

# 41. Writing Paragraphs with Unity by Writing Thesis Questions, Points, Thesis Statements, Controlling Ideas, Controllers

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[http://st.inf.tu-  
dresden.de/teaching/asics](http://st.inf.tu-dresden.de/teaching/asics)

1. Controlling Ideas, Points, Theses
2. Directed Writing
  1. Question-Directed Writing
3. Different Types of Paragraphs and Point Positioning
4. Point Revision
5. Smoothing a direct paragraph
6. Support analysis for direct paragraphs



**DRESDEN  
concept**  
Exzellenz aus  
Wissenschaft  
und Kultur

(revision numbers > 1.0 contain improvements after the lecture)

- ▶ **[Parks] A. Franklin Parks, James A. Levernier, Ida Masters Hollowell. Structured Paragraphs and Essays. Bedford/St. Martins.**
- ▶ [Schaum] Molly McClain, Jacqueline D. Roth. Schaum's Quick Guide to Writing Great Essays. McGraw-Hill.
- ▶ **[Devlin-Writing] Joseph Devlin. How To Speak And Write Correctly. Edited by Theodore Waters. The Christian Herald, New York, 1910. <http://www.gutenberg.org/ebooks/6409>**
- ▶ [WiCo] Joseph M. Williams, Gregory G. Colomb. Style – Toward Clarity and Grace. The University of Chicago Press.
- ▶ [Brusaw] Charles T. Brusaw, Gerald J. Alred, and Walter E. Oliu. Handbook of Technical Writing. St. Martin's Press, New York, 1993.
  - Defines “development scheme”.
- ▶ [Turner] Adam Turner. English Solutions for Engineering and Sciences Research Writing: A guide for English learners to publish in international journals. English Writing Lab Center for Teaching and Learning and College of Engineering, Hanyang University, Seoul, Korea
  - [www.hanyangowl.org](http://www.hanyangowl.org)
  - Summarizes many concepts of this chapter.

# Obligatory Material to Read

- ▶ [Russell-Bolshevism] Bertrand Russell. The Practice and Theory of Bolshevism, 1920  
<http://www.gutenberg.org/1/7/3/5/17350/>
- ▶ [VannevarBush] Vannevar Bush. As We May Think. First published in The Atlantic Monthly, July 1945. This web edition published by eBooks@Adelaide.  
<http://ebooks.adelaide.edu.au/b/bush/vannevar/as-we-may-think/>
- ▶ [Rolland-The-Forerunners] Romain Rolland. The Forerunners. Gutenberg book pg31313 [www.gutenberg.org](http://www.gutenberg.org)

# Scheme for Paragraph Development

4

Thesis Question

Thesis Statement (Topic, Purpose and Dev-Scheme)

1:

**Transition:**

2:

**Transition:**

3:

**Transition:**

Message:

# References

- ▶ Remark: The definitions of the concepts point, thesis, controlling idea, topic differ slightly in the literature. We provide a kind of unified approach, mostly following [Parks] and [Ross].
  - [Turner] and [Parks] call the thesis sentence “topic sentence”
- ▶ [Pellegrino] Victor C. Pellegrino. A Writer's Guide to Powerful Paragraphs. Maui arThoughts Company, Hawaii.
- ▶ [Ross] Bruce Ross-Larson. Powerful Paragraphs. W. W. Norton.
- ▶ [Anderson] Paul V. Anderson. Technical Communication. A Reader-Centered Approach. Harcourt Brace College Publishers.
- ▶ Richard Nordquist. Theses. <http://grammar.about.com/od/tz/g/thesis.htm>
- ▶ [King] Stephen King. The Horror Market Writer and the Ten Bears. In: The Writer's Digest. Guide to Good Writing. Writers Digest Books, Chicago
- ▶ Erlyn Baack. Advanced Composition for Non-Native Speakers of English. eslbee.com Website.
  - contains nice material on controlling ideas, emphasizing the idea “thesis = topic + controlling idea”
- ▶ Timothy Garden Ash. Zeit der Freiheit. Aus den Zentren von Mitteleuropa. Carl Hanser-Verlag, 1999.

# Devlin on Development of Paragraphs from Thesis Sentences with Discussion Questions

- ▶ [Devlin-Writing]
- ▶ In most cases a paragraph may be regarded as **the elaboration of the principal sentence**. The leading thought or idea can be taken as a nucleus and around it constructed the different parts of the paragraph.
- ▶ Anyone can make a context for every simple sentence by asking himself questions in reference to the sentence. Thus—"The foreman gave the order"—suggests at once several questions; "What was the order?" "to whom did he give it?" "why did he give it?" "what was the result?" etc. These questions when answered will depend upon the leading one and be an elaboration of it into a complete paragraph.

# Devlin on Echo Messages and Echo Paragraphs

- ▶ [Devlin-Writing]
- ▶ As in the case of words in sentences, **the most important places in a paragraph are the beginning and the end.** Accordingly the first sentence and the last should by virtue of their structure and nervous force, compel the reader's attention. It is usually advisable to make the first sentence short; the last sentence may be long or short, but in either case should be forcible. **The object of the first sentence is to state a point clearly; the last sentence should enforce it.**
- ▶ It is a custom of good writers to make the conclusion of the paragraph a restatement or counterpart or application of the opening.

# Different Forms of Conclusions:

- ▶ **Restatement:** echo
- ▶ **Counterpart:** (real) message
- ▶ **Application:** Referenced thesis

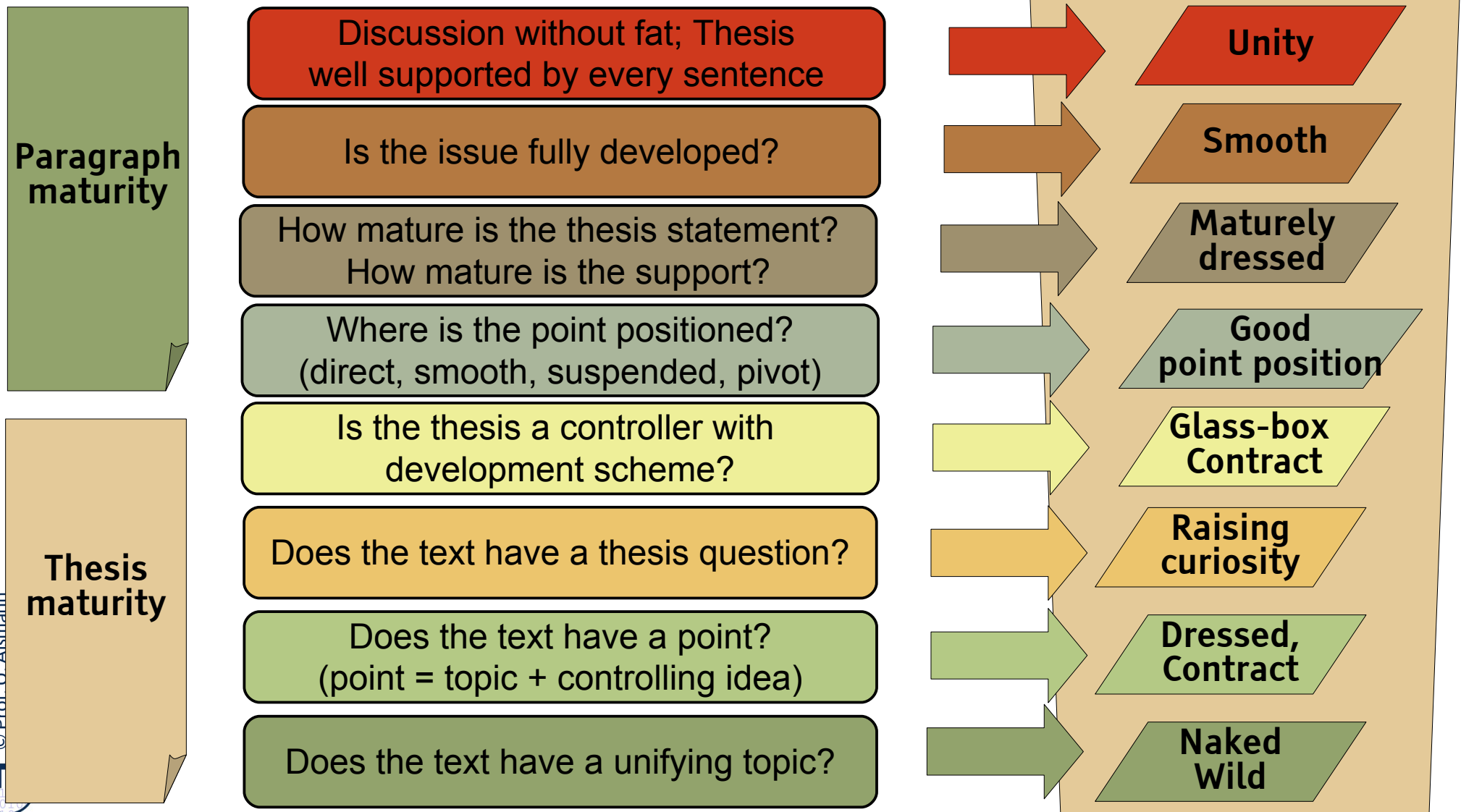


# Question-Oriented Writing for Unity (Overview-Only)

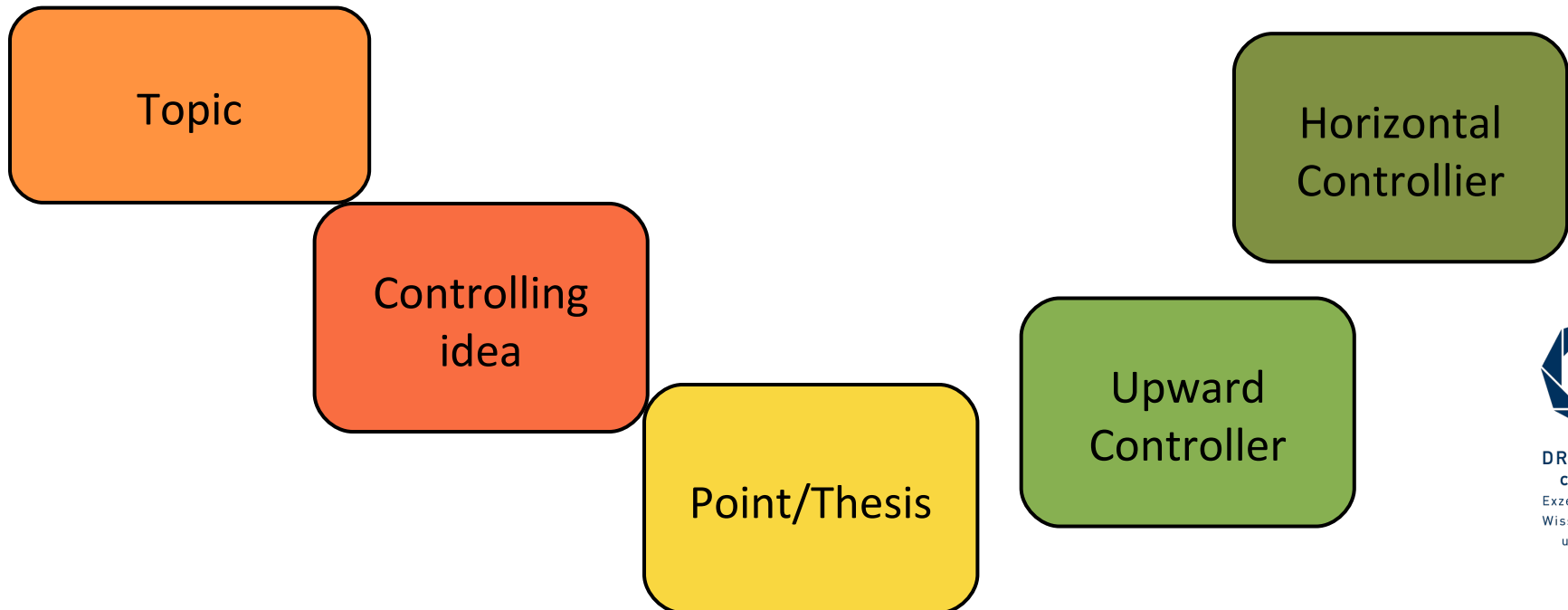
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- ▶ **Directed writing analysis** is the process of investigation whether a text conforms to controlling ideas and a thesis questions.



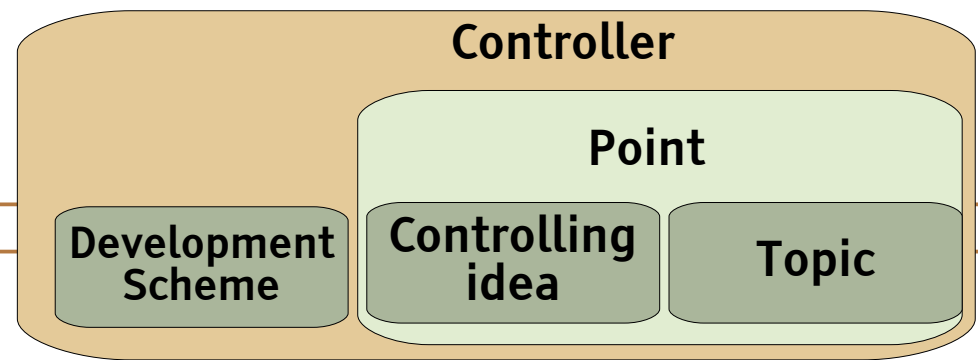
## 41.1 Controllers: Topics, Controlling Ideas, and Controlling Development Schemes



# Forms of Thesis Statements

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- ▶ Paragraphs are controlled by concepts.
- ▶ A **topic** is the *logical subject* of the paragraph (Often called the **subject** or **agents**)
  - A **topic sentence** tells the topic of the paragraph and answers the topic question
  - A **summary sentence** is a special topic sentence that contains a summary of what you write about.
- ▶ A **point** is more than a topic, it combines the topic with a **controlling idea**, a purpose (*benefit*) of the topic or a *claim* about the topic (thesis)
  - A topic and a purpose (benefit) must be part of a **point**.
  - A **hypothesis** is a point with a claim as controlling idea
  - A **hypothesis statement** is a thesis statement with a claim as controlling idea
- ▶ A **controller (statement)** adds to a point a **hint to the paragraph's development scheme**.
- ▶ A **thesis statement** can be a controller (best), a point (ok) or a topic (weak).

# Point First (Thesis First)!

- ▶ Writing without point (topic + controlling idea) in mind is **naked writing**.

“Because the controlling idea is crucial to the success of the paragraph, **try to write at least a rough thesis sentence** – one that includes the topic, and the controlling idea – before you move on to the body of your paragraph.

If you simply start writing about a topic with no controlling idea in mind, your paragraph will lack focus and wander off in different directions.

At this state in the writing process, your goal should be to find a controlling idea for your topic and then to write a thesis sentence that clearly states both your topic and your controlling idea.

Think about the *main point* you want to make about your topic.

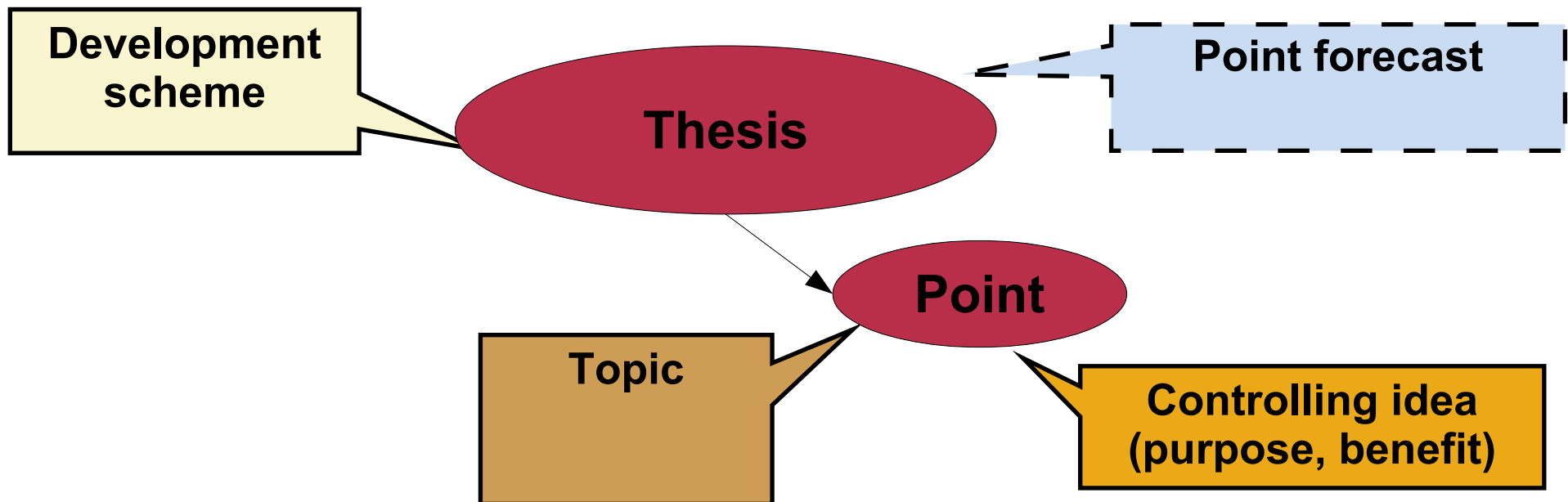
If you find you aren't making a point, your readers will ask, “So what?”

[Franklin-Parks, p 46]

- ▶ Writing with controlling idea in mind is **controlled (directed) writing**, writing with a clear objective in mind.

# Thesis Statement (Topic with Controlling Idea and Development Scheme), Thesis Sentence

- ▶ A **thesis** (often aka **point**) is the central idea of a text block (a paragraph, a section, a chapter, a book).
  - It is the reason (purpose) why the discussion of the paragraph has been written. The discussion *works* for the point.
  - Often, the point is located at the beginning of the paragraph, in the issue
- ▶ The point must be clear, simple, concise; if possible, only one idea (exception: multiple thematic strings, see later)
- ▶ The point must create interest of the reader “eye catcher” and create a question in his mind



# Direct Thesis Statement and Message in a Paragraph

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**Controlling idea  
(great → important)**

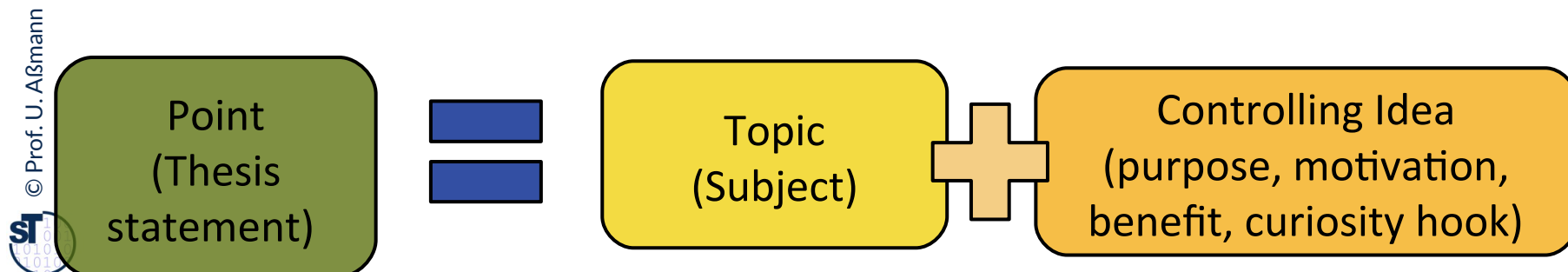
**Topic**

- ▶ [Russell-Bolshevism]
- ▶ A great deal of disorganization occurred before the first revolution [under the Tsar] and under Kerensky.
  - Russian industry was partly dependent on Poland;
  - the war was conducted by methods of reckless extravagance, especially as regards rolling-stock;
  - under Kerensky there was a tendency to universal holiday, under the impression that freedom had removed the necessity for work.
- ▶ But when all this is admitted to the full, it remains true **that the state of industry under the Bolsheviks is much worse than even under Kerensky.**

**Development  
scheme  
(Enumeration)**

## 41.1.2. Controlling Ideas in Points and Thesis Statements

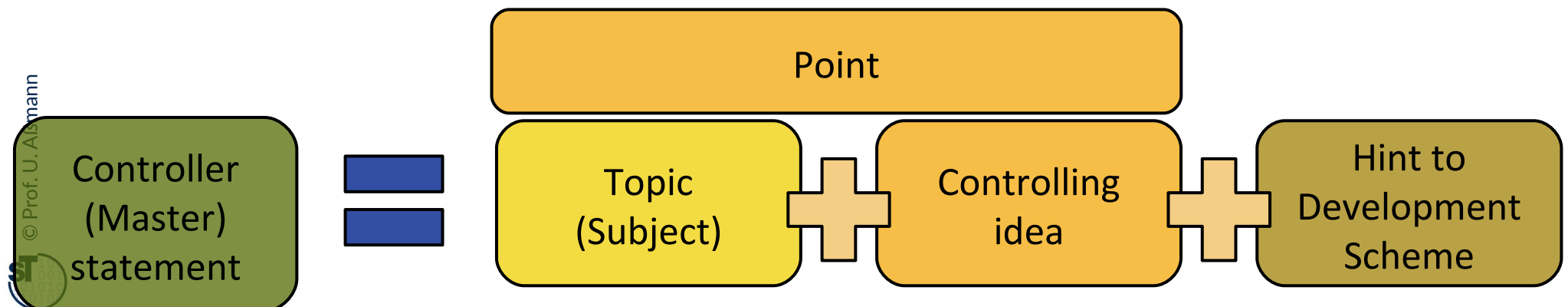
- ▶ <http://palc.sd41.bc.ca/palc/Archive/writingtips/controllingidea.htm>
- ▶ <http://palc.sd41.bc.ca/palc/Archive/tips01-02.htm>
- ▶ Brad Hyde from PALC: “A *controlling idea* is an idea that makes a reader ask a question. Any time a topic sentence (point) has a good “controlling idea”, the reader will have his or her *curiosity* raised.”
- ▶ [Anderson] “To attract readers close attention... announce your topic, tell your readers how they will benefit from the information you are providing.”
- ▶ The controlling idea makes the reader ask the thesis question.
  - The controlling idea is a “**curiosity raiser**”/“Interessewecker”. It shows the **benefit** of reading (the writing and reading purpose) the paragraph to the reader.
  - The reader should get a *question* of the 7-questions into his mind: Why? To which end? How? In what way? What does that mean? [Schaum]



## 41.1.3 Controller Statements

- ▶ A **controller (controller thesis statement)** introduces the *topic*, the *controlling idea* and the *controlling development scheme* of the paragraph.
  - The controlling idea introduces topic and benefit;
  - Alluding to the development scheme, the decomposition and the coherence relations of the discussion of the paragraph is prepared.
  - In particular, this introduces the decomposition, support, threading, repetition relations.

<point>In 20 years, more than half of the German population today will be dead,</>  
<development-scheme>as can be seen from the results of the new census.</>





# Topics are (poor) Theses

- ▶ Simple topic sentences (only containing a topic) introduce the theme of the paragraph, but do not do much more
  - They generate no question, resp. generate closed yes/no questions
- ▶ **Yes/no question:**
  - Baking a cake can be learned by everybody. (also by me?)
- ▶ Controlling ideas should use open thesis questions

Poor  
Thesis



Topic

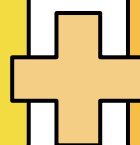
# Different Kinds of Purposes for a Good Thesis (Point)

- ▶ Points generate a question in the mind of the reader. Usually, they use a “teaser” (Interessewecker)
- ▶ **Purpose: Benefit:**
  - The German constitution of 1945 **stabilized** the entire German society. (why was it stable? What could be prevented?)
- ▶ **Purpose: Comparative benefit:**
  - Compared with the Weimarer republic, the German constitution of 1945 **stabilized** the German society considerably. (why was it more stable than in the Weimarer Republic? What could be prevented after 1945?)
- ▶ **Purpose: Novelty:**
  - The constitution of 1945 introduced several new state institutions, which had a tremendous effect on the stability of the German society. (which new institutions? How did they achieve stability?)
- The C.I. Is the answer to the questions: “Why should I be interested in this paragraph?” “What will I learn?” “What do I get from the paragraph?”

Thesis/Point



Topic



Controlling Idea  
(Purpose, Benefit,  
curiosity hook)

# Clear Benefit in Controlling Idea, with a Pivot in the C.I.

[Dalton] Floating on the surface of the water is enjoyed immensely by all good swimmers. This feat may seem quite simple, but it is not very easily accomplished. There are many persons who are fairly good swimmers, and yet are unable to float properly. The best of swimmers have often attained this feat only after long and persistent practise. It is possible to learn to float without being able to swim, but in that case only by persons not subject to the least nervousness. As a means of securing rest during exercises in the water, floating gives an ideal position. Without the ability to float one lacks the absolute self-confidence in the water so necessary in order to perform numerous aquatic feats.

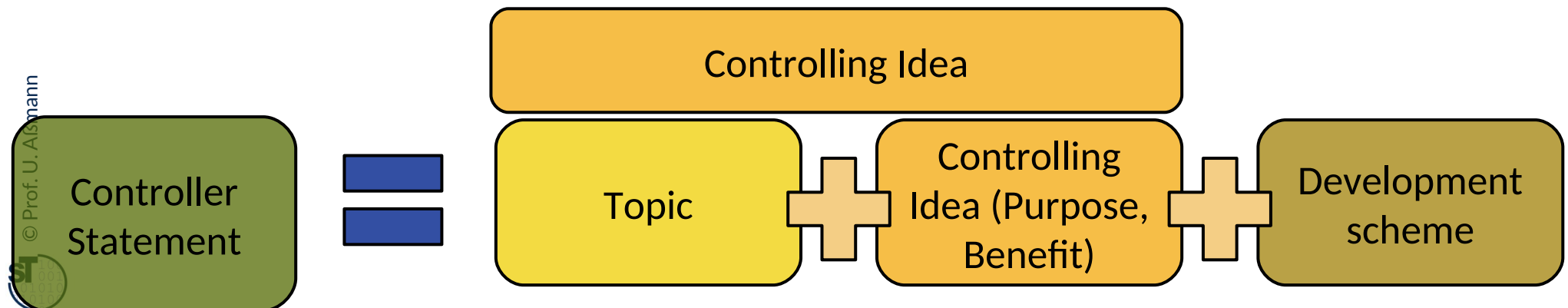
As a rule, women learn to float more quickly than men, because their bones are lighter. Oftentimes women are able to float the first time they enter the water. Strange as it may seem, while this accomplishment is a very difficult matter for some men to master, with women it is almost natural. Nothing is more enjoyable to a good swimmer than floating. Especially is this true while bathing at the seashore, when the sea is often rough and the breakers high.

# Good Controlling Idea (Thesis)

- ▶ [Stresemann]
- ▶ Durch die Art des direkten Absatzes dieser kleinen Brauereien ist natürlich den Bierverlegern ebenfalls eine empfindliche Konkurrenz entstanden. Während früher die Braunbierbrauereien ihr Bier ebenso wie die Weissbierbrauereien den Bierverlegern in Fässern lieferten und diese den Absatz in Flaschen besorgten, welcher oft einen bedeutenden Teil des Gesamtabsatzes ausmachte -- namentlich an die Viktualienhändler wurde viel Braunbier geliefert -- ist ihnen heute dieser Absatz fast gänzlich aus den Händen genommen. Dazu kommt als letztes Moment noch, dass die Gastwirte aus ihrem Kundschaftsverhältnis zu den Bierverlegern heraustraten. Seitdem in den achtziger Jahren die Weissbierbrauereien, um den Wünschen nicht nur der Gastwirte, sondern auch eines Teiles der jüngeren Bierverleger nachzukommen, immer mehr dazu schritten, den letzten Gärungsprozess beim Weissbier in ihren eigenen Kellereien vorzunehmen, begannen auch die Gastwirte mehr und mehr das Bier wieder selbst von der Brauerei zu beziehen und so ging auch dieser Kundenkreis den Bierverlegern verloren.

# A Controller Statement has Topic, Benefit, and Development Scheme

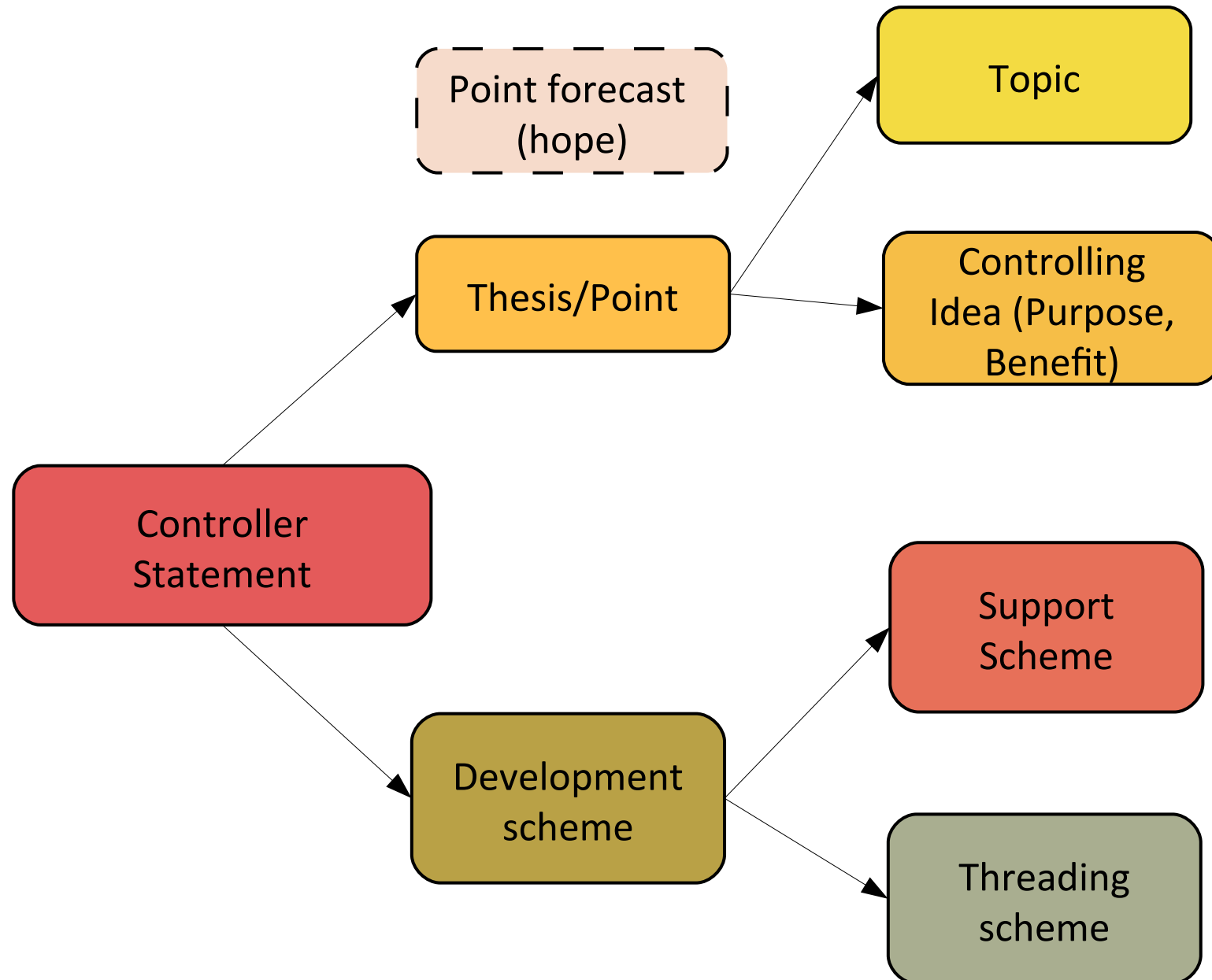
- ▶ The **controller statement** extends a point by introducing a “development scheme”, by whom the structure of the discussion of the paragraph is controlled:
  - support development schemes (repetition, decomposition)
  - threading development scheme (micro, macro, repetition)
- ▶ **Development Scheme: Time threading:**
  - Surprisingly, baking a cake is not a complicated process.
  - (which steps? hopefully not too many)
- ▶ **Development Scheme: Decomposition of part/whole:**
  - The German constitution of 1945 consisted of several basic parts.
  - (which parts?)



# Full Glory of a Controller

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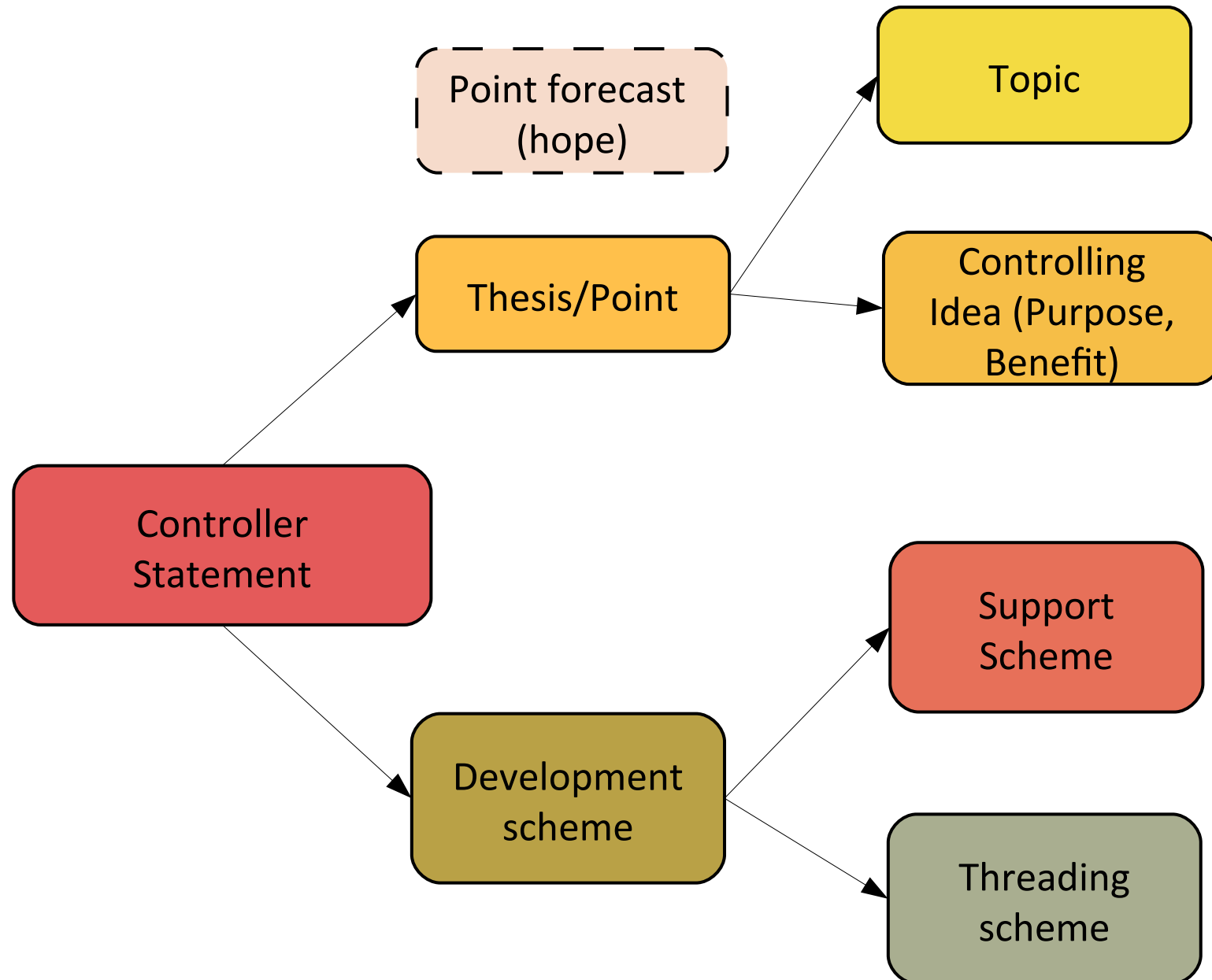
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# Full Glory of a Controller

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# Other Examples for Development Schemes in Controllers (Threading)

- ▶ **Difficulty:** It is difficult to read English for someone who has used Farsi.
  - (effect2cause: Why is it difficult? How is it difficult?) [Hyde]
- ▶ **Unusuality:** Yesterday, I had an unusual experience on the bus.
  - (What experience did you have? Why was it unusual?) [Hyde]
- ▶ **Importance/Severity:**
  - [CraigArmee, S. 127] “Das Offizierskorps der Armee beobachtete das alles mit **wachsender** Erbitterung. ..Aber es sollte noch schlimmer kommen..”
- ▶ **Novelty:** This paper contains a new algorithm for cache-aware sorting.
  - (What is the novelty? why is it better for caches?)
- ▶ **Process:** For baking a tasty cheese cake, several simple steps are necessary. (How can I bake a tasty cheese cake? Which steps should I take?)



# Other Examples for Development Schemes in Controllers (Decomposition)

## ► **Argumentation:**

- There are **several** advantages for buying books on the internet. (Which advantages?)
- [CraigArmee] “Manteuffels Rat wurde **heftig** widersprochen von Graf Arnim von Boytzenburg, den der König an diesem Tage zum Leider eines neuen Ministeriums ernannt hatte. Es wäre jetzt besser ... Kein einziger...”

## ► **Discussion (Erörterung):** Buying cars on the internet is in deed **controversial**. (Which pros and cons does bying cars have? Is it more expensive?)

## ► **Examples:** People can avoid burglaries by taking **certain** precautions. (How can I protect myself? Which precautions should I take?) [Eslbee]

## 41.1.2 Special Forms of Theses

Point/Thesis

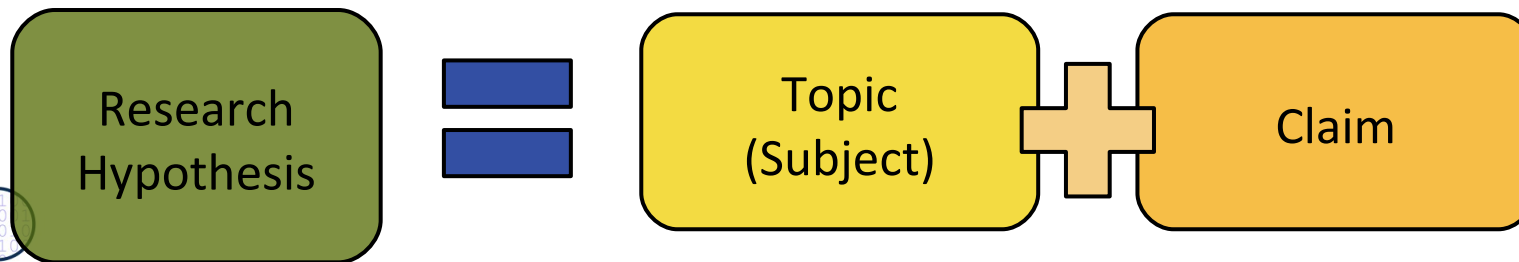


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concept**  
Exzellenz aus  
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# A Research Hypothesis is a Special Thesis, with a Claim as Controlling Idea

- ▶ In argumentative and scientific writing, a thesis sentence can be a hypothesis, to be proven by the paragraph
- ▶ The *research question* should be equivalent to the *thesis question* of the paragraph

In 20 years, **more than half of the German population today will be dead.**  
<thesis question>What threatens half of the German population in 20 years?</>



# Research Thesis Controller with Sting-Last by Treppauf

## Subclause Thrust

If a point sentence uses subclass thrusting, or Stress-last, and is in the main class, in particular in a treppauf sentence, it reads great.

Albert Einstein. Sidelights on Relativity.

<http://www.gutenberg.org/cache/epub/7333/pg7333.txt>

When in the first half of the nineteenth century the far-reaching similarity was revealed which subsists between the properties of light and those of elastic waves in ponderable bodies, the ether hypothesis found fresh support. It appeared beyond question that light must be interpreted as a vibratory process in an elastic, inert medium filling up universal space. It also seemed to be a necessary consequence of the fact that light is capable of polarisation that this medium, the ether, must be of the nature of a solid body, because transverse waves are not possible in a fluid, but only in a solid. Thus the physicists were bound to arrive at the theory of the "quasi-rigid" luminiferous ether, the parts of which can carry out no movements relatively to one another except the small movements of deformation which correspond to light-waves.

This theory--also called the theory of the stationary luminiferous ether--moreover found a strong support in an experiment which is also of fundamental importance in the special theory of relativity, the experiment of Fizeau, from which one was obliged to infer that the luminiferous ether does not take part in the movements of bodies. The phenomenon of aberration also favoured the theory of the quasi-rigid ether.

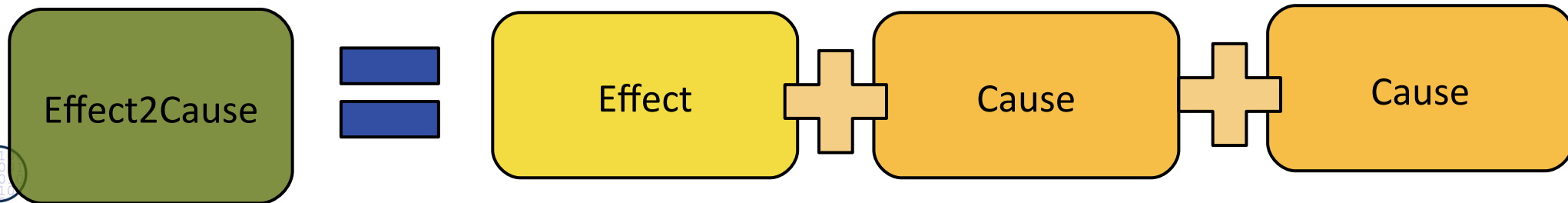
What is the controlling idea? What the controlling development scheme?

# A Effect2Cause Thesis Explains the Causes of an Effect

- ▶ Cause analysis and effect analysis are important for science
- ▶ Thesis question type: **why is <fact>?** (cause analysis, effect2cause, pivot)
- ▶ **for what is <fact>?** (effect analysis, cause2effect)

In 20 years, the towns will still live,  
because everyone will need the double amount of square meters  
for flats to live in.

<thesis question>**Why** will the German towns survive, if the population halves  
in 20 years?</>

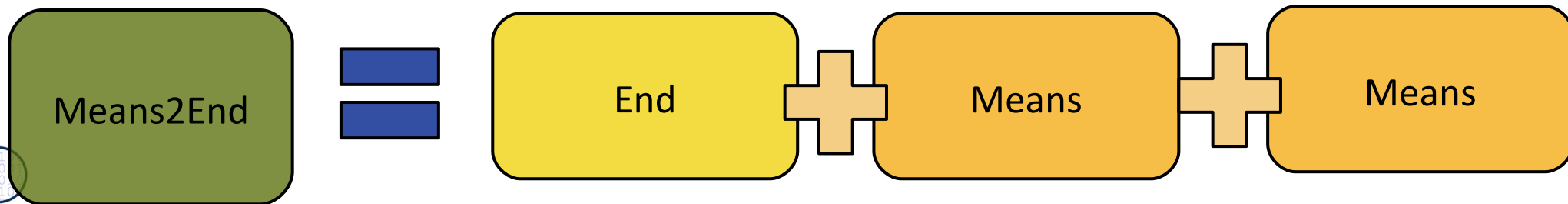


# A Means2End Thesis Explains the Means for an End

- ▶ Means2End analysis is important for *technical* science
- ▶ Thesis question type: **how do I achieve** is <effect>?
- ▶ **By which means** does one achieve <end>?

In 20 years, the German towns will still live,  
because the government started a special investment program for the construction  
of attractive flats.

<thesis question>**How** will the government achieve that the German towns  
still live in 20 years?</>

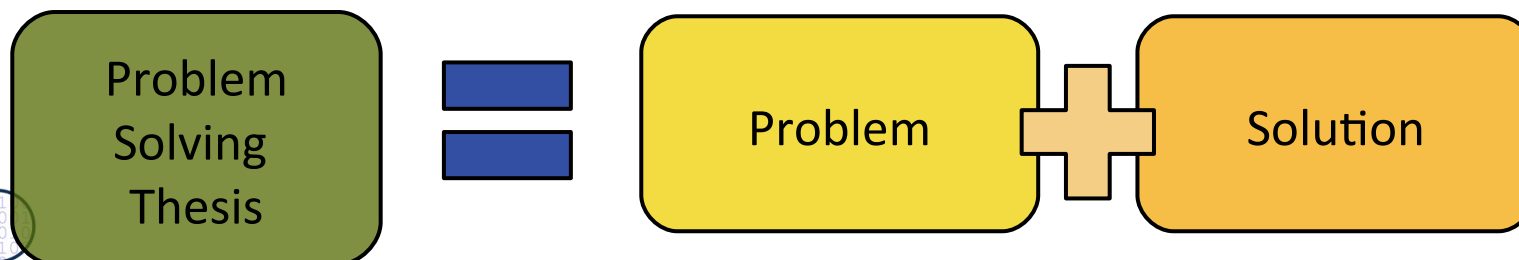


# A Problem-Solving Thesis has a Problem Topic, with a Solution as a Special Thesis

- ▶ In argumentative writing, a problem can play the role of an End, and a controlling idea can show a means, the solution, to be detailed by the discussion
- ▶ Problem-Solving Theses are important for POS and POSE paragraphs (for introductions and abstracts)
- ▶ POSE paragraphs are special Means2End paragraphs

Though in 20 years more than half of the German population today will be dead, the towns will survive because everyone will need the double amount of square meters for flats to live in.

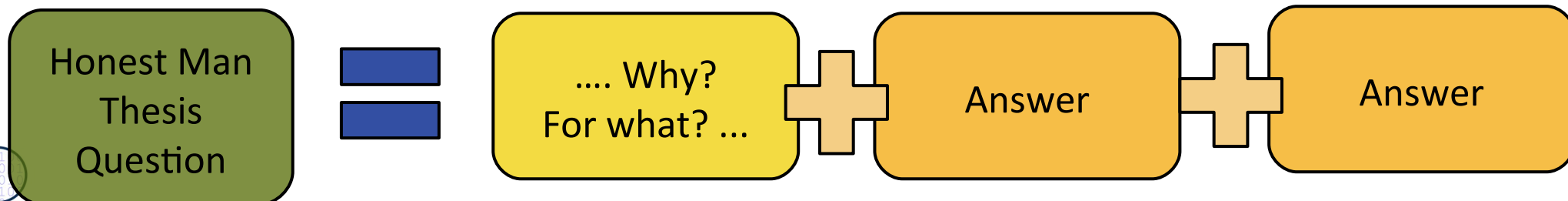
<thesis question> **Why** will the German towns survive, if the population halves in 20 years?</>



# Use 7 Honest Serving Men for Thesis Questions

- ▶ In argumentative writing, all 7 honest serving men can shape a thesis question:
  - who? what? when? where?
  - how? (how defines?, how behaves?, how classifies?, how works?)
  - why? (effect2cause, pivot)
  - for what? (cause2effect)

In 20 years, the towns will consist of many new structural elements.  
because automatic vehicles will deliver all goods to people,  
the factories will be distributed over private houses. so that goods will be provided  
from people to people,  
and „drone” cars will be able to fly so that individual instantaneous delivery  
will become the preferred way of logistics.  
<thesis question>**How** will the towns look in the future?</>





## 41.1.3 Special Forms of Controllers

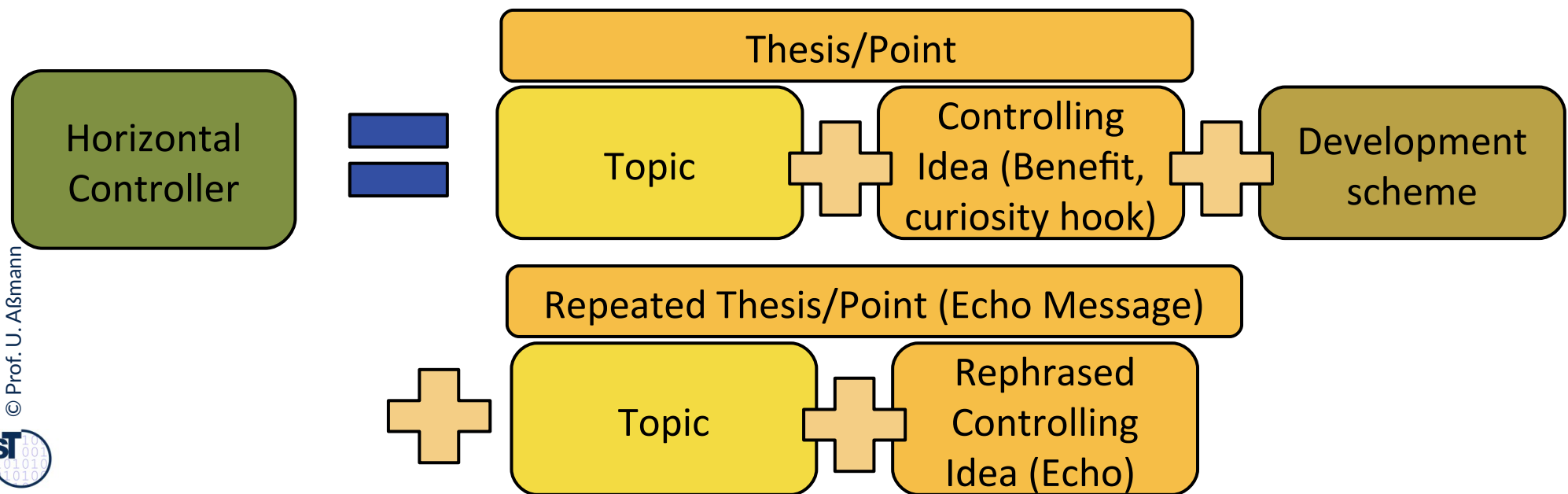
Point/Thesis



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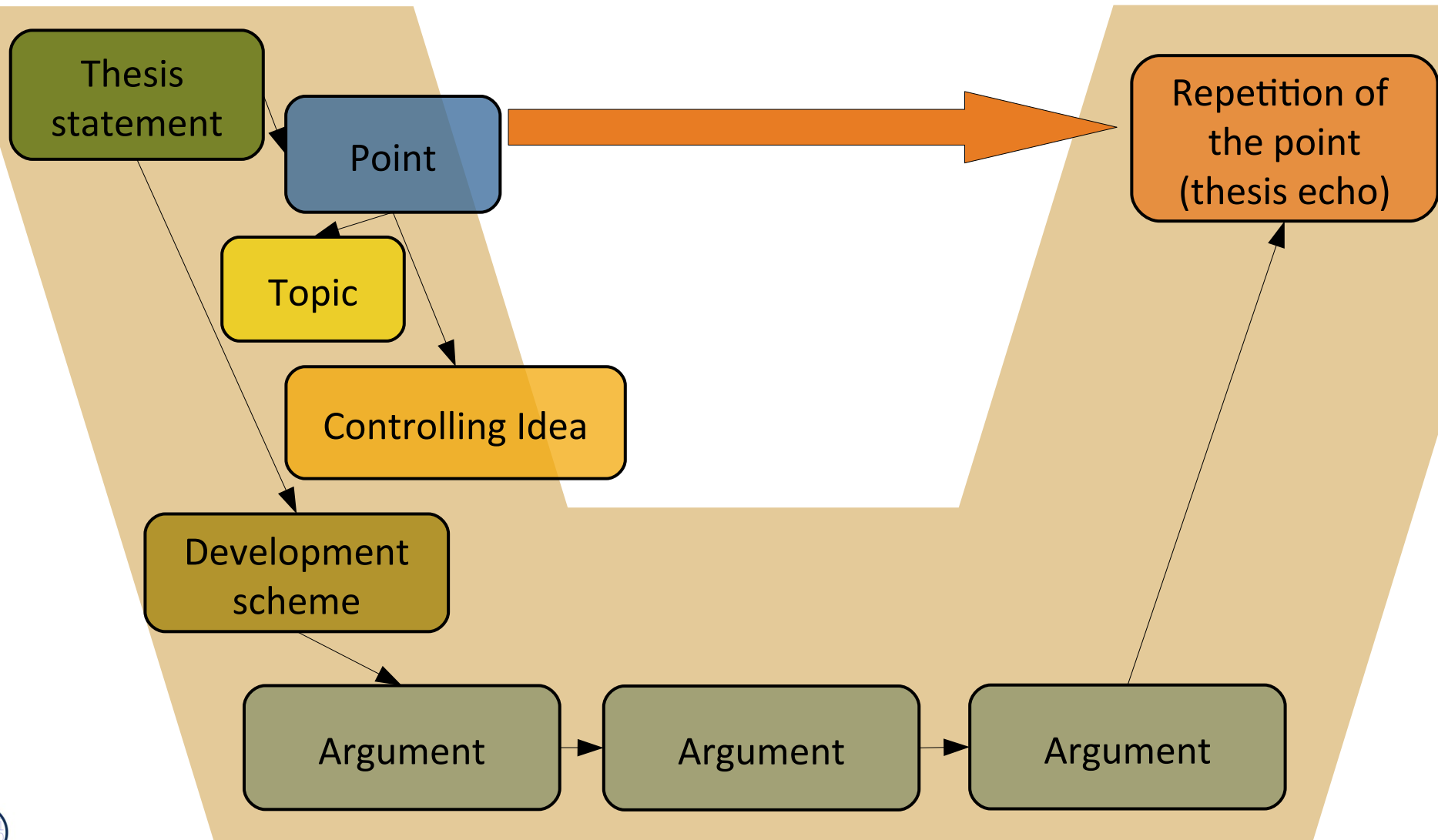
## 4.1.3.a Horizontal Controller (with Thesis Echo)

- ▶ A **horizontal controller (echo controller)** already includes the point of the paragraph, or alludes to it *and requires* that the point is rephrased/repeated in the conclusion (**echo**).
- ▶ **Echo Controller with Time threading:**
  - Surprisingly, baking a cake is not a complicated process by which everybody can achieve well tasting results. .... **<point>Such a simple cake is never rejected by guests, because it tastes marvellously, and your evenings will always be a success.</point>** ....steps....  
**<rephrased-point>Hence, such a cake tastes marvellously and guarantuees to bring success to your evening invitations.</rephrased-point>**



# The V-Model of a Horizontal Controller

- ▶ [Devlin-Writing] **The object of the first sentence is to state a point clearly; the last sentence should enforce it.**

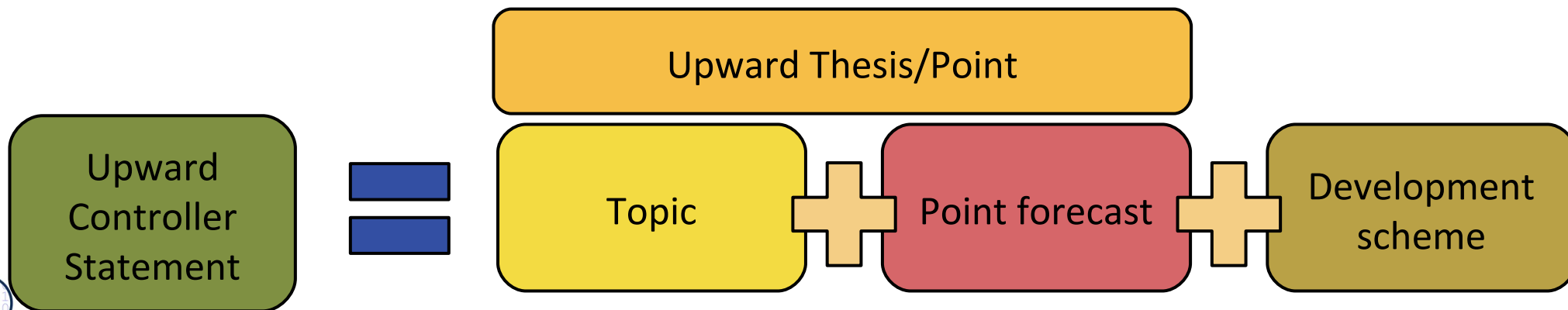


# Echo of Point in the Conclusion of Direct Paragraphs

- ▶ [Devlin-Writing]
- ▶ **<controller>As in the case of words in sentences, the most important places in a paragraph are <dev-scheme>the beginning and the end.<dev-scheme></controller>** Accordingly the first sentence and the last should by virtue of their structure and nervous force, compel the reader's attention. It is usually advisable to make the first sentence short; the last sentence may be long or short, but in either case should be forcible. **The object of the first sentence is to state a point clearly; the last sentence should enforce it.** **<echo>It is a custom of good writers to make the conclusion of the paragraph a restatement or counterpart or application of the opening.</>**

## 4.1.3.b Upwards Controllers (Thesis) with Point Forecasts

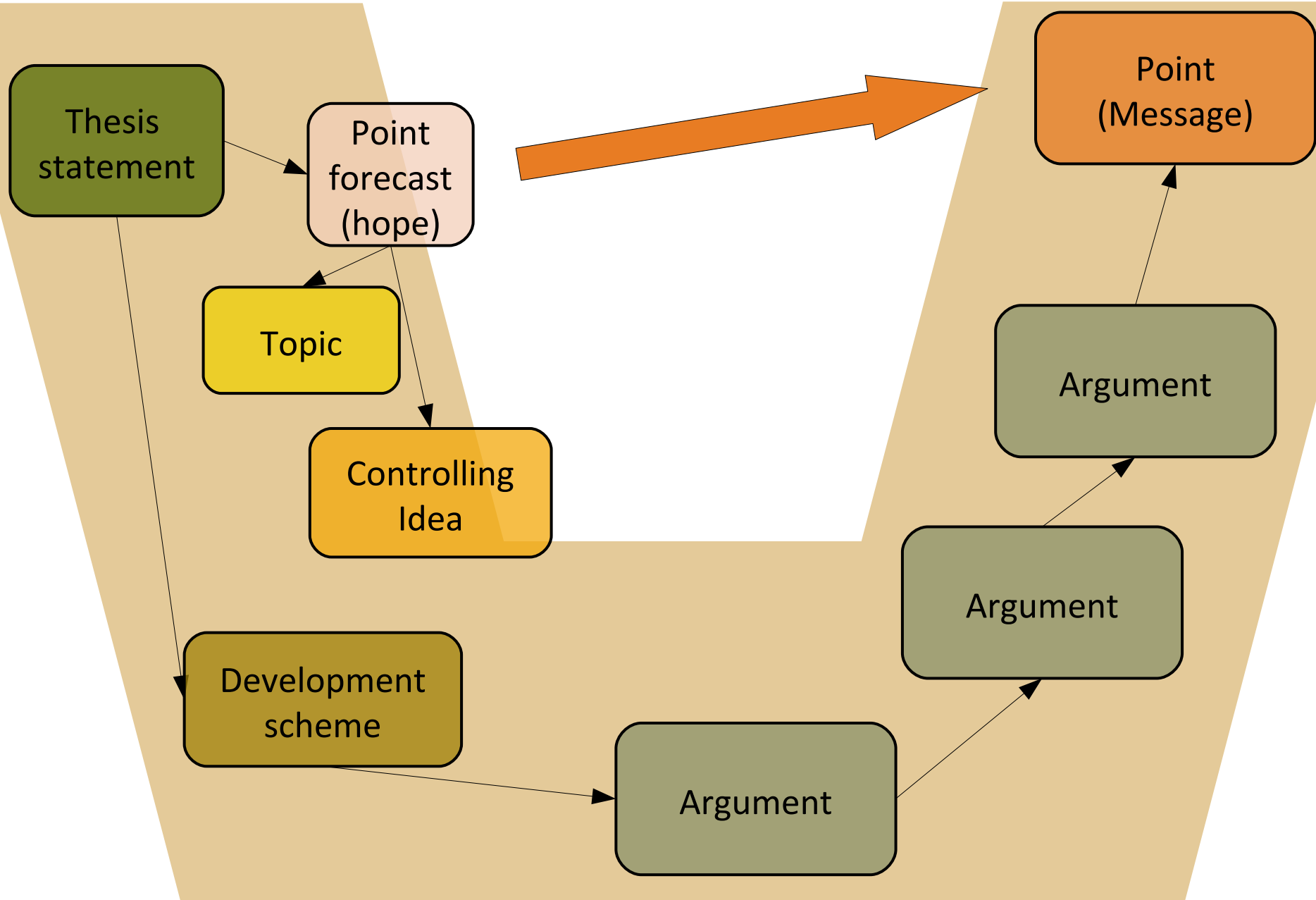
- ▶ A **upward controller statement** does not include the full point, but a short, abstract description of the point, or it alludes to it (**point forecast**)
  - Then, the point is the message of the paragraph and sits in its conclusion. It is pushing the paragraph *upward*
- ▶ **Upward controller with time threading:**
  - Surprisingly, baking a cake is not a complicated process by which everybody can achieve well tasting results. .... <point forecast>Such a simple cake is never rejected by guests.</point forecast>  
step 1, ... step n  
<point>Such a simple cake is never rejected by guests, because it tastes marvellously, and your evenings will always be a success.</point>
  - (which steps? hopefully not too many which well-tasting results?)

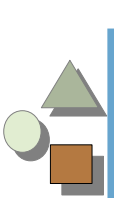


# The V Model of an Upwards Controller

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# Task

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Thesis Question: Why should Germany take in refugees?

Thesis Statement (Topic, Purpose and Dev-Scheme): Germany should take in refugees because refugees learned several important abilities in their life Germans do not know about.

1:

**Transition:**

2:

**Transition:**

3:

**Transition:**

Message:

# Upward Controller in Paragraph; Fantastic Background Framing

- ▶ [Ledderhose-Melanchton]
- ▶ Karl Friedrich Ledderhose. The Life of Philip Melanchthon. Translated by Gottlob Frederick Krotel. <http://www.gutenberg.org/3/9/7/3/39734/>
- ▶ `<point>It was therefore the principal aim of the author of the present volume to present a truthful picture of the faith and the life of the Reformer.</>` `The man` `<interruption>`who wrote the Augsburg Confession, and its Apology, Confessions which, after three hundred years, are still a stumbling-block to some, but also an encouragement and consolation to many; a man who, notwithstanding all his scientific attainments, in which he no doubt excelled the great majority in our own day, yet held fast to the fundamental principles of Christianity, to the manifestation of God in the Flesh, to the Redemption, to Justification by Faith, in life and in the hour of death,</>--`<message>`undoubtedly deserves to be introduced from the past into the present, in order to preach salvation in Christ to the present generation.</>



# An Upward Controller with Development by Comparison

- ▶ [Stresemann]
- ▶ **<point>Die Entwicklung der deutschen Volkswirtschaft ist in den letzten Jahrzehnten gekennzeichnet durch ein überall bemerkbares Vordringen der Grossunternehmung, welche die kleinen Betriebe im Handel und Gewerbe verdrängt.</point>** **<controller: comparison>Den unleugbaren Vorteilen, welche diese Entwicklung auf der einen Seite den Konsumenten gebracht hat, steht als Kehrseite gegenüber die Vernichtung vieler, bis dahin selbstständiger Existenzen, die anstatt eines später, wenn auch nur durch angestrengte Arbeit zu erreichenden Wohlstandes, vielfach ein Zurücksinken in die Klasse der Lohnarbeiter erleben müssen.</point>** Die Statistik zeigt in deutlicher Weise, dass die Aussicht auf eine selbständige Stellung in demselben Masse geringer wird, wie die Zahl der Personen, auf welche ein selbständiger Gewerbe- oder Handeltreibender kommt, sich vergrößert. Die Stellungnahme zu den durch diese Entwicklung herbeigeführten Erscheinungen wird verschieden sein je nach dem Ausgangspunkt, den der Betrachtende wählt. **Wer vor allem die Interessen oder auch nur das Selbstbestimmungsrecht der grossen Klasse der Konsumenten berücksichtigt wissen will, wird ihr wohlwollend gegenüberstehen, wer in der Vernichtung oder Verdrängung der sogenannten Mittelstandsklassen eine Gefahr für das Allgemeinwohl erblickt, wird sie rückhaltslos bekämpfen.**
- ▶ Was ist die kontrollierende Idee? Was ist die Konklusion (Message)?
- ▶ Wo ist Parallelismus benutzt?

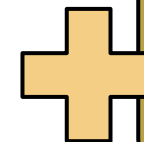
## 4.1.3.c Poor Controllers

- ▶ **Poor controllers** introduce the topic of the paragraph and give a hint to the development scheme of the discussion, but do not specify a benefit for a real C.I.
  - They do not show an advantage to the reader
  - The control is only given by the development scheme, not by a benefit
- ▶ Ex.:
  - Baking a cake is a process with several steps.
  - (which steps? hopefully not too many)
- ▶ Better would be:
  - Baking a cake is a short process with several simple steps.
  - (which steps? How simple is it really?)
- ▶ Remark: [Parks] does not distinguish “C.I.” and “Development Scheme”.

Poor  
Controller



Topic



Development  
scheme

## 41.2 Controlled (Directed) Writing

- ▶ **Controlled Writing** has controlling ideas in mind, and only writes supporting sentences, to create unity and coherence
- ▶ **Question-Directed Writing** is Controlled Writing with a clear thesis question in mind, answering questions
- ▶ **Question-Directed Paragraph Development** develops the entire paragraph with questions



# Theses (Points) are Contracts of Paragraphs

- ▶ A paragraph with a point is called **dressed**, otherwise it is called **naked**
- ▶ The Point/Thesis is like a **contract** for the paragraph / block in which it is located:
  - It specifies what the reader should expect in a discussion
  - It glues all arguments together (unity)
  - It glues the paragraphs together, because the previous and the next paragraph also have a point
- ▶ A Controller is like a **glass-box contract**: it also tells about the internal structure of the paragraph

The Thesis (Point) is like a *contract* for the contents of the paragraph

A Controller is like a *glass-box contract* for the paragraph

## 41.2.1 Question-Directed Writing

- ▶ [Schaum]
- ▶ **Question-Directed Writing** is Directed Writing with a clear thesis question in mind, answering questions
- ▶ **Question-Directed Paragraph Development** develops the entire paragraph with questions



# Questions for Developing a Paragraph

- ▶ A **topic question** asks for the topic of a paragraph. (There may be more.)
- ▶ A **thesis question (point question)** asks for the controlling idea (or point) of a paragraph.
  - The thesis statement is the answer to the thesis question [Schaum]
- ▶ A **controller question** extends the thesis question asking for how to prove the thesis. It asks about the thesis and generates interest.
- ▶ A **discussion question** asks a question on an aspect of the thesis, to develop the discussion
- ▶ Formulating a good thesis question, or at least a good point question, is very important to write a good paragraph.
  - The thesis question generates interest
  - The thesis question prepares the development scheme of the paragraph
  - The thesis question leads to the point of the paragraph

# Question-Oriented Writing with Thesis Questions (Thesen-Frage)

- ▶ Thesis questions should be open(-ended) questions [Schaum Ch. 2,3]
  - Avoid closed yes-no questions
- ▶ For thesis questions, there are stereotypical patterns, depending on the development scheme:
  - What are the reasons so that << claim >> holds?
  - Decompositional development schemes use “From which”-questions

...more in chapter “Development schemes”

The thesis statement is the answer to the thesis question [Schaum]

- Identify a theory or basic principles to solve a problem
  - Generalization of problems
  - Definition, Description of a Thing, Description of a Process
  - Comparison
  - Argumentative development schemes use “Why”-questions
  - Causes of an Effect, Effect of an Event
  - Tell a story
- ▶ Question-oriented writing starts with developing a thesis question.
  - Never write without a thesis question!

# Thesis Question (Topic Question, Thesenfrage, Hypothese)

- ▶ The topic question leads directly to the topic statement (thesis).
- ▶ All arguments of the paragraph have to support answer the topic question
- ▶ Remember the Headline-for-paragraph law: We extend this here to a Question-for-paragraph law

## **Law of Thesis Question:**

Never write a paragraph without invisible thesis question you answer in the paragraph.

## **Corollary:**

In a Q+A paragraph, the thesis question is visible.

## **Corollary:**

Question-Directed Writing starts with the Thesis Question and answers it during paragraph development.

## **Proposition:**

If every sentence of the paragraph answers the thesis question, the paragraph has unity.

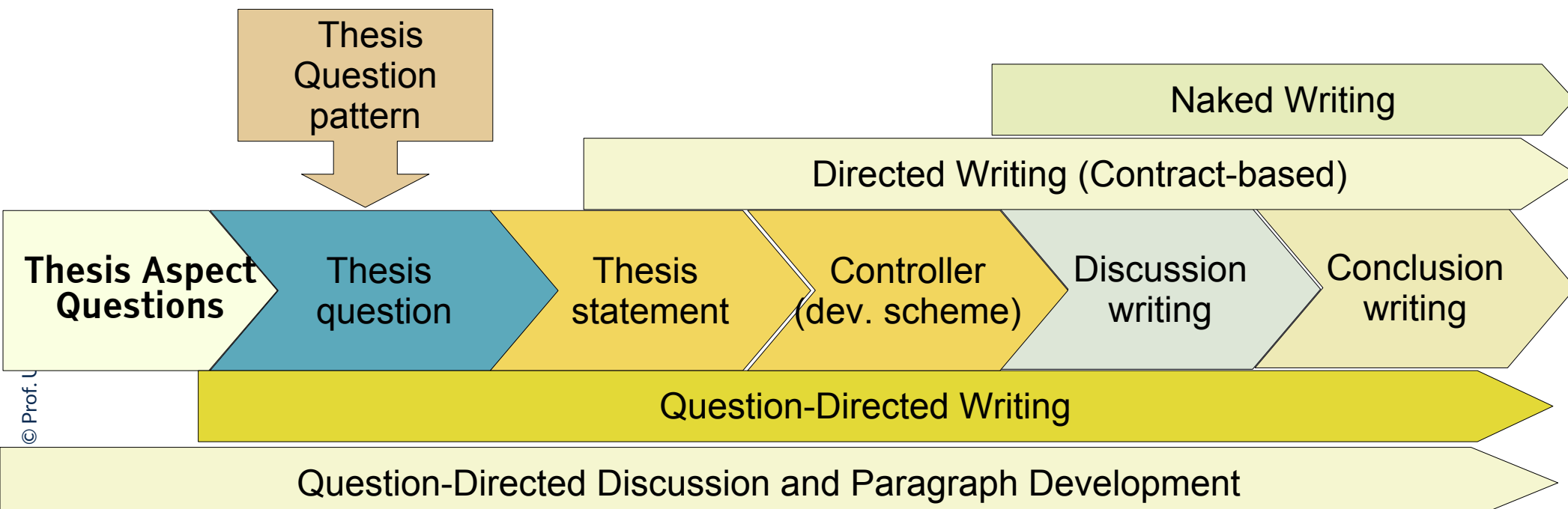


# Controlled Writing is Goal- and Dialogue-Oriented, Question-Based Writing

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- ▶ **Def.: Controlled Writing is Writing with a Thesis in mind**
  - Answer it in a thesis statement with topic, controlling idea and controller
  - Write the discussion by answering the thesis question
  - Look back and write the conclusion
- ▶ **Def.: Question-Directed Writing answers a thesis question**
  - Look it up from the thesis question patterns
- ▶ **Def.: Question-Directed Paragraph Development develops the paragraph by answering many discussion questions about aspects of the thesis question**



# Building Good Thesis Questions with Honest Serving Men

- ▶ [Schaum Kap 3]
- ▶ **Use the honest serving men to develop a thesis question:**
- ▶ Who? - description of people
- ▶ what? - description of an entity; definition of an entity
  - How does a whole decompose into parts? What does this thing consist of? decomposition
  - What are the subclasses? classification
  - What are examples? example-based development
  - What are the views? View-based development
  - What are the roles of the players? (role-based development)
  - What are the facets of the classification? (facet-based development)
  - What are the phases of the lifetime? (phase-based development of a process)
- ▶ how? - description of means2end relationships, processes, time-based development
- ▶ when? time-based development
- ▶ where? description with spatial decomposition
- ▶ why? effect2cause, argumentation, benefit-of
  - problem-oriented paragraph

# Building Good Thesis Questions with Honest Serving Men II

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- ▶ why? effect2cause, argumentation, benefit-of
  - problem-oriented paragraph
- ▶ to which end? finality, goal, objectives meaning, cause2effect, purpose, intent
  - What would/should happen if we assume X? (assumption2futureEffect, assumption2irrealEffects)
  - Which risks result from a development or fact? (cause2risk) “X brings with it a lot of large risks...”

# Types of Thesis Questions and Their Development Schemes

Main class of question	Subclass of question	Example
Why?	<b>Causality, Causation analysis</b>	
	Why is <fact> true? What is the evidence for <fact>?	Why is the complexity of this algorithm not better than $O(n \log n)$ ?
	Why came <fact> into life?	
Which effect?	<b>Effect analysis</b>	
	Which effects result from <fact>?	Which effects result from the low complexity of the algorithm?
	Which <general> law follows from <observation>	Induction.
What for?	<b>Finality, goal analysis</b>	
	What for / why do we aim for this objective?	Why do we need such a fast algorithm?
Which parts?	<b>Decomposition analysis</b>	
	Which <parts> does this <whole> have?	Part analysis. Which subfunctions does the algorithm have?
	Which <steps> does this <process> have?	Process analysis. Which steps does the algorithm have?
	Which <features> does this <object> have	Feature analysis. Which quality features does the algorithm have?

# Types of Thesis Questions and Their Development Schemes

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Main class of question	Subclass of question	Example
Where?	Context analysis	
	Where is <thing> situated? What is its role?	Which is the class of algorithms our algorithm belongs to?
How?	How does <thing> work?	
What?	View analysis	
	What do different people from different viewpoints think about <thing>?	Viewpoint decomposition
	What are advantages and disadvantages of <approach>?	Pro-and-Con analysis
	What are pros and cons of approach A and B?	Libra
	What is my answer to statement X from the literature?	They-say-I-say

## 41.2.1 Question-Directed Paragraph Development (Discussion)

- ▶ Question-Directed Writing is Directed Writing with a clear thesis question in mind, answering questions
- ▶ Question-Directed Paragraph Development develops the discussion of the entire paragraph with *discussion questions*



# Paragraph Development Questions

- ▶ **Use questions also** for spanning up the paragraph, see [Devlin-Writing, Chap. 3]:
  - “In most cases a paragraph may be regarded as the elaboration of the principal sentence. The leading thought or idea can be taken as a nucleus and around it constructed the different parts of the paragraph. **Anyone can make a context for every simple sentence by asking himself questions in reference to the sentence.** Thus—“The foreman gave the order”— suggests at once several questions; “What was the order?” “to whom did he give it?” “why did he give it?” “what was the result?” etc. These questions when answered will depend upon the leading one and be an elaboration of it into a complete paragraph.”

# Writing Discussions by Answering Further Questions to Develop the Paragraph

- ▶ Paragraph Development Questions: Use the “6+1 honest serving men” questions for generation **and** spanning up the paragraph (discussion questions), see [Devlin-Writing, Chap. 3]:
- ▶ “In most cases a paragraph may be regarded as **the elaboration of the principal sentence**. The leading thought or idea can be taken as a nucleus and around it constructed the different parts of the paragraph. **Anyone can make a context for every simple sentence by asking himself questions in reference to the sentence.** Thus—“The foreman gave the order”—suggests at once **several questions**; “**What was the order?**” “**to whom did he give it?**” “**why did he give it?**” “**what was the result?**” etc. These questions when answered will depend upon the leading one and be an elaboration of it into a complete paragraph.”
- ▶ Paragraph writing is answering questions....

## **Law of Discussion Questions [Devling-Writing]:**

Write a paragraph's discussion by formulating and answering further questions about the thesis statement.

## **Corollary:**

Sometimes, in a discussion the discussion questions are visible.



# Question-Directed Development of Direct Paragraphs with Discussion Questions

- ▶ Form a thesis question TQ on level 0
- ▶ Write a thesis sentence TS on level 0
  - Think about the first question around TS.
  - Answer it in a first sentence A1 indented on level 1.
    - Think about a first question about A1
    - Answer it in sentence A1.1., indented on level 2
    - Think about a second question about A1
    - Answer it in sentence A1.2., indented on level 2
    - Think about a third question about A1
    - Answer it in sentence A1.3., indented on level 2
  - Think about a second Question around TS
  - Answer it in a second sentence A2 indented on level 1.
    - Think about a first question about A2
    - Answer it in sentence A2.1., indented on level 2
    - Think about a second question about A2
    - Answer it in sentence A2.2., indented on level 2
  - Think about a third Question around TS
  - Answer it in a third sentence A3 indented on level 1.
    - Think about a first question about A3
    - Answer it in sentence A3.1., indented on level 2
- ▶ Write an echo of the thesis sentence in the conclusion on level 0.

# Exc.: Question-Directed Writing of Direct Paragraphs with Discussion Questions

- ▶ 1 Write by hand a paragraph on the thesis sentence:
  - “My new Pentel pen writes great”
  - Respect the indenting of the process while handwriting!
- ▶ 2. Find a thesis question for “I love my new dog”
  - Then, Ask questions on every argument of the discussion
  - Develop the paragraph writing an answer to the discussion questions

# Direct Paragraph with Controlling Concept

- ▶ [Abbott-Writing]
- ▶ TQ0: Why does clear writing not guarantee clear thinking?
- ▶ TS0: Writing clearly does not imply thinking clearly.
  - **<thesis repetition>** A man may think and reason as obscurely as Dogberry himself, but he may (though it is not probable that he will) be able to write clearly for all that.  
**</>**
  - **SS1:** Writing clearly--so far as arrangement of words is concerned--is a mere matter of adverbs, conjunctions, prepositions, and auxiliary verbs, placed and repeated according to definite rules.[1]
  - **SS2:** Even obscure or illogical thought can be clearly expressed; indeed, the transparent medium of clear writing is not least beneficial when it reveals the illogical nature of the meaning beneath it.

## 41.2.2 Example of Question-Directed Writing

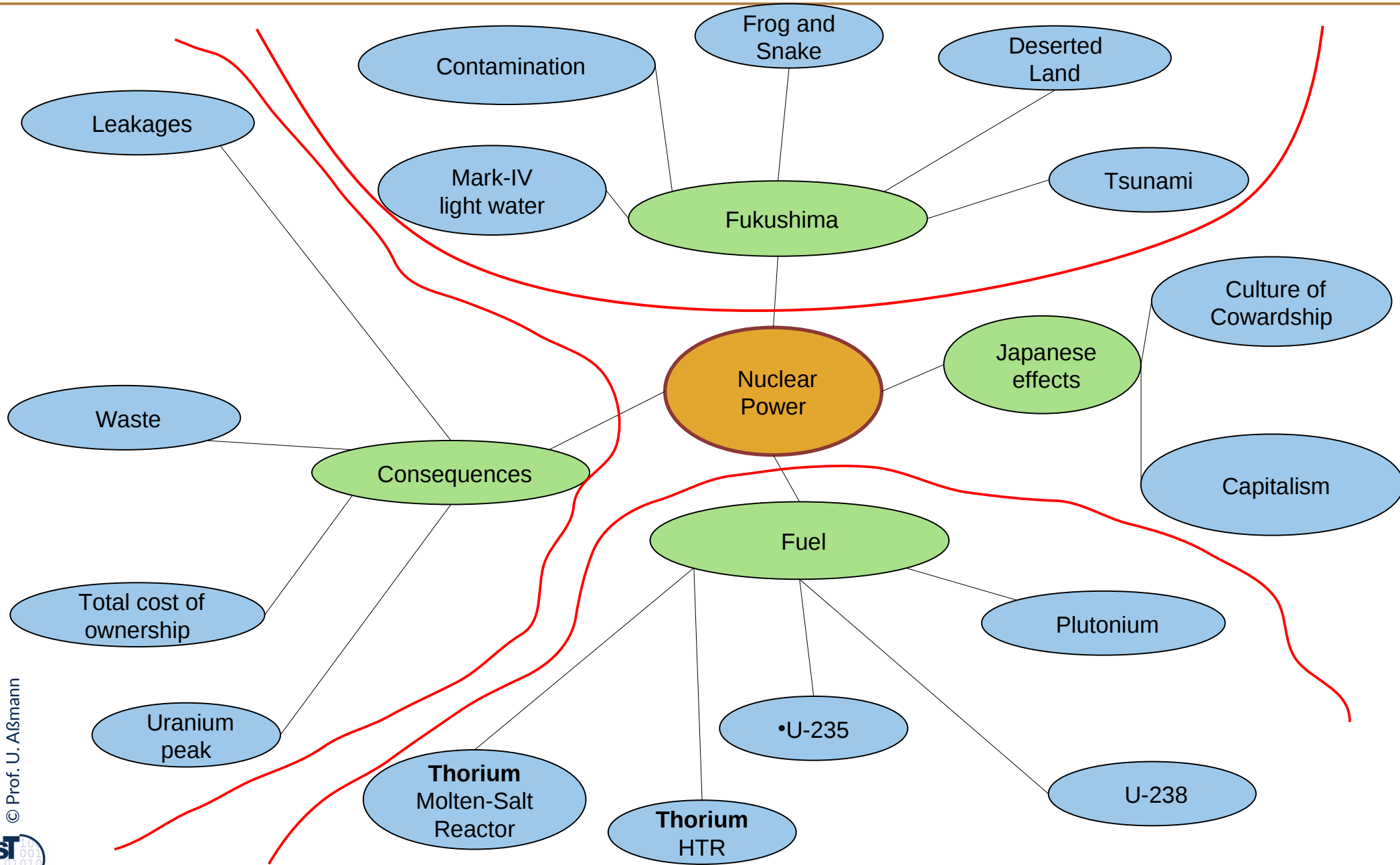


**DRESDEN  
concept**  
Exzellenz aus  
Wissenschaft  
und Kultur

# Remember: Revised Bush-Cluster of Associations to “Nuclear Power”, now Depth 3 and Tree-Shaped

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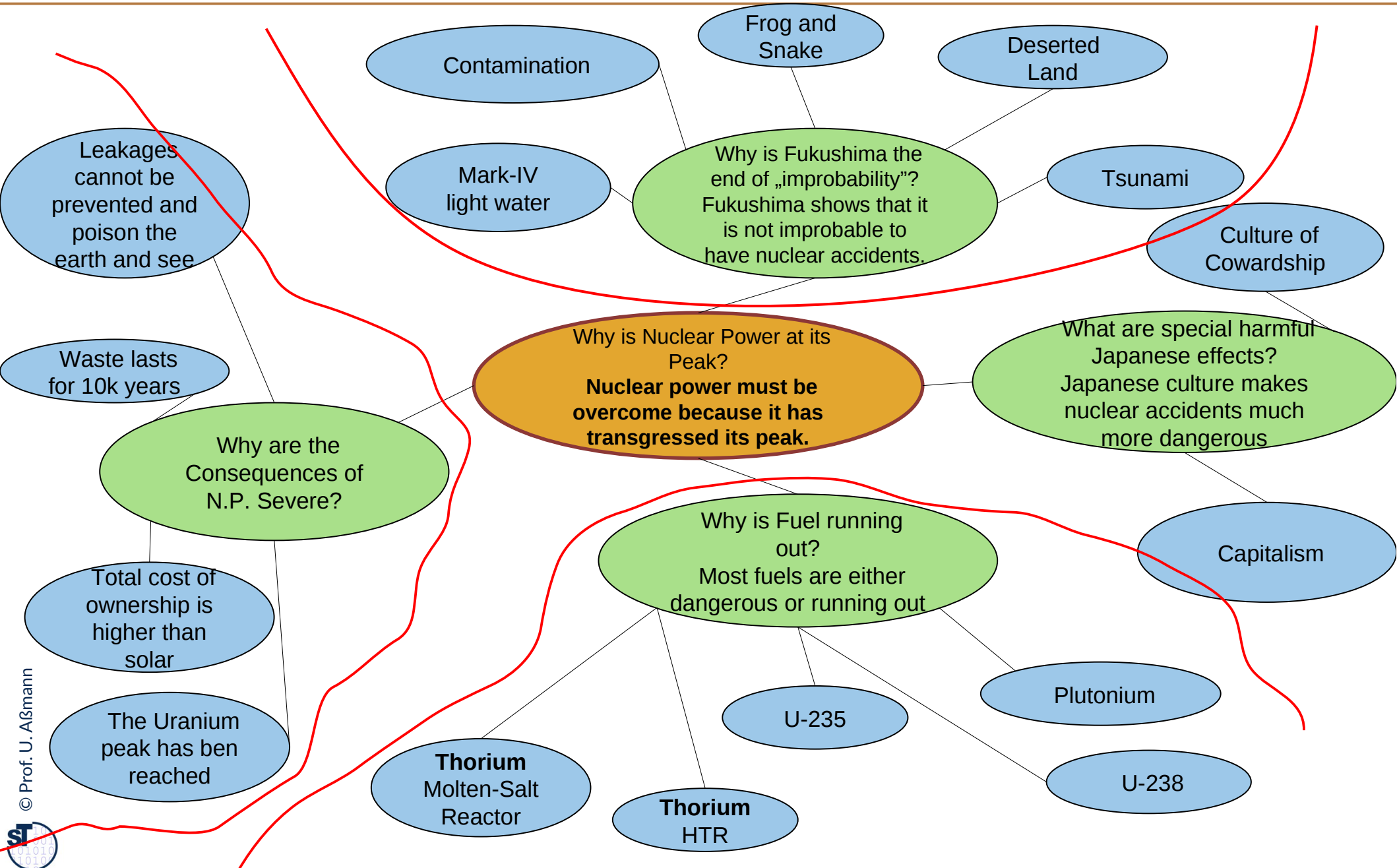
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# Thesis Questions and Thesis Statements

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# Textified Mindmap (1)

- ▶ % Why is Nuclear Power at its Peak?
- ▶ <thesis> Nuclear power must be overcome because it has transgressed its peak.
- ▶ <controller> From several coincidents the world has experienced in the 2000s, it can be seen that nuclear power has transgressed its peak and must be overcome.
  - <arg 1> Fukushima shows that it is not improbable, but very probable to have nuclear accidents. Nobody in Japan had foreseen that the Tsunami could reach the height of 13m and would transceed the walls around a power plant by 6m – but it happened.
    - Though the Mark-IV type of reactor was considered to be long-living, it had a decisive disadvantage: it must be cooled even if shut down.
    - When the Fukushima plant was flooded, the personnel experienced a “Frog and Snake” phenomenon: facing the accident it was not able to react appropriately.
    - The core of Fukushima melted and contaminated an area of 30 km in diameter, leaving back deserted and empty land.
  - <arg 2> The “Frog and Snake” problem was not the only one the Japanese encountered.
    - The company Tepco kept many incidents secret in fear of public relations disaster. Many claim that this is a special consequence of the Asian or Japan culture of cowardship: always show a smile.
    - Capitalism made Tepco even more silent: the company is a commercial venture, so it tried to hide the disastrous economic effects. In which capitalistic country will this be different?

# Textified Mindmap (2)

- ▶ <arg 3> Thus, Fukushima has revealed further important points why Nuclear Power is so dangerous.
  - First, core-melting catastrophies with leakages can definitely not be prevented and will poison the earth and the sea permanently.
  - Second, the nuclear waste that has to be cleaned up after a core melt has a half-decay time of more than 10k years and must be protected for many generations.
  - Thus, the total cost of ownership of Nuclear Power is much higher than that of solar energy which leaves waste that can be handled and recycled.
  - And finally, Uranium, the major fuel of the power plants in the world, has surpassed its peak – it will run out.
- ▶ <arg 4> Thus the main remaining question is whether other fuel exists from which nuclear plants can be fed and operated safely. In this area, the judgement of the experts is mixed.
  - U-238 is a very rare material and can be used to build nuclear bombs.
  - Some people believe in U-235, natural Uranium, which is harmless in that respect and exists in much larger quantities.
  - The solution could be Thorium-233, because the Molten Salt Reactor of Oak Ridge has shown that it can be burnt to material with 400 years half-decay time. And Thorium exists in masses. However, will we be able to master core melts of Thorium reactors?
- ▶ <message> In summary, will we be able to master the negative effects of Nuclear Power? I do not believe so.



## 41.3 Different Kinds of Sentences with regard to Paragraphs



## 41.3.1 Different Kinds of Sentences with Regard to Unity



# Overview of Types of Sentences in Issues of Paragraphs

- ▶ Unity is most often achieved by introducing a reminder relation between the issue and the discussion
- ▶ [schaums-great-essays] In the introduction, the issue of paragraph, there are several types of sentences:
- ▶ **Thesis sentence** (Topic sentence, Point, Controlling Idea) The controlling idea of the paragraph, telling the main idea, point of the paragraph, the goal of the paragraph.
  - Williams/Colomb distinguish issue and point, where point is the advance of the paragraph.
- ▶ **A message sentence** of a paragraph is its conclusion, its step forward. Sometimes, point and message are identical, i.e., the message repeats the point
- ▶ An **echo sentence** rephrases the thesis, echoing it in the end.
- ▶ A **scene-setting sentence** sets the scene for that what follows. Often, it is a background sentence, or more abstract formulation of what follows. Scene sentences lead to funnel introductions, introductions that step by step set the scene.
- ▶ **Hook sentence** (eye catcher, soap box) This sentence catches the attention of the reader.
- ▶ **Transitional sentence** This sentence links the paragraph to the previous, next or to a superordinated idea, e.g., of the chapter.

# Overview of Types of Sentences in Discussion Parts of Paragraphs and Argumentations

- ▶ [schaums-great-essays] In a discussion, there are several types of sentences:
- ▶ **Supporting sentence** This sentence supports the thesis of the paragraph. This sentence contains at least one vertical link.
- ▶ **Limiting sentence** This sentence limits the scope of the thesis sentence in some way.
  - It is also called **acknowledgement (concession)**, if some exception or limit is acknowledged
  - It is called a **qualifier**, if the thesis of the paragraph is qualified with some constraint (“In most cases,” “Usually”, “With 50% chance,” )
- ▶ **Pivoting sentence:** This sentence turns the paragraph into a new direction.
- ▶

# Supporting Sentence

- ▶ A **supporting sentence (unterstützender Satz)** supports the thesis/point and the controlling idea of the paragraph.
  - According to Toulmin's argumentative scheme, they can be
    - reasons,
    - evidences (facts which are taken for granted),
    - or warrants (general rules which are taken for granted)
- ▶ A supporting sentence can also remind of the thesis of the paragraph.
  - In a bush paragraph, support can be primary, secondary, or ternary.
  - In a comb paragraph, support is only primary.
- ▶ [Horton-Engineering]

<point>The successful engineer must be a man who likes to shape things with his hands.</>

<support>The touch must be present in the man. <support>And, like the designer with his hand to figure, it must make itself manifest with him early in life. <support>If a young man be of those who early like to crawl in under the family buzz-wagon; tinker there for half a day at a time; emerge in a thick coating of grease and dust and with joy in his eye--such a young man has the necessary qualifications for a successful engineer.

- A limiting sentence (Grenzsatz) limits the validity or scope of a controlling idea or of the previous text.
  - Science knows that all things have limits – describe them.
  - Thesis statements also have limits, described by limit sentences

# Taking a Position, Support and Limiting Sentences

## ► [Horton-Engineering]

<point>The successful engineer must be a man who likes to shape things with his hands.</>

<limiting>He need not always do it, and probably will not after he has attained to recognition, save only as he supervises or makes the mechanical drawings--the picture--of the thing.

<support>But the touch must be present in the man. <support>And, like the designer with his machine to figure, it must make itself manifest with his machine early in life.

<support>If a young man be of those who early like to crawl in under the family buzz-wagon; tinker there for half a day at a time; emerge in a thick coating of grease and dust and with joy in his eye--such a young man has the necessary qualifications for a successful engineer.

<limiting>He may never do this--as I say--in all his engineering career.</>

<support>But the yearning must be as much a part of him as his love for mathematics--so much so that all his engineering days he will feel something akin to envy for the machineist who works over a machine of the engineer's own devising--and <strongest support> it must be vitally a part of him.

# Message (Conclusio, Botschaft, Zwecksatz, Zielsatz)

- ▶ The **message** of the paragraph shows the step forward of the paragraph, it is usually located at the end (“The stich is in the tail”)
  - In an anecdote or narrative, it is called the ***punch line***.
- ▶ In the simplest case, it repeats or rephrases the point (summary message, **echo sentence, repeated point** in a **horizontal paragraph**).
- ▶ If the message draws a new **conclusion** beyond the point, it is called the **step forward**.
  - The paragraph is called **upward** (**aufsteigender Abschnitt**) or **forward-stepping**.



# A Introductory Paragraph with Clear Message Sentence at the Introduction of a Book

[Russel-Bolshevism] Bertrand Russell. The Practice and Theory of Bolshevism.

<http://www.gutenberg.org/1/7/3/5/17350/>

Interesting introduction of a controller of the book at the end of the first paragraph.

Controller of the paragraph at the beginning.

The Russian Revolution is one of the great heroic events of the world's history. It is natural to compare it to the French Revolution, but it is in fact something of even more importance. It does more to change daily life and the structure of society: it also does more to change men's beliefs. The difference is exemplified by the difference between Marx and Rousseau: the latter sentimental and soft, appealing to emotion, obliterated sharp outlines; the former systematic like Hegel, full of hard intellectual content, appealing to historic necessity and the technical development of industry, suggesting a view of human beings as puppets in the grasp of omnipotent material forces. Bolshevism combines the characteristics of the French Revolution with those of the rise of Islam; and **<message>the result is something radically new, which can only be understood by a patient and passionate effort of imagination.</>**

# Interesting Message: Question Introduction Paragraph of a Section

- ▶ [Roscher-Economy]
- ▶ The two schools, that of philosophy and that of history have met in our day, in the field of law. Who is there that does not remember the great and noble contest carried on, about the beginning of this century, between two descendants of Frenchmen who had sought a refuge in Germany, and who united in their own persons, and in so marvelous a manner, the different aptitudes of the country they owed their origin to, and of the land that gave them birth,—between Thibaut and Savigny?
- ▶ It would be difficult to find a scientific question of a higher character, debated by champions more worthy to throw light upon it.

# Interesting Message: Question Message, with Answer; Double Q+A

[Wagner-SimpleLife] <controller>All life must have its law, the life of man so much the more than that of inferior beings, in that it is more precious and of nicer adjustment. </> This law for man is in the first place an external law, but it may become an internal law. When man has once recognized the inner law, and bowed before it, through this reverence and voluntary submission he is ripe for liberty: so long as there is no vigorous and sovereign inner law, he is incapable of breathing its air; for he will be drunken with it, maddened, morally slain. The man who guides his life by inner law, can no more live servile to outward authority than can the full-grown bird live imprisoned in the eggshell. But the man who has not yet attained to governing himself can no more live under the law of liberty than can the unfledged bird live without its protective covering. These things are terribly simple, and the series of demonstrations old and new that proves them, increases daily under our eyes. And yet we are as far as ever from understanding even the elements of this most important law. In our democracy, how many are there, great and small, who know, from having personally verified it, lived it and obeyed it, this truth without which a people is incapable of governing itself? Liberty?--it is respect; liberty?--it is obedience to the inner law; and this law is neither the good pleasure of the mighty, nor the caprice of the crowd, but the high and impersonal rule before which those who govern are the first to bow the head. Shall liberty, then, be proscribed? No; but men must be made capable and worthy of it, otherwise public life becomes impossible, and the nation, undisciplined and unrestrained, goes on through license into the inextricable tangles of demagoguery.

# Interesting Conclusion Paragraphs

- ▶ [Crane-Design]
- ▶ One might say, generally and ultimately, Roman art exemplified that love of show, and the external signs of power, pomp, splendour, and luxury which became dear as well as fatal to them, as they appear to do to every conquering people, until they are finally enervated and overcome as if by the Nemesis of their own supremacy.
- ▶ The art of Greece, one may say, on the other hand, at her zenith represented that love of beauty as distinct from ornament, and clearness and severity of thought which will always cling to the country from whence the modern world derives the germ of nearly all its ideas.

# Homework: Find the Different Sentence Types in Schmidt

- ▶ Read Schmidt's essay “Fünfzig Jahre nach dem Marshallplan: Was wird aus Europa?” Die Zeit, 6.6.1997 from “Einmischungen”, p. 161ff.
- ▶ Try to identify the types of sentences discussed:
  - Thesis
  - Pivot
  - Transition

## 41.3.2 Different Types of Paragraphs with Different Position of the Thesis



# Thesis (Point) Positioning

- ▶ In dressed paragraph writing, there is a separate phase of *point positioning*, in which you dress the naked paragraph:
  - the discussion part is wrapped with issue, point, and conclusion (dressing), and
  - the point is carefully placed (**point positioning**)
  - the paragraph is embedded into the flow of the section by **writing the issue (point embedding)**
    - by adding transitional sentences
    - by adding scene sentences
    - by adding hook sentences
  - by **point revision**, maturing the thesis
    -

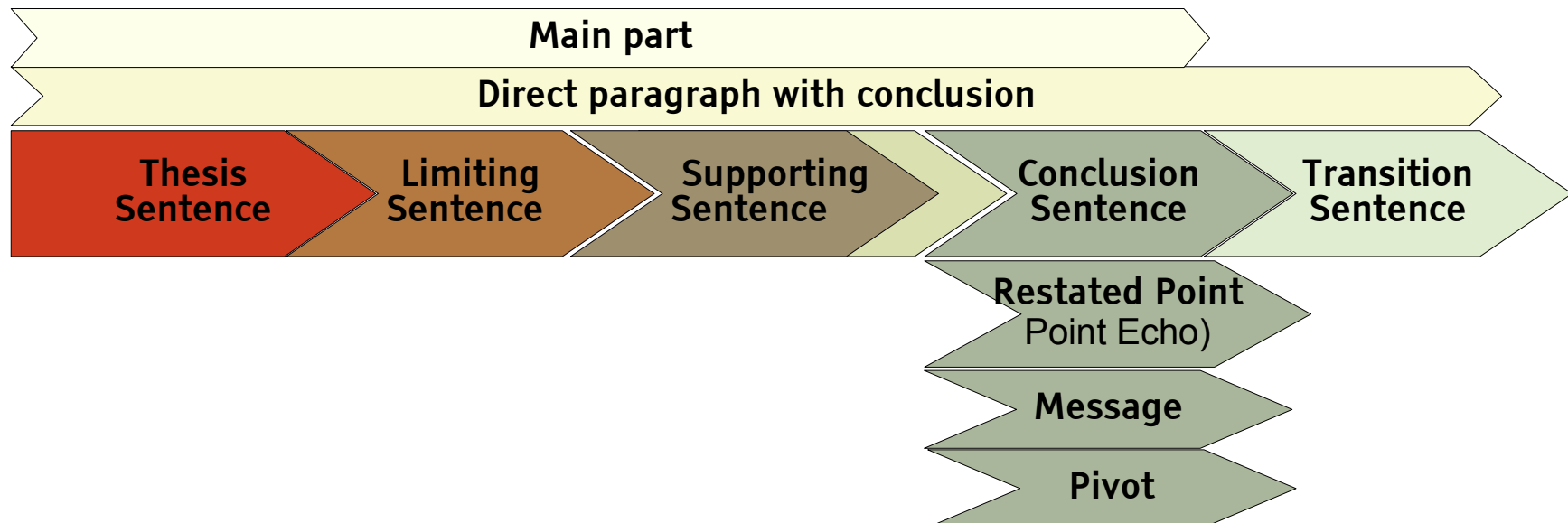
# Different Paragraph Types with Regard to Position of Theses Sentences

- ▶ Paragraphs can be classified according to the position of the thesis statement (point) in the paragraph: how are paragraphs dressed?
- ▶ **Direct paragraphs:** Immediate paragraphs (point-first): This is the classic paragraph. It has the topic and thesis sentence in the front.
  - **Double-direct paragraph:** two thesis sentences, second is refinement
  - **Q&A-paragraph:** starting with a thesis questions
- ▶ **Smooth paragraphs:** Point-early paragraphs [Ross]. This is a variation of the direct paragraph, but with an introduction and transitional sentence and thesis statement in the issue [BCW]
  - **Echoing paragraph:** Conclusion re-states (rephrase) the point (not the whole issue, but only the point). Often, the conclusion states a comment, a remark, an anecdote, a surprise, a question, a quote, a.m.m.
  - **Message (Upward, Step Forward) paragraph:** Conclusion states a message, a consequence, or and effect of the point that can directly be derived. The message forms a step forward, an advancement of the point
- ▶ **Pivoting paragraph:** This paragraph starts with a limiting sentence and turns at a pivoting sentence in the middle.
  - **Pivotal-message paragraph:** here, the message is a pivot, i.e., all arguments and the point are negated in the conclusion
- ▶ **Suspended paragraphs:** This paragraph ends with the thesis sentence.
- ▶ **Multi-threaded paragraphs:** This paragraphs has several lines of thought.

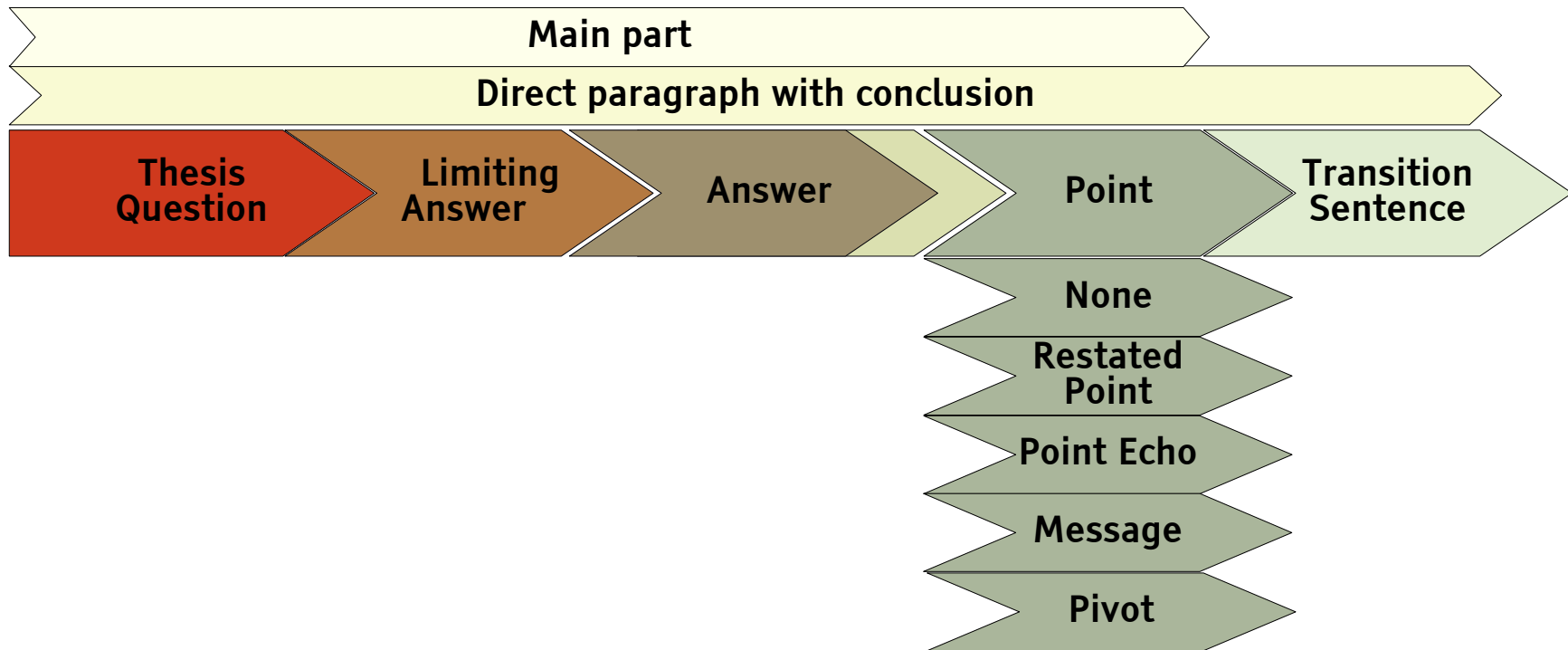


## 41.3.3 Direct Paragraph (Point-First, Thesis-First)

- ▶ **Direct (Immediate) paragraphs** start directly with the thesis, and end with a transitional sentence, to create embedding



- ▶ **A Q&A-paragraph** is a direct paragraph starting with the thesis question, gives answers in the discussion, and ends with the thesis and a transition. [Ross]



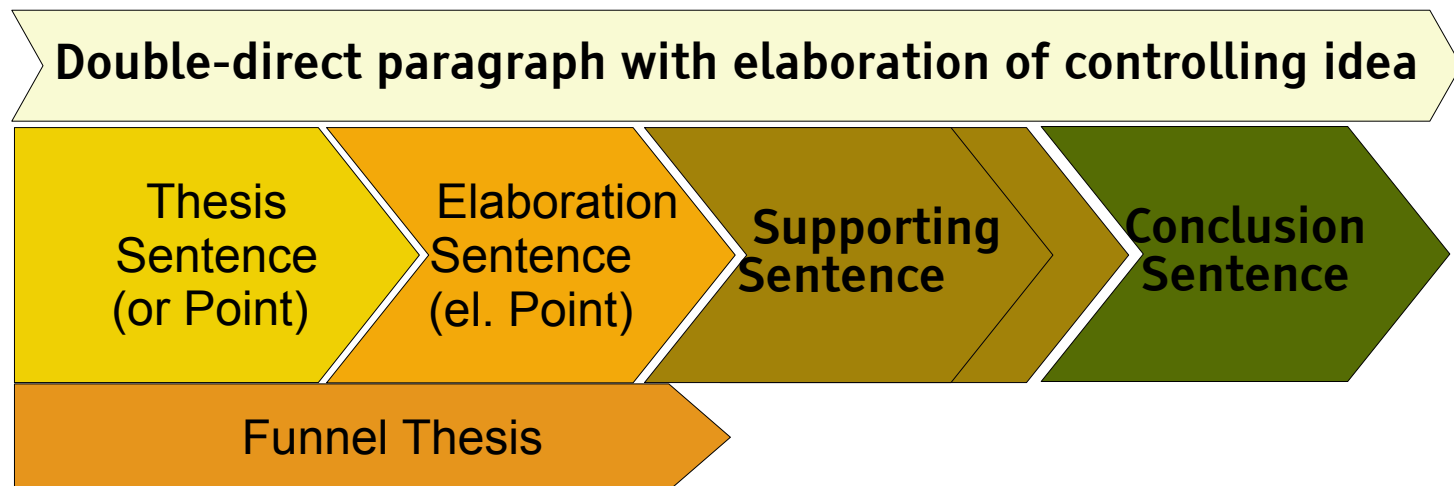
- ▶ [VannevarBush] This was written in 1945!
- ▶ Will there be dry photography? It is already here in two forms.  
When Brady made his Civil War pictures, the plate had to be wet at the time of exposure. Now it has to be wet during development instead. In the future perhaps it need not be wetted at all. There have long been films impregnated with diazo dyes which form a picture without development, so that it is already there as soon as the camera has been operated. An exposure to ammonia gas destroys the unexposed dye, and the picture can then be taken out into the light and examined. The process is now slow, but someone may speed it up, and it has no grain difficulties such as now keep photographic researchers busy. Often it would be advantageous to be able to snap the camera and to look at the picture immediately.

# Direct Q+A Thesis Paragraphs with Longer Answer

- ▶ [VannevarBush]
- ▶ **Of what lasting benefit has been man's use of science and of the new instruments which his research brought into existence?** First, they have increased his control of his material environment. They have improved his food, his clothing, his shelter; they have increased his security and released him partly from the bondage of bare existence. They have given him increased knowledge of his own biological processes so that he has had a progressive freedom from disease and an increased span of life. They are illuminating the interactions of his physiological and psychological functions, giving the promise of an improved mental health.
- ▶ Science has provided the swiftest communication between individuals; it has provided a record of ideas and has enabled man to manipulate and to make extracts from that record so that knowledge evolves and endures throughout the life of a race rather than that of an individual.
- ▶ There is a growing mountain of research. But there is increased evidence that we are being bogged down today as specialization extends. The investigator is staggered by the findings and conclusions of thousands of other workers — conclusions which he cannot find time to grasp, much less to remember, as they appear. Yet specialization becomes increasingly necessary for progress, and the effort to bridge between disciplines is correspondingly superficial.

## 41.3.4 Double-Direct Paragraph with Elaboration of Controlling Idea

- ▶ In a double-direct paragraph, the point is restated [Turner], more detailed, more concrete, or analogized
- ▶ This corresponds to a **funnel thesis (funnel point)**
- ▶ For the re-statement, a rephrasing pattern can be used



# A Double-Direct Paragraph at the Introduction of a Book

[Russel-Bolshevism] Bertrand Russell. The Practice and Theory of Bolshevism.

<http://www.gutenberg.org/1/7/3/5/17350/>

Interesting introduction of a controller of the book at the end of the first paragraph.

<first point>The Russian Revolution is one of the great heroic events of the world's history.</> <point refinement> It is natural to compare it to the French Revolution, but it is in fact something of even more importance.</> <second point refinement and controller> It does more to change daily life and the structure of society: it also does more to change men's beliefs.</> <development by example>The difference is exemplified by the difference between Marx and Rousseau: the latter sent mental and soft, appealing to emotion, obliterated sharp outlines; the former systematic like Hegel, full of hard intellectual content, appealing to historic necessity and the technical development of industry, suggesting a view of human beings as puppets in the grasp of omnipotent material forces. Bolshevism combines the characteristics of the French Revolution with those of the rise of Islam; and <message>the result is something radically new, which can only be understood by a patient and passionate effort of imagination.</>

# Double Direct, Funnel Thesis, Refined Thesis (no Controller)

- ▶ [Stresemann]
- ▶ Mit dem Vorherrschen des obergährigen Bieres war nun zunächst der Flaschenbierhandel in der Form des Verkaufs über die Strasse verbunden. <refined thesis>Wenn das Bier von den Bierschänkern auf »Bouteillen« gezogen wurde, so wird es nicht nur in der Wirtschaft zum Ausschank gekommen, sondern auch von den Bürgersleuten zum Teil zu Hause getrunken worden sein.</> Wahrscheinlich war dieser Absatz zunächst nicht gross, da es nach den Schilderungen, die wir über das Berlin des vorigen Jahrhunderts besitzen, den Anschein hat, als ob der Hauptabsatz des Bieres in den Gastwirtschaften lag und das Bier überhaupt mehr für die \_männliche\_ Bevölkerung reserviert und noch nicht in dem Masse wie heute als tägliches Genussmittel in die Familie eingedrungen gewesen wäre. Immerhin bleibt auch dann für den Verkauf über die Strasse noch eine andere Art der Bierverwendung übrig, nämlich der Zusatz von Bier zu Biersuppen, ferner zum Karpfenkochen, wovon übrigens auch schon Krünitz berichtet.

## 41.3.5 Smooth Paragraphs with Issues (Point-Early Paragraphs)

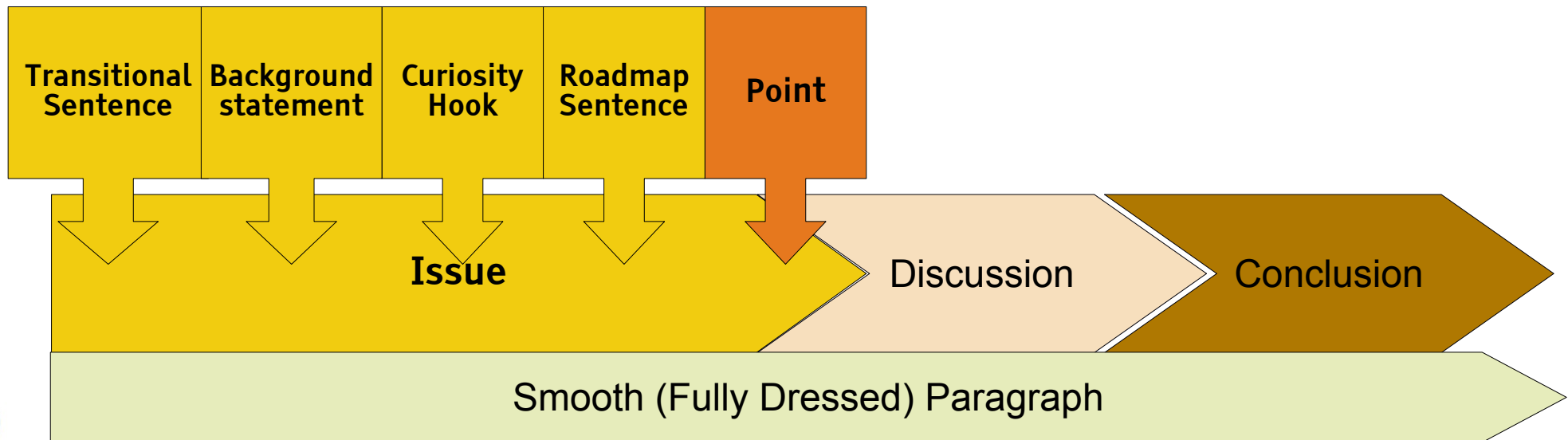


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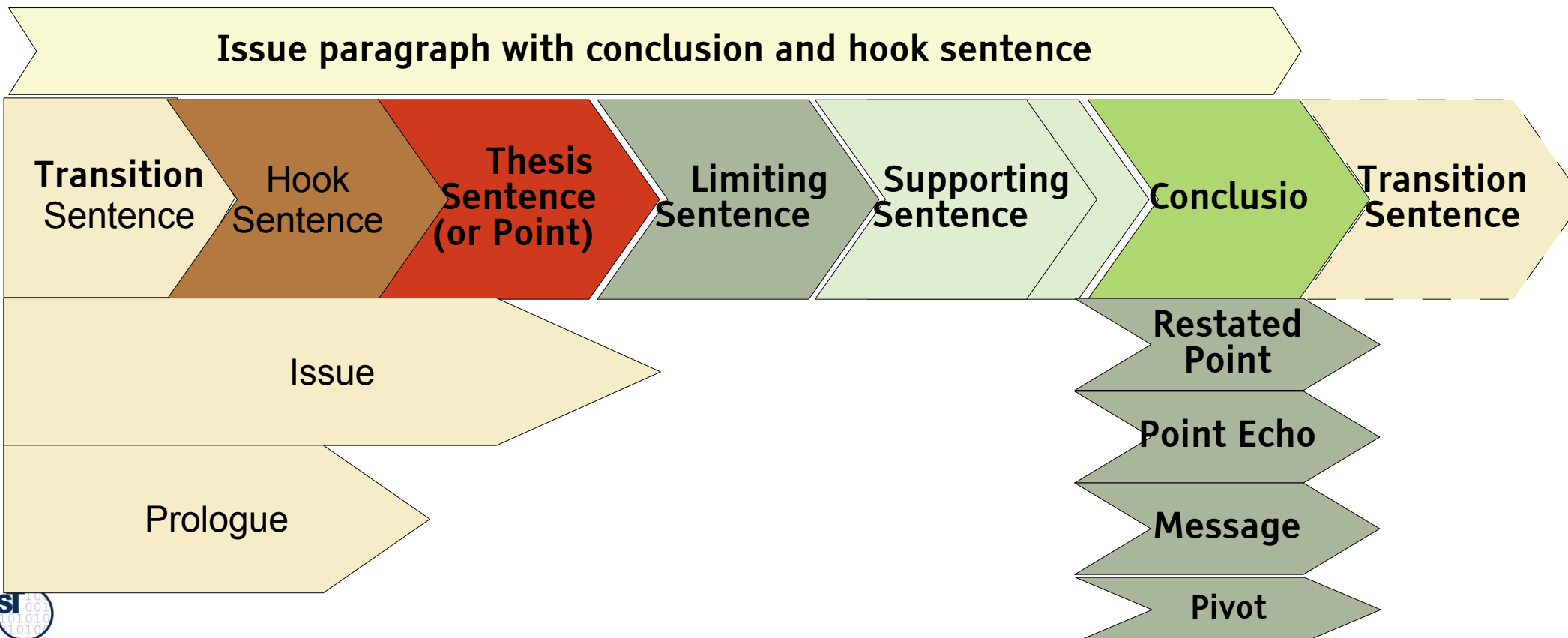
# Issue, Discussion, and Conclusion

- ▶ The **issue** (Vorspann) is the introduction of the paragraph [WiCo], an interface to the previous paragraph
  - If the issue only contains the thesis statement, the paragraph is called a **direct paragraph**
- ▶ Otherwise, the issue may contain:
  - At the beginning of the issue: **Transitional sentence** or link to the previous
  - **Background statement**, Setting the scene or funnel introduction
  - **Curiosity hook**, a hook sentence attracting the reader
  - A **roadmap** to the discussion, indicating a decomposition scheme
  - At the end of the issue: Thesis with Controlling idea and a Controller
- ▶ Such a paragraph is called **smoothly dressed**



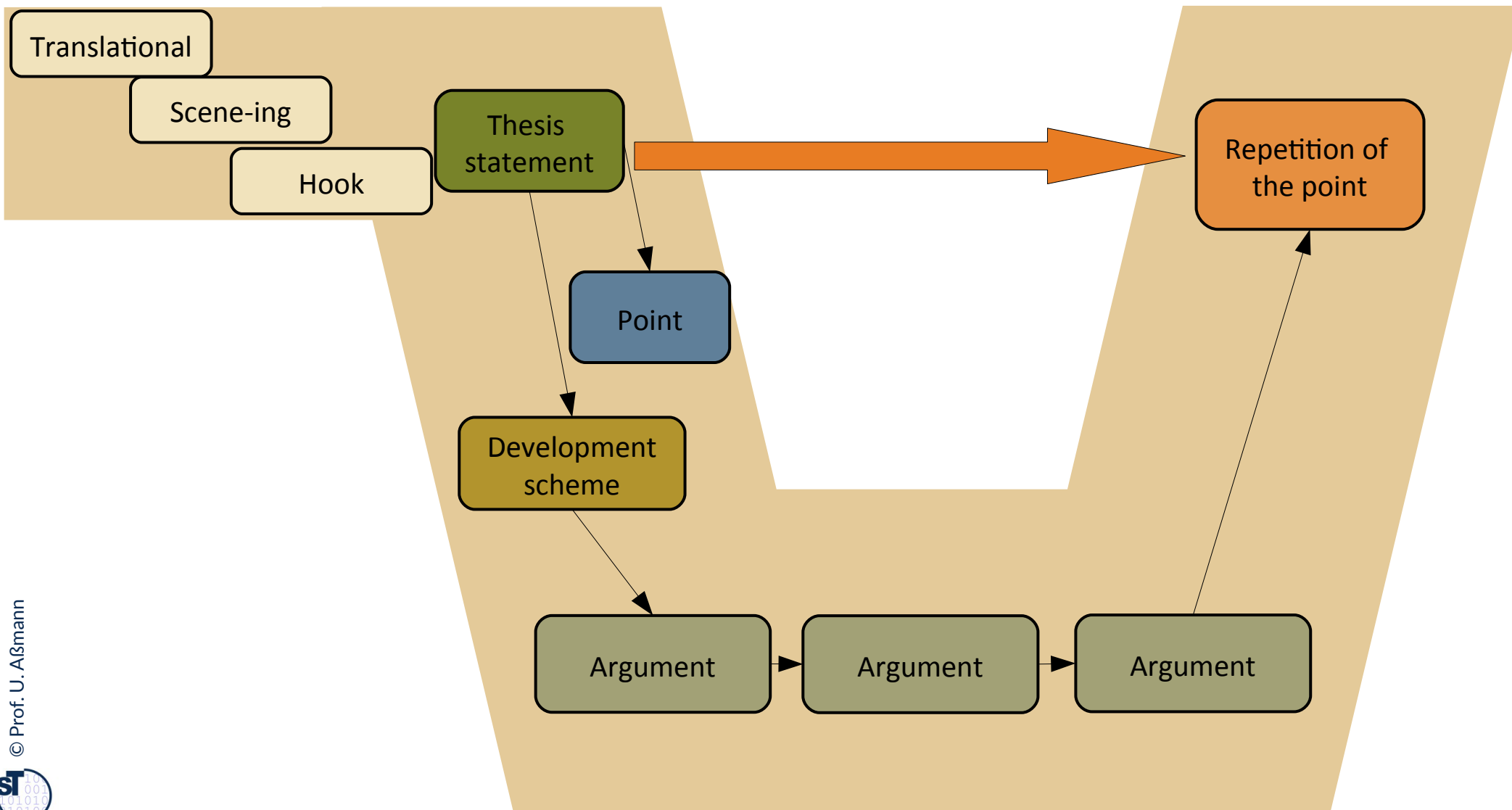
# Smooth Paragraph Types (Point-Early)

- ▶ **Smooth (Direct) paragraphs** start with the thesis, but prepend them with **issue**: a transitional sentence and a hook sentence to gain the attention of the reader for the following thesis sentence.
- ▶ Point at end of issue [WiCo]
- ▶ In the conclusion, points may be restated, echoed, or advanced



# The V-Model of a Smooth Echo Paragraph

- ▶ [Devlin-Writing] The object of the first sentence is to state a point clearly; the last sentence should enforce it.



# Smooth Paragraph, Upward

- ▶ [Russel-Bolshevism]
- ▶ `<issue><transitional>`The war has left throughout Europe a mood of disillusionment and despair which calls aloud for a `<topic>new religion</>`, as the only force capable of giving men the energy to live vigorously.`</transition> <point>`Bolshevism has supplied the new religion.`</></issue> <discussion>` It promises glorious things: an end of the injustice of rich and poor, an end of economic slavery, an end of war. It promises an end of the disunion of classes which poisons political life and threatens our industrial system with destruction. It promises an end to commercialism, that subtle falsehood that leads men to appraise everything by its money value, and to determine money value often merely by the caprices of idle plutocrats. It promises a world where all men and women shall be kept sane by work, and where all work shall be of value to the community, not only to a few wealthy vampires. It is to sweep away listlessness and pessimism and weariness and all the complicated miseries of those whose circumstances allow idleness and whose energies are not sufficient to force activity. `</discussion> <message>`In place of palaces and hovels, futile vice and useless misery, there is to be wholesome work, enough but not too much, all of it useful, performed by men and women who have no time for pessimism and no occasion for despair.`</>`

# Transition Sentence

- ▶ A **transition sentence** takes up what has been said and introduces a new topic, or prepares a change.
- ▶ A **transition marker** is a sentence prefix indicating a transition
  - Moreover,
  - In summary,
  - Apart from that,
- ▶ Transition sentences can use transition markers.
  - Often they also use summary links.

# Transitional Sentence as Introduction

- ▶ [Schmid-Darwin] Rudolf Schmid. The Theories of Darwin and Their Relation to Philosophy, Religion, and Morality.  
<http://www.gutenberg.org/2/2/1/5/22150/> Die Darwin'schen Theorien und ihre Stellung zur Philosophie, Religion und Moral von Rudolf Schmid. Hall, Stuttgart, April 5, 1880.
- ▶ Among all the German followers of Darwin who adopted not only the idea of an origin of species through descent and evolution, but also the explanation of evolution by natural selection, and extended it so as to make the principle of selection of exclusive value, Ernst Haeckel occupies the most prominent rank.  
In his "General Morphology," published in 1866, and in his "Natural History of the Creation," the first edition of which appeared in 1868, and finally in his "Anthropogeny"[2] (why he does not say Anthropogony, we are nowhere informed), 1874, this scientist brought the new theory, which had been presented by Darwin in an almost bewildering flood of details, into connection and order, and, analyzing the powers active in natural selection, combined them into an entire system of laws. He {46} at once drew the origin of man also into the course of reasoning on the new theory,

# Hook Sentence

- ▶ A **hook sentence (curiosity hook)** catches the attention of a reader by presenting him something surprising:
  - an anecdote
  - a soap-box (a funny event, joke, humoristic remark)
  - a personal remark

# Hook Sentence and Issue

- ▶ Hook sentences are important for issues:
- ▶ "Most teachers like some artful lead-in to the thesis statement, and therefore I like to see a 'hook' statement that begins the essay-- a statement that romances the reader, an invitational statement that lets the reader know that the writer has something worthwhile to say. . . . The hook may present an example, description, or even an anecdote that connects to the thesis statement. The hook may be more than one sentence."
- ▶ (Amy Benjamin, Writing Put to the Test: Teaching for the High Stakes Essay. Eye On Education, 2006)
- ▶ <http://grammar.about.com/od/tz/g/thesis.htm>



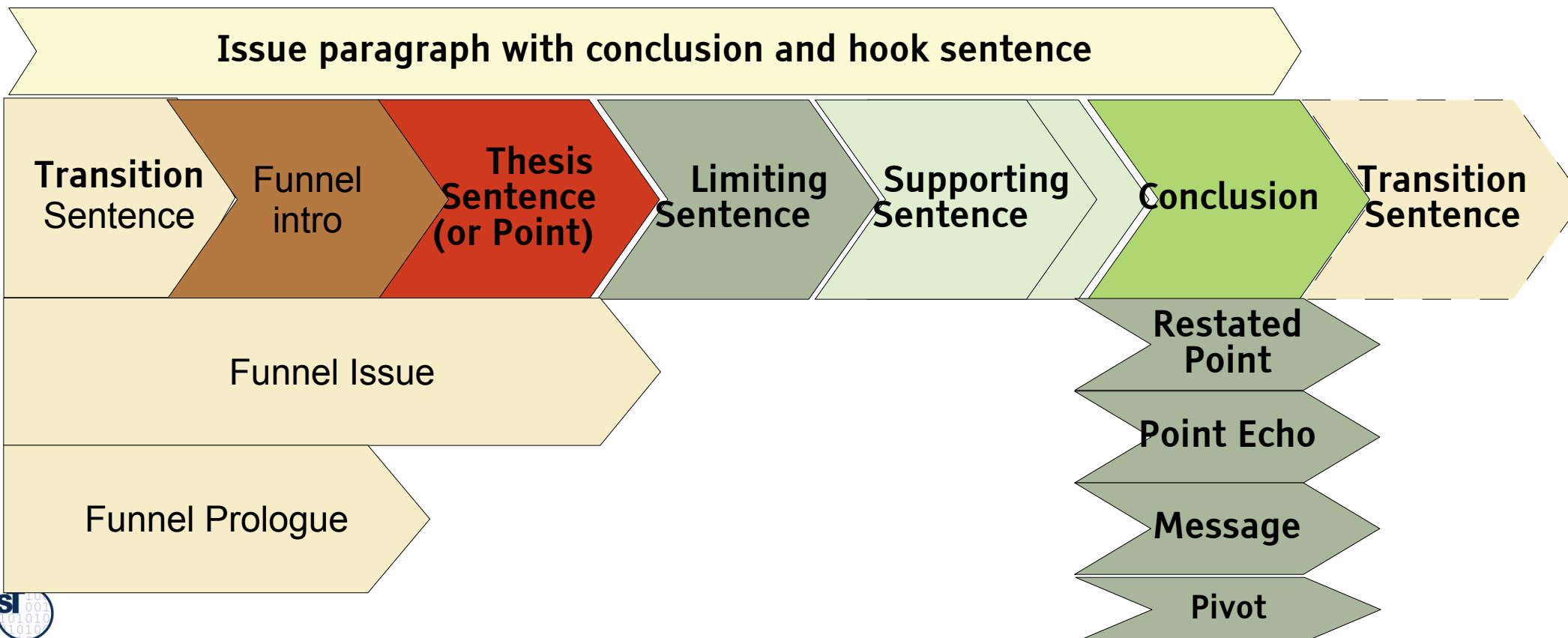
# Doubly-Direct Paragraph with Interesting Hook

- ▶ [Abbot-Airplanes] Nice description of zeppelins to hook the readers attention to the following argument which discusses the preceeding point.

<point>Zeppelin won perhaps the wider measure of immediate fame, but whether enduring or not is yet to be determined.</> <concretized point> His airships impressive, <hook> even majestic as they are,</hook> have failed to prove their worth in war, and are yet to be fully tested in peace.</concretized point> That they remain a unique type, one which no other individual nor any other nation has sought to copy, cannot be attributed wholly to the jealousy of possible rivals. If the monster ship, of rigid frame, were indeed the ideal form of dirigible it would be imitated on every hand. The inventions of the Wrights have been seized upon, adapted, improved perhaps by half a hundred airplane designers of every nation. But nobody has been imitating the Zeppelins.

# Funnel Introduction in Smooth Paragraph Types

- ▶ Instead of a hook sentence, the issue can be constructed as a **funnel introduction**, which leads from the background and abstract statements narrowing and concretizing to the point. [Schaum]
- ▶ The funnel intro uses several scene-setting sentences.



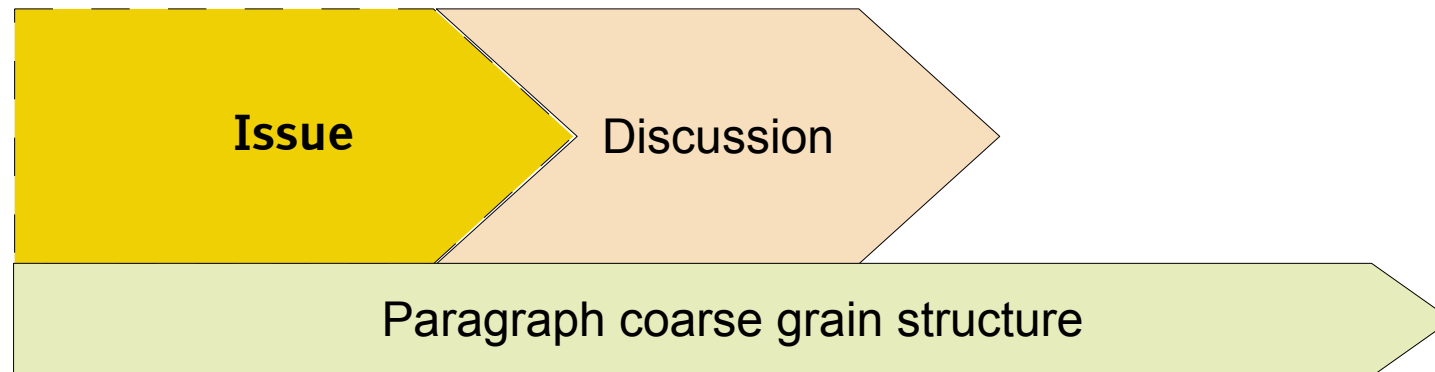
# A long transitional introduction

## ► [Stresemann] What is the issue? Transition? Point? Funnel?

<issue><funnel introduction>Das Nebeneinanderliegen des Detailverkaufsraumes und des Abzieh- und Lagerkellers ermöglicht eine leichte Kontrolle seitens des Geschäftsinhabers. Es ist ihm möglich, im Keller zu arbeiten und gleichzeitig dem Detailverkauf vorzustehen, da er zu diesem Zwecke nur die Thür zwischen beiden Räumen offen lassen und in den Verkaufsraum einzutreten braucht, wenn ein Käufer kommt. So kann also auch ein unverheirateter Mann, wenn er sich einen Kutscher hält, das Geschäft betreiben.</funnel> <point>Die überwiegende Mehrzahl der Berliner Bierverleger ist jedoch natürlich -- ebenso wie die Mehrzahl aller Kleingewerbetreibenden -- verheiratet und infolgedessen in der Lage, die Familienmitglieder zur Tätigkeit im Geschäft heranzuziehen.</point></issue> <discussion> So liegt der Detailverkauf meist in den Händen der Frau, die sich während der Zeit, in welcher sie in der Wirtschaft zu thun hat, von ihren älteren Kindern vertreten lässt. Die Mitarbeit auch der Kinder ist im Bierverlag überall Sitte, auch bei denjenigen Bierverlegern, welche wohlhabend zu nennen sind. Oft müssen die Kinder des Abends »fragen gehen«, d. h. zu den Grünkram- und kleinen Kolonialwarenhändlern gehen, um zu fragen, was am nächsten Tage gebraucht wird, da diese kleinen Geschäfte, die pro Tag ca. 20 bis 60 Flaschen Bier verkaufen, erst am Abend feststellen können, was sie am nächsten Tage gebrauchen werden. Auch zur Führung der Bücher pflegt der Bierverleger seine Kinder oft zu verwenden, da seine schwere Hand des Schreibens ungewohnt ist und er im allgemeinen ein Misstrauen dagegen hat, einen Fremden in seine Bücher sehen zu lassen. Bei den kleineren Geschäften tritt die Mitarbeit der Familienangehörigen, namentlich der Frau, natürlich noch stärker hervor. Nicht nur der Detailverkauf von Flaschenbier über die Strasse gehört zu ihren Obliegenheiten, sondern in manchen Fällen wird es auch vorkommen, dass sie beim Bierabzug mithilft. Namentlich dann wird dies nötig sein, wenn in dem betr. Betriebe überhaupt kein Arbeiter beschäftigt ist, was in 12 von 46 untersuchten Fällen vorkam.</discussion>

# Smoothing Paragraphs

- ▶ A **headless paragraph** includes no issue and start with the discussion immediately
  - Headless paragraphs work if micropatterns are used to thread the sentences.
  - A **tail-less paragraph** includes only issue and discussion.
- ▶ A **direct paragraph** does not contain a prologue, only an issue with a point. The point starts the paragraph.
- ▶ **Smoothing a paragraph** means to dress it with an issue (transitions, hooks, funnels, theses).



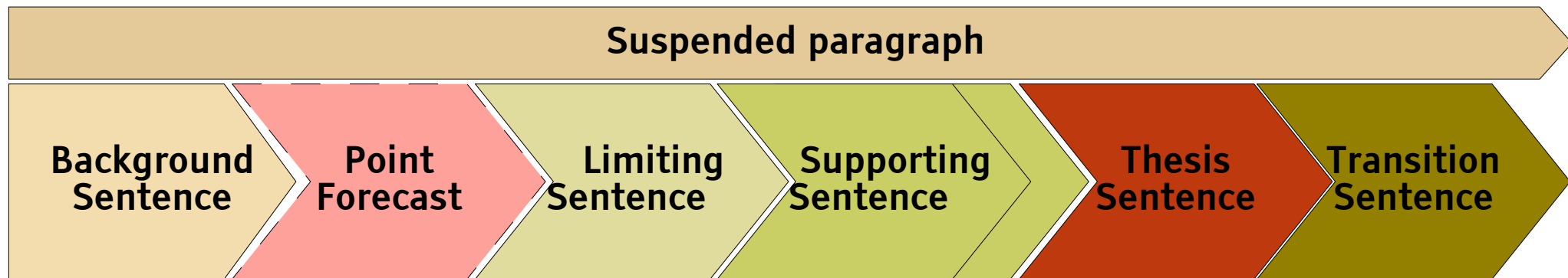
## 41.3.6 Suspended Paragraphs

### From Writing Great Essays



# Suspended Paragraphs (Point Last)

- ▶ **Suspended paragraphs** work out the thesis in the end [Schaum]. They are called **point-last** [Ross]
- ▶ For such a paragraph, a climatic threading or an inductive reasoning is useful



# Suspended Paragraph with Concessing Introduction and Pivot Sentence

- ▶ [Abbott-Writing]
- ▶ There is scarcely any better training, rhetorical as well as logical, than the task of construing Thucydides into genuine English; **<pivot>but the flat, vague, long-winded Greek-English and Latin-English imposture that is often tolerated in our examinations and is allowed to pass current for genuine English, diminishes instead of increasing the power that our pupils should possess over their native language.</>** **<point>By getting marks at school and college for construing good Greek and Latin into bad English, our pupils systematically unlearn what they may have been allowed to pick up from Milton and from Shakespeare.</>**

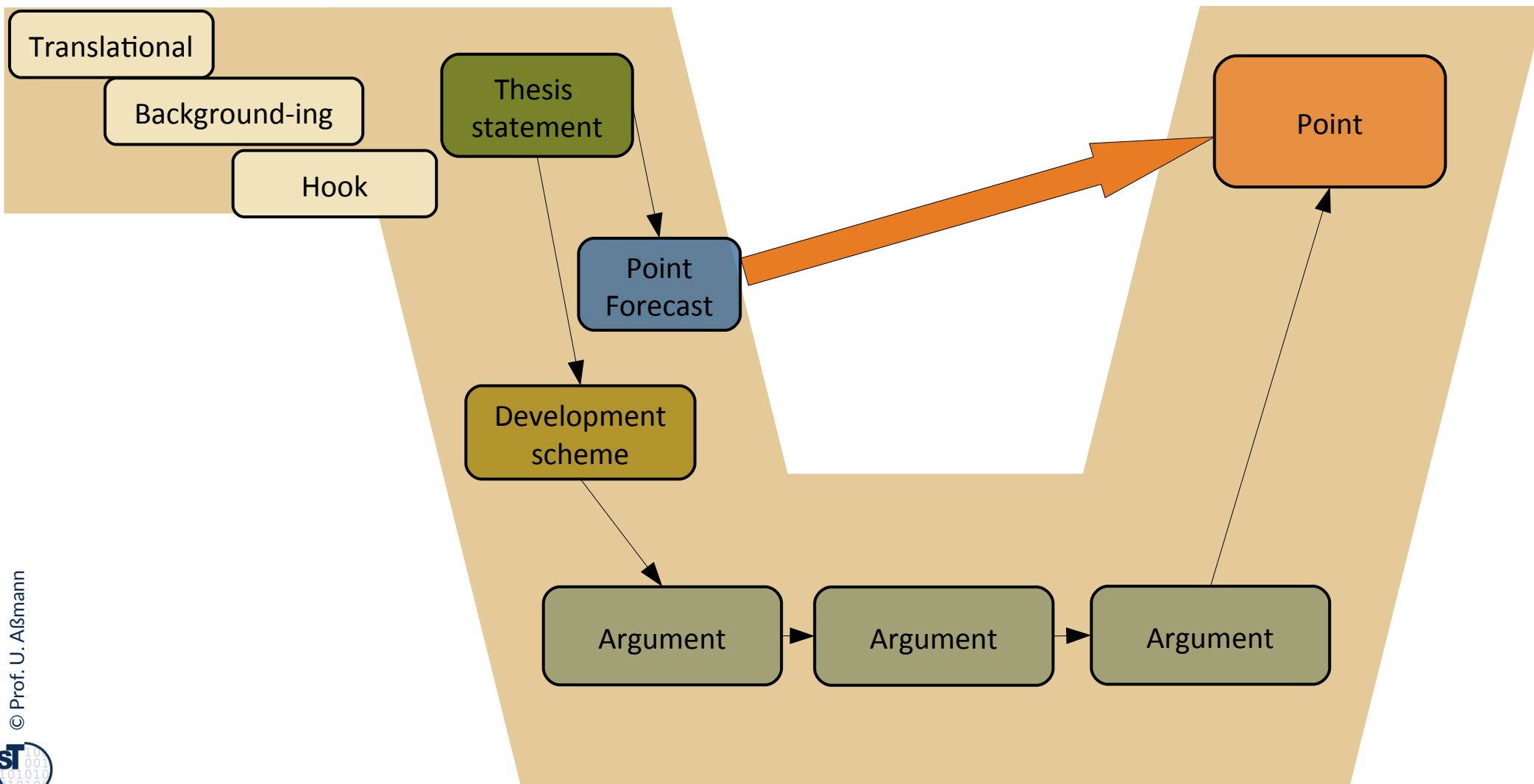
# Suspended Paragraph with Point-Last (German)

- ▶ [Stresemann]
- ▶ <setting-the-scene, funnel intro>Frühzeitig fand nun in Berlin schon ein Import von allerlei Bieren statt, aus verschiedenen Teilen der Mark, ebenso wie aus Pommern (bes. Stettin), und im Jahre 1711 findet man in der Jahresrechnung der Steuerbehörde schon 52 Sorten fremder Biere, die in 40464 Tonnen zum Ausschank kamen; kurze Zeit darauf sind es gar 72 Sorten geworden, während später dieser Import wieder auf ca. 20000 Tonnen herabsank. </>Ob sich unter den eingeführten Sorten auch untergährige Biere befanden, lässt sich schwer feststellen, überwiegend waren wohl die eingeführten Biere auch obergährig. Für den Fall, dass auch untergährige Bierarten mit eingeführt wurden, lässt sich als sicher annehmen, <point>dass auch bei diesem Bier der Abzug auf Flaschen oder Kruken sich eingebürgert hat</>, da die Berliner durch das Weissbier an den Genuss von Bier in der Form von Flaschenbier gewohnt waren.



# The V-Model of a Smooth, Upward Paragraph (Point-Last)

- ▶ An Upward Paragraph is Point-Last, half-suspended.
- ▶ The point is a step forward from the point forecast



# Upward, Half-Suspended Paragraph with Point-Forecast

Albert Einstein. Sidelights on Relativity. <http://www.gutenberg.org/cache/epub/7333/pg7333.txt>

The development of the theory of electricity along the path opened up by Maxwell and Lorentz <point-forecast>gave the development of our ideas concerning the ether quite a peculiar and unexpected turn.</> For Maxwell himself the ether indeed still had properties which were purely mechanical, although of a much more complicated kind than the mechanical properties of tangible solid bodies. But neither Maxwell nor his followers succeeded in elaborating a mechanical model for the ether which might furnish a satisfactory mechanical interpretation of Maxwell's laws of the electro-magnetic field. The laws were clear and simple, the mechanical interpretations clumsy and contradictory. Almost imperceptibly the theoretical physicists adapted themselves to a situation which, from the standpoint of their mechanical programme, was very depressing. They were particularly influenced by the electro-dynamical investigations of Heinrich Hertz. For whereas they previously had required of a conclusive theory that it should content itself with the fundamental concepts which belong exclusively to mechanics (e.g. densities, velocities, deformations, stresses) they gradually accustomed themselves to admitting electric and magnetic force as fundamental concepts side by side with those of mechanics, without requiring a mechanical interpretation for them. <point>Thus the purely mechanical view of nature was gradually abandoned.</> But this change led to a fundamental dualism which in the long-run was insupportable. A way of escape was now sought in the reverse direction, by reducing the principles of mechanics to those of electricity, and this especially as confidence in the strict validity of the equations of Newton's mechanics was shaken by the experiments with beta-rays and rapid cathode-rays.

# Upward, Half-Suspended Paragraph with Induction (German)

[Treitschke]

<point-forecast>Den freihändlerischen Ansichten der preußischen Staatsmänner genügte das neue Gesetz nicht völlig. Man ahnte im Finanzministerium wohl, daß der weitaus größte Teil des Zollertrags allein von den gangbarsten Kolonialwaren aufgebracht werden und die Staatskasse von anderen Zöllen nur geringen Vorteil ziehen würde. Aber man sah auch, daß jedem Steuersystem durch die Gesinnung der Steuerpflichtigen feste Schranken gezogen sind; die öffentliche Meinung jener Tage würde der Regierung nie verziehen haben, wenn sie den Kaffee besteuert, den Tee frei gelassen hätte. Maaßen verwarf jede einseitige Begünstigung eines Zweiges der Produktion, er rechnete auf das Ineinandergreifen von Ackerbau, Gewerbe und Handel und betrachtete die Schutzzölle nur als einen Notbehelf, um die deutsche Industrie allmählich zu Kräften kommen zu lassen. Schon bei der ersten Revision des Tarifs im Jahre 1841. tat man einen Schritt weiter im Sinne des Freihandels, vereinfachte den Tarif und setzte mehrere Zölle herab. Während das Gesetz von 1818 für die westlichen Provinzen einen eigenen Tarif mit etwas niedrigeren Sätzen aufgestellt hatte, fiel jetzt der Unterschied zwischen den Provinzen hinweg; die Zollrolle von 1812 bildete in Form und Einrichtung die Grundlage für alle späteren Tarife des Zollvereins.

## 41.3.7 Pivot Paragraphs

From [Writing Great Essays]



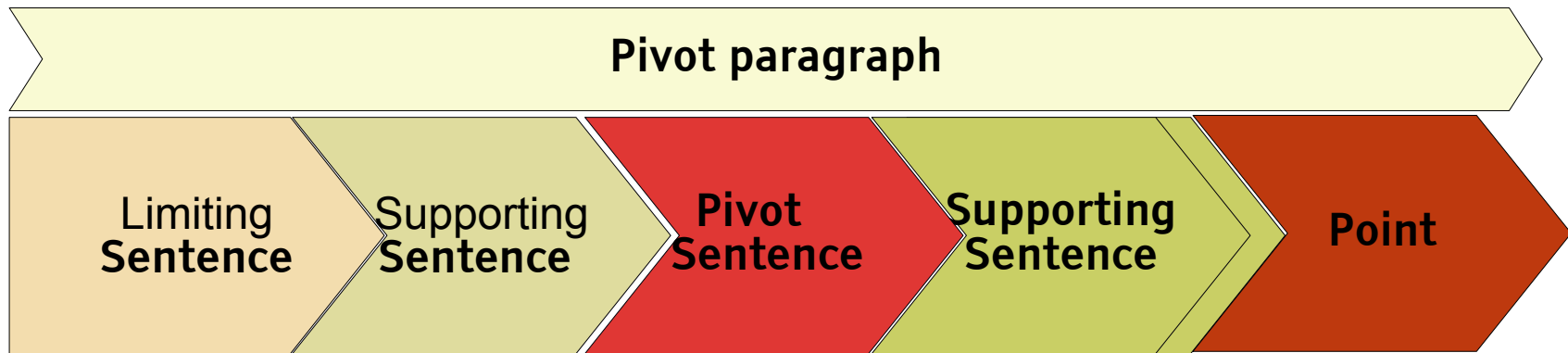
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und Kultur

# Pivot Sentence (Refutation Sentence)

- ▶ A **pivot sentence** changes the direction of the argumentation from support to refutation or vice versa.
- ▶ Pivot come as a surprise to the reader, and make things interesting.
- ▶ Prologues and epilogues of pivots must be balanced with each other, that is, the epilogue must refute prologue
- ▶ Pivots are often started by concessive conjunctions:
  - But,
  - However,
  - Nevertheless,
  - On the other hand,

# Pivot Paragraphs

- ▶ A pivot paragraph denies the arguments before in a pivot and changes the argumentation. It ends with the point.



# Pivot Sentence between Paragraphs

- ▶ [Abbot-Airplanes]
- ▶ The story told thus baldly does not sound like a record of glorious success. Nevertheless not Count Zeppelin alone but all Germany was wild with jubilation. \_Zeppelin I.\_ had demonstrated a principle; all that remained was to develop and apply this principle and Germany would have a fleet of aërial dreadnoughts that would force any hostile nation to subjection. There was little or no discussion of the application of the principle to the ends of peace. **It was as an engine of war alone that the airship appealed to the popular fancy.** <pivot>But at the time that fancy proved fickle.</pivot> With a few repairs the airship was brought out for another test. In the air it did all that was asked for it, but it came to earth--or rather to the surface of the lake--with a shock that put it out of commission. When Count Zeppelin's company estimated the cost of further repairs it gave a sigh and abandoned the wreck. Thereupon the pertinacious inventor laid aside his tools, got into his old uniform, and went out again on the dreary task of begging for further funds.

# Cute Parallelisms with Pivot!

## Nice message

- ▶ [Morley-Tomlinson-BedBooks]
- ▶ But best of all books for midnight are travel books. Once I was lost every night for months with Doughty in the "Arabia Deserta." He is a craggy author. <parallelism>A long course of the ordinary facile stuff, such as one gets in the Press every day, thinking it is English, sends one thoughtless and headlong among the bitter herbs and stark boulders of Doughty's burning and spacious expanse; only to get bewildered, and the shins broken, and a great fatigue at first, in a strange land of fierce sun, hunger, glittering spar, ancient plutonic rock, and very Adam himself.</>  
<pivot>But once you are acclimatized, and know the language--it takes time--<parallelism>there is no more London after dark, till, a wanderer returned from a forgotten land, you emerge from the interior of Arabia on the Red Sea coast again, feeling as though you had lost touch with the world you used to know</>. And if that doesn't mean good writing I know of no other test.



# Pivot Paragraph with Point-Last (German)

- ▶ [Bernstein]
- ▶ Marx leitet die Klassenzugehörigkeit, wie wir gesehen haben, von der Natur der Einkommensquellen ab und gruppiert diese in Grundrente, Profit, Lohn. Er schweigt vom Gehalt und rechnet das Gehalt offenbar dem Lohn zu. **<pivot>Aber das läßt die gewaltigen Unterschiede aus, die z. B. bei den Beamten bestehen, die doch gleichfalls Gehalt beziehen.</>** Auch die Schicht der Beamten hat in der Neuzeit sehr zugenommen, sie ist durch die ungeheure Ausdehnung der Verwaltung bedeutend vermehrt worden, und wenn die Angestellten und Beamten zeitweise eine Gemeinsamkeit der Interessen mit den Arbeitern empfinden, so kommt es doch auch zwischen ihnen und jenen zu Gegensätzlichkeiten der Interessen. Welche bedeutsamen Unterschiede zwischen den Grundbesitzern bestehen, je nachdem es sich um rein landwirtschaftlichen Grundbesitz, um Waldbesitz, Weinbergbesitz oder um Grundbesitz in Bergbau und Fischerei handelt, läßt Marx selbst durchblicken, **<point>und so sehen wir schon, daß die moderne Gesellschaft keineswegs das ganz einfache Bild darstellt, wie es sich dem oberflächlichen Leser des Kommunistischen Manifestes zeigt: hier Bourgeoisie, hier Proletariat, und die Mittelschichten verschwinden.**

# Strong Last Paragraph and Last Message in a Parallelism

- ▶ [Morley-Tomlinson-BedBooks]
- ▶ Because once there was a father whose habit it was to read with his boys nightly some chapters of the Bible--and cordially they hated that habit of his--I have that Book too; though I fear I have it for no reason that he, the rigid old faithful, would be pleased to hear about. <pivot>He thought of the future when he read the Bible; I read it for the past.</> The familiar names, the familiar rhythm of its words, its wonderful well-remembered stories of things long past--like that of Esther, one of the best in English--the eloquent anger of the prophets for the people then who looked as though they were alive, but were really dead at heart, all is solace and home to me. <repeating parallelism>And now I think of it, it is our home and solace that we want in a bed-book.</>

▶

# Pivot, Arguing against a Position

- ▶ [Abbot-Airplanes] Pivot introducing the theme: German submarines have a lot to do with the progress of the war

From the beginning of the Great War in Europe the fleets of the Teutonic alliance were locked up in port by the superior floating forces of the Entente. Such sporadic dashes into the arena of conflict as the one made by the German High Fleet, bringing on the Battle of Jutland, had but little bearing on the progress of the war. `<pivot>But the steady, persistent malignant activity of the German submarines had everything to do with it.</>` They mitigated the rigidity of the British blockade by keeping the blockaders far from the ports they sought to seal. They preyed on the British fleets by sinking dreadnoughts, battleships, and cruisers in nearly all of the belligerent seas. If the British navy justified its costly power by keeping the German fleet practically imprisoned in its fortified harbours, the German submarines no less won credit and glory by keeping even that overwhelming naval force restricted in its movements, ever on guard, ever in a certain sense on the defensive. And meanwhile these underwater craft so preyed upon British foodships that in the days of the greatest submarine activity England was reduced to husbanding her stores of food with almost as great thrift and by precisely the same methods as did Germany suffering from the British blockade.

# Pivot, Arguing against a Position (German)

## ► [Abbe]

Nun gibt es allerdings noch manche, sogar noch Parteien, welche glauben oder doch zu glauben vorgeben, es könne dieser Entwicklungsprozeß zum Stillstand, gebracht, vielleicht sogar dem Kleingewerbe aller Art ein Teil des jetzt verloren gegangenen Terrains zurückerobert werden.

<pivot>Ich sehe aber in dieser Meinung, da wo sie aufrichtig gehegt wird, die denkbar größte und auch schädlichste Illusion, zu welcher die Täuschung über die wahren Ursachen einer wirtschaftlichen Erscheinung nur immer führen könnte.</> Wer aber die erwähnte Umwandlung der Arbeitsform auf einem einzelnen Arbeitsgebiet mit erlebt und persönlich mit äußerstem Widerstreben ihrem Fortgang hat folgen müssen, für den kommt zur verstandesmäßigen Erkenntnis ihrer Notwendigkeit und Unwiderstehlichkeit auch noch die subjektive Gewißheit, daß sie zum Stillstand bringen zu wollen das gleiche besagt, <metaphorical argument>wie ein Versuch, die Flutwelle im Ozean aufzuhalten.

<concession>Man mag menschlich alle Teilnahme haben für die, welche im Kampf zweier Wirtschaftsformen zwischen Hammer und Amboß geraten sind; dieses kann aber die Überzeugung nicht ändern, daß alle Versuche, für das Kleingewerbe noch etwas zu retten -- nicht nur die kleinen und die großen Kniffe, wie Schikanieren von Konsumvereinen, Zünftlerei, Judenhetze u. a. m., sondern leider auch die an sich verständigen und ehrenwerten Bestrebungen zur innern Hebung des Handwerks -- doch nichts weiter mehr sind als: Maßnahmen zur Verlangsamung eines Todeskampfes.

<message>Die Zukunft gehört allein der organisierten Arbeit, und zwar auf allen Gebieten wirtschaftlicher Tätigkeit, Handel und Landbau nicht ausgeschlossen. <message more concrete>In 30 oder 40 Jahren wird vom eigentlichen Handwerk gewiß nichts mehr übrig sein als kleine Inseln solcher Arbeitstätigkeit, die entweder auf ganz individueller Kunst beruht oder ganz individuellen Bedürfnissen dienen will und aus dem einen oder dem anderen Grund immer Einzelarbeit bleiben muß.

## 41.3.8 Multi-Threaded Paragraphs

[WiCo]



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# Multi-threaded Paragraphs

- ▶ [WiCo] If a paragraph has only one topic (thematic string), it is called **single-threaded (with one thematic thread or string)**.
- ▶ Otherwise it is **multi-threaded (multiple thematic threads or strings)**
- ▶ They are treated after introducing fishbones and whalebones.

# Clear Thesis Question, Two Thematic Strings

- ▶ [Abbot-Writing] Abbot changes between two subjects “the man who writes” and “forcible writing”, both introduced in the thesis sentence of the direct paragraph
- ▶ He opens the discussion with a Question: point is a question
- ▶ “On the other hand, f a **man s to wr te forc bly**, he must (to use a well-known llustrat on) descr be Jerusalem as "sown w th salt," not as "captured," and the Jews not as be ng "subdued" but as "almost exterm nated" by T tus. <thes s quest on>**But what does th s mply?**</> <body> **It mpl es knowledge**, and very often a great deal of knowledge, and t mpl es also a v v d mag nat on. **The wr ter** must have eyes to see the v v d s de of everyth ng, as well as words to descr be what he sees. Hence **forc ble wr t ng**, and of course tasteful wr t ng also, s far less a matter of rules than s clear wr t ng; and hence, though **forc ble wr t ng** s exempl f ed n the exerc ses, clear wr t ng occup es most of the space devoted to the rules.”

## 41.4 Thesis Statement Maturization (Point Revision)

- ▶ Maturing a point/thesis by a traffic light process:
  - From red immaturity
  - to yellow semi-maturity
  - to green maturity



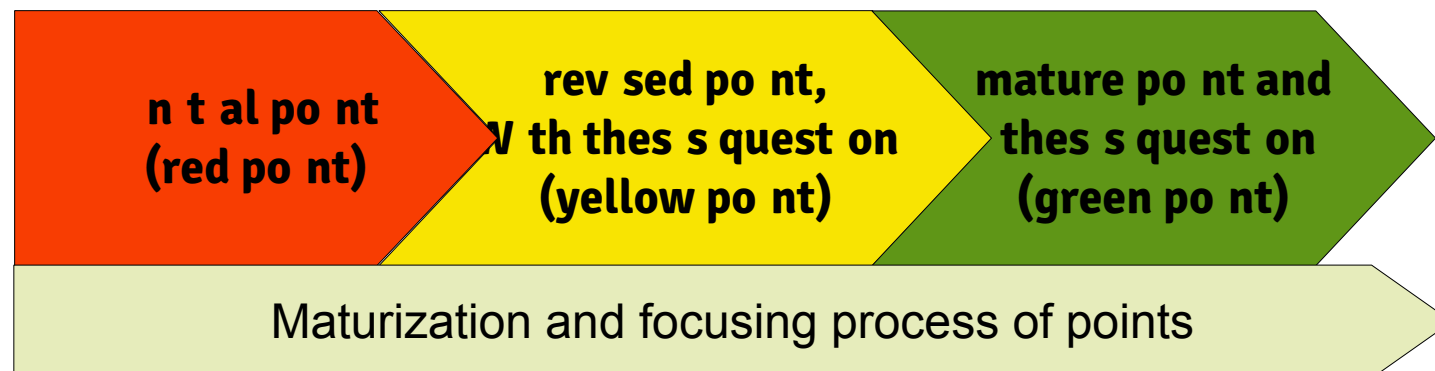


# Refinement of a Point resp. Controlling Idea

- ▶ **"It's a good idea to formulate a thesis (point, C.I.) early in the writing process,** perhaps by jott ing it on scratch paper, by putt ing it at the head of a rough outline, or by attempt ing to wr te an ntroductory paragraph that ncludes the thesis. Your tentative thesis w ll probably be less graceful than the thesis you nclude in the f nal vers on of your essay. Here, for example, s one student's early effort:
  - Although they both play percuss on nstruments, drummers and percuss on sts are very d fferent.
- The thesis that appeared in the f nal draft of the student's paper was more polished:
  - Two types of mus c ans play percuss on nstruments--drummers and percuss on sts--and they are as d fferent as Qu et R ot and the New York Ph lharmon c.
- ▶ Don't worry too soon about the exact word ng of your thesis, **however, because your main point may change as you refine your ideas."**
- ▶ (Diana Hacker, The Bedford Handbook, 6th ed. Bedford/St. Martin's, 2002), from website <http://grammar.about.com/od/tz/g/thesis.htm>

# Point Revision Traffic Light Analysis (Point Maturization)

- ▶ The point of a paragraph can be red, yellow, or green (**point maturity**).
- ▶ **Maturing a point** means to improve the benefit of controlling idea, to be more concrete:
- ▶ Ex. [Parks]:
  - My uncle, John Harter, was born and raised in Chikago. (Boring)
  - The fact that my uncle John Harter was born and raised in Chikago hat an important effect on his life. (much more interesting, because of “important effect” and “life”)
- ▶ Often, focusing can be achieved by asking a question about the initial point:
  - Why is it important that John Harter was born and raised in Chikago?
  - What benefit did it have?
- ▶ A **yellow point** has a thesis question associated



# Ex.: My uncle, John Harter, was born and raised in Chikago.

► Ex. Thesis questions [Parks]:

- Were John Harter's family life and education influenced by where he was born and raised? If so, how?
- Was his career influenced by where he was born and raised? If so, how?
- Might he have chosen a different career if he had been raised in a rural environment?
- How did Chikago shape his character?
- In what ways is John Harter a typical Chikagoman?
- Did his life in Chicage affect his health?
- Did he meed people in Chikago who changed his life?

# Exercises – Focus the Following Points with Three Thesis Questions Each

- ▶ Dresden is a nice town.
- ▶ Since 2012, TU Dresden is an “university of excellence”.
- ▶ The department of Computer Science is located in a beautiful building.
- ▶ The course ASICS is about writing practices.
- ▶ Until recently, the prime minister of Saxony has come from the West (“Wessi”).
- ▶ 1945, many German towns, such as Bremen and Dresden, were destroyed.
- ▶ Germany has Osis, Wessis, Northies and Southies.
- ▶ The Elbe river has got a new bridge, the Waldschlößchenbrücke.
- ▶ Semper Opera in Dresden is now 160 years old.
- ▶ Janine Jansen is a female violinist.
- ▶ Max Bruch was a German composer in the romantic area.
  
- ▶ If nessary, use Wikipedia to find material for creating questions.

# Compound Thesis Sentences

- ▶ A thesis sentence is often nicer, if it is compound:
  - treppauf or treppab (subclauses exert thrust)
  - framing is used to foreground the thesis
  - Standard emphasizeers are used
- ▶ Examples from Tony Hoare. Process Algebra: A Unifying Approach. A.E. Abdallah, C.B. Jones, and J.W. Sanders (Eds.): CSP25, LNCS 3525, pp. 36–60, 2005. Springer-Verlag:
  - “The divergence between CCS and CSP is not accidental, **but** reflects a slight difference in the primary purposes for which the two calculi were designed.”
  - “With such a range of applications, **it is not surprising** that there is now a wide variety of process algebras developed to meet differing needs.”
  - “In CSP and its variants, the standard comparison method is refinement, which in its simplest form is defined as inclusion of the traces of the observed behaviour of a more refined process in those of the refining process.”

# Subclause Thrusting for Compound Thesis Sentences

- ▶ A thesis can be foregrounded by an appropriate subclause (subclause thrusting):  
Instead of buying cakes in supermarkets people should try to bake a cake themselves to experience that baking is a simple and fun activity.

While Mary continued to ignore him, John fell more and more in love with her.

Though Dresden has been destroyed almost completely by a bombing in 1945, today it is a lively and interesting town.

- ▶ [Albert Einstein. Sidelights on Relativity.  
<http://www.gutenberg.org/cache/epub/7333/pg7333.txt>]

When in the first half of the nineteenth century the far-reaching similarity was revealed which subsists between the properties of light and those of elastic waves in ponderable bodies, the ether hypothesis found fresh support.

A thesis (point) has much more significance, if it is contrasted with a subclause, in particular, treppauf subclause.

# Clear Benefit in Controlling Idea, Strong Point by Concessive Subclaus Thrust and by Example

[Dalton]

The English Racing Stroke is a great deal more difficult to learn than any of the advanced strokes that we have reached so far, but once the student is proficient, it is one of the prettiest strokes. My brother, Prof. F.E. Dalton, swims this stroke faster than some swimmers do the crawl, and in action he does it most gracefully (Fig. 24). \_The Arm Movements\_ should first be learned. Lie on the right side (but if the pupil prefers it can be done equally as well on the left). Hold the left arm at the left side. Then raise it out of the water, bending the elbow; the hand should enter palm out, and about six inches below the surface, then extending it as far forward as possible. Next sweep the left arm down to the side sharply. Extend the right arm straight ahead, drawing it in toward the body with a semi-circular scoop.

# Point Sentence with Sting-Last by Subclause Thrust

[Russel-Problems] Treppauf-point (direct paragraph).

In daily life, we assume as certain many things which, on a closer scrutiny, are found to be so full of apparent contradictions that **<point>only a great amount of thought enables us to know what it is that we really may believe.</>** In the search for certainty, it is natural to begin with our present experiences, and in some sense, no doubt, knowledge is to be derived from them. But any statement as to what it is that our immediate experiences make us know is very likely to be wrong. It seems to me that I am now sitting in a chair, at a table of a certain shape, on which I see sheets of paper with writing or print. By turning my head I see out of the window buildings and clouds and the sun. I believe that the sun is about ninety-three million miles from the earth; that it is a hot globe many times bigger than the earth; that, owing to the earth's rotation, it rises every morning, and will continue to do so for an indefinite time in the future. I believe that, if any other normal person comes into my room, he will see the same chairs and tables and books and papers as I see, and that the table which I see is the same as the table which I feel pressing against my arm. All this seems to be so evident as to be hardly worth stating, except in answer to a man who doubts whether I know anything. Yet all this may be reasonably doubted, and all of it requires much careful discussion before we can be sure that we have stated it in a form that is wholly true.

What is the controlling idea? What the controlling development scheme?



# Thrusting by Negated Dual Thesis Sentences

- ▶ A thesis can be foregrounded by a **negated dual pre-thesis** (negated duality thrusting):  
[Rolland-The-Forerunners]

<negated dual point>Our epoch is not poor in the other energies, those energies which Tolstoy possessed in so full a measure. </negated dual point> <point>Our age is surfeited with passions and with heroism; in artistic capacity it is not lacking; the fire of religion, even, has not been withheld. God—all the gods there be—have cast burning brands into the vast conflagration that rages among the nations. Christ not excepted. There is not one among the countries, belligerent or neutral, including the two Switzerlands, the German and the Romance, which has failed to discover in the gospels justification for cursing or for slaughter.

A thesis (point) has much more significance, if it is contrasted with a negated dual thesis.

# Thrusting by Parallelism in Thesis Sentences

- ▶ A thesis can be foregrounded by **parallelism**:

[Rolland-The-Forerunners]

<point>Rarer to-day than heroism, rarer than beauty, rarer than holiness, is a free spirit.</point> Free from constraint, free from prejudices, free from every idol; free from every dogma, whether of class, caste, or nation; free from every religion. A soul which has the courage and the straightforwardness to look with its own eyes, to love with its own heart, to judge with its own reason; to be no shadow, but a man.

A thesis (point) has much more significance, if it uses parallelism.

# 41.5 More on Writing Interesting Issues - Smoothing a Direct Paragraph

Embedding a Point into the Flow:  
Writing Issues and Paragraph Introductions



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## 41.5.1. Transitions between Paragraphs with Tension



# Transitional Sentences with Thrust

- ▶ A **transitional sentence** for a paragraph needs a horizontal link to the previous paragraph
- ▶ Use Subclause thrusting for transitional sentences:
- ▶ Ex.: Use a pivotal complex sentence, e.g., concessive:
  - “Obgleich **<link>diese Technik</>** ihre Vorteile auszuspielen scheint, verhindert ihre Schwerfälligkeit dennoch ihren Einsatz.”

# Sentence Fragment as Introduction and Transition

[Russel-Problems] Smooth double-direct paragraph with repeated point

To return to the table. It is evident from `<link>what we have found</>`, that `<point>there is no colour which pre-eminently appears to be _the_ colour of the table, or even of any one particular part of the table</>`--`<point repetition>it appears to be of different colours from different points of view, and there is no reason for regarding some of these as more really its colour than others.</>` And we know that even from a given point of view the colour will seem different by artificial light, or to a colour-blind man, or to a man wearing blue spectacles, while in the dark there will be no colour at all, though to touch and hearing the table will be unchanged. This colour is not something which is inherent in the table, but something depending upon the table and the spectator and the way the light falls on the table. When, in ordinary life, we speak of \_the\_ colour of the table, we only mean the sort of colour which it will seem to have to a normal spectator from an ordinary point of view under usual conditions of light. But the other colours which appear under other conditions have just as good a right to be considered real; and therefore, to avoid favouritism, we are compelled to deny that, in itself, the table has any one particular colour.

## 41.5.2 Paragraph Introductions with Tension

### Hook and Funnel Introductions



# Introductions to Paragraphs

- ▶ [Parks p 186, Ross p 18]
- ▶ Funnel introductions narrow step by step a background to a topic
- ▶ Hook introductions capture the attention of the reader
  - Generalization Hook
  - Personal Insight Hook
  - Anecdote Hook
  - Quotation Hook
  - Gripping Facts and Data Hook (“gripping facts”)
  - Question hook
  - Setting-the-scene hook
  - Surprise hook
  - Humor hook
  - Addressing-the-reader-directly hook
- ▶ Funnel and Hook Paragraphs end with the thesis of the essay or section.



# Hook Introductions Capture the Reader's Interest

- ▶ Generalization Hook

- Some people never forget their defeats. Dresden has a bombing complex.

- ▶ Personal Insight Hook

- When I arrived in Dresden in 2004, I was astonished that on Feb 13, all church bells rang. I learned that every year, Dresden stands still for half an hour remembering the catastrophic bombing of that evening in 1945, when the town was destroyed. My town, Dresden, has a bombing complex.

- ▶ Anecdote Hook:

- When in 2005, the Dresdner Frauenkirche had been completely rebuilt, thousands took part in the inauguration event. The church was full and around the church, on a sunny Sunday, many had gathered to listen to the sermons and concerts. The solemn silence was broken by the trumpet player Güttler triumphantly playing Purcell's suite. You could hear a needle fall. You could hear East Germany resurrect, 60 years after the end of the war. Why was this such an overwhelming event? Well, Dresden has a bombing complex. <<issue>>

# Hook Introductions Capture the Reader's Interest

- ▶ Facts and Data Hook (“gripping” fact):
  - Every year on February 13, Dresden stands still for half an hour. The church bells ring reminding everybody on the destruction of the town in 1945. Only after 60 years later, the main church, the Frauenkirche, could be rebuilt – it had laid around in pieces in the middle of the town as “antifascistic memorial”. Since several years, Neonazis use this day to demonstrate against the humiliation of Germany in 1945 and the allies who bombed the town; other groups demonstrate against the Neonazis and the police has a difficult job to keep the parties apart. Last year, a helicopter monitored the center of the town for a full day, to make the police able to react quickly, if necessary. Dresden has a bombing complex. <<issue>>
- ▶ Quotation Hook:
  - Though Willy Brandt said in 1990 “Es wächst zusammen, was zusammen gehört”, it looks like Dresden is an exception of this. Dresden has a bombing complex...
- ▶ Question Hook: Make the thesis question explicit, i.e., turn the direct paragraph in a Q-A-paragraph.
  - Why do the church bells ring in Dresden every year on February 13? Of course, they should remind everybody on the destruction of the town in 1945. But many other German towns were destroyed, too, and none of them keeps the same tradition. So, what's special? Dresden has a bombing complex...

# Smooth Paragraph with Question Hook – Point is the Answer

- ▶ Eduard Bernstein. Der Sozialismus einst und jetzt. Streitfragen des Sozialismus in Vergangenheit und Gegenwart.

<http://www.gutenberg.org/cache/epub/24523/pg24523.txt>

Hier nun bewirken einen grundlegenden Wandel in den Anschauungen die beiden großen Männer, die heute als Begründer des wissenschaftlichen Sozialismus weithin anerkannt sind: Karl Marx und Friedrich Engels. **Warum trägt ihre Lehre diesen Namen, hat sie den besonderen Anspruch auf Wissenschaftlichkeit?** Weil sie tiefer und systematischer als alle vor ihr aufgestellten sozialistischen Theorien eindringt in das Wesen der Kräfte und Entwicklungsgesetze des gesellschaftlichen Fortschritts, den Kampf für den Sozialismus auf eine durchgearbeitete Entwicklungstheorie stützt, in der der Gedanke von der organischen Natur der sozialen Entwicklung zum Unterschied von der Auffassung dieser Entwicklung als eines mehr mechanischen oder chemisch bestimmten Vorgangs zu seinem Rechte kommt.

# Hook Introductions Capture the Reader's Interest

- ▶ **Setting-the-scene hook:** tell the background and the scenery
  - Dresden is a wonderful town at the shores of the beautiful Elbe river in Saxony. Its castle, its church, its river terrace forms a marvellous ensemble of 18<sup>th</sup> century baroque style. Its opera and concert halls offer two concerts every evening, and the several music festival run every year. However, Dresden has a bombing complex. <<issue>>
- ▶ **Surprise hook:**
  - On the evening of Feb 13, 1945, people could see “Xmas trees” in the sky of Dresden. Those were not flying trees, but the light signals who guided the English bombers on their way to the section where they should drop their bombs. They were a sign of immediate death, and within two hours the entire town was set on flames. Dresden has a bombing complex.<<issue>>
- ▶ **Humor hook:**
  - The Germans called Hitler the “Gröfaz” (Größter Feldherr aller Zeiten, Greatest general of all times). This sarchastic title expresses a bitter truth because Hitler lead them into their greatest destruction of all times. Many towns were damaged, and some were completely destroyed. Also Dresden has a bombing complex...
- ▶ **Addressing-the-reader-directly hook:**
  - Would you like to live among mad people? I have to. My town Dresden has a bombing complex...

# Looong “Setting the scene” Issue with Punch Line Message

- ▶ [Morley-Tomlinson-BedBooks] H. M. Tomlinson. Bed-Books and Night-Lamps. in Editor: Christopher Morley. Modern Essays  
<http://www.gutenberg.org/3/8/2/8/38280/>
- ▶ The rain flashed across the midnight window with a myriad feet. There was a groan in outer darkness, the voice of all nameless dreads. The nervous candle-flame shuddered by my bedside. The groaning rose to a shriek, and the little flame jumped in a panic, and nearly left its white column. Out of the corners of the room swarmed the released shadows. Black specters danced in ecstasy over my bed. I love fresh air, but I cannot allow it to slay the shining and delicate body of my little friend the candle-flame, the comrade who ventures with me into the solitudes beyond midnight. <punch line> I shut the window.</>

# Funnel Introductions Capture the Reader's Interest

- ▶ Funnel, narrowing on locations/regions (**geographical funnel**):
  - Some people cannot come over their catastrophes, never forget and even celebrate them. Some countries need generations to forget a lost war. Some towns celebrate their defeats; some even their destructions. Dresden has a bombing complex...
- ▶ Funnel, narrowing on sets (**classification funnel**):
  - Some things are not really healthy. Some fruits should be cooked before they can be eaten. Holunder juice is quite dangerous when drunken in a raw form...
- ▶ Funnel, narrowing on time and on topic (**time-effect funnel**):
  - In the past, laws could not often be enforced because the governments were too weak to control all events in the country. Since the advent of the computers, crimes can be detected much easier because the databases of the police enable powerful querying and data matching. Since 2000, DNA analysis allows to prove all father-child relationships. Now, a raping man can be sentenced if a child has resulted from his crime. This has lead to the effect that the success rate for sexual crimes in Germany could be raised by 50% in 10 years. ..
- ▶ Funnels can be on many microorder patterns:
  - General → particular (generalization); Abstract → detailed (abstraction)
  - Superclass → subclass (classification); Superset → subset
  - Whole → part

# Funnel Theses (Points)

- ▶ Also theses (points) can be funneled. One starts with
  - Generalization funnel point: general  $\rightarrow$  particular
  - Abstract  $\rightarrow$  detailed (abstraction)
  - Superclass  $\rightarrow$  subclass (classification)
  - Superset  $\rightarrow$  subset
  - Whole  $\rightarrow$  part
- ▶ Funneling a point is rather similar to funnel introductions, often the difference is hard to tell.

Write a dressed paragraph on the following thesis questions. Start with drawing a bush cluster, then textify it.

- ▶ Why is it morally wrong that intelligence services spy out the internet traffic?
- ▶ Should there be strong encryption which an intelligence service cannot break, for private communication on the internet?
- ▶ Should people over 80 receive still all expensive health care, e.g., operations to replace knees or bypass operations?
- ▶ Should the UN take military punishment action if a nation uses chemical weapons in a conflict?
- ▶ Should Greece be freed from its debts?
- ▶ Should Greece enjoy a limit for its loan interest rates?



## 41.6 Support Analysis for Direct Paragraphs and Paragraph Refactoring

- ▶ Maturing the support of a discussion for the point/thesis by a traffic light process:
  - From red immaturity
  - to yellow semi-maturity
  - to green maturity



# Lack of Unity or Coherence

- ▶ [Devlin-Writing, Chap. 3]
- ▶ If we examine any good paragraph we shall find it made up of a number of items, each of which helps to illustrate, confirm or enforce the general thought or purpose of the paragraph. Also the transition from each item to the next is easy, natural and obvious; the items seem to come of themselves.

If, on the other hand, we detect in a paragraph one or more items

**which have no direct bearing (no support),**

**or if we are unable to proceed readily from item to item**

**(no microthreading),**

**especially if we are obliged to rearrange the items before we can perceive their full significance,**

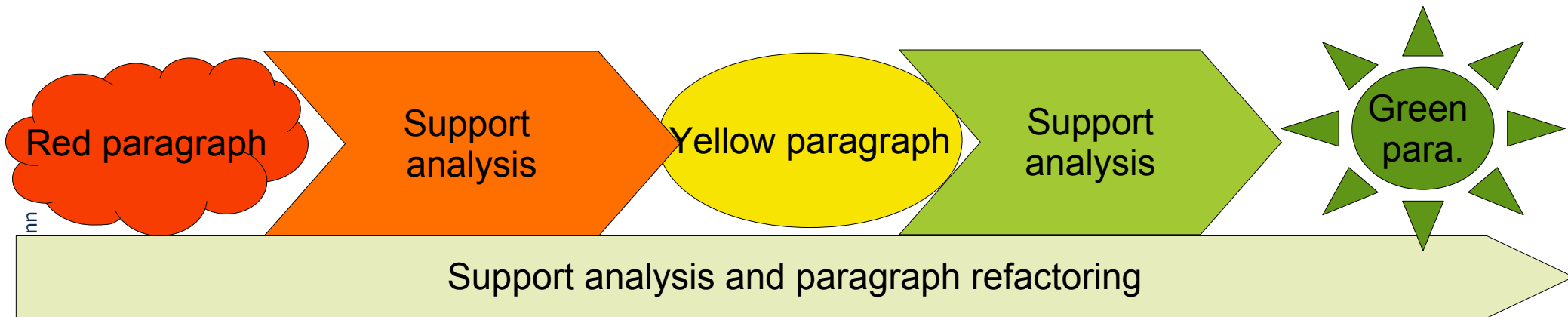
then we are justified in pronouncing the paragraph construction faulty.

# Support Analysis and Paragraph Refactoring with Traffic-Light Process

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- ▶ A paragraph has **unity** if all sentences remember or support the point (the CI).
- ▶ **Support analysis:** [Ross] In between the different phases of the maturity of the point, every sentence of the discussion must be marked whether
  - it supports the point or not;
  - whether it reminds on the topic or not,
  - or whether it limits the point or not.
  - Insert <Y>, <N>, <S>, <L>, <P>, <?> markers behind the sentence
- ▶ In the end, the support analysis must deliver all sentences of the discussion marked with <Y>.



## Ex.: Support Analysis of Vannevar Bush

- ▶ [VannevarBush] Markup this Q+A paragraph:
- ▶ Will there be dry photography? It is already here in two forms.  
When Brady made his Civil War pictures, the plate had to be wet at the time of exposure. Now it has to be wet during development instead. In the future perhaps it need not be wetted at all. There have long been films impregnated with diazo dyes which form a picture without development, so that it is already there as soon as the camera has been operated. An exposure to ammonia gas destroys the unexposed dye, and the picture can then be taken out into the light and examined. The process is now slow, but someone may speed it up, and it has no grain difficulties such as now keep photographic researchers busy. Often it would be advantageous to be able to snap the camera and to look at the picture immediately.

# Stephen Kings Law of Fat Reduction

- ▶ [King] Stephen King. The Horror Market Writer and the Ten Bears. In: The Writer's Digest. Guide to Good Writing. Writers Digest Books, Chikago
- ▶ Reducing the text about 30% is normal (slimming)

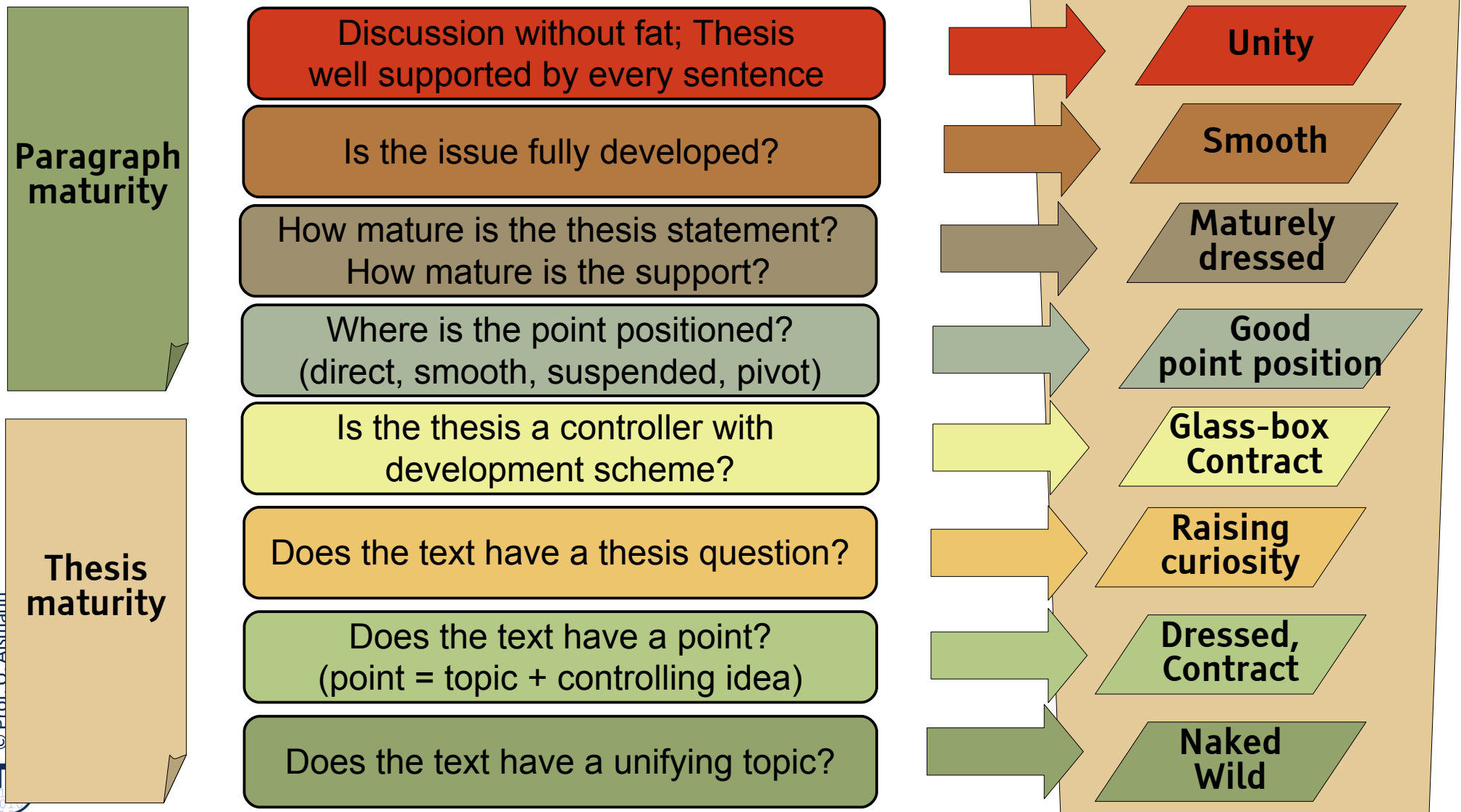
When your story is ready for rewrite, cut it to the bone.  
**Get rid of every ounce of excess fat.**  
This is going to hurt...

# Homework: Exercise

- ▶ English: go through the first chapter of [Russel-Bolshevism] and find out
- ▶ Germans: Go through a paper of [SchmEinm] and find out
  - Which paragraphs are dressed? (with explicit point)
  - Which paragraphs are contract-controlled? (with explicit development scheme)
  - Which ones are naked? (without point)
  - Which ones are chained together with others by a common controlling idea?
- ▶ If you don't know, which one, take the essay “Fünzig Jahre nach dem Marschallplan: Was wird aus Europa?” p. 161.
- ▶ Is Helmut Schmidt a naked, dressed, direct, fully-dressed, or question-based writer?
- ▶ Which writer is Bertrand Russel?
- ▶ Which writer is Gordon C. Craig?

# Directed Writing for Unity (Overview-Only)

- ▶ **Directed writing analysis** is the process of investigation whether a text conforms to controlling ideas and a thesis questions.



# Meta-Remark

- ▶ This chapter has an echo controller and is a direct paragraph – why?
- ▶ How could you make the chapter an “upward chapter”?
- ▶ How to write an issue for the chapter, i.e., a smooth funnel introduction with curiosity hook?



# Possible Exam Questions

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Academic Skills in Computer Science (ASICS)

- ▶ How do you perform support analysis for a paragraph?
- ▶ Which ingredients does a controller have?
- ▶ What is point maturization?
- ▶ What is a controlling idea?
- ▶ Explain the process of controlled writing.
- ▶ What is a suspended paragraph?

- ▶ We will meet Controlling Ideas (C.I.) and controllers again and again:
  - In paragraphs
  - In sections
  - In chapters
  - In talks
  - In Master's theses
  - In PhD theses
- ▶ C.I. are one of the main instruments to present one's scientific work in a focused and clear way.

- ▶ [Thornton-SteamEngines] Thornton writes about the disadvantage of Savery's steam engine.
- ▶ Why does this paragraph show only a limited unity? Why is it not “smooth”? What is wrong with the thesis sentence?
- ▶ Which conclusion would you suggest?
- ▶ The consumption of fuel with these engines was very great. The steam was not generated economically, as the boilers used were of such simple forms as only could then be produced, and presented too little heating surface to secure a very complete transfer of heat from the gases of combustion to the water within the boiler. This waste in the generation of steam in these uneconomical boilers was followed by still more serious waste in its application, without expansion, to the expulsion of water from a metallic receiver, the cold and wet sides of which absorbed heat with the greatest avidity. The great mass of the liquid was not, however, heated by the steam, and was expelled at the temperature at which it was raised from below.

- ▶ [Thornton-SteamEngines] Thornton writes about Savery's book to explain his steam engine.
- ▶ Why does this paragraph show only a limited unity? Why is it not “smooth”? Why is the good thesis sentence not related well to most of the text?
- ▶ Which conclusion would you suggest?

With the intention of making his invention more generally known, and hoping to introduce it as a pumping-engine in the mining districts of Cornwall, Savery wrote a prospectus for general circulation, which contains the earliest account of the later and more effective form of engine. He entitled his pamphlet “The Miner’s Friend; or, A Description of an Engine to raise Water by Fire described, and the Manner of fixing it in Mines, with an Account of the several Uses it is applicable to, and an Answer to the Objections against it.” It was printed in London in 1702, for S. Crouch, and was distributed among the proprietors and managers of mines, who were then finding the flow of water at depths so great as, in some cases, to bar further progress. In many cases, the cost of drainage left no satisfactory margin of profit. In one mine, 500 horses were employed raising water, by the then usual method of using horse-gins and buckets.

The approval of the King and of the Royal Society, and the countenance of the mine-adventurers of England, were acknowledged by the author, who addressed his pamphlet

## Ex.: Wrapped Paragraph

[Russel-Problems] What's the echo of the point?

The philosopher who first brought prominently forward the reasons for regarding the immediate objects of our senses as not existing independently of us was Bishop Berkeley (1685-1753). His *Three Dialogues between Hylas and Philonous*, in *Opposition to Sceptics and Atheists*, undertake to prove that there is no such thing as matter at all, and that the world consists of nothing but minds and their ideas. Hylas has hitherto believed in matter, but he is no match for Philonous, who mercilessly drives him into contradictions and paradoxes, and makes his own denial of matter seem, in the end, as if it were almost common sense. The arguments employed are of very different value: some are important and sound, others are confused or quibbling. But Berkeley retains the merit of having shown that the existence of matter is capable of being denied without absurdity, and that if there are any things that exist independently of us they cannot be the immediate objects of our sensations.

# Appendix

# Good Controlling Idea with Clear Benefit Hook and Upward Controller

- ▶ Theodor Mommsen. Römische Geschichte Buch 1.
- ▶ <http://www.gutenberg.org/cache/epub/3060/pg3060.txt>
- ▶ <Thesis>Den Tarentinern ist unter allen hellenischen Ansiedlungen in Italien die glaezendste Rolle zugefallen.</> Der vortreffliche Hafen, der einzige gute an der ganzen Suedkueste, machte ihre Stadt zum natuerlichen Entrepot fuer den sueditalienischen Handel, ja sogar fuer einen Teil des Verkehrs auf dem Adriatischen Meer. Der reiche Fischfang in dem Meerbusen, die Erzeugung und Verarbeitung der vortrefflichen Schafwolle sowie deren Faerbung mit dem Saft der tarentinischen Purpurschnecke, die mit der tyrischen wetteifern konnte - beide Industrien hierher eingebuergert aus dem kleinasiatischen Miletos -, beschaeftigten Tausende von Haenden und fuegten zu dem Zwischen- noch den Ausfuhrhandel hinzu. Die in groesserer Menge als irgendwo sonst im griechischen Italien und ziemlich zahlreich selbst in Gold geschlagenen Muenzen sind noch heute redende Beweise des ausgebreiteten und lebhaften tarentinischen Verkehrs. <point>Schon in dieser Epoche, wo Tarent noch mit Sybaris um den ersten Rang unter den unteritalischen Griechenstaedten rang, muessen seine ausgedehnten Handelsverbindungen sich angeknuepft haben;</> <limit>indes auf eine wesentliche Erweiterung ihres Gebietes nach Art der achaeischen Staedte scheinen die Tarentiner nie mit dauerndem Erfolg ausgegangen zu sein.</>

# A Nice Limiting Sentence

- ▶ [Stresemann] How does the limit sentence influence the conclusion?
- ▶ Eine Tatsache lässt sich allerdings gegen den Flaschenbierversand anführen, die ihm vielleicht bei einem Teile der Konsumenten nicht zur Empfehlung gereicht: er beruht fast durchweg auf \_Barzahlung\_. Der kleine Viktualienhändler, der das Bier selbst erst in Flaschen vom Bierhändler bezieht, mag seinen Kunden, die bei ihm neben anderen Waren auch Bier holen, Kredit gewähren, ebenso der Kolonialwarenhändler und der Gastwirt. Sie alle haben Gelegenheit, sich über die Kreditwürdigkeit ihrer Kunden näher zu unterrichten, sie vielleicht täglich zu sehen und wenden deshalb nichts dagegen ein, wenn vom 30. des Monats oder von der Mitte der Woche ab »angeschrieben« und nach Empfang des Gehaltes oder des Lohnes gezahlt wird. **<limit>Der Bierhändler, der in den meisten Fällen den Kunden nur dem Namen nach kennt, kann sich hierauf natürlich nicht einlassen, wenigstens nicht, soweit es sich, wie in diesen Ausführungen, um Privatkunden handelt.</>** Geht dem Flaschenbiergeschäft hierdurch auf der einen Seite ein Teil der Kundschaft verloren, so trägt doch andererseits das Prinzip der Barzahlung auch zu seiner Konsolidierung bei.



## Support Sentence, but with Concession (Limit)

[Bernstein-Sozialismus] Eduard Bernstein. Der Sozialismus einst und jetzt. Streitfragen des Sozialismus in Vergangenheit und Gegenwart.

Wille und Idee, die von den Utopisten in der einen oder anderen Weise überschätzt werden, werden in der Marx-Engelsschen Lehre zwar nicht, wie vielfach angenommen worden ist, als Triebkräfte der sozialen Entwicklung gering eingeschätzt oder gar ignoriert -- ohne Idee keine Wille und ohne Wille keine Aktion --, <man könnte> **aber sie werden in ihrer sozialen Bedeutung gekennzeichnet.**</>  
<repetitor>Es wird gezeigt, wie sie abhängig sind von den materiellen Bedingungen und Formen des gesellschaftlichen Daseins der Menschen, für die der maßgebende Faktor ist die Art und Weise der Produktion der Lebensgüter der Menschen.</>

# Stefan Zweig about Fat Reduction (German)

[Zweig-Welt-von-Gestern]

Da ich es immer als meine Pflicht empfand, bei fremden Werken oder Gestalten biographisch oder essayistisch den Ursachen ihrer Wirkung oder Unwirkung innerhalb ihrer Zeit nachzugehen, konnte ich in manchen nachdenklichen Stunden nicht umhin, mich zu fragen, **in welcher besonderen Eigenschaft meiner Bücher ihr für mich so unvermuteter Erfolg eigentlich begründet war.** Letzten Endes glaube ich, stammt er von einer persönlichen Untugend her, nämlich daß ich ein ungeduldiger und temperamentvoller Leser bin. Jede Weitschweifigkeit, alles Schwelgerische und Vage-Schwärmerische, alles Undeutliche und Unklare, alles Überflüssig-Retardierende in einem Roman, einer Biographie, einer geistigen Auseinandersetzung irritiert mich. Nur ein Buch, das ständig, Blatt für Blatt, die Höhe hält und bis zur letzten Seite in einem Zuge atemlos mitreißt, gibt mir einen **vollkommenen Genuß.** Neun Zehntel aller Bücher, die mir in die Hand geraten, finde ich mit überflüssigen Schilderungen, geschwätzigen Dialogen und unnötigen Nebenfiguren zu sehr ins Breite gedehnt und darum zu wenig spannend, zu wenig dynamisch. Selbst bei den berühmtesten klassischen Meisterwerken stören mich die vielen sandigen und schleppenden Stellen, und oft habe ich Verlegern den kühnen Plan entwickelt, einmal in einer übersichtlichen Serie die ganze Weltliteratur von Homer über Balzac und Dostojewskij bis zum ›Zauberberg‹ mit gründlicher Kürzung des individuell Überflüssigen herauszugeben, dann könnten alle diese Werke, die zweifellos überzeitlichen Gehalt haben, erneut lebendig in unserer Zeit wirken.

# Stefan Zweig about Fat Reduction (German)

Diese Abneigung gegen alles Weitschweifige und Langwierige mußte sich notwendigerweise von der Lektüre fremder Werke auf das Schreiben der eigenen übertragen und mich zu einer besonderen Wachsamkeit erziehen. An und für sich produziere ich leicht und fließend, in der ersten Fassung eines Buches lasse ich die Feder locker laufen und fabuliere weg, was mir am Herzen liegt. Ebenso verwerte ich bei einem biographischen Werke zunächst alle nur denkbaren dokumentarischen Einzelheiten, die mir zu Gebote stehen; bei einer Biographie wie ›Marie Antoinette‹ habe ich tatsächlich jede einzelne Rechnung nachgeprüft, um ihren persönlichen Verbrauch festzustellen, alle zeitgenössischen Zeitungen und Pamphlete studiert, alle Prozeßakten bis auf die letzte Zeile durchgeackert. Aber im gedruckten Buch ist von all dem keine Zeile mehr zu finden, **denn kaum daß die erste ungefähre Fassung eines Buches ins Reine geschrieben ist, beginnt für mich die eigentliche Arbeit, die des Kondensierens und Komponierens, eine Arbeit, an der ich mir von Version zu Version nicht genug tun kann. Es ist ein unablässiges Ballast-über-Bord-werfen, ein ständiges Verdichten und Klären der inneren Architektur; während die meisten andern sich nicht entschließen können, etwas zu verschweigen, was sie wissen, und mit einer gewissen Verliebtheit in jede gelungene Zeile sich weiter und tiefer zeigen wollen, als sie eigentlich sind, ist es mein Ehrgeiz, immer mehr zu wissen, als nach außen hin sichtbar wird.**

# Stefan Zweig about Fat Reduction (German)

Dieser Prozeß der Kondensierung und damit Dramatisierung wiederholt sich dann noch einmal, zweimal und dreimal bei den gedruckten Fahnen; es wird schließlich eine Art lustvoller Jagd, noch einen Satz oder auch nur ein Wort zu finden, dessen Fehlen die Präzision nicht vermindern und gleichzeitig das Tempo steigern könnte. Innerhalb meiner Arbeit ist mir die des Weglassens eigentlich die vergnüglichste. Und ich erinnere mich, daß einmal, als ich besonders zufrieden von meiner Arbeit aufstand und meine Frau mir sagte, mir scheine heute etwas Außergewöhnliches geglückt zu sein, ich ihr stolz antwortete: »Ja, es ist mir gelungen, noch einen ganzen Absatz wegzustreichen und dadurch einen rapideren Übergang zu finden.« Wenn also manchmal an meinen Büchern das mitreißende Tempo gerühmt wird, so entstammt diese Eigenschaft keineswegs einer natürlichen Hitze oder inneren Erregtheit, sondern einzig jener systematischen Methode der ständigen Ausschaltung aller überflüssigen Pausen und Nebengeräusche, und wenn ich mir irgendeiner Art der Kunst bewußt bin, so ist es die Kunst des Verzichtenkönnens, denn ich klage nicht, wenn von tausend geschriebenen Seiten achthundert in den Papierkorb wandern und nur zweihundert als die durchgesiebte Essenz zurückbleiben. Wenn irgend etwas, so hat mir die strenge Disziplin, mich lieber auf engere Formen, aber immer auf das unbedingt Wesentliche zu beschränken, einigermaßen die Wirkung meiner Bücher erklärt, und es wurde wahrhaft beglückend für mich, dessen Gedanken von Anbeginn einzig auf das Europäische, auf das Übernationale gerichtet gewesen, daß sich nun auch aus dem Ausland Verleger meldeten, französische, bulgarische, armenische, portugiesische, argentinische, norwegische, lettische, finnische, chinesische. Bald mußte ich einen mächtigen Wandschrank kaufen, um alle die verschiedenen Exemplare der Übertragungen zu verstauen, und eines Tages las ich in der Statistik der ›Coopération Intellectuelle‹ des Genfer Völkerbundes, daß ich zur Zeit der meistübersetzte Autor der Welt sei (ich hielt es abermals meinem Temperament gemäß für eine Falschmeldung).

# Direct vs. Suspended Paragraphs

- ▶ `<direct-paragraph><point>`Heute findet Politik mehr und mehr in persönlichen Begegnungen (dank Mailverkehr), per Telefon (zunehmend per Handy) oder mittels anderer elektronischer Medien start. `</><concession>`Natürlich werden auch davon Protokolle, auf höchster Ebene sogar Telefonmitschriften, erstellt.`</><strengthening>`Doch der Anteil an wichtigen Vorgängen, die auf Papier festgehalten werden, nimmt ständig ab.`</>` Und wer schreibt noch lange Briefe oder ausführliche Tagebücher?
- ▶ `<suspended paragraph with microthreading via “sie”>`  
Natürlich können Wissenschaftler heute auf Fernsehberichterstattung zurückgreifen, und sie können sich Bänder von Telefongesprächen - oder Abhöranlagen - anhören. In Zukunft werden sie vielleicht auch E-Mails lesen. `<pivot>`Der Punkt ist nicht, dass es weniger Quellenmaterial gibt; ganz im Gegenteil. Während ein Althistoriker eine ganze Epoche anhand eines einzigen Papyrus rekonstruieren muß, hat der Zeitgeschichtler unter Umständen eine ganze Bibliothek zu den Ereignissen eines einzigen Tages. `<point>`Es ist das Verhältnis von Quantität zu Qualität, das sich zum Schlechteren entwickelt hat.`</>`