

The background is a light blue gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

ENGLISH COMPOSITION & COMPREHENSION

MUHAMMAD WASIF KHAN



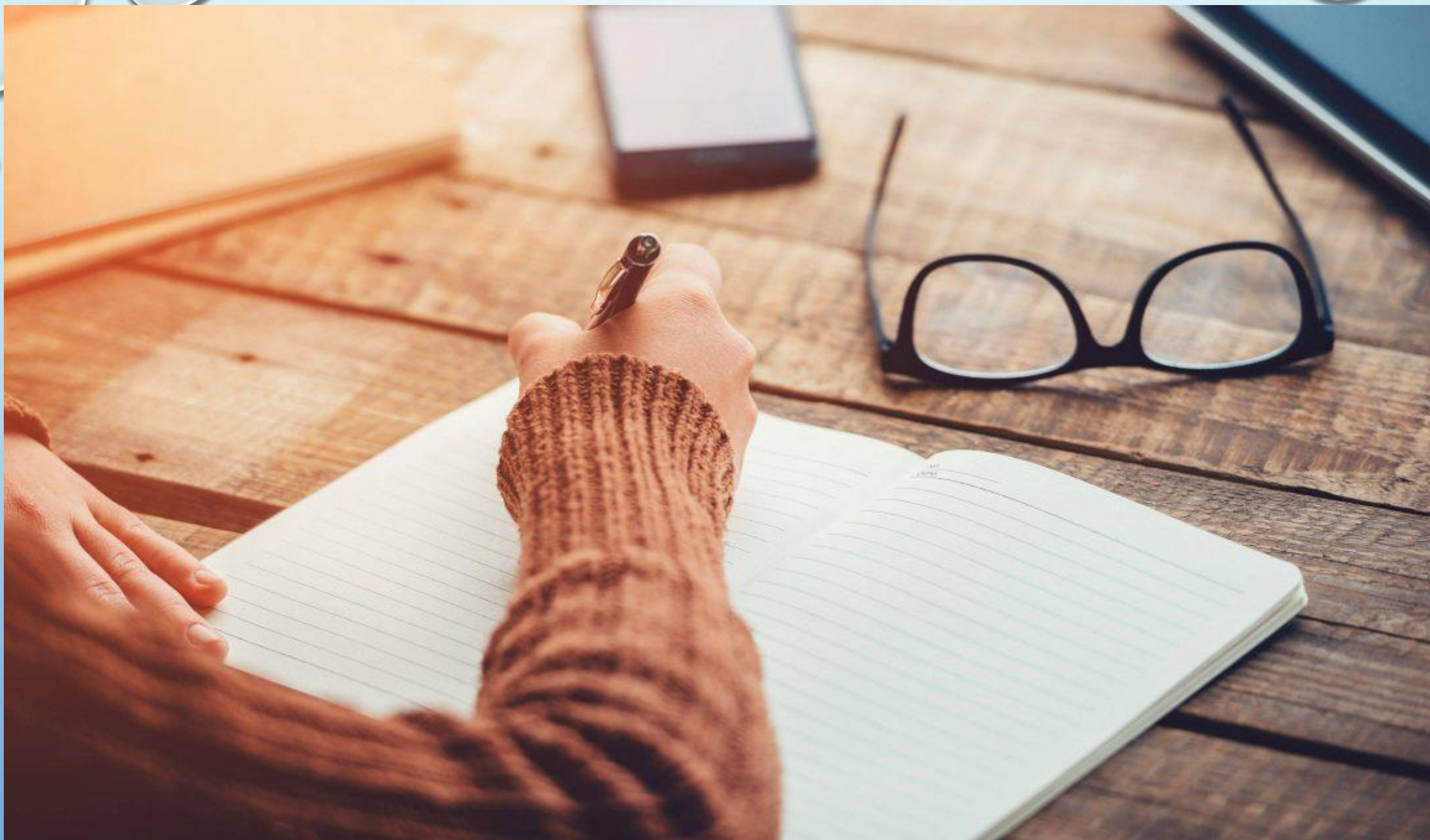
WEEK 8

LECTURE # 13 & 14



WRITING YOUR TOPIC SENTENCE OR THESIS STATEMENT





MAKING YOUR POINT

UNDERSTAND WHAT A TOPIC SENTENCE AND A THESIS STATEMENT ARE

- EVERY GOOD PIECE OF WRITING HAS A **MAIN POINT** — WHAT THE WRITER WANTS TO GET ACROSS TO THE READERS ABOUT THE TOPIC, OR THE WRITER'S POSITION ON THAT TOPIC.
- A **TOPIC SENTENCE** (FOR A PARAGRAPH) AND A **THESIS STATEMENT** (FOR AN ESSAY) EXPRESS THE WRITER'S MAIN POINT.
- IN MANY PARAGRAPHS, THE MAIN POINT IS EXPRESSED IN THE FIRST SENTENCE. IN ESSAYS, THE THESIS STATEMENT IS USUALLY ONE SENTENCE (OFTEN THE FIRST OR LAST) IN AN INTRODUCTORY PARAGRAPH THAT CONTAINS SEVERAL OTHER SENTENCES RELATED TO THE MAIN POINT.

BASICS OF A GOOD TOPIC SENTENCE OR THESIS STATEMENT

A GOOD TOPIC SENTENCE OR THESIS STATEMENT HAS SEVERAL BASIC FEATURES.

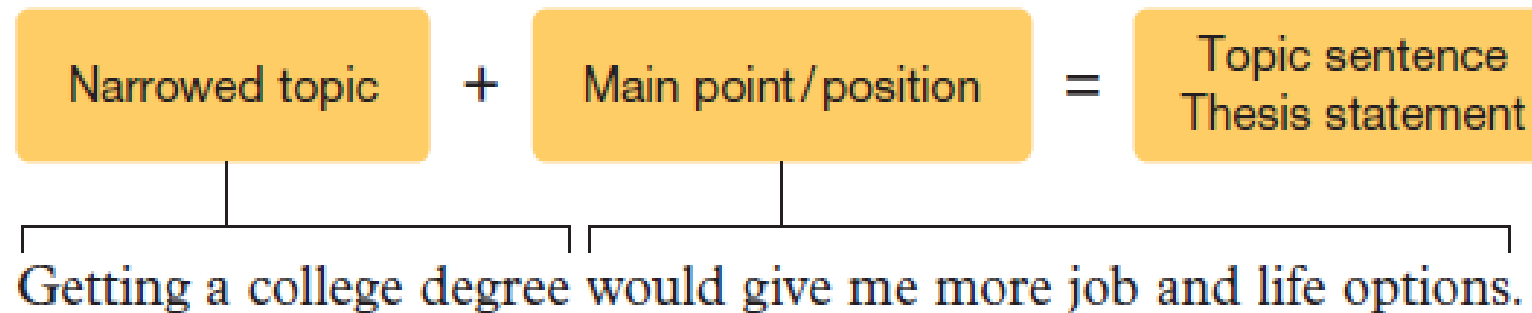
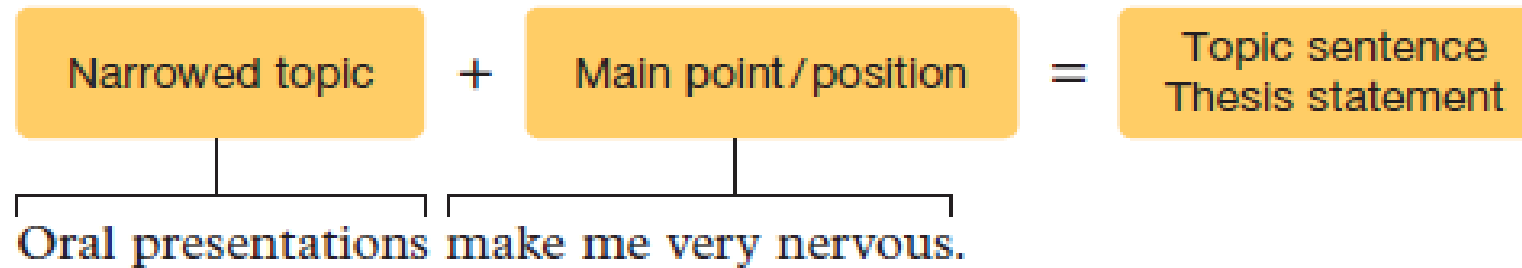
- IT FITS THE SIZE OF THE ASSIGNMENT.
- IT STATES A SINGLE MAIN POINT OR POSITION ABOUT A TOPIC.
- IT IS SPECIFIC.
- IT IS SOMETHING YOU CAN SHOW, EXPLAIN, OR PROVE.
- IT IS A FORCEFUL STATEMENT.

EXAMPLE

- **WEAK** BILL GATES, CHAIRMAN OF MICROSOFT, STARTED PROGRAMMING COMPUTERS WHEN HE WAS THIRTEEN, AND I THINK HE DOES A LOT OF GOOD. [THIS STATEMENT DOES NOT FOLLOW THE BASICS FOR THREE REASONS: IT HAS MORE THAN ONE POINT (GATES'S AGE AND HIS DOING WELL), IT IS NOT SPECIFIC (WHAT IS THE GOOD THAT HE DOES?), AND IT IS NOT FORCEFUL (THE WRITER SAYS, "I THINK").]
- **GOOD** BILL GATES, CHAIRMAN OF MICROSOFT, IS A COMPUTING GENIUS WHO SHOWED HIS TALENTS EARLY. BILL GATES, CHAIRMAN OF MICROSOFT, USES HIS VAST WEALTH FOR THE GOOD OF SOCIETY.

BASIC FORMULA

One way to write a topic sentence for a paragraph or a thesis statement for an essay is to use this basic formula as a start:



PRACTICE 1: FINDING THE TOPIC SENTENCE

READ THE PARAGRAPH THAT FOLLOWS, UNDERLINE THE TOPIC SENTENCE AND IDENTIFY THE NARROWED TOPIC.

- A RECENT SURVEY REPORTED THAT EMPLOYERS CONSIDER COMMUNICATION SKILLS MORE CRITICAL TO SUCCESS THAN TECHNICAL SKILLS. EMPLOYEES CAN LEARN TECHNICAL SKILLS ON THE JOB AND PRACTICE THEM EVERY DAY. BUT THEY NEED TO BRING WELL-DEVELOPED COMMUNICATION SKILLS TO THE JOB. THEY NEED TO BE ABLE TO MAKE THEMSELVES UNDERSTOOD TO COLLEAGUES, BOTH IN SPEECH AND IN WRITING. THEY NEED TO BE ABLE TO WORK COOPERATIVELY AS PART OF A TEAM. EMPLOYERS CAN'T TAKE TIME TO TEACH COMMUNICATION SKILLS, BUT WITHOUT THEM AN EMPLOYEE WILL HAVE A HARD TIME.

PRACTICE 2:

IDENTIFYING TOPICS AND MAIN POINTS

IN EACH OF THE FOLLOWING SENTENCES, UNDERLINE THE TOPIC AND DOUBLE-UNDERLINE THE MAIN POINT ABOUT THE TOPIC.

EXAMPLE: ROSIE THE RIVETER WAS THE SYMBOL OF WORKING WOMEN DURING WORLD WAR II.

1. DISCRIMINATION IN THE WORKPLACE IS ALIVE AND WELL.
2. THE OLDEST CHILD IN THE FAMILY IS OFTEN THE MOST INDEPENDENT AND AMBITIOUS CHILD.
3. GADGETS CREATED FOR LEFT-HANDED PEOPLE ARE SOMETIMES POORLY DESIGNED.
4. PRESIDENTIAL CAMPAIGNS BRING OUT DIRTY POLITICS.
5. COMPANIES THAT DEFAULT ON THEIR EMPLOYEES' PENSIONS SHOULD BE TAKEN

PRACTICE DEVELOPING A GOOD TOPIC SENTENCE OR THESIS STATEMENT

THE EXPLANATIONS AND PRACTICES IN THIS SECTION, ORGANIZED ACCORDING TO THE “BASICS” DESCRIBED PREVIOUSLY, WILL HELP YOU WRITE GOOD TOPIC SENTENCES AND THESIS STATEMENTS.

- **EXAMPLE TOPIC: SPORTS**
- **NARROWED FOR AN ESSAY: COMPETITION IN SCHOOL SPORTS**
- **NARROWED FOR A PARAGRAPH: USER FEES FOR SCHOOL SPORTS**
- **POSSIBLE THESIS STATEMENT (ESSAY): COMPETITION IN SCHOOL SPORTS HAS REACHED DANGEROUS LEVELS.**
- **POSSIBLE TOPIC SENTENCE (PARAGRAPH): THIS YEAR’S USER FEES FOR PARTICIPATION IN SCHOOL SPORTS ARE TOO HIGH.**

PRACTICE

1. TOPIC: A PERSONAL GOAL

- **NARROWED FOR AN ESSAY: GETTING HEALTHY**
- **NARROWED FOR A PARAGRAPH: EATING THE RIGHT FOODS**
- **POSSIBLE THESIS STATEMENT (ESSAY):**

- **POSSIBLE TOPIC SENTENCE (PARAGRAPH):**

PRACTICE

2. TOPIC: A GREAT VACATION

- NARROWED FOR AN ESSAY: A FAMILY CAMPING TRIP
- NARROWED FOR A PARAGRAPH: A LESSON I LEARNED ON OUR FAMILY CAMPING TRIP
- POSSIBLE THESIS STATEMENT (ESSAY):

- POSSIBLE TOPIC SENTENCE (PARAGRAPH):

BROAD VS NARROW

- SOME TOPIC SENTENCES OR THESIS STATEMENTS ARE TOO BROAD FOR EITHER A SHORT ESSAY OR A PARAGRAPH. A MAIN IDEA THAT IS TOO BROAD IS IMPOSSIBLE TO SHOW, EXPLAIN, OR PROVE WITHIN THE SPACE OF A PARAGRAPH OR SHORT ESSAY.
- **TOO BROAD** ART IS IMPORTANT [HOW COULD A WRITER POSSIBLY SUPPORT SUCH A BROAD CONCEPT IN A PARAGRAPH OR ESSAY?]
- **NARROWER** ART INSTRUCTION FOR YOUNG CHILDREN HAS SURPRISING BENEFITS.
- A TOPIC SENTENCE OR THESIS THAT IS TOO NARROW LEAVES THE WRITER WITH LITTLE TO WRITE ABOUT. THERE IS LITTLE TO SHOW, EXPLAIN, OR PROVE.
- **TOO NARROW** BUY RECHARGEABLE BATTERIES [OKAY, SO NOW WHAT?]
- **BROADER** CHOOSING RECHARGEABLE BATTERIES OVER CONVENTIONAL BATTERIES IS ONE EFFECTIVE ACTION YOU CAN TAKE TO SAVE THE ENVIRONMENT.

WRITING TOPIC SENTENCES THAT ARE NEITHER TOO BROAD NOR TOO NARROW

IN THE FOLLOWING PRACTICE ITEMS, WRITE EITHER “B” FOR TOO BROAD, “N” FOR TOO NARROW, OR “OK” FOR JUST RIGHT. REWRITE THE WEAK SENTENCES TO MAKE THEM BROADER OR NARROWER AS NEEDED.

EXAMPLE: B LIFE CAN BE TOUGH FOR SOLDIERS WHEN THEY COME HOME.

WE ARE NOT PROVIDING OUR RETURNING SOLDIERS WITH ENOUGH HELP IN READJUSTING TO CIVILIAN LIFE.

- I TAKE PUBLIC TRANSPORTATION TO WORK.

- HAVING A POSITIVE ATTITUDE IMPROVES PEOPLE’S ABILITY TO FUNCTION, IMPROVES THEIR INTERACTIONS WITH OTHERS, AND REDUCES STRESS.

- COLLEGE IS CHALLENGING.

CONTAINS A SINGLE MAIN POINT

YOUR TOPIC SENTENCE OR THESIS STATEMENT SHOULD FOCUS ON ONLY ONE MAIN POINT. TWO MAIN POINTS CAN SPLIT AND WEAKEN THE FOCUS OF THE WRITING.

MAIN IDEA WITH TWO MAIN POINTS

- HIGH SCHOOLS SHOULD SELL HEALTHY FOOD INSTEAD OF JUNK FOOD, AND THEY SHOULD START LATER IN THE MORNING.

MAIN IDEA WITH A SINGLE MAIN POINT

- HIGH SCHOOLS SHOULD SELL HEALTHY FOOD INSTEAD OF JUNK FOOD.

OR

- HIGH SCHOOLS SHOULD START LATER IN THE MORNING.

PRACTICE:

WRITING SENTENCES WITH A SINGLE MAIN POINT

IN EACH OF THE FOLLOWING SENTENCES, UNDERLINE THE MAIN POINT(S). IDENTIFY THE SENTENCES THAT HAVE MORE THAN A SINGLE MAIN POINT BY MARKING AN X IN FRONT OF THAT ITEM. PUT A CHECKMARK (✓) NEXT TO SENTENCES THAT HAVE A SINGLE MAIN POINT.

EXAMPLE: X SHOPPING AT SECONDHAND STORES IS A FUN WAY TO SAVE MONEY, AND YOU CAN MEET ALL KINDS OF INTERESTING PEOPLE AS YOU SHOP.

1. MY YOUNGER SISTER, THE BABY OF THE FAMILY, WAS THE MOST ADVENTUROUS OF MY FOUR SIBLINGS.
2. POLITICAL CAMPAIGNS ARE OFTEN NASTY, AND THE VOTING BALLOTS ARE DIFFICULT TO UNDERSTAND.
3. MY BROTHER, BOBBY, IS INCREDIBLY CREATIVE, AND HE TAKES IN STRAY ANIMALS.
4. PETS CAN ACTUALLY BRING FAMILIES TOGETHER, AND THEY REQUIRE LOTS OF CARE.
5. UNLESS PEOPLE CONSERVE VOLUNTARILY, WE WILL DEplete OUR SUPPLY OF WATER.

MAKE IT SPECIFIC

A GOOD TOPIC SENTENCE OR THESIS STATEMENT GIVES READERS SPECIFIC INFORMATION SO THAT THEY KNOW EXACTLY WHAT THE WRITER'S MAIN POINT IS.

GENERAL STUDENTS ARE OFTEN OVERWHELMED.

[HOW ARE STUDENTS OVERWHELMED?]

SPECIFIC WORKING COLLEGE STUDENTS HAVE TO LEARN HOW TO JUGGLE MANY RESPONSIBILITIES.

ONE WAY TO MAKE SURE THAT YOUR TOPIC SENTENCE OR THESIS STATEMENT IS SPECIFIC IS TO MAKE IT A PREVIEW OF WHAT YOU ARE PLANNING TO SAY IN THE REST OF THE PARAGRAPH OR ESSAY.

PREVIEW: WORKING COLLEGE STUDENTS HAVE TO LEARN HOW TO JUGGLE MANY RESPONSIBILITIES: DOING A GOOD JOB AT WORK, GETTING TO CLASS REGULARLY AND ON TIME, BEING ALERT IN CLASS, AND DOING THE HOMEWORK ASSIGNMENTS.

PREVIEW: I HAVE A SET ROUTINE EVERY SATURDAY MORNING THAT INCLUDES SLEEPING LATE, GOING TO THE GYM, AND SHOPPING FOR FOOD.

AN IDEA THAT YOU CAN SHOW, EXPLAIN, OR PROVE

IF A MAIN POINT IS SO OBVIOUS THAT IT DOES NOT NEED SUPPORT, OR IF IT STATES A SIMPLE FACT, YOU WILL NOT HAVE MUCH TO SAY ABOUT IT.

- **OBVIOUS**

THE HONDA ACCORD IS A POPULAR CAR MODEL.

- **REVISED**

JAPANESE CARS BECAME POPULAR BECAUSE THEY APPEALED TO CUSTOMERS IN WAYS THAT AMERICAN CAR MAKERS HAD MISSED.

- **FACT**

GUNS CAN KILL PEOPLE.

- **REVISED**

MORE THAN TWENTY THOUSAND YOUTHS UNDER AGE TWENTY ARE KILLED OR INJURED BY FIREARMS EACH YEAR IN THE UNITED STATES.

PRACTICE

REVISE THE FOLLOWING SENTENCES SO THAT THEY CONTAIN AN IDEA THAT YOU COULD SHOW, EXPLAIN, OR PROVE.

EXAMPLE: LEASING A CAR IS POPULAR.

LEASING A CAR HAS MANY ADVANTAGES OVER BUYING ONE.

- MY MONTHLY RENT IS RS.1500/.

- HEALTH INSURANCE RATES RISE EVERY YEAR.

- MANY PEOPLE IN THIS COUNTRY WORK FOR MINIMUM WAGE.

IT IS FORCEFUL

A GOOD TOPIC SENTENCE OR THESIS IS FORCEFUL. DO NOT SAY YOU *WILL* MAKE A POINT. JUST MAKE IT. DO NOT SAY “I THINK.” JUST STATE YOUR POINT.

WEAK IN MY OPINION, EVERYONE SHOULD EXERCISE.

FORCEFUL EVERYONE SHOULD EXERCISE TO REDUCE STRESS, MAINTAIN A
HEALTHY WEIGHT, AND FEEL BETTER OVERALL.

WEAK I THINK STUDENT FEES ARE MUCH TOO HIGH.

FORCEFUL STUDENT FEES NEED TO BE EXPLAINED AND JUSTIFIED.

PRACTICE: WRITING FORCEFUL SENTENCES

REWRITE EACH OF THE FOLLOWING SENTENCES TO MAKE THEM MORE FORCEFUL. ALSO, ADD DETAILS TO MAKE THE SENTENCES MORE SPECIFIC.

EXAMPLE: JASON'S MARKET IS THE BEST.

JASON'S MARKET IS CLEAN, ORGANIZED, AND FILLED WITH QUALITY PRODUCTS.

- I WILL PROVE THAT DRUG TESTING IN THE WORKPLACE IS AN INVASION OF PRIVACY.

- I THINK MY NEIGHBORHOOD IS NICE.

- MOMIN SHOULD BE THE HEAD OF THE STUDENTS' ASSOCIATION.

After writing your topic sentence or thesis statement, complete the checklist that follows.

CHECKLIST

Evaluating your main point

- ☐ It is a complete sentence.
- ☐ It fits the assignment.
- ☐ It includes my topic and the main point I want to make about it.
- ☐ It states a single main point.
- ☐ It is specific.
- ☐ It is something I can show, explain, or prove.
- ☐ It is forceful.



SUPPORTING YOUR POINT

FINDING DETAILS, EXAMPLES, AND FACTS

UNDERSTAND WHAT SUPPORT IS

SUPPORT IS THE COLLECTION OF EXAMPLES, FACTS, OR EVIDENCE THAT SHOWS, EXPLAINS, OR PROVES YOUR MAIN POINT. **PRIMARY SUPPORT POINTS** ARE THE MAJOR IDEAS THAT BACK UP YOUR MAIN POINT, AND **SECONDARY SUPPORT** GIVES DETAILS TO BACK UP YOUR PRIMARY SUPPORT.

WITHOUT SUPPORT, YOU *STATE* THE MAIN POINT, BUT YOU DON'T *MAKE* THE MAIN POINT. CONSIDER THESE UNSUPPORTED STATEMENTS:

- THE AMOUNT SHOWN ON MY BILL IS INCORRECT.
- I DESERVE A RAISE.
- I AM INNOCENT OF THE CRIME.

THE STATEMENTS MAY BE TRUE, BUT WITHOUT GOOD SUPPORT, THEY ARE NOT CONVINCING. IF YOU SOMETIMES GET PAPERS BACK WITH THE COMMENT "YOU NEED TO SUPPORT /DEVELOP YOUR IDEAS," THE SUGGESTIONS IN THIS CHAPTER WILL HELP YOU.

CONT.

WRITERS SOMETIMES CONFUSE REPETITION WITH SUPPORT. THE SAME POINT REPEATED SEVERAL TIMES IS NOT SUPPORT. IT IS JUST REPETITION.

- **REPETITION, NOT SUPPORT:** THE AMOUNT SHOWN ON MY BILL IS INCORRECT. YOU OVERCHARGED ME. IT DIDN'T COST THAT MUCH. THE TOTAL IS WRONG.
- **SUPPORT:** THE AMOUNT SHOWN ON MY BILL IS INCORRECT. I ORDERED THE DOUBLE-CHEESEBURGER PLATE, WHICH IS RS.699 ON THE MENU. ON THE BILL, THE ORDER IS CORRECT, BUT THE AMOUNT IS RS.1699.

BASICS OF GOOD SUPPORT

AS YOU DEVELOP SUPPORT FOR YOUR MAIN POINT, MAKE SURE THAT IT HAS THESE THREE FEATURES.

- IT RELATES TO YOUR MAIN POINT. THE PURPOSE OF SUPPORT IS TO SHOW, EXPLAIN, OR PROVE YOUR MAIN POINT, SO THE SUPPORT YOU USE MUST BE DIRECTLY RELATED TO THAT MAIN POINT.
- IT CONSIDERS YOUR READERS. CREATE SUPPORT THAT WILL SHOW YOUR READERS WHAT YOU MEAN.
- IT IS DETAILED AND SPECIFIC. GIVE READERS ENOUGH DETAIL, PARTICULARLY THROUGH EXAMPLES, SO THAT THEY CAN SEE WHAT YOU MEAN.

PRACTICE

- READ THE GIVEN TWO PARAGRAPHS. THE FIRST PARAGRAPH PROVIDES SOME SUPPORT FOR THE MAIN POINT BUT DOES NOT GIVE MANY DETAILS ABOUT IT. THE SECOND PARAGRAPH HAS ADDED DETAILS (SECONDARY SUPPORT) TO HELP READERS SEE THE MAIN POINT. THE SUPPORTING DETAILS ARE UNDERLINED; THE TOPIC SENTENCE IS IN **BOLD**.

PARAGRAPH WITH PRIMARY SUPPORT

Training for success in a marathon demands several important steps. Runners should first get a schedule developed by a professional running organization. They should commit to carefully following the schedule. On the night before and the morning of the big day, runners should take special steps to make sure they are prepared for the race.

PARAGRAPH WITH SECONDARY SUPPORT ADDED

Training for success in a marathon demands several important steps. Runners should first get a schedule developed by a professional running organization. These schedules are available in bookstores or on the Web. A good one is available at www.runnersworld.com. All of the training schedules suggest starting training three to six months before the marathon. Runners should commit to carefully following the schedule. If they cannot stick to it exactly, they need to come as close as they possibly can. The schedules include a mixture of long and short runs at specified intervals. Carefully following the training schedule builds up endurance a little at a time so that by the time of the race, runners are less likely to hurt themselves. The training continues right up until the start of the marathon. On the night before and the morning of the big day, runners should take special steps to make sure they are prepared for the race. The night before the race, they should eat carbohydrates, drink plenty of water, and get a good night's sleep. On the day of the marathon, runners should eat a light breakfast, dress for the weather, and consider doing a brief warm-up before the race's start. Before and during the race, they should drink plenty of water. Running a marathon without completing the essential steps will not bring success; instead it may bring pain and injury.

PRACTICE SUPPORTING A MAIN POINT

THREE QUICK STRATEGIES FOR GENERATING SUPPORT

1. *CIRCLE AN IMPORTANT WORD OR PHRASE* IN YOUR TOPIC SENTENCE (FOR A PARAGRAPH) OR THESIS STATEMENT (FOR AN ESSAY) AND WRITE ABOUT IT FOR A MINUTE OR TWO. REREAD YOUR MAIN POINT TO MAKE SURE YOU'RE ON THE RIGHT TRACK. KEEP WRITING ABOUT THE WORD OR PHRASE.
2. *REREAD YOUR TOPIC SENTENCE OR THESIS STATEMENT AND WRITE DOWN THE FIRST THOUGHT YOU HAVE.* THEN, WRITE DOWN YOUR NEXT THOUGHT. KEEP GOING.
3. *USE A PREWRITING TECHNIQUE* (FREEWRITING, LISTING, CLUSTERING, MINDMAPPING AND SO ON) WHILE THINKING ABOUT YOUR MAIN POINT AND YOUR AUDIENCE. WRITE FOR THREE TO FIVE MINUTES WITHOUT STOPPING.

PRACTICE 1: GENERATING SUPPORTING IDEAS

CHOOSE ONE OF THE FOLLOWING SENTENCES, OR YOUR OWN TOPIC SENTENCE OR THESIS STATEMENT, AND USE ONE OF THE THREE STRATEGIES JUST MENTIONED TO GENERATE SUPPORT. BECAUSE YOU WILL NEED A GOOD SUPPLY OF IDEAS TO SUPPORT YOUR MAIN POINT, TRY TO FIND AT LEAST A DOZEN POSSIBLE SUPPORTING IDEAS.

- THE NEW REALITY TV PROGRAMS ARE STRANGER THAN EVER.
- TODAY THERE IS NO SUCH THING AS A “TYPICAL” COLLEGE STUDENT.
- LEARNING HAPPENS NOT ONLY IN SCHOOL BUT THROUGHOUT A PERSON’S LIFE.
- PRACTICAL INTELLIGENCE CAN’T BE MEASURED BY GRADES.
- I DESERVE A RAISE.

SELECT THE BEST PRIMARY SUPPORT

AFTER YOU HAVE GENERATED POSSIBLE SUPPORT, REVIEW YOUR IDEAS AND SELECT THE BEST ONES TO USE AS PRIMARY SUPPORT. HERE YOU GET TO TAKE CONTROL OF YOUR TOPIC.

THE FOLLOWING STEPS CAN HELP:

1. CAREFULLY READ THE IDEAS YOU HAVE GENERATED.
2. SELECT THREE TO FIVE PRIMARY SUPPORT POINTS THAT WILL BEST GET YOUR MAIN POINT ACROSS TO READERS. IF YOU ARE WRITING A PARAGRAPH, THESE WILL BECOME THE PRIMARY SUPPORT FOR YOUR TOPIC SENTENCE. IF YOU ARE WRITING AN ESSAY, THEY WILL BECOME TOPIC SENTENCES OF PARAGRAPHS THAT SUPPORT YOUR THESIS STATEMENT.
3. CHOOSE THE SUPPORT THAT WILL BE CLEAREST AND MOST CONVINCING TO YOUR READERS, PROVIDING THE BEST EXAMPLES, FACTS, AND OBSERVATIONS TO SUPPORT YOUR MAIN POINT.
4. CROSS OUT IDEAS THAT ARE NOT CLOSELY RELATED TO YOUR MAIN POINT.
5. IF YOU FIND THAT YOU HAVE CROSSED OUT MOST OF YOUR IDEAS AND DO NOT HAVE ENOUGH LEFT TO SUPPORT YOUR MAIN POINT, USE A PREWRITING TECHNIQUE TO FIND MORE.

PRACTICE 2:

SELECTING THE BEST SUPPORT

REFER TO YOUR RESPONSE TO PRACTICE 1. OF YOUR POSSIBLE PRIMARY SUPPORT POINTS, CHOOSE THREE TO FIVE THAT YOU THINK WILL BEST SHOW, EXPLAIN, OR PROVE YOUR MAIN POINT TO YOUR READERS. WRITE YOUR THREE TO FIVE POINTS IN A NOTEBOOK.

ADD SECONDARY SUPPORT

- ONCE YOU HAVE SELECTED YOUR BEST PRIMARY SUPPORT POINTS, YOU NEED TO FLESH THEM OUT FOR YOUR READERS. DO THIS BY ADDING **SECONDARY SUPPORT**, SPECIFIC EXAMPLES, FACTS, AND OBSERVATIONS TO BACK UP YOUR PRIMARY SUPPORT POINTS.

PRACTICE 3:

ADDING SECONDARY SUPPORT

- USING YOUR ANSWERS TO PRACTICE 1, CHOOSE THREE PRIMARY SUPPORT POINTS AND WRITE THEM IN THE SPACES INDICATED. THEN, READ EACH OF THEM CAREFULLY AND WRITE DOWN AT LEAST THREE SUPPORTING DETAILS (SECONDARY SUPPORT) FOR EACH ONE. FOR EXAMPLES OF SECONDARY SUPPORT, SEE THE EXAMPLE PARAGRAPH PROVIDED EARLIER.
- PRIMARY SUPPORT POINT 1: _____
- SUPPORTING DETAILS: _____
- PRIMARY SUPPORT POINT 2: _____
- SUPPORTING DETAILS: _____
- PRIMARY SUPPORT POINT 3: _____
- SUPPORTING DETAILS: _____

After developing your support, complete the following checklist.

CHECKLIST

Evaluating your support

- ☐ It is related to my main point.
- ☐ It uses examples, facts, and observations that will make sense to my readers.
- ☐ It includes enough specific details to show my readers exactly what I mean.



WRITING CONCLUSIONS

PUTTING YOUR IDEAS TOGETHER

Read the following paragraph, annotated to show the various parts of the paragraph.

Narcolepsy: A Misunderstood Problem ————— Title

Narcolepsy, a disorder that causes people to fall asleep suddenly and uncontrollably, is often misunderstood. Narcoleptics may be in the middle of a meal or a conversation or almost any other activity, and they just nod off, usually for only a minute or so. Because most of us associate falling asleep with boredom or a lack of interest, people are often offended when someone falls asleep in the middle of something. We don't look kindly on someone whose face falls into his or her plate during a dinner conversation, for example. Students with narcolepsy are often criticized, or even ridiculed, for falling asleep in the middle of a class. On the job, narcolepsy can be even more of a problem. No one looks favorably on an employee who falls asleep in the middle of an important meeting or is found sleeping on the job. However, narcoleptics have no control over this disorder; when they suddenly fall asleep, it is not from boredom, rudeness, or lack of a good night's sleep.

————— Topic sentence

————— Support

WRITE A CONCLUDING SENTENCE

- A **CONCLUDING SENTENCE** REFERS BACK TO THE MAIN POINT AND MAKES AN OBSERVATION BASED ON WHAT YOU HAVE WRITTEN. THE CONCLUDING SENTENCE DOES NOT JUST REPEAT THE TOPIC SENTENCE.
- IN THE PARAGRAPH GIVEN, THE MAIN POINT EXPRESSED IN THE TOPIC SENTENCE IS “NARCOLEPSY, A DISORDER THAT CAUSES PEOPLE TO FALL ASLEEP SUDDENLY AND UNCONTROLLABLY, IS OFTEN MISUNDERSTOOD.” A GOOD CONCLUDING SENTENCE MIGHT BE “NARCOLEPSY IS A LEGITIMATE PHYSICAL DISORDER, AND NARCOLEPTICS DO NOT DESERVE THE HARSH REACTIONS THEY OFTEN RECEIVE.” THIS SENTENCE **REFERS BACK TO THE MAIN POINT** BY REPEATING THE WORD *NARCOLEPSY* AND BY RESTATING THAT IT IS A REAL DISORDER. IT **MAKES AN OBSERVATION** BY STATING, “. . . NARCOLEPTICS DO NOT DESERVE THE HARSH REACTIONS THEY OFTEN RECEIVE.”

PRACTICE 1:

CHOOSING A CONCLUDING SENTENCE

EACH OF THE FOLLOWING PARAGRAPHS HAS THREE POSSIBLE CONCLUDING SENTENCES. CIRCLE THE LETTER OF THE ONE YOU PREFER, AND BE PREPARED TO SAY WHY YOU CHOSE IT.

- STUDENT FEES SHOULD NOT BE INCREASED WITHOUT EXPLANATION. THESE FEES ARE A MYSTERY TO MOST STUDENTS. ARE THE FEES FOR CAMPUS IMPROVEMENTS? DO THEY SUPPORT STUDENT ACTIVITIES, AND IF SO, WHICH ONES? WHAT EXACTLY DO WE GET FOR THESE MYSTERIOUS FEES? WE ARE TAUGHT IN CLASSES TO THINK CRITICALLY, TO LOOK FOR ANSWERS, AND TO CHALLENGE ACCEPTED WISDOM. WE ARE ENCOURAGED TO BE RESPONSIBLE CITIZENS. AS RESPONSIBLE CITIZENS AND CONSUMERS, WE SHOULD NOT BLINDLY ACCEPT INCREASES UNTIL WE KNOW WHAT THEY ARE FOR.
 - a) WE SHOULD LET THE ADMINISTRATION KNOW THAT WE HAVE LEARNED OUR LESSONS WELL.
 - b) STUDENT FEES SHOULD BE ABOLISHED.
 - c) ONLY FEES THAT GO DIRECTLY TO EDUCATION SHOULD BE APPROVED.

CONT.

- HAVE YOU EVER NOTICED THAT PEOPLE OFTEN OBEY MINOR RULES WHILE THEY IGNORE MAJOR ONES? FOR EXAMPLE, MOST PEOPLE CRINGE AT THE THOUGHT OF RIPPING OFF THE “DO NOT REMOVE UNDER PENALTY OF LAW” TAG FROM A NEW PILLOW. THIS RULE IS MEANT FOR THE SELLER SO THAT THE BUYER KNOWS WHAT THE PILLOW IS MADE OF. THE OWNER OF THE PILLOW IS ALLOWED TO REMOVE THE TAG, BUT PEOPLE HESITATE TO DO SO. ANOTHER MINOR RULE THAT PEOPLE OBEY IS THE WAITING-LINE PROCEDURE IN A BANK. ROPES OFTEN MARK OFF WHERE A LINE SHOULD FORM, AND A SIGN SAYS “ENTER HERE.” CUSTOMERS THEN ZIGZAG THROUGH THE ROPE LINES EVEN WHEN NO ONE IS WAITING IN LINE. THE SAME PEOPLE WHO TREMBLE AT THE THOUGHT OF REMOVING A TAG OR IGNORING THE ROPE LINES MAY THINK NOTHING OF EXCEEDING THE SPEED LIMIT, EVEN AT THE RISK OF A POSSIBLE ACCIDENT.
- a) THIS BEHAVIOR DOESN'T MAKE SENSE TO ME.
 - b) WHAT IS IT ABOUT THOSE MINOR RULES THAT MAKES PEOPLE FOLLOW THEM?
 - c) APPARENTLY “UNDER PENALTY OF LAW” IS A GREATER DETERRENT THAN “ENDANGERING YOUR LIFE.”

PRACTICE 2:

WRITING CONCLUDING SENTENCES

READ THE FOLLOWING PARAGRAPHS, AND WRITE A CONCLUDING SENTENCE FOR EACH ONE.

- ALMOST EVERYONE USES CERTAIN MEMORY DEVICES, CALLED *MNEMONICS*. ONE OF THEM IS THE ALPHABET SONG. IF YOU WANT TO REMEMBER WHAT LETTER COMES AFTER J, YOU WILL PROBABLY SING THE ALPHABET SONG IN YOUR HEAD. ANOTHER IS THE “THIRTY DAYS HATH SEPTEMBER” RHYME THAT PEOPLE USE WHEN THEY WANT TO KNOW HOW MANY DAYS ARE IN A CERTAIN MONTH. ANOTHER MNEMONIC DEVICE IS THE RHYME “IN 1492, COLUMBUS SAILED THE OCEAN BLUE.”

- POSSIBLE CONCLUDING SENTENCE:

CONT.

- ONE OF THE MOST VALUABLE WAYS THAT PARENTS CAN HELP CHILDREN IS TO READ TO THEM. READING TOGETHER IS A GOOD WAY FOR PARENTS AND CHILDREN TO RELAX, AND IT IS SOMETIMES THE ONLY “QUALITY” TIME THEY SPEND TOGETHER DURING A BUSY DAY. READING DEVELOPS CHILDREN’S VOCABULARY. THEY UNDERSTAND MORE WORDS AND ARE LIKELY TO LEARN NEW WORDS MORE EASILY. ALSO, HEARING THE WORDS ALOUD HELPS CHILDREN’S PRONUNCIATION AND MAKES THEM MORE CONFIDENT WITH ORAL LANGUAGE. ADDITIONALLY, READING AT HOME INCREASES CHILDREN’S CHANCES OF SUCCESS IN SCHOOL BECAUSE READING IS REQUIRED IN EVERY COURSE IN EVERY GRADE.
- POSSIBLE CONCLUDING SENTENCE:

The background is a light blue gradient, darker at the bottom. It is decorated with several realistic water droplets of various sizes, some with highlights and shadows, located in the top-left, top-right, and bottom-right corners.

THANK YOU