

# *Patterns for Success*

*Taking the Mystery Out of Basic Composition*

*Rosaline L. Fung & Raymond F. Pike*

San Joaquin Delta College

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# *Patterns for Success*

*Taking the Mystery Out of Basic Composition*

*Rosaline L. Fung & Raymond F. Pike*

*Patterns for Success*  
is dedicated  
to the students  
who have the ambition and diligence  
to perfect their English language skills  
and to the instructors  
who have the patience and willingness  
to help them.

The stylized figure in the center of the *Patterns for Success* logo is the Chinese ideograph for *victory*. We think of it as victory over the fear, frustration, and confusion often associated with learning to write. Victory over those mysteries is our pattern for success.

## PREFACE

### TO THE TEACHER

*Patterns for Success: Taking the Mystery Out of Basic Composition* defines its place among the mass of books on composition by clearly singling out its audience on the basis of performance rather than grade level. This book introduces the one-paragraph composition and the short essay without assuming the students know anything at all about writing them. We assume only that the students have adequately mastered the fundamentals of the English sentence. (For those who haven't, the four-volume series *Patterns for Success: Taking the Mystery Out of Writing Sentences* might be a better starting point.) The students we're talking to are those who simply don't know what the process of composition entails or what its goal is. In short, we are seriously "back to the basics" — to the beginning. We ask nothing of our students except basic sentence mastery and the motivation to work toward true literacy — the ability to express their thoughts, feelings, and judgments in writing.

Our audience for *Patterns for Success*, then, includes students in the dark about the traditional patterns of composition and the thought processes that lead to fulfilling those patterns. They may be youthful indifferent readers whose input comes largely from television and the internet, adults who missed out on literacy in education, second-language students trying to assimilate a new language and thought patterns, or others who have misunderstood or mislaid their knowledge of composition. Of these inadequately prepared students, those who still preserve the desire to communicate in writing are our audience. Motivation is crucial, for no one can honestly pretend that thinking the good thoughts and writing them down clearly and effectively is easy. Sincere effort and willingness to change for the better are as necessary here as in learning a purely physical skill like swimming.

*Patterns for Success*, however, clarifies and organizes the ordeal so it does indeed seem possible even for the complete novice. Our book aims to provide a crash course in fundamental paragraph and essay patterns and a repeatable method for achieving these patterns. Beneath the intensive practice of this method, of course, is the building of habits of thought and expression that will lead to greater success in writing and — by extension — in reading as well. The patterns are repeated to build as rapidly as possible a familiarity with effective forms. The step-by-step approach is designed to develop an easily learned, easily operated way of writing that diminishes fear of failure and keeps students always aware of where they are in the process and what must be done next. The mystery of writing is reduced to the minimum in favor of clear, direct, conventional expressions that will work in an academic, professional, or business environment. Our goal is that students who were once fearful, confused, or uncertain be able to create basically clear and effective compositions on demand.

Our system is based on a belief that nearly all students can easily acquire basic writing skills if they know what to do and how to do it. Of course, this knowledge must be used repeatedly. A friendly and qualified audience — the teacher, tutor, parent, or friend — is helpful, too, but the book includes systems of models, planning sheets, and self-evaluation that make success possible for do-it-yourselfers working on their own.

It will be immediately apparent to any experienced teacher that the patterns we teach and the thought processes that produce them are not new. We can pursue them into the far dusty history of rhetoric and pedagogy. Though they are not new, the problem is that these key patterns and thought processes are not known to our target audience. To overcome this ignorance and the fear and frustration that usually accompany it, each volume in the *Patterns for Success* series provides practical solutions to writing problems.

Each volume is based on clear, workable, confidence-building, easy-to-implement strategies of teaching and learning. The students can perceive in our methods and materials the constant presence of a helpful hand. Our students are not permitted to feel lost or disoriented. Our custom-tailored forms, consistent system, and helpful notes provide the equivalent of a computerized map that always tells them where they are and what direction to take to get to their goal.

In this volume, *Taking the Mystery Out of Basic Composition*, we begin with the one-paragraph composition developed in a variety of ways and then move on to the five-paragraph essay which is simply the same logical pattern expanded to contain a more detailed development. It is a reasonable and natural progression. The subject matter for our clear and specific writing assignments is selected to reflect the normal general knowledge and common experience of our students without demanding special study or data collection. That comes later. Thus, our students do not have to invent their own subjects, their own system of writing, or their own rhetorical patterns. In creating our teaching strategies, we have tried to revisit in memory our own early struggles with basic writing. We try to put ourselves as fully as possible in our students' place. We hope they sense a constant friendly voice or guide as they work through this series of compositions. We believe the user-friendly tone of our commentary will promote that feeling. Further, our special composition-building forms provide adequate detailed direction so that the students need only adhere to the system and recreate the patterns. This method throws their creative emphasis on what they wish to say rather than how to say it. With sufficient practice, the system and patterns become natural and confidence building. We can overcome that crippling fear of writing that stems from unfamiliarity and uncertainty. Our students come to know what to do and how to do it. This knowledge breeds confidence in the system and finally self-confidence as writers.

Some teachers worry that too much prescription stifles creativity. But there is little danger of that. Language is by nature repetitive — without consistent meanings and repeated structures communication would be confusing and elementary. Mastering the intricate formal restraints of the sonnet did not in any way dim the radiance of Shakespeare, Milton, or Keats. As it works for the masters, so it works for the beginner. Mastery of the form and system leads to freedom to express what may have been held within the confines of ignorance or fear. Further, students are encouraged to be as creative as possible in their selection and development of subject matter. The form will make their composition understandable no matter how far out their ideas may range. And our repeated problem-solving patterns will help them express themselves clearly even when their grasp of the subject is marginal. We are supplying a remedy for the writing problems of students for whom writing is a tangled mystery. Following our system through to its goal of a conventional and efficient pattern will lead these students from mystery towards mastery. And their freedom from frustration and uncertainty should, in fact, lead to the increased creativity of writers who know they can put their experience into print and be read.

Finally, we are instructors of lengthy experience in teaching composition from high school into the first years of college. We have taken it as the lesson of our experience not only to aid the student but also to give our often overworked colleagues a break. All the key elements of our approach make the writing teachers' work easier. The instructors, as well as the student writers, know exactly where everything should be and how it should be done. Our planning and composition building forms help the teachers lead the students to a dependable result within a predictable structure. Further, the self-evaluation forms and cues are designed to help students edit out the majority of their

language errors. Again, the composition builders, the under-the-line guides, and the sample compositions simplify the process of evaluation. They tend to prevent the worst sorts of linguistic entanglements that, in midnight hours, wrench the caffeine-scoured stomachs of writing teachers hemmed in by stacks of unread compositions. The sentence-by-sentence approach to composition tends to diminish the common sentence punctuation errors and the mangled and convoluted mixed structures so common in basic composition. In fact, the Paragraph and Essay Evaluators can serve as tailor-made gradesheets for each composition.

Unfortunately, we have not yet invented the self-grading composition. With our program, however, teachers will spend much more time savoring the unique subject matter brought forth by their students because it will be in a recognizable package and in a recognizable sequence. Instructors can concentrate on what the writers are saying, not on their failure to get it into a traditional form. The system has worked for us over the years and has produced excellent results in standardized performance tests. Graduate students interning with us have expressed pleasure in learning at last a practical method of writing. We are confident it will work for you as well.

## TO THE STUDENT

*Patterns for Success: Taking the Mystery Out of Basic Composition* provides a proven method of learning to write efficiently no matter how little you know about writing or how hopeless or confusing it may seem to you at the beginning. Believing that may require an act of faith on your part, but it's well worth a try. The patterns are traditional, and the system has been proven to work. Our innovative strategies for learning will provide guidance at every point in the composition process. You will never feel lost or confused as you write your compositions. That's the good news.

It would be dishonest, however, not to say that this program requires a great deal of concentration and hard work from those who wish to succeed. This is not like buying a new hat where you pay and put it on. We are talking about the heart of education here, changing yourself for the better. If you accept the challenge and give your best effort to each of the many writing assignments in our program, you will be a different person at the end. You will improve not only your ability to meet a writing assignment with confidence, but you will also be a better reader, a clearer thinker, and a better judge of other people's thinking and writing. You will be standing on a solid foundation of English expression that can lead to successful communication in education, business, and everyday living. But how much of the possible benefit you obtain depends on your motivation and your efforts. You are the boss, for only you can bring about these changes in your life.

Our program is traditional, orderly, and practical. The strategies we employ have been proven effective in writing labs and classrooms for many years. Our many years of teaching experience have helped us to make the system as efficient and as easy to use as possible. Our clear, specific assignments, Paragraph and Essay Builders, and Paragraph and Essay Evaluators are our attempt to walk beside you every step of the way. We have written the book from the point of view that we are all students learning to write together. We have done our best to share our hard-earned experience with you, for no one wants you to be victorious and successful more than we do.

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# Part I -

# The Paragraph

## INTRODUCTION

The goal of Part One of *Patterns for Success: Taking the Mystery Out of Basic Composition* is to take the mystery out of the basic one-paragraph composition, a paragraph that stands by itself as a unified, orderly and coherent piece of writing. If the paragraph is unified, orderly, and coherent, it will be the clear, understandable composition we are trying to create. A look at each of these important qualities will be useful.

Don't expect to understand everything all at once. The concepts will be explained and used again and again.

First, a paragraph must be unified. That means it is based on a single, dominant comment made about a subject. It can be very simple, such as "Tom is a jerk!" Or it can be quite complex, such as "A look at the variety of comic strips in an average daily newspaper emphasizes how difficult it is to understand what people think of as funny." Both of these statements could be developed at length as single-paragraph compositions. The first would expand on what makes Tom a jerk, and the second would explain the difficulty of defining funny as in "funny papers." Everything in each paragraph would be directly related to showing or demonstrating in some way the truth of that single unifying sentence we call the *topic sentence*. It is the main idea, the defining idea, of the one-paragraph composition. If we stick to the limits of the topic sentence, we will have a unified paragraph. Its main thought and content will have one purpose. Their unity promotes clear expression and leads to ease of reading.

Second, an effective paragraph will have an easily understood traditional order. The old saying that describes any traditional composition goes like this: "First you tell them what you're going to tell them, then you tell them, and then you tell them what you've told them." The saying is amusing but true. First, the topic sentence gives our main idea, then our points of development show how that idea is true, and last the restated topic sentence reminds the reader of our main idea and gives a sense of completion. This order is as old as the hills, but our readers love those familiar hills. They see the path of our thought clearly and do not lose their way.

Finally, the effective composition is coherent. That is, all the parts clearly stick together. A coherent essay is easy to follow as the writer moves from point to point. Coherence is accomplished through orderly thought, repetition of key words and phrases, and the use of transitional word signals like *first*, *second*, *last*, and so on. Again, a coherent composition is easy to read because the writer provides a sign at every turn of thought. Thus, in order to be clear and understandable, our composition needs to be unified, orderly, and coherent.

To achieve these necessary characteristics, we must think and write according to familiar patterns and follow an efficient system. The standard pattern shows us what form our composition must take, and the repeatable system shows us how to create the pattern. Knowing the pattern and the system will help us work efficiently and build our confidence in what we are doing. Our overall goal is that we will always know what to do next and how that step fits into the overall pattern.

Let's look at the basic paragraph pattern first and then glance at the system that helps us achieve that pattern.

We shouldn't be surprised that some concepts seem to be coming back again and again. Repetition promotes understanding and learning.

## THE PATTERN

Though we will learn many ways to develop a paragraph, the basic pattern will remain the same. It is the foundation or model that will make writing paragraphs as simple as possible.

Now, let's look at the basic pattern of the paragraph — keeping in mind that our paragraphs will stand by themselves and not be part of a larger composition.

These three parts represent a conventional paragraph pattern:

- the topic sentence, including any organizing or explanatory sentence
- the body, including supporting points with their details and examples
- the concluding sentence.

These three parts represent a conventional thought pattern:

- a general thought (observation, evaluation, judgment, insight) about a subject
- specific points developed with specific details and illustration that show how the general thought can be seen in familiar experience
- a return to the general thought for emphasis and finality.

The notes on the following sample paragraph identify each of these parts of the traditional paragraph. Using this pattern, we will be taking advantage of our reader's familiarity with the form, which promotes easy acceptance of the flow of thought.

## A SAMPLE PARAGRAPH

A one-paragraph composition has three parts: the topic sentence, the body of supporting points, and the concluding sentence. It looks like this:

The topic sentence introduces the subject and tells the reader what we will say about it.

The supporting points in the body prove or explain the topic sentence.

The concluding sentence restates the topic sentence.

*My favorite shopping mall is Pacific Mall. It has three appealing qualities. First, Pacific Mall is comfortable. It is enclosed and air conditioned, so it is pleasant to be in all year long. The staff keeps the public areas spotless. The bright lighting shows all the displays very well. There are even benches to sit on when I get tired. I feel good just being there. Next, my favorite mall has a variety of shops. There are big department stores like Macy's and Sears, and there are specialty shops such as shoe stores, jewelry stores, and book stores. There are also many kinds of restaurants and food bars. At Pacific Mall I can find almost anything I need. Finally, Pacific Mall is really attractive. I love the fancy glassed-in entrances. The inside walkways have shiny tiles, and all the shops have colorful window displays and colored lights. The air is filled with good music and the smell of many kinds of delicious food. It's just a wonderful place. In all these ways, Pacific Mall is my favorite place to shop.*

The one-paragraph composition is useful to us as a learning tool, the step beyond writing simple sentences to using a group of sentences together as a meaningful unit of expression. But once mastered, the one-paragraph composition can be a useful form in school, business, or personal life. In school, one-paragraph compositions are used in different ways — as test answers, brief summaries, short evaluations, book reviews, and many more. In business, one-paragraph compositions are often used as inter-office communications or memos, evaluations or descriptions of goods, properties, or services. In personal life, one-paragraph compositions are useful as journal entries, directions to family members, brief letters, and similar writing. In this way, we are taking a step forward in our experience as writers and at the same time learning a very useful pattern of expression, the one-paragraph composition.

## THE SYSTEM

The writing system in *Patterns for Success: Taking the Mystery Out of Basic Composition*, like the paragraph pattern, remains the same from assignment to assignment. Though we explore several methods of paragraph development, the same system adapts to them all. Our system is a step-by-step sequence of things to do that are built into our Paragraph Builder form. When we complete the Paragraph Builder, we will have accomplished the following list of jobs and completed a first draft of the assigned paragraph.

- **reading** the assignment
- **analyzing** the assignment
  - identifying the subject
  - determining the assigned tasks
  - thinking over the problem and choosing a specific subject, points of development, details, images, and examples
- **writing** the Paragraph Builder
  - topic sentence
  - organizing sentence
  - supporting points with transitions
  - development of each point
  - concluding sentence
- **editing** the draft by correcting, combining, and expanding sentences
- **writing and proofreading** the final copy.

The Paragraph Builder with its under-the-line directions will lead us from one step to another without uncertainty or confusion. When we feel uncertain about what to do next, we can put our faith in the Paragraph Builder and in the under-the-line guides. They will lead us to our goals of an effective paragraph.

# Description

A descriptive paragraph contains specific details, images, and examples to create a word picture of its subject. With all these specifics, we need a way to give the paragraph unity or singleness of effect. We achieve that oneness by deciding at the beginning what single overall effect or unifying impression we get from the subject. In short, we first write a topic sentence that expresses that single overall impression of the subject. This sentence comes first and tells the reader what will be shown in the paragraph. When we have expressed our unifying impression, we know that every supporting point we choose must clearly help to establish and further that impression. When the relevant supporting points have been chosen, we know that every specific fact, detail, image, or example we use to develop the supporting points must help to establish those points. Thus, all supporting points and all specific development relate clearly to the topic sentence, establishing an orderly thought chain. Coherence is also provided by appropriate and helpful transitional expressions. In the concluding sentence of the one-paragraph description, the unifying impression is restated, linking both ends of the thought chain into a coherent whole.

What may seem complicated now will be simplified as we work out the following Paragraph Builder.

## THE DESCRIPTIVE PARAGRAPH

In *Patterns for Success: Taking the Mystery Out of Basic Composition*, every composition is written in response to a specific assignment. Each assignment appears at the beginning of a special form called the Paragraph Builder. The Paragraph Builder leads us step-by-step from the analysis of the assignment to the concluding sentence of the paragraph. Let's work through an example together, one part at a time. When we have finished all sections, we will be looking at a completed Paragraph Builder, which is also the first draft of a paragraph.

### PARAGRAPH ASSIGNMENT

We all have met unusual people in our lives. Write a paragraph describing an unusual person you know. Describe three characteristics that make that person seem unusual. Use specific details and examples to illustrate the three unusual characteristics.

First, we must read and analyze the Paragraph Assignment. A careful reading will allow us to complete the Assignment Analysis below. We should note that all the information needed to start thinking about our paragraph moves right from the Paragraph Assignment into the Assignment Analysis.

### ASSIGNMENT ANALYSIS

Subject: An unusual person I know

- Tasks:
1. Choose the person.
  2. Describe three characteristics that make that person unusual.
  3. Use specific details and examples.

Next, we should be guided by the unifying impression in choosing a specific person to write about. In this case, the unifying impression is the adjective *unusual*. We now need to choose an *unusual person* to write about. In this example, we have chosen Charlie Hanson as the subject for reasons we will soon express.

Having chosen Charlie Hanson as our specific subject, we can write our topic sentence and organizing sentence following the guides under the line.

**TOPIC SENTENCE**

*My friend Charlie Hanson is an unusual old man.*

SPECIFIC SUBJECT + TO BE + UNIFYING IMPRESSION

**ORGANIZING SENTENCE**

*He has three unusual characteristics.*

SUBJECT + VERB + ORGANIZER

After writing the topic sentence and the organizing sentence, we choose three characteristics that will show how the specific subject reveals the unifying impression. In this case, we must show how Charlie Hanson is unusual. The characteristics chosen are his unusual body, his unusual clothing, and his unusual face. Once we have chosen the three characteristics, we can write the three point sentences that support the unifying impression *unusual*.

**FIRST SUPPORTING POINT**

*To begin with, Charlie's body is worn by age.*

TRANSITION + SPECIFIC SUBJECT + TO BE + CHARACTERISTIC

**SECOND SUPPORTING POINT**

*Next, Charlie's clothes are really strange.*

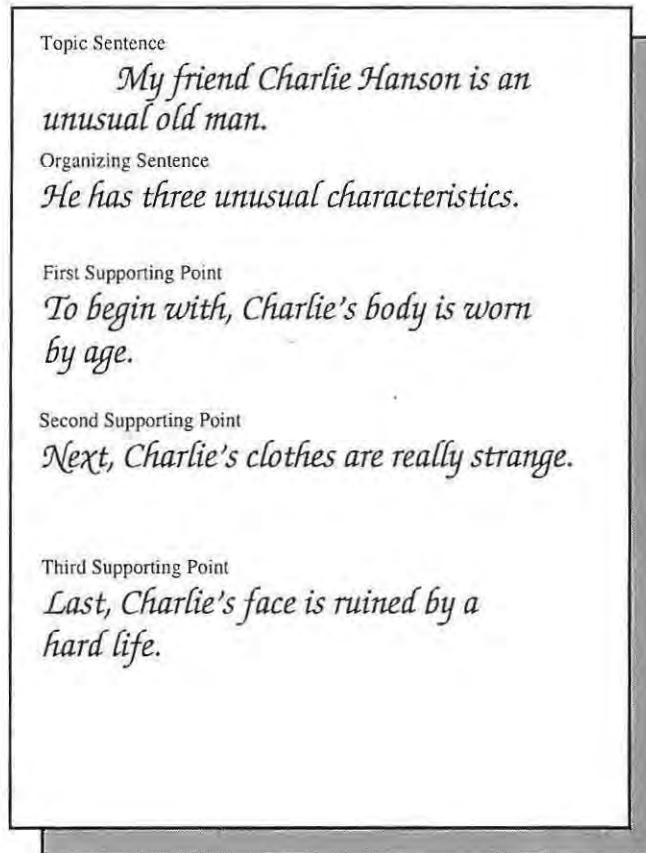
TRANSITION + SPECIFIC SUBJECT + TO BE + CHARACTERISTIC

**THIRD SUPPORTING POINT**

Last, Charlie's face is ruined by a hard life.

TRANSITION + SPECIFIC SUBJECT + TO BE + CHARACTERISTIC

We can recognize that in writing the topic sentence, the organizing sentence, and the supporting point sentences, we have created a sentence outline of our descriptive paragraph. The difficult work of choosing the subject, the unusual characteristics for the supporting points, and the order of development has been completed as illustrated in the following graphic.



To provide practice in these crucial thinking and planning steps, we have provided additional assignments at the end of this unit. But now we must continue with the descriptive Paragraph Builder.

The three supporting point sentences we have just written now need to be developed and expanded. We will use details, images, and examples from our experience. For the first supporting point, the unifying characteristic is Charlie's worn-out body. The next four sentences as shown provide specific details, images, and examples that illustrate the first supporting point. These four sentences must show clearly why or how Charlie's body is worn by age. To do this, we show his shrunken shape and his worn-out hands and legs. Sentence 6 restates the unifying impression of this point.

#### FIRST SUPPORTING POINT

- 1 To begin with, Charlie's body is worn by age.

TRANSITION + SPECIFIC SUBJECT + TO BE + CHARACTERISTIC

- 2 He is bent over by years of hard work.

Details, images, and examples of the characteristic

- 3 His hands are lumpy from arthritis.

More details, images, and examples of the characteristic

- 4 His crooked legs are always stuck in ancient rubber boots.

More details, images, and examples of the characteristic

- 5 He moves slowly because his knees hurt.

More details, images, and examples of the characteristic

- 6 His body looks completely broken down and worn out.

Results of, effects of, or importance of the point

Our second supporting point sentence calls attention to the strangeness of Charlie's clothes. So the next four sentences get specific about Charlie's costume — the greasy cap, floppy coat, baggy pants, and dirty, faded shirt. All these word

pictures reinforce the impression of strangeness. And the final sentence in this point declares that Charlie's clothes are weird enough to be unforgettable.

We should note that each sentence of each supporting point follows the directions of the under-the-line guides. We should also note that the Paragraph Builder is set up to deal with one sentence at a time to simplify our task. First, by writing each sentence in its allotted space, we can eliminate unnecessary errors caused by our inability to see the sentence as a distinct unit. Second, if we do make errors in this draft, we can easily identify them for editing when each sentence in the draft still stands as a separate unit.

#### SECOND SUPPORTING POINT

- 1 Next, Charlie's clothes are really strange.

TRANSITION + SPECIFIC SUBJECT + TO BE + CHARACTERISTIC

- 2 They seem always stiff with dirt.

Details, images, and examples of the characteristic

- 3 His old tweed cap is shiny with grease.

More details, images, and examples of the characteristic

- 4 His floppy coat and soiled pants never match.

More details, images, and examples of the characteristic

- 5 His dirt-spotted flannel shirt is always buttoned up to the top.

More details, images, and examples of the characteristic

- 6 I can't remember seeing Charlie without his weird outfit.

Results of, effects of, or importance of the point

Our third and last point sentence declares that Charlie's face is "ruined by a hard life." Therefore, the next four sentences must show aspects of the ruined face. They reveal loose, red skin, rubbery lips, yellowed teeth, and bleary eyes. Finally, the last sentence shows that the impression given by the ruined face is sadness.

### THIRD SUPPORTING POINT

- 1 Last, Charlie's face is ruined by a hard life.

TRANSITION + SPECIFIC SUBJECT + TO BE + CHARACTERISTIC

- 2 His red skin hangs loosely from his cheek bones.

Details, images, and examples of the characteristic

- 3 His rubbery lips are always wet and hanging open.

More details, images, and examples of the characteristic

- 4 His rotten teeth are yellow-brown from years of smoking.

More details, images, and examples of the characteristic

- 5 His pale blue eyes are bleary from heavy drinking.

More details, images, and examples of the characteristic

- 6 Charlie's battered face always shows a great sadness.

Results of, effects of, or importance of the point

Following the under-the-line suggestions in this way can always lead us to an efficient supporting point. Writing each sentence as a distinct unit will assist in the proofreading and combining that come later.

A descriptive one-paragraph composition, like any composition, needs a conclusion to bring attention back to its unifying impression and to provide a sense of closure, like the words *The End* at the finish of a movie. To supply this unifying

emphasis and finality, we must write a sentence that restates the topic sentence — though sometimes in different words. It aids coherence to begin this sentence with a closing transition like *thus* or *then*. In the paragraph on Charlie Hanson, we have chosen to use *In all these ways* as the closing transition. Following the under-the-line guides will help us form such a concluding sentence.

**CONCLUDING SENTENCE**

*In all these ways, Charlie Hanson is an unusual old man.*

CLOSING TRANSITION + SPECIFIC SUBJECT + TO BE + UNIFYING IMPRESSION

The Paragraph Builder has led us to create the draft of a unified, well developed one-paragraph composition. Now we can improve the sentences in the Paragraph Builder by expanding, combining, and editing, if needed. We should notice that in the completed Paragraph Builder, some sentences have been combined in each supporting point. What we have to do in this phase of writing the paragraph is explained in the section called Evaluating and Editing beginning on page 19. The Paragraph Evaluator and Paragraph Editor will also help us check and improve our work in several ways to promote clarity, correctness, and sentence variety.

On the next two pages, what we have written section by section will appear as a completed Paragraph Builder. We can see that we have, in essence, created an effective descriptive paragraph. Editing and sentence combining as illustrated in the Paragraph Builder will help us improve the flow of thought and promote sentence variety.

## SAMPLE PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT**

We all have met unusual people in our lives. Write a paragraph describing an unusual person you know. Describe three characteristics that make that person seem unusual. Use specific details and examples to illustrate those characteristics.

**ASSIGNMENT ANALYSIS**

**Subject:** An unusual person I know

**Tasks:** 1. Choose the person.

2. Describe three characteristics that make that person unusual.

3. Use specific details and examples.

**TOPIC SENTENCE**

My friend Charlie Hanson is an unusual old man.

SPECIFIC SUBJECT + TO BE + UNIFYING IMPRESSION

**ORGANIZING SENTENCE**

He has three unusual characteristics.

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

1 To begin with, Charlie's body is worn by age.

TRANSITION + SPECIFIC SUBJECT + TO BE + CHARACTERISTIC

2 He is bent over by years of hard work.

Details, images, and examples of the characteristic

3 His hands are lumpy from arthritis. ~~and~~

More details, images, and examples of the characteristic

4 His crooked legs are always stuck in ancient rubber boots.

More details, images, and examples of the characteristic

5 He moves slowly because his knees hurt.

More details, images, and examples of the characteristic

6 His body looks completely broken down and worn out.

Results of, effects of, or importance of the point

## SAMPLE PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

- 1 Next, Charlie's clothes are really strange.

TRANSITION + SPECIFIC SUBJECT + TO BE + CHARACTERISTIC

- 2 They seem always stiff with dirt.

Details, images, and examples of the characteristic

- 3 His old tweed cap is shiny with grease.

More details, images, and examples of the characteristic

- 4 His floppy coat and soiled pants never match.

More details, images, and examples of the characteristic

- 5 His dirt-spotted flannel shirt is always buttoned up to the top.

More details, images, and examples of the characteristic

- 6 I can't remember seeing Charlie without his weird outfit.

Results of, effects of, or importance of the point

## THIRD SUPPORTING POINT

- 1 Last, Charlie's face is ruined by a hard life.

TRANSITION + SPECIFIC SUBJECT + TO BE + CHARACTERISTIC

- 2 His red skin hangs loosely from his cheek bones.

Details, images, and examples of the characteristic

- 3 His rubbery lips are always wet and hanging open.

More details, images, and examples of the characteristic

- 4 His rotten teeth are yellow-brown from years of smoking.

More details, images, and examples of the characteristic

- 5 His pale blue eyes are bleary from heavy drinking.

More details, images, and examples of the characteristic

- 6 Charlie's battered face always shows a great sadness.

Results of, effects of, or importance of the point

## CONCLUDING SENTENCE

- In all these ways, Charlie Hanson is an unusual old man.

CLOSING TRANSITION + SPECIFIC SUBJECT + TO BE + UNIFYING IMPRESSION

At intervals through our exploration of the one-paragraph composition, we will find brief treatments of common problems in grammar and mechanics that may aid us in the process of composing and editing. All Editing Tips and their topics are listed in the Contents, page xiv. Each Rule of Thumb describes the regular usage, not irregularities or exceptions.

## EDITING TIPS

### SUBJECT-VERB AGREEMENT

A subject and its verb must agree in number. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural. To make subjects and verbs agree, we must be able to do the following: First, we must identify which word or group of words functions as the subject and whether it is singular or plural. Next, we must identify which word acts as the verb and make it agree with the subject in number.

### EXAMPLES OF EDITING

Rule of Thumb: The regular plural noun ends in *s*, but the regular plural verb does not.

1. His hands ~~is~~<sup>are</sup> lumpy from arthritis.  
Plural Subject Verb
2. He moves slowly because his knees ~~hurt~~<sup>hurt</sup>.  
Plural Subject Verb
3. His body ~~look~~<sup>looks</sup> completely broken down and worn out.  
Singular Subject Verb
4. His floppy coat and soiled pants never ~~match~~<sup>match</sup>.  
Plural Subject Verb
5. Charlie's battered face always ~~show~~<sup>shows</sup> a great sadness.  
Singular Subject Verb

## EVALUATING AND EDITING

After we have completed each part of the Paragraph Builder according to the instructions and the under-the-line guides, we have a rough draft of a one-paragraph composition. Now we need to check our work in several ways.

First, we should read the paragraph carefully to make sure that the thought flows smoothly and logically from the topic sentence to the concluding sentence. Then, to assure that each sentence is doing its job, we should check it against the function listed for it on the Paragraph Evaluator. The results of this check can be entered on the Paragraph Evaluator one sentence at a time as **Satisfactory** or **Needs Improvement**.

The Paragraph Evaluator is a special form developed to help us evaluate the structure and content of our writing. Without such a checklist, we might be confused about how to determine whether we have fulfilled our writing goals. Using the Paragraph Evaluator after each assignment will help us develop positive habits of self-evaluation in our writing and give us greater confidence as writers.

Second, we should revise each sentence that has been checked **Needs Improvement**. Our guide to improvement is right below the line. A sentence that follows the guides and fits into the flow of thought will be doing its necessary job in the paragraph. When we have revised a sentence to make it **Satisfactory**, we can mark it as **Rewritten** on the Paragraph Evaluator. The fine-tuning we do here and in further revision will add a feeling of control and fluency to our composition.

Third, we should now switch our attention to our use of language. We should proofread the Paragraph Builder for troublesome errors in grammar, spelling, and punctuation by using the Paragraph Editor. Also, we all have our own list of personal weaknesses to keep in mind, so we must check those problem areas. Sometimes reading our compositions aloud will uncover errors more easily heard than seen.

The Paragraph Editor on the back of the Paragraph Evaluator is a special checklist of common problems developed to help us find grammar, spelling, and punctuation errors. Then we can eliminate them before writing the final copy of the paragraph. The Editing Tips appearing at intervals throughout the text will also assist us in finding our problems and making our language smooth and correct.

To promote sentence variety and smooth flow in reading, we can now combine at least two adjacent sentences within each point as illustrated in the sample Paragraph Builder. The sentence combinations give us a more natural variation of short and long sentences, as in speech. The sentence combining information on pages 23 through 26 will help us understand how to make combinations, and the revisions in the sample Paragraph Builder will illustrate the effect of the process. Of course, we must also take care to punctuate our combinations correctly.

When we have completed checking our thought and language, we can write a copy of our paragraph according to the Guidelines on the Paragraph Editor. Following the pattern of presentation in the guidelines makes our work simple and creates a clear, attractive copy of our work.

**PARAGRAPH EVALUATOR — DESCRIPTION**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of subject and unifying impression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of pattern of development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence supporting the topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples supporting the point sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence supporting the topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples supporting the point sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence supporting the topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples supporting the point sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING SENTENCE</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **PARAGRAPH EDITOR**

### **EDITING THE PARAGRAPH BUILDER**

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness:  
each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### **GUIDELINES FOR PRESENTING PARAGRAPHS**

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

### EDITING TIPS

Coordination and Subordination are two types of sentence combining that are a part of every editing process. This brief introduction to and illustration of these processes will help us to produce smooth and varied sentence patterns in the final presentation of our paragraphs.

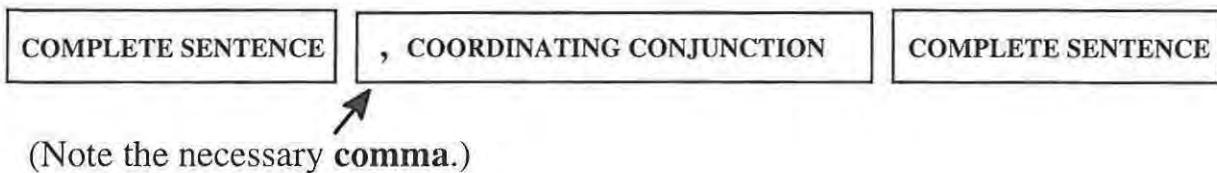
#### SENTENCE COMBINING — COORDINATION

Coordination connects two sentences of related meaning and equal importance. Notice that while a coordinating conjunction adds clarity and meaning to the relationship between the sentences, the two sentences remain independent clauses of equal importance. This combination of sentences is called a compound sentence. Further, the exact nature of the relationship is made clear by the comma and coordinating conjunction between the sentences. To show different relationships, there are seven coordinating conjunctions. They can easily be remembered in the order **for, and, nor, but, or, yet, so**. The first letters spell the memory word **FANBOYS**.

Memory Word	Coordinating Conjunction	Meaning
Fanboys	for	cause
f Anboys	and	addition
fa Nboys	nor	negative alternative
fan B oys	but	contrast
fanb Oys	or	positive alternative
fanbo Y s	yet	contrast
fanboy S	so	result

The use of each coordinating conjunction is reviewed on the following page. Because the negative alternative **nor** requires an inverted structure, it is given special attention.

## COORDINATION



## SENTENCE COMBINING BY COORDINATION

Brian Smith ran all the way to school	, <b>for</b>	he woke up late again.
His professor didn't like tardiness	, <b>and</b>	Brian didn't want to upset his professor.
Brian did not shave	, <b>nor</b>	did he eat breakfast.
Brian ran as fast as he could	, <b>but</b>	he did not make it on time.
He could walk into class late	, <b>or</b>	he could skip class entirely.
He knew his professor would be upset	, <b>yet</b>	he entered the room anyway.
He listened attentively	, <b>so</b>	he would not miss the lecture.

We should note that the sentence using the negative alternative ***nor*** requires an inverted word order in the second alternative. In the inverted word order, the subject ***he*** separates the verb phrase ***did eat***. What comes after ***nor*** is structured like a question: ***did he eat breakfast?*** without the question mark.

Brian <b><i>did not shave</i></b>	, <b><i>nor did he eat</i></b> any breakfast.
<b>FIRST NEGATIVE ALTERNATIVE</b>	<b>SECOND NEGATIVE ALTERNATIVE</b>

### SENTENCE COMBINING — SUBORDINATION (ADVERB CLAUSES)

Subordination connects two clauses, and the exact relationship of the two clauses is made clear by a subordinating conjunction. When the subordinating conjunction is placed before a clause, the meaning of that clause becomes incomplete. Thus, it becomes a dependent clause in a combined sentence, and it depends on the independent clause to complete its meaning. This kind of sentence is called a complex sentence. In this unit we concentrate on dependent adverb clauses. There are many subordinating conjunctions for dependent clauses. Following is a list of commonly used subordinating conjunctions for adverb clauses.

<b>Common Subordinating Conjunctions for Adverb Clauses</b>			
<b>Time</b>	<b>Causality</b>	<b>Contradiction</b>	<b>Condition</b>
after	because	although	if
before	since (meaning <i>because</i> )	even though	unless
when	as (meaning <i>because</i> )	though	
while			

The following examples show how the subordinating conjunction makes the meaning of the clause incomplete.

<b>Subordinating Conjunction</b>	<b>Subject</b>	<b>Predicate</b>
when	Tom	watches television
if	Joe	wins the race

The incomplete thought of the subordinate or dependent clause needs an independent clause to complete its meaning. The punctuation of the subordinate or dependent clause varies according to whether the clause appears *before* or *after* the independent clause.

**SUBORDINATION****Before Pattern**

When the subordinate or dependent clause appears before the independent clause, there is a comma separating the two clauses.

DEPENDENT CLAUSE		,	INDEPENDENT CLAUSE
<b>When</b>	Tom watches television	,	he forgets to eat.
<b>If</b>	John wins this race	,	he will retire from competitive sports.
<b>While</b>	Mary cooks	,	her husband watches TV.
<b>Before</b>	she became a writer	,	she worked as a waitress.
<b>After</b>	I do aerobics	,	I sit in the spa.

**After Pattern**

When the subordinate or dependent clause appears after the independent clause, there is no comma separating the two clauses.

INDEPENDENT CLAUSE	DEPENDENT CLAUSE	
Tom forgets to eat	<b>when</b>	he watches television.
John will retire from competitive sports	<b>if</b>	he wins this race.
Mary's husband watches TV	<b>while</b>	she cooks.
She worked as a waitress	<b>before</b>	she became a writer.
I sit in the spa	<b>after</b>	I do aerobics.

This review of coordination and subordination will assist us in writing paragraphs with smooth and varied sentence structures as in the following model paragraph.

Our edited paragraph on Charlie Hanson would appear according to the Guidelines as follows:

*Kim Davis  
Assignment 1*

*My friend Charlie Hanson is an unusual old man. He has three unusual characteristics. To begin with, Charlie's body is worn by age. He is bent over by years of hard work. His hands are lumpy from arthritis, and his crooked legs are always stuck in ancient rubber boots. He moves slowly because his knees hurt. His body looks completely broken down and worn out. Next, Charlie's clothes are really strange. They seem always stiff with dirt. His old tweed cap is shiny with grease, and his floppy coat and soiled pants never match. His dirt-spotted flannel shirt is always buttoned up to the top. I can't remember seeing Charlie without his weird outfit. Last, Charlie's face is ruined by a hard life. His red skin hangs loosely from his cheek bones. His rubbery lips are always wet and hanging open, and his rotten teeth are yellow-brown from years of smoking. His pale blue eyes are bleary from heavy drinking. Charlie's battered face always shows a great sadness. In all these ways, Charlie Hanson is an unusual old man.*

By following the patterns and guides in the Paragraph Builder, we have created a one-paragraph descriptive composition that has all the characteristics of efficient communication. First, there is unity. The entire paragraph shows how Charlie is unusual. Next, there is clear order, and just as important, there is coherence. Each of the supporting points clearly develops the topic sentence and is identified by a transition. Finally, the detailed expansion of the supporting points gives color and texture to the characteristics of Charlie Hanson. We have clearly and effectively said what we set out to say.

In the next pages, we have three new assignments of descriptive paragraphs, each with its own Paragraph Builder. We are aiming at the same pattern as in the example just finished, and we will use the same system. Following each of the three assignments is a Paragraph Evaluator to assist us in evaluating, editing, and, if needed, rewriting our original Paragraph Builder draft.

We should always use the Charlie Hanson paragraph as an example of the descriptive pattern and the system we are trying to master until we know them by heart. In writing the following assignments, we can refer to this sample paragraph, the Paragraph Builder, and the under-the-line guides whenever we become unsure of what to do next.

When we have completed, evaluated, and edited the Paragraph Builder and written final copies of each paragraph according to the Guidelines, we will have finished our exploration of the simple descriptive paragraph.

Those of us who want more practice in assignment analysis, creation of supporting points, and paragraph organization may work on the additional assignments at the end of this unit.

Name: \_\_\_\_\_

## PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT 1**

Nearly every family has keepsakes or souvenirs with sentimental value. Write a paragraph describing a possession that is especially meaningful to you. Describe three characteristics that make the possession meaningful. Use specific details and examples to illustrate those characteristics.

**ASSIGNMENT ANALYSIS**

Subject: A meaningful possession

Tasks: 1. Choose the meaningful possession.

2. Describe three characteristics that make the possession meaningful.

3. Use specific details and examples.

**TOPIC SENTENCE**

is a meaningful possession to me.

SPECIFIC SUBJECT + TO BE + UNIFYING IMPRESSION

**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

1 First of all,

TRANSITION + SPECIFIC SUBJECT + TO BE + CHARACTERISTIC

2

Details, images, and examples of the characteristic

3

More details, images, and examples of the characteristic

4

More details, images, and examples of the characteristic

5

More details, images, and examples of the characteristic

6

Results of, effects of, or importance of the point

## PARAGRAPH BUILDER

**SECOND SUPPORTING POINT****1** Next,TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC**2**

Details, images, and examples of the characteristic

**3**

More details, images, and examples of the characteristic

**4**

More details, images, and examples of the characteristic

**5**

More details, images, and examples of the characteristic

**6**

Results of, effects of, or importance of the point

**THIRD SUPPORTING POINT****1** Finally,TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC**2**

Details, images, and examples of the characteristic

**3**

More details, images, and examples of the characteristic

**4**

More details, images, and examples of the characteristic

**5**

More details, images, and examples of the characteristic

**6**

Results of, effects of, or importance of the point

**CONCLUDING SENTENCE***In all these ways,*CLOSING TRANSITION + SPECIFIC SUBJECT + *TO BE* + UNIFYING IMPRESSION

**PARAGRAPH EVALUATOR — DESCRIPTION**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of subject and unifying impression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of pattern of development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence supporting the topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples supporting the point sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence supporting the topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples supporting the point sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence supporting the topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples supporting the point sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING SENTENCE</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARAGRAPH EDITOR

### EDITING THE PARAGRAPH BUILDER

1. Check each sentence for grammatical completeness: subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness: capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness: each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING PARAGRAPHS

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the number of the paragraph assignment.

Name: \_\_\_\_\_

**PARAGRAPH BUILDER****PARAGRAPH ASSIGNMENT 2**

All of us have places that are especially memorable to us. Write a paragraph describing a place that is memorable to you. Describe three characteristics that make the place memorable. Use specific details and examples to illustrate those characteristics.

**ASSIGNMENT ANALYSIS**

**Subject:** A memorable place

**Tasks:** 1. Choose the memorable place.

2. Describe three characteristics that make the place memorable.

3. Use specific details and examples.

**TOPIC SENTENCE**

is a memorable place to me.

SPECIFIC SUBJECT + TO BE + UNIFYING IMPRESSION

**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

1 First of all

TRANSITION + SPECIFIC SUBJECT + TO BE + CHARACTERISTIC

2

Details, images, and examples of the characteristic

3

More details, images, and examples of the characteristic

4

More details, images, and examples of the characteristic

5

More details, images, and examples of the characteristic

6

Results of, effects of, or importance of the point

## PARAGRAPH BUILDER

**SECOND SUPPORTING POINT****1** Next,TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC**2**

Details, images, and examples of the characteristic

**3**

More details, images, and examples of the characteristic

**4**

More details, images, and examples of the characteristic

**5**

More details, images, and examples of the characteristic

**6**

Results of, effects of, or importance of the point

**THIRD SUPPORTING POINT****1** Finally,TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC**2**

Details, images, and examples of the characteristic

**3**

More details, images, and examples of the characteristic

**4**

More details, images, and examples of the characteristic

**5**

More details, images, and examples of the characteristic

**6**

Results of, effects of, or importance of the point

**CONCLUDING SENTENCE***In all these ways,*CLOSING TRANSITION + SPECIFIC SUBJECT + *TO BE* + UNIFYING IMPRESSION

**PARAGRAPH EVALUATOR — DESCRIPTION**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of subject and unifying impression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of pattern of development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence supporting the topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples supporting the point sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence supporting the topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples supporting the point sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence supporting the topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples supporting the point sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING SENTENCE</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **PARAGRAPH EDITOR**

### **EDITING THE PARAGRAPH BUILDER**

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness:  
each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### **GUIDELINES FOR PRESENTING PARAGRAPHS**

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

Name: \_\_\_\_\_

**PARAGRAPH BUILDER****PARAGRAPH ASSIGNMENT 3**

While most children are charming by nature, some may be annoying. Write a paragraph describing an unpleasant child you know. Describe the characteristics that make this child unpleasant. Use specific details and examples that illustrate those characteristics.

**ASSIGNMENT ANALYSIS**

**Subject:** An unpleasant child

**Tasks:** 1. Choose an unpleasant child.

2. Describe three characteristics that make the child unpleasant.

3. Use specific details and examples.

**TOPIC SENTENCE**

is an unpleasant child.

SPECIFIC SUBJECT + TO BE + UNIFYING IMPRESSION

**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

1 First of all,

TRANSITION + SPECIFIC SUBJECT + TO BE + CHARACTERISTIC

2

Details, images, and examples of the characteristic

3

More details, images, and examples of the characteristic

4

More details, images, and examples of the characteristic

5

More details, images, and examples of the characteristic

6

Results of, effects of, or importance of the point

## PARAGRAPH BUILDER

**SECOND SUPPORTING POINT****1** Next,TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC**2**

Details, images, and examples of the characteristic

**3**

More details, images, and examples of the characteristic

**4**

More details, images, and examples of the characteristic

**5**

More details, images, and examples of the characteristic

**6**

Results of, effects of, or importance of the point

**THIRD SUPPORTING POINT****1** Finally,TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC**2**

Details, images, and examples of the characteristic

**3**

More details, images, and examples of the characteristic

**4**

More details, images, and examples of the characteristic

**5**

More details, images, and examples of the characteristic

**6**

Results of, effects of, or importance of the point

**CONCLUDING SENTENCE***In all these ways,*CLOSING TRANSITION + SPECIFIC SUBJECT + *TO BE* + UNIFYING IMPRESSION

**PARAGRAPH EVALUATOR—DESCRIPTION**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of subject and unifying impression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of pattern of development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence supporting the topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples supporting the point sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence supporting the topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples supporting the point sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence supporting the topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples supporting the point sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING SENTENCE</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARAGRAPH EDITOR

### EDITING THE PARAGRAPH BUILDER

1. Check each sentence for grammatical completeness: subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness: capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness: each must make sense.
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5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING PARAGRAPHS

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the number of the paragraph assignment.

## PARAGRAPH OUTLINE BUILDER

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Most of us have a favorite room where we live. Write a paragraph describing your favorite room. Describe the characteristics that make this room your favorite. Use specific details and examples that illustrate those characteristics.

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

SPECIFIC SUBJECT + *TO BE* + UNIFYING IMPRESSION

**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC

**SECOND SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC

**THIRD SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC

**CONCLUDING SENTENCE**

CLOSING TRANSITION + SPECIFIC SUBJECT + *TO BE* + UNIFYING IMPRESSION

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Everybody likes comfortable clothing. Write a paragraph describing a comfortable piece of clothing you own. Describe the characteristics that make it comfortable. Use specific details and examples to illustrate those characteristics.

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

SPECIFIC SUBJECT + *TO BE* + UNIFYING IMPRESSION

**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC

**SECOND SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC

**THIRD SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC

**CONCLUDING SENTENCE**

CLOSING TRANSITION + SPECIFIC SUBJECT + *TO BE* + UNIFYING IMPRESSION

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

There are many beautiful cities in the world. Write a paragraph describing a beautiful city. Describe the characteristics that make it beautiful. Use specific details and examples to illustrate those characteristics.

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

SPECIFIC SUBJECT + *TO BE* + UNIFYING IMPRESSION

**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC

**SECOND SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC

**THIRD SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC

**CONCLUDING SENTENCE**

CLOSING TRANSITION + SPECIFIC SUBJECT + *TO BE* + UNIFYING IMPRESSION

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Everybody appreciates a helpful person. Write a paragraph describing a helpful person. Describe the characteristics that make that person helpful. Use specific details and examples to illustrate those characteristics.

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

---

SPECIFIC SUBJECT + *TO BE* + UNIFYING IMPRESSION

---

**ORGANIZING SENTENCE**

---

SUBJECT + VERB + ORGANIZER

---

**FIRST SUPPORTING POINT**

---

TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC

---

**SECOND SUPPORTING POINT**

---

TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC

---

**THIRD SUPPORTING POINT**

---

TRANSITION + SPECIFIC SUBJECT + *TO BE* + CHARACTERISTIC

---

**CONCLUDING SENTENCE**

---

CLOSING TRANSITION + SPECIFIC SUBJECT + *TO BE* + UNIFYING IMPRESSION

---

# *Process Analysis*

**I**n the last chapter we described persons, places, and things. In process analysis we describe actions with the goal of explaining them clearly enough so that our readers can learn to do them or at least understand them. We become teachers, and we instruct our readers how to perform an unfamiliar task efficiently. Also, process analysis works very well as an organizing pattern for a composition, providing unifying boundaries and a consecutive order. Our Paragraph Builder is, in fact, a graphic process analysis for the one-paragraph composition.

In writing our process analysis paragraphs, we use the topic sentence to identify clearly the action we will explain and to state or suggest the goal of the process. To show how our way of working out this process is a good one, we show that it produces desirable results. Next, we organize the various steps into parts of one action. Most processes easily separate into three groups of steps:

- Preparation for the Process
- Performance of the Process
- Completion of the Process

In our one-paragraph composition, each phase will become one of our three supporting points.

In the process analysis paragraph, the organizing sentence predicts the sequence of the development so the reader will expect what is to come. For example, if the topic sentence is “Baking rolls can be easy if we follow three groups of steps,” the organizing sentence would be “These groups of steps are preparation, performance, and completion.” Then we move right on to the supporting points in the same order.

In our work, we will deal with simple processes that will fit neatly into our limited space. In practical use, however, the parts of the development can expand or contract like the bellows of an accordion to accommodate what really must be done. But short or long, each step must be clearly identified, explained, and placed in its proper sequence. Transitional words and phrases will be essential to keep the sequence clear and coherent.

As usual, a concluding sentence reviews the process as a whole and restates the results achieved by our way of performing it. Thus, a paragraph of many separate parts remains a clear and effective whole. The following sample Paragraph Builder will help us develop a clear picture of a one-paragraph process analysis.

It is common practice in giving instructions and commands to use the “you” point of view. We try to avoid it in other writing because most readers are more comfortable in being led than in being commanded. But teaching a process really works best in the “you” point of view. The following Paragraph Builder will follow this usage.

## THE PROCESS ANALYSIS PARAGRAPH

As usual in *Patterns for Success: Taking the Mystery Out of Basic Composition*, a process analysis paragraph is written in response to a specific assignment. Then the Paragraph Builder leads us step by step from the analysis of the assignment to the concluding sentence of the paragraph. Let's work through the example together.

### PARAGRAPH ASSIGNMENT

Most car owners eventually have to change a flat tire. Write a paragraph explaining the process of changing a tire. Explain the process step by step using details and examples to illustrate each step.

First, we must read and analyze the Paragraph Assignment. A careful reading will allow us to complete the Assignment Analysis below. We should note that all the information needed to start thinking about our paragraph moves right from the Paragraph Assignment into the Assignment Analysis.

### ASSIGNMENT ANALYSIS

**Subject:** Changing a tire

**Tasks:** 1. Divide the process into steps.

2. Explain each step.

3. Use specific details and examples.

Now we must decide what qualities we wish to achieve in our way of accomplishing the assigned process, changing a flat tire. For most of us, *easiness* and *safety* would be desirable characteristics. Having made this choice, we are ready to write our topic sentence following the guides under the line. Then we add the organizing sentence. It states that the process will be broken into three groups of steps.

**TOPIC SENTENCE**

Changing a tire is easy and safe if you follow three groups of steps.

SUBJECT + TO BE + THOUGHT COMPLETER.

**ORGANIZING SENTENCE**

These groups of steps include preparation, performance, and completion.

SUBJECT + VERB + ORGANIZER

Now we need to organize the steps of the process into three phases:

- Preparation — what actions, materials, or equipment are needed first to prepare for the process
- Performance — what must be done step by step in detail to accomplish the process in our way
- Completion — what must be done to finish, clean up, and conclude the project.

Our organizing sentence predicts this order. The three supporting point sentences will be also based on this three-part division of the process.

**FIRST SUPPORTING POINT**

First, prepare the car for a tire change.

TRANSITION + COMMAND + THOUGHT COMPLETER

**SECOND SUPPORTING POINT**

Next, change the tire.

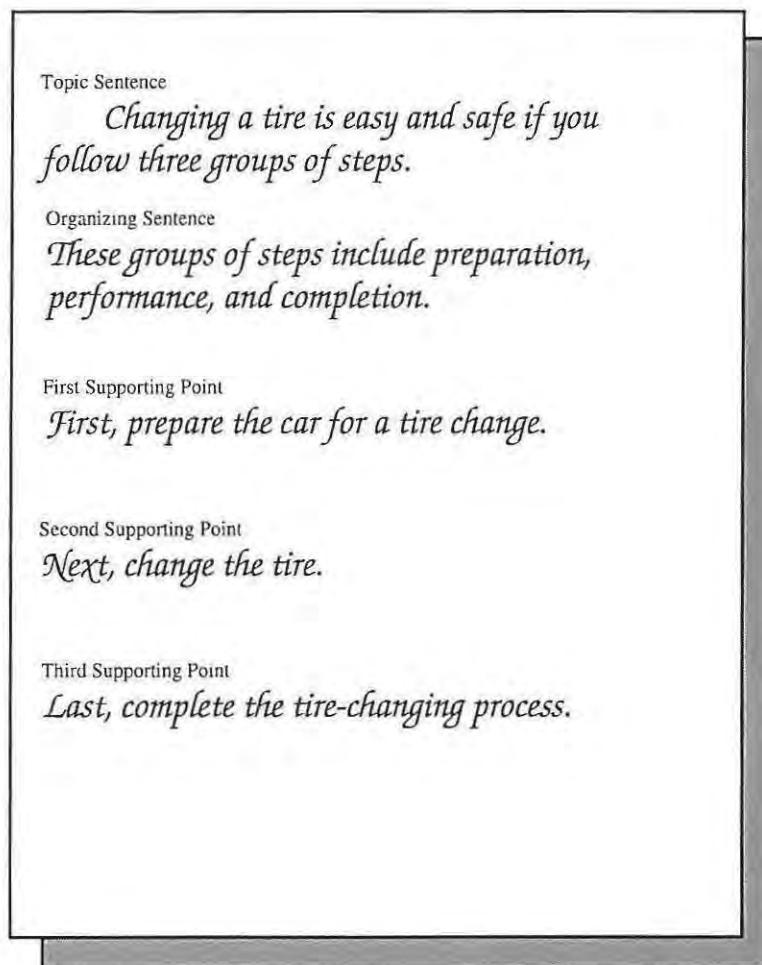
TRANSITION + COMMAND + THOUGHT COMPLETER

**THIRD SUPPORTING POINT**

Last, complete the tire-change process.

TRANSITION + COMMAND + THOUGHT COMPLETER

We can recognize that in writing the topic sentence, the organizing sentence, and the supporting point sentences, we have created a sentence outline of our process analysis paragraph. The difficult work of choosing the subject, identifying the groups of steps for the supporting points, and organizing the development has been completed as illustrated in the following graphic:



To provide practice in these crucial thinking and planning steps, we have provided additional assignments at the end of this unit. But now we must continue with the process analysis Paragraph Builder.

The supporting point sentences are especially important in process analysis because they keep both the writer and the reader aware of what phase of the overall process is being explained. As writers, we must know what steps in the process belong in each supporting point, and the point sentences keep the three phases separate and clear.

The first supporting point, as we have noted, deals with whatever has to be done or provided before the actual process can begin. In this case we have to secure the car so it can't move, remove the tools and spare tire from the trunk, remove the wheel cover, loosen the lug nuts, install the jack, and jack-up the car so the wheel is free. All these steps are necessary, and the order is correct. Because there are many closely related steps, we can combine simple ones, as in sentences 2, 3, and 6, as long as we preserve clarity.

If any step requires clarifying details or examples, it can be expanded to two or more sentences. We should say enough to be clear, but not so much as to be boring. For instance, at sentence 3 in the second supporting point we might wish to add the following: "Some cars have lug bolts rather than lug nuts, but we just remove them in either case." In this paragraph we have assumed that the driver simply unscrews whatever he finds sticking out of the wheel whether it is a bolt or a nut. In the composition process, each writer must deal with frequent decisions of this sort, and what is decided helps define the writer's individual voice. It often helps to ask, "Would I understand that?"

**FIRST SUPPORTING POINT**

- 1 First, prepare the car for a tire change.  
TRANSITION + COMMAND + THOUGHT COMPLETER
- 2 Set the parking brake, place the shift lever in "park," and block the wheels so the car can't move.  
Step with explanation and details
- 3 Remove the lug wrench, jack, and spare tire from the trunk.  
Next step with explanation and details
- 4 Use the lug wrench or a screwdriver to pry off the wheel cover.  
Next step with explanation and details
- 5 Loosen the lug nuts a half turn.  
Next step with explanation and details
- 6 Install the jack, and raise the car until the flat tire can spin.  
Next step with explanation and details

The second supporting point is allotted to explaining the changing of the tire itself, the basic process. Notice the combining in sentences 2, 3, and 4. If we needed to, we could include more sentences of development of any step in this phase.

**SECOND SUPPORTING POINT**

- 1 Next, change the tire.  
TRANSITION + COMMAND + THOUGHT COMPLETER
- 2 Put the spare tire and wheel cover within reach of the flat.  
Step with explanation and details
- 3 Unscrew the lug nuts, and put them into the wheel cover.  
Next step with explanation and details
- 4 Remove the flat, set it aside, and quickly replace it with the spare.  
Next step with explanation and details
- 5 Screw on the lug nuts by hand.  
Next step with explanation and details
- 6 Lower the car back onto the ground.  
Next step with explanation and details

In the third supporting point, we describe the concluding phase of the process. In this portion of the process, we finish tightening the lug nuts, replace the wheel cover on the wheel and return the various tools to the trunk. The flat tire also goes into the trunk. Because we have space left over, we can advise fixing the flat at once to avoid future problems. The last sentence is outside the process but quite relevant in that it explains Sentence 5.

### THIRD SUPPORTING POINT

- 1 Last, complete the tire-changing process.

TRANSITION + COMMAND + THOUGHT COMPLETER

- 2 Tighten the lug nuts firmly with the wrench.

Step with explanation and details

- 3 Replace the wheel cover, and unblock the wheels.

Next step with explanation and details

- 4 Return the flat tire, jack, and lug wrench to the trunk.

Next step with explanation and details

- 5 Have the flat fixed immediately at a nearby service station.

Next step with explanation and details

- 6 Otherwise, another flat on a lonely highway could be a disaster.

Next step with explanation and details

Now that we have completed dealing with the steps within the three phases of the process, we need to get back to our general assertion, that our way of changing a tire is both easy and safe. The concluding sentence emphasizes these qualities and gives a sense of finality to the paragraph. We have all learned to appreciate and expect the pattern of beginning, middle and end in reading and listening. The concluding sentence fulfills that expectation for the reader.

**CONCLUDING SENTENCE**

Clearly, completing these steps will make changing a flat tire easy and safe.

CLOSING TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

The Paragraph Builder has led us to create the draft of a unified, well developed one-paragraph composition of process analysis. We should notice that the completed Paragraph Builder printed on the following pages shows that the draft has been evaluated and edited using the Paragraph Evaluator and Paragraph Editor.

As indicated in the introduction to the process analysis paragraph, we can adjust the length of the supporting points to accommodate variations in the number of steps in each phase. When five sentences cannot cover all of the preparation, execution, or completion, we can expand the point. Or, more easily, we can combine two or three steps into one sentence (first supporting point, sentence 2). If a phase is completed in fewer than five sentences, we can add relevant details to fill out the pattern (third supporting point, sentence 6). The “right” number of sentences is how many are needed to explain each group of steps clearly and completely.

On the next two pages, what we have written section by section will appear as a completed Paragraph Builder. We can see that we have, in essence, created an effective descriptive paragraph. Editing and sentence combining as illustrated in the Paragraph Builder will help us improve the flow of thought and promote sentence variety.

## SAMPLE PARAGRAPH BUILDER

## PARAGRAPH ASSIGNMENT

Most car owners eventually have to change a flat tire. Write a paragraph explaining the process of changing a tire. Explain the process step by step using details and examples to illustrate each step.

## ASSIGNMENT ANALYSIS

**Subject:** Changing a tire

**Tasks:** 1. Divide the process into steps.

2. Explain each step.

3. Use specific details and examples.

## TOPIC SENTENCE

Changing a tire is easy and safe if you follow three groups of steps.

SUBJECT + TO BE + THOUGHT COMPLETER

## ORGANIZING SENTENCE

These groups of steps include preparation, performance, and completion.

SUBJECT + VERB + ORGANIZER

## FIRST SUPPORTING POINT

1 First, prepare the car for a tire change.

TRANSITION + COMMAND + THOUGHT COMPLETER

2 Set the parking brake, place the shift lever in "park," and block the

Step with explanation and details

wheels so the car can't move.

3 Remove the lug wrench, jack, and spare tire from the trunk.

Next step with explanation and details

4 Use the lug wrench or a screwdriver to pry off the wheel cover.

Next step with explanation and details

5 Loosen the lug nuts a half turn.

Next step with explanation and details

6 Install the jack, and raise the car until the flat tire can spin.

Next step with explanation and details

## SAMPLE PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

- 1 Next, change the tire.  
TRANSITION + COMMAND + THOUGHT COMPLETER
- 2 Put the spare tire and wheel cover within reach of the flat.  
Step with explanation and details
- 3 Unscrew the lug nuts, and put them into the wheel cover.  
Next step with explanation and details
- 4 Remove the flat, set it aside, and quickly replace it with the spare.  
Next step with explanation and details
- 5 Screw on the lug nuts by hand, and  
Next step with explanation and details
- 6 Lower the car back onto the ground.  
Next step with explanation and details

## THIRD SUPPORTING POINT

- 1 Last, complete the tire-changing process.  
TRANSITION + COMMAND + THOUGHT COMPLETER
- 2 Tighten the lug nuts firmly with the wrench.  
Step with explanation and details
- 3 Replace the wheel cover, and unblock the wheels.  
Next step with explanation and details
- 4 Return the flat tire, jack, and lug wrench to the trunk.  
Next step with explanation and details
- 5 Have the flat fixed immediately at a nearby service station.  
Next step with explanation and details
- 6 Otherwise, another flat on a lonely highway could be a disaster.  
Next step with explanation and details

## CONCLUDING SENTENCE

Clearly, completing these steps will make changing a flat tire easy and safe.  
CLOSING TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

## EDITING TIPS

### ADJECTIVES AND ADVERBS

Both adjectives and adverbs are descriptive words. An adjective describes a noun or a pronoun. An adverb describes a verb, an adjective, or another adverb. A common error is to confuse the usage of the adjective with that of the adverb. Such confusion can be very distracting to our writing. However, using these descriptive words in their correct forms can help us make our writing come alive.

### EXAMPLES OF EDITING

Rule of Thumb: Words ending in *-ly* are usually adverbs.

1. Changing a tire is easy and safely if you follow three groups of steps.  
Adjective      Adjective
2. Remove the flat, set it aside, and quick replace it with the spare.  
Adverb
3. Final, complete the tire changing process.  
Adverb
4. Tighten the lug nuts firm with the wrench.  
Adverb
5. Have the flat fixed immediate at a nearby service station.  
Adverb
6. A professional tire change is usual quick and dependable.  
Adverb      Adjective

## EVALUATING AND EDITING

After we have completed each part of the Paragraph Builder according to the instructions and the under-the-line guides, we have a rough draft of a one-paragraph composition. Now we need to check our work in several ways.

First, we should read the paragraph carefully to make sure that the thought flows smoothly and logically from the topic sentence to the concluding sentence. Then, to assure that each sentence is doing its job, we should check it against the function listed for it on the Paragraph Evaluator. The results of this check can be entered on the Paragraph Evaluator one sentence at a time as **Satisfactory** or **Needs Improvement**.

The Paragraph Evaluator is a special form developed to help us evaluate the structure and content of our writing. Without such a checklist, we might be confused about how to determine whether we have fulfilled our writing goals. Using the Paragraph Evaluator after each assignment will help us develop positive habits of self-evaluation in our writing and give us greater confidence as writers.

Second, we should revise each sentence that has been checked **Needs Improvement**. Our guide to improvement is right below the line. A sentence that follows the guides and fits into the flow of thought will be doing its necessary job in the paragraph. When we have revised a sentence to make it **Satisfactory**, we can mark it as **Rewritten** on the Paragraph Evaluator. The fine-tuning we do here and in further revision will add a feeling of control and fluency to our composition.

Third, we should now switch our attention to our use of language. We should proofread the Paragraph Builder for troublesome errors in grammar, spelling, and punctuation by using the Paragraph Editor. Also, we all have our own list of personal weaknesses to keep in mind, so we must check those problem areas. Sometimes reading our compositions aloud will uncover errors more easily heard than seen.

The Paragraph Editor on the back of the Paragraph Evaluator is a special checklist of common problems developed to help us find grammar, spelling, and punctuation errors. Then we can eliminate them before writing the final copy of the paragraph. The Editing Tips appearing at intervals throughout the text will also assist us in finding our problems and making our language smooth and correct.

To promote sentence variety and smooth flow in reading, we can now combine at least two adjacent sentences within each point as illustrated in the sample Paragraph Builder. The sentence combinations give us a more natural variation of short and long sentences, as in speech. The sentence combining information on pages 23 through 26 will help us understand how to make combinations, and the revisions in the sample Paragraph Builder will illustrate the effect of the process. Of course, we must also take care to punctuate our combinations correctly.

When we have completed checking our thought and language, we can write a copy of our paragraph according to the Guidelines on the Paragraph Editor. Following the pattern of presentation in the guidelines makes our work simple and creates a clear, attractive copy of our work.

**PARAGRAPH EVALUATOR — PROCESS ANALYSIS**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of process and desirable results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of pattern of development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence introducing preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Step with explanation and examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence introducing performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Step with explanation and examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence introducing completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Step with explanation and examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARAGRAPH EDITOR

### EDITING THE PARAGRAPH BUILDER

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness:  
each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

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3. Write on every other line.
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6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

Our edited paragraph on changing a tire would appear according to the Guidelines as follows:

Kim Davis  
Assignment 2

*Changing a tire is easy and safe if you follow three groups of steps. These groups of steps include preparation, performance, and completion. First, prepare the car for a tire change. Set the parking brake, place the shift lever in "park" and block the wheels so the car can't move. Remove the lug wrench, jack, and spare tire from the trunk. Use the lug wrench or a screwdriver to pry off the wheel cover, and loosen the lug nuts a half turn. Install the jack, and raise the car until the flat tire can spin. Next, change the tire. Put the spare tire and wheel cover within reach of the flat. Unscrew the lug nuts, and put them into the wheel cover. Remove the flat, set it aside, and quickly replace it with the spare. Screw on the lug nuts by hand, and lower the car back onto the ground. Last, complete the tire-changing process. Tighten the lug nuts firmly with the wrench. Replace the wheel cover, and unblock the wheels. Return the flat tire, jack, and lug wrench to the trunk. Have the flat fixed immediately at a nearby service station. Otherwise, another flat on a lonely highway could be a disaster. Clearly, completing these steps will make changing a flat tire easy and safe.*

By following the patterns and guides in the Paragraph Builder, we have created a one-paragraph process analysis composition that has all the characteristics of efficient communication. First, there is unity. The entire paragraph shows how a tire is changed. Next, there is order and coherence. Each of the supporting points clearly develops the topic sentence and is identified by a transition. Finally, the detailed expansion of the supporting points makes each step of the process clear and understandable. We have clearly and effectively said what we set out to say.

In the next pages, we have three new assignments of paragraphs developed by process analysis, each with its own Paragraph Builder. We are aiming at the same pattern as in the example just finished, and we will use the same system. Following each of the three assignments is a Paragraph Evaluator to assist us in evaluating, editing, and, if needed, rewriting our original Paragraph Builder draft.

We should always use the tire-changing paragraph as an example of the process analysis pattern and the system we are trying to master until we know them by heart. In writing the following paragraphs, we can refer to this sample paragraph, the Paragraph Builder, and the under-the-line guides whenever we become unsure of what to do next.

A special tip for process analysis is to think about and organize each group of steps before writing the Paragraph Builder. Also remember the number of sentences in each supporting point is flexible.

When we have completed, evaluated, and edited the Paragraph Builder and written final copies of each paragraph according to the Guidelines, we will have finished our exploration of the simple process analysis paragraph.

Those of us who want more practice in assignment analysis, creation of supporting points, and paragraph organization may work on the additional assignments at the end of this unit.

Name: \_\_\_\_\_

## PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT 4**

We all enjoy delicious food. Write a paragraph explaining the process of preparing a special main dish. Explain the process step by step using details and examples to illustrate each step.

**ASSIGNMENT ANALYSIS**

- Subject: Preparing \_\_\_\_\_ (name of dish)  
Tasks: 1. Divide the process into steps.  
2. Explain each step.  
3. Use specific details and examples.

**TOPIC SENTENCE**

Preparing is easy if you follow three groups of steps.  
SUBJECT + TO BE + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

These groups of steps include preparation, performance, and completion.  
SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

- 1 First, prepare  
TRANSITION + COMMAND + THOUGHT COMPLETER
- 2 Step with explanation and details
- 3 Next step with explanation and details
- 4 Next step with explanation and details
- 5 Next step with explanation and details
- 6 Next step with explanation and details

## PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

**1** Next,

TRANSITION + COMMAND + THOUGHT COMPLETER

**2**

Step with explanation and details

**3**

Next step with explanation and details

**4**

Next step with explanation and details

**5**

Next step with explanation and details

**6**

Next step with explanation and details

## THIRD SUPPORTING POINT

**1** Last, complete

TRANSITION + COMMAND + THOUGHT COMPLETER

**2**

Step with explanation and details

**3**

Next step with explanation and details

**4**

Next step with explanation and details

**5**

Next step with explanation and details

**6**

Next step with explanation and details

## CONCLUDING SENTENCE

, completing these steps will make

CLOSING TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**PARAGRAPH EVALUATOR — PROCESS ANALYSIS**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of process and desirable results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of pattern of development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence introducing preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Step with explanation and examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence introducing performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Step with explanation and examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence introducing completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Step with explanation and examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARAGRAPH EDITOR

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Name: \_\_\_\_\_

## PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT 5**

Most of us have had experience looking for a job. Write a paragraph explaining the process of looking for a job. Explain the process step by step using details and examples to illustrate each step.

**ASSIGNMENT ANALYSIS**

**Subject:** Looking for a job

**Tasks:** 1. Divide the process into steps.

2. Explain each step.

3. Use specific details and examples.

**TOPIC SENTENCE**

Looking for a job is effective if you follow three groups of steps.

SUBJECT + TO BE + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

These groups of steps include preparation, performance, and completion.

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

1 First, prepare

TRANSITION + COMMAND + THOUGHT COMPLETER

2

Step with explanation and details

3

Next step with explanation and details

4

Next step with explanation and details

5

Next step with explanation and details

6

Next step with explanation and details

## PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

**1** Next,

TRANSITION + COMMAND + THOUGHT COMPLETER

**2**

Step with explanation and details

**3**

Next step with explanation and details

**4**

Next step with explanation and details

**5**

Next step with explanation and details

**6**

Next step with explanation and details

## THIRD SUPPORTING POINT

**1** Last, complete

TRANSITION + COMMAND + THOUGHT COMPLETER

**2**

Step with explanation and details

**3**

Next step with explanation and details

**4**

Next step with explanation and details

**5**

Next step with explanation and details

**6**

Next step with explanation and details

## CONCLUDING SENTENCE

, completing these steps will make

CLOSING TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**PARAGRAPH EVALUATOR — PROCESS ANALYSIS**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of process and desirable results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of pattern of development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence introducing preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Step with explanation and examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence introducing performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Step with explanation and examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence introducing completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Step with explanation and examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Name: \_\_\_\_\_

**PARAGRAPH BUILDER****PARAGRAPH ASSIGNMENT 6**

A common household task is doing the laundry. Write a paragraph explaining the process of doing the laundry. Explain the process step by step using details and examples to illustrate each step.

**ASSIGNMENT ANALYSIS**

**Subject:** *Doing the laundry*

**Tasks:** 1. *Divide the process into steps.*

2. *Explain each step.*

3. *Use specific details and examples.*

**TOPIC SENTENCE**

*Doing the laundry is easy if you follow three groups of steps.*

SUBJECT + TO BE + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

*These groups of steps include preparation, performance, and completion.*

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

1 *First, prepare*

TRANSITION + COMMAND + THOUGHT COMPLETER

2

Step with explanation and details

3

Next step with explanation and details

4

Next step with explanation and details

5

Next step with explanation and details

6

Next step with explanation and details

## PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

1 Next,

TRANSITION + COMMAND + THOUGHT COMPLETER

2

Step with explanation and details

3

Next step with explanation and details

4

Next step with explanation and details

5

Next step with explanation and details

6

Next step with explanation and details

## THIRD SUPPORTING POINT

1 Last, complete

TRANSITION + COMMAND + THOUGHT COMPLETER

2

Step with explanation and details

3

Next step with explanation and details

4

Next step with explanation and details

5

Next step with explanation and details

6

Next step with explanation and details

## CONCLUDING SENTENCE

, completing these steps will

CLOSING TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**PARAGRAPH EVALUATOR — PROCESS ANALYSIS**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of process and desirable results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of pattern of development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence introducing preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Step with explanation and examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence introducing performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Step with explanation and examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence introducing completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Step with explanation and examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

People often offer their friends a drink when they come to visit. Think of a drink that you enjoy, such as coffee, tea, cocoa, iced tea, milkshakes, or various other mixed drinks. Write a paragraph explaining the process of making a delicious drink. Explain the process step by step using details and examples to illustrate each step.

**ASSIGNMENT ANALYSIS****Subject:** \_\_\_\_\_**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

SUBJECT + TO BE + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

TRANSITION + COMMAND + THOUGHT COMPLETER

**SECOND SUPPORTING POINT**

TRANSITION + COMMAND + THOUGHT COMPLETER

**THIRD SUPPORTING POINT**

TRANSITION + COMMAND + THOUGHT COMPLETER

**CONCLUDING SENTENCE**

CLOSING TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

One of the tasks most parents teach their kids is to set the table for a meal. Write a paragraph explaining the process of setting the table. Explain the process step by step using details and examples to illustrate each step.

**ASSIGNMENT ANALYSIS****Subject:** \_\_\_\_\_**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**\_\_\_\_\_  
SUBJECT + TO BE + THOUGHT COMPLETER**ORGANIZING SENTENCE**\_\_\_\_\_  
SUBJECT + VERB + ORGANIZER**FIRST SUPPORTING POINT**\_\_\_\_\_  
TRANSITION + COMMAND + THOUGHT COMPLETER**SECOND SUPPORTING POINT**\_\_\_\_\_  
TRANSITION + COMMAND + THOUGHT COMPLETER**THIRD SUPPORTING POINT**\_\_\_\_\_  
TRANSITION + COMMAND + THOUGHT COMPLETER**CONCLUDING SENTENCE**\_\_\_\_\_  
CLOSING TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Every student needs to know how to read an assignment. Write a paragraph explaining the process of reading an assignment efficiently. Explain the process step by step using details and examples to illustrate each step.

**ASSIGNMENT ANALYSIS****Subject:** \_\_\_\_\_**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

SUBJECT + TO BE + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

TRANSITION + COMMAND + THOUGHT COMPLETER

**SECOND SUPPORTING POINT**

TRANSITION + COMMAND + THOUGHT COMPLETER

**THIRD SUPPORTING POINT**

TRANSITION + COMMAND + THOUGHT COMPLETER

**CONCLUDING SENTENCE**

CLOSING TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Most people have a set routine for common jobs like washing their hair. Think of how you would teach children to wash their hair. Write a paragraph explaining the process of washing hair. Explain the process step by step using details and examples to illustrate each step.

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

SUBJECT + TO BE + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

TRANSITION + COMMAND + THOUGHT COMPLETER

**SECOND SUPPORTING POINT**

TRANSITION + COMMAND + THOUGHT COMPLETER

**THIRD SUPPORTING POINT**

TRANSITION + COMMAND + THOUGHT COMPLETER

**CONCLUDING SENTENCE**

CLOSING TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

# Classification

**L**ife is too complex and full of information for people to deal with each fact or observation separately. Everywhere we look we find similar things and experiences put into groups that have a key quality in common. This thought process of grouping similar objects, facts, ideas, or observations together is called *classification*. The key similarity that defines each group is called the *principle of classification*. A candy jar is a classification. We expect everything in it to have the quality of sweetness even though the jar may contain sweets in a variety of sizes, shapes, and taste qualities other than sweet. Identifying the large group or class is classification.

It is easy to see that another common thought process involves simply a change of direction. If we offer someone candy from our candy jar, the person might ask, "What kinds do you have?" Our answer uses the same thinking process to find smaller classes within the large class *candy*. "Oh, there are jelly beans, Hershey Kisses, lemon drops, and jaw breakers." The speaker here has observed the contents of the jar (the large class *candy*) and found within it smaller classes each of which is also defined by a common characteristic. Finding the smaller classes is often called division, and their distinguishing characteristic is *the principle of division*.

In practice, we commonly use the two processes together, forming large groups and then dividing them into smaller sub-groups. The significance of these processes to us is that they are sometimes used to organize and develop our thoughts in composition. We will use classification to organize and develop our next three compositions. Our topic sentence will name a large group (the major class) that we are considering and state that it includes three smaller groups (the sub-classes). The organizing sentence names the smaller groups. Each supporting point is the description and illustration of one of the smaller groups. (In the example on the previous page, candy is the large group, and jelly beans, lemon drops, and jaw breakers are three smaller groups included in the large group.) The concluding sentence of a classification paragraph reminds the readers that the smaller groups are part of the larger group, the major class.

Clearly, this thought pattern can help us to achieve unity and order. The overall subject, the major class, includes what is covered in the paragraph. Each sub-class is necessarily a part of the major class. Coherence is assured by the appropriate use of transitional expressions that help the reader move from point to point without confusion.

Though the Paragraph Builder for each kind of paragraph is slightly different, the basic pattern and system remain the same.

Our assignments are arranged to teach form and process, not to achieve absolute completeness of content. So when we are asked, for example, to classify the cars in a mall parking lot into three groups, we all know we will have to leave out some groups. That's all right. Our job right now is to learn how to classify and to write a classification paragraph.

## THE CLASSIFICATION PARAGRAPH

In *Patterns for Success: Taking the Mystery Out of Basic Composition*, each pattern of development fits very well into a customized Paragraph Builder. As we move from description and process analysis to classification, the only changes will be in the type of subject matter and the thought patterns used in the development. Instead of identifying key characteristics on steps in an action, we will be finding sub-groups within a large group of similar items. Fortunately, the formal pattern of the paragraph and the system of writing steps will remain the same.

### PARAGRAPH ASSIGNMENT

On busy days, there are many kinds of cars in a mall parking lot. Write a paragraph classifying the cars in a mall parking lot into three main groups. Describe each group by showing its special characteristics. Use specific details and examples to illustrate each group.

First, we must read and analyze the Paragraph Assignment. A careful reading will allow us to complete the Assignment Analysis below. We already know that all the information needed to start thinking about our paragraph comes directly from the Paragraph Assignment. First, we write in the subject of the assignment, the cars in a mall parking lot. Then, we list the tasks we are assigned, as in the following model.

### ASSIGNMENT ANALYSIS

**Subject:** The cars in a mall parking lot

**Tasks:** 1. Classify the cars in a mall parking lot.

2. Describe each group by showing its special characteristics.

3. Use specific details and examples.

As we have noted in the completed Assignment Analysis, the large group we are looking closely at is the cars in a mall parking lot. We now need to choose the three smaller groups, the sub-classes, called for in the assignment. For this sample, we have chosen luxury cars, sports cars, and family cars. We don't have to be concerned with accounting for all the other cars in the lot, just our three groups.

Having named the major class and chosen the sub-classes, we can write our topic sentence and organizing sentence by following the under-the-line guides. The topic sentence names the major class.

**TOPIC SENTENCE**

The cars in a mall parking lot can be classified into three groups.  
MAJOR CLASS + can be classified into + THOUGHT COMPLETER

Now we must write an organizing sentence naming the three groups of cars.

**ORGANIZING SENTENCE**

They are luxury cars, sports cars, and family cars.  
SUBJECT + VERB + ORGANIZER

Following the writing of the topic sentence and the organizing sentence identifying the sub-classes, we need to clarify on the principle of classification for each sub-class, that is, what key characteristic or characteristics all members of the sub-class have in common. Then we can write out the supporting points naming each sub-class and an explanatory sentence for each clarifying what the members of the sub-class have in common.

**FIRST SUPPORTING POINT**

First, there are luxury cars.

TRANSITION + *there* + TO BE + SUB-CLASS

They represent wealth and high social status.

Explanatory sentence giving key characteristics of the sub-class

**SECOND SUPPORTING POINT**

Next, there are sports cars.

TRANSITION + *there* + TO BE + SUB-CLASS

They represent youth and adventure.

Explanatory sentence giving key characteristics of the sub-class

**THIRD SUPPORTING POINT**

Last, there are family cars.

TRANSITION + *there* + TO BE + SUB-CLASS

They represent practicality and economy.

Explanatory sentence giving key characteristics of the sub-class

The planning phase of writing a composition is mind-stretching but quite necessary. When we have completed this phase of the writing process, however, our direction is clear. In writing the topic sentence, the organizing sentence, and the supporting point sentences, we have, in fact, created a sentence outline of our classification paragraph. Planning is often the most difficult part of any process, for there are so many choices to be made and so much information to be organized. The Paragraph Builder has been arranged to make this phase of paragraph writing simpler and less confusing. These first steps take us through the tasks of determining the major class, the sub-classes, and the key characteristics of the sub-classes for the supporting point sentences. The order of the development has also been selected. All these choices are clearly represented in the graphic representation of our sentence outline on the following page.

Topic Sentence

*The cars in a mall parking lot can be classified into three groups.*

Organizing Sentence

*They are luxury cars, sports cars, and family cars.*

First Supporting Point

*First, there are luxury cars.*

Second Supporting Point

*Next, there are sports cars.*

Third Supporting Point

*Last, there are family cars.*

To provide practice in these crucial thinking and planning steps, we have provided additional assignments at the end of this unit. But now we must continue with the classification Paragraph Builder.

After we have written the three supporting points and their explanatory sentences, we must write four sentences of appropriate development for each point. Three sentences show details and examples that further define each sub-class. The last sentence gives representative examples that help us tie the sub-class to familiar experience.

It might seem that the Paragraph Builder is too prescriptive in the under-the-line guides for the point sentences. We are asked to use a specific pattern, *there are*. We mustn't worry. The idea is simply to make writing easier for us, not to make us into copying machines. As we advance in familiarity and understanding, the guides will be more general. Still, the *there is / there are* pattern is a good way to introduce a group or other general idea simply and clearly.

The development of the sub-class *luxury cars* begins with the explanatory sentence that tells us what members of the group have in common. They represent wealth and high social status to people. The next three sentences provide typical details of luxury cars. Finally, the last sentence gives us specific examples of makes of cars in the sub-class.

#### FIRST SUPPORTING POINT

- 1 First, there are luxury cars.

TRANSITION + *there* + TO BE + SUB-CLASS

- 2 They represent wealth and high social status.

Explanatory sentence giving key characteristics of the sub-class

- 3 Luxury cars emphasize comfort and roominess.

Characteristics and details

- 4 They also provide complete power assistance for the driver.

More characteristics and details

- 5 Luxury cars are large and conservative in style.

More characteristics and details

- 6 Examples of luxury cars are Cadillac, Lincoln, and Mercedes Benz.

Specific examples of the sub-class

Similarly, the second supporting point deals with the sub-class *sports cars*, and the explanatory sentence clarifies that youth and adventure are associated with this sub-class. The next sentences give further details of the members of the sub-class, such as power, speed, handling capability, and flashy style. All the additional details specifically expand on the qualities of youth and adventure. The final sentence names some specific members of the sub-class.

#### SECOND SUPPORTING POINT

- 1 Next, there are sports cars.

TRANSITION + *there* + TO BE + SUB-CLASS

- 2 They represent youth and adventure.

Explanatory sentence giving key characteristics of the sub-class

- 3 Sports cars are powerful and fast.

Characteristics and details

- 4 Their excellent handling makes them exciting.

More characteristics and details

- 5 Sports cars are small but streamlined and flashy in style.

More characteristics and details

- 6 The Corvette, Porsche, and Datsun 280Z are examples of sports cars.

Specific examples of sub-class

Again, the third supporting point is *family cars*, and the explanatory sentence names practicality and economy as key characteristics. Supporting sentences give further details of the sub-class, such as roominess, convenience, dependability, moderate size, and plain styling. All these additional specific details create a concrete picture of what is meant by practicality and economy in a family car. The final sentence names three specific members of the sub-class.

**THIRD SUPPORTING POINT**

- 1 Last, there are family cars.

TRANSITION + *there* + TO BE + SUB-CLASS

- 2 They represent practicality and economy.

Explanatory sentence giving key characteristics of the sub-class

- 3 Family cars are convenient and dependable for the driver.

Characteristics and details

- 4 They have adequate room for the small family.

More characteristics and details

- 5 Family cars are moderate in size and plain in style.

More characteristics and details

- 6 Examples of family cars are the Ford Taurus, the Buick Skylark, and

Specific examples of sub-class

the Honda Accord.

Notice all three points are developed in the same way, making the pattern easy to learn.

A paragraph developed by classification, like any composition, needs a conclusion to emphasize the unity of the subject matter and give a sense of finality. To supply these qualities, we write a concluding sentence that restates the topic sentence.

**CONCLUDING SENTENCE**

These are three groups of automobiles in the mall parking lot.

*These are three groups of* + MAJOR CLASS

Completion of the Paragraph Builder following the built-in pattern and under-the-line guides has led us to the draft of a unified, well ordered, well developed one-paragraph composition of classification. Pages 90 and 91 put the parts of the Paragraph Builder together in their usual shape.

It is important for us to remember that at this time we are not trying to account for all the sub-classes in our general class. We are just dealing with three groups of cars among the many groups in a large mall. In the future, we may be in the position to have to make a complete survey of sub-classes. At that time we will be pleased to discover that the pattern and system remain the same. Only the extent of the research is increased.

We should also note that the completed Paragraph Builder shows examples of sentence combining to promote smooth flow through sentence variety.

On pages 90 and 91, what we have written section by section will appear as a completed Paragraph Builder. We can see that we have, in essence, created an effective classification paragraph. Editing and sentence combining as illustrated in the Paragraph Builder will help us improve the flow of thought and promote sentence variety.

Before we look at the completed Paragraph Builder, let us review the Editing Tips on Verb Tense Consistency.

## EDITING TIPS

### VERB TENSE CONSISTENCY

Verb tenses should be consistent in most cases. Because verb tenses show time, it is important that they express exactly what time we wish to describe. If we are talking about something that happened in the past, we should consistently use the past tense. Ordinarily, we should not mix the past tense with the present tense although sometimes a shift in tense is logical and acceptable.

### EXAMPLES OF EDITING

1. First of all, there are luxury cars. They represented wealth and high  
Present Tense  
social status.
  
2. Luxury cars emphasize comfort and roominess, and they are providing  
Present Tense  
complete power assistance for the driver.
  
3. Sports cars are powerful and fast, and their excellent handling made  
Present Tense  
them exciting.
  
4. Family cars are convenient and dependable for the driver, and they  
Present Tense  
have had adequate room for the small family. Examples of the family car  
are had been the Ford Taurus, the Buick Skylark, and the Honda Accord.

## SAMPLE PARAGRAPH BUILDER

## PARAGRAPH ASSIGNMENT

On busy days, there are many kinds of cars in a mall parking lot. Write a paragraph classifying the cars in a mall parking lot into three main groups. Describe each group by showing its special characteristics. Use specific details and examples to illustrate each group.

## ASSIGNMENT ANALYSIS

**Subject:** The cars in a mall parking lot

**Tasks:** 1. Classify the cars in a mall parking lot.

2. Describe each group by showing its special characteristics.

3. Use specific details and examples.

## TOPIC SENTENCE

The cars in a mall parking lot can be classified into three groups.

MAJOR CLASS + can be classified into + THOUGHT COMPLETER

## ORGANIZING SENTENCE

They are luxury cars, sports cars, and family cars.

SUBJECT + VERB + ORGANIZER

## FIRST SUPPORTING POINT

1 First, there are luxury cars.

TRANSITION + there + TO BE + SUB-CLASS

2 They represent wealth and high social status.

Explanatory sentence giving key characteristics of the sub-class

3 Luxury cars emphasize comfort and roominess.

Characteristics and details

4 They also provide complete power assistance for the driver.

More characteristics and details

5 Luxury cars are large and conservative in style.

More characteristics and details

6 Examples of luxury cars are Cadillac, Lincoln, and Mercedes Benz.

Specific examples of sub-class

## SAMPLE PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

1 Next, there are sports cars.

TRANSITION + *there* + TO BE + SUB-CLASS

2 They represent youth and adventure.

Explanatory sentence giving key characteristics of the sub-class

3 Sports cars are powerful and fast., and

Characteristics and details

4 Their excellent handling makes them exciting.

More characteristics and details

5 Sports cars are small but streamlined and flashy in style

More characteristics and details

6 The Corvette, Porsche, and Datsun 280Z are examples of sports cars.

Specific examples of sub-class

## THIRD SUPPORTING POINT

1 Last, there are family cars.

TRANSITION + *there* + TO BE + SUB-CLASS

2 They represent practicality and economy.

Explanatory sentence giving key characteristics of the sub-class

3 Family cars are convenient and dependable for the driver., and

Characteristics and details

4 They have adequate room for the small family.

More characteristics and details

5 Family cars are moderate in size and plain in style.

More characteristics and details

6 Examples of family cars are the Ford Taurus, the Buick Skylark, and

Specific examples of sub-class

the Honda Accord.

## CONCLUDING SENTENCE

These are three groups of automobiles in a mall parking lot.

These are three groups of + MAJOR CLASS

## EDITING TIPS

### PARALLEL CONSTRUCTION

Parallel construction in sentences is achieved by repeating grammatical structures. The basic technique in creating parallel constructions is to use similar words, phrases, or clauses in pairs or in a series. The parallel elements of the sentence create a balance and smoothness within the sentence by giving similar items the same structures, and thus the same emphasis.

### EXAMPLES OF EDITING

Rule of Thumb: Words, phrases, or clauses used in parallel constructions should have the same structure and grammatical function.

1. They are luxury cars, sports cars, and a family car.  
Plural                          Plural
2. Luxury cars are large and conservative in style.  
Adjective
3. Examples of luxury cars are the Cadillac limousine, Lincoln, and Mercedes Benz.  
Singular Noun  
Singular Noun
4. Sports cars are small but streamlined and flashy in style.  
Adjective                      Adjective
5. Last, there are family cars. They represent practical and economy.  
practicality  
Noun

## EVALUATING AND EDITING

After we have completed each part of the Paragraph Builder according to the instructions and the under-the-line guides, we have a rough draft of a one-paragraph composition. Now we need to check our work in several ways.

First, we should read the paragraph carefully to make sure that the thought flows smoothly and logically from the topic sentence to the concluding sentence. Then, to assure that each sentence is doing its job, we should check it against the function listed for it on the Paragraph Evaluator. The results of this check can be entered on the Paragraph Evaluator one sentence at a time as **Satisfactory** or **Needs Improvement**.

The Paragraph Evaluator is a special form developed to help us evaluate the structure and content of our writing. Without such a checklist, we might be confused about how to determine whether we have fulfilled our writing goals. Using the Paragraph Evaluator after each assignment will help us develop positive habits of self-evaluation in our writing and give us greater confidence as writers.

Second, we should revise each sentence that has been checked **Needs Improvement**. Our guide to improvement is right below the line. A sentence that follows the guides and fits into the flow of thought will be doing its necessary job in the paragraph. When we have revised a sentence to make it **Satisfactory**, we can mark it as **Rewritten** on the Paragraph Evaluator. The fine-tuning we do here and in further revision will add a feeling of control and fluency to our composition.

Third, we should now switch our attention to our use of language. We should proofread the Paragraph Builder for troublesome errors in grammar, spelling, and punctuation by using the Paragraph Editor. Also, we all have our own list of personal weaknesses to keep in mind, so we must check those problem areas. Sometimes reading our compositions aloud will uncover errors more easily heard than seen.

The Paragraph Editor on the back of the Paragraph Evaluator is a special checklist of common problems developed to help us find grammar, spelling, and punctuation errors. Then we can eliminate them before writing the final copy of the paragraph. The Editing Tips appearing at intervals throughout the text will also assist us in finding our problems and making our language smooth and correct.

To promote sentence variety and smooth flow in reading, we can now combine at least two adjacent sentences within each point as illustrated in the sample Paragraph Builder. The sentence combinations give us a more natural variation of short and long sentences, as in speech. The sentence combining information on pages 23 through 26 will help us understand how to make combinations, and the revisions in the sample Paragraph Builder will illustrate the effect of the process. Of course, we must also take care to punctuate our combinations correctly.

When we have completed checking our thought and language, we can write a copy of our paragraph according to the Guidelines on the Paragraph Editor. Following the pattern of presentation in the guidelines makes our work simple and creates a clear, attractive copy of our work.

**PARAGRAPH EVALUATOR — CLASSIFICATION**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of major class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of sub-classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence naming sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Explanatory sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Characteristics of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Specific examples of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence relating to topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Explanatory sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Characteristics of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Specific examples of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence relating to topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Explanatory sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Characteristics of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Specific examples of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING SENTENCE</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARAGRAPH EDITOR

### EDITING THE PARAGRAPH BUILDER

1. Check each sentence for grammatical completeness: subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness: capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness: each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING PARAGRAPHS

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the number of the paragraph assignment.

Our edited paragraph on cars in a mall parking lot would appear according to the Guidelines as follows:

Kim Davis  
Assignment 3

*The cars in a mall parking lot can be classified into three groups. They are luxury cars, sports cars, and family cars. First, there are luxury cars. They represent wealth and high social status. Luxury cars emphasize comfort and roominess, and they also provide complete power assistance for the driver. Luxury cars are large and conservative in style. Examples of luxury cars are Cadillac, Lincoln, and Mercedes Benz. Next, there are sports cars. They represent youth and adventure. Sports cars are powerful and fast, and their excellent handling makes them exciting. Sports cars are small but streamlined and flashy in style. The Corvette, Porsche, and Datsun 280Z are examples of sports cars. Last, there are family cars. They represent practicality and economy. Family cars are convenient and dependable for the driver, and they have adequate room for the small family. Family cars are moderate in size and plain in style. Examples of family cars are the Ford Taurus, the Buick Skylark, and the Honda Accord. These are three groups of automobiles in a mall parking lot.*

By following the patterns and guides in the Paragraph Builder, we have created a one-paragraph classification composition that has all the characteristics of efficient communication. First, there is unity. The entire paragraph shows how the major class contains three sub-classes. Next, there is order and coherence. Each of the supporting points clearly develops the topic sentence and is identified by a transition. Finally, the detailed expansion of the supporting points gives color and texture to the characteristics of the sub-classes of cars in a mall parking lot. We have clearly and effectively said what we set out to say.

In the next pages, we have three new assignments of classification paragraphs, each with its own Paragraph Builder. We are aiming at the same pattern as in the example just finished, and we will use the same system. Following each of the three assignments is a Paragraph Evaluator to assist us in evaluating, editing, and, if needed, rewriting our original Paragraph Builder draft.

We should always use the cars in a mall parking lot paragraph as an example of the classification pattern and the system we are trying to master until we know them by heart. In writing the following assignments, we can refer to this sample paragraph, the Paragraph Builder, and the under-the-line guides whenever we become unsure of what to do next.

When we have completed, evaluated, and edited the Paragraph Builder and written final copies of each paragraph, we will have finished our exploration of the simple classification paragraph.

Those of us who want more practice in assignment analysis, creation of supporting points, and paragraph organization may work on the additional assignments at the end of this unit.

Name: \_\_\_\_\_

**PARAGRAPH BUILDER****PARAGRAPH ASSIGNMENT 7**

All cities, states, and countries have various social classes. Write a paragraph classifying the people in your city, state, or country into three groups. Identify each group by showing its special characteristics. Use specific details and examples to illustrate each group.

**ASSIGNMENT ANALYSIS**

**Subject:** The people in my city, state, or country

**Tasks:** 1. Classify three social groups in my city, state, or country.

2. Describe each social class by showing its special characteristics.

3. Use specific details and examples.

**TOPIC SENTENCE**

The people in my can be classified into three groups.

MAJOR CLASS + can be classified into + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

They are, and.

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

1 To begin with, there

TRANSITION + there + TO BE + SUB-CLASS

2

Explanatory sentence giving key characteristics of the sub-class

3

Characteristics and details

4

More characteristics and details

5

More characteristics and details

6

Specific examples of sub-class

## PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

**1** *Next, there*TRANSITION + *there* + TO BE + SUB-CLASS**2**

Explanatory sentence giving key characteristics of the sub-class

**3**

Characteristics and details

**4**

More characteristics and details

**5**

More characteristics and details

**6**

Specific examples of sub-class

## THIRD SUPPORTING POINT

**1** *Finally, there*TRANSITION + *there* + TO BE + SUB-CLASS**2**

Explanatory sentence giving key characteristics of the sub-class

**3**

Characteristics and details

**4**

More characteristics and details

**5**

More characteristics and details

**6**

Specific examples of sub-class

## CONCLUDING SENTENCE

*These are three groups of**These are three groups of* + MAJOR CLASS

**PARAGRAPH EVALUATOR — CLASSIFICATION**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of major class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of sub-classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence naming sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Explanatory sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Characteristics of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Specific examples of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence relating to topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Explanatory sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Characteristics of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Specific examples of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence relating to topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Explanatory sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Characteristics of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Specific examples of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING SENTENCE</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **PARAGRAPH EDITOR**

### **EDITING THE PARAGRAPH BUILDER**

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness:  
each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### **GUIDELINES FOR PRESENTING PARAGRAPHS**

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

Name: \_\_\_\_\_

## PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT 8**

Most cities have restaurants serving a variety of food from different countries. Write a paragraph classifying three kinds of ethnic food. Describe each kind by showing its special characteristics. Use specific details and examples to illustrate each group.

**ASSIGNMENT ANALYSIS**

**Subject:** Ethnic food

- Tasks:**
1. Classify three kinds of ethnic food.
  2. Describe each kind by showing its special characteristics.
  3. Use specific details and examples.

**TOPIC SENTENCE**

Ethnic food can be classified into three groups.

MAJOR CLASS + can be classified into + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

They are , and .

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

1 To begin with, there

TRANSITION + there + TO BE + SUB-CLASS

2

Explanatory sentence giving key characteristics of the sub-class

3

Characteristics and details

4

More characteristics and details

5

More characteristics and details

6

Specific examples of sub-class

## PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

**1** *Next, there*TRANSITION + *there* + TO BE + SUB-CLASS**2**

Explanatory sentence giving key characteristics of the sub-class

**3**

Characteristics and details

**4**

More characteristics and details

**5**

More characteristics and details

**6**

Specific examples of sub-class

## THIRD SUPPORTING POINT

**1** *Finally, there*TRANSITION + *there* + TO BE + SUB-CLASS**2**

Explanatory sentence giving key characteristics of the sub-class

**3**

Characteristics and details

**4**

More characteristics and details

**5**

More characteristics and details

**6**

Specific examples of sub-class

## CONCLUDING SENTENCE

*These are three kinds of**These are three kinds of* + MAJOR CLASS

**PARAGRAPH EVALUATOR — CLASSIFICATION**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of major class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of sub-classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence naming sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Explanatory sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Characteristics of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Specific examples of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence relating to topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Explanatory sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Characteristics of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Specific examples of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence relating to topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Explanatory sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Characteristics of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Specific examples of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING SENTENCE</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARAGRAPH EDITOR

### EDITING THE PARAGRAPH BUILDER

1. Check each sentence for grammatical completeness: subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness: capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness: each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING PARAGRAPHS

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the number of the paragraph assignment.

Name: \_\_\_\_\_

## PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT 9**

Transportation is essential in our fast-moving world. Write a paragraph classifying three types of transportation. Describe each type by showing its special characteristics. Use specific details and examples to illustrate each group.

**ASSIGNMENT ANALYSIS****Subject:** Transportation

- Tasks:**
1. Classify three types of transportation.
  2. Describe each type by showing its special characteristics.
  3. Use specific details and examples.

**TOPIC SENTENCE**Transportation can be classified into three groups.

MAJOR CLASS + can be classified into + THOUGHT COMPLETER

**ORGANIZING SENTENCE**They are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT****1** To begin with, there

TRANSITION + there + TO BE + SUB-CLASS

**2**

Explanatory sentence giving key characteristics of the sub-class

**3**

Characteristics and details

**4**

More characteristics and details

**5**

More characteristics and details

**6**

Specific examples of sub-class

## PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

**1** *Next, there*TRANSITION + *there* + TO BE + SUB-CLASS**2**

Explanatory sentence giving key characteristics of the sub-class

**3**

Characteristics and details

**4**

More characteristics and details

**5**

More characteristics and details

**6**

Specific examples of sub-class

## THIRD SUPPORTING POINT

**1** *Finally, there*TRANSITION + *there* + TO BE + SUB-CLASS**2**

Explanatory sentence giving key characteristics of the sub-class

**3**

Characteristics and details

**4**

More characteristics and details

**5**

More characteristics and details

**6**

Specific examples of sub-class

## CONCLUDING SENTENCE

*These are three groups of**These are three groups of* + MAJOR CLASS

**PARAGRAPH EVALUATOR — CLASSIFICATION**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of major class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of sub-classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence naming sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Explanatory sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Characteristics of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Specific examples of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence relating to topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Explanatory sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Characteristics of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Specific examples of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence relating to topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Explanatory sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Characteristics of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More characteristics and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Specific examples of the sub-class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING SENTENCE</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARAGRAPH EDITOR

### EDITING THE PARAGRAPH BUILDER

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness:  
each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING PARAGRAPHS

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

## PARAGRAPH OUTLINE BUILDER

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Americans are wildly enthusiastic about professional team sports. Write a paragraph classifying three kinds of professional team sports. Describe each kind by showing its special characteristics. Use specific details and examples to illustrate each group.

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

MAJOR CLASS + *can be classified into* + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

TRANSITION + *there* + TO BE + SUB-CLASS

**SECOND SUPPORTING POINT**

TRANSITION + *there* + TO BE + SUB-CLASS

**THIRD SUPPORTING POINT**

TRANSITION + *there* + TO BE + SUB-CLASS

**CONCLUDING SENTENCE**

*These are three kinds of* + MAJOR CLASS

## PARAGRAPH OUTLINE BUILDER

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Most students have a lot of problems writing English compositions. Write a paragraph classifying three kinds of writing problems. Describe each kind by showing its special characteristics. Use specific details and examples to illustrate each group.

**ASSIGNMENT ANALYSIS**

Subject: \_\_\_\_\_

Tasks: 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**MAJOR CLASS + *can be classified into* + THOUGHT COMPLETER**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**TRANSITION + *there* + TO BE + SUB-CLASS**SECOND SUPPORTING POINT**TRANSITION + *there* + TO BE + SUB-CLASS**THIRD SUPPORTING POINT**TRANSITION + *there* + TO BE + SUB-CLASS**CONCLUDING SENTENCE***These are three kinds of* + MAJOR CLASS

## PARAGRAPH OUTLINE BUILDER

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Most cities have restaurants in many price ranges. Write a paragraph classifying the restaurants in your city into three groups according to cost. Describe each group by showing its special characteristics. Use specific details and examples to illustrate each group.

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

MAJOR CLASS + *can be classified into* + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

TRANSITION + *there* + TO BE + SUB-CLASS

**SECOND SUPPORTING POINT**

TRANSITION + *there* + TO BE + SUB-CLASS

**THIRD SUPPORTING POINT**

TRANSITION + *there* + TO BE + SUB-CLASS

**CONCLUDING SENTENCE**

*These are three groups of* + MAJOR CLASS

## PARAGRAPH OUTLINE BUILDER

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Supermarkets in the U.S.A. have many items for sale. Write a paragraph classifying the goods for sale in a supermarket into three groups or departments. Describe each group by showing its special characteristics. Use specific details and examples to illustrate each group.

**ASSIGNMENT ANALYSIS**

Subject: \_\_\_\_\_

Tasks: 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**MAJOR CLASS + *can be classified into* + THOUGHT COMPLETER**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**TRANSITION + *there* + TO BE + SUB-CLASS**SECOND SUPPORTING POINT**TRANSITION + *there* + TO BE + SUB-CLASS**THIRD SUPPORTING POINT**TRANSITION + *there* + TO BE + SUB-CLASS**CONCLUDING SENTENCE***These are three groups of* + MAJOR CLASS

# *Comparison or Contrast*

**T**

he purpose of comparison or contrast assignments is to practice writing about similarities and differences in aspects of our lives — people, objects, institutions, ideas, for example. Comparison emphasizes sameness; contrast, difference. Because we have two subjects to relate and several points of likeness or difference to consider, a clear order is absolutely essential. To avoid confusion, we will organize our sample paragraph according to specific similarities or differences, a point-by-point pattern. Within each point, both subjects will be compared or contrasted. In an outline, the development of the paragraph would look like the following:

First Point of Comparison or Contrast

    Subject A

    Subject B

Second Point of Comparison or Contrast

    Subject A

    Subject B

Third Point of Comparison or Contrast

    Subject A

    Subject B

Before we attempt to compare or contrast, we must make sure that our subjects really are members of the same class or category. A logical contrast, for instance, can be made between Alpha and Beta Colleges because they are both in the class *college* despite having significant differences. But to compare Alpha to a Big Mac would be illogical except in poetry.

A simple composition organized by comparison or contrast usually emphasizes **either** similarities **or** differences. That will be our plan. The topic sentence identifies the two subjects and states whether they are alike or different. Then each of the supporting points will reveal either a similarity or difference between the subjects. Within each supporting point, the similarity or difference is shown first in one subject, then in the other. Appropriate details, images, and examples are used to clarify and emphasize the similarity or difference. The concluding sentence then restates the main idea, closing the paragraph and emphasizing its unity.

Though there is another common way of organizing comparison or contrast, we have chosen to limit this chapter to the easiest and generally most effective pattern, leaving the other for future study.

The Paragraph Builder with its under-the-line guides will be very helpful to us in keeping the two subjects of comparison or contrast separate and clear. Transitions help us maintain that clear separation also. They emphasize the arrival of each different supporting point. Transitions also highlight the shift from one subject of comparison or contrast to the other within the development of each supporting point.

## THE COMPARISON OR CONTRAST PARAGRAPH

In *Patterns for Success: Taking the Mystery Out of Basic Composition*, every composition is written in response to specific assignments. These assignments appear at the beginning of a special form called the Paragraph Builder. The Paragraph Builder leads us step-by-step from the analysis of the assignment to the concluding sentence of the paragraph. Let's work through this example of contrast together.

### PARAGRAPH ASSIGNMENT

Each college or university has its individual characteristics. Write a paragraph contrasting Alpha College and Beta College. State three important differences, and explain each one. Use specific details and examples to illustrate the three important differences.

First, we must read and analyze the Paragraph Assignment. A careful reading will allow us to complete the Assignment Analysis below. We should note that all the information needed to start thinking about our paragraph moves right from the Paragraph Assignment into the Assignment Analysis.

### ASSIGNMENT ANALYSIS

Subject: Alpha College and Beta College

Tasks: 1. State three important differences.

2. Explain each difference.

3. Use specific details and examples.

As usual, our next step is to create a topic sentence for our paragraph. The Paragraph Assignment helps us a lot because it specifies our subjects, Alpha and Beta Colleges, and requires us to show the differences between them. Now all we need to do is to apply that information to the Paragraph Builder according to the under-the-line guides. Then we will have a clear topic sentence.

**TOPIC SENTENCE**

*Alpha College and Beta College are different in three important ways.*  
SUBJECTS + TO BE + similar or different + THOUGHT COMPLETER.

At this point we must perform the key task of selecting the three most important differences between the two colleges. It calls for some creative thinking. Review the various aspects of the general class *colleges*, and choose three in which the subjects vary. In this example, we have chosen institutional structure, facilities, and curriculum.

Once we have selected these key points of difference, we need to name them in the same order that they will be developed in the body of the paragraph. This organizing sentence will complete the meaning of the topic sentence and prepare the reader for the development to come.

**ORGANIZING SENTENCE**

*They are institutional structure, facilities, and curriculum.*  
SUBJECT + VERB + ORGANIZER

Having the topic sentence and organizing sentences completed, it is reasonably easy to create other supporting points by following the organizing sentence and the under-the-line guides. We see clearly the value of the transitions beginning the point sentences. They clarify the break between points while at the same time providing a sense of continuity.

**FIRST SUPPORTING POINT**

To begin with, the two colleges are different in institutional structure.

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**SECOND SUPPORTING POINT**

Furthermore, Alpha and Beta are different in facilities.

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**THIRD SUPPORTING POINT**

Finally, Alpha and Beta are different in curriculum.

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

We can recognize that in writing the topic sentence, the organizing sentence, and the supporting point sentences, we have created a sentence outline of our comparison or contrast paragraph. The difficult work of choosing the subjects, the differences for the supporting points, and the order of development has been completed. We have an efficient plan to guide us in developing the supporting points and completing the paragraph. The sentence outline is illustrated in the graphic on the following page.

## Topic Sentence

*Alpha College and Beta College are different in three important ways.*

## Organizing Sentence

*They are institutional structure, facilities, and curriculum.*

## First Supporting Point

*To begin with, the two colleges are different in institutional structure.*

## Second Supporting Point

*Furthermore, Alpha and Beta are different in facilities.*

## Third Supporting Point

*Finally, Alpha and Beta are different in curriculum.*

To provide practice in these crucial thinking and planning steps, we have provided additional assignments at the end of this unit. But now we must continue with the Paragraph Builder contrasting the two colleges.

Now that the main idea, key points, and order of development are settled, we need to bring together the specifics of how Alpha and Beta differ in structure, facilities, and curriculum. An easy plan is to select three equivalent supporting details from each college that will clearly illustrate these differences. This pattern of details will give us proper balance and make each supporting point a neat seven-

sentence package. We will also see the value of the transitions *in contrast*, *on the other hand*, and *however* to separate yet connect the two parts of each supporting point development. Clear organizational planning and apt use of transitions keep both writers and readers from being confused.

We can develop the first supporting point, differences in institutional structure, by dealing with differences in ownership, governance, and funding. First, we write three sentences about Alpha College, and then we write three sentences in the same order about the structure of Beta College. This large amount of information is clearly controlled by good planning and appropriate transitions.

#### FIRST SUPPORTING POINT

- 1 To begin with, the two colleges are different in institutional structure.  
TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER
- 2 Alpha is a privately owned, profit-making business.  
First specific similarity or difference
- 3 It is run by a privately appointed Board of Directors.  
Second specific similarity or difference
- 4 It charges students a high tuition for its services.  
Third specific similarity or difference
- 5 In contrast, Beta is a tax-supported public college.  
TRANSITION + first specific similarity or difference
- 6 It is controlled by a publicly elected Board of Trustees.  
Second specific similarity or difference
- 7 Beta charges its students only a small tuition because it is publicly funded.  
Third specific similarity or difference

This step in our writing of the contrast paragraph can seem quite complex because we are dealing with all the following information:

- two subjects — Alpha and Beta Colleges
- a general difference between the colleges — institutional structure
- three specific examples or details of that difference for each college — ownership, governance, and funding.

The possibility of confusion is obvious. But if we follow the Paragraph Builder and keep the details of the two colleges clearly identified and separate, we will be writing like pros.

We should notice that the first sentence of details concerning Alpha's structure begins by naming the college. And when we move to Beta's structural details, there is a transition emphasizing the contrast and an immediate identification of the college. We help the reader by dealing with the details of structural difference in the same order for each college — ownership, governance, and funding.

The point sentence prepares us for the overall pattern of differences in structure. Our clear pattern of presentation of details or examples and our effective use of transitions keep the reader on track throughout.

The next supporting point contrasts the facilities available at each college in size, function, and community service. We should note the transition *furthermore* makes it clear that a new point sentence is at hand. Similarly, the transition *on the other hand* shows the reader we are moving from details concerning the facilities at Alpha to those concerning the facilities at Beta. We should also notice that repeating the patterns of size, function, and community service helps to make the point-by-point contrast clear. Writing the comparison or contrast development requires a special emphasis on clarity. Using three sentences for each college, putting the details in the same order for each, and using the proper transitions give us a clear supporting point.

#### SECOND SUPPORTING POINT

- 1 Furthermore, Alpha and Beta are different in facilities.

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

- 2 Alpha has only one medium-sized building.

First specific similarity or difference

- 3 It contains the entire college and administration.

Second specific similarity or difference

- 4 There are no athletic or public facilities.

Third specific similarity or difference

- 5 On the other hand, Beta has a large, full-service campus.

TRANSITION + first specific similarity or difference

- 6 It has many classroom buildings, a library, a student center, and an

Second specific similarity or difference

administration building.

- 7 Beta also has athletic, theater, and concert hall facilities used by

Third specific similarity or difference

the public.

We should note again that the Paragraph Builder follows a pattern of one sentence at a time. If a sentence calls for more space, we must put the extra words below its line. But then we start the next sentence on its own designated line. That way, each sentence of the paragraph can be more easily corrected or revised. In the Paragraph Builder we need to deal with only one sentence at a time, confident that it will smoothly fit into the larger pattern of the complete paragraph. We will work on one sentence at a time until the Paragraph Builder is complete.

The third supporting point deals with differences in curriculum, with two sentences each for range of offerings and one each for additional advantage (or disadvantage).

### THIRD SUPPORTING POINT

- 1 Finally, Alpha and Beta are different in curriculum.

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

- 2 Alpha offers only technical courses in business.

First specific similarity or difference

- 3 Its students can get only vocational training there.

Second specific similarity or difference

- 4 There are no general-interest courses, extra-curricular activities or

Third specific similarity or difference

social programs.

- 5 Beta, however, offers a wide range of courses.

TRANSITION + first specific similarity or difference

- 6 Its students can study both vocational and academic subjects.

Second specific similarity or difference

- 7 Beta also provides a large number of extra-curricular and social activities.

Third specific similarity or difference

The comparison or contrast one-paragraph composition, like any other composition, needs a conclusion to get back to the overall main idea and give a feeling of finality. A restatement of the topic sentence fulfills the first point, and the closing transition takes care of the second. All we need to do is follow the under-the-line suggestions.

**CONCLUDING SENTENCE**

*In all these ways, Alpha College and Beta College are quite different.*

CLOSING TRANSITION + SUBJECTS + TO BE + similar or different

Completion of the Comparison or Contrast Paragraph Builder has led to a draft of a unified, coherent, and well developed one-paragraph composition. Now we should see if we can improve our sentences by expanding, combining, and editing where needed. In the completed Paragraph Builder, some kind of sentence combining has been done in each supporting point. What to do in the first phase of writing our paragraph has been made clear by the Paragraph Builder. Using the Paragraph Evaluator and Paragraph Editor, we can learn to check and improve our work in several ways to promote clarity, correctness, and sentence variety.

On the next two pages, what we have written section by section will appear as a completed Paragraph Builder including an example of sentence combining in each supporting point. We can see that we have, in essence, created an effective contrast paragraph. Editing and sentence combining as illustrated in the Paragraph Builder will help us improve the flow of thought and promote sentence variety.

## SAMPLE PARAGRAPH BUILDER

### PARAGRAPH ASSIGNMENT

Each college or university has its individual characteristics. Write a paragraph contrasting Alpha College and Beta College. State three important differences, and explain each one. Use specific details and examples to illustrate the three important differences.

### ASSIGNMENT ANALYSIS

**Subject:** *Alpha College and Beta College*

**Tasks:** 1. *State three important differences.*

2. *Explain each difference.*

3. *Use specific details and examples.*

### TOPIC SENTENCE

*Alpha College and Beta College are different in three important ways.*

SUBJECTS + TO BE + similar or different + THOUGHT COMPLETER.

### ORGANIZING SENTENCE

*They are institutional structure, facilities, and curriculum.*

SUBJECT + VERB + ORGANIZER

### FIRST SUPPORTING POINT

1 *To begin with, the two colleges are different in institutional structure.*

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

2 *Alpha is a privately owned, profit-making business.*

First specific similarity or difference

3 *It is run by a privately appointed Board of Directors.*

Second specific similarity or difference

4 *It charges students a high tuition for its services.*

Third specific similarity or difference

5 *In contrast, Beta is a tax-supported public college, and*

TRANSITION + first specific similarity or difference

6 *It is controlled by a publicly elected Board of Trustees.*

Second specific similarity or difference

7 *Beta charges its students only a small tuition because it is publicly funded.*

Third specific similarity or difference

## SAMPLE PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

- 1 Furthermore, Alpha and Beta are different in facilities.  
TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER
- 2 Alpha has only one medium-sized building, and  
First specific similarity or difference
- 3 It contains the entire college and administration.  
Second specific similarity or difference
- 4 There are no athletic or public facilities.  
Third specific similarity or difference
- 5 On the other hand, Beta has a large, full-service campus.  
TRANSITION + first specific similarity or difference
- 6 It has many classroom buildings, a library, a student center, and an administration building.  
Second specific similarity or difference
- 7 Beta also has athletic, theater, and concert hall facilities used by the public.  
Third specific similarity or difference

## THIRD SUPPORTING POINT

- 1 Finally, Alpha and Beta are different in curriculum.  
TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER
- 2 Alpha offers only technical courses in business., so  
First specific similarity or difference
- 3 Its students can get only vocational training there.  
Second specific similarity or difference
- 4 There are no general-interest courses, extra-curricular activities, or social programs.  
Third specific similarity or difference
- 5 Beta, however, offers a wide range of courses.  
TRANSITION + first specific similarity or difference
- 6 Its students can study both vocational and academic subjects.  
Second specific similarity or difference
- 7 Beta also provides a large number of extra-curricular and social activities.  
Third specific similarity or difference

## CONCLUDING SENTENCE

In all these ways, Alpha College and Beta College are quite different.  
CLOSING TRANSITION + SUBJECTS + TO BE + similar or different

## EDITING TIPS

### **PRONOUN-ANTECEDENT AGREEMENT**

In English, pronouns are a common source of headaches because the pronoun must agree with its antecedent (the noun or nouns it refers to and is taking the place of) in three ways: number, gender, and person. Both the pronoun and its antecedent must be

- singular or plural (number)
- masculine, feminine, or neuter (gender)
- first person, second person, or third person.

The key for us as editors is to identify the antecedent and its number, gender, and person. Then we must choose the form of the pronoun that agrees.

### **EXAMPLES OF EDITING**

1. Alpha is a privately owned, profit-making business. They are run by a  
Singular Antecedent  
privately appointed Board of Directors.  
*It is*
2. Beta charges its students only a small tuition because they are publicly  
Singular Antecedent  
funded.  
*it is*
3. Alpha has only one medium-sized building, and she contains the entire  
Neuter Antecedent  
college and administration.  
*it*
4. Alpha offers only technical courses in business, so your students can  
Third Person Antecedent  
get only vocational training there.  
*its*
5. Beta, however, offers a wide range of courses. Their students can  
Singular Antecedent  
study both vocational and academic subjects.  
*Its*

## EVALUATING AND EDITING

After we have completed each part of the Paragraph Builder according to the instructions and the under-the-line guides, we have a rough draft of a one-paragraph composition. Now we need to check our work in several ways.

First, we should read the paragraph carefully to make sure that the thought flows smoothly and logically from the topic sentence to the concluding sentence. Then, to assure that each sentence is doing its job, we should check it against the function listed for it on the Paragraph Evaluator. The results of this check can be entered on the Paragraph Evaluator one sentence at a time as **Satisfactory** or **Needs Improvement**.

The Paragraph Evaluator is a special form developed to help us evaluate the structure and content of our writing. Without such a checklist, we might be confused about how to determine whether we have fulfilled our writing goals. Using the Paragraph Evaluator after each assignment will help us develop positive habits of self-evaluation in our writing and give us greater confidence as writers.

Second, we should revise each sentence that has been checked **Needs Improvement**. Our guide to improvement is right below the line. A sentence that follows the guides and fits into the flow of thought will be doing its necessary job in the paragraph. When we have revised a sentence to make it **Satisfactory**, we can mark it as **Rewritten** on the Paragraph Evaluator. The fine-tuning we do here and in further revision will add a feeling of control and fluency to our composition.

Third, we should now switch our attention to our use of language. We should proofread the Paragraph Builder for troublesome errors in grammar, spelling, and punctuation by using the Paragraph Editor. Also, we all have our own list of personal weaknesses to keep in mind, so we must check those problem areas. Sometimes reading our compositions aloud will uncover errors more easily heard than seen.

The Paragraph Editor on the back of the Paragraph Evaluator is a special checklist of common problems developed to help us find grammar, spelling, and punctuation errors. Then we can eliminate them before writing the final copy of the paragraph. The Editing Tips appearing at intervals throughout the text will also assist us in finding our problems and making our language smooth and correct.

To promote sentence variety and smooth flow in reading, we can now combine at least two adjacent sentences within each point as illustrated in the sample Paragraph Builder. The sentence combinations give us a more natural variation of short and long sentences, as in speech. The sentence combining information on pages 23 through 26 will help us understand how to make combinations, and the revisions in the sample Paragraph Builder will illustrate the effect of the process. Of course, we must also take care to punctuate our combinations correctly.

When we have completed checking our thought and language, we can write a copy of our paragraph according to the Guidelines on the Paragraph Editor. Following the pattern of presentation in the guidelines makes our work simple and creates a clear, attractive copy of our work.

**PARAGRAPH EVALUATOR — COMPARISON OR CONTRAST**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of subjects and whether compared or contrasted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement naming similarities or differences to be developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence naming similarity or difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 First specific example of Subject A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Second specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Third specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Transition + first specific example of Subject B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Second specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Third specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence naming similarity or difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 First specific example of Subject A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Second specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Third specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Transition + first specific example of Subject B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Second specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Third specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence naming similarity or difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 First specific example of Subject A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Second specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Third specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Transition + first specific example of Subject B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Second specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Third specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING SENTENCE</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARAGRAPH EDITOR

### EDITING THE PARAGRAPH BUILDER

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness:  
each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING PARAGRAPHS

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

Our edited paragraph on the differences between Alpha and Beta Colleges would appear according to the Guidelines as follows:

Kim Davis  
Assignment 4

*Alpha College and Beta College are different in three important ways. They are institutional structure, facilities, and curriculum. To begin with, the two colleges are different in institutional structure. Alpha is a privately owned, profit-making business. It is run by a privately appointed Board of Directors. It charges students a high tuition for its services. In contrast, Beta is a tax-supported public college, and it is controlled by a publicly elected Board of Trustees. Beta charges its students only a small tuition because it is publicly funded. Furthermore, Alpha and Beta are different in facilities. Alpha has only one medium-sized building, and it contains the entire college and administration. There are no athletic or public facilities. On the other hand, Beta has a large, full-service campus. It has many classroom buildings, a library, a student center, and an administration building. Beta also has athletic, theater, and concert hall facilities used by the public. Finally, Alpha and Beta are different in curriculum. Alpha offers only technical courses in business, so its students can get only vocational training there. There are no general-interest courses, extra-curricular activities, or social programs. Beta, however, offers a wide range of courses. Its students can study both vocational and academic subjects. Beta also provides a large number of extra-curricular and social activities. In all these ways, Alpha College and Beta College are quite different.*

By following the patterns and guides in the Paragraph Builder, we have created a one-paragraph composition developed by contrast. It has all the characteristics of efficient communication. First, there is unity. The entire paragraph shows how Alpha and Beta are different. Next, there is clear order, and, just as important, there is coherence. Each supporting point clearly develops the topic sentence and is identified by a transition. Within each point, the details of each college are clearly identified, and the contrast is easily seen. We have clearly and effectively said what we set out to say.

In the next pages, we have three new assignments of comparison or contrast paragraphs, each with its own Paragraph Builder. We are aiming at the same pattern as in the example just finished, and we will use the same system. Following each of the three assignments is a Paragraph Evaluator to assist us in evaluating, editing, and, if needed, rewriting our original Paragraph Builder draft.

We should always use the Alpha and Beta paragraph as an example of the comparison or contrast point-by-point pattern. The patterns and the system we are trying to master need to be built into our memory through constant practice and serious effort. In writing the following assignments we can refer to this sample paragraph, the Paragraph Builder, and the under-the-line guides whenever we become unsure of what to do next.

When we have completed, evaluated, and edited the Paragraph Builder and written final copies of each paragraph according to the Guidelines, we will have finished our exploration of the simple comparison or contrast paragraph.

Those of us who want more practice in assignment analysis, creation of supporting points, and paragraph organization may work on the additional assignments at the end of this unit.

Name: \_\_\_\_\_

## PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT 10**

Everyone has different kinds of friends. Write a paragraph comparing or contrasting two good friends. State three important similarities or differences, and explain each one. Use specific details and examples to illustrate each similarity or difference.

**ASSIGNMENT ANALYSIS**

**Subject:** *My two friends*

- Tasks:**
1. *State three important similarities or differences.*
  2. *Explain each one.*
  3. *Use specific details and examples.*

**TOPIC SENTENCE**

*My two good friends are* \_\_\_\_\_ *in three important ways.*

SUBJECTS + TO BE + similar or different + THOUGHT COMPLETER.

**ORGANIZING SENTENCE**

*They are* \_\_\_\_\_ , \_\_\_\_\_ , and \_\_\_\_\_

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

**1** *In the first place,* \_\_\_\_\_

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**2** \_\_\_\_\_  
First specific similarity or difference

**3** \_\_\_\_\_  
Second specific similarity or difference

**4** \_\_\_\_\_  
Third specific similarity or difference

**5** \_\_\_\_\_  
TRANSITION + first specific similarity or difference

**6** \_\_\_\_\_  
Second specific similarity or difference

**7** \_\_\_\_\_  
Third specific similarity or difference

## PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

**1** *Further,*

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**2**

First specific similarity or difference

**3**

Second specific similarity or difference

**4**

Third specific similarity or difference

**5**

TRANSITION + first specific similarity or difference

**6**

Second specific similarity or difference

**7**

Third specific similarity or difference

## THIRD SUPPORTING POINT

**1** *Finally,*

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**2**

First specific similarity or difference

**3**

Second specific similarity or difference

**4**

Third specific similarity or difference

**5**

TRANSITION + first specific similarity or difference

**6**

Second specific similarity or difference

**7**

Third specific similarity or difference

## CONCLUDING SENTENCE

*In all these ways,*

CLOSING TRANSITION + SUBJECTS + TO BE + similar or different

**PARAGRAPH EVALUATOR — COMPARISON OR CONTRAST**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of subjects and whether compared or contrasted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement naming similarities or differences to be developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence naming similarity or difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 First specific example of Subject A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Second specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Third specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Transition + first specific example of Subject B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Second specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Third specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence naming similarity or difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 First specific example of Subject A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Second specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Third specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Transition + first specific example of Subject B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Second specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Third specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence naming similarity or difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 First specific example of Subject A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Second specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Third specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Transition + first specific example of Subject B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Second specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Third specific example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING SENTENCE</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARAGRAPH EDITOR

### EDITING THE PARAGRAPH BUILDER

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2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
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present tense verbs in the third person singular.
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6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

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6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

Name: \_\_\_\_\_

## PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT 11**

During our early years, most of us have attended several different schools. Write a paragraph comparing or contrasting two schools you have attended. State three important similarities or differences, and explain each one. Use specific details and examples to illustrate each similarity or difference.

**ASSIGNMENT ANALYSIS**

**Subject:** Two schools I have attended

- Tasks:**
1. State three important similarities or differences.
  2. Explain each one.
  3. Use specific details and examples.

**TOPIC SENTENCE**

SUBJECTS + TO BE + similar or different + THOUGHT COMPLETER.  
are    in three important ways.

**ORGANIZING SENTENCE**

They are , , and  
SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

1 In the first place,

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

2

First specific similarity or difference

3

Second specific similarity or difference

4

Third specific similarity or difference

5

TRANSITION + first specific similarity or difference

6

Second specific similarity or difference

7

Third specific similarity or difference

## PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

**1** *Further,*

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**2**

First specific similarity or difference

**3**

Second specific similarity or difference

**4**

Third specific similarity or difference

**5**

TRANSITION + first specific similarity or difference

**6**

Second specific similarity or difference

**7**

Third specific similarity or difference

## THIRD SUPPORTING POINT

**1** *Finally,*

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**2**

First specific similarity or difference

**3**

Second specific similarity or difference

**4**

Third specific similarity or difference

**5**

TRANSITION + first specific similarity or difference

**6**

Second specific similarity or difference

**7**

Third specific similarity or difference

## CONCLUDING SENTENCE

*In all these ways,*

CLOSING TRANSITION + SUBJECTS + TO BE + similar or different

**PARAGRAPH EVALUATOR — COMPARISON OR CONTRAST**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of subjects and whether compared or contrasted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement naming similarities or differences to be developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence naming similarity or difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 First specific example of Subject A	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3 Second specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4 Third specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5 Transition + first specific example of Subject B	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6 Second specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7 Third specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence naming similarity or difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 First specific example of Subject A	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3 Second specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4 Third specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5 Transition + first specific example of Subject B	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6 Second specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7 Third specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence naming similarity or difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 First specific example of Subject A	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3 Second specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4 Third specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5 Transition + first specific example of Subject B	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6 Second specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7 Third specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>CONCLUDING SENTENCE</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARAGRAPH EDITOR

### EDITING THE PARAGRAPH BUILDER

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
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capital letter on the first word and end punctuation after the last word.
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each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
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6. Check the initial transitional phrases in the point sentences and  
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8. Expand or combine sentences for completeness and variety.

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8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

Name: \_\_\_\_\_

## PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT 12**

Most of us have lived in more than one place during our lives. Write a paragraph comparing or contrasting two places you have lived in. State three important similarities or differences, and explain each one. Use specific details and examples to illustrate each similarity or difference.

**ASSIGNMENT ANALYSIS**

**Subject:** Two places I have lived in

- Tasks:**
1. State three important similarities or differences.
  2. Explain each one.
  3. Use specific details and examples.

**TOPIC SENTENCE**

are    in three important ways.  
 SUBJECTS + TO BE + similar or different + THOUGHT COMPLETER.

**ORGANIZING SENTENCE**

They are , , and  
 SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

**1** In the first place,

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**2**

First specific similarity or difference

**3**

Second specific similarity or difference

**4**

Third specific similarity or difference

**5**

TRANSITION + first specific similarity or difference

**6**

Second specific similarity or difference

**7**

Third specific similarity or difference

## PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

**1** *Further,*

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**2**

First specific similarity or difference

**3**

Second specific similarity or difference

**4**

Third specific similarity or difference

**5**

TRANSITION + first specific similarity or difference

**6**

Second specific similarity or difference

**7**

Third specific similarity or difference

## THIRD SUPPORTING POINT

**1** *Finally,*

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**2**

First specific similarity or difference

**3**

Second specific similarity or difference

**4**

Third specific similarity or difference

**5**

TRANSITION + first specific similarity or difference

**6**

Second specific similarity or difference

**7**

Third specific similarity or difference

## CONCLUDING SENTENCE

*In all these ways,*

CLOSING TRANSITION + SUBJECTS + TO BE + similar or different

**PARAGRAPH EVALUATOR — COMPARISON OR CONTRAST**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of subjects and whether compared or contrasted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement naming similarities or differences to be developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence naming similarity or difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 First specific example of Subject A	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3 Second specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4 Third specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5 Transition + first specific example of Subject B	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6 Second specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7 Third specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence naming similarity or difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 First specific example of Subject A	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
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<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence naming similarity or difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 First specific example of Subject A	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
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5 Transition + first specific example of Subject B	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6 Second specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7 Third specific example	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>CONCLUDING SENTENCE</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARAGRAPH EDITOR

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subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
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8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

## PARAGRAPH OUTLINE BUILDER

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Many people do most of their food shopping in supermarkets, but they often go to farmers' markets too. Write a paragraph comparing or contrasting supermarkets and farmers' markets. State three important similarities or differences, and explain each one. Use specific details and examples to illustrate each similarity or difference.

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

SUBJECTS + TO BE + *similar or different* + THOUGHT COMPLETER.

**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**SECOND SUPPORTING POINT**

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**THIRD SUPPORTING POINT**

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**CONCLUDING SENTENCE**

CLOSING TRANSITION + SUBJECTS + TO BE + *similar or different*

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Most Americans celebrate both Christmas and Easter holidays. Write a paragraph comparing or contrasting the observance of Christmas and Easter in the U.S. State three important similarities or differences, and explain each one. Use specific details and examples to illustrate each similarity or difference.

**ASSIGNMENT ANALYSIS****Subject:** \_\_\_\_\_**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**SUBJECTS + TO BE + *similar or different* + THOUGHT COMPLETER.**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**SECOND SUPPORTING POINT**

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**THIRD SUPPORTING POINT**

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**CONCLUDING SENTENCE**CLOSING TRANSITION + SUBJECTS + TO BE + *similar or different*

## PARAGRAPH OUTLINE BUILDER

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Students study with many different kinds of teachers. Write a paragraph comparing or contrasting two teachers you have had. State three important similarities or differences, and explain each one. Use specific details and examples to illustrate each similarity or difference,

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

SUBJECTS + TO BE + *similar or different* + THOUGHT COMPLETER.

**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**SECOND SUPPORTING POINT**

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**THIRD SUPPORTING POINT**

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**CONCLUDING SENTENCE**

CLOSING TRANSITION + SUBJECTS + TO BE + *similar or different*

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Most students know quite a lot about various sports. Write a paragraph comparing or contrasting two sports you know something about. State three important similarities or differences, and explain each one. Use specific details and examples to illustrate each similarity or difference.

**ASSIGNMENT ANALYSIS****Subject:** \_\_\_\_\_**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**SUBJECTS + TO BE + *similar or different* + THOUGHT COMPLETER.**ORGANIZING SENTENCE**

SUBJECT + VERB + ORGANIZER

**FIRST SUPPORTING POINT**

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**SECOND SUPPORTING POINT**

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**THIRD SUPPORTING POINT**

TRANSITION + SUBJECTS + VERB + THOUGHT COMPLETER

**CONCLUDING SENTENCE**CLOSING TRANSITION + SUBJECTS + TO BE + *similar or different*

# *Argumentation: Reasons and Examples*

**O**ur previous paragraphs have been mostly concerned with orderly communication of facts. The topic sentences functioned largely to state the subject and the specific focus of the paragraph. The difference with the argumentative paragraph is that we are starting with an opinion, a judgment or evaluation of our subject that is the result of knowing the facts and interpreting them. This pattern of development is very common in schools and businesses where our teacher or boss wants us to think out a problem, analyze it, and give the reasons that support our opinion. Our reasons are the argument in favor of our opinion, judgment, or evaluation.

Though we have moved from revealing facts to having an opinion based on the facts as we see them, the basic pattern of the paragraph and the system we use to work it out remain the same. Thus, we can concentrate on explaining and promoting our opinion.

A one-paragraph composition developed by reasons and examples follows our basic paragraph pattern. It begins with a topic sentence that simply and clearly states our opinion on a given subject. Then an organizing sentence asserts that there are reasons why the topic sentence is true.

The supporting points for our topic sentence, then, are clear statements of these reasons, each preceded by an appropriate transition. Each reason will be developed and made convincing by additional sentences of meaningful details, images, and examples from our experience. The effectiveness of our paragraph is largely determined by the believability of the reasons and the supporting examples, so we will need to work attentively on the support for each reason. Finally, a concluding sentence restates our original opinion, pulling the entire composition together at the end. Though our treatment of the subject matter is different, we are still using our familiar paragraph pattern.

In argumentation we move from the goal of clarity of expression to the goal of clarity plus believability. The whole point of argumentation is to persuade the reader to accept the writer's opinion, judgment, or evaluation. In the one-paragraph argumentative composition, the topic sentence, our opinion, must rest upon sound and persuasive reasons why the reader should accept rather than challenge what the writer has proposed as the truth. The believability we wish to achieve will be a product of the clarity and logic of our argument. The readers must feel that our reasons are sensible and worth considering. In short, though the assignment provides us with a ready-made opinion, whether the readers accept it or not depends on the validity of the reasons we bring in from our personal experience. Further, the believability of the reasons will be magnified by the appeal of the examples we use to support them. This is the creative aspect of our work. To get the hang of this creative process easily, we will progress from simple subjects to those more complex.

## THE REASONS AND EXAMPLES PARAGRAPH

As is usual in *Patterns for Success: Taking the Mystery Out of Basic Composition*, every composition is written in response to a specific assignment that appears at the beginning of a Paragraph Builder, a form that represents our consistent system of writing. The Paragraph Builder leads us step by step from the analysis of the assignment to the concluding sentence of the paragraph. Let us work through the example of an argumentative paragraph together, one step at a time. When we have finished all the sections of the Paragraph Builder, we will have created the first draft of the argumentative paragraph. In the following assignment, we have selected an easy subject for learning purposes. But this pattern can adapt to the most profound subjects.

### PARAGRAPH ASSIGNMENT

Most people enjoy a picnic in a pleasant place. Write a paragraph about your favorite picnic spot. Name the place, and give three reasons why you like it. Use specific details and examples to illustrate the reasons.

First, we must read and analyze the Paragraph Assignment. A careful reading will allow us to complete the Assignment Analysis below. We can see that all the information needed to start thinking about our paragraph moves right from the Paragraph Assignment into the Assignment Analysis.

### ASSIGNMENT ANALYSIS

**Subject:** *My favorite picnic spot*

**Tasks:** 1. *Name the specific spot.*

2. *Give reasons why I like it.*

3. *Use specific details and examples.*

What we need to do now is choose our favorite picnic spot. Having chosen our specific subject, we are prepared to write the topic sentence and the organizing sentence following the under-the-line guides.

**TOPIC SENTENCE**

*My favorite picnic spot is Louis Park.*

GENERAL SUBJECT + TO BE + SPECIFIC SUBJECT

After writing the topic sentence, we must choose three important reasons why our chosen picnic spot appeals to us. In this case the reasons are that Louis Park is beautiful, spacious, and valuable to the neighborhood. These are all substantial and credible reasons for liking the park. They form the substance of our organizing sentence.

**ORGANIZING SENTENCE**

*I like it for its beauty, spaciousness, and value to the neighborhood.*

OPINION + REASONS

As we have seen in our previous paragraphs, the organizing sentence is helpful to both the writer and the reader in that it predicts the development of the paragraph. The reader now knows what to expect and in what order. In our sample paragraph we know that the development will expand on beauty first, then spaciousness, and finally value to the community. Everything we can do to make the reader's task easy and clear will make our opinion more acceptable.

Once we have chosen the three reasons we like Louis Park, we can write the three point sentences that state our reasons for doing so. As we write three sentences, our minds should be thinking ahead about the details, images, and examples that will enhance and give life to the reasons. We should try to find details, images, and examples that represent our experience and real feelings, for readers can detect disinterest and insincerity quite easily. If the readers feel we don't care, they probably won't care either.

**FIRST SUPPORTING POINT**

First of all, Louis Park is very beautiful.

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**SECOND SUPPORTING POINT**

Next, Louis Park is spacious.

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**THIRD SUPPORTING POINT**

Last, Louis Park is valuable to the neighborhood.

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

We can recognize that in writing the topic sentence, the organizing sentence, and the supporting point sentences, we have created a useful plan for our paragraph developed by reasons and examples. In fact, from our analysis of the assignment, we have created a sentence outline for the paragraph. The difficult work of choosing the subject, the unusual characteristics for the supporting points, and the order of development has been completed as illustrated in the graphic on the next page.

Topic Sentence

*My favorite picnic spot is Louis Park.*

Organizing Sentence

*I like it for its beauty, spaciousness, and value to the neighborhood.*

First Supporting Point

*First of all, Louis Park is very beautiful.*

Second Supporting Point

*Next, Louis Park is spacious.*

Third Supporting Point

*Last, Louis Park is valuable to the neighborhood.*

To provide practice in these crucial thinking and planning steps, we have provided additional assignments at the end of this unit. But now we must continue with the Paragraph Builder developed by reasons and examples.

Having written our supporting point sentences, we must write several sentences of appropriate development for each one. These sentences will show details, images, and examples that support our reasons for liking Louis Park. Often the final sentence will be used to emphasize the overall effect of what we have said.

For the first supporting point, we must now choose details, word pictures, and examples that show how Louis Park is beautiful. We make our task simple here by dealing with one beautiful aspect of the park per sentence: the river, the canal, the greenery, and the walkways. As our confidence in writing grows, we will make our word pictures more detailed and complete. Giving our overall reaction to the loveliness of the park in sentence 6 adds a personal note to our group of reasons we find the park beautiful. Most readers will appreciate the personal quality that adds credibility to our writing. They can picture themselves in the park walking along the river. They can imagine the coolness of the thick green grass under a big shade tree. In fact, our word pictures make the place become real and appealing to our readers.

**FIRST SUPPORTING POINT**

- 1 *First of all, Louis Park is very beautiful.*

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

- 2 *On one side is the San Joaquin River.*

Details, images, and examples of the reason

- 3 *On the other side is the Smith Canal.*

More details, images, and examples of the reason

- 4 *There are many big shade trees and stretches of thick green grass.*

More details, images, and examples of the reason

- 5 *There is an attractive walk along the river where the boats go by.*

More details, images, and examples of the reason

- 6 *These lovely scenes always make me feel peaceful.*

Results of, effects of, or importance of the point

(How does it affect us, or how does it affect the situation?)

The second supporting point concentrates on the spaciousness of our favorite picnic spot. All the details and examples show the park large enough to accommodate crowds of people with its adequate facilities for a variety of activities. The use of specific numbers of people the park can accommodate as well as the concrete details of the kinds of activities that fit in are good reasons for our readers to believe the park is spacious.

#### SECOND SUPPORTING POINT

- 1 Next, Louis Park is spacious.

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

- 2 There is room for hundreds of people to picnic on warm summer days.

Details, images, and examples of the reason

- 3 Last summer more than fifty people from my church had a party there.

More details, images, and examples of the reason

- 4 Each picnic spot has a built-in barbecue and plenty of tables.

More details, images, and examples of the reason

- 5 There is room to play volleyball or touch football.

More details, images, and examples of the reason

- 6 Even on busy holidays, Louis Park has room for everybody.

Results of, effects of, or importance of the point

(How does it affect us, or how does it affect the situation?)

Similarly, the details of the third point show how many activities the park offers to the people who go there to find relaxation or recreation. These additional activities also remind us of the walking, picnicking, and sporting events mentioned in previous points. Together, these details are good reasons why Louis Park is valuable to the neighborhood.

**THIRD SUPPORTING POINT**

- 1 Last, Louis Park is valuable to the neighborhood.

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

- 2 It provides different kinds of free recreation for the residents of the area.

Details, images, and examples of the reason

- 3 People can go boating.

More details, images, and examples of the reason

- 4 They can fish from the bank.

More details, images, and examples of the reason

- 5 There is even a little theme park for the kids.

More details, images, and examples of the reason

- 6 Louis Park is an ideal place for all kinds of recreational activities.

Results of, effects of, or importance of the point

(How does it affect us, or how does it affect the situation?)

A one-paragraph composition developed by reasons, like any other composition, needs a conclusion to tie it all together. To emphasize this unity, we write a concluding sentence that restates the topic sentence, often in different words. It is effective to begin the concluding sentence with a closing transition. Such a concluding sentence gives a sense of finality and reminds the reader of the main idea of the paragraph.

**CONCLUDING SENTENCE**

- For all these reasons, Louis Park is my favorite spot for family picnics.

CLOSING TRANSITION + SPECIFIC SUBJECT + TO BE + OPINION

The Paragraph Builder has led us to create the draft of a unified, well developed one-paragraph composition. Now we can improve the sentences in the Paragraph Builder by expanding, combining, and editing, if needed. We should notice that in the completed Paragraph Builder, some sentences have been combined in each supporting point. What to do in this phase of writing the paragraph is explained on the two pages following the completed Paragraph Builder. Using the Paragraph Evaluator and Paragraph Editor, we will learn to check and improve our work in several ways to promote clarity, correctness, and sentence variety.

On pages 162 and 163, what we have written section by section will appear as a completed Paragraph Builder. We can see that we have, in essence, created the draft of an effective paragraph developed by reasons and examples. Editing and sentence combining as illustrated in the Paragraph Builder will help us improve sentence variety and smooth out the flow of thought from point to point.

This smooth flow promotes a feeling of confidence in our readers and may make them more open to accepting our argument. Any awkwardness or confusion in our writing, on the other hand, may give the impression that we are not sure of what we are talking about. In learning our paragraph patterns and our system of writing, we develop confidence in what we are doing as writers. When we are sure of ourselves, it will show in our writing, and our readers will have more respect for what we say.

## EDITING TIPS

### AVOIDING COMMA SPLICES

A comma splice is a sentence punctuation error that happens when a writer tries to connect or coordinate the two sentences but fails do so completely. We reviewed on pages 23 and 24 how coordination involves both a comma and a coordinating conjunction (FANBOYS). In comma splices, the writer uses a comma but no coordinating conjunction. The easiest way to correct a comma splice is to add one of the FANBOYS after the comma.

### EXAMPLES OF EDITING BY COORDINATING

The memory word FANBOYS refers to *for, and, nor, but, or, yet, so*.

1. On one side is the San Joaquin River, <sup>and</sup> on the other side is the Smith Canal.  
Independent Clause                                  Comma Splice                          Independent Clause

2. There are many shade trees, <sup>and</sup> thick green grass covers the ground.  
Independent Clause                                  Comma Splice                          Independent Clause

3. Each picnic spot has a built-in barbecue and plenty of tables, <sup>yet</sup> there is room to play volleyball or touch football.  
Independent Clause                                  Comma Splice  
Independent Clause

4. There is even a snack bar, <sup>so</sup> people can buy food there.  
Independent Clause                                  Comma Splice                          Independent Clause

## SAMPLE PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT**

Most people enjoy a picnic in a pleasant place. Write a paragraph about your favorite picnic spot. Name the place, and give three reasons why you like it. Use specific details and examples to illustrate the reasons.

**ASSIGNMENT ANALYSIS**

**Subject:** My favorite picnic spot

**Tasks:** 1. Name the specific spot.

2. Give reasons why I like it.

3. Use specific details and examples.

**TOPIC SENTENCE**

My favorite picnic spot is Louis Park., and

GENERAL SUBJECT + TO BE + SPECIFIC SUBJECT

**ORGANIZING SENTENCE**

I like it for its beauty, spaciousness, and value to the neighborhood.

OPINION + REASONS

**FIRST SUPPORTING POINT**

1 First of all, Louis Park is very beautiful.

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

2 On one side is the San Joaquin River., and

Details, images, and examples of the reason

3 On the other side is the Smith Canal.

More details, images, and examples of the reason

4 There are many big shade trees and stretches of thick green grass.

More details, images, and examples of the reason

5 There is an attractive walk along the river where the boats go by.

More details, images, and examples of the reason

6 These lovely scenes always make me feel peaceful.

Results of, effects of, or importance of the point

(How does it affect us, or how does it affect the situation?)

## SAMPLE PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

- 1 Next, Louis Park is spacious.

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

- 2 There is room for hundreds of people to picnic on warm summer days.

Details, images, and examples of the reason

- 3 Last summer more than fifty people from my church had a party there.

More details, images, and examples of the reason

- 4 Each picnic spot has a built-in barbecue and plenty of tables.

More details, images, and examples of the reason

- 5 There is room to play volleyball or touch football.

More details, images, and examples of the reason

- 6 Even on busy holidays, Louis Park has room for everybody.

Results of, effects of, or importance of the point (How does it affect us, or how does it affect the situation?)

## THIRD SUPPORTING POINT

- 1 Last, Louis Park is valuable to the neighborhood.

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

- 2 It provides different kinds of free recreation for the residents of the area.

Details, images, and examples of the reason

- 3 People can go boating,

More details, images, and examples of the reason

- 4 They can fish from the bank.

More details, images, and examples of the reason

- 5 There is even a little theme park for the kids.

More details, images, and examples of the reason

- 6 Louis Park is an ideal place for all kinds of recreational activities.

Results of, effects of, or importance of the point (How does it affect us, or how does it affect the situation?)

## CONCLUDING SENTENCE

- For all these reasons, Louis Park is my favorite spot for family picnics.

CLOSING TRANSITION + SPECIFIC SUBJECT + TO BE + OPINION

## EDITING TIPS

### AVOIDING RUN-ON SENTENCES

A run-on is a sentence punctuation error that is very similar to the comma splice. The comma splice, as we have seen, occurs when two independent clauses are incorrectly joined with only a comma. The run-on writer takes this error one step farther and uses no punctuation whatsoever between the independent clauses. Again, an easy fix is coordination, explained in detail on pages 23 and 24. All we need to do is add a comma and a coordinating conjunction (FANBOYS). Or we can separate the two sentences with a period and a capital letter.

### EXAMPLES OF EDITING

The memory word FANBOYS refers to *for, and, nor, but, or, yet, so*.

1. There is an attractive walk along the river that is where the boats go by.  
Independent Clause
Independent Clause
  
*river. That*
2. Last summer more than fifty people came from my church they had  
Independent Clause
Run-on
  
*church, and they*  
a party there.  
Independent Clause
3. People can go boating they can fish from the bank.  
Independent Clause
Independent Clause
  
*boating, or they*
4. Last, Louis Park is valuable to the neighborhood it provides free  
Independent Clause
Independent Clause
  
*neighborhood, for it*  
recreation for all the people.

## EVALUATING AND EDITING

After we have completed each part of the Paragraph Builder according to the instructions and the under-the-line guides, we have a rough draft of a one-paragraph composition. Now we need to check our work in several ways.

First, we should read the paragraph carefully to make sure that the thought flows smoothly and logically from the topic sentence to the concluding sentence. Then, to assure that each sentence is doing its job, we should check it against the function listed for it on the Paragraph Evaluator. The results of this check can be entered on the Paragraph Evaluator one sentence at a time as **Satisfactory** or **Needs Improvement**.

The Paragraph Evaluator is a special form developed to help us evaluate the structure and content of our writing. Without such a checklist, we might be confused about how to determine whether we have fulfilled our writing goals. Using the Paragraph Evaluator after each assignment will help us develop positive habits of self-evaluation in our writing and give us greater confidence as writers.

Second, we should revise each sentence that has been checked **Needs Improvement**. Our guide to improvement is right below the line. A sentence that follows the guides and fits into the flow of thought will be doing its necessary job in the paragraph. When we have revised a sentence to make it **Satisfactory**, we can mark it as **Rewritten** on the Paragraph Evaluator. The fine-tuning we do here and in further revision will add a feeling of control and fluency to our composition.

Third, we should now switch our attention to our use of language. We should proofread the Paragraph Builder for troublesome errors in grammar, spelling, and punctuation using the Paragraph Editor. Also, we all have our own list of personal weaknesses to keep in mind, so we must check those problem areas. Sometimes reading our compositions aloud will uncover errors more easily heard than seen.

The Paragraph Editor on the back of the Paragraph Evaluator is a special checklist of common problems developed to help us find grammar, spelling, and punctuation errors. Then we can eliminate them before writing the final copy of the paragraph. The Editing Tips appearing at intervals throughout the text will also assist us in finding our problems and making our language smooth and correct.

To promote sentence variety and smooth flow in reading, we can now combine at least two adjacent sentences within each point as illustrated in the sample Paragraph Builder. The sentence combinations give us a more natural variation of short and long sentences, as in speech. The sentence combining information on pages 23 through 26 will help us understand how to make combinations, and the revisions in the sample Paragraph Builder will illustrate the effect of the process. Of course, we must also take care to punctuate our combinations correctly.

When we have completed checking our thought and language, we can write a copy of our paragraph according to the Guidelines on the Paragraph Editor. Following the pattern of presentation in the guidelines makes our work simple and creates a clear, attractive copy of our work.

**PARAGRAPH EVALUATOR — REASONS AND EXAMPLES**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of opinion on a subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of reasons for the opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence stating first reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence stating second reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence stating third reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARAGRAPH EDITOR

### EDITING THE PARAGRAPH BUILDER

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness:  
each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING PARAGRAPHS

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

Our edited paragraph on Louis Park would appear according to the Guidelines as follows:

*Kim Davis  
Assignment 5*

*My favorite picnic spot is Louis Park, and I like it for its beauty, spaciousness, and value to the neighborhood. First of all, Louis Park is very beautiful. On one side is the San Joaquin River, and on the other side is the Smith Canal. There are many big shade trees and stretches of thick green grass. There is an attractive walk along the river where the boats go by. These lovely scenes always make me feel peaceful. Next, Louis Park is spacious. There is room for hundreds of people to picnic on warm summer days. Last summer more than fifty people from my church had a party there. Each picnic spot has a built-in barbecue and plenty of tables, yet there is room to play volleyball or touch football. Even on busy holidays, Louis Park has room for everybody. Last, Louis Park is valuable to the neighborhood. It provides different kinds of free recreation for the residents of the area. People can go boating, or they can fish from the bank. There is even a little theme park for the kids. Louis Park is an ideal place for all kinds of recreational activities. For all these reasons, Louis Park is my favorite spot for family picnics.*

By following the patterns and guides in the Paragraph Builder, we have written a one-paragraph composition developed by reasons. Our composition has all the characteristics of efficient communication. First, there is unity. The entire paragraph shows why the park is our favorite picnic spot. Next, there is clear order, and, just as important, there is coherence. Each of the supporting points is a reason why the topic sentence is valid. Each supporting point is identified by a fitting transition. Finally, the details, images, and examples that develop the supporting points give an appealing word picture of Louis Park. We have clearly and effectively said what we set out to say.

In the next pages, we have three new assignments of argumentative paragraphs developed by reasons and examples, each with its own Paragraph Builder. We are aiming at the same pattern as in the example just finished, and we will use the same system. Following each of the three assignments is a Paragraph Evaluator to assist us in evaluating, editing, and, if needed, rewriting our original Paragraph Builder draft.

We should always use the Louis Park paragraph as a guide to writing a paragraph developed by reasons and examples. We need to practice this pattern and system until they become a built-in part of our approach to writing.

When we have completed and edited the Paragraph Builder and written final copies of each paragraph, we will have finished our exploration of the simple argumentative paragraph.

Those of us who want more practice in assignment analysis, creation of supporting points, and paragraph organization may work on the additional assignments at the end of this unit.

Name: \_\_\_\_\_

## PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT 13**

Most people leave home when they go on vacations. Write a paragraph about your favorite vacation spot. Name the place, and give three reasons why you like it. Use specific details and examples to support your reasons.

**ASSIGNMENT ANALYSIS**

**Subject:** *My favorite vacation spot*

**Tasks:** 1. *Name the place.*

2. *Give three reasons why I like it.*

3. *Use specific details and examples.*

**TOPIC SENTENCE**

GENERAL SUBJECT + TO BE + SPECIFIC SUBJECT

**ORGANIZING SENTENCE**

OPINION + REASONS

, and .

**FIRST SUPPORTING POINT**

1 *To begin with,*

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

2

Details, images, and examples of the reason

3

More details, images, and examples of the reason

4

More details, images, and examples of the reason

5

More details, images, and examples of the reason

6

Results of, effects of, or importance of the point  
(How does it affect us, or how does it affect the situation?)

## PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

**1** Further,

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**2**

Details, images, and examples of the reason

**3**

More details, images, and examples of the reason

**4**

More details, images, and examples of the reason

**5**

More details, images, and examples of the reason

**6**Results of, effects of, or importance of the point  
(How does it affect us, or how does it affect the situation?)

## THIRD SUPPORTING POINT

**1** Finally,

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**2**

Details, images, and examples of the reason

**3**

More details, images, and examples of the reason

**4**

More details, images, and examples of the reason

**5**

More details, images, and examples of the reason

**6**Results of, effects of, or importance of the point  
(How does it affect us, or how does it affect the situation?)

## CONCLUDING SENTENCE

For all these reasons,

CLOSING TRANSITION + SPECIFIC SUBJECT + TO BE + OPINION

**PARAGRAPH EVALUATOR — REASONS AND EXAMPLES**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of opinion on a subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of reasons for the opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence stating first reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence stating second reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence stating third reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **PARAGRAPH EDITOR**

### **EDITING THE PARAGRAPH BUILDER**

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness:  
each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### **GUIDELINES FOR PRESENTING PARAGRAPHS**

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

Name: \_\_\_\_\_

## PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT 14**

Eating out is a favorite pastime for most people. Write a paragraph about your favorite restaurant. Name the restaurant, and give three reasons why you like it. Use specific details and examples to support your reasons.

**ASSIGNMENT ANALYSIS**

**Subject:** *My favorite restaurant*

**Tasks:** 1. *Name the restaurant.*

2. *Give three reasons why I like it.*

3. *Use specific details and examples.*

**TOPIC SENTENCE**

GENERAL SUBJECT + TO BE + SPECIFIC SUBJECT

**ORGANIZING SENTENCE**

, , and .  
OPINION + REASONS

**FIRST SUPPORTING POINT**

1 *To begin with,*

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

2

Details, images, and examples of the reason

3

More details, images, and examples of the reason

4

More details, images, and examples of the reason

5

More details, images, and examples of the reason

6

Results of, effects of, or importance of the point  
(How does it affect us, or how does it affect the situation?)

## PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

**1** *Further,*

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**2**

Details, images, and examples of the reason

**3**

More details, images, and examples of the reason

**4**

More details, images, and examples of the reason

**5**

More details, images, and examples of the reason

**6**Results of, effects of, or importance of the point  
(How does it affect us, or how does it affect the situation?)

## THIRD SUPPORTING POINT

**1** *Finally,*

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**2**

Details, images, and examples of the reason

**3**

More details, images, and examples of the reason

**4**

More details, images, and examples of the reason

**5**

More details, images, and examples of the reason

**6**Results of, effects of, or importance of the point  
(How does it affect us, or how does it affect the situation?)

## CONCLUDING SENTENCE

*For all these reasons,*

CLOSING TRANSITION + SPECIFIC SUBJECT + TO BE + OPINION

**PARAGRAPH EVALUATOR — REASONS AND EXAMPLES**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of opinion on a subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence stating first reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence stating second reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence stating third reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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number of the paragraph assignment.

Name: \_\_\_\_\_

**PARAGRAPH BUILDER****PARAGRAPH ASSIGNMENT 15**

Most people enjoy leisure-time activities like walking, gardening, or fishing. Write a paragraph about your most enjoyable leisure-time activity. Name the activity, and give three reasons why it is enjoyable. Use specific details and examples to support your reasons.

**ASSIGNMENT ANALYSIS**

**Subject:** *My most enjoyable leisure-time activity*

**Tasks:** 1. *Name the activity.*

2. *Give three reasons why it is enjoyable.*

3. *Use specific details and examples.*

**TOPIC SENTENCE**

GENERAL SUBJECT + TO BE + SPECIFIC SUBJECT

**ORGANIZING SENTENCE**

, and .  
OPINION + REASONS

**FIRST SUPPORTING POINT**

1 *To begin with,*

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

2

Details, images, and examples of the reason

3

More details, images, and examples of the reason

4

More details, images, and examples of the reason

5

More details, images, and examples of the reason

6

Results of, effects of, or importance of the point  
(How does it affect us, or how does it affect the situation?)

## PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

**1** *Further,*

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**2**

Details, images, and examples of the reason

**3**

More details, images, and examples of the reason

**4**

More details, images, and examples of the reason

**5**

More details, images, and examples of the reason

**6**

Results of, effects of, or importance of the point

(How does it affect us, or how does it affect the situation?)

## THIRD SUPPORTING POINT

**1** *Finally,*

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**2**

Details, images, and examples of the reason

**3**

More details, images, and examples of the reason

**4**

More details, images, and examples of the reason

**5**

More details, images, and examples of the reason

**6**

Results of, effects of, or importance of the point

(How does it affect us, or how does it affect the situation?)

## CONCLUDING SENTENCE

*For all these reasons,*

CLOSING TRANSITION + SPECIFIC SUBJECT + TO BE + OPINION

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2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence stating second reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence stating third reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

## PARAGRAPH OUTLINE BUILDER

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

We all have neighbors and often turn to them when we are in need. Write a paragraph about your favorite neighbor. Name the neighbor, and give three reasons why the neighbor is your favorite. Use specific details and examples to illustrate each reason.

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

GENERAL SUBJECT + *TO BE* + SPECIFIC SUBJECT

**ORGANIZING SENTENCE**

OPINION + REASONS

**FIRST SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**SECOND SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**THIRD SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**CONCLUDING SENTENCE**

CLOSING TRANSITION + SPECIFIC SUBJECT + *TO BE* + OPINION

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Americans are crazy about their automobiles. Write a paragraph about a car you would like to own. Name the car, and give three reasons why you like it. Use specific details and examples to illustrate each reason.

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

GENERAL SUBJECT + *TO BE* + SPECIFIC SUBJECT

**ORGANIZING SENTENCE**

OPINION + REASONS

**FIRST SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**SECOND SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**THIRD SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**CONCLUDING SENTENCE**

CLOSING TRANSITION + SPECIFIC SUBJECT + *TO BE* + OPINION

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Americans spend a lot of time watching TV, yet most of us dislike certain programs. Write a paragraph about a program you dislike. Name the program, and give three reasons why you dislike it. Use specific details and examples to illustrate each reason.

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

GENERAL SUBJECT + *TO BE* + SPECIFIC SUBJECT

**ORGANIZING SENTENCE**

OPINION + REASONS

**FIRST SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**SECOND SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**THIRD SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**CONCLUDING SENTENCE**

CLOSING TRANSITION + SPECIFIC SUBJECT + *TO BE* + OPINION

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Many Americans families enjoy having a pet around the house. Write a paragraph about your favorite pet. Name the pet, and give three reasons why you like it. Use specific details and examples to illustrate each reason.

**ASSIGNMENT ANALYSIS****Subject:** \_\_\_\_\_**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**GENERAL SUBJECT + *TO BE* + SPECIFIC SUBJECT**ORGANIZING SENTENCE**

OPINION + REASONS

**FIRST SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**SECOND SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**THIRD SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**CONCLUDING SENTENCE**CLOSING TRANSITION + SPECIFIC SUBJECT + *TO BE* + OPINION

## *Argumentation: Examination Answers*

**I**n high schools and colleges, a common use of writing skills is answering examination questions. The way we analyze a question, bring together the information we have on the subject, create a topic sentence, and select supporting points shows our instructor what we know, how we think, and how well we can express ourselves. Thus, writing good examination answers is an important skill. Fortunately, our systematic approach to writing and our functional paragraph pattern for argumentation will make responding to examination questions less frightening and less confusing. Because many such questions call for paragraph-length answers, the final paragraph assignments have been arranged to give us practice in using our paragraph-writing skills to answer test questions clearly and efficiently.

The assignments used in this section are more complex, more like the kinds of interpretation and evaluation teachers ask for. But our same system will work to show our writing skills and knowledge at their best.

Since the test question is just another writing assignment, our normal process will be followed. But we must be especially careful to read and analyze the assignment accurately so that we write about the assigned

subject in the assigned way. If we had all the time we wanted, we would simply follow the normal steps in the Paragraph Builder from memory, edit it, and write a clean copy. Normally, however, examinations call upon us to write in a hurry. Because of the shortage of time, our best bet is to analyze the assignment, think quickly, and write a sentence outline — the topic sentence, the organizing sentence, and the point sentences. The concluding sentence will be easy to write at the end of our argument. This sentence outline will guide us to a unified, orderly examination answer. Using our familiar habits of writing can make writing under pressure as easy as it can be. Of course, in our practice here, we have plenty of time and handy Paragraph Builders to help us build up the habits that we will need in pressure writing. When we sit in class and the clock is ticking, we will be happy to know exactly what to do.

We must faithfully practice the patterns of thought and expression that control the Paragraph Builder with every assignment. Only then will we make these patterns our natural and usual way of solving a writing problem. Later on, in test situations, these patterns of analysis, planning, and expression will pay off and help us face exam questions under pressure with confidence. Even vague or general questions, like those based on the word *discuss*, will be simplified by our system. Our analysis of the assignment and our knowledge of the subject will help us create a topic sentence and point sentences best suited to our preparation and the teacher's apparent request. Then we simply follow our paragraph building process that we have learned by heart. If we show ourselves to our teachers at our best, we should receive the rewards of respect and satisfactory grades.

## THE EXAMINATION ANSWER PARAGRAPH

Our last paragraph types in *Patterns for Success: Taking the Mystery Out of Basic Composition* will be in some ways easier than previous types — but in some ways more difficult. It may seem easier because it employs the reasons and examples pattern we have just finished practicing. That pattern and our normal system will be used to accomplish this task. That's the good news. The more challenging part of these assignments is that the subject matter is more complex and interpretive than we have been accustomed to. We may have to think harder to find and select persuasive reasons for the readers to accept our topic sentences. To help compensate for the complexity of the subject matter, our assignments provide us with two possible topic sentences. We need only select the one most appealing to us or the one we feel is easier to supply reasons for. Fortunately, the pattern and system represented in the Paragraph Builder with which we have now become quite familiar should carry us smoothly through these more complex subjects.

Of course, in a test situation, we will not have a handy Paragraph Builder nor a ready-made topic sentence. But if we have made the thought pattern of the Paragraph Builder habitual, we will clearly see the subject and the tasks. Then we can jot down our sentence outline before starting to write.

Topic Sentence and Organizing Sentence

Point Sentences

Concluding Sentence.

This plan or guide will keep us applying what we have learned about pattern and system and lead us to a successful composition even without the assistance of a Paragraph Builder.

**PARAGRAPH ASSIGNMENT**

In different cultures, people marry at many different ages. Sometimes parents arrange marriages of very young children, and sometimes marriage is put off a long time until the partners are established in life and can make their own choices.

Respond to the above passage. Write a well developed paragraph based on one of the following topic sentences:

- A) The best time for marriage is before the age of twenty-five.
- B) The best time for marriage is after the age of twenty-five.

Give three reasons why your opinion is correct. Use specific details and examples from your experience to support your reasons.

First, we must read and analyze the Paragraph Assignment. A careful reading will allow us to complete the Assignment Analysis below. We should note that all the information needed to start thinking about our paragraph moves right from the Paragraph Assignment into the Assignment Analysis.

**ASSIGNMENT ANALYSIS**

- Subject: *The best time for marriage*
- Tasks:
- 1. *State my opinion.*
  - 2. *Give reasons why my opinion is correct.*
  - 3. *Use specific details and examples.*

The assignment above has given us more assistance than we will often get in formulating a topic sentence. Here the assignment has limited our choices to two. We must quickly choose one, usually the one that is most appealing to us. Then we write our topic sentence and organizing sentence in the usual way.

**TOPIC SENTENCE**

The best time for marriage is after the age of twenty-five.

SUBJECT + VERB + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

I think this later age for marriage is preferable for three important

OPINION + for three important reasons.

reasons.

Now we must select our reasons for choosing to advocate marriage after twenty-five. We should think of as many reasons as we can and then choose the most convincing ones.

Having chosen emotional maturity, economic stability, and more extensive preparation for life as our reasons, we can move ahead to writing our supporting point sentences following the under-the-line guides.

**FIRST SUPPORTING POINT**

First of all, most people over twenty-five are emotionally mature

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

enough for marriage.

**SECOND SUPPORTING POINT**

Next, most people over twenty-five are economically stable.

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

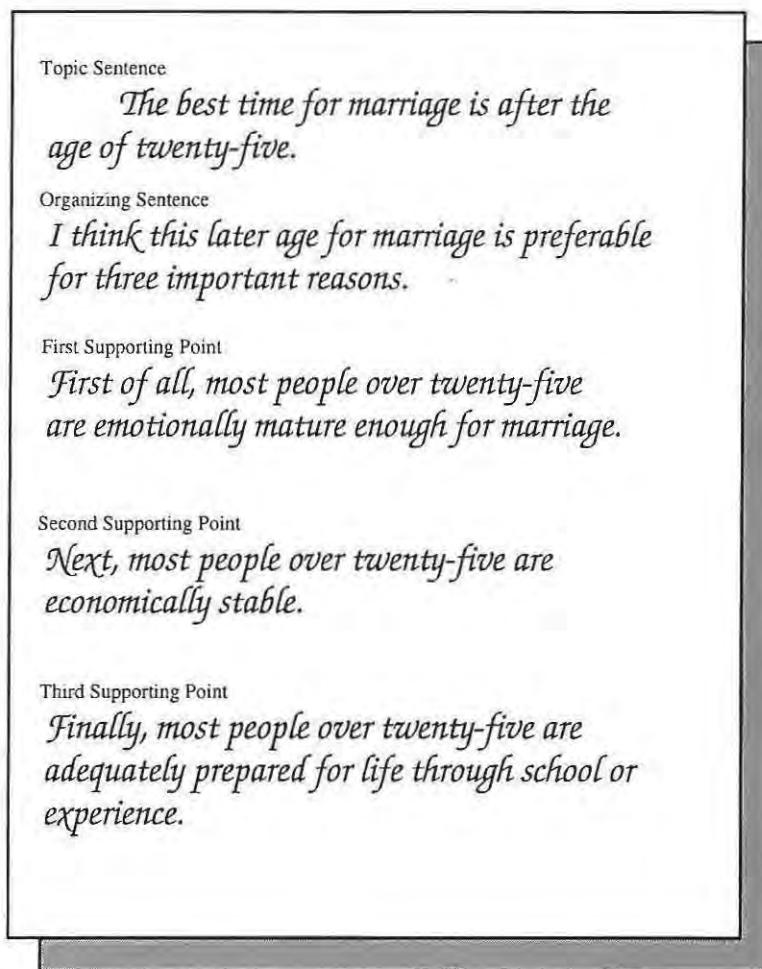
**THIRD SUPPORTING POINT**

Finally, most people over twenty-five are adequately prepared for life

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

through school or experience.

We can recognize that in writing the topic sentence, the organizing sentence, and the supporting point sentences, we have created a sentence outline of our examination answer. The difficult work of choosing the subject, the reasons for the supporting points, and the order of development has been completed as illustrated in the following graphic:



To provide practice in these crucial thinking and planning steps, we have provided additional assignments at the end of this unit. But now we must continue with the examination answer Paragraph Builder.

After stating our reasons in the point sentences, we need to provide at least five sentences of appropriate development for each one. Usually four sentences will show details, images, and examples to support the reasons. The final sentence will reinforce the general impression of the development of the reasons.

The first supporting point calls for us to show the importance of emotional maturity in preparation for marriage. The next three sentences of the development show how people become more emotionally mature through their teens and post-teen years. The last two sentences assert that the challenges these young people have faced and overcome have made them more prepared to face the emotional demands of marriage as adults.

#### FIRST SUPPORTING POINT

- 1 First of all, most people over twenty-five are emotionally mature

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

enough for marriage.

- 2 They have matured by passing through their self-centered and

Details, images, and examples of the reason

rebellious teenage years.

- 3 By twenty-five, they have faced the threat of leaving home and the

More details, images, and examples of the reason

shock of living on their own.

- 4 They have learned how to handle life's complicated problems

More details, images, and examples of the reason

reasonably.

- 5 In short, they have grown up and become adults.

More details, images, and examples of the reason

- 6 They are ready to face the emotional challenges of marriage as adults.

Results of, effects of, or importance of the point

(How does it affect us, or how does it affect the situation?)

The second point shows how those over twenty-five have achieved economic stability through employment and credit experience. Then the specific example of Bob illustrates clearly how that stability has prepared him for marriage and family.

#### SECOND SUPPORTING POINT

- 1 Next, most people over twenty-five are economically stable.

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

- 2 They have spent many years starting a career and establishing credit.

Details, images, and examples of the reason

- 3 My friend Bob, for example, has just turned thirty.

More details, images, and examples of the reason

- 4 He has invested in a condo in Brookwood Village.

More details, images, and examples of the reason

- 5 He has started an IRA account and has money in the bank.

More details, images, and examples of the reason

- 6 He now feels ready to meet the financial demands of marriage and

Results of, effects of, or importance of the point

(How does it affect us, or how does it affect the situation?)

family.

The third supporting point emphasizes that learning through life experience and schools or other agencies prepares us for marriage. It also emphasizes the importance of what we learn about life from other people. All of our experience, the final sentence points out, makes us more fit for marriage.

**THIRD SUPPORTING POINT**

- 1 Finally, most people over twenty-five are adequately prepared for life  
TRANSITION + SPECIFIC SUBJECT + VERB + REASON  
through school and experience.
- 2 In the early twenties, some people go to college or technical school.  
Details, images, and examples of the reason
- 3 Others train in the military, in a big company, or on their own.  
More details, images, and examples of the reason
- 4 All of them learn about life from their experiences.  
More details, images, and examples of the reason
- 5 They also learn from teachers, bosses, friends, and other associates.  
More details, images, and examples of the reason
- 6 They know enough about life to be ready for marriage.  
Results of, effects of, or importance of the point  
(How does it affect us, or how does it affect the situation?)

A paragraph, like any composition, needs a conclusion to tie it all together and give a feeling of closing. To supply the sense of unity, we write a concluding sentence that restates the topic sentence, often in different words. A closing transition provides the sense of ending. Such a concluding sentence gives a feeling of finality and reminds the reader of the main idea of the paragraph.

**CONCLUDING SENTENCE**

For all these reasons, people over the age of twenty-five are well prepared  
CLOSING TRANSITION + RESTATEMENT OF TOPIC SENTENCE  
for marriage.

The Paragraph Builder has led us to create the draft of a unified, well developed one-paragraph composition. Now we can improve the sentences in the Paragraph Builder by expanding, combining, and editing, if needed. We should notice that in the completed Paragraph Builder, some sentences have been combined in each supporting point. What to do in this phase of writing the paragraph is explained on the page following the completed Paragraph Builder. Using the Paragraph Evaluator and Paragraph Editor, we will learn to check and improve our work in several ways to promote clarity, correctness, and sentence variety.

On pages 198 and 199, what we have written section by section will appear as a completed Paragraph Builder. We can see that we have, in essence, created an effective examination answer developed by reasons and examples.

Though the subject matter is more complex and is based upon a value judgment, our argumentative pattern and systematic approach to writing have led us to a successful expression of the reasons we favor marriage after the age of twenty-five. The pattern and system could as easily have provided us with a successful expression of the conflicting opinion.

Our use of specific details and examples has made our argument more colorful and tied it to familiar experience. Through our creative efforts, the appeal of the paragraph and its believability have been increased significantly.

## EDITING TIPS

### ELIMINATING SENTENCE FRAGMENTS

A fragment is a word or group of words that is punctuated as a sentence but is grammatically incomplete. It may lack a subject, a verb, or both. Sometimes, it may have a subject and a verb, but it is an incomplete thought. Often the fragment is caused by incorrect punctuation. We can eliminate a fragment by incorporating the fragment into the preceding or following sentence. Or we can rewrite the fragment into a complete sentence with its own subject and verb.

### EXAMPLES OF EDITING

1. By twenty-five they have faced the threat of leaving home. And living  
Independent Clause home and  
Fragment  
on their own.
  
2. My friend Bob, for example. He has just turned thirty.  
Fragment example, has  
Independent Clause
  
3. He has started an IRA account. And has money in the bank.  
Independent Clause account and  
Fragment
  
4. Investing in a condo in Brookwood Village.  
He invested  
Fragment
  
5. Learn about life from their experiences.  
They learn  
Fragment

## SAMPLE PARAGRAPH BUILDER

## PARAGRAPH ASSIGNMENT

In different cultures, people marry at many different ages. Sometimes parents arrange marriages of very young children, and sometimes marriage is put off a long time until the partners are established in life and can make their own choices. Respond to the above passage. Write a well developed paragraph based on one of the following topic sentences:

- A) The best time for marriage is before the age of twenty-five.
- B) The best time for marriage is after the age of twenty-five.

Give three reasons why your opinion is correct. Use specific details and examples from your experience to support your reasons.

## ASSIGNMENT ANALYSIS

**Subject:** The best time for marriage

**Tasks:** 1. State my opinion.

2. Give three reasons why my opinion is correct.

3. Use specific details and examples.

## TOPIC SENTENCE

The best time for marriage is after the age of twenty-five.

SUBJECT + VERB + THOUGHT COMPLETER

## ORGANIZING SENTENCE

I think this later age for marriage is preferable for three important reasons.

OPINION + for three important reasons

## FIRST SUPPORTING POINT

1 First of all, most people over twenty-five are emotionally mature enough

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

for marriage.

2 They have matured by passing through their self-centered and rebellious

Details, images, and examples of the reason

teenage years.

3 By twenty-five, they have faced the threat of leaving home and the shock of

More details, images, and examples of the reason

living on their own.

4 They have learned how to handle life's complicated problems reasonably.

More details, images, and examples of the reason

5 In short, they have grown up and become adults.

More details, images, and examples of the reason

6 They are ready to face the emotional challenges of marriage as adults.

Results of, effects of, or importance of the point (How does it affect us, or how does it affect the situation?)

## SAMPLE PARAGRAPH BUILDER

## SECOND SUPPORTING POINT

- 1 Next, most people over twenty-five are economically stable.  
TRANSITION + SPECIFIC SUBJECT + VERB + REASON
- 2 They have spent many years starting a career and establishing credit.  
Details, images, and examples of the reason
- 3 My friend Bob, for example, has just turned thirty-five, and  
More details, images, and examples of the reason
- 4 He has invested in a condo in Brookwood Village.  
More details, images, and examples of the reason
- 5 He has started an IRA account and has money in the bank.  
More details, images, and examples of the reason
- 6 He now feels ready to meet the financial demands of marriage and family.  
Results of, effects of, or importance of the point (How does it affect us, or how does it affect the situation?)

## THIRD SUPPORTING POINT

- 1 Finally, most people over twenty-five are adequately prepared for life through school and experience.  
TRANSITION + SPECIFIC SUBJECT + VERB + REASON
- 2 In the early twenties, some people go to college or technical school, and  
Details, images, and examples of the reason
- 3 Others train in the military, in a big company, or on their own.  
More details, images, and examples of the reason
- 4 All of them learn about life from their experiences.  
More details, images, and examples of the reason
- 5 They also learn from teachers, bosses, friends, and other associates, so  
More details, images, and examples of the reason
- 6 They know enough about life to be ready for marriage.  
Results of, effects of, or importance of the point (How does it affect us, or how does it affect the situation?)

## CONCLUDING SENTENCE

For all these reasons, people over the age of twenty-five are well prepared for marriage.  
CLOSING TRANSITION + RESTATEMENT OF TOPIC SENTENCE

## EDITING TIPS

### INDEFINITE PRONOUNS

Singular indefinite pronouns create problems for most beginning writers. Often these singular pronouns such as *one*, *someone*, *everyone*, and *everybody* are incorrectly treated as plural antecedents, creating errors in pronoun reference. Similarly, gender identification also creates a problem. The expressions *he or she* and *him or her* can sound awkward though they may be grammatically correct. An easy way to revise such awkward sentences is to use plural nouns or plural indefinite pronouns such as *all*, *some*, *many*, or *most*.

### EXAMPLES OF EDITING

Awkward: Everyone is likely to forget ~~their~~ <sup>his or her</sup> grammar sometimes.

Awkward: Even presidents have asked that "Everybody should do ~~their~~ <sup>his or her</sup> best."  
(Although it is politically correct to say *his or her*, it seems awkward.)

Improved: People are likely to forget their grammar sometimes.

Improved: "All citizens should do their best."

Here's another way to avoid the pronoun reference problem.

Someone left ~~their~~ <sup>a</sup> backpack on the bus.  
Singular Antecedent

Everybody who knows their English grammar realizes it is full of tricks and  
irregularities.

## EVALUATING AND EDITING

After we have completed each part of the Paragraph Builder according to the instructions and the under-the-line guides, we have a rough draft of a one-paragraph composition. Now we need to check our work in several ways.

First, we should read the paragraph carefully to make sure that the thought flows smoothly and logically from the topic sentence to the concluding sentence. Then, to assure that each sentence is doing its job, we should check it against the function listed for it on the Paragraph Evaluator. The results of this check can be entered on the Paragraph Evaluator one sentence at a time as **Satisfactory** or **Needs Improvement**.

The Paragraph Evaluator is a special form developed to help us evaluate the structure and content of our writing. Without such a checklist, we might be confused about how to determine whether we have fulfilled our writing goals. Using the Paragraph Evaluator after each assignment will help us develop positive habits of self-evaluation in our writing and give us greater confidence as writers.

Second, we should revise each sentence that has been checked **Needs Improvement**. Our guide to improvement is right below the line. A sentence that follows the guides and fits into the flow of thought will be doing its necessary job in the paragraph. When we have revised a sentence to make it **Satisfactory**, we can mark it as **Rewritten** on the Paragraph Evaluator. The fine-tuning we do here and in further revision will add a feeling of control and fluency to our composition.

Third, we should now switch our attention to our use of language. We should proofread the Paragraph Builder for troublesome errors in grammar, spelling, and punctuation using the Paragraph Editor. Also, we all have our own list of personal weaknesses to keep in mind, so we must check those problem areas. Sometimes reading our compositions aloud will uncover errors more easily heard than seen.

The Paragraph Editor on the back of the Paragraph Evaluator is a special checklist of common problems developed to help us find grammar, spelling, and punctuation errors. Then we can eliminate them before writing the final copy of the paragraph. The Editing Tips appearing at intervals throughout the text will also assist us in finding our problems and making our language smooth and correct.

To promote sentence variety and smooth flow in reading, we can now combine at least two adjacent sentences within each point as illustrated in the sample Paragraph Builder. The sentence combinations give us a more natural variation of short and long sentences, as in speech. The sentence combining information on pages 23 through 26 will help us understand how to make combinations, and the revisions in the sample Paragraph Builder will illustrate the effect of the process. Of course, we must also take care to punctuate our combinations correctly.

When we have completed checking our thought and language, we can write a copy of our paragraph according to the Guidelines on the Paragraph Editor. Following the pattern of presentation in the guidelines makes our work simple and creates a clear, attractive copy of our work.

**PARAGRAPH EVALUATOR — EXAMINATION ANSWERS**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of opinion on a subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of reasons for the opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence stating first reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence stating second reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence stating third reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **PARAGRAPH EDITOR**

### **EDITING THE PARAGRAPH BUILDER**

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness:  
each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### **GUIDELINES FOR PRESENTING PARAGRAPHS**

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

Our edited paragraph on the best time for marriage would appear according to the Guidelines as follows:

Kim Davis  
Assignment 6

*The best time for marriage is after the age of twenty-five, and I think this later age for marriage is preferable for three important reasons. First of all, most people over twenty-five are emotionally mature enough for marriage. They have matured by passing through their self-centered and rebellious teenage years. By twenty-five, they have faced the threat of leaving home and the shock of living on their own. They have learned how to handle life's complicated problems reasonably. In short, they have grown up and become adults, and they are ready to face the emotional challenges of marriage as adults. Next, most people over twenty-five are economically stable. They have spent many years starting a career and establishing credit. My friend Bob, for example, has just turned thirty, and he has invested in a condo in Brookwood Village. He has started an IRA account and has money in the bank. He now feels ready to meet the financial demands of marriage and family. Finally, most people over twenty-five are adequately prepared for life through school and experience. In the early twenties, some people go to college or technical school, and others train in the military, in a big company, or on their own. All of them learn about life from their experiences. They also learn from teachers, bosses, friends, and other associates, so they know enough about life to be ready for marriage. For all these reasons, people over the age of twenty-five are well prepared for marriage.*

By following the patterns and guides in the Paragraph Builder, we have created a one-paragraph examination answer that has all the characteristics of efficient communication. First, there is unity because the paragraph all supports the assertion that people over twenty-five are well prepared for marriage. Next, the reasons follow the topic sentence in clear order, and each one supports the topic sentence. Further, coherence is emphasized by the use of appropriate transitions. Finally, the detailed illustrations of the supporting points make them colorful and convincing. We have clearly and effectively made our point about maturity and marriage.

Everything we have done in Part One of this book is based upon the premise that if we know what we are trying to write and we know the proper steps to follow to write it, we will succeed. To make success ours, we have studied a sample of each different mode of paragraph development, we have followed a standard procedure in the writing, we have evaluated and revised our work, and we have practiced planning and writing paragraphs on our own extensively. As we approach the last and most difficult writing assignments, we should be well prepared to succeed. To make success ours, we have

- studied a sample of each mode of paragraph development
- followed a standard procedure in writing
- evaluated and revised our work
- practiced planning and writing paragraphs on our own.

We have learned the patterns and practiced the system. We have become more confident and more critical as writers, listeners, and readers. As we approach the last and most demanding paragraph writing assignments, we should be well prepared to succeed.

In the next pages, we have three new assignments of examination answers, each with its own Paragraph Builder although we should be at the point of having committed the pattern and system to memory. We are aiming at the same pattern as in the example on marriage, and we will use the same system to write the draft. Following each of the three assignments is a Paragraph Evaluator to assist us in evaluating, editing, and, if needed, rewriting our original Paragraph Builder draft.

We should always use the best time for marriage paragraph as a sample of an examination answer developed by reasons and examples. Though we should have committed both the pattern and the system to memory by now, we know that we have the sample paragraph as a back-up if we are uncertain.

When we have completed and edited the Paragraph Builder and written final copies of each paragraph according to the Guidelines, we will have finished our systematic survey of the common types of one-paragraph compositions taught in schools. We have succeeded if the system and the various paragraph patterns are drilled into our memory. If we need review, we should open this book to the appropriate section and review the sample. Then if we follow the Paragraph Builder, the outcome will be a clear composition.

Those of us who want more practice in assignment analysis, creation of supporting points, and paragraph organization may work on the additional assignments at the end of this unit.

## EDITING TIPS

### ELIMINATING DANGLING PARTICIPLES

One of the most common and often amusing modification errors is the dangling participle, the *-ing* form of the verb. It is called *dangling* because it stands by itself away from the noun it should modify. Often it ends up modifying the wrong noun. The easiest way to eliminate the dangling modifier is to leave it as it is and rewrite the rest of the sentence. In the rewrite, we should put the noun being modified next to the participial phrase to clarify the relationship between the two elements. Then the modifier is not dangling any more because it connects with the right noun.

### EXAMPLES OF EDITING

Rule of Thumb: When participial phrases are used as adjectives, we must put them next to the noun to be modified.

Incorrect: Having broken his legs, the paramedics put the accident victim  
                  Participial Phrase (Adjective)                  Incorrect  
                  into the ambulance.

Correct: Having broken his legs, the accident victim was put into the  
                  Participial Phrase (Adjective)                  Correct  
                  ambulance by the paramedics.

Incorrect: Slamming on the brakes, the runaway car crashed into the  
                  Participial Phrase (Adjective)                  Incorrect  
                  dumpster.

Correct: Slamming on the brakes, my friend Tom still crashed his car  
                  Participial Phrase (Adjective)                  Correct  
                  into the dumpster.

Name: \_\_\_\_\_

## PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT 16**

Many students have part-time jobs. Some work as clerks or tutors in school, and some find employment in businesses, factories, or government agencies. Some students enjoy this extra work while others hate it. Write a well developed paragraph based on one of the following topic sentences:

- A) A part-time job can be a valuable experience for a college student.
- B) A part-time job can be a troublesome experience for a college student.

Give three reasons why a part-time job seems valuable or troublesome to you. Use specific details and examples from your experience to support your reasons.

**ASSIGNMENT ANALYSIS**

**Subject:** A part-time job

**Tasks:** 1. State my opinion.

2. Give three reasons why my opinion is correct.

3. Use specific details and examples.

**TOPIC SENTENCE**

SUBJECT + VERB + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

OPINION + *for three important reasons.*

**FIRST SUPPORTING POINT**

1 To begin with,

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

2

Details, images, and examples of the reason

3

More details, images, and examples of the reason

4

More details, images, and examples of the reason

5

More details, images, and examples of the reason

6

Results of, effects of, or importance of the point (How does it affect us, or how does it affect the situation?)

## PARAGRAPH BUILDER

**SECOND SUPPORTING POINT****1** Further,

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**2**

Details, images, and examples of the reason

**3**

More details, images, and examples of the reason

**4**

More details, images, and examples of the reason

**5**

More details, images, and examples of the reason

**6**

Results of, effects of, or importance of the point (How does it affect us, or how does it affect the situation?)

**THIRD SUPPORTING POINT****1** Finally,

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**2**

Details, images, and examples of the reason

**3**

More details, images, and examples of the reason

**4**

More details, images, and examples of the reason

**5**

More details, images, and examples of the reason

**6**

Results of, effects of, or importance of the point (How does it affect us, or how does it affect the situation?)

**CONCLUDING SENTENCE**For all these reasons,

CLOSING TRANSITION + RESTATEMENT OF TOPIC SENTENCE

**PARAGRAPH EVALUATOR — EXAMINATION ANSWERS**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of opinion on a subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of reasons for the opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence stating first reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence stating second reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence stating third reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **PARAGRAPH EDITOR**

### **EDITING THE PARAGRAPH BUILDER**

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness:  
each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### **GUIDELINES FOR PRESENTING PARAGRAPHS**

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

Name: \_\_\_\_\_

## PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT 17**

Some young people think that being a parent is always easy and fun. But those who have been parents, those who have worked as baby-sitters, or those who can remember what devils they themselves were as kids, know that being a parent is a tough job. Some people even think parenting should be taught in school. Write a well developed paragraph based on one of the following topic sentences:

- A) Being a parent is a difficult job.
- B) Being a parent is an easy job.

Give three reasons why being a parent is difficult or easy. Use specific details and examples from your experience to support your reasons.

**ASSIGNMENT ANALYSIS**

**Subject:** *Being a parent*

**Tasks:** 1. *State my opinion.*

2. *Give three reasons why my opinion is correct.*

3. *Use specific details and examples.*

**TOPIC SENTENCE**

SUBJECT + VERB + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

OPINION + *for three important reasons.*

**FIRST SUPPORTING POINT**

1 *To begin with,*

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

2

Details, images, and examples of the reason

3

More details, images, and examples of the reason

4

More details, images, and examples of the reason

5

More details, images, and examples of the reason

6

Results of, effects of, or importance of the point (How does it affect us, or how does it affect the situation?)

## PARAGRAPH BUILDER

**SECOND SUPPORTING POINT****1** Further,

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**2**

Details, images, and examples of the reason

**3**

More details, images, and examples of the reason

**4**

More details, images, and examples of the reason

**5**

More details, images, and examples of the reason

**6**

Results of, effects of, or importance of the point (How does it affect us, or how does it affect the situation?)

**THIRD SUPPORTING POINT****1** Finally,

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**2**

Details, images, and examples of the reason

**3**

More details, images, and examples of the reason

**4**

More details, images, and examples of the reason

**5**

More details, images, and examples of the reason

**6**

Results of, effects of, or importance of the point (How does it affect us, or how does it affect the situation?)

**CONCLUDING SENTENCE**For all these reasons,

CLOSING TRANSITION + RESTATEMENT OF TOPIC SENTENCE

**PARAGRAPH EVALUATOR — EXAMINATION ANSWERS**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of opinion on a subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of reasons for the opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence stating first reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence stating second reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence stating third reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARAGRAPH EDITOR

### EDITING THE PARAGRAPH BUILDER

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness:  
each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING PARAGRAPHS

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the paragraph assignment.

Name: \_\_\_\_\_

## PARAGRAPH BUILDER

**PARAGRAPH ASSIGNMENT 18**

We all know that there is a problem of overpopulation in the world, and science has given us ways to control the size of families. Write a well developed paragraph based on one of the following topic sentences:

- A) Parents should not have more than two children.
- B) Parents should have as many children as they wish.

Give three reasons why the size of families should be limited or not limited. Use specific details and examples from your experience to support your reasons.

**ASSIGNMENT ANALYSIS**

**Subject:** Parents

- Tasks:**
- 1. State my opinion.
  - 2. Give three reasons why my opinion is correct.
  - 3. Use specific details and examples.

**TOPIC SENTENCE**

SUBJECT + VERB + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

OPINION + *for three important reasons.*

**FIRST SUPPORTING POINT**

1 To begin with,

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

2

Details, images, and examples of the reason

3

More details, images, and examples of the reason

4

More details, images, and examples of the reason

5

More details, images, and examples of the reason

6

Results of, effects of, or importance of the point (How does it affect us, or how does it affect the situation?)

## PARAGRAPH BUILDER

**SECOND SUPPORTING POINT****1** Further,

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**2**

Details, images, and examples of the reason

**3**

More details, images, and examples of the reason

**4**

More details, images, and examples of the reason

**5**

More details, images, and examples of the reason

**6**

Results of, effects of, or importance of the point (How does it affect us, or how does it affect the situation?)

**THIRD SUPPORTING POINT****1** Finally,

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**2**

Details, images, and examples of the reason

**3**

More details, images, and examples of the reason

**4**

More details, images, and examples of the reason

**5**

More details, images, and examples of the reason

**6**

Results of, effects of, or importance of the point (How does it affect us, or how does it affect the situation?)

**CONCLUDING SENTENCE**For all these reasons,

CLOSING TRANSITION + RESTATEMENT OF TOPIC SENTENCE

**PARAGRAPH EVALUATOR — EXAMINATION ANSWERS**

	Satisfactory	Needs Improvement	Rewritten
<b>TOPIC SENTENCE</b> Statement of opinion on a subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORGANIZING SENTENCE</b> Statement of reasons for the opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FIRST SUPPORTING POINT</b>			
1 Transition + point sentence stating first reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SECOND SUPPORTING POINT</b>			
1 Transition + point sentence stating second reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD SUPPORTING POINT</b>			
1 Transition + point sentence stating third reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Details, images, and examples of the reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 More details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Results of, effects of, or importance of the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b> Final transition + restated topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **PARAGRAPH EDITOR**

### **EDITING THE PARAGRAPH BUILDER**

1. Check each sentence for grammatical completeness: subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness: capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness: each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### **GUIDELINES FOR PRESENTING PARAGRAPHS**

1. Use standard white lined paper.
2. Write in blue or black ink.
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4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the number of the paragraph assignment.

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Most students must be careful with their money. Some find a financial plan or budget helps them. Others get along without any spending plan. Write a well developed paragraph based on one of the following topic sentences:

- A) A financial plan is helpful for most students.
- B) A financial plan is useless for some students.

Give three reasons why a financial plan is or is not helpful. Use specific details and examples from your experience to support your reasons.

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

\_\_\_\_\_  
SUBJECT + VERB + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

OPINION + *for three important reason.* \_\_\_\_\_

**FIRST SUPPORTING POINT**

\_\_\_\_\_  
TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**SECOND SUPPORTING POINT**

\_\_\_\_\_  
TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**THIRD SUPPORTING POINT**

\_\_\_\_\_  
TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**CONCLUDING SENTENCE**

\_\_\_\_\_  
CLOSING TRANSITION + RESTATEMENT OF TOPIC SENTENCE

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Everybody everywhere is either married or single. Being married and being single both have their advantages and their advocates. Write a well developed paragraph based on one of the following topic sentences:

- A) Being married is a good idea.
- B) Being single is a good idea.

Give three reasons why being married or being single is a good idea. Use specific details and examples from your experience to support your reasons.

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**TOPIC SENTENCE**

\_\_\_\_\_  
SUBJECT + VERB + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

OPINION + *for three important reason.* \_\_\_\_\_

**FIRST SUPPORTING POINT**

\_\_\_\_\_  
TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**SECOND SUPPORTING POINT**

\_\_\_\_\_  
TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**THIRD SUPPORTING POINT**

\_\_\_\_\_  
TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**CONCLUDING SENTENCE**

\_\_\_\_\_  
CLOSING TRANSITION + RESTATEMENT OF TOPIC SENTENCE

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

Some colleges have recently dropped high-cost intercollegiate athletics. The Booster Clubs protested, but many students felt it was a good idea. Write a well developed paragraph based on one of the following topic sentences:

- A) Intercollegiate athletics contribute a lot to the average student's education.
- B) Intercollegiate athletics contribute very little to the average student's education.

Give three reasons why intercollegiate athletics contribute a lot or very little to the average student's education. Use specific details and examples from your experience to support your reasons.

**ASSIGNMENT ANALYSIS**

- Subject:** \_\_\_\_\_
- Tasks:** 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**TOPIC SENTENCE**

SUBJECT + VERB + THOUGHT COMPLETER

**ORGANIZING SENTENCE**

OPINION + *for three important reason.*

**FIRST SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**SECOND SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**THIRD SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**CONCLUDING SENTENCE**

CLOSING TRANSITION + RESTATEMENT OF TOPIC SENTENCE

**PARAGRAPH OUTLINE BUILDER**

Name: \_\_\_\_\_

**PARAGRAPH ASSIGNMENT**

People are living longer and longer these days. The likelihood that grown children may find themselves responsible for their old and ill parents is increasing each year. Two common solutions are to take the parents into one's home or to place them in a nursing home. Write a well developed paragraph based on one of the following topic sentences:

- A) Old and dependent parents should be cared for at home.
- B) Old and dependent parents are should be placed in a nursing home.

Give three reasons why dependent parents should be cared for at home or in a nursing home. Use specific details and examples from your experience to support your reasons.

**ASSIGNMENT ANALYSIS**

**Subject:** \_\_\_\_\_

**Tasks:** 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**TOPIC SENTENCE**

SUBJECT + VERB + THOUGHT COMPLETER

**ORGANIZING SENTENCE**OPINION + *for three important reason.***FIRST SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**SECOND SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**THIRD SUPPORTING POINT**

TRANSITION + SPECIFIC SUBJECT + VERB + REASON

**CONCLUDING SENTENCE**

CLOSING TRANSITION + RESTATEMENT OF TOPIC SENTENCE

# Part II -

# The Essay

## TO THE STUDENTS

Beginning writers who have successfully completed Part One of *Taking the Mystery Out of Basic Composition* have learned the formal patterns and system to write paragraphs employing various modes of development: description, process analysis, classification, comparison or contrast, reasons and examples, and examination answers. This familiarity with the one-paragraph composition will make the transition from paragraph to essay a simple process of expansion of form and content. The early pages in Part Two will focus on this expansion.

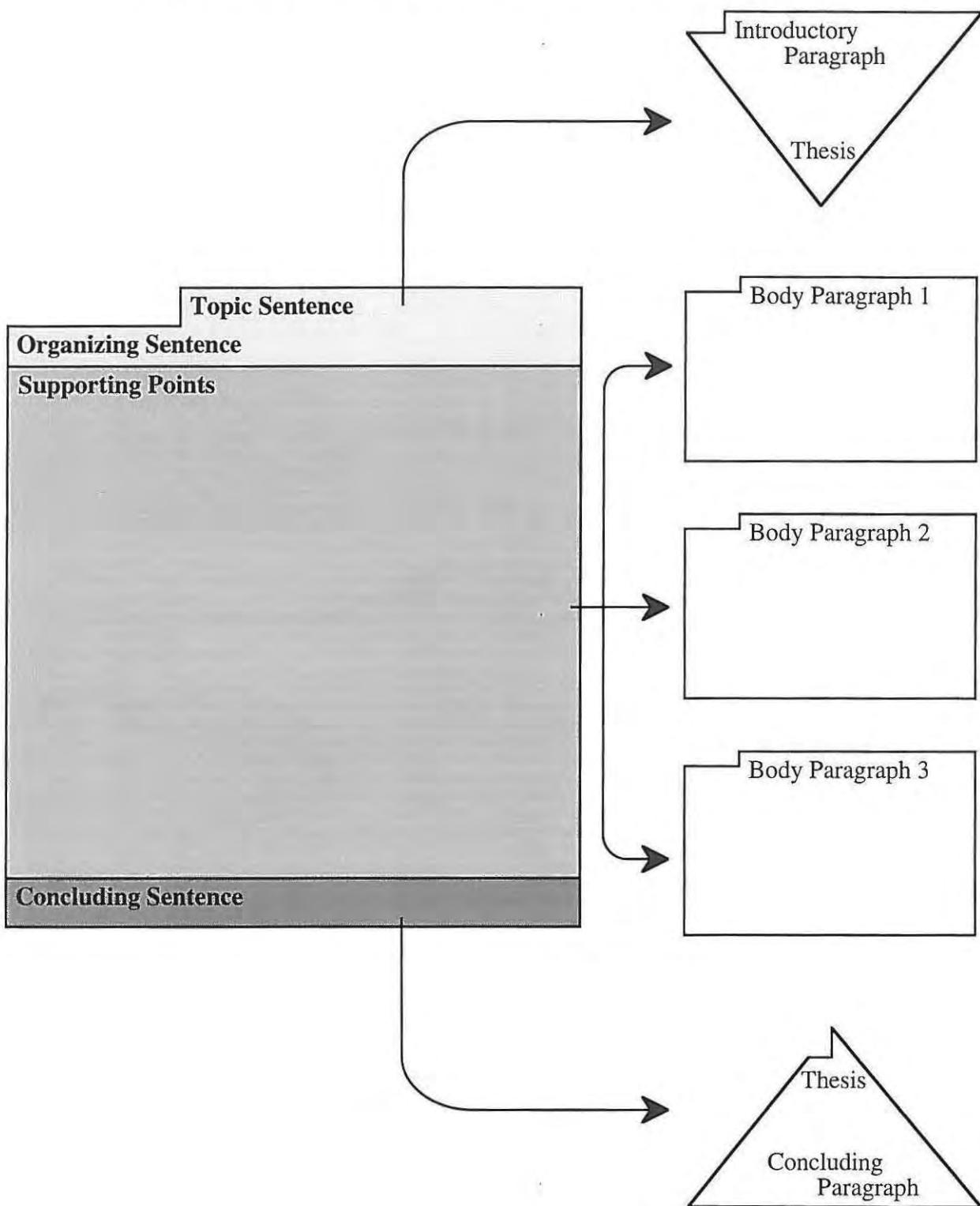
Those writers joining the book at Part Two will profit, we believe, from an intensive review of the elements of the one-paragraph composition in Part One. Then the transition in Part Two from one-paragraph composition to essay will seem more natural and easier to comprehend.

Whatever our preparation for the study of the essay is, a focused and sincere effort will provide the most satisfactory results.

## FROM PARAGRAPH TO ESSAY

Part Two of *Patterns for Success: Taking the Mystery Out of Basic Composition* builds upon what has been learned in our study of the paragraph in Part One. We find a similar pattern and system for writing the brief argumentative essay frequently required in college and college-prep courses. It is a practical pattern and system to know, and it serves as an effective gateway to other patterns of essay development. Thus, our illustration and assignments will be limited to the argumentative essay developed by reasons and examples. Once the pattern and system have been mastered, however, other methods of development of supporting paragraphs — alone or in combination — can easily be employed.

In Part One, we learned that the one-paragraph composition is a group of related sentences arranged in a logical pattern to support and develop a main idea, the topic sentence. In Part Two, we find that the essay is a group of related paragraphs arranged in a logical order to support a main idea, the thesis. Thus, the essay can be visualized as basically an extension of the pattern we have been employing in Part One. The major differences between the one-paragraph composition and the essay are in degree. The thesis of the essay will generally be more comprehensive or complex than a topic sentence, and each supporting point will be developed at paragraph length. Our argumentative essays will be of greater depth and length, then, than our one-paragraph compositions, though the basic pattern and system are quite similar. The chart on the following page will graphically illustrate these similarities in form and move us on to a detailed explanation of the parts of the essay.

**THE ONE-PARAGRAPH COMPOSITION AS A MINI ESSAY**

## INTRODUCTION TO THE ESSAY

As the foregoing diagram shows, the basic structure of a brief essay consists of a more detailed and developed treatment of a pattern already learned in Part One of this book. Instead of being part of one paragraph, however, each part of the pattern becomes a paragraph that is part of a larger whole. The essay includes not only a main idea, the thesis, but an introductory paragraph that introduces, leads up to, and states that idea. The supporting points are topic sentences of body paragraphs with their own fully developed supporting points. And the concluding sentence becomes a paragraph-length conclusion restating the thesis, summarizing the main points, and offering a final comment. The effect of this expansion is to give the full-scale essay the potential for broader scope and greater depth than the one-paragraph compositions we have written in Part One. Let's look at each of these three paragraph patterns separately, since two of them are new to us.



### The Introductory Paragraph

First of all, we notice that the introductory paragraph pattern used here is upside down — that is, its main idea, the thesis of the essay, is at the end of the paragraph instead of at the beginning. The introductory paragraph is organized this way to catch the reader's attention first and then bring up the subject before presenting the thesis. These, in fact, are our jobs in the introductory paragraph:

1. Bringing up the general subject in a way that grabs the reader's attention
2. Creating a smooth lead-in to the thesis
3. Stating the thesis clearly and effectively.

Some writers and teachers advocate the use of an organizing sentence after the thesis, similar to what we did in the one-paragraph compositions of Part One. This addition can be valuable in long, complex compositions with a large number of supporting points. In our brief, compact essays with each topic sentence clearly relating to the thesis, however, the organizing sentence seems unnecessary. We should, however, keep the possibility in our writer's tool box for future advanced work.

## **The Body Paragraph**

Next comes the body paragraph. Writing a body paragraph is easy because it is structured almost exactly like the one-paragraph compositions we have just written in Part One. The only difference is that the body paragraph does not need a concluding sentence — because the end of the paragraph is not the end of the composition. Instead of a concluding sentence, we use what we call a roundup sentence. Generally the roundup sentence emphasizes the relationship of the development of the paragraph to the topic sentence. In this way the roundup sentence completes the thought pattern started by the topic sentence. The whole pattern goes as follows:

1. A topic sentence clearly supporting the thesis
2. A sentence explaining or clarifying the topic sentence
3. One or more examples illustrating the topic sentence
4. A final roundup sentence pulling the paragraph together and tying the examples to the topic sentence.

## △ The Concluding Paragraph

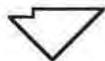
The concluding paragraph, like the introduction, has a special purpose. Unlike the introduction, it follows normal paragraph order and fulfills the following functions:

1. Restating the thesis — frequently in different words  
(The restated thesis is introduced by a concluding transition.)
2. Reminding the reader of the content and order of the development  
(The topic sentences from the three body paragraphs can be used to pull the entire essay together and bring it to a close.)
3. Providing a feeling of conclusion  
(This sense of finality is largely accomplished by the concluding transition, the restated thesis, and the review of the topic sentences. Our conclusion may be reinforced by a strong final comment relevant to what has been asserted in the essay.)

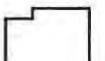
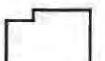
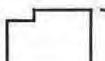
We can easily see that the body paragraphs are going to be quite similar to the paragraphs we wrote in Part One. But the introductory and concluding paragraphs are special purpose paragraphs. They are new to us, but not difficult, for we follow explicit patterns and make use of materials from the Essay Assignment and Outline Builder.

A careful look at the following graphic representation of our standard pattern for an essay will prepare us to move on to the Outline Builder.

## A STANDARD PATTERN FOR THE ESSAY



- I. The *introductory paragraph* has three jobs, all related to the thesis:
  - A. Bringing up the subject in a way that grabs the reader's attention
  - B. Creating a smooth lead-in to the thesis
  - C. Stating the thesis clearly and effectively.



- II. The *body paragraphs* perform the essential task of expanding upon and supporting the thesis. They follow a simple pattern:
  - A. A topic sentence clearly supporting the thesis
  - B. A sentence explaining or clarifying the topic sentence
  - C. One or more examples illustrating the topic sentence
  - D. A final roundup sentence pulling the paragraph together and tying the examples to the topic sentence.



- III. Finally, the *concluding paragraph* in its special emphatic position has its own jobs:
  - A. Restating the thesis
  - B. Refreshing the reader's memory of the content and order of the essay
  - C. Creating a feeling of conclusion or finality
  - D. Stating a relevant and reinforcing final thought.

The best way to see how this standard pattern is realized in an essay is to work through a typical assignment using our step-by-step system.

At the beginning of our explanation of the essay, there is going to be a rush of new forms, concepts, and vocabulary all at once. We must not let all the new stuff bother us. Just as we have mastered the one-paragraph composition, we can master the essay — one step at a time. Everything will be explained and illustrated so that we can move forward confidently.

Our first big task in writing an essay is to complete the Outline Builder, a form especially designed to help us with assignment analysis and essay planning. The Outline Builder corresponds to the beginning of the Paragraph Builder we used in Part One. We remember that the first portion of the Paragraph Builder resulted in a sentence outline for our paragraph. In the same way, the Outline Builder guides us in writing a sentence outline for our assigned essay. Because our basic essay pattern is at least five times longer than the one-paragraph composition, the Essay Builder is proportionately longer. For this reason, it seems clearer and simpler to present the planning portion of writing the essay separately as our Outline Builder. It gives us clearly and briefly the sentence outline of the essay we will draft on the Essay Builder.

Our first Outline Builder appears on the following page. The little icons or bullets in the left margin help us visualize the essay and know the location of the part we are working on. Following the blank Outline Builder, we will go through the process of filling it in line by line.

## OUTLINE BUILDER

### ESSAY ASSIGNMENT

Some people believe that winning — in athletic competition, in academic studies, and in the business world — is more important than anything else. However, many of us feel that doing our best is the most important goal in life.

Write an essay in response to the above passage. Is winning or being “number one” the most important goal in life? Or is doing our best the most important goal in life? Take a stand on the topic. Using reasons and examples, support your stand.

### ASSIGNMENT ANALYSIS

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis  
\_\_\_\_\_



TS1 Thesis *because*  
\_\_\_\_\_

subject	verb	+	thought completer
_____	_____	_____	_____



TS2 Thesis *because*  
\_\_\_\_\_

subject	verb	+	thought completer
_____	_____	_____	_____



TS3 Thesis *because*  
\_\_\_\_\_

subject	verb	+	thought completer
_____	_____	_____	_____



Restatement of thesis  
\_\_\_\_\_

## INTRODUCTION TO THE OUTLINE BUILDER

Normally, student writing is a response to assignments, sometimes very general, given by an instructor. In this book, the assignments are consistent in form and very specific so that they actually assist us in determining the subject, selecting a thesis, and composing topic sentences for the body paragraphs. These assignments are designed to assist us to gain access to our own experience in an orderly and effective way. The key sentences developed from the Outline Builder make up the framework of the essay, and , in fact, form a sentence outline for it.

The assignments follow a consistent pattern:

1. A lively passage introducing a subject — usually controversial or argumentative — designed to stimulate a reaction
2. Two questions representing opposing views of the subject and leading to thesis statements
3. Specific directions on how to approach the subject and how to develop the body paragraphs.

Analyzing the assignment as illustrated in the Outline Builder will help us write the essay with confidence. The thesis, topic sentences, and restated thesis give us the thought pattern of the entire essay. Our technique of creating all the topic sentences before working on the development of any one of them prevents us from losing track of our overall plan. We first set up each topic sentence to support the thesis before moving on to the development of each one separately. And being clear about the topic sentences helps us make use of our knowledge and experience to select appropriate supporting examples in the body paragraphs. In these ways, the Outline Builder is a key step in our writing process.

## THE OUTLINE BUILDER STEP-BY-STEP

1. **Read carefully the first passage in the assignment box.** We must look up any words we don't understand and ask our instructor to clear up any questions.

Some people believe that winning — in athletic competition, in academic studies, and in the business world — is more important than anything else. However, many of us feel that doing our best is the most important goal in life.

This passage gives us the general subject: *the most important goal in life*. It also provides us two opposing responses to that subject:

- a. *Winning is more important than anything else.*
- b. *Doing our best is the most important goal in life.*

2. **Read carefully the second passage in the box.**

Write an essay in response to the above passage. Is winning or being “number one” the most important goal in life? Or is doing our best the most important goal in life? Take a stand on the topic. Using reasons and examples, support your stand.

This passage is the specific assignment and leads to the following:

- a. Identifying the assigned tasks
- b. Choosing the specific subject
- c. Selecting a thesis
- d. Creating topic sentences for the body paragraphs.

3. Identify the three specific directions provided in the assignment.
  - a. Write an essay in response to the above passage. We must think about the general subject and the alternative responses. Which side is more appealing?
  - b. Take a stand on the topic. We must choose one of the two opposing responses provided in the questions:
    - a. *Is winning or being “number one” the most important goal in life?*
    - b. *Is doing our best the most important goal in life?*

There is no room for “maybe” or “I don’t know.” We must choose the side that is easiest to agree with and move on. The writer of the sample essay has chosen *doing our best*, but excellent compositions can be written on either side of the argument.

Once we have taken a stand, we must transform the question into a declarative sentence:

*Is doing our best the most important goal in life?*

*Doing our best is the most important goal in life.*

- c. Using reasons and examples, support your stand. The direction *using reasons* tells us that our topic sentences in the body paragraphs are going to be explanations of why we have chosen one side or the other. Here they are reasons why doing our best is the most important goal in life. The direction *using examples* tells us that we

must bring in detailed illustrations from our personal experience to support and exemplify the reason expressed by each topic sentence. We must get our brains started on choosing some convincing examples.

#### 4. Note the analysis of tasks.

##### ASSIGNMENT ANALYSIS

- Tasks:**
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Such complicated general subjects as “what goal is most important in life” could be responded to in many ways. Because our objective is to learn a basic pattern and system, we have reduced the possibilities to two. This is simplicity for a good learning purpose. We keep the emphasis on the pattern and the process while avoiding unnecessary confusion about how to deal with the subject. Like good debaters, we just accept one thesis or the other. Then we do our best to sell it to our readers by using our process to produce an essay following our pattern.

Since all our assignments are similar in pattern and process, the tasks will be the same and be printed on the assignment. In more advanced work, the writer must analyze the assignment and identify the tasks accordingly. It is obviously a good problem-solving procedure to determine exactly what we are asked to do before we try to do it.

5. **Fill in the selected subject.** It will be the subject of the thesis we have already chosen and, suitably capitalized, will serve as a title, if desired. Other more imaginative titles are perfectly acceptable.

Subject and possible title: *Doing Our Best*

6. **Fill in the thesis as a declarative sentence.**



Thesis: *Doing our best is the most important goal in life.*

As we have noted earlier, some writers and teachers of writing feel that an organizing sentence following the thesis helps the reader visualize the pattern of development without confusion. We too learned to use an organizing sentence in our one-paragraph compositions for the very same reason. It is also useful in our early writing to help us develop a writer's habit of planning ahead. In essay assignments, however, an organizing sentence is only necessary in longer, more complex writing. In our brief, compact essays, each supporting point stands clear in its own paragraph. Further, the dramatic effect of the thesis coming last in the introductory paragraph is not blunted by any further comment.

7. **Create topic sentences for three body paragraphs.** Here is a handy system for creating topic sentences that are reasons. First we write the thesis followed by the word *because*. Then we copy the subject of the thesis into the space provided. It becomes the subject of the topic sentence we will write. If we do this for each body paragraph, it will aid us in developing ideas for topic sentences relevant to the thesis. The following diagrams illustrate the process.

	TS1	<u><i>Doing our best is the most important goal in life</i></u> Thesis	
<b>BECAUSE</b>			
<u><i>Doing our best</i></u> Subject		verb + thought completer	

	TS2	<u><i>Doing our best is the most important goal in life</i></u> Thesis	
<b>BECAUSE</b>			
<u><i>Doing our best</i></u> Subject		verb + thought completer	

	TS3	<u><i>Doing our best is the most important goal in life</i></u> Thesis	
<b>BECAUSE</b>			
<u><i>Doing our best</i></u> Subject		verb + thought completer	

Now we must develop three completions for the topic sentences that are reasons why we believe the thesis is true. This may take some time. We need to be creative and imaginative. We must make sure our reasons are logical and convincing. To write these sentences, we start with the given subject, add a verb, and complete the thought as illustrated in the graphic on the following page.

TS1	<u><i>Doing our best is the most important goal in life</i></u> Thesis
<b>BECAUSE</b>	
<u><i>Doing our best makes us feel good about ourselves.</i></u> Subject                    verb + thought completer	
TS2	<u><i>Doing our best is the most important goal in life</i></u> Thesis
<b>BECAUSE</b>	
<u><i>Doing our best makes our family and friends proud of us.</i></u> Subject                    verb + thought completer	
TS3	<u><i>Doing our best is the most important goal in life</i></u> Thesis
<b>BECAUSE</b>	
<u><i>Doing our best helps us to succeed at work.</i></u> Subject                    verb + thought completer	

We should note that we have crossed out the thesis and the word *because*. They were just a thinking device and do not have to be repeated in our topic sentences. But by using that device and by using the same subject in each topic sentence, we have insured that our topic sentences relate to and support the thesis.

8. **Restatement of Thesis:** We must fill in the thesis again as the first sentence of the concluding paragraph.



Restatement of thesis: *Doing our best is the most important goal in life.*

We have now completed our Outline Builder for the argumentative essay *Doing Our Best*. The following graphic shows us what the completed Outline Builder looks like.

### SAMPLE OUTLINE BUILDER

#### ESSAY ASSIGNMENT

Some people believe that winning — in athletic competition, in academic studies, and in the business world — is more important than anything else. However, many of us feel that doing our best is the most important goal in life.

Write an essay in response to the above passage. Is winning or being “number one” the most important goal in life? Or is doing our best the most important goal in life? Take a stand on the topic. Using reasons and examples, support your stand.

#### ASSIGNMENT ANALYSIS

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: *Doing Our Best*



*Doing our best is the most important goal in life.*

Thesis



TS1    *Doing our best is the most important goal in life because*

Thesis

*Doing our best makes us feel good about ourselves.*

subject

verb

+

thought completer



TS2    *Doing our best is the most important goal in life because*

Thesis

*Doing our best makes our family and friends proud of us.*

subject

verb

+

thought completer



TS3    *Doing our best is the most important goal in life because*

Thesis

*Doing our best helps us to succeed at work.*

subject

verb

+

thought completer



*Doing our best is the most important goal in life.*

Restatement of thesis

### FROM OUTLINE BUILDER TO ESSAY BUILDER

Having completed our Outline Builder, we have fulfilled many of the demands of the assignment. We have read and responded to the quotation, considered the alternate thesis statements, and chosen one. We have taken a stand on the general topic and created three good topic sentences using our handy system. These steps may all be completed using the information in the assignment, and as has been stated earlier, they provide us with a sentence outline for our composition. But we now have the detailed work to do. Aside from creating an introduction and conclusion, we have to transform the outline into an essay by using examples and details to illustrate and support the topic sentences. These examples are our creation and reflect what our experience tells us about the subject. Our experience includes everything we have seen, read, and heard about — our whole brain library.

On the following pages, the Essay Builder on the subject of *Doing Our Best* will lead us through the process of writing an essay step by step and sentence by sentence. All we need to do is follow our Outline Builder and the under-the-line guides included in the Essay Builder.

## INTRODUCTION TO THE ESSAY BUILDER

The Essay Builder is designed to lead us through the process of creating our introductory paragraph, three body paragraphs, and a concluding paragraph. These paragraphs are based upon the thesis, the three topic sentences, and the restatement of the thesis, all provided in the Outline Builder.

Writing each of these paragraphs is simplified by the sample provided in the following pages and by the under-the-line guides for each sentence. The introduction and the conclusion use materials from the assignment and the Outline Builder to fulfill repeatable patterns. The body paragraphs, however, require the selection of examples and details to show the validity of each topic sentence. This part of the composition process requires thought, memory, and some imagination. We support our thesis with topic sentences that express reasons to accept the thesis. Then we illustrate our reasons with examples and details from our experience.

The following presentation of *Doing Our Best* has under-the-line guides that show how all the paragraphs are put together line-by-line. We can notice especially how the examples and details in the body paragraphs fit into the stream of thought following the topic sentence. They are specific so that the reader believes we are telling the truth about a real part of our experience. The more detailed and lively the examples are, the more interested our readers will be. They will sense that we know what we are talking about and that we should be listened to.

Each sentence in the following Essay Builder is identified by its function in its paragraph or the essay as a whole. When moving on to the guided writing exercises, we can refer back to this annotated sample to be sure of what to do next at each point in our composition. The Essay Builder shows our basic essay pattern in its completed form. Thus, a thorough examination of this extended illustration will help us in understanding all aspects of the composition process to be practiced in the guided writing exercises. This understanding should lead us to greater success in writing our essays.

This is the moment of truth for beginning essay writers. The pattern we developed in the Outline Builder must be built up into a fully developed essay with body paragraphs developed by reasons and examples. What we have learned about argumentation in Part One should make us feel quite confident about writing the body paragraphs of our essay. Further, each part of the Essay Builder has practical under-the-line guides to remind us of what to do next. Each page also includes a helpful note to keep us moving in the right direction. The Outline Builder, too, serves as an overall guide providing us with a thesis, topic sentences, a restated thesis, and an order of presentation.

What will be new to us are the introductory paragraph and the concluding paragraph. We will find, however, that the sample and the under-the-line guides show us an easy pattern to follow in writing both the introduction and the conclusion. Though these patterns are not the only ones we might use, they provide simple, practical, easily repeated paragraphs that will get us through our first essays with confidence. When in doubt, we must always follow the sample

and the under-the-line guides. When we have memorized these practical patterns, we will be ready to learn additional ways to introduce and conclude our essays.

Looking at the introductory paragraph, we will notice immediately that we use a quotation from the assignment and our chosen thesis from the Outline Builder to begin and end the paragraph. Between the quote and the thesis, we build a thought bridge beginning with our reaction to the opinion expressed in the quotation, and ending in the statement of our opinion, the thesis. This gets our thesis into the most emphatic place in the opening paragraph.

The concluding paragraph is largely made up of elements from the Outline Builder: the restated thesis and the restated topic sentences. Only the final comment is added at this point. Again, using the Outline Builder, the Essay Builder, and the under-the-line guides will get us what we want — a clear, orderly ending for our essay.

The more familiar body paragraphs call directly on the reasons and examples skills we developed in Part One. Though we know that body paragraphs of this type may be developed by one or many examples, we have established a pattern of two examples for each reason. This pattern should help to simplify the process and get us started in essay writing with confidence.

At this point we need to concentrate closely on the Sample Essay Builder and clarify how the patterns, the Outline Builder, the under-the-line guides, the explanatory notes, and our knowledge of the reasons and examples development help us form our ideas and experiences into a clear, orderly, effective essay.

**ESSAY ASSIGNMENT**

Some people believe that winning — in athletic competition, in academic studies, and in the business world — is more important than anything else. However, many of us feel that doing our best is the most important goal in life.

Write an essay in response to the above passage. Is winning or being “number one” the most important goal in life? Or is doing our best the most important goal in life? Take a stand on the topic. Using reasons and examples, support your stand.

**SAMPLE ESSAY BUILDER****TITLE***Doing Our Best***INTRODUCTORY PARAGRAPH**

1 *It has been said that “winning — in athletic competition,*  
Attention Grabber — Bringing up the subject

*in academic studies, and in the business world — is more important*  
*than anything else.”*

2 *I disagree with this opinion.*

General Reaction — Agreement or Disagreement

3 *There are many examples in which the opposite is true.*

General Reaction — Explanation

4 *I have known many people who work hard without aiming to be*

Specific Response — Observation

*“number one.”*

*They derive satisfaction from their consistent efforts.*

Specific Response — Explanation

5 *Doing our best is the most important goal in life.*

Thesis

We use the interesting quotation from the Essay Assignment for our attention grabber in our introductory paragraph. And, of course, our thesis comes right off the Outline Builder.

As with the thesis, we get our topic sentences directly from the Outline Builder. But in order to assure that the reader fully understands, we add an explanatory sentence. We can think of this sentence as the completion of "in other words" or "what I mean is. . . ."

**BODY PARAGRAPH 1**

- To begin with, doing our best makes us feel good about ourselves.  
TRANSITION + TOPIC SENTENCE
- Working to our fullest capacity makes us feel intensely alive and fulfilled.  
Explanation of topic sentence

**EXAMPLE A**

- 1 For example, in academics it can make us feel good no matter what grade we get.  
TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER
- 2 Though only one student can be the top student, we all can be gratified when we do our best.  
Details or word pictures and sense impressions
- 3 In my Math 80 course, I am only an average student.  
More details or word pictures and sense impressions
- 4 I have to struggle to keep up with the class.  
More details or word pictures and sense impressions
- 5 But I'm really pleased that my grade has improved from a C to a B- this semester.  
More details or word pictures and sense impressions

For simplicity's sake, each body paragraph uses two well developed examples. In each, the specific details help the reader visualize and understand what the writer is talking about. The roundup sentence affirms the topic sentence by reminding us what the examples show the reader.

**BODY PARAGRAPH 1 (cont'd)****EXAMPLE B**

- 1 Similarly, trying hard in sports has its own rewards.

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

- 2 After all, the real meaning of sports is to take pleasure in physical activity.

Details or word pictures and sense impressions

- 3 I can get that pleasure from shooting baskets at the park by myself.

More details or word pictures and sense impressions

- 4 The feel of the ball in my hand, the arc of an accurate shot, and the swish of the ball through the net give me great satisfaction.

More details or word pictures and sense impressions

- 5 I don't have to win anything to get that prize.

More details or word pictures and sense impressions

- In these instances, it is obvious that doing our best makes us feel good about ourselves.

Often the development of a body paragraph includes a little story. If we get stuck writing this sort of narrative, we can ask ourselves, "And then what happened?" All our examples should be persuasive, interesting, and relevant to the topic sentence.

### BODY PARAGRAPH 2

- Furthermore, doing our best makes our family and friends proud of us.  
TRANSITION + TOPIC SENTENCE
- They share our satisfaction when we work hard to achieve our goals.  
Explanation of topic sentence

#### EXAMPLE A

- 1 For instance, when my cousin was in high school, she thought that she could train for a career on the stage.  
TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER
- 2 She got a part in the school musical "No, No, Nanette."  
Details or word pictures and sense impressions
- 3 In truth, she couldn't sing very well and was quite clumsy around the house.  
More details or word pictures and sense impressions
- 4 In the performance of the comedy, she sang off key several times and actually tripped over her own feet in a dance number.  
More details or word pictures and sense impressions
- 5 But all of us in the family cheered and gave her a standing ovation.  
More details or word pictures and sense impressions

We should notice that each topic sentence begins with a transition, as does each example. These transitions keep the reader clear about our direction of thought. The roundup sentence also refers back to the examples and emphasizes how they illustrate the topic sentence.

**BODY PARAGRAPH 2 (cont'd)****EXAMPLE B**

- 1 In addition, my nephew's efforts on the track team made our family  
TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

want to be present at every meet.

- 2 He did not win any races., but  
Details or word pictures and sense impressions

- 3 He tried so hard that we were as proud of him as if he had won.  
More details or word pictures and sense impressions

- 4 Once when he came in third, we cheered as if he had won the Olympics.  
More details or word pictures and sense impressions

- 5 We knew he felt like a winner, too.  
More details or word pictures and sense impressions

- The examples of my cousin and my nephew clearly illustrate how our  
Roundup sentence tying examples to the topic sentence  
family and friends are proud of us when we do our best.

The transition before the topic sentence shows us that this is the last paragraph in the development, maintaining the coherence that keeps our readers from getting lost. Additional transitions lead us to the two illustrations in the paragraph.

**BODY PARAGRAPH 3**

- Finally, doing our best helps us to succeed at work.

TRANSITION + TOPIC SENTENCE

- An employee who shows his willingness to do his best on every job

Explanation of topic sentence

will get the promotion and the raise.

**EXAMPLE A**

- 1 For example, in the Great Depression of the 1930's, my uncle Jake,

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

who was then sixteen years old, was stranded in a city far from home.

- 2 He went to every store on Main Street looking for a job.

Details or word pictures and sense impressions

- 3 A plumber gave him the job of cleaning a filthy basement.

More details or word pictures and sense impressions

- 4 Uncle Jake tried his best even though he was hungry and the work

More details or word pictures and sense impressions

was disgusting.

- 5 At the end of the day, the plumber offered him a permanent job in a

More details or word pictures and sense impressions

city where jobs were scarce.

As we can see, transitions are essential to coherence and clarity of thought. We must be careful to use the proper transition and to vary the transitions to meet varying situations so as to avoid mechanical repetition.

**BODY PARAGRAPH 3 (cont'd)****EXAMPLE B**

- 1 In the same way, a middle-aged lady I knew struggled for over two

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

years to find a job as a bookkeeper.

- 2 She finally got a menial job with a big manufacturing company.

Details or word pictures and sense impressions

- 3 Instead of complaining, she did everything she could to be a productive

More details or word pictures and sense impressions

worker.

- 4 Her supervisor complimented her on her efforts, and

More details or word pictures and sense impressions

- 5 Soon the big boss notified her that she was being promoted to a

More details or word pictures and sense impressions

position in the business office.

- The illustrations of my Uncle Jake and the bookkeeper make it obvious

Roundup sentence tying examples to the topic sentence

that people who do their best are likely to succeed at work.

The concluding paragraph is very easy for us to write, for it is largely made up of restatements of the thesis and topic sentences. The final sentence is an opportunity to add a last word or insight on the subject. We must be sure, however, that the comment is relevant and affirms our thesis.

### CONCLUDING PARAGRAPH



- 1 As everyone can see, doing our best is the most important goal in life.  
FINAL TRANSITION + THESIS
- 2 It makes us feel good about ourselves, and it makes our family and friends proud of us.  
TOPIC SENTENCE 1 + TOPIC SENTENCE 2
- 3 Most importantly, it helps us to succeed at work.  
TRANSITION + TOPIC SENTENCE 3
- 4 Unfortunately, many people still believe that winning or being "number one" is the most important goal in life, and that belief drastically limits their chances for real fulfillment.  
Final thought in a complete sentence

We can be pleased at how neatly the first three sentences review the thought progression and order of our essay. The final comment also combines an affirmation of the thesis with a rejection of the opposing view. We have brought our essay to an effective conclusion.

## EVALUATING AND EDITING

After we have completed each part of the Essay Builder according to the instructions and the under-the-line guides, we have a draft copy of an argumentative essay developed by reasons and examples. Now we need to check our work in several ways.

First, we should read each paragraph carefully, comparing our work to the under-the-line guides and the Essay Evaluator notes. The thought should move smoothly, clearly, and logically within each paragraph and from introductory paragraph through body paragraphs to the concluding paragraph. Any sentence that is irrelevant or doesn't make sense or doesn't perform its function as noted in the under-the-line guides or the Essay Evaluator should be marked **Needs Improvement**. All others can be marked **Satisfactory**.

The Essay Evaluator is a special form developed to help us evaluate the form, content, and correctness of our writing. Without this form, we might be confused as to how to determine whether we have successfully reached our goals of writing a clear, unified, coherent argumentative essay. Using the Essay Evaluator strengthens our habit of self-evaluation in our writing and gives us greater confidence as essay writers.

Second, we should rewrite every sentence marked **Needs Improvement** to make it logical, relevant, functional (according to the under-the-line guides), and correct. Then we can check the revised sentence off as **Rewritten** on the Essay Evaluator. This check of consistency and continuity of thought and correctness and efficiency of expression will promote a feeling of fluency in our writing that may help the reader believe what we say.

Third, we should now switch our attention to our use of language. We should proofread the Essay Builder for troublesome errors in grammar, spelling, and punctuation using the Essay Editor. Also, we all have our own list of personal weaknesses to keep in mind, so we must check those problem areas. Sometimes reading our compositions aloud will uncover errors more easily heard than seen.

The Essay Editor on the back of the Paragraph Evaluator is a special checklist of common problems developed to help us find grammar, spelling, and punctuation errors. Then we can eliminate them before writing the final copy of the essay. The Editing Tips appearing at intervals throughout the text will also assist us in finding our problems and making our language smooth and correct.

To promote sentence variety and smooth flow in reading, we can now combine at least two adjacent sentences within each point as illustrated in the sample Essay Builder. The sentence combinations give us a more natural variation of short and long sentences, as in speech. The sentence combining information on pages 23 through 26 will help us understand how to make combinations, and the revisions in the sample Paragraph Builder will illustrate the effect of the process. Of course, we must also take care to punctuate our combinations correctly.

When we have completed checking our thought and language, we can write a copy of our paragraph according to the Guidelines on the Essay Editor. Following the pattern of presentation in the guidelines makes our work simple and creates a clear, attractive copy of our work.

## ESSAY EVALUATOR

	Satisfactory	Needs Improvement	Rewritten
<b>INTRODUCTORY PARAGRAPH</b>			
✓ <b>Attention grabber</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General reaction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Specific response</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Thesis from assignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 1</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 2</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 3</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b>			
△ <b>Final transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Restated thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary of the topic sentences</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Insight</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ESSAY EDITOR

### EDITING THE ESSAY BUILDER

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness:  
each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING ESSAYS

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the essay assignment.

## EDITING TIPS

### SENTENCE PUNCTUATION

We all know that a sentence is a group of related words expressing a complete thought. We know it has a subject (noun structure), a verb with a tense (no infinitives or present participles standing alone), and one of a variety of thought completers. We read it, and it makes sense. The beginning writer's problem is to keep the sentences under control. We have to know where one starts and where one ends. In short, we have to know how to separate each complete sentence from the one before it and the one after it.

### A BRIEF REVIEW

- |            |  |
|------------|--|
| SEPARATION | — Capital letter on the first word             |
|            | — End punctuation (. ? !) after the last word. |
| COMBINING  | — COORDINATION (see pages 23 and 24)           |
|            | — SUBORDINATION (see pages 25 and 26).         |

### EXAMPLES OF SENTENCE PUNCTUATION

#### SEPARATION — CONVENTIONAL PUNCTUATION

A one-paragraph composition can be easy to write.  
Capital Letter    End Punctuation

#### COORDINATION — CONVENTIONAL PUNCTUATION

Comma + Coordinating Conjunction  
Football is a popular sport, but it is very rough.  
Independent Clause    Independent Clause

#### SUBORDINATION — CONVENTIONAL PUNCTUATION

Before Pattern:   Because she was his mother, he obeyed her.  
                            Dependent Clause    Independent Clause

After Pattern:         He obeyed her because she was his mother.  
                            Independent Clause    Dependent Clause

## INTRODUCTION TO THE ANNOTATED ESSAY

The draft created by the model Essay Builder we have just completed can now be copied out in normal manuscript form following the Guidelines. Such a copy of *Doing Our Best* is presented in the following five pages. To help us connect the finished copy with the Essay Builder and the essay pattern we are trying to master, there are annotations in the left margin. These marginal notes identify the various parts of the Essay Builder and its included paragraphs, making it easy for us to see how all the parts of the draft created by the Essay Builder have come together in a unified, coherent essay.

The overall pattern represented by the finished copy of *Doing Our Best* can be used for any writing assignment calling for an argumentative essay. Further, simply by varying the introductory paragraph and by adopting different modes of development in the body paragraphs, this same basic pattern can adapt to any straightforward essay assignment. These variations will be the substance of advanced studies in composition that will depend upon the basic knowledge we have acquired in *Taking the Mystery Out of Basic Composition*. Thus, it is absolutely essential to study and master this basic essay pattern through studying the model, following the Essay Builder, and doing our very best in the subsequent essay assignments.

**ESSAY ASSIGNMENT**

Some people believe that winning — in athletic competition, in academic studies, and in the business world — is more important than anything else. However, many of us feel that doing our best is the most important goal in life.

Write an essay in response to the above passage. Is winning or being “number one” the most important goal in life? Or is doing our best the most important goal in life? Take a stand on the topic. Using reasons and examples, support your stand.

Title:

*Doing Our Best***SAMPLE INTRODUCTION****Attention Grabber**

*It has been said that “winning — in athletic competition, in academic studies, and in the business world — is more important than anything else.” I disagree with this opinion.*

**General Reaction**  
A) Agreement  
B) Disagreement

*There are many examples in which the opposite is true. I have known many people who work hard without aiming to be “number one.” They derive satisfaction from their consistent efforts.*

**Personal Response**  
A) Observation  
B) Explanation

*Doing our best is the most important goal in life.*

**Thesis**

**SAMPLE BODY PARAGRAPH 1**

Transition +  
topic sentence

Explanation or  
clarification of  
topic sentence

Example A

Example B

Roundup  
sentence

*To begin with, doing our best makes us feel good about ourselves. Working to our fullest capacity makes us feel intensely alive and fulfilled. For example, in academics it can make us feel good no matter what grade we get. Though only one student can be the top student, we all can be gratified when we do our best. In my Math 80 course, I am only an average student, and I have to struggle to keep up with the class. But I'm really pleased that my grade has improved from a C to a B- this semester. Similarly, trying hard in sports has its own rewards. After all, the real meaning of sports is to take pleasure in physical activity. I can get that pleasure from shooting baskets at the park by myself. The feel of the ball in my hand, the arc of an accurate shot, and the swish of the ball through the net give me great satisfaction. I don't have to win anything to get that prize. In these instances, it is obvious that doing our best makes us feel good about ourselves.*

**SAMPLE BODY PARAGRAPH 2**

Transition +  
topic sentence

Explanation or  
clarification of  
topic sentence

Example A

Example B

Roundup  
sentence

*Furthermore, doing our best makes our family and friends proud of us. They share our satisfaction when we work hard to achieve our goals. For instance, when my cousin was in high school, she thought that she could train for a career on the stage. She got a part in the school musical "No, No, Nanette." In truth, she couldn't sing very well and was quite clumsy around the house. In the performance of the comedy, she sang off key several times and actually tripped over her own feet in a dance number. But all of us in the family cheered and gave her a standing ovation. In addition, my nephew's efforts on the track team made our family want to be present at every meet. He did not win any races, but he tried so hard that we were as proud as if he had won. Once when he came in third, we cheered as if he had won the Olympics. We knew he felt like a winner, too. The examples of my cousin and my nephew clearly illustrate how our family and friends are proud of us when we do our best.*

**SAMPLE BODY PARAGRAPH 3**

Transition +  
topic sentence

*Finally, doing our best helps us to succeed at work. An employee who shows his willingness to do his best on every job will get the promotion and the raise.*

Explanation or  
clarification of  
topic sentence

*For example, in the Great Depression of the 1930's, my uncle Jake, who was then sixteen years old, was stranded in a city far from home. He went to every*

Example A

*store on Main Street looking for a job. A plumber gave him the job of cleaning a filthy basement. Uncle Jake tried his best even though he was hungry and the work was disgusting. At the end of the day, the plumber offered him a permanent job in a city where jobs were scarce. In the same way, a middle-aged lady I knew*

Example B

*struggled for over two years to find a job as a bookkeeper. She finally got a menial job with a big manufacturing company. Instead of complaining, she did everything she could to be a productive worker. Her supervisor complimented her on her effort, and soon the big boss notified her that she was being promoted to a position in the business office. The illustrations of my Uncle Jake and the bookkeeper make it obvious that people who do their best are likely to succeed at work.*

Roundup  
Sentence



## SAMPLE CONCLUSION

Final transition +  
thesis

Topic sentence 1 +  
topic sentence 2

Transition +  
topic sentence 3

Final thought in a  
complete sentence

*As everyone can see, doing our best is the most important goal in life. It makes us feel good about ourselves, and it makes our family and friends proud of us. Most importantly, it helps us to succeed at work. Unfortunately, many people still believe that winning or being "number one" is the most important goal in life, and that belief drastically limits their chance for real fulfillment.*

We can look carefully at the above sample essay and see how it effectively and interestingly makes its point. The use of transitions stands out as the dominant director of thought flow. They fly like flags for all the topic sentences, the examples, the restatement of the thesis, and the final comment. As an added bonus, such clear indications of the flow of thought can conceal a lot of other problems. Thus, we need to cultivate our skill in using transitions.

In the following pages, we will find ten argumentative essay writing assignments, each with its own Outline Builder and Essay Builder. We are aiming at the same pattern as in the sample essay we have just finished, and we will use the same system. Following each of the ten assignments is an Essay Evaluator to assist us in assessing, editing, and, if needed, revising our original Essay Builder draft.

We should always use the essay *Doing Our Best* as an example of the reasons and examples pattern of development and the system we are trying to master. Our objective is to practice the pattern and system until they become our natural way of approaching writing assignments. The model essay, the Outline Builder, the Essay Builder, and the under-the-line guides should keep us on the right track if we become unsure of what to do next.

When we have completed, evaluated, and edited the Essay Builders and written final copies of each essay according to the Guidelines, we will have completed our introduction to the argumentative essay developed by reasons and examples.

Those of us who want more practice in outline building will find additional assignments at the end of this unit. These assignments are excellent practice for all students.

Name: \_\_\_\_\_

**ESSAY BUILDER****ESSAY ASSIGNMENT 1**

Hollywood is a big influence on the American public. The young and the old alike are mesmerized by the glamour of movie stars. Americans often try to imitate what they see on the silver screen. Little do they realize that the glamorous movie stars are just ordinary people put on a pedestal.

Write an essay in response to the above passage. Are movie stars a good influence on the general public? Or are movie stars a bad influence on the general public? Take a stand on the topic. Using reasons and examples, support your stand.

**TITLE** \_\_\_\_\_**INTRODUCTORY PARAGRAPH** **1** \_\_\_\_\_Attention Grabber — Bringing up the subject  
\_\_\_\_\_  
\_\_\_\_\_**2** \_\_\_\_\_General Reaction — Agreement or Disagreement  
\_\_\_\_\_  
\_\_\_\_\_**3** \_\_\_\_\_General Reaction — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**4** \_\_\_\_\_Specific Response — Observation  
\_\_\_\_\_  
\_\_\_\_\_Specific Response — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**5** \_\_\_\_\_Thesis  
\_\_\_\_\_

As with the thesis, we get our topic sentences directly from the Outline Builder. But in order to assure that the reader fully understands, we add an explanatory sentence. We can think of this sentence as the completion of “in other words” or “what I mean is. . .”

**BODY PARAGRAPH 1**

- \_\_\_\_\_  
TRANSITION + TOPIC SENTENCE
- \_\_\_\_\_  
Explanation of topic sentence

**EXAMPLE A**

1 \_\_\_\_\_  
TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

2 \_\_\_\_\_  
Details or word pictures and sense impressions

3 \_\_\_\_\_  
More details or word pictures and sense impressions

4 \_\_\_\_\_  
More details or word pictures and sense impressions

5 \_\_\_\_\_  
More details or word pictures and sense impressions

For simplicity's sake, each body paragraph uses two well developed examples. In each, the specific details help the reader visualize and understand what the writer is talking about. The roundup sentence affirms the topic sentence by reminding us what the examples show the reader.

**BODY PARAGRAPH 1 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

---

---

•

Roundup sentence tying examples to the topic sentence

---

---

Often the development of a body paragraph includes a little story. If we get stuck writing this sort of narrative, we can ask ourselves, "And then what happened?" All our examples should be persuasive, interesting, and relevant to the topic sentence.

**BODY PARAGRAPH 2**

- 

TRANSITION + TOPIC SENTENCE

- 

Explanation of topic sentence

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

We should notice that each topic sentence begins with a transition, as does each example. These transitions keep the reader clear about our direction of thought. The roundup sentence also refers back to the examples and emphasizes how they illustrate the topic sentence.

**BODY PARAGRAPH 2 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

•

Roundup sentence tying examples to the topic sentence

The transition before the topic sentence shows us that this is the last paragraph in the development, maintaining the coherence that keeps our readers from getting lost. Additional transitions lead us to the two illustrations in the paragraph.

**BODY PARAGRAPH 3**

- 

TRANSITION + TOPIC SENTENCE

---

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- 

Explanation of topic sentence

---

---

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

---

---

As we can see, transitions are essential to coherence and clarity of thought. We must be careful to use the proper transition and to vary the transitions to meet varying situations so as to avoid mechanical repetition.

**BODY PARAGRAPH 3 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

**2**

Details or word pictures and sense impressions

---

**3**

More details or word pictures and sense impressions

---

**4**

More details or word pictures and sense impressions

---

**5**

More details or word pictures and sense impressions

---

•

Roundup sentence tying examples to the topic sentence

---

The concluding paragraph is very easy for us to write, for it is largely made up of restatements of the thesis and topic sentences. The final sentence is an opportunity to add a last word or insight on the subject. We must be sure, however, that the comment is relevant and affirms our thesis.

### CONCLUDING PARAGRAPH

**1**

FINAL TRANSITION + THESIS

---

---

**2**

TOPIC SENTENCE 1 + TOPIC SENTENCE 2.

---

---

**3**

TRANSITION + TOPIC SENTENCE 3

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---

**4**

Final thought in a complete sentence

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## ESSAY EVALUATOR

	Satisfactory	Needs Improvement	Rewritten
<b>INTRODUCTORY PARAGRAPH</b>			
✓ <b>Attention grabber</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General reaction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Specific response</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Thesis from assignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 1</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 2</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 3</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b>			
△ <b>Final transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Restated thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary of the topic sentences</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Insight</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ESSAY EDITOR

### EDITING THE ESSAY BUILDER

1. Check each sentence for grammatical completeness: subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness: capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness: each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING ESSAYS

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the number of the essay assignment.

Name: \_\_\_\_\_

**ESSAY BUILDER****ESSAY ASSIGNMENT 2**

Some years ago in New York, thirty-eight people watched while a woman was repeatedly attacked and finally killed. They all just watched or turned away or pulled the curtains. No one helped. No one called the police. They did not want to get involved.

Write an essay in response to the above passage. Have Americans become cold and indifferent to the problems of others? Or are Americans compassionate and concerned about the problems of others? Take a stand on the topic. Using reasons and examples, support your stand.

**TITLE** \_\_\_\_\_**INTRODUCTORY PARAGRAPH****1**Attention Grabber — Bringing up the subject  
\_\_\_\_\_  
\_\_\_\_\_**2**General Reaction — Agreement or Disagreement  
\_\_\_\_\_  
\_\_\_\_\_**3**General Reaction — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**4**Specific Response — Observation  
\_\_\_\_\_  
\_\_\_\_\_Specific Response — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**5**Thesis  
\_\_\_\_\_

As with the thesis, we get our topic sentences directly from the Outline Builder. But in order to assure that the reader fully understands, we add an explanatory sentence. We can think of this sentence as the completion of “in other words” or “what I mean is. . .”

**BODY PARAGRAPH 1**

- 

TRANSITION + TOPIC SENTENCE

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- 

Explanation of topic sentence

---

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

**2**

Details or word pictures and sense impressions

---

**3**

More details or word pictures and sense impressions

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**4**

More details or word pictures and sense impressions

---

**5**

More details or word pictures and sense impressions

---

For simplicity's sake, each body paragraph uses two well developed examples. In each, the specific details help the reader visualize and understand what the writer is talking about. The roundup sentence affirms the topic sentence by reminding us what the examples show the reader.

**BODY PARAGRAPH 1 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

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**3**

More details or word pictures and sense impressions

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**4**

More details or word pictures and sense impressions

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**5**

More details or word pictures and sense impressions

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•

Roundup sentence tying examples to the topic sentence

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Often the development of a body paragraph includes a little story. If we get stuck writing this sort of narrative, we can ask ourselves, "And then what happened?" All our examples should be persuasive, interesting, and relevant to the topic sentence.

**BODY PARAGRAPH 2**

- 

TRANSITION + TOPIC SENTENCE

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- 

Explanation of topic sentence

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---

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

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---

We should notice that each topic sentence begins with a transition, as does each example. These transitions keep the reader clear about our direction of thought. The roundup sentence also refers back to the examples and emphasizes how they illustrate the topic sentence.

**BODY PARAGRAPH 2 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

**2**

Details or word pictures and sense impressions

---

**3**

More details or word pictures and sense impressions

---

**4**

More details or word pictures and sense impressions

---

**5**

More details or word pictures and sense impressions

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•

Roundup sentence tying examples to the topic sentence

---

The transition before the topic sentence shows us that this is the last paragraph in the development, maintaining the coherence that keeps our readers from getting lost. Additional transitions lead us to the two illustrations in the paragraph.

**BODY PARAGRAPH 3**

- 

TRANSITION + TOPIC SENTENCE

- 

Explanation of topic sentence

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

As we can see, transitions are essential to coherence and clarity of thought. We must be careful to use the proper transition and to vary the transitions to meet varying situations so as to avoid mechanical repetition.

**BODY PARAGRAPH 3 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

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**2**

Details or word pictures and sense impressions

---

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**3**

More details or word pictures and sense impressions

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**4**

More details or word pictures and sense impressions

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**5**

More details or word pictures and sense impressions

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•

Roundup sentence tying examples to the topic sentence

---

---

The concluding paragraph is very easy for us to write, for it is largely made up of restatements of the thesis and topic sentences. The final sentence is an opportunity to add a last word or insight on the subject. We must be sure, however, that the comment is relevant and affirms our thesis.

### CONCLUDING PARAGRAPH

1

FINAL TRANSITION + THESIS



2

TOPIC SENTENCE 1 + TOPIC SENTENCE 2.

3

TRANSITION + TOPIC SENTENCE 3

4

Final thought in a complete sentence

## ESSAY EVALUATOR

	Satisfactory	Needs Improvement	Rewritten
<b>INTRODUCTORY PARAGRAPH</b>			
▼ <b>Attention grabber</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General reaction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Specific response</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Thesis from assignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 1</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 2</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 3</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b>			
△ <b>Final transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Restated thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary of the topic sentences</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Insight</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ESSAY EDITOR

### EDITING THE ESSAY BUILDER

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2. Check each sentence for conventional completeness: capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness: each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING ESSAYS

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3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the number of the essay assignment.

Name: \_\_\_\_\_

**ESSAY BUILDER****ESSAY ASSIGNMENT 3**

Many responsible people assert that the only solution to America's drug problem is to legalize and control recreational drugs — as is done with alcohol. They believe that such legislation will reduce crimes connected with drugs.

Write an essay in response to the above passage. Should recreational drugs be legalized? Or should recreational drugs remain illegal? Take a stand on the topic. Using reasons and examples, support your stand.

**TITLE** \_\_\_\_\_**INTRODUCTORY PARAGRAPH** **1** \_\_\_\_\_Attention Grabber — Bringing up the subject  
\_\_\_\_\_  
\_\_\_\_\_**2** \_\_\_\_\_General Reaction — Agreement or Disagreement  
\_\_\_\_\_  
\_\_\_\_\_**3** \_\_\_\_\_General Reaction — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**4** \_\_\_\_\_Specific Response — Observation  
\_\_\_\_\_  
\_\_\_\_\_Specific Response — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**5** \_\_\_\_\_Thesis  
\_\_\_\_\_

As with the thesis, we get our topic sentences directly from the Outline Builder. But in order to assure that the reader fully understands, we add an explanatory sentence. We can think of this sentence as the completion of “in other words” or “what I mean is. . .”

**BODY PARAGRAPH 1**

•

TRANSITION + TOPIC SENTENCE

•

Explanation of topic sentence

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

For simplicity's sake, each body paragraph uses two well developed examples. In each, the specific details help the reader visualize and understand what the writer is talking about. The roundup sentence affirms the topic sentence by reminding us what the examples show the reader.

**BODY PARAGRAPH 1 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

---

---

•

Roundup sentence tying examples to the topic sentence

---

---

Often the development of a body paragraph includes a little story. If we get stuck writing this sort of narrative, we can ask ourselves, "And then what happened?" All our examples should be persuasive, interesting, and relevant to the topic sentence.

**BODY PARAGRAPH 2**

- 

TRANSITION + TOPIC SENTENCE

- 

Explanation of topic sentence

**EXAMPLE A**

1

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

2

Details or word pictures and sense impressions

3

More details or word pictures and sense impressions

4

More details or word pictures and sense impressions

5

More details or word pictures and sense impressions

We should notice that each topic sentence begins with a transition, as does each example. These transitions keep the reader clear about our direction of thought. The roundup sentence also refers back to the examples and emphasizes how they illustrate the topic sentence.

**BODY PARAGRAPH 2 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

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---

•

Roundup sentence tying examples to the topic sentence

---

---

The transition before the topic sentence shows us that this is the last paragraph in the development, maintaining the coherence that keeps our readers from getting lost. Additional transitions lead us to the two illustrations in the paragraph.

**BODY PARAGRAPH 3**

- 

TRANSITION + TOPIC SENTENCE

---

---

- 

Explanation of topic sentence

---

---

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

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**5**

More details or word pictures and sense impressions

---

---

As we can see, transitions are essential to coherence and clarity of thought. We must be careful to use the proper transition and to vary the transitions to meet varying situations so as to avoid mechanical repetition.

**BODY PARAGRAPH 3 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

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**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

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**4**

More details or word pictures and sense impressions

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**5**

More details or word pictures and sense impressions

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•

Roundup sentence tying examples to the topic sentence

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---

The concluding paragraph is very easy for us to write, for it is largely made up of restatements of the thesis and topic sentences. The final sentence is an opportunity to add a last word or insight on the subject. We must be sure, however, that the comment is relevant and affirms our thesis.

### CONCLUDING PARAGRAPH



1

FINAL TRANSITION + THESIS

---

---

2

TOPIC SENTENCE 1 + TOPIC SENTENCE 2.

---

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3

TRANSITION + TOPIC SENTENCE 3

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4

Final thought in a complete sentence

---

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## ESSAY EVALUATOR

	Satisfactory	Needs Improvement	Rewritten
<b>INTRODUCTORY PARAGRAPH</b>			
▼ <b>Attention grabber</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General reaction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Specific Response</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Thesis</b> from assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 1</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples</b> (clarity/detail/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 2</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples</b> (clarity/detail/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 3</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples</b> (clarity/detail/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b>			
△ <b>Final transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Restated thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary of the topic sentences</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Insight</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ESSAY EDITOR

### EDITING THE ESSAY BUILDER

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness:  
each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING ESSAYS

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the essay assignment.

Name: \_\_\_\_\_

**ESSAY BUILDER****ESSAY ASSIGNMENT 4**

Recently many teachers have given group assignments and promoted group study projects. Some students welcome group activities, but others are intensely uncomfortable about group study projects.

Write an essay in response to the above passage. Are study groups an effective way of learning? Or are study groups an ineffective way of learning? Take a stand on the topic. Using reasons and examples, support your stand.

**TITLE** \_\_\_\_\_**INTRODUCTORY PARAGRAPH****1**Attention Grabber — Bringing up the subject  
\_\_\_\_\_  
\_\_\_\_\_**2**General Reaction — Agreement or Disagreement  
\_\_\_\_\_  
\_\_\_\_\_**3**General Reaction — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**4**Specific Response — Observation  
\_\_\_\_\_  
\_\_\_\_\_Specific Response — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**5**Thesis  
\_\_\_\_\_

As with the thesis, we get our topic sentences directly from the Outline Builder. But in order to assure that the reader fully understands, we add an explanatory sentence. We can think of this sentence as the completion of “in other words” or “what I mean is. . .”

**BODY PARAGRAPH 1**

- 

TRANSITION + TOPIC SENTENCE

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- 

Explanation of topic sentence

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**EXAMPLE A**

**1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

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**3**

More details or word pictures and sense impressions

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**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

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---

For simplicity's sake, each body paragraph uses two well developed examples. In each, the specific details help the reader visualize and understand what the writer is talking about. The roundup sentence affirms the topic sentence by reminding us what the examples show the reader.

**BODY PARAGRAPH 1 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

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---

**4**

More details or word pictures and sense impressions

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**5**

More details or word pictures and sense impressions

---

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•

Roundup sentence tying examples to the topic sentence

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Often the development of a body paragraph includes a little story. If we get stuck writing this sort of narrative, we can ask ourselves, "And then what happened?" All our examples should be persuasive, interesting, and relevant to the topic sentence.

**BODY PARAGRAPH 2**

- 

TRANSITION + TOPIC SENTENCE

- 

Explanation of topic sentence

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

We should notice that each topic sentence begins with a transition, as does each example. These transitions keep the reader clear about our direction of thought. The roundup sentence also refers back to the examples and emphasizes how they illustrate the topic sentence.

**BODY PARAGRAPH 2 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

•

Roundup sentence tying examples to the topic sentence

The transition before the topic sentence shows us that this is the last paragraph in the development, maintaining the coherence that keeps our readers from getting lost. Additional transitions lead us to the two illustrations in the paragraph.

**BODY PARAGRAPH 3**

- 

TRANSITION + TOPIC SENTENCE

---

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- 

Explanation of topic sentence

---

---

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

---

---

As we can see, transitions are essential to coherence and clarity of thought. We must be careful to use the proper transition and to vary the transitions to meet varying situations so as to avoid mechanical repetition.

**BODY PARAGRAPH 3 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

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**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

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**4**

More details or word pictures and sense impressions

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**5**

More details or word pictures and sense impressions

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•

Roundup sentence tying examples to the topic sentence

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---

The concluding paragraph is very easy for us to write, for it is largely made up of restatements of the thesis and topic sentences. The final sentence is an opportunity to add a last word or insight on the subject. We must be sure, however, that the comment is relevant and affirms our thesis.

### CONCLUDING PARAGRAPH



1

FINAL TRANSITION + THESIS

---

---

2

TOPIC SENTENCE 1 + TOPIC SENTENCE 2.

---

---

3

TRANSITION + TOPIC SENTENCE 3

---

---

4

Final thought in a complete sentence

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## ESSAY EVALUATOR

	Satisfactory	Needs Improvement	Rewritten
<b>INTRODUCTORY PARAGRAPH</b>			
✓ <b>Attention grabber</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General reaction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Specific Response</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Thesis from assignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 1</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 2</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 3</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b>			
△ <b>Final transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Restated thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary of the topic sentences</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Insight</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ESSAY EDITOR

### EDITING THE ESSAY BUILDER

1. Check each sentence for grammatical completeness: subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness: capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness: each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING ESSAYS

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the number of the essay assignment.

Name: \_\_\_\_\_

**ESSAY BUILDER****ESSAY ASSIGNMENT 5**

According to author James Patterson, "Americans are willing to lie at the drop of a hat. Lying is part of their lives. Ninety-one percent of Americans say they lie routinely. And thirty-six percent of those confess to dark, important lies that hurt others or violate trust."

Write an essay in response to the above passage. Is telling a lie sometimes acceptable? Or is telling a lie always unacceptable? Take a stand on the topic. Using reasons and examples, support your stand.

**TITLE** \_\_\_\_\_**INTRODUCTORY PARAGRAPH** **1**Attention Grabber — Bringing up the subject  
\_\_\_\_\_  
\_\_\_\_\_**2**General Reaction — Agreement or Disagreement  
\_\_\_\_\_  
\_\_\_\_\_**3**General Reaction — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**4**Specific Response — Observation  
\_\_\_\_\_  
\_\_\_\_\_Specific Response — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**5**Thesis  
\_\_\_\_\_  
\_\_\_\_\_

As with the thesis, we get our topic sentences directly from the Outline Builder. But in order to assure that the reader fully understands, we add an explanatory sentence. We can think of this sentence as the completion of "in other words" or "what I mean is. . . ."

**BODY PARAGRAPH 1**

- 

TRANSITION + TOPIC SENTENCE

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Explanation of topic sentence

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**EXAMPLE A**

1

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

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2

Details or word pictures and sense impressions

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3

More details or word pictures and sense impressions

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4

More details or word pictures and sense impressions

---

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5

More details or word pictures and sense impressions

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For simplicity's sake, each body paragraph uses two well developed examples. In each, the specific details help the reader visualize and understand what the writer is talking about. The roundup sentence affirms the topic sentence by reminding us what the examples show the reader.

**BODY PARAGRAPH 1 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

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**4**

More details or word pictures and sense impressions

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**5**

More details or word pictures and sense impressions

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Roundup sentence tying examples to the topic sentence

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Often the development of a body paragraph includes a little story. If we get stuck writing this sort of narrative, we can ask ourselves, "And then what happened?" All our examples should be persuasive, interesting, and relevant to the topic sentence.

**BODY PARAGRAPH 2**

•

TRANSITION + TOPIC SENTENCE

•

Explanation of topic sentence

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

We should notice that each topic sentence begins with a transition, as does each example. These transitions keep the reader clear about our direction of thought. The roundup sentence also refers back to the examples and emphasizes how they illustrate the topic sentence.

**BODY PARAGRAPH 2 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

**2**

Details or word pictures and sense impressions

---

**3**

More details or word pictures and sense impressions

---

**4**

More details or word pictures and sense impressions

---

**5**

More details or word pictures and sense impressions

---

•

Roundup sentence tying examples to the topic sentence

---

The transition before the topic sentence shows us that this is the last paragraph in the development, maintaining the coherence that keeps our readers from getting lost. Additional transitions lead us to the two illustrations in the paragraph.

**BODY PARAGRAPH 3**

- 

TRANSITION + TOPIC SENTENCE

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- 

Explanation of topic sentence

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**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

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**5**

More details or word pictures and sense impressions

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As we can see, transitions are essential to coherence and clarity of thought. We must be careful to use the proper transition and to vary the transitions to meet varying situations so as to avoid mechanical repetition.

**BODY PARAGRAPH 3 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

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**2**

Details or word pictures and sense impressions

---

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**3**

More details or word pictures and sense impressions

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**4**

More details or word pictures and sense impressions

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**5**

More details or word pictures and sense impressions

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•

Roundup sentence tying examples to the topic sentence

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The concluding paragraph is very easy for us to write, for it is largely made up of restatements of the thesis and topic sentences. The final sentence is an opportunity to add a last word or insight on the subject. We must be sure, however, that the comment is relevant and affirms our thesis.

### CONCLUDING PARAGRAPH



1

FINAL TRANSITION + THESIS

---

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2

TOPIC SENTENCE 1 + TOPIC SENTENCE 2.

---

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3

TRANSITION + TOPIC SENTENCE 3

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4

Final thought in a complete sentence

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## ESSAY EVALUATOR

	Satisfactory	Needs Improvement	Rewritten
<b>INTRODUCTORY PARAGRAPH</b>			
▼ <b>Attention grabber</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General reaction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Specific Response</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Thesis from assignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 1</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 2</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 3</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b>			
△ <b>Final transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Restated thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary of the topic sentences</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Insight</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ESSAY EDITOR

### **EDITING THE ESSAY BUILDER**

1. Check each sentence for grammatical completeness: subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness: capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness: each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### **GUIDELINES FOR PRESENTING ESSAYS**

1. Use standard white lined paper.
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3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the number of the essay assignment.

Name: \_\_\_\_\_

**ESSAY BUILDER****ESSAY ASSIGNMENT 6**

America doesn't like old people. Old people clutter up the landscape. Their families don't want them. Their communities don't want them. They are a nightmare vision of everyone's future.

Write an essay in response to the above passage. Does society reject old people? Or does society try to accommodate the needs of old people? Take a stand on the topic. Using reasons and examples, support your stand.

**TITLE** \_\_\_\_\_**INTRODUCTORY PARAGRAPH** **1** \_\_\_\_\_Attention Grabber — Bringing up the subject  
\_\_\_\_\_  
\_\_\_\_\_**2** \_\_\_\_\_General Reaction — Agreement or Disagreement  
\_\_\_\_\_  
\_\_\_\_\_**3** \_\_\_\_\_General Reaction — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**4** \_\_\_\_\_Specific Response — Observation  
\_\_\_\_\_  
\_\_\_\_\_Specific Response — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**5** \_\_\_\_\_Thesis  
\_\_\_\_\_  
\_\_\_\_\_

As with the thesis, we get our topic sentences directly from the Outline Builder. But in order to assure that the reader fully understands, we add an explanatory sentence. We can think of this sentence as the completion of "in other words" or "what I mean is. . . ."

**BODY PARAGRAPH 1**

- 

TRANSITION + TOPIC SENTENCE

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- 

Explanation of topic sentence

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---

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

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**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

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---

**5**

More details or word pictures and sense impressions

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---

For simplicity's sake, each body paragraph uses two well developed examples. In each, the specific details help the reader visualize and understand what the writer is talking about. The roundup sentence affirms the topic sentence by reminding us what the examples show the reader.

**BODY PARAGRAPH 1 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

•

Roundup sentence tying examples to the topic sentence

Often the development of a body paragraph includes a little story. If we get stuck writing this sort of narrative, we can ask ourselves, "And then what happened?" All our examples should be persuasive, interesting, and relevant to the topic sentence.

**BODY PARAGRAPH 2**

- 

TRANSITION + TOPIC SENTENCE

---

---

- 

Explanation of topic sentence

---

---

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

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**5**

More details or word pictures and sense impressions

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We should notice that each topic sentence begins with a transition, as does each example. These transitions keep the reader clear about our direction of thought. The roundup sentence also refers back to the examples and emphasizes how they illustrate the topic sentence.

**BODY PARAGRAPH 2 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

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**4**

More details or word pictures and sense impressions

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**5**

More details or word pictures and sense impressions

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•

Roundup sentence tying examples to the topic sentence

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---

The transition before the topic sentence shows us that this is the last paragraph in the development, maintaining the coherence that keeps our readers from getting lost. Additional transitions lead us to the two illustrations in the paragraph.

**BODY PARAGRAPH 3**

- 

TRANSITION + TOPIC SENTENCE

---

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- 

Explanation of topic sentence

---

---

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

---

---

As we can see, transitions are essential to coherence and clarity of thought. We must be careful to use the proper transition and to vary the transitions to meet varying situations so as to avoid mechanical repetition.

**BODY PARAGRAPH 3 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

•

Roundup sentence tying examples to the topic sentence

The concluding paragraph is very easy for us to write, for it is largely made up of restatements of the thesis and topic sentences. The final sentence is an opportunity to add a last word or insight on the subject. We must be sure, however, that the comment is relevant and affirms our thesis.

### CONCLUDING PARAGRAPH



1

FINAL TRANSITION + THESIS

---

---

2

TOPIC SENTENCE 1 + TOPIC SENTENCE 2.

---

---

3

TRANSITION + TOPIC SENTENCE 3

---

---

4

Final thought in a complete sentence

---

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## ESSAY EVALUATOR

	Satisfactory	Needs Improvement	Rewritten
<b>INTRODUCTORY PARAGRAPH</b>			
▼ <b>Attention grabber</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General reaction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Specific Response</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Thesis from assignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 1</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 2</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 3</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence giving reason relevant to thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification of topic sentence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples (clarity/detail/interest)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b>			
△ <b>Final transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Restated thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary of the topic sentences</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Insight</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ESSAY EDITOR

### EDITING THE ESSAY BUILDER

1. Check each sentence for grammatical completeness: subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness: capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness: each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING ESSAYS

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the number of the essay assignment.

Name: \_\_\_\_\_

**ESSAY BUILDER****ESSAY ASSIGNMENT 7**

According to the Consumer Federation of America, "Financially illiterate high school seniors are not prepared to cope with the world of consumption. These young people spend \$79 billion a year, but most are not savvy shoppers and make many purchasing decisions on a whim."

Write an essay in response to the above passage. Are young people wise consumers? Or are young people foolish consumers? Take a stand on the topic. Using reasons and examples, support your stand.

**TITLE** \_\_\_\_\_**INTRODUCTORY PARAGRAPH****1**Attention Grabber — Bringing up the subject  
\_\_\_\_\_  
\_\_\_\_\_**2**General Reaction — Agreement or Disagreement  
\_\_\_\_\_  
\_\_\_\_\_**3**General Reaction — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**4**Specific Response — Observation  
\_\_\_\_\_  
\_\_\_\_\_Specific Response — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**5**Thesis  
\_\_\_\_\_

As with the thesis, we get our topic sentences directly from the Outline Builder. But in order to assure that the reader fully understands, we add an explanatory sentence. We can think of this sentence as the completion of “in other words” or “what I mean is. . . ”

**BODY PARAGRAPH 1**

- 

TRANSITION + TOPIC SENTENCE

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- 

Explanation of topic sentence

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**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

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**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

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**5**

More details or word pictures and sense impressions

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---

For simplicity's sake, each body paragraph uses two well developed examples. In each, the specific details help the reader visualize and understand what the writer is talking about. The roundup sentence affirms the topic sentence by reminding us what the examples show the reader.

**BODY PARAGRAPH 1 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

---

---

•

Roundup sentence tying examples to the topic sentence

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---

Often the development of a body paragraph includes a little story. If we get stuck writing this sort of narrative, we can ask ourselves, "And then what happened?" All our examples should be persuasive, interesting, and relevant to the topic sentence.

**BODY PARAGRAPH 2**

- 

TRANSITION + TOPIC SENTENCE

---

---

- 

Explanation of topic sentence

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---

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

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---

**5**

More details or word pictures and sense impressions

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---

We should notice that each topic sentence begins with a transition, as does each example. These transitions keep the reader clear about our direction of thought. The roundup sentence also refers back to the examples and emphasizes how they illustrate the topic sentence.

**BODY PARAGRAPH 2 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

---

---

•

Roundup sentence tying examples to the topic sentence

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---

The transition before the topic sentence shows us that this is the last paragraph in the development, maintaining the coherence that keeps our readers from getting lost. Additional transitions lead us to the two illustrations in the paragraph.

**BODY PARAGRAPH 3**

- 

TRANSITION + TOPIC SENTENCE

---

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- 

Explanation of topic sentence

---

---

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

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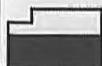
**5**

More details or word pictures and sense impressions

---

---

As we can see, transitions are essential to coherence and clarity of thought. We must be careful to use the proper transition and to vary the transitions to meet varying situations so as to avoid mechanical repetition.

**BODY PARAGRAPH 3 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

•

Roundup sentence tying examples to the topic sentence

The concluding paragraph is very easy for us to write, for it is largely made up of restatements of the thesis and topic sentences. The final sentence is an opportunity to add a last word or insight on the subject. We must be sure, however, that the comment is relevant and affirms our thesis.

### CONCLUDING PARAGRAPH



1

FINAL TRANSITION + THESIS

---

---

2

TOPIC SENTENCE 1 + TOPIC SENTENCE 2.

---

---

3

TRANSITION + TOPIC SENTENCE 3

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---

4

Final thought in a complete sentence

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## ESSAY EVALUATOR

	Satisfactory	Needs Improvement	Rewritten
<b>INTRODUCTORY PARAGRAPH</b>			
▼ <b>Attention grabber</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General reaction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Specific Response</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Thesis from assignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 1</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples</b> (clarity/detail/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 2</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples</b> (clarity/detail/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 3</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples</b> (clarity/detail/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b>			
△ <b>Final transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Restated thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary of the topic sentences</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Insight</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ESSAY EDITOR

### EDITING THE ESSAY BUILDER

1. Check each sentence for grammatical completeness:  
subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness:  
capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness:  
each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on  
present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and  
concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING ESSAYS

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3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the  
number of the essay assignment.

Name: \_\_\_\_\_

**ESSAY BUILDER****ESSAY ASSIGNMENT 8**

Many communities and universities have refused to permit rock groups to perform because they are disruptive. Other critics complain about the lyrics of rock songs. And some physicians even assert that loud rock music can cause physical damage.

Write an essay in response to the above passage. Is rock music dangerous entertainment? Or is rock music basically harmless entertainment? Take a stand on the topic. Using reasons and examples, support your stand.

**TITLE** \_\_\_\_\_**INTRODUCTORY PARAGRAPH****1**Attention Grabber — Bringing up the subject  
\_\_\_\_\_  
\_\_\_\_\_**2**General Reaction — Agreement or Disagreement  
\_\_\_\_\_  
\_\_\_\_\_**3**General Reaction — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**4**Specific Response — Observation  
\_\_\_\_\_  
\_\_\_\_\_Specific Response — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**5**Thesis  
\_\_\_\_\_

As with the thesis, we get our topic sentences directly from the Outline Builder. But in order to assure that the reader fully understands, we add an explanatory sentence. We can think of this sentence as the completion of “in other words” or “what I mean is. . . ”

**BODY PARAGRAPH 1**

- 

TRANSITION + TOPIC SENTENCE

- 

Explanation of topic sentence

**EXAMPLE A**

**1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

For simplicity's sake, each body paragraph uses two well developed examples. In each, the specific details help the reader visualize and understand what the writer is talking about. The roundup sentence affirms the topic sentence by reminding us what the examples show the reader.

**BODY PARAGRAPH 1 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

---

---

•

Roundup sentence tying examples to the topic sentence

---

---

Often the development of a body paragraph includes a little story. If we get stuck writing this sort of narrative, we can ask ourselves, "And then what happened?" All our examples should be persuasive, interesting, and relevant to the topic sentence.

**BODY PARAGRAPH 2**

- 

TRANSITION + TOPIC SENTENCE

---

---

- 

Explanation of topic sentence

---

---

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

---

---

We should notice that each topic sentence begins with a transition, as does each example. These transitions keep the reader clear about our direction of thought. The roundup sentence also refers back to the examples and emphasizes how they illustrate the topic sentence.

**BODY PARAGRAPH 2 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

•

Roundup sentence tying examples to the topic sentence

The transition before the topic sentence shows us that this is the last paragraph in the development, maintaining the coherence that keeps our readers from getting lost. Additional transitions lead us to the two illustrations in the paragraph.

**BODY PARAGRAPH 3**

- 

TRANSITION + TOPIC SENTENCE

- 

Explanation of topic sentence

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

As we can see, transitions are essential to coherence and clarity of thought. We must be careful to use the proper transition and to vary the transitions to meet varying situations so as to avoid mechanical repetition.

**BODY PARAGRAPH 3 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

•

Roundup sentence tying examples to the topic sentence

The concluding paragraph is very easy for us to write, for it is largely made up of restatements of the thesis and topic sentences. The final sentence is an opportunity to add a last word or insight on the subject. We must be sure, however, that the comment is relevant and affirms our thesis.

### CONCLUDING PARAGRAPH



1

FINAL TRANSITION + THESIS

---

---

2

TOPIC SENTENCE 1 + TOPIC SENTENCE 2.

---

---

3

TRANSITION + TOPIC SENTENCE 3

---

---

4

Final thought in a complete sentence

---

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**ESSAY EVALUATOR**

	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Rewritten</b>
<b>INTRODUCTORY PARAGRAPH</b>			
▼ <b>Attention grabber</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General reaction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Specific Response</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Thesis from assignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 1</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples</b> (clarity/detail/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 2</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples</b> (clarity/detail/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 3</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples</b> (clarity/detail/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b>			
△ <b>Final transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Restated thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary of the topic sentences</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Insight</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ESSAY EDITOR

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3. Check each sentence for logical completeness: each must make sense.
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5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING ESSAYS

1. Use standard white lined paper.
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4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the number of the essay assignment.

Name: \_\_\_\_\_

**ESSAY BUILDER****ESSAY ASSIGNMENT 9**

The Carnegie Foundation estimates that forty to ninety percent of college students cheat on exams or papers and that forty-three percent of the faculty believe today's students are more willing than past students to cheat to get better grades.

Write an essay in response to the above passage. Is cheating an acceptable way to get better grades? Or is cheating an unacceptable way to get better grades? Take a stand on the topic. Using reasons and examples, support your stand.

**TITLE** \_\_\_\_\_**INTRODUCTORY PARAGRAPH****1**Attention Grabber — Bringing up the subject  
\_\_\_\_\_  
\_\_\_\_\_**2**General Reaction — Agreement or Disagreement  
\_\_\_\_\_  
\_\_\_\_\_**3**General Reaction — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**4**Specific Response — Observation  
\_\_\_\_\_  
\_\_\_\_\_Specific Response — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**5**Thesis  
\_\_\_\_\_  
\_\_\_\_\_

As with the thesis, we get our topic sentences directly from the Outline Builder. But in order to assure that the reader fully understands, we add an explanatory sentence. We can think of this sentence as the completion of "in other words" or "what I mean is. . . ."

**BODY PARAGRAPH 1**

• \_\_\_\_\_  
TRANSITION + TOPIC SENTENCE  
\_\_\_\_\_

• \_\_\_\_\_  
Explanation of topic sentence  
\_\_\_\_\_

**EXAMPLE A**

**1** \_\_\_\_\_  
TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER  
\_\_\_\_\_

**2** \_\_\_\_\_  
Details or word pictures and sense impressions  
\_\_\_\_\_

**3** \_\_\_\_\_  
More details or word pictures and sense impressions  
\_\_\_\_\_

**4** \_\_\_\_\_  
More details or word pictures and sense impressions  
\_\_\_\_\_

**5** \_\_\_\_\_  
More details or word pictures and sense impressions  
\_\_\_\_\_

For simplicity's sake, each body paragraph uses two well developed examples. In each, the specific details help the reader visualize and understand what the writer is talking about. The roundup sentence affirms the topic sentence by reminding us what the examples show the reader.

**BODY PARAGRAPH 1 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

---

---

•

Roundup sentence tying examples to the topic sentence

---

---

Often the development of a body paragraph includes a little story. If we get stuck writing this sort of narrative, we can ask ourselves, "And then what happened?" All our examples should be persuasive, interesting, and relevant to the topic sentence.

**BODY PARAGRAPH 2**

•

TRANSITION + TOPIC SENTENCE

•

Explanation of topic sentence

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

We should notice that each topic sentence begins with a transition, as does each example. These transitions keep the reader clear about our direction of thought. The roundup sentence also refers back to the examples and emphasizes how they illustrate the topic sentence.

**BODY PARAGRAPH 2 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

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---

**5**

More details or word pictures and sense impressions

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---

•

Roundup sentence tying examples to the topic sentence

---

---

The transition before the topic sentence shows us that this is the last paragraph in the development, maintaining the coherence that keeps our readers from getting lost. Additional transitions lead us to the two illustrations in the paragraph.

**BODY PARAGRAPH 3**

- 

TRANSITION + TOPIC SENTENCE

- 

Explanation of topic sentence

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

As we can see, transitions are essential to coherence and clarity of thought. We must be careful to use the proper transition and to vary the transitions to meet varying situations so as to avoid mechanical repetition.

**BODY PARAGRAPH 3 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

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---

•

Roundup sentence tying examples to the topic sentence

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---

The concluding paragraph is very easy for us to write, for it is largely made up of restatements of the thesis and topic sentences. The final sentence is an opportunity to add a last word or insight on the subject. We must be sure, however, that the comment is relevant and affirms our thesis.

### CONCLUDING PARAGRAPH



1

FINAL TRANSITION + THESIS

---

---

2

TOPIC SENTENCE 1 + TOPIC SENTENCE 2.

---

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3

TRANSITION + TOPIC SENTENCE 3

---

---

4

Final thought in a complete sentence

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## ESSAY EVALUATOR

	Satisfactory	Needs Improvement	Rewritten
<b>INTRODUCTORY PARAGRAPH</b>			
▼ <b>Attention grabber</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General reaction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Specific Response</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Thesis from assignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 1</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples</b> (clarity/detail/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 2</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples</b> (clarity/detail/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 3</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples</b> (clarity/detail/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b>			
△ <b>Final transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Restated thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary of the topic sentences</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Insight</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ESSAY EDITOR

### EDITING THE ESSAY BUILDER

1. Check each sentence for grammatical completeness: subject, verb in an appropriate tense, and appropriate complement.
2. Check each sentence for conventional completeness: capital letter on the first word and end punctuation after the last word.
3. Check each sentence for logical completeness: each must make sense.
4. Check for subject-verb agreement in number, especially the final -s on present tense verbs in the third person singular.
5. Check for consistency in tense and person.
6. Check the initial transitional phrases in the point sentences and concluding sentence.
7. Correct errors in word choice or spelling.
8. Expand or combine sentences for completeness and variety.

### GUIDELINES FOR PRESENTING ESSAYS

1. Use standard white lined paper.
2. Write in blue or black ink.
3. Write on every other line.
4. Write on only one side of the paper.
5. Indent each paragraph.
6. Leave one-inch margins on both sides of the page.
7. Write legibly.
8. In the upper right corner of each page, write your name and the number of the essay assignment.

Name: \_\_\_\_\_

**ESSAY BUILDER****ESSAY ASSIGNMENT 10**

Recently a high school girl who was drunk at the senior prom was barred from attending graduation. Many people complained that it was unfair. Others thought it was a fair punishment and supported the action of the school.

Write an essay in response to the above passage. Is excluding students from school activities a useful punishment? Or is excluding students from school activities a harmful punishment? Take a stand on the topic. Using reasons and examples, support your stand.

**TITLE** \_\_\_\_\_**INTRODUCTORY PARAGRAPH****1**Attention Grabber — Bringing up the subject  
\_\_\_\_\_  
\_\_\_\_\_**2**General Reaction — Agreement or Disagreement  
\_\_\_\_\_  
\_\_\_\_\_**3**General Reaction — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**4**Specific Response — Observation  
\_\_\_\_\_  
\_\_\_\_\_Specific Response — Explanation  
\_\_\_\_\_  
\_\_\_\_\_**5**Thesis  
\_\_\_\_\_

As with the thesis, we get our topic sentences directly from the Outline Builder. But in order to assure that the reader fully understands, we add an explanatory sentence. We can think of this sentence as the completion of “in other words” or “what I mean is. . .”

	<b>BODY PARAGRAPH 1</b>
•	<hr/> <hr/> TRANSITION + TOPIC SENTENCE <hr/>
•	<hr/> <hr/> Explanation of topic sentence <hr/>
  <b>EXAMPLE A</b>	
1	<hr/> <hr/> TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER <hr/>
2	<hr/> <hr/> Details or word pictures and sense impressions <hr/>
3	<hr/> <hr/> More details or word pictures and sense impressions <hr/>
4	<hr/> <hr/> More details or word pictures and sense impressions <hr/>
5	<hr/> <hr/> More details or word pictures and sense impressions <hr/>

For simplicity's sake, each body paragraph uses two well developed examples. In each, the specific details help the reader visualize and understand what the writer is talking about. The roundup sentence affirms the topic sentence by reminding us what the examples show the reader.

**BODY PARAGRAPH 1 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

---

---

•

Roundup sentence tying examples to the topic sentence

---

---

Often the development of a body paragraph includes a little story. If we get stuck writing this sort of narrative, we can ask ourselves, "And then what happened?" All our examples should be persuasive, interesting, and relevant to the topic sentence.

**BODY PARAGRAPH 2**

- 

TRANSITION + TOPIC SENTENCE

- 

Explanation of topic sentence

**EXAMPLE A****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

We should notice that each topic sentence begins with a transition, as does each example. These transitions keep the reader clear about our direction of thought. The roundup sentence also refers back to the examples and emphasizes how they illustrate the topic sentence.

**BODY PARAGRAPH 2 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

---

---

•

Roundup sentence tying examples to the topic sentence

---

---

The transition before the topic sentence shows us that this is the last paragraph in the development, maintaining the coherence that keeps our readers from getting lost. Additional transitions lead us to the two illustrations in the paragraph.

**BODY PARAGRAPH 3**

- 

TRANSITION + TOPIC SENTENCE

- 

Explanation of topic sentence

**EXAMPLE A**

**1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

**2**

Details or word pictures and sense impressions

**3**

More details or word pictures and sense impressions

**4**

More details or word pictures and sense impressions

**5**

More details or word pictures and sense impressions

As we can see, transitions are essential to coherence and clarity of thought. We must be careful to use the proper transition and to vary the transitions to meet varying situations so as to avoid mechanical repetition.

**BODY PARAGRAPH 3 (cont'd)****EXAMPLE B****1**

TRANSITION + SUBJECT + VERB + THOUGHT COMPLETER

---

---

**2**

Details or word pictures and sense impressions

---

---

**3**

More details or word pictures and sense impressions

---

---

**4**

More details or word pictures and sense impressions

---

---

**5**

More details or word pictures and sense impressions

---

---

•

Roundup sentence tying examples to the topic sentence

---

---

The concluding paragraph is very easy for us to write, for it is largely made up of restatements of the thesis and topic sentences. The final sentence is an opportunity to add a last word or insight on the subject. We must be sure, however, that the comment is relevant and affirms our thesis.

### CONCLUDING PARAGRAPH

**1**

FINAL TRANSITION + THESIS

---

---

**2**

TOPIC SENTENCE 1 + TOPIC SENTENCE 2.

---

---

**3**

TRANSITION + TOPIC SENTENCE 3

---

---

**4**

Final thought in a complete sentence

---

---

**ESSAY EVALUATOR**

	Satisfactory	Needs Improvement	Rewritten
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<b>Thesis from assignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 1</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples</b> (clarity/detail/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 2</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORTING PARAGRAPH 3</b>			
□ <b>Transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Topic sentence</b> giving reason relevant to thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarification</b> of topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Examples</b> (clarity/detail/interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Roundup sentence</b> interpreting examples and showing relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONCLUDING PARAGRAPH</b>			
△ <b>Final transition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Restated thesis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary of the topic sentences</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Insight</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## ESSAY OUTLINE BUILDER 1

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

The drop-out rate of high school students in the United States is a major educational problem. Some school districts have proposed taking away the driver's license of a dropout and thus encouraging the student to stay in school.

Write an essay in response to the above passage. Is taking away the driver's license of a high school dropout a good idea? Or is taking away the driver's license of a high school dropout a bad idea? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis \_\_\_\_\_



TS1 Thesis *because* \_\_\_\_\_

subject                            verb                            +                            thought completer



TS2 Thesis *because* \_\_\_\_\_

subject                            verb                            +                            thought completer



TS3 Thesis *because* \_\_\_\_\_

subject                            verb                            +                            thought completer



Restatement of thesis \_\_\_\_\_

## ESSAY OUTLINE BUILDER 2

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

According to Samuel Johnson (1773), smoking is a shocking thing — blowing smoke out of our mouths into other people's mouths, eyes and noses, and having the same thing done to us.

Write an essay in response to the above passage. Should smoking be banned in all public places? Or should smoking be permitted in designated areas? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis \_\_\_\_\_



TS1 Thesis \_\_\_\_\_ because \_\_\_\_\_

subject	verb	+	thought completer
---------	------	---	-------------------



TS2 Thesis \_\_\_\_\_ because \_\_\_\_\_

subject	verb	+	thought completer
---------	------	---	-------------------



TS3 Thesis \_\_\_\_\_ because \_\_\_\_\_

subject	verb	+	thought completer
---------	------	---	-------------------



Restatement of thesis \_\_\_\_\_

## ESSAY OUTLINE BUILDER 3

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

Most people have several credit cards because they are so convenient. But unusual use of credit cards can be a disaster.

Write an essay in response to the above passage. Are credit cards beneficial? Or are credit cards harmful to consumers? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis \_\_\_\_\_



TS1 \_\_\_\_\_ *because* \_\_\_\_\_

Thesis \_\_\_\_\_

subject \_\_\_\_\_ verb \_\_\_\_\_ + thought completer \_\_\_\_\_



TS2 \_\_\_\_\_ *because* \_\_\_\_\_

Thesis \_\_\_\_\_

subject \_\_\_\_\_ verb \_\_\_\_\_ + thought completer \_\_\_\_\_



TS3 \_\_\_\_\_ *because* \_\_\_\_\_

Thesis \_\_\_\_\_

subject \_\_\_\_\_ verb \_\_\_\_\_ + thought completer \_\_\_\_\_



Restatement of thesis \_\_\_\_\_

**ESSAY OUTLINE BUILDER 4**

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

A *Glamour* magazine survey of 33,000 revealed that American females value being thin more than success or love. The average woman would like to lose ten to fifteen pounds. Further, recent study of high school girls showed that fifty-three percent were unhappy with their bodies.

Write an essay in response to the above passage. Is being thin a worthwhile goal for American women? Or is being thin a harmful goal for American women? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis \_\_\_\_\_

\_\_\_\_\_



TS1 Thesis \_\_\_\_\_ because \_\_\_\_\_

subject                  verb                  +                  thought completer  
\_\_\_\_\_



TS2 Thesis \_\_\_\_\_ because \_\_\_\_\_

subject                  verb                  +                  thought completer  
\_\_\_\_\_



TS3 Thesis \_\_\_\_\_ because \_\_\_\_\_

subject                  verb                  +                  thought completer  
\_\_\_\_\_



Restatement of thesis \_\_\_\_\_

\_\_\_\_\_

## ESSAY OUTLINE BUILDER 5

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

Research shows that today's college graduates will probably have as many as ten jobs before retiring thirty years from now. Some people feel that this maximizes their opportunity to find a career that really makes them happy. Others are afraid that job-shifting will not provide them with an opportunity to build a retirement fund and accrue other benefits.

Write an essay in response to the above passage. Is shifting jobs often a positive experience? Or is shifting jobs often a negative experience? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis \_\_\_\_\_



TS1 Thesis \_\_\_\_\_ because \_\_\_\_\_

subject    verb                                  +                                  thought completer  
\_\_\_\_\_



TS2 Thesis \_\_\_\_\_ because \_\_\_\_\_

subject    verb                                  +                                  thought completer  
\_\_\_\_\_



TS3 Thesis \_\_\_\_\_ because \_\_\_\_\_

subject    verb                                  +                                  thought completer  
\_\_\_\_\_



Restatement of thesis \_\_\_\_\_

## ESSAY OUTLINE BUILDER 6

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

American education has failed in recent years. The fault lies in a cultural gap in the educational process itself. The overwhelming majority of educators are white middle-class individuals who cannot understand the minority students they sometimes struggle to help.

Write an essay in response to the above passage. Are white middle-class instructors able to teach minority students effectively? Or are white middle-class instructors unable to teach minority students effectively? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

Tasks: 1. *Read the assignment carefully.*

2. *Take a stand on the topic.*

3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis



TS1

Thesis

*because*

subject

verb

+

thought completer



TS2

Thesis

*because*

subject

verb

+

thought completer



TS3

Thesis

*because*

subject

verb

+

thought completer



Restatement of thesis

## ESSAY OUTLINE BUILDER 7

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

According to the Center for the Family in Transition, "Divorce is having more serious and lingering effects on children than earlier thought. For children in middle-class America, marital breakdown represents the major threat of their growing-up years."

Write an essay in response to the above passage. Is divorce usually emotionally damaging to children? Or is divorce often harmless to children? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis  
\_\_\_\_\_



TS1 Thesis *because*  
\_\_\_\_\_

subject                                  verb                            +                            thought completer  
\_\_\_\_\_



TS2 Thesis *because*  
\_\_\_\_\_

subject                                  verb                            +                            thought completer  
\_\_\_\_\_



TS3 Thesis *because*  
\_\_\_\_\_

subject                                  verb                            +                            thought completer  
\_\_\_\_\_



Restatement of thesis  
\_\_\_\_\_

## ESSAY OUTLINE BUILDER 8

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

According to the Associated Press, sexual activity among young American women has risen dramatically in the last two decades to the point that more than half of those ages 15 to 19 have had premarital sex.

Write an essay in response to the above passage. Is the increase in premarital sex among young people beneficial? Or is the increase in premarital sex among young people harmful? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis \_\_\_\_\_



TS1 Thesis \_\_\_\_\_ because \_\_\_\_\_

subject \_\_\_\_\_ verb + thought completer \_\_\_\_\_



TS2 Thesis \_\_\_\_\_ because \_\_\_\_\_

subject \_\_\_\_\_ verb + thought completer \_\_\_\_\_



TS3 Thesis \_\_\_\_\_ because \_\_\_\_\_

subject \_\_\_\_\_ verb + thought completer \_\_\_\_\_



Restatement of thesis \_\_\_\_\_

## ESSAY OUTLINE BUILDER 9

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

It's never easy to break the gender barrier, whether it's male or female. History and tradition have dictated that man and woman know his or her place and stay there. One thing is sure. The molds have been broken. Women will continue to race cars, build skyscrapers and go to the moon. Men will infiltrate elementary classrooms, run child-care centers, and become airline stewards.

Write an essay in response to the above passage. Is going against traditional gender roles a good idea? Or is conforming to traditional gender roles a good idea? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis  
\_\_\_\_\_



TS1 Thesis *because*  
\_\_\_\_\_

subject	verb	+	thought completer
_____			



TS2 Thesis *because*  
\_\_\_\_\_

subject	verb	+	thought completer
_____			



TS3 Thesis *because*  
\_\_\_\_\_

subject	verb	+	thought completer
_____			



Restatement of thesis  
\_\_\_\_\_

## ESSAY OUTLINE BUILDER 10

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

While some teacher encourage students to form study groups and do their homework together, others insist that their students should do their homework by themselves. They insist that studying alone is the only effective way to study.

Write an essay in response to the above passage. Is studying alone an effective way of learning? Or is studying alone an ineffective way of learning? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis \_\_\_\_\_



TS1 Thesis *because* \_\_\_\_\_

subject	verb	+	thought completer
---------	------	---	-------------------



TS2 Thesis *because* \_\_\_\_\_

subject	verb	+	thought completer
---------	------	---	-------------------



TS3 Thesis *because* \_\_\_\_\_

subject	verb	+	thought completer
---------	------	---	-------------------



Restatement of thesis \_\_\_\_\_

## ESSAY OUTLINE BUILDER 11

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

"Most of us learn from our mistakes; thus, as we make mistakes in our everyday life, we become wiser. Mistakes are powerful teachers in life. Yet, some people claim that because success breeds success, it is the best teacher."

Write an essay in response to the above passage. Are mistakes powerful teachers? Or is success a good teacher? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis \_\_\_\_\_

\_\_\_\_\_



TS1

Thesis \_\_\_\_\_ *because* \_\_\_\_\_

subject                          verb                          +                          thought completer

\_\_\_\_\_



TS2

Thesis \_\_\_\_\_ *because* \_\_\_\_\_

subject                          verb                          +                          thought completer

\_\_\_\_\_



TS3

Thesis \_\_\_\_\_ *because* \_\_\_\_\_

subject                          verb                          +                          thought completer

\_\_\_\_\_



Restatement of thesis \_\_\_\_\_

\_\_\_\_\_

## ESSAY OUTLINE BUILDER 12

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

More and more young adults today are choosing to live together without being married. Such couples feel that by 'testing' their relationships they are avoiding the possibility of a marriage that ends in divorce.

Write an essay in response to the above passage. Is living together before marriage a good idea? Or is living together before marriage a bad idea? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis  
\_\_\_\_\_



TS1 Thesis *because*  
\_\_\_\_\_

subject                                  verb                                  +                                  thought completer  
\_\_\_\_\_



TS2 Thesis *because*  
\_\_\_\_\_

subject                                  verb                                  +                                  thought completer  
\_\_\_\_\_



TS3 Thesis *because*  
\_\_\_\_\_

subject                                  verb                                  +                                  thought completer  
\_\_\_\_\_



Restatement of thesis  
\_\_\_\_\_

## ESSAY OUTLINE BUILDER 13

Name: \_\_\_\_\_

## **ESSAY ASSIGNMENT**

For many years in many cultures, anger has been considered a negative emotion, one which a person should keep inside and certainly never release in public. More recently, however, some psychologists have advocated the expression of anger as a healthy release of frustration and stress.

Write an essay in response to the above passage. Does the expression of anger usually have positive results? Or does the expression of anger usually have negative results? Take a stand on the topic. Using reasons and examples, support your stand.

## **ASSIGNMENT ANALYSIS**

Tasks:

1. *Read the assignment carefully.*
2. *Take a stand on the topic.*
3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



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Thesis



TS1 \_\_\_\_\_ because

## Thesis



TS2 because

Thesis

subject verb + thought complete



TS3 Thesis because

Thesis



## Restatement of thesis

## ESSAY OUTLINE BUILDER 14

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

"For children, growing older offers opportunities to become more mature and independent. As time passes, however, aging becomes more irritating than joyous. For most older people, a birthday is a nagging reminder of their own shortened future."

Write an essay in response to the above passage. Is growing old resented and dreaded by most people? Or is growing old appreciated and welcomed by most people? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis \_\_\_\_\_



TS1 Thesis *because* \_\_\_\_\_

subject	verb	+	thought completer
_____			



TS2 Thesis *because* \_\_\_\_\_

subject	verb	+	thought completer
_____			



TS3 Thesis *because* \_\_\_\_\_

subject	verb	+	thought completer
_____			



Restatement of thesis \_\_\_\_\_

## ESSAY OUTLINE BUILDER 15

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

I used to hate TV commercials, but now I love them. They are so often better than the programs they interrupt. If you don't believe me, watch the kids. They'll choose commercials over programs every time.

Write an essay in response to the above passage. Are TV commercials really entertaining? Or are TV commercials often irritating? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis

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TS1

Thesis

*because*

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TS2

Thesis

*because*

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TS3

Thesis

*because*

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Restatement of thesis

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## ESSAY OUTLINE BUILDER 16

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

Despite the fear of AIDS, sexual activity among teenagers has continued to increase, leading to a high pregnancy rate among teenage girls. These youthful, unskilled parents have magnified the problem of unwanted, abused, and neglected babies.

Write an essay in response to the above passage. Are teenagers adequately prepared for the responsibilities of parenthood? Or are teenagers inadequately prepared for the responsibilities of parenthood? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

Tasks: 1. *Read the assignment carefully.*

2. *Take a stand on the topic.*

3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis \_\_\_\_\_

\_\_\_\_\_



TS1

Thesis \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

subject                          verb                          +                          thought completer

\_\_\_\_\_



TS2

Thesis \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

subject                          verb                          +                          thought completer

\_\_\_\_\_



TS3

Thesis \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

subject                          verb                          +                          thought completer

\_\_\_\_\_



Restatement of thesis \_\_\_\_\_

\_\_\_\_\_

## ESSAY OUTLINE BUILDER 17

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

With the growth of automation, robotics, and other space-age technology, fewer and fewer jobs are becoming available for our growing population. Yet many people hang on to jobs past the normal retirement age. To counter this tendency, retirement at age sixty-five should be made mandatory for the good of society.

Write an essay in response to the above passage. Should retirement at age sixty-five be mandatory? Or should retirement at age sixty-five remain optional? Take a stand on this topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis



TS1

Thesis

*because*

subject

verb

+

thought completer



TS2

Thesis

*because*

subject

verb

+

thought completer



TS3

Thesis

*because*

subject

verb

+

thought completer



Restatement of thesis

## ESSAY OUTLINE BUILDER 18

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

At a high school in New York, students are required to perform 60 hours of community service over their four years in order to graduate. The superintendent claims that it's important for students to be givers as well as takers. Opponents argue that this requirement is unreasonable and unfair.

Write an essay in response to the above passage. Is requiring high school students to perform community service a good idea? Or is requiring high school students to perform community service a bad idea? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis  
\_\_\_\_\_



TS1 Thesis *because*  
\_\_\_\_\_

subject                          verb                          +                          thought completer  
\_\_\_\_\_



TS2 Thesis *because*  
\_\_\_\_\_

subject                          verb                          +                          thought completer  
\_\_\_\_\_



TS3 Thesis *because*  
\_\_\_\_\_

subject                          verb                          +                          thought completer  
\_\_\_\_\_



Restatement of thesis  
\_\_\_\_\_

## ESSAY OUTLINE BUILDER 19

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

"Many Americans, especially the anti-child-abuse advocates, believe that physical punishment is detrimental to children. Yet there are still many parents who believe in the old saying that if they spare the rod, they will spoil the child."

Respond to the above passage. Does physical punishment have positive results when it comes to raising children? Or does physical punishment have negative results when it comes to raising children? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis  
\_\_\_\_\_



TS1 Thesis because  
\_\_\_\_\_

subject verb + thought completer  
\_\_\_\_\_



TS2 Thesis because  
\_\_\_\_\_

subject verb + thought completer  
\_\_\_\_\_



TS3 Thesis because  
\_\_\_\_\_

subject verb + thought completer  
\_\_\_\_\_



Restatement of thesis  
\_\_\_\_\_

## ESSAY OUTLINE BUILDER 20

Name: \_\_\_\_\_

**ESSAY ASSIGNMENT**

From the 'Pepsi Generation' advertising to fitness crazes to the models that display clothing, the U.S. often seems to be in the grips of a love affair with youth. Yet many teenagers suffer terribly in growing up.

Write an essay in response to the above passage. Are teenage years dominated by happy times? Or are teenage years dominated by the problems of growing up? Take a stand on the topic. Using reasons and examples, support your stand.

**ASSIGNMENT ANALYSIS**

- Tasks:
1. *Read the assignment carefully.*
  2. *Take a stand on the topic.*
  3. *Support your stand using reasons and examples.*

Subject and possible title: \_\_\_\_\_



Thesis  
\_\_\_\_\_



TS1 Thesis *because*  
\_\_\_\_\_

subject                                  verb                                  +                                  thought completer  
\_\_\_\_\_



TS2 Thesis *because*  
\_\_\_\_\_

subject                                  verb                                  +                                  thought completer  
\_\_\_\_\_



TS3 Thesis *because*  
\_\_\_\_\_

subject                                  verb                                  +                                  thought completer  
\_\_\_\_\_



Restatement of thesis  
\_\_\_\_\_

## AFTERWORD

Writers who have completed the course of studies in this volume and applied their best efforts to the written assignments should at this point be well equipped to move on to writing challenges involving more complex subject matter and more varied modes of development. (Those who feel the need for additional confidence-building practice can go back and expand outline building assignments into full-length paragraphs or essays.)

Once the basic patterns and the step-by-step system have become matters of habit, most writers will know enough to attack any paragraph or essay writing problem systematically and efficiently. Then further development as writers is dependent upon their further training, their ambition, their motivation, and their creativity.

A more detailed and varied treatment of the academic essay is the subject of *Patterns for Success: Taking the Mystery Out of Writing Essays*.