}$ $\overbrace{\text{got}}^{\text{V}}$ nothing.

There are seven coordinating conjunctions in English: *and*, *but*, *so*, *or*, *for*, *nor*, and *yet*.

Use a comma before a coordinating conjunction in compound sentences only. Do not use a comma to join two words or two phrases in a simple sentence.

COMPOUND SENTENCES
(COMMA)

Yesterday we went shopping, but we didn't buy anything.
The stores were crowded, and they were noisy.
We ate lunch, and then we went home.

SIMPLE SENTENCES
(NO COMMA)

Yesterday we went shopping but didn't buy anything.
The stores were crowded and noisy.
We ate lunch and then went home.

COMPLEX SENTENCE

A **complex sentence** is a combination of one independent clause and one (or more) dependent clause(s).

INDEP. CLAUSE DEP. CLAUSE
Anna left the party early because she was tired.

INDEP. CLAUSE DEP. CLAUSE
Hold the cat's mouth closed while you count to ten.

Comma Rule

In a complex sentence, when the dependent clause comes first, separate the clauses with a comma. When the independent clause comes first, do not separate them.

Because she was tired, Anna left the party early.

Anna left the party early because she was tired.

COMPOUND-COMPLEX SENTENCE

Definition	<ul style="list-style-type: none">• A compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses.
Examples	<ul style="list-style-type: none">• Although she felt guilty for missing her friend's birthday, she took her out to dinner the next day, and they had a great time.• If he got the job, he would have to commute 50 miles to work, so he decided the job was not worth it.

THE MOST COMMON SENTENCE ERRORS IN WRITING

A Fragment

A Run-on Sentence

A Comma Splice

Non Parallel Structures

A FRAGMENT

A fragment is an incomplete sentence, when you write a sentence without a subject or a verb.

Correct each fragment by adding a subject or a verb.

It is

- X 1. ~~Is~~ very hot today even with the windows open.
2. Jose and Jin the smartest students in the class.
3. They study all the time.
4. The baby finally sleepy.
5. She is closing her eyes.
6. Ms. Woodbury, our grammar teacher, often late on Fridays.
7. Is important for students to get to class on time.

A RUN-ON SENTENCE VS A COMMA SPLICE

A run-on happens when you join two simple sentences without a comma and without a connecting word.

Incorrect: Men like to shop quickly
women like to browse.

A comma splice error happens when you join two simple sentences with a comma alone.

Incorrect: Men like to shop
quickly, women like to browse.

There are three easy ways to correct run-on and comma splice errors.²

1. Join the two sentences with a comma and a coordinating conjunction such as *and*, *but*, or *so*.

Men like to shop quickly, but women like to browse.

2. Make two sentences. Separate the two sentences with a period.

Men like to shop quickly. Women like to browse.

3. If you wish to show the relationship between the two sentences, add a sentence connector (and a comma) to the second sentence.

Men like to shop quickly. However, women like to browse.

HERE ARE THREE TIPS TO HELP YOU RECOGNIZE RUN-ONS AND COMMA SPLICES.

1. Check all sentences that have a comma in the middle.

COMMA SPLICE

My best subject is computer science, my worst subject is English.

What is the first subject in this sentence? What verb goes with it? Read further. Is there another subject with its own verb? If the answer is yes, look for a coordinating conjunction. If there is none, then this is a run-on sentence.

CORRECTION

My best subject is computer science. My worst subject is English.

OR

My best subject is computer science, and my worst subject is English.

2. Read a long sentence aloud. Sometimes reading aloud helps you to recognize where a new sentence should begin.

RUN-ON

Advertising is a multibillion-dollar industry in the United States more than \$200 billion is spent on advertising and advertising-related activities each year.

When you read the sentence aloud, do you pause between *United States* and *more*? *More* is the first word of a new sentence.

CORRECTION

Advertising is a multibillion-dollar industry in the United States. More than \$200 billion is spent on advertising and advertising-related activities each year.

3. Look for words like *then*, *also*, and *therefore* in the middle of a sentence. These words are “danger words” because they frequently occur in run-on sentences.

COMMA SPLICE

We drove into the city, then we spent thirty minutes looking for a place to park.

CORRECTION

We drove into the city, and then we spent thirty minutes looking for a place to park.

OR

We drove into the city and spent thirty minutes looking for a place to park.

OR

We drove into the city. Then we spent thirty minutes looking for a place to park.

Read each sentence and decide if it is a run-on or comma splice or if it is correct. Write *X* on the line next to the errors. Then correct each sentence that you marked.

 X 1. Alicia and Marta are a lot alike, they both have dark hair and eyes.

 Alicia and Marta are a lot alike. They both have dark hair and eyes.

 2. Both women are single, but Marta has a boyfriend.

 3. Writing a paragraph is easy it takes practice.

 4. First, you write a topic sentence, then you make an outline of the supporting sentences.

NON-PARALLEL STRUCTURES

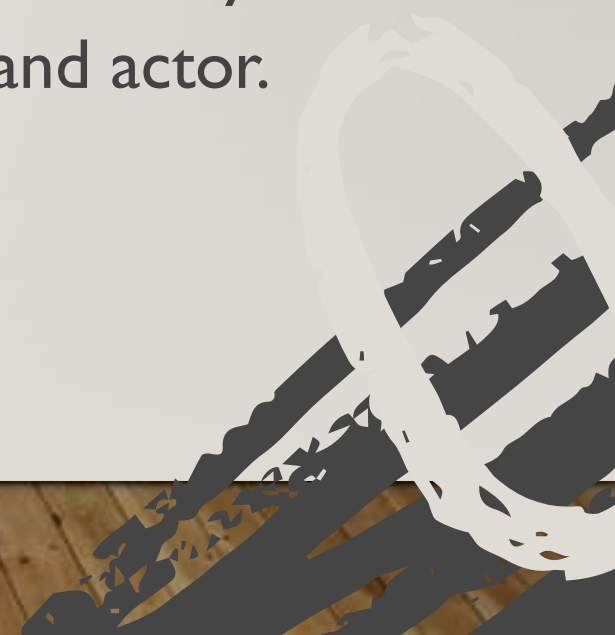
Parallelism in writing means that each item in a list or comparison should follow the same grammatical pattern and function. It happens at the word, phrase, clause and sentence level.

Example: She spends her leisure time *reading, singing,* and **painting**.

Non-parallel structures are parts of a sentence which are listed as a sequence, but do not follow the same grammatical or structural principle.

IDENTIFY AND CORRECT ERRORS WITH PARALLEL STRUCTURES.

1. Maldives has a pleasant climate, has exciting scenery, and many fascinating neighborhoods.
2. Michael plans to study either physical or linguistics.
3. I plan to feed my cat, read the novel, and went to bed early.
4. She finished her paper and submits it to her professor yesterday.
5. William Shakespeare was an English playwright, poetry and actor.





THE WRITING PROCESS

Meeting3



Prewriting

Prewriting techniques are used to come up with ideas at any time during your writing: to find a topic, get ideas for what you want to say, and support ideas.

Model : **Listing**

A Person Who Has Made a Difference

Albert Einstein

Mother Teresa

Martin Luther King, Jr.

Cesar Chavez

Bill Gates

Aunt Sarah

Mr. Jakobsen (high school counselor)

Grandfather

Grandfather

uneducated (high school? eighth grade?)
farmer

worked hard

helped his community

started community hospital

respected in community

went to church every week

got up early

worked late

was the first person in town

to buy a car

forward-thinking

started hospital in town — only
hospital in big area

first farmer to terrace his land — now
everyone does it

improved farming techniques
in his area

smart

read about new things

terracing helps prevent soil erosion

listened to experts

thought things over

made me laugh when I was little

Grandfather

~~uneducated (high school? eighth grade?)~~

farmer

~~worked hard~~

helped his community

B started community hospital

~~respected in community~~

~~went to church every week~~

~~got up early~~

~~worked late~~

~~was the first person in town~~

~~to buy a car~~

~~forward-thinking~~

started hospital in town — only

hospital in big area

first farmer to terrace his land —

now everyone does it

A improved farming techniques
in his area

~~read about new things~~

terracing helps prevent soil erosion

~~listened to experts~~

~~thought things over~~

~~made me laugh when I was little~~

Brainstorming

Brainstorming means thinking of as many ideas as possible in a short amount of time. Write down your ideas so that you don't forget them. Write down *everything* that comes to your mind; don't worry about sorting out "good" and "bad" ideas. Don't worry about spelling or grammar. Example:

Topic: What would I do with one million dollars?

Travel--Europe, Asia, S. America

- Pay off our house
- Share--give a scholarship, donate to charities
- Buy a lot of books!
- Invest/save and let the interest grow

Discussing

Discussing is similar to brainstorming, but you do it with a partner or group.

Free writing

“Free Writing” is like pouring all of your thoughts onto paper. Don’t take your pen off the page; keep writing for the entire time. If you don’t know what to write, write “I don’t know what to write” until you do. Don’t try to sort “good” and “bad” ideas. Don’t worry about spelling and grammar. Example:

Topic: Describe the most beautiful place you’ve seen.

I remember climbing to the top of Smolenskii cathedral in autumn, the leaves of St. Petersburg on fire, like an ocean of gold red leaving me breathless with its depth. Stretching out for miles and miles it was all I could see and suddenly the grime and sorrow of the city was drowned with beauty, God’s beauty, God’s love for everyone, his artistic touch meant just for me at this moment.

Looping

“Looping” begins with “free writing.” It can help you narrow a topic. Choose the best idea, word, or phrase from what you wrote; underline or circle it. Take that idea and begin free writing again. Repeat the process at least one more time.

Example:

Topic: Describe the most beautiful place you've seen.

I remember climbing to the top of Smolenskii cathedral in autumn, the leaves of St. Petersburg on fire, like an ocean of gold red leaving me breathless with its depth. Stretching out for miles and miles it was all I could see and suddenly the grime and sorrow of the city was drowned with beauty, God's beauty, God's love for everyone, his artistic touch meant just for me at this moment. We had seen hate rejection and fear in that city, dirt and grime and sorrow where people didn't know how clean a place could be, never seen a different world. I cried, beauty and overwhelmingness and I must come down again.

Mapping

“Mapping,” sometimes called “semantic/ idea mapping” or “webbing,” is another way to organize your ideas. Start with your topic in the center, and branch out from there with related ideas. Use words and phrases, not complete sentences



Organizing

Organizing ideas into a simple outline

Model : Simple paragraph outline

A Person Who Has Made a Difference: My Grandfather

My grandfather helped his community in two ways.

A. He improved farming techniques in his area.

- first farmer to terrace his land
- terracing helps prevent soil erosion

B. He started a community hospital.

- only hospital in big area

Drafting

Turning your prewriting into the 1st draft (or version) of your paper using complete sentences and paragraphs. (This is the rough draft)

A Person Who Has Made a Difference: My Grandfather

My Grandfather help his community in two ways. My Grandfather born in 1880. He was farmer. Not well educated. (Maybe he only went to high school for one or two year. In those days, children were needed to work on the farm.) He was first farmer in his community to terrace his fields. Then, people thought he was crazy, but now, every farmer does it. Terracing helps prevent soil erosion. This improved farming techniques in his area. After he is too old to work at farming, my Grandfather get the idea that his town needs a Hospital, so he spend his time raising money to build one. There is no hospitals nearby, and people have to go long distance to see doctor. People again think he really crazy, but he succeed. Now a small Hospital in community, and two doctor. Each of the doctors have lots of patients. The Hospital is named the james walker community hospital. It was named for my Grandfather. My Grandfather just a simple, uneducated farmer, but he helped his community a lot.

Revising & Editing

Revising : content & organization

Editing : smaller issues (grammar, punctuation, capitalization, etc)

Model : Peer editing

A Person Who Has Made a Difference: My Grandfather

<p>Good paragraph!</p> <p>I especially like the part about the new hospital.</p> <p>You use the</p>	<p>My Grandfather help his community in two ways. <u>My Grandfather born in 1880.</u> He was farmer. <u>Not well educated. (maybe he only went to high school for one or two year. In those days, children were needed to work on the farm.)</u> He was first farmer in his community to terrace his fields. Then, people thought he was <u>crazy</u>, but now, every farmer does it. Terracing helps prevent soil erosion. This improved farming techniques in his area. <u>After he is too old to work at farming,</u> my Grandfather get the idea that his town needs a hospital, so he spend his time raising money to build one. There is no hospitals nearby, and people have to go long distance to see doctor. People</p>	<p>Are these sentences important? I don't think so. You're right.</p> <p>I don't think your grandfather would like this part!! 😊</p>
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Second draft : Self-editing

Rewriting your second draft after process of editing and revising, then do self-editing

A Person Who Has Made a Difference: My Grandfather

My Grandfather help his community in two ways. He was farmer and lives in a small village. he was first farmer in his community to terrace his fields. Terracing is technique of making rows of little dams on hilly land. Terracing save water and keep soil from washing away in rainstorms. Then, people thought he was crazy, but now, all of the farmers in the area do it. Terracing helps keep the soil from washing away in rainstorms. This improved farming techniques in his area. then my Grandfather get the idea that his town need a Hospital, so he spend his time raising money to build one. There is no hospitals nearby, and people had to go long distance to see doctor. People again think he really crazy, but he succeed. Now a small Hospital in community, and two doctor. Each of the doctors have lots of patients. The Hospital is named the james walker community hospital. It was named for my Grandfather. My Grandfather just a simple, uneducated farmer, but he helped his community a lot.

Proofreading

Proofread your final draft

Proofread : to find and correct mistakes in proofs (= copies of printed text) before the final copies are printed

Use TWO other readers

Make suggested changes

Print final draft

Yes, proofread slowly and carefully again!

Final Draft

Publish your final draft



Thank you

Any questions?

Try it out!

- 1) Write a paragraph about a person who has made a difference in the world.
- 2) Use the listing technique to choose a person.
- 3) In the second list, write down the ways in which this person made a difference.
- 4) Choose one or two ways to write about and circle them.
- 5) Organize your ideas into a simple outline.
- 6) Give your outline a title.
- 7) Use sentences in your outline to name the person and say what he or she did to make a difference.
- 8) Add main ideas.

Paragraph Structures

Meeting 4

- *How do I organize my message so that readers can follow my line of thinking?*



What do I want to emphasize?

What do I say first?

What comes after that?

How do I stay on track?

How do I end?

Definition of Paragraph

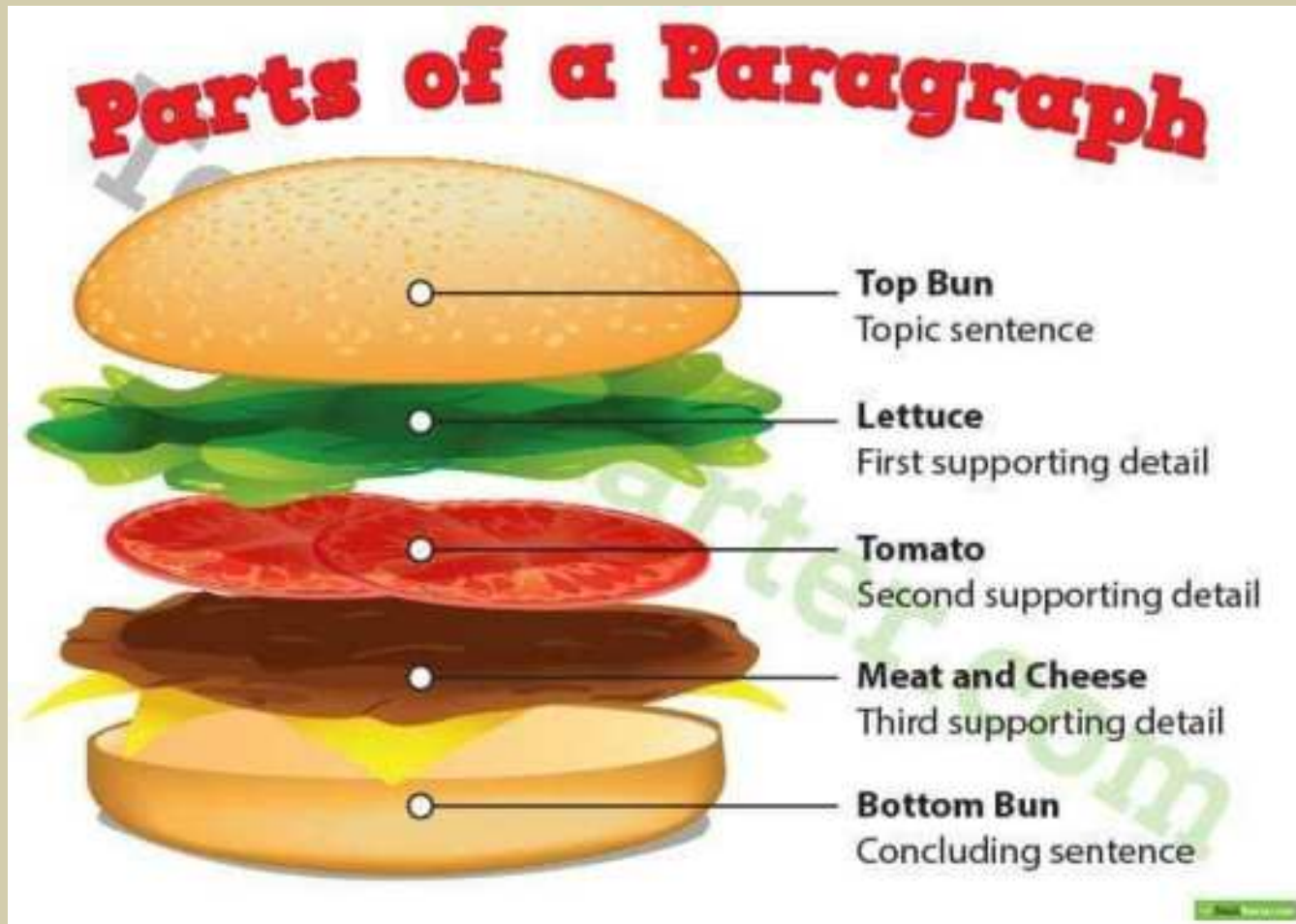
A paragraph is a group of related sentences that develops one main idea, which is the topic of the paragraph.

How long should a paragraph be?

- ❖ Paragraphs vary in length depending on the needs of the paragraph.
- ❖ A series of long paragraphs can make prose dense and unpleasant to read. Break it at a logical place (e.g., where your focus shifts), and see whether you need to create new topic sentences to make the shift clear.
- ❖ Short paragraphs only two or three sentences long make academic writing seem disjointed or skimpy. Try combining short paragraphs with the preceding or following paragraph if they share the same topic.
- ❖ Short paragraphs might also need to be developed further. Make sure that nothing vital has been omitted.

(Source: Margaret Procter, Writing Support, and Vikki Visvis)

Paragraph Structures



Topic Sentence

A topic sentence has four main characteristics.

- It is a sentence.
- It is a part of a paragraph, usually the first sentence.
- It has the topic of the paragraph
- It has the controlling idea of the paragraph (the specific area).

A topic sentence is the main idea of a paragraph.

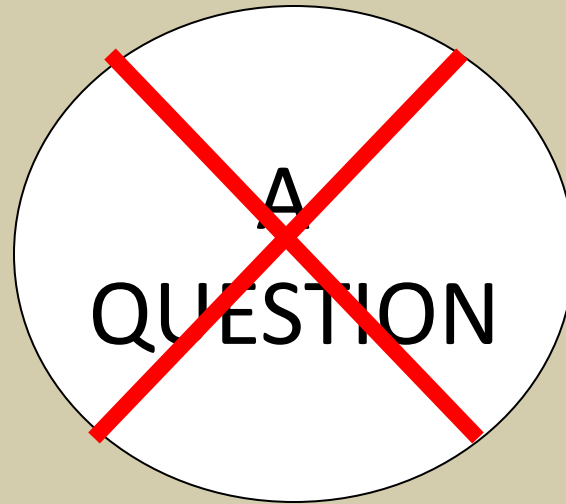
- ❑ The **topic** names the subject of the paragraph.
- ❑ The **controlling idea** tells what the paragraph will say about the topic. It is called the controlling idea because it controls or limits the topic to a very specific point or points.

A topic sentence CANNOT BE



The best coffee.
Cell phones for emergencies.

A topic sentence CANNOT BE



Why do people drink coffee?

Why do people choose Southern California as a place to live?

Why do Americans celebrate Lincoln's birthday?

Position of the Topic Sentence The topic sentence is usually the first sentence in a paragraph. Experienced writers sometimes put topic sentences at the end, but the best place is usually right at the beginning. A topic sentence at the beginning of a paragraph gives readers an idea of what they will read. This helps them understand the paragraph more easily.

Not Too General, Not Too Specific A topic sentence is neither too general nor too specific.

TOO GENERAL

Marriage is an event in a person's life.

This is too general because there is no specific controlling idea. The reader has no idea what the paragraph will say about marriage except that it happens.

TOO SPECIFIC

The average age for people in the United States to marry in the year 2000 was 25 for a woman and 27 for a man.

This is much too specific. It gives details that should come later in the paragraph.

Good

The average age for people in the United States to marry has changed in the past 100 years.

Supporting Sentences

Supporting sentences develop the topic sentence by giving reasons, examples, facts, statistics, and quotations.

For example:

Gold, a precious metal, is prized for **two important characteristics**.

Note: Gold (= Topic)

Two important characteristics (= controlling idea)

Cont...

Some of the supporting sentences that explain the topic sentence are:

First of all, gold has lustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains as untarnished today as the day it was minted 23 centuries ago.

Another important characteristic of gold is its usefulness to industry and science. The most recent use of gold is in astronauts' suits.

Examples

Examples illustrate the supporting point sentences. Examples are good support because they are specific; they make your meaning very clear.

Notice the **signal phrases** that can introduce examples. At the beginning of a sentence, use *For example* or *For instance*, followed by a comma. In front of an example that is just a word or phrase (not an entire sentence), use the prepositional phrase *such as* without a comma.¹

Signal Phrases for Examples

Followed by a Comma	No Comma
1. For example, For instance,	2. such as
1. For example , the bride often wears a long white <i>holoku</i> (wedding dress), and the groom wears a long-sleeved white shirt and pants with a red sash around his waist. For instance , there may be noisy firecrackers, a Chinese way of keeping bad spirits away.	
2. The bride's <i>lei</i> is traditionally made of white flowers such as <i>pikake</i> (jasmine), and the groom's is made of green <i>maile</i> leaves.	

Concluding Sentence

The **concluding sentence** signals the end of the paragraph and leaves the reader with important points to remember. Here are three tips to help you write a good concluding sentence:

1. Begin with a conclusion signal. Most conclusion signals have commas after them; others do not.

Conclusion Signals

Followed by a Comma	No Comma
<ol style="list-style-type: none">1. All in all, In brief, In conclusion, Indeed, In short, In summary, To conclude, To summarize, To sum up,	<ol style="list-style-type: none">2. It is clear that . . . These examples show that . . . You can see that . . .
<ol style="list-style-type: none">1. To summarize, Japanese food is both beautiful to look at and delicious to eat. Indeed, many U.S. cities and regions have a special food for everyone to enjoy.2. It is clear that fad diets don't work and may even damage a dieter's health.	

2. Remind your reader of the main idea by one of the following methods:

- Repeat the idea in the topic sentence in different words. Do not just copy the topic sentence.
- Summarize the main point or points of the paragraph.

3. NEVER end a paragraph by introducing a new idea!

OUTLINE EXAMPLE

Topic Sentence	Gold, a precious metal, is prized for two important characteristics.
Supporting Sentences	<p>First of all, gold has lustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains as untarnished today as the day it was minted 23 centuries ago.</p> <p>Another important characteristic of gold is its usefulness to industry and science. The most recent use of gold is in astronauts' suits</p>
Concluding Sentence	In conclusion, gold is treasured not only for its beauty but also for its utility.

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text is centered in the middle of the slide.

PARAGRAPH ORGANIZATION

MEETING 5

Logical Division of Ideas

Logical division of ideas is a pattern of organization in which you divide a topic into points and discuss each point separately. The model paragraph uses this pattern. You can use logical division to organize many kinds of topics, not just reasons.

Sample Topics

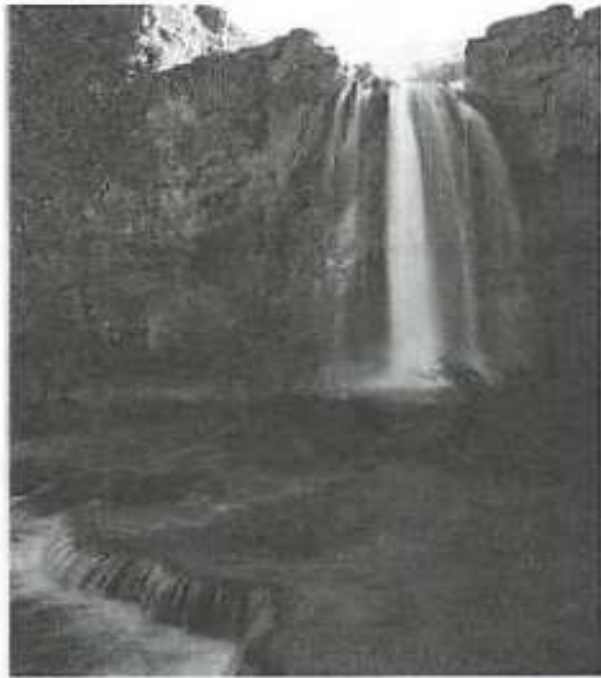
- **reasons** for owning an iPod/cell phone/PDA/small automobile, for exercising/not exercising, for learning English, for IMing instead of making a phone call, for being a vegetarian . . .
- **kinds** of teachers/shoppers/drivers/friends/students/teachers/bosses/foods . . .
- **types** of books/movies/music/TV programs I like/don't like . . .
- **advantages** of living in a small town/big city/college dormitory, of being an only/the youngest/the oldest child/a twin . . .
- **disadvantages** of living in a small town/big city/college dormitory, of being an only/the youngest/the oldest child/a twin . . .
- **qualities** of a good boss/good employee/good friend/teacher/parent/nurse/paramedic/salesperson . . .

PARAGRAPH UNITY

- When a paragraph has unity, all the supporting sentences discuss only one idea.
- From beginning to end, each sentence is directly related to the topic.

Find and cross out sentences that are off the topic. Cross out two sentences in paragraph 1 and one sentence in paragraph 2.

1.



Havasu Canyon

¹There is a canyon in northern Arizona that is the most beautiful spot on Earth. ²It is called Havasu Canyon, and it is part of the Havasupai tribal reservation. ³It is not easy to get there, for you have to hike down a long, hot trail. ⁴At the end of the trail is Supai Village. ⁵The Havasupai are a tribe of about 650 people. ⁶Their language has been written down only in the past twenty years. ⁷Beyond the village, another trail leads to the top of a steep cliff overlooking Havasu Canyon. ⁸Your first view of the canyon takes

your breath away. ⁹Directly in front of you, the trail disappears straight down the 200-foot cliff. ¹⁰On your right, you see a beautiful waterfall. ¹¹Water pours straight down into a bright blue-green pool at the bottom of the canyon. ¹²Directly across the canyon, hundreds of small waterfalls gush from the cliff face, and little green ferns grow everywhere. ¹³At the bottom, the water cascades² from one turquoise pool into another until it disappears into the trees on the left. ¹⁴As you view this scene, you can only think that Havasu Canyon is truly a magical place.

2.

My First Apartment

¹My first apartment was very small. ²It was a studio apartment, so it had only one main room and a bathroom. ³The main room was divided into three areas. ⁴At one end of it was a kitchenette, where I cooked and ate my meals. ⁵My living/sleeping area was at the opposite end. ⁶I had just enough space for a bed, a coffee table, a floor lamp, and a small television. ⁷My study area was against the back wall. ⁸I lived there for two years, but I moved because my landlord raised the rent. ⁹My apartment was so small that I could never invite more than three friends at the same time!

COHERENCE

- Every good paragraph must have coherence.
- A coherent paragraph flows smoothly from beginning to end.
- A reader can follow your ideas easily because one sentence leads naturally to the next one; there are no sudden jumps.
- There are three main ways to make your paragraph coherent:
 - 1 . use nouns and pronouns consistently throughout a paragraph .
 - 2 . use transition signals to show relationships among ideas.
 3. Put your ideas into some kind of logical order, such as logical division of ideas.

Notice how nouns and pronouns in the following paragraph have been changed to make them consistent.

Word Roots

^{Students} ~~A student~~ who ^{knows} ~~knows~~ a few Latin and Greek word roots ^{has} ~~has~~ an advantage over ^{students} ~~a student~~ who ^{don't} ~~doesn't~~ know them. They can often guess the meaning of unfamiliar words. If, for example, ^{they} ~~you~~ know that the Latin word root *circum-* means "around," ^{they} ~~you~~ can guess the meaning of words such as *circumference*, *circumvent*, *circumstance*, and *circumnavigate* when ^{they} ~~you~~ read them in a sentence. Similarly, the Greek word root *mon-* or *mono-*, which means "one, single, alone," appears in dozens of English words. ^{Students} ~~A student~~ armed with this knowledge can often discover the meanings of new words such as *monocle*, *monarchy*, *monotone*, *monologue*, and *monolingual* without getting help from a dictionary. ^{They} ~~You~~ also might be able to figure out that a monorail is a train that uses one rail.

PRACTICE

Edit the following paragraphs for consistent nouns and pronouns.

Paragraph 1

A marathon runner must be strong not only in body but also in mind. She or he has to train for years to achieve the necessary endurance to compete in his or her sport. This requires great discipline and self-sacrifice. In addition, marathon runners have to train their minds in order to endure the long hours of solitary running. This, too, requires great discipline. In other words, you must be in top condition, both mentally and physically, if you want to run in marathons.

Paragraph 2

Physicists are scientists who study the basic laws of nature and apply these laws to improve the world. They are concerned with scientific wonders as large as the universe and as small as an electron. He or she is a problem solver who is curious about the universe and who is interested in what gives it order and meaning.

- Transition signals are words and phrases that connect the idea in one sentence with the idea in another sentence.
- They are expressions such as first/second, furthermore, on the other hand, for example, and in conclusion.

Men and Women Shoppers

Store owners who understand the differences between men and women shoppers can use this knowledge to design their stores. First of all, women shoppers use their five senses when they shop. For example, they want to touch and feel fabrics and visualize themselves in clothes. Therefore, owners of women's clothing shops place clothes with lots of frills and luxury fabrics at the front of the shop. Furthermore, they place items near one another to allow a woman to visualize them together as an outfit. They also group clothes not by item but by style — classic or casual, for instance. Men shoppers, on the other hand, shop quite differently. Men shop for clothes only when they have to. For instance, a man buys a pair of jeans because his old ones have worn out. He probably wants exactly the same jeans. Moreover, men want everything in its place so that they can buy what they want quickly and leave. They want all shirts together over here and all pants together over there. As a result, men's clothing stores are arranged very differently from women's.

EACH TRANSITION SIGNAL SHOWS THE RELATIONSHIP OF ONE IDEA TO THE NEXT .

- *First of all* tells you to look for the first main point.
- *For example* tells you to look for an example of the previous point.
- *Therefore* tells you that this is a result.
- *Furthermore* and *moreover* tell you to look for another similar idea.
- *On the other hand* tells you to look for a contrasting or opposite idea.
- *For instance* also tells you to look for an example.
- *As a result* tells you to look for a consequence of the previous point.

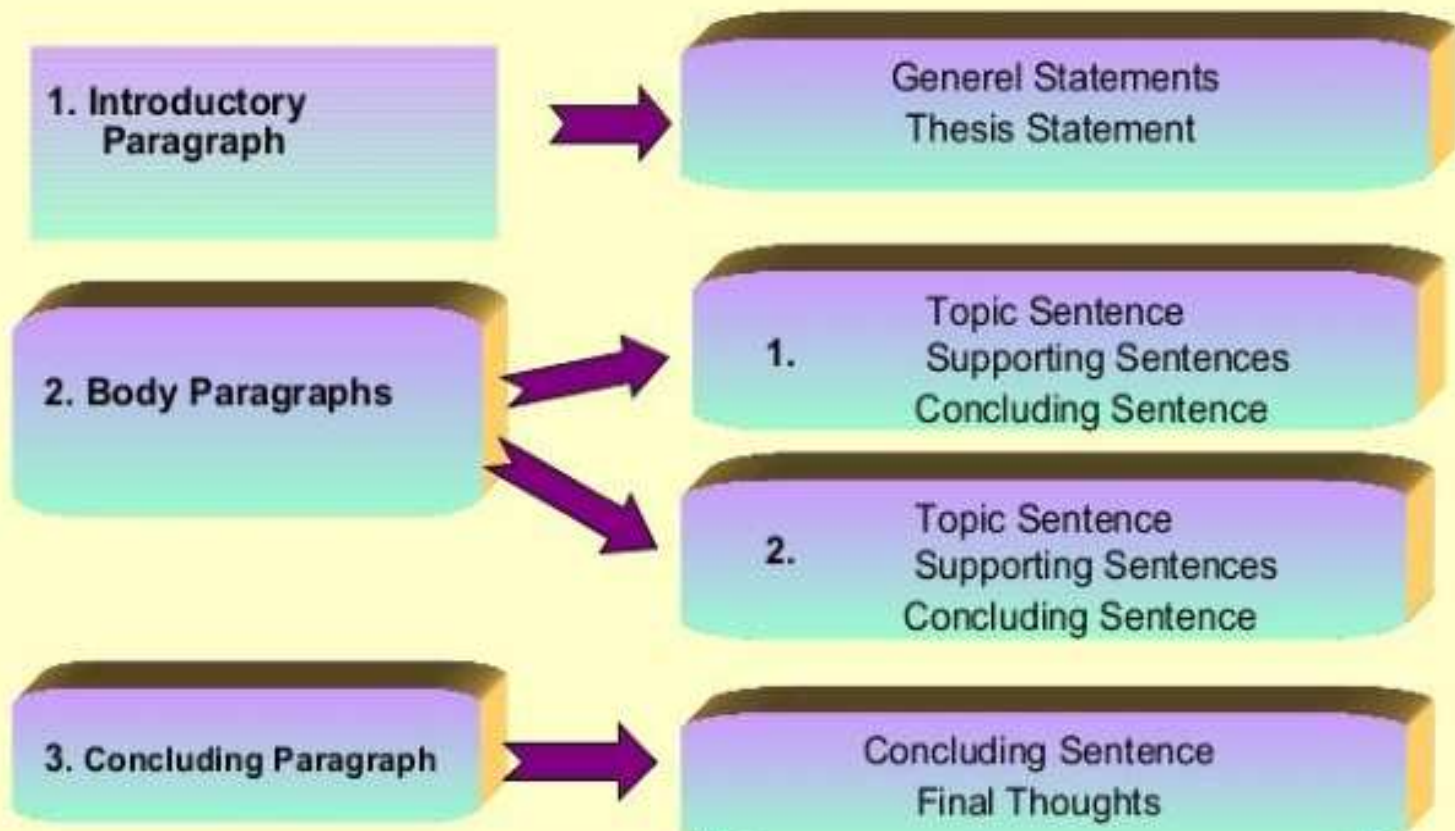
INTRODUCTION TO AN ESSAY

MEETING 7

What is an essay?

- An essay is a piece of academic writing generally between 500 and 5000 words long.
- An essay is an actual exploration of a topic, involving looking at different arguments and evidence and developing the writer's perspectives.

THREE PARTS of an ESSAY



Introductory Paragraph

It consists of two parts: **general statements** and **thesis statement**. A few **general statements** about your subject are used to attract your reader's attention. **Thesis statement** (topic sentence in a paragraph) states the specific topic and often lists the major subtopics that will be discussed in the body of the essay.

Example of introductory paragraph

Any person who has lived in the twentieth century has seen a lot of changes take place in almost all areas of human existence. Some people are excited by the challenges that these changes offer; others want to return to the simpler life-style of the past. The twentieth century has certain advantages such as a higher standard of living for many people, but it also has some disadvantages such as a polluted environment, the depersonalization of human relationship, and the weakening of spiritual values.

Cont...

- Example of thesis statement with **no subtopics** mentioned:

The large movement of people from rural to urban areas has major effects on cities

- Example of thesis statement with **subtopics** mentioned:

The large movement of people from rural to urban areas has major effects on city's ability to provide *housing, employment, and adequate sanitation services*.

- Correlative conjunctions (both...and, not only ... but also, neither ... nor, either ... or) are also useful in thesis statements listing two subtopics:

Puppies, like children, need **both** love **and** discipline to become responsible citizens.

THREE CHARACTERISTICS OF AN EFFECTIVE THESIS STATEMENT

1. It states the focus, or what you will say about the topic
2. It includes supporting points that are logically connected to the focus and that show how the paper will be organized
3. It uses formal language that is easy to understand

TS states the focus, or what you will say about the topic

Question: Why do people become homeless?

TS : The lack of affordable housing, inadequate public assistance and family breakdown are *three causes of homelessness*.

TS includes supporting points that are logically connected to the focus and that show how the paper will be organized

Question: Why do people become homeless?

Rough Outline:

1. Lack of affordable housing
2. Inadequate public assistance
3. Drug and alcohol problems
4. Family breakdown
5. Mental health problems

TS : The lack of affordable housing, inadequate public assistance and family breakdown are *three causes of homelessness*.

Reasons

1. 1st point discusses the problem poor people have in finding house they can afford
2. 2nd point discusses the inadequate amount of money the government provided to support poor people
3. 4th point discusses how family breakups can lead to homelessness

TS uses formal language that is easy to understand (structure, style, and vocabulary)

1. Structure

Topic : Vegetarianism

Focus: Reasons for becoming vegetarian

Supporting Points: health, ethics, and ecology

TS: Health, ethics, and ecology are three reasons why people become vegetarians.

2. Style

TSs are written in 3rd person rather than 1st person

Phrases such as 'I'm going to talk about' or 'I think' are inappropriate in a thesis.

Inappropriate language : I'm going to talk about two reasons why video games have a negative impact on children: isolation from other people and overexposure to violence.

Appropriate language: Two reasons why video games have a negative impact on children are isolation from other people and overexposure to violence

Common problems with thesis statements

1. Lack of focus

TS: The US has a lot of crime (weak)

TS: The rising crime rate in the US has caused loss of talented young people to crime, high government costs for law enforcement and a drop in tourism (stronger, focus on cause)

2. No supporting points

TS: Three types of crime have been increasing in US cities (weak)

TS: Three types of crime have been increasing in US cities: personal assault, car robbery and home burglary.

3. Supporting points not connected logically to the focus

TS: Many factors influence the hunting behavior of sharks: the type of shark, its age and strength, migration pattern and people's misunderstandings about sharks. (weak)

TS: Many factors influence the hunting behavior of sharks: the type of shark, its age and strength and migration pattern.

4. Exaggerated information

TS: Although some people argue that voting should be mandatory because it is a civic duty, it would increase voter turnout among.....(weak)

TS: Although some people argue that voting should be mandatory, there are three reasons why it should not.

5. Use inappropriate language

TS: in this paper, I will write about why I support capital punishment and what people on the other side have to say about it. (weak)

TS: Although some people disagree with capital punishment, it is necessary for three main reasons. (strong)

BODY OF THE ESSAY

The body consists of one or more paragraphs. It is the longest part of the essay and can contain as many paragraphs as necessary to support the controlling ideas of your thesis statement. The ideas of the paragraph can be organized by chronological order, comparison and contrast, etc.

CONCLUDING PARAGRAPH

The conclusion in an essay, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.

PRACTICE

For each thesis statement, write topic sentences for three supporting body paragraphs. Use an appropriate transition signal in each topic sentence.

1. Young people who live/don't live at home have several advantages.

A.

B.

C.

2. My city/country has several interesting places to visit.

A.

B.

C.

3. Three modern technological devices have changed the way we communicate.

A.

B.

C.

4. There are several types of movies that I especially enjoy watching/books that I enjoy reading/sports that I enjoy playing.

A.

B.

C.

Standard Five Paragraph Essay Outline Format

I. Introduction

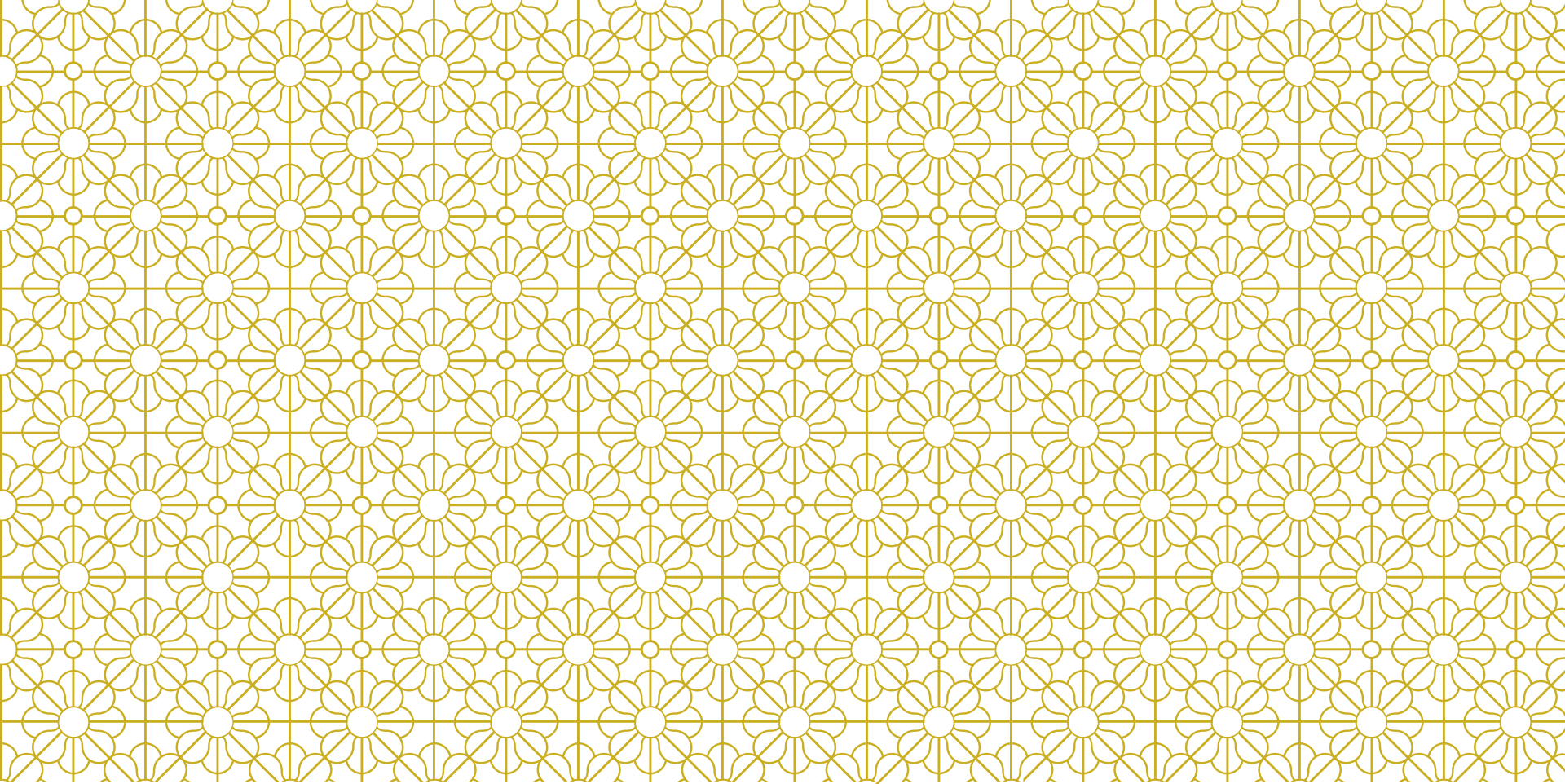
- A. Creative Opening to catch the audience's attention. Students can use quotes, interesting facts and figures, joke or anecdotes, etc.
- B. Background information
- C. Preview of the main points of the essay.
- D. Thesis Statement affirms the main idea of the essay.

II. Body

- A. Paragraph 1
 - 1. Topic sentence states the main idea of the paragraph and transitions from the paragraph before it
 - 2. Supporting details defend or strengthen the topic sentence. Students should use at least two supporting details in each paragraph. Supporting details can include facts, examples, and expert opinions about a specific subject. If primary or secondary sources are used, students must use MLA parenthetical citations.
 - B. Paragraph 2
 - 1. Topic sentence states the main idea of the paragraph and transitions from the paragraph before it
 - 2. Supporting details defend or strengthen the topic sentence
 - C. Paragraph 3
 - 1. Topic sentence states the main idea of the paragraph and transitions from the paragraph before it
 - 2. Supporting details defend or strengthen the topic sentence
- (NOTE: More paragraphs can be created using the same format.)

III. Conclusion

- A. Restate thesis statement. Students should reword the thesis statement.
- B. Summarize main points. Students should reword topic sentences.
- C. Tie to Opening. Students should relate their conclusion to the opening of the essay.



DESCRIPTIVE ESSAY

Meeting 8 & 9

ABOUT A DESCRIPTIVE ESSAY

Descriptive essays strive to create a deeply involved and vivid experience for the reader. Great descriptive essays achieve this effect not through facts and statistics but by using detailed observations and descriptions.

BEFORE WRITING THE DESCRIPTIVE ESSAY

You have to think about these questions word:

- What or Who
- Why
- How

WHAT/WHO DO YOU WANT TO DESCRIBE?

It's an important step for you to write the descriptive essay.

- a person
- a place
- a memory
- an experience
- an object

WHY ARE YOU WRITING YOUR DESCRIPTIVE ESSAY?

Usually, you have a particular *reason* why you need to write this descriptive essay.

Getting in touch with this *reason* can help you focus your description and imbue your language with a particular perspective or emotion.

EXAMPLE

Imagine that you want to write a descriptive essay about your grandfather.

chose to write about his

- physical appearance
- the way that he interacts with people.

However, rather than providing a general description of these aspects, you want to convey

- your admiration for his strength
- kindness.

This is your reason for writing the descriptive essay.

To achieve this, you might focus one of your paragraphs on describing the roughness of his hands, roughness resulting from the labor of his work throughout his life, but you might also describe how he would hold your hands so gently with his rough hands when having a conversation with you or when taking a walk.

HOW SHOULD YOU WRITE YOUR DESCRIPTION?

It's the famous saying: **show don't tell**.

The difference between tell and show

Example

- **I grew tired after dinner.**
- **As I leaned back and rested my head against the top of the chair, my eyelids began to feel heavy, and the edges of the empty plate in front of me blurred with the white tablecloth.**

The first sentence *tells* readers that you grew tired after dinner. The second sentence *shows* readers that you grew tired. The most effective descriptive essays are loaded with such *showing* because they enable readers to imagine or experience something for themselves.

QUICK TIPS FOR WRITING YOUR DESCRIPTIVE ESSAY

Planning your descriptive essay:

What or who do you want to describe?

What is your reason for writing your description?

What are the particular qualities that you want to focus on?

Drafting your descriptive essay:

What sights, sounds, smells, tastes, and textures are important for developing your description?

Which details can you include to ensure that your readers gain a vivid impression imbued with your emotion or perspective?

Revising your descriptive essay:

Have you provided enough details and descriptions to enable your readers to gain a complete and vivid perception?

Have you left out any minor but important details?

Have you used words that convey your emotion or perspective?

Are there any unnecessary details in your description?

Does each paragraph of your essay focus on one aspect of your description?

Are your paragraphs ordered in the most affective way?

WRITING PRACTICE

Write an essay based on one of these following topics. Make an outline before writing your essay.

Topic Suggestions

a place from my childhood

a place that is special to me

the view from my window

my favorite room

an unforgettable scene or view

a scene from a dream

my ideal room or apartment

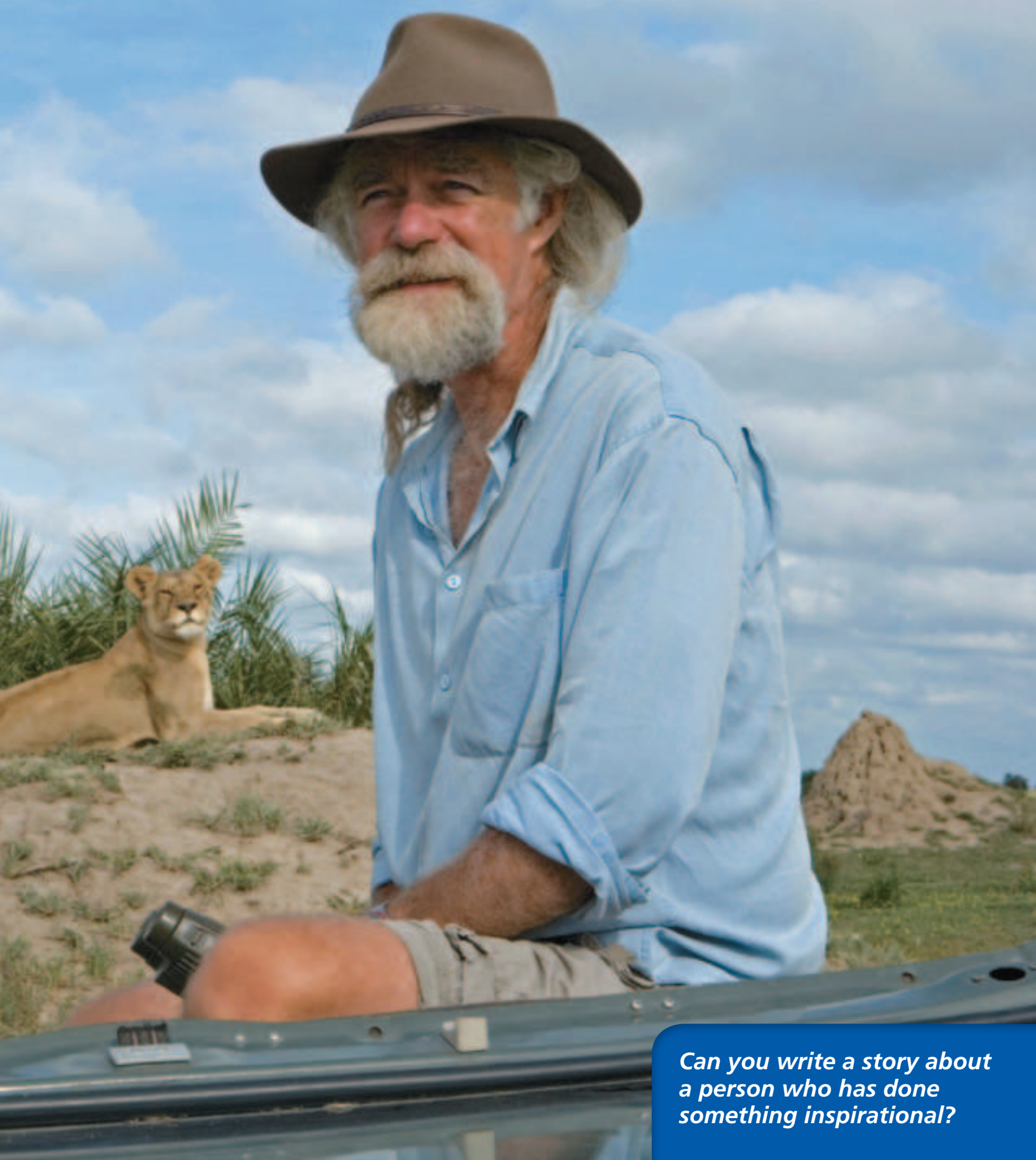
my neighborhood

Narrative Essays



National Geographic explorers Beverly and Dereck Joubert are in Dube Plains, Botswana. Their accomplishments include launching the Big Cats Initiative, a global awareness program to protect lions, tigers, cheetahs, leopards, and jaguars.

OBJECTIVES To learn how to write a narrative essay
To use connectors and time relationship words
To understand adjective clauses



Can you write a story about a person who has done something inspirational?

What Is a Narrative Essay?

A **narrative** essay tells a story. In fact, *narrative* is another word for *story*. In this unit, you will learn how to organize and write a narrative essay. Even though the narrative essay has the same basic form as most other academic essays, it allows the writer to be a little more creative than academic essays usually do. Narratives can tell long stories or just a few minutes' worth of excitement. While the narrative essay has a particular structure, narrative ideas are often used in different writing tasks, such as argument or compare-contrast.

Structure of a Story

Several important elements make up a good story:

Setting The setting is the location where the action in a story takes place.

Theme The theme is the basic idea of the story. Very often the theme will deal with a topic that is common in life or human nature, such as independence, envy, courage, failure, and success.

Mood The mood is the feeling or atmosphere that the writer creates for the story. It could be happy, hopeful, suspenseful, or scary. Both the setting and descriptive vocabulary create the mood in a narrative.

Characters The characters are the people in the story. They are affected by the mood of the story, and they react to the events in which they are involved.

Plot The plot is what happens in the story, that is, the sequence of events. The plot often includes a climax or turning point at which the characters or events change.

Just like other types of essays, an effective narrative essay also includes these elements:

- a **thesis** that sets up the action in the introduction
- **transition sentences** that connect events and help the reader follow the story
- a **conclusion** that ends the story action and provides a moral, prediction, or revelation



The Introduction

The **introduction** of a narrative essay is the paragraph that begins your story. In the introduction, you describe the setting, introduce the characters, and prepare your audience for the action to come. Of course, the introduction should have a hook and a thesis.

The Narrative Hook

You learned in Unit 1 that the **hook** in an essay is the part of the introduction—usually the first few sentences—that grabs readers’ attention. Hooks are especially important in narrative essays because they help set the stage for the story. The hook makes readers start guessing about what will happen next. Let’s look at the hook from Essay 8 that you will read in Activity 2.

I had never been more anxious in my life. I had just spent the last three endless hours trying to get to the airport so that I could travel home.

Does this hook make you want to know what happened to the narrator? The hook should make the reader ask *wh*- questions about the essay. You may have thought of questions like these when you read the preceding hook:

- Who is the narrator and why is he or she anxious?
- Where is the airport?
- What made the trip to the airport seem endless?
- Why is this person going home?

ACTIVITY 1 Identifying Hooks

Read the sentences below. Which three sentences would not be good hooks for a narrative essay? Put a ✓ next to these sentences. Be ready to explain why you think these sentences do not work well as hooks for narrative essays.

1. _____ The roar of race-car engines ripped through the blazing heat of the day.
2. _____ It was freezing on that sad December day.
3. _____ After my brother’s accident, I sat alone in the hospital waiting room.
4. _____ My friend and I should not have been walking home alone so late on that dark winter night.
5. _____ Whales are by far the largest marine mammals.
6. _____ She gave her friend a birthday gift.
7. _____ The gleaming snow lay over the treacherous mountain like a soft white blanket, making the terrain seem safe instead of deadly.
8. _____ The Russian dictionary that we use in our language class has 500 pages.
9. _____ Amber never expected to hear the deadly sound of a rattlesnake in her kitchen garden.
10. _____ A shot rang out in the silence of the night.

The Thesis

In most types of essays, the **thesis** states the main idea of the essay and tells what the organization of the information will be. However, in a narrative essay, the thesis introduces the action that begins in the first paragraph of the essay. Look at these example thesis statements:

Now, as I watched the bus driver set my luggage on the airport sidewalk, I realized that my frustration had only just begun.

I wanted my mother to watch me race down the steep hill, so I called out her name and then nudged my bike forward.

Because his pride would not allow him to apologize, Ken now had to fight the bully, and he was pretty sure that he would not win.

These thesis statements do not tell the reader what happens. They only introduce the action that will follow. The paragraphs in the body will develop the story.

The Body

The **body** of your narrative essay contains most of the plot—the supporting information. The action in the plot can be organized in many different ways. One way is **chronological** or time order. In this method, each paragraph gives more information about the story as it proceeds in time—the first paragraph usually describes the first event, the second paragraph describes the second event, and so on.

Transitional Sentences

In an essay with chronological organization, each paragraph ends with a **transitional sentence**. Transitional sentences have two purposes: (1) to signal the end of the action in one paragraph, and (2) to provide a link to the action of the next paragraph. These sentences are vital because they give your story unity and allow the reader to follow the action easily. The following example is from Essay 8 on page 43, Paragraphs 2 and 3. Notice how the ideas in the last sentence of Paragraph 2 (the transitional sentence, underlined) and the first sentence of Paragraph 3 (underlined) are connected.

2 This was my first visit to the international terminal of the airport, and nothing was familiar. I could not make sense of any of the signs. Where was the check-in counter? Where should I take my luggage? I had no idea where the immigration line was. I began to panic. What time was it? Where was my plane? I had to find help because I could not be late!

3 I tried to ask a passing businessman for help, but my words all came out wrong. He just scowled and walked away. What had happened? I had been in this country for a whole semester, and I could not even remember how to ask for directions. This was awful! Another bus arrived at the terminal, and the passengers stepped off carrying all sorts of luggage. Here was my chance! I could follow them to the right place, and I would not have to say a word.

The Conclusion

Like academic essays, narrative essays need to have concluding ideas. In the **conclusion**, you finish describing the action in the essay. The final sentence can have two functions:

1. It can deliver the **moral** of the story by telling the reader what the character(s) learned from the experience.
2. It can make a **prediction** or a **revelation** (disclosure of something that was not known before) about future actions that will happen as a result of the events in the story.

ACTIVITY 4 Adding Supporting Information

The following narrative essay is missing large parts of the story (supporting information in the body). As you read, add information that moves the story along. Be sure to write transition sentences at the end of Paragraphs 2, 3, and 4. If you need more space, use a separate piece of paper.

Essay 9

A Bad Day

1 I should never have deleted the chain letter e-mail from my computer. The letter clearly warned me that if I did, I would have one day of bad luck. Unlike my mother, I tend not to believe these types of things bringing bad luck: breaking a mirror, someone giving me the “evil eye,” or even opening an umbrella in the house. As a result, I got rid of this **superstitious** e-mail with one quick click of the mouse. That night, however, as I fell asleep, I had the uncomfortable feeling that something was not quite right.

2 When I woke up the next morning, I was surprised to find that I had overslept and would be late for work. As I rushed down the stairs to eat a quick breakfast, I **tripped** over my bag and _____

3 On my way to work, I decided to take a shortcut through an old part of town.

superstitious:
irrational, believing
in things that are not
based on science

to trip: to stumble or
fall



4 When I arrived at work, I found a note from my boss on my desk. She wanted to see me **right away**. I took a deep breath and walked into her office. As I stepped inside, I noticed a scowl on her face.

5 Finally, after a long and difficult day, I returned home to find that my air conditioner was broken. I could not take it anymore! It had been the worst day ever, and I did not want anything else to happen. I rushed to my computer, opened up my e-mail, and went directly to the deleted e-mail folder. I opened up the letter and reread the words: “Send ten copies of this e-mail to your friends, and you will have good luck for a year.” I put on my reading glasses and began scrolling through my list of e-mail contacts. They could take their chances, but I was not going to have any more bad luck!

right away:
immediately

Building Better Sentences: For further practice, go to Practice 9 on page 196 in Appendix 1.

PROCESS ANALYSIS ESSAY

Meeting 12 & 13

Writers use **process analysis paragraphs or essays** to explain the steps or stages in processes or procedures.

Process Analysis either explains how to do something or explains how something works

What to consider when writing a process analysis essay?

When developing a paragraph or essay through process analysis, you should keep the following points in mind:

1. What process are you trying to explain? Why is it important?
2. Who are the readers? What knowledge do they need to understand this process?
3. What skills/equipment are needed for this? Offer clear descriptions of any tools or materials needed to carry out the process.
4. How many steps are there in the process? Be sure to include all steps and arrange them in sequence.
5. Why is each step important? Explain why each step is necessary, and include warnings where appropriate.
6. Do any cautions need to be given? Include warnings where appropriate.
7. Does the process have definitions that need to be clarified? Define any terms that your readers may not be familiar with.
8. If needed, tell what should not be done or why something should be done.
9. Provide your readers with a way of determining whether or not the process has been carried out successfully.
10. Process papers can be written in the second person (you), but use the professor's instructions. If writing in second-person is not allowed, avoid its use.

A process paragraph begins with a topic sentence that names the topic and tells the reader to look for a process or procedure. Use words such as *steps*, *procedure*, *directions*, *suggestions*, and *instructions*.

You can teach your dog to fetch¹ in a very short time by following this procedure.

Making a pizza is easy if you follow these instructions.

Follow these steps to throw a Frisbee² accurately.

The supporting sentences are the steps and details about each step.

When your dog brings back the stick, praise him extravagantly.

The first step is to gather the ingredients you will need.

First, grip the edge of the Frisbee with all your fingers wrapped underneath the edge and your thumb along the top.

The concluding sentence can be the last step, or it can give the results.

At the end of the lesson, give your dog a nice treat for a job well done.

Now sit down and enjoy your delicious pizza.

Finally, make sure the Frisbee stays level while you throw.

Time Order Signals

Sentence Connectors	Others
<p>1. First, (Second, etc.) Then (no comma) Now (no comma) Next, Finally, After that, Meanwhile,</p>	<p>2. The first step . . . (no comma) The next step . . . (no comma) The final step . . . (no comma)</p> <p>3. After five minutes,</p> <p>4. After you take the pizza out of the oven,</p>
<p>1. First, preheat the oven to 500 degrees Fahrenheit. Then prepare the pizza sauce.</p> <p>2. The next step is to mix the pizza dough.</p> <p>3. After five minutes, check the pizza.</p> <p>4. After you take the pizza out of the oven, cut it into 8 pieces.</p>	

Example of Process Analysis Essay

STUDENT APATHY

In every school, while there are hardworking students, there are also lazy students who are not interested in anything about school. They just come to school, sit at the back of the class, talk and disturb the others. There may be some reasons for such behavior such as family, peer influence and financial problems.

The most common factor which influences the academic performance of students is family. If the parents are interested in how their child is doing at school, the student will be more interested in his lessons too. Educated parents generally show more interest in the academic performance of their children; however, this should be a practice common to all families not only to the educated ones. When the parents are not interested in the success or failure of their children, the child will not care about school or lessons, and will perform poorly.

In schools, the best-known students are the ones who do everything except for studying. They seem the coolest students at school and everybody admires their reputation. When the parents fail to show any interest in their children, they are likely to become one of those students who look cool but display no academic achievement. Because in these ages teenagers do not understand the importance of useful things, they do trivial things which seem really important among their peer group. Their only aim is to be well known at school and have a group. Studying lessons, then, is not one of the ways to become popular at school.

The most important factor for the lack of interest on part of a student is the financial situation of his family. There are some students, for example, who think even if they pass the university exam, their families will not be able to find the money needed for their education. Apart from this, some students have to work after school; as a result, they cannot concentrate on their studies. When the difficulty of the lessons is added to this list, school becomes a nightmare for these students.

It is possible to rescue these underachieving and academically uninterested students from this fate. The parents and the students themselves may be warned, or the government can give financial aid to these students. Maybe it is very difficult to completely solve this problem of student apathy and lack of motivation, but we can at least ameliorate it.

Topic suggestions for writing a process analysis essay

How to lose weight without losing your mind

How to choose a major

How to find the perfect roommate

How to kick a bad habit

How to overcome insomnia

How to avoid a nervous breakdown during exams

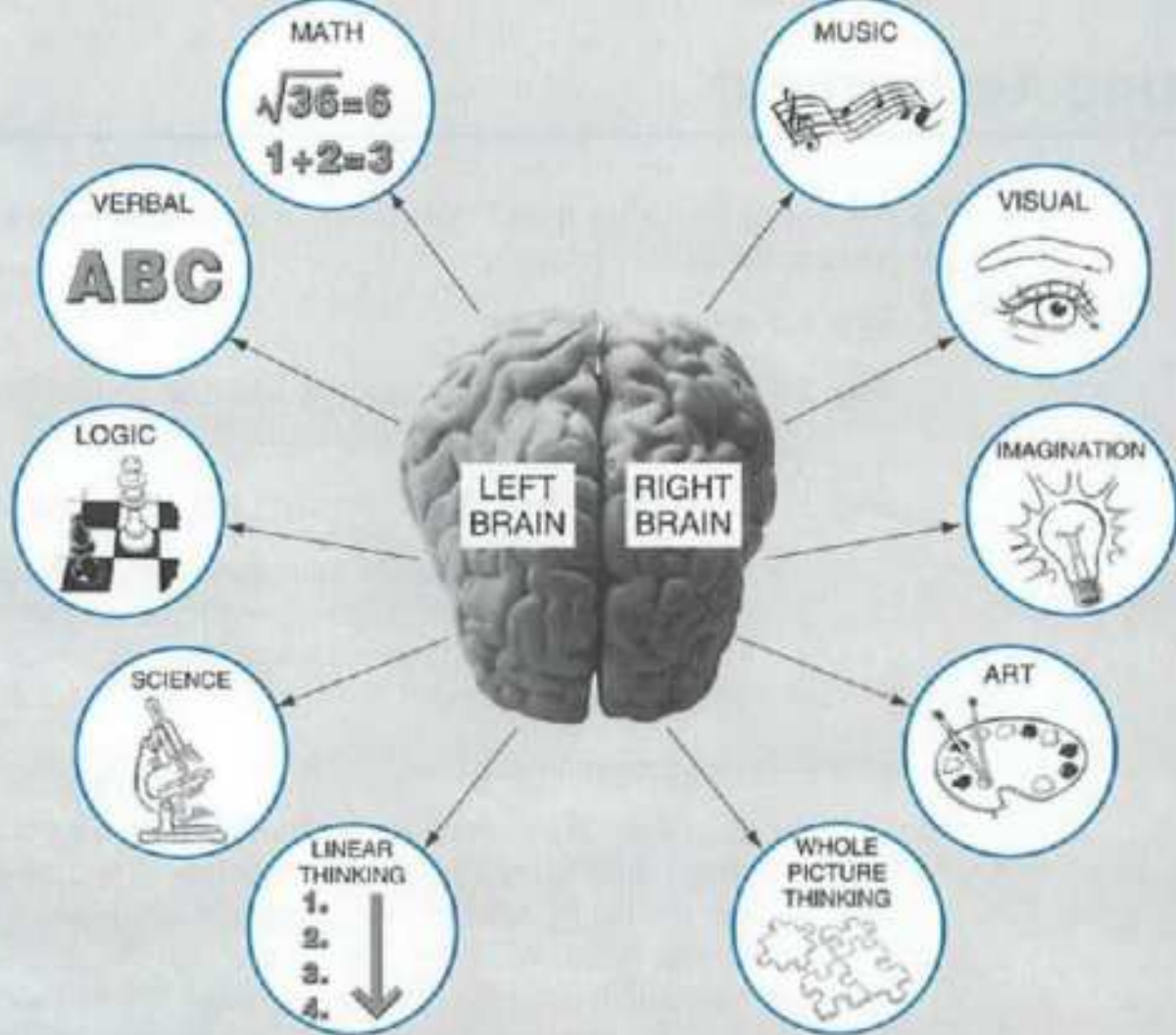
How to make the perfect brownies

How to bathe a cat

How to complain effectively

Comparison/Contrast Essay

Intensive Writing
Week 14 & 15



What is the purpose of comparison and contrast?

When we compare two (or more) things,
we tell what is similar about them.

When we contrast things, we tell what
is different about them.

Usually, the emphasis is on the differences,
but sometimes a paragraph describes both
similarities and differences.

Right Brain / Left Brain

¹The left and right sides of your brain process information in different ways. ²The left side is logical, rational, linear, and verbal. ³The right side, on the other hand, processes information intuitively, ¹ emotionally, creatively, and visually. ⁴Left brains think in words, whereas right brains think in pictures. ⁵People who depend more on the left side of their brain are list makers and analysts. ⁶They are detailed, careful, and organized. ⁷In contrast, right-brained people are visual, intuitive, and sensual. ⁸When a left-brained person has to make an important decision, he or she makes a mental list of all the factors involved and arrives at a decision only after careful analysis. ⁹When a right-brained person has to make the same decision, on the other hand, he or she is more likely to base it on intuition and feelings. ¹⁰For example, a left-brained automobile shopper will consider a car's cost, fuel efficiency, and resale value, whereas a right-brained shopper bases a decision on how shiny the chrome is, how soft the seats are, and how smoothly the car drives. ¹¹Of course, no one is 100 percent left-brained or 100 percent right-brained. ¹²Although one side may be stronger, both sides normally work together.

Instruction : Read the essay sample entitled '*Great Expectations*: Novel vs. Movie'

Writing Model

Great Expectations: Novel vs. Movie

In 1946, David Lean made a movie version of Charles Dickens's novel *Great Expectations*. Both the book and the movie are set in England and tell the story of a young apprentice named Pip. In both versions, a mysterious and unnamed supporter gives Pip money so he can become a gentleman in London. Throughout the film version of *Great Expectations*, what happens to Pip is very similar to what happens to him in Dickens's novel. However, the movie is different from the book because it leaves out certain characters, is told mostly through dialogue instead of narration, and ends in a different way.

The novel *Great Expectations* has many characters, unlike the movie. For example, in the novel a menacing man named Orlick works in the forge where Pip is apprenticed. Later in the story, Orlick attempts to kill both Pip and his sister. In contrast, Orlick is not present in the movie version. Another major character, Pip's tutor in London, is also missing from the movie. The characters that are included in the movie version often have shortened story lines. For example, the movie leaves out details about Pip's friend Mr. Pocket, such as what he does for a living and his fiancé. These missing or changed characters make the movie less appealing and entertaining than the novel. In the novel, the reader discovers many strange and different characters and learns about each character's background. The movie is more focused on a single story line.

Introduction that provides background information

Clear thesis that compares two subjects and focuses on three features

Body uses point-by-point organization.

Feature 1: Characters

Transition to signal contrast

Another difference between the movie and the book version of *Great Expectations* is the narration. Dickens wrote the novel from Pip's point of view. As a narrator, Pip often spends pages describing his thoughts and feelings. For instance, he describes in detail his love for Estella. He reveals how he feels ashamed about his snobishness toward his old friend Joe, and he talks about his shock when he discovers his benefactor's identity. John Mills, who plays Pip in the movie, uses his actions and dialogue to reveal Pip's thoughts. In addition, there are voiceovers, such as when Pip explains something or repeats what a character said earlier in the movie. While these elements help the audience know about Pip's character, Pip's feelings in the movie are still not as clear as they are in the book.

The ending of the movie version of *Great Expectations* is the most significant difference from the book. Although parts of the novel are left out of the movie, Pip and Estella's stories are not changed much until the ending. In the novel, Estella gets married and never finds out who her parents are. Pip and Estella's last conversation is in Miss Havisham's house. Near the end of the movie, Pip and Estella also talk to each other in Miss Havisham's house, but what they say to each other is very different from the conversation in the novel. Also, Estella finds out who her parents are but does not get married.

Except for the ending, the main story line of the movie *Great Expectations* is very similar to that of the novel. While the number of characters, the type of narration, and the ending differ, the theme remains the same. In the end, Pip learns that the best people can come from poor circumstances. In both versions, he finally comes to value kindness more than wealth.

Feature 2: Narration

Specific details support the topic of the paragraph.

Feature 3: The ending

Conclusion that restates the thesis and adds something new to the essay.

Essay Organization

Block Organization

In **block organization**, you group all the similarities together in one block and all the differences together in one block. Both model paragraphs use block organization.

all similarities

all differences

Point-by-Point Organization

In **point-by-point organization**, you write about similarities and differences by subtopic. For example, if you are comparing and contrasting several wireless telephone plans, you might compare and contrast them on these subtopics:

cost of telephone
(similarities and differences)

monthly rate
(similarities and differences)

length of contract
(similarities and differences)

reliability of service
(similarities and differences)

If you have a lot to say about each subtopic, you may need to write a separate paragraph for each one.

The pattern of organization you choose depends on your topic. Also, whether you discuss more similarities or more differences (or both) depends on your topic.

A topic sentence for a comparison/contrast paragraph should name the topic and also indicate comparison/contrast organization.

The left and right sides of your brain process information in different ways.

When buying wireless telephone service, you should compare different plans on four points.

A concluding sentence for a comparison/contrast paragraph may repeat the main idea.

The hiring decision is difficult because both applicants are so similar.

A concluding sentence may also make a recommendation.

However, JX would be the better choice for the receptionist job because of her experience with patient contact and preference for working with other staff.

In my opinion, the TeleVox telephone is the best choice for our company.

Comparison & Contrast Signals

Comparison Signals

Following is a chart of the words and phrases that show similarities. (*Note: The numbers correspond to the numbered examples below the chart.*)

Sentence Connectors	Coordinating Conjunctions	Subordinating Conjunctions	Others	Paired Conjunctions
1. similarly likewise 1a. also 1b. too	2. and . . . (too)	3. as just as	4. similar equal the same 4a. similar to equal to (just) like the same as 4b. equally	5. both . . . and not only . . . but also

Contrast Signals

Contrast signals point out differences.

Sentence Connectors	Coordinating Conjunctions	Subordinating Conjunctions	Others
1. in contrast on the other hand however	2. but 2a. yet	3. while whereas 3a. although even though though	4. different(ly) from unlike 5. differ (from) (in)

Practice

B. Write contrast sentences using the given information. Use a coordinating conjunction, a subordinating conjunction, and a sentence connector.

1. Mary likes to go out at night. Jin prefers quiet evenings at home.

a. Mary likes to go out at night, but Jin prefers quiet evenings at home.

b. Mary likes to go out at night, whereas Jin prefers quiet evenings at home.

c. Mary likes to go out at night. However, Jin prefers quiet evenings at home.

2. Fresh fruits and vegetables taste delicious. Canned ones are tasteless.

a. _____

b. _____

c. _____

(continued on next page)

3. Eating well and exercising will keep you in good health. Exercising by itself will not.

a. _____

b. _____

c. _____

4. A university has a graduate school. A college usually does not.

a. _____

b. _____

c. _____

5. Marco will go to college on a full scholarship. Peter will have to work part time.

a. _____

b. _____

c. _____

6. Medical care is free in Canada. People must pay for it in the United States.

a. _____

b. _____

c. _____

Writing Activity

A. Choose one of these following topics. You can also choose your own topic.

1. Living at home and living away from home
2. High school and college or university
3. Two classes, two teachers, two restaurants, etc.

B. Follow these steps.

1. Brainstorm the ideas (Hint: Make 2 columns to list the similarities in the first column and the differences in the second column).
2. Choose the essay organization (point-by-point or block organization).
3. Brainstorm for specific supporting details.
4. Make an outline. See the previous sample to guide you.
5. Write your rough draft. Use the correct transition signals.
6. Revise your rough draft with your peers.

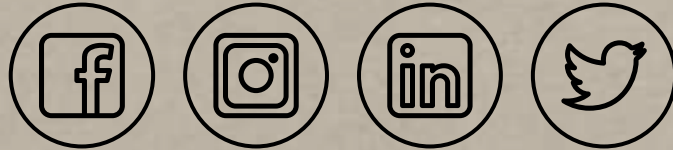
Thanks!

Do you have any questions?

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