**ENG 105 LECTURE-2**

**1. WRITING PROCESS**

* **Topic**
* **Brainstorming**
* **Outline**
* **Write**
* **Revise (improve writing) ARMS**
* **Edit (proofread work) CUPS**
* **Submit**

**A-Add** ~words, sentences, details

**R-Remove** ~words, sentences, unnecessary details

**M-Move** ~sentences to fit better, word order

**S-Substitute** ~overused words, strong words for plain words, detailed sentences for boring sentences

**C-Capitalization** ~first word in a sentence, proper nouns

**U-Understanding** ~makes sense, correct use of nouns and verbs, interesting detail

**P-Punctuation** ~periods, question marks, exclamation points, commas, quotation marks

**S-Spelling** ~check a dictionary

**2. TOPIC VS TITLE**

**3. TOPIC SENTENCE** (a sentence that expresses the main idea of the paragraph in which it occurs. A topic sentence essentially tells readers what the rest of the paragraph is about.)

**THESIS STATEMENT** (is one sentence that expresses the main idea of an essay)

## 4. TOPIC SENTENCES AND CONTROLLING IDEAS

Every topic sentence will have a topic and a controlling idea. The controlling idea shows the direction the paragraph will take.

* **Topic Sentence:** Cooking requires a number of different skills.
* The topic is "cooking" and the controlling idea is " a number of different skills."

**Thesis Statement:**

The work was physically hard, the pay was poor, and the working conditions were dismal.

**5.** **ESSAY STRUCTURE: 5 paragraphs**

Paragraph 1: introduction with thesis

Paragraph 2: first topic sentence with supporting details

Paragraph 3: second topic sentence with supporting details

Paragraph 4: third topic sentence with supporting details

Paragraph 5: conclusion with restated thesis

**6.** **UNITY,** C**OHERENCE, SUPPORT**

* A paragraph is a collection of sentences which all relate to one main idea or topic.
* Effective paragraphs have four main characteristics: a topic sentence, unity, coherence, and adequate development.

**Unity**

* Unity in a paragraph means that the entire paragraph should focus on one single idea.
* The supporting details should explain the main idea.
* The concluding sentence should end the paragraph with the same idea.
* Thus, a unified paragraph presents a thought, supports it with adequate details and completes it with a conclusion.

### **Example**

"Employees' attitudes at Johnstone Electric Company should be improved. The workers do not feel that they are a working team instead of just individuals. If people felt they were a part of a team, they would not misuse the tools, or deliberately undermine the work of others. Management's attitude toward its employees should also be improved. Managers at Johnstone Electric act as though their employees are incapable of making decisions or doing their own work. Managers treat workers like objects, not human beings."

**Note that there are two main ideas presented in this paragraph. The topic sentence indicates that the paragraph will deal with the subject of "employees' attitudes," but the paragraph shifts unexpectedly to the topic of "management's attitudes." To achieve unity in this paragraph, the writer should begin a new paragraph when the switch is made from employees to managers.**

## Coherence

* Coherence means establishing a relationship between the ideas presented in a paragraph.
* It brings about a rationale in the arrangement of the ideas which are introduced either in the chronological order or in the order of importance.
* Besides, transitions that compare, contrast, illustrate, add or show cause and effect build logical bridges.
* The ideas, thus expressed in the paragraph, flow smoothly from one to the other in a logical sequence.
* This helps the reader to understand the paragraph.

### **Example**

"Schools should offer courses to help students with the problems of unemployment. Such a course might begin with a discussion of where to find employment, then cover resume writing and interviewing. Algebra and history don't help students with real-world needs. They are required courses that students aren't interested in, and this is frustrating for students who would rather learn about other subjects. If schools offered job-skills courses, students would be well prepared for the difficult task of finding a job once they finish school."

**In this paragraph, the writer begins with the topic of job-skills courses, but veers off onto the topic of algebra and history before returning to the subject of courses on employment. As a result, the paragraph is disjointed and difficult to understand.**

## Adequate Development (Support)

* A paragraph is adequately developed when it describes, explains and supports the topic sentence.
* If the "promise" of the topic sentence is not fulfilled, or if the reader is left with questions after reading the paragraph, the paragraph has not been adequately developed.
* Generally speaking, a paragraph which consists of only two or three sentences is under-developed.
* A good rule of thumb to follow is to make sure that a paragraph contains at least four sentences which explain and elaborate on the topic sentence.

### **Example**

"The topics of leadership and management are both similar to and different from one another in several important ways. To be effective, a manager should be a good leader. And good leaders know how to manage people effectively."

**The topic sentence promises to discuss "several" points of comparison and contrast between leadership and management, but the remainder of the paragraph falls short of fulfilling this promise. Only one point of comparison is raised, and this point is left unexplained. Several questions remain unanswered. How are leaders different from managers? In what specific ways are the two alike? Why must a manager be a good leader to be effective? Why must good leaders know how to manage people effectively? To achieve adequate development in this paragraph, these questions should be addressed.**

## Topic Sentences (SCU)

* Beginning a paragraph with a topic sentence is one of the best ways to achieve clarity and unity in one's writing.
* The function of a topic sentence is to describe what the paragraph will be about, such that the reader has clear expectations about what will follow.
* An effective topic sentence typically contains only one main idea.
* The remainder of the paragraph then develops that idea more fully, offering supporting points and examples.
* After reading a topic sentence, one should be able to anticipate the type of information contained in the rest of the paragraph.
* If the remainder of the paragraph does not fulfill the "promise" of the topic sentence, the paragraph will lack unity, coherence and adequate development.

### **Examples**

"The cockroaches that inhabit many city apartments and homes are parasites that are almost impossible to exterminate completely."

Notice that this sentence clearly identifies that the key topic of the paragraph is cockroaches. It also indicates what the remainder of the paragraph will discuss: the difficulty of exterminating cockroaches. The reader can then expect the rest of the paragraph to explain how and why cockroaches are difficult to eliminate.

| **A thesis is not a title** | | |
| --- | --- | --- |
| **Poor:** |  | The Decline of Baseball |
| **Better:** | Baseball, once a national pastime and even an addiction, has lost its popularity because of the new interest in more violent sports. |
| **Poor:** | Homes and Schools. |
| **Better:** | If parents want better education for their children, they must be willing to commit their time to working with the schools. |
| **A thesis is not an announcement of the subject** | | |
| **Poor:** |  | I want to share some thoughts with you about our space program. |
| **Better:** | Since the space program has yet to provide the American people with any substantial, practical returns, it is a waste of money and should be dissolved. |
| **A thesis is not a statement of absolute fact** | | |
| **Poor:** |  | William Shakespeare wrote King Lear. |
| **Better:** | King Lear exemplifies the finest development of Shakespeare's dramatic talent. |
| **A good thesis is restricted: It limits the subject to a manageable amount** | | |
| **Poor:** |  | People are too selfish. |
| **Better:** | Rush hour traffic exemplifies human behavior at its worst. |
| **Poor:** | Crime must be stopped. |
| **Better:** | To stop the alarming rise in the number of violent crimes committed every year, our courts must hand out tougher sentences. |
| **A good thesis is unified: It should express one major idea about one subject** | | |
| **Poor:** |  | Detective stories are not a high form of literature, but people have always been fascinated by them and many fine writers have experimented with them. |
| **Better:** | Detective stories appeal to the basic human desire for thrills. |
| **A good thesis is specific** | | |
| **Poor:** |  | The new Denver Art Museum is impressive. |
| **Better:** | The new Denver Art Museum is a monument to human folly. |
| **Poor:** | Hemingway's war stories are very good. |
| **Better:** | Hemingway's war stories helped to create a new prose style. |