PARAGRAPH WRITING

FOR

ACADEMIC

COURSES

A Modern Approach

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PREFACE

In preparing the present edition of "Paragraph Writing for Academic Courses⁻A Modern Approach," the writer has not departed from the principles of earlier simple version were based, but he has made some practical changes, that he hopes, will render this simple book a more effective teaching instrument for instructor and a practical as well as more useful guidebook for the students.

This book employs so called "Modern Approach" since it leads us to remain convinced that good work of writing is a natural expression of necessary modes of thought and not all a matter of rules or tricks. We remain convinced, too, in a manner of speaking, that the best and the quickest way to learn to write well is not through a process of blind absorption, or trial and error, or automatic conditioning, but through the cultivation of an awareness of the underlying logical and psychological principles. We believe that the awareness to be developed involves a double process of constantly analyzing specific examples and constantly trying to write against a background of principles. To put the matter in a slightly different way: the student learns to write by coming to a deeper realization of the workings of his or her own mind and feelings, and of the

way in which those workings are related to the target language. As for our practical changes, the writer has highlighted this book somewhat by developing materials, mostly by tightening up some constructive comments from colleagues.

To reaffirm this brief account of the special changes the writer has made, this simple book is not so much an "answer" book as a compendium of suggestions of useful background materials and additional resources, and of further exercises that the instructor may find helpful for classes with special needs or problems. The writer's hope is that the lesson materials will thus greatly add to the flexibility of this book by pointing out ways to increase, where needed, stress on certain problems of composition and by allowing the instructor to alter the sequence of study.

The writer should like to repeat here, with a few additions, the acknowledgements previously made to persons involved in publishing this book. That is to say, nobody has ever written a book of teaching instrument without help. The writer is grateful to the Dean of FKIP Universitas Lampung who recommended him to compose this book.

The writer owes Prof. Bambang Setiadi, PhD., a very special debt. In phase after phase of this revision he has been of enormous help – in freeing the writer from pre-conceptions to allow him a new look at his subject, in discussing individual problems, in constant criticism and in suggestions for rewriting. He has been, all told, an invaluable colleague.

Indeed, this book was written in a great hurry so that perfection of whatsoever degree is hardly imaginable, thanks to all the references the writer was fortunate enough to have at hand, for this book has come to be developed as it is. The material selected in this book was basically derived – some of which were copied – from the books of reference.

Preface

The writer has no pretense in the least to own authorship. He is fully aware that he has been trying no more than to select a set of material learnable, hopefully, for the students, who is pursuing a better mastery of writing skills in English.

CONTENTS

Contents

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Chapter I

REQUIREMENTS OF PARAGRAPH WRITING

This book is intended to inform students about how to compose a good paragraph. It will also provide a number of practices in terms of writing effective paragraphs. For that purposes, they will have to know several terms related to requirements of a paragraph development, such as, *topic, topic sentence, controlling idea,* and *supporting details*. In this book students will scrutinize about those terms, and they will also study how to identify *a topic, a controlling idea of a paragraph, supporting details,* and to write *a good paragraph* as well. To make both ends meet, certainly, they have to be able, first of all, to write the effective sentences in order to be capable to write effective paragraphs. Furthermore, they have to know how to relate the sentences with one another smoothly, fluently, and clearly.

GENERAL OBJECTIVE

After the student has finished studying this book, he or she is expected to have the knowledge of the characteristics of a good paragraph.

BASIC PRINCIPLES OF PARAGRAPH WRITING

This section will discuss the procedures which have involved objectives of instruction, formulating objectives of specific performance, developing criteria of reference test items, instructional strategy, presentation of information, students participation, testing methods, follow-up activity, developing materials and media of instruction, designing and conducting formative evaluation, individual evaluation, method of scoring, suggestions for revision of materials of instruction, aimed at giving both instructor and students a better understanding of movement from idea to idea concerning basic requirements of getting involved fully in the coming extended tasks of paragraph writing (pre-intermediate writing) subject. These procedures are systematically organized like the following classification:

1.1   RATIONALE

Walter Dick and Carey (1978), in their book their book entitled "The Systematic Design of Instruction," suggest an approach for the classroom activity. This procedure is clearly illustrated in **appendix 1** of this book. After having examined the clarification of the

procedure impressively elaborated, it can be noticed that there are a number of steps needed to be precisely developed, particularly in terms of arranging authentic module for classroom instruction.

This book is actually the realization of the approach above, which is intended to be used for:

The English Education Department of Tertiary Educational Institution

Semester	:	the 3rd
Topic	:	Pre-intermediate Writing (Paragraph Writing)
Subtopics	:	1. The Nature of Paragraph
	:	2. Characteristics of an Effective Paragraph
	:	3. Techniques of Paragraph Organization
Time Allocated	:	2 x 50 minutes

This guidebook contains the procedures of the arrangement of the design of classroom instruction intended to be properly used by the lecturer, if he or she is to use this book for the classroom learning activity. In other words, this book functions as an instrument for teaching-learning the subject, which requires both the lecturer and the students to appropriately study its designed lesson materials.

1.2 OBJECTIVES OF INSTRUCTION

There are, in general, two factors, which need to be taken into serious consideration in deciding the objectives of instruction. First of all, the institution, which manages the instruction, is The English Education Department of Tertiary Educational Institution. Obviously, the primary goal of the instruction is to prepare candidates of English teachers capable to teach SMA students English language skills in English teaching-learning program. Secondly, Pre-intermediate Writing or formerly called Writing II (Paragraph Writ-

ing) is one of the target language skills required to be adequately mastered by the students of the English Education Department. In relation to this, hopefully, the students by the end of the English teaching-learning program are able to compose good and effective paragraphs in English.

a. Analysis of Instructional Design for Paragraph Writing

In the attempt to analyze the instruction, the method of so called hierarchical analysis should properly be taken into account. This is due to the fact that the objectives of instruction mentioned previously, are naturally in the form of intellectual capability which need subordinate skills and entry behavior of the learners before getting involved fully in a series of extended tasks.

b. Description of the Target Learners

There are several general characteristics of the students as the target population of this instructional program. This design of instruction is aimed at being conducted at the English Department of English Education. In other words, the materials of instruction are taught to the learners who actually graduated from several types of senior high schools (SLTA) available surrounding area where the institutions are situated. Thus, it can be taken for granted that the learners already have had certain level of English mastery achieved during their study program at the SLTA.

c. Identifying Entry Behavior

Entry behavior, in this particular context, is referred to the requisite knowledge the students need to acquire for being able to actively get involved in the next extended tasks. In relying on the analysis of instruction covered in the relevant subject done in the previous semester, entry behavior required in Pre-intermediate Writing subject can be classified as follows:

1. Students are able to construct various types of effective sentence organization, i.e., they have already been able to perform the following elements of writing skills, namely:
    a. identifying effective sentences containing unity and coherence types of construction.
    b. recognizing sentence organization comprising parallel structure.
    c. composing sentence structure in the form of concise construction.
    d. constructing effective sentences in terms of cumulative sentence patterns.

2. Students have already been able to apply the following components of paragraph writing, they are:
    a. using correct punctuation marks, e.g., capital letter, and small letter.
    b. using correct punctuation marks in each individual sentence organization.
    d. Formulating objectives of Specific Performance

Since the realization of the approach used in this module is based on the analysis of instruction as illustrated earlier, performance objectives oriented can be clarified as shown below.

Performance Objectives

No.	Formulation of Objectives	Learning Domain
1.	When exposed to various kinds of materials and information, students are able to compose effective paragraph organization.	Intellectual competence oriented
2.	When various kinds of lesson materials and information are presented, students are able to identify basic concepts of paragraph organization.	Intellectual competence oriented

No.	Formulation of Objectives	Learning Domain
	2.1. If given various materials and information, students are able to identify correct idea of paragraph organization.	Intellectual competence oriented
	2.2. If exposed to various types of materials and information, are capable to clarify the usefulness of paragraph.	Intellectual competence oriented
	2.3. When given various kinds of materials and information, students are able to identify order in paragraph.	Intellectual competence oriented
	2.4. If exposed to various types of lesson materials, students are able to identify the requirements of paragraph organization.	Intellectual competence oriented
	2.5. When given various kinds of materials, students are able to recognize positions of topic sentence within paragraph.	Intellectual competence oriented
3.	When students are exposed to various types of lesson materials, they are able to compose paragraphs by means of applying some techniques of paragraph development.	Intellectual competence oriented
	3.1. If given various lesson materials and information, students are able to compose the example model of paragraph.	Intellectual competence oriented
	3.2. When given various lesson materials and information, students are able to construct the definition model of paragraph.	Intellectual competence oriented
	3.3. If exposed to various lesson materials and information, students are able to compose the description model of paragraph.	Intellectual competence oriented
	3.4. When given various lesson materials and information, students are able to construct the analysis model of paragraph.	Intellectual competence oriented
	3.5. If exposed to various lesson materials and information, students are capable to compose the classification model of paragraph.	Intellectual competence oriented

No.	Formulation of Objectives	Learning Domain
	3.6. When given various lesson materials and information, students are able to construct the argumentation model of paragraph.	Intellectual competence oriented
	3.7. When exposed to various lesson materials and information, students are able to compose the contrast model of paragraph.	Intellectual competence oriented
	3.8. If exposed to various lesson materials and information, students are able to construct the comparison model of paragraph.	Intellectual competence oriented
	3.9. When given various lesson materials and information, students are able to arrange the analogy model of paragraph, etc.	Intellectual competence oriented, etc.

1.3 DEVELOPING CRITERION – REFERENCE TEST ITEMS

In this specific design of instruction, test items used are classified as follows.

1. Entry behavior test. This test is intended to identify the students' level of mastery before they are fully involved in the coming extended task, i.e., paragraphs development based on the topic of discussion assigned.

2. Formative test. This test is used to measure the students' level of mastery on the materials which have been learned through applying the module arranged for this formulated design of instruction. Reasonably, summative test is not administered to this type of design of instruction since the materials of instruction provided are not in the forms of complete materials of pre-intermediate writing subject. Naturally, this design of instruction is not made to determine the criterion of students who succeed or fail in studying this book.

In administering entry behavior test, the materials of test items are related to the formulation of the expected level of student's mastery as put forward previously. While in the case of formative test, the materials of test items administered are relied wholly on the formulation of the performance of objective test illustrated above. The test items are constructed by means of applying objective test in the form of multiple choice types. In the effort to identify the student's level of mastery in the materials of instruction learned, classification of percentages toward correct answer to the formative test will be categorized as follows:

a. 90% - 100% = Excellent
b. 80% - 89% = Very good
c. 70% - 79% = Good
d. 60% - 59% = Fair
   50% = Bad

Referring specifically to this criterial levels of scoring, the students who succeed should be those who are capable to achieve 80% or more of the given materials of instruction. These successful learners may, without any doubt, continue their study to higher level of lesson materials of instruction. On the other hand, those who are not yet capable the reach the target level of mastery need to start learning again from certain parts of the module based on the instructor's objective decision.

In the attempt to make the students active learners, there are certain steps which should to be taken into account thoroughly. The steps are classified as follows.

1.4 INSTRUCTIONAL STRATEGY

Pre-instructional activity is actually aimed at giving motivation to the students in order to make them able to study by themselves the instructional model provided. Through this activity, they are motivated by giving explanation concerning how important it is, to

appropriately acquire paragraph writing skills, as well as to study seriously all of the lesson materials available. In addition, for the sake of the readers of the writing it is necessary to inform them to master the objectives oriented and the skills of organizing effective paragraph thoroughly after they have accomplished all lesson materials available in the book. Furthermore, it is advisable to let the students know that to be reasonably capable to take part in this subject, they should have already mastered the entry behavior requirements, such as, identifying kinds of (1) effective sentence organization, (2) the correct use of punctuation marks, and the like.

1.5   PRESENTATION OF INFORMATION

Applying this book also means that the presentation of information is supplied in accordance with the analysis design of instruction. The systematical order of the materials presentation can be clearly seen in the contents of this book comprising description of (1) lesson materials, (2) exercises, (3) activities required in conducting formative test, and so forth.

1.6   STUDENTS PARTICIPATION

In the case of using this book, the lesson materials provided are basically aimed at getting the students work on the materials either individually or in groups. In so doing, if, for instance, any student who gets some difficulties in performing the given exercises, she or he may work in group. Supposing, this technique does not adequately work, the student can ask the instructor to guide him or her in such an extra classroom activity, this way may provide the student with positive feedback and better understanding of the given lesson materials.

1.7   TESTING METHODS

There are principally two types of test administered in this book; namely: *entry behavior test,* and *formative test.* Principally, entry be-

havior test is given prior to any discussion of materials of instruction designed which is aimed at identifying level of students mastery before getting involved in the coming extended task. While formative test actually functions as the lesson materials evaluation in the form of test items which ought to be properly done by the learners, after completing the whole materials (or by the end of the program). This is simply conducted on the purpose of identifying the student's level of mastery toward the lesson materials of instruction, so that they can evaluate their work by themselves whether or not they have sufficiently achieved the objectives oriented of the formulated design of instruction.

1.8   FOLLOW – UP ACTIVITY

This typical activity can generally be divided into two kinds of activity, they are, (1) remedial learning and, (2) typical enrichment of learning strategy. For those who have sufficiently mastered the target level of mastery, they may step forward to develop their skill, e.g., by reading recommended books of reference. On the other hand, those who have not achieved the standard result of learning, they should review the lesson materials more seriously until they are capable to reach the standard level of mastery required.

1.9   DEVELOPING MATERIALS AND MEDIA OF INSTRUCTION

As a matter of fact, the materials of instruction available in this design are organized in the form of guide book, and once it functions as media of instruction. Apparently, the materials are developed based on the analysis of instruction to achieve the instructional goal oriented, both of general and of specific objectives of performance as well.

Broadly, the materials of instruction are presented through using the following systematical arrangement; namely:

1. Guidebook. This book consists of authentic techniques of how to use this teaching instrument in real classroom practices.
2. Objectives of Instruction.
3. Learning activity deals mainly with
   a. Explanation and examples of the materials and instruction.
   b. Relevant exercises.
   c. Formative test.
   d. Follow – up activity.
   e. Recommended books of reference.

1.10 DESIGNING AND CONDUCTING FORMATIVE EVALUATION

Formative test essentially functions as materials evaluation in their implementation dealing with certain units of the design of lesson materials of instruction. The result of evaluation then is used as basic consideration for (1) arranging the implementation of the next design of instruction, and (2) revising the materials of instruction, and the strategy of instruction as well. The lesson materials adopted in this module, in particular, are the discussion of parts of the topic of paragraph development. Reasonably, in terms of conducting evaluation, there are three phases of work which need to be seriously conducted: (1) individual evaluation, (2) small group evaluation, and (3) field work evaluation.

1.11 INDIVIDUAL EVALUATION

This sort of evaluation is managed by using two or three representative students randomly. The final result gained from them can be used to identify the weaknesses found in the former design of instruction, and at the same time improvement toward previous materials can accordingly be arranged.

1.12 SMALL GROUP DISCUSSION

After the work of improvement has already been accomplished dealing with the materials of instruction based on the final result of individual evaluation, the next step the designer of lesson materials instruction has to do is that he or she is to arrange system of evaluation concerning small members group discussion, consisting of, e.g., 2 – 3 students respectively. By doing so, the weakness of the design may objectively be identified, and the improvement toward the former materials of instruction can appropriately be designed.

1.13 FIELD WORK EVALUATION

The last term of materials of instruction evaluation is simply concerned with field work evaluation, that is, to search the data of the real or objective condition of classroom learning activity. As noted earlier, this book is intended to be used for the learners who should have already been familiar with such learning approach in their study; on the whole, they would not experience serious difficulty to get involved in studying the book.

1.14 METHOD OF SCORING

In general, method of scoring as shown below is used in the attempt to decide criterion of whether or not the students have already achieved (1) the objectives oriented of the module, (b) level of mastery relying on approximately 80% of achievement from the given lesson materials. Thus, if, for instance, the majority of students practically are able to achieve 80% of level of mastery of lesson materials learned, then, the design of lesson materials given can reasonably be called valid. In connection with the description above, scores adopted from the evaluation is calculated using the following formula

$$\text{Formula:} \quad \frac{\text{Number of Correct Answer X 100\%}}{5}$$

1.15 SUGGESTIONS FOR REVISION OF MATERIALS OF INSTRUCTION

More importantly, after having completely performed all of the phases of the design of materials of instruction recommended by Dick and Carey (**appendix 1**), the next step the designer of instruction needs to deal with is to construct revision of strategy in certain aspects of the design of instruction which have completely been employed. The revision is done either for the purpose of improving, or for developing the design of instruction. Hence, the revision should seriously be carried out toward the materials of instruction, test items, and even toward strategy of classroom instruction. And in turn, better results of classroom material instruction can be achieved sufficiently.

1.16 SUMMARY

The needs of students in paragraph writing lesson materials give this book its central emphasis. Those needs, not surprisingly, correspond with the traditional three parts of written discourse: *content, structure,* and *style* which, in a manner of speaking, are essentially required in composing such an effective paragraph. A student, like all learners, will ask first and foremost what the student writer is "saying". He will need to identify the main points and the supporting points in the student's content. Another of his need, whether conscious or not, is sound structure that brings the main and supporting ideas, and their relationships, into sharp focus. Finally, he will need sentences and words that convey the student's ideas accurately, in the fullest sense of accurate. The needs of lecturers have also concerned the writer in the design and writing of this book. Undoubtedly, a writing lecturer needs a book of teaching guidance that basically concentrates on the primary thing to be taught without being unnecessarily complex, and that presents concepts clearly and sensibly. This book hopefully meets those needs since it con-

centrates respectively on the writing process⁻ *prewriting, writing,* and *rewriting*⁻because the lecturer's primary job is to show students how to write, rather than to dwell excessively on the complicated analysis of writing that has already been done in a number of reference books. Yet, this simple book has tried to cover the subject appropriately enough to meet the college paragraph writing needs. Finally, this book has also tried to present concepts clearly to further spare lecturers from doing their work and to leave them free to do their own.

1.17 ENTRY BEHAVIOR TEST

I.   The following sentences contain more than one way of how to put punctuation marks and capital letter.

S*tep1.* Cross the correct use of punctuation marks in the following sentences.

1. a. Every language offers to its speaker, a readymade interpretation of the world truly a Weltenschaung, a metaphysical word-picture which after having originated in the thinking of our ancestors, tends to impose itself ever a new on posterity.

   b. Every language offers its speakers a readymade interpretation of the world, truly a Weltanschauung, a metaphysical word-picture which after having originated in the thinking of our ancestors, tends to impose itself ever a new on posterity.

   c. Every language offers its speaker a readymade interpretation of the world truly, a Weltanschung, a metaphysical world-picture which after having originated in the thinking of our ancestors tends to impose itself ever a new posterity.

   d. Every language offers its speaker a readymade interpretation of the world truly a Weltanschung

a metaphysical world-picture which after having originated in the thinking of our ancestors tends to impose itself ever a new posterity.

2. a. Take for instance a simple sentence, such as, "I see him …". This means that English and I might say Indo-European presents the impression made on our senses predominantly as human activities.

   b. Take, for instance, a simple sentence such as "I see him…". This means that English and I might say Indo-European, presents the impression made on our senses predominantly as human activities.

   c. Take, for instance, a simple sentence, such as "I see him …". This means that English and, I might say, Indo-European, presents the impression made on our senses predominantly as human activities brought about our will

   d. Take for instance a simple sentence, such as, "I see him…". This means that English and I might say, Indo-European presents the impression, made on our senses predominantly as human activities brought about our will.

3. a. But the Eskimos in Greenland say not "I see him", but "It appears to me ….."

   b. But, the Eskimos say not "I see him…", but "It appears to me …."

   c. But the Eskimos, in Greenland say not " I see him..", but "It appears to me …".

   d. But the Eskimos say not, "I see him …", but "It appears to me …".

Step 2. Cross the correct use of capital letters in the following sentences.

4. a. Lesikar (1982) in his book basic business communication states that the study of clear writing logically begins with adaptation.
   b. Lesikar (1982) in his book Basic Business Communication states that the study of clear writing logically begins with adaptation.
   c. Lesikar (1982) in his book basic communication states that the Study of Clear Writing logically begins with adaptation.
   d. Lesikar (1982) in his Book Basic Communication states that the study of clear writing begins with adaptation.

5. a. The writer is grateful to the Dean of FKIP and the Rector of Mulawarman University who recommended him to join the Refresher C Program.
   b. The writer is grateful to the dean of FKIP and the rector of Mulawarman University who recommended him to join the refresher C program.
   c. The writer is grateful to dean of FKIP and the rector of Mulawarman University who recommended him to join the Refresher C program.
   d. The writer is grateful to the Dean and the rector of Mulawarman University who recommended him to join the refresher C Program.

II. **Identify the following sentences, based on the kinds of effective sentence construction, by putting letters** *a, b, c,* **or** *d* **in front of each type.**

a. *parallel structure*
b. *combined sentences*
c. *concise construction*
d. *balanced and unified sentences*

1. — — Come and watch shadow puppet, an Indonesian exhibition. Visit the most interesting tourism object in Bali and admire the 40.000 victim's grave in Ujung Pandang.
2. — — The lat drop of water dribbled from the canteen – all hope was gone. .
3. — — Specifically, using familiar words means using language that most of us use in formal conversation. For example, instead of using the more unfamiliar word *endeavor,* we use the word *try.* Likewise, instead of using the word *terminate,* we use *end.*
4. — — The use of camouflage verbs in sentence construction is usually avoided because they are naturally awkward. These types of verbs are words that describe the action in a sentence and shift them into nouns by adding action words.

All answers to the questions above are available in the last part of this book. You can evaluate your work by relying on the method of scoring previously presented on point 1.14 of this section.

This test consists of 5 questions each. Score used for each question is 5. Thus, if, for instance, all answers are correct (100%), maximum score gained for each part is 25. Student is eligible to continue to the next part if he or she is able to achieve at least 80% of the level of mastery required.

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Chapter II
THE NATURE OF PARAGRAPH

Writing is thinking. The style is the man. For years teachers of composition have preached these two doctrines to bemused learners. Unfortunately, in spite of the heroic labor of teachers of rhetoric and for all countless hours of writing throes which students have suffered, our students in the university levels ̄ not to mention senior schools and other lower classmen ̄ still cannot write an extended piece of prose that is effective or that demonstrates competence.

With the approach of the junior and high school years student is suddenly confronted with a writing situation that appears frightfully critical. He is told that he must write a sample composition as a part of the admission process. He must frequently answer an extended question in certain subjects that will be graded not only for his ability to demonstrate competence in discussion of a piece of writing concerning the subjects he has been studying, but for the presence of an appropriate organization in his writing including (1) the precision with which he uses the target language, (2) his clarity, (3) cogent development of topic, (4) grammatical correctness and rhetorical propriety (Orgel, 1963; Hedge, 1991). As for the organization of paragraph, this division primarily elaborates *theoretical concept and function of paragraph.*

LEARNING OBJECTIVES:

By the end of studying this section, the student is expected to be able to (1) explain authentic positions of topic sentence in a paragraph, (2) identify the main elements of a paragraph, and (3) employ underlying principles of paragraph development.

Unit 2

THEORETICAL CONCEPTS OF PARAGRAPH

Paragraph is lexically derived from the word *Para* and *grapein.* Para originally means *beside,* and grapein means the writing. In this specific sense, according to West (1980), paragraph refers to a piece of writing in which paragraph starts to indicate the reader that a new kind of material or information will come soon. This idea is naturally parallel to Trimble's notion asserting that a paragraph is defined as a group of sentences forming a complete thought and often marked on a page text spacing and indentation (Trimble, 1979).

More operationally, Kolin in Saraka, (1988) asserts that a paragraph denotes a group of related sentences arranged in logical order supplying the reader with detailed information on a single important topic. In this way, a paragraph mainly deals with a logical unit of organization in writing in which the group of related sentences provides the reader with detailed information, explores, develops, and supports a single main idea of it. In short, it can be inferred that a paragraph is a series of sentences in which a writer constructs and limits his written information to one single idea, one

topic sentence plus supporting details so that his information can be easily or appropriately understood by the reader.

To that end, the sentences within a paragraph should logically hang together and present either general or complex information. In fact, as further noted by Brooks, et al, (1979), such marked units do not always convey the total amount of information on a given subject for a certain purpose, rather the amount of information is presented in a series of two or more group of sentences marked on a page of a text by spacing or indentation, that is to say, in two or more paragraphs. This definition is, to some extent, confusing since it basically conveys two distinctive, though inter-related functions.

In sum, the first notion, relating to a group of sentences forming a complete thought is actually a conceptual notion. While the second one, relating to marking on a page of a text by spacing or indentation, is naturally a physical notion. Briefly, a physical paragraph, marked by spacing or indentation during the course of writing, is specifically intended to show that a new idea will come soon. Of course, this typical paragraph can be set off for many purposes and be of any length as well. It is, very likely, always a part of a longer piece of writing. A paragraph can also be called the shortest model of composition because by some means or other of using paragraphs we can constantly identify where such idea starts and ends.

Paragraph, in this perspective, can help us to understand the limit and relationship between one central idea to another main idea. The reader will certainly experience a lot of difficulties in reading such a book if, for instance, he or she finds that there is no paragraph division presented in the text at all. He or she is forced to read continuously without having any clue where to stop and to start his or her attention on a new topic or idea put forward in the paragraph.

2.1 THE REQUISITE ELEMENTS FOR DEVELOPING A PARAGRAPH

One single paragraph conveys a certain message, purpose or objective, commonly represented through presenting a type of sentence called *topic sentence*. This particular sentence is an important part of a paragraph since it functions as main idea or core element of the paragraph.

Technically, in writing the first draft, we will embody our ideas in paragraphs, which are composed of sentences made up of words. In the next step, i.e., rewriting stage done after examining and revising the results of our prewriting efforts (e.g., content, logic, structure), we should look critically at the results of our initial attempt to write (the paragraphs, sentences, and words). Most people write that first version quickly, intending mainly to get their ideas down on paper. Then later they refine and polish it appropriately (Bramer and Sedley, 1985; Smalley, 1986).

In the area of writing skills, our perception leads us to view that a paragraph is naturally a series of sentences developing one topic. As a unit of thought, a paragraph contains a group of related sentences developing one central idea. This topic is, but necessarily stated in a *topic sentence,* somewhere in the paragraph.

Although we may not surely know the names for key parts of good writing, as readers we probably do have some awareness of them: a *topic sentence, supports* (development), *organization*, and *style* (in sentences and word choices). Certainly, the realization of our ideas through using the elements requires a series of *intact paragraphs*, that is, the ideas conveyed in every paragraph should (1) be well arranged and complete in accordance to a definite plan and (2) follow one another smoothly (Hedge, 1991). Thus, an intact paragraph requires effective sentence organization. In terms of development, as noted earlier, a paragraph as a unit of thought

actually means that every sentence in a paragraph should be closely related to the topic. Reasonably, any sentence which does not relate to the topic of that paragraph spoils the unity and, of course, should be taken out.

To be more concrete, the following paragraph contains a sentence that is not related to the topic. As we read the paragraph, we can notice how this sentence, printed in italics, spoils the unity. Every other sentence except the italicized one tells about *protecting cotton crops from destructive pests.*

A farmer who depends upon raising cotton for a livelihood must protect his crops from destructive pets. According to some biologists, the insects that do the greatest harm to cotton plants are **the boll weevil, the cotton worm, the cotton aphid,** and **the red spider.** According to Mr. Fred Rudd, who plants hundreds of acres of cotton every year, to combat boll weevils, which eat both cotton bolls and seeds, he uses calcium arsenate. Calcium arsenate also protects his crops from cotton worms, which stunt the growth of stalks by eating the leaves. Mr. Rudd always watches out for the other parasites, like cotton aphids; they not only suck the juice from the leaves but also do damage to the open cotton bolls. When necessary, he uses nicotine sulfate, combined with hydrated lime, as a weapon against aphids. To kill red spiders, which sometimes feed on the leaves, Mr. Rudd dusts his fields with sulfur. *In the United States of America, sulfur is used in manufacturing matches, paper, and many other products.* By getting rid of these common pests, Mr. Rudd, like other successful famers, gets a good yield of cotton from each acre.

2.2   TOPIC SENTENCE AND TITLE

Are a topic sentence and a title similar or different? As for the organization of paragraph development, Kolin (1986) points out that a topic sentence tells what a paragraph is about. Its position is always

within the paragraph. Certainly, the topic sentence is a complete sentence, containing a subject, a verb and (usually) complement. Its main function not only tells what the paragraph is about, but more importantly, also states clearly the topic and the controlling idea of the paragraph.

In contrast, a title only tells a reader what a paragraph is about in a general sense. Just like the title of a composition, it is normally a fragment, simply words or phrases. It should be brief, but of course, not too brief that it does not tell the reader what to expect. Especially for longer essays or reports, the use of title must be encouraged. In a title, the first, the last and all important words are capitalized. Normally, the title is never underlined, enclosed in quotation marks, nor ended with a period. Thus, titles and topic sentences are naturally quite different.

In fact, the topic sentence in a paragraph may be at any point: *at the beginning of, near the beginning of or in the middle of the paragraph, at the end* or *elsewhere implied* (Bramer and Sedley, 1985; Saraka, 1988). Interestingly or strangely enough, sometimes the paragraph does not have topic sentence at all. All of these characteristics of topic sentence will be discussed in the next sections.

2.3 IDENTIFYING THE POSITIONS OF TOPIC SENTENCE

The topic sentence in a paragraph may be at the beginning of, near the beginning of, in the middle of, or at the end of the paragraph. What is, then, the most effective position in a paragraph for the topic sentence? The main idea is commonly expressed in the first sentence of a paragraph since it is emphatic in that position and it can also function as a kind of introduction. A series of paragraphs, all beginning with a topic sentence unnecessarily can produce a stultifying effect. Therefore, a writer obtains variety and emphasis by placing his topic sentence in other positions. In developing a paragraph inductively, for example, a writer ends his discussion with a

statement of the main idea so that he can emphasize or summarize the previous idea. Sometimes, a writer will place his topic sentence in the interior of the paragraph, so that he can reverse the direction of the developing idea. Occasionally, a writer will shift his topic sentence to other positions than the beginning, interior, or in the last position. At times, a writer will also start with a statement of the main and restate it in slightly different words in the final sentence in order to emphasize the central idea.

For the sake of brevity, one good way of organizing a paragraph is to use a topic sentence. The topic sentence expresses the main idea of a paragraph, and the remaining sentences build around and support it. In a sense, the topic sentence serves as a headline for the paragraph and all other sentences supply the main point. How a topic sentence should fit into a paragraph depends entirely on the subject matter and the writer's plan. Some subject matter develops best by first presenting details and ending with a conclusion or summary statement (the topic sentence). Others develop best by beginning with the summary or conclusion. Still, other possible arrangements exist. In the end, we must make the decision based on our good judgment (Hedge, 1991; Saraka, 1988).

a.   The topic sentence at the beginning.

Placing the topic at the beginning, immediately helps the reader to understand what paragraph is all about. This sentence contains the controlling idea of the whole paragraph. The other sentences develop the idea expressed by the topic sentence. The topic of the paragraph such as this one in longer piece of writing is often implied to avoid monotonous effect. Consider the following paragraph. The topic sentence is printed in italics

Japanese Woman

Japanese women have changed since the World War II. They have become prettier, more decisive, brighter, more outspoken. The young

people certainly are more logical and less sentimental than the pre-war generation. Some regret this. They think women, in gaining their freedom, have lost their feminist, their modesty, their warm, and their shy grace. They accuse women of being drawn to super-ficial thing. A modern Japanese woman, they say, instead of trying to enrich her inner self, is in mad scrambling to ape anything, that is new and foreign fashions, cosmetics, hairdos, and rock and roll music. And there are many Japanese, who say that a caricature of an up-to-date wife is one who sits beside a washing machine in a house that has no hot running water.

b. Topic Sentence near the beginning

Have we ever examined all the paragraphs we studied as examples so far in some reliable books of reference? If so, we will see that nearly all of them begin with a topic sentence. The topic sentence, as mentioned previously, is placed in any point. In this paragraph, for example, the topic sentence is only close to the beginning. The topic sentence is printed in italic.

Upheaval as a Root of Poverty and Ill-health

Poverty and ill-health are at the roots of the upheaval that has been going on in Afghanistan for the past two years. *Yet, the Communists do not seem to have addressed these problems directly.* I asked Shanawaz Sanwani, the governor of Kandahar province, one of the largest in the country, what he thought his government's number one problem was. "No problem," he replied. "We are all happy." Then he recon-sidered and acknowledged that he does have a problem¯resisting the imperialists who occasionally cross the border from Pakistan. (Shanawaz, thirty eight, a former army officer and party stalwart, had just become governor of his third province in the past year. He confessed to me that he had no idea of its population, its principal exports, and how many of its people were affected by the country's tumultuous land reform program last year. His appointment like

all important decision in the country, came from the party's revolutionary committee in Kabul, a tightly knit, a little known group) (Podis et al., 1984).

As can be seen clearly, all sentences after sentence two expand on the idea that the communists have not addressed the country's problems. We can also notice why the introductory sentence is required if we look at what comes before. It actually summarizes the main point of several antecedent paragraphs and leads into the purpose thus functioning as a transition (Saraka, 1988).

c.   The topic sentence in the middle

The following paragraph construction places the topic sentence in the middle. It is theoretically called *relocation* since it alters the basic pattern. This technique is used for providing special effect to the message intended. The model paragraph below demonstrates. The topic sentence is in italics.

The Death Rate of Automobile

The death of automobile is astonishingly high, some 70% of the number manufactured each year being junked. Since our human birth rate is about three times that of the death rate, this gives sobering thought about the future and its problem. *To a greater extent that is commonly realized, both family size and discarding of car are products of vague rather than physical necessity.* One must keep up with the neighbors in both respects. Whether apocryphal or not, there is truth in the saying attributed to a distinguished executive, "If the public ever catches on the fact that a new car every two years is not a necessity, we are sunk (Bergman, 1967).

c.   The topic sentence at the end

Another common position of the topic sentence in a paragraph organization is at the end. It is usually stated as a conclusion. It is,

according to Brammer and Sedley (1985), called *inversion.* Such a paragraph often presents supporting information or details to lead the readers to some inference. A paragraph like this often begins with examples, illustrations, or other details, and then infers and covers the meat of the paragraph. The following paragraph shows the case. The topic sentence is printed in italics.

Famous School Failure

Albert Einstein, one of the world's geniuses, failed his university entrance examination on his first attempt. William Faulkner, one of the America's noted writers, never finished college because he could not pass his English courses. Sir Winston Churchill, who is considered of the masters of English language had to have a special tutoring in English during the elementary school. *These few examples show that failure does not always predict failure in life* (Oshima et al, 1981).

The three techniques of placing the topic sentence within paragraph as illustrated above show the interrelationship of the sentences in a semantically unified meaning which are conveyed in a specified paragraph. This leads us to view how a paragraph is developed in order to make clear the meaning of the topic sentence.

However, we sometimes should note that the topic sentence of a paragraph is not always found at the beginning of a paragraph. It may even not be expressed *explicitly,* but *implicitly.* The example below illustrates how this typical model paragraph operates.

Samingun was born in 1965 at Kendal, Central Java. He had two older sisters and one younger brother. When he was twenty years old, he studied at the public university in Semarang, after he had graduated from the Senior High. Five years later, he finished his master studies at the department of chemistry, and was graduated with *honor.* In 1992, he applied for a job at a pharmaceutical company in his hometown, and was given a job as a chemist research assistant.

On June 25, 1993, he was invited to a dancing party which was held at his senior officer's house. He met Hayati there, and felt in love with one another. In December 1994 to come, they are planning to hold their wedding party in the Public Meeting Building (Pedjadi, 1997).

As can be clearly observed that the paragraph is about Semangun, but it is not particularly about when he was born, rather it is actually about his biography. No specific sentence expresses this idea. Nevertheless, in reading the paragraph carefully, we can immediately understand that this idea is implied in the paragraph. So, it can be inferred that this paragraph naturally has no topic sentence.

2.4   MAIN PARTS OF A PARAGRAPH

Oshima et al., (1981) classify the paragraph into three main structural parts, namely: *a topic, supporting sentences,* and *a concluding sentence.* Here is an example, with illustration of how the three main structural parts of a paragraph are organized in a piece of writing.

Gold, a precious metal, is prized for two important characteristic. First of all, gold has lustrous beauty that is resistant to corrosion. *Therefore*, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beauty forever. *For example,* a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronaut's suits. Astronauts wear gold plated heat shield for protection outside the spaceship. *In conclusion*, gold is treasured not only for its beauty but also for its utility.

Let us now analyze the main parts of the paragraph quoted above, we could arrange:

a. Topic sentence

The topic sentence of the sample paragraph states the main idea of the paragraph, i.e., "*Gold, a precious metal, is prized for two important characteristics.*" It not only names the topic of the paragraph, e.g., "*Gold, a precious metal*" (topic), it also limits the topic to two areas that can be discussed completely in the space of a single paragraph. The specific area is called *controlling idea,* e.g., "*is prized for two important characteristics*" (controlling idea).

b. Supporting Sentences.

Supporting sentences develop the topic sentence, i.e., they explain the topic sentence put forward by giving (1) definitions, (2) reasons, (3) examples, (4) facts, (5) an incidents, (6) comparison, (7) analogy, (8) cause and effect, (9) statistics and quotations, and the like. It can now be clearly seen that some of the supporting sentences that explain the topic sentence about *gold* are expressed as follows.

"First of all, gold has a lustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains as untarnished today as the day it was minted twenty centuries ago. Another important characteristic of gold is its utility in industry and science. The most recent application of gold is in astronaut's suit."

c. Concluding Sentence

The concluding sentence usually signals the end of the paragraph and leaves the reader with important point to remember as seen in the concluding sentence of the passage above, i.e.,

"In conclusion, gold is treasured not only for its beauty but also for its utility."

On the whole, to state the conclusion of a paragraph, we need to remember several points. We must, first of all, briefly summarize the main point of a paragraph, and secondly, make an interesting analogy or comparison and even suggestions for the reader. This way commonly employs phrases, such as, *in short, in brief, to sum up,* and so forth.

In paragraph writing practices, we will employ techniques which are applicable to all writing. In many ways, a paragraph is a complete composition on a small scale called *minicomp,* since it deals with one subject which it introduces, develops, and concludes. The ideas in a paragraph, like this in a piece of writing, must be arranged in accordance to a logical order and should also follow one another clearly and smoothly (Oshima et al, in Saraka, 1988).

2.5   SUMMARY

Along the previous lines of argument, it seems necessary to include the use of "blue print" in our paragraph writing. Referring specifically to the writer's process by Bramer and Sedley (1985), the "blue print" is a mere a skeleton may be no more than four or five entries. It must be converted into fully developed writing for the eyes and minds of our readers. With our blue print completed we are ready for the actual *writing* that gives our ideas the substance of solid paragraph, sentences, and words. Now it is time to go back to all those materials we have discussed so far concerning the nature of paragraph. It is conceptually reasonable to finally infer that apparently, paragraph has three major structural parts: a topic sentence, supporting details or sentences, and a concluding sentence. A topic sentence which is the most important sentence in paragraph indicates what the paragraph is going to discuss. It has two essential parts: the topic and the controlling idea. It names the subject and then limits the topic to a specific area to be discussed in the space of the paragraph. In general, a topic sentence is placed at the

beginning, in the middle, or at the end of the paragraph. In a *sandwhichstyle* paragraph, however, a topic sentence may be the first and the last sentence of the paragraph. A topic sentence helps both the writer and the readers. It helps the writer to keep his or her main idea. To the readers, it helps them to know what the paragraph is all about in just one sentence.

Additional note is necessary here. As can be seen from the sample paragraph, we should be able to notice carefully that a paragraph frequently has no topic sentence expressed in it, i.e., the sentence expresses details rather than something general.

2.6 EXERCISES

Now that you have read the theoretical concepts and function of paragraph, considered them, and thought about them, you have general idea of what you will be learning and practicing in your composition course. To practice what you already know and have learned from this brief unit, you now turn to the exercises that follow and answer the following questions concisely.

1. What are the main purposes of placing topic sentence (a) at the beginning, (b) in the middle, and (c) at the end of the paragraph organization?

2. Read the following paragraph thoroughly, and then (a) identify the topic sentence if there is any, (b) check if .it has a concluding sentence, if so, why you think it is?

   Perhaps a quotation from a critic of behavior modification, or a specific example is of a person whose behavior has been changed. Many people are in professions set up to help people changed – priests, ministers, counselors, therapists, and teachers. Those who try to change people through behavior modification are sometimes criticized. Many critics misunderstand behavior modification and include in it such dangerous practices as removal of parts of the brain, giving tranquilizers to children,

or shock therapy. Behavior modification is really just a set of procedures which rewards a person for desired actions and ignores undesired ones. Like any other set of tactics, behavior modification can be used irresponsibly or responsibly. In the hands of responsible people, nevertheless, behavior modification has helped people with crises better, improve their skills or their learning, or get rid of bad habits. Possibly, a specific example of an individual who has been helped to a fuller life by behavior modification, combined with the thesis statement that behavior modification has often been misunderstood (Adapted from Reed Martin, *Behavior Modification* in Bramer and Sedley, 1985).

Study the following paragraphs (3 and 4) so that you can identify the positions of the topic sentences. After you have found it, give logical reason to support your decision.

3. The history of man's past is largely an account of his efforts to wrest space from others and to defend space from outsiders. A quick review of the map of Europe over the past half-century reflects this fact. A multitude of familiar examples can be found to illustrate the idea of human territoriality. Beggars have beats, as do the policemen who try to get them to leave, and prostitutes work their side of the street. Salesmen and distributors have their own territories which they will defend like any other living organism. The symbolism of the phrase "to move in on someone" is completely accurate and appropriate. To have a territory is to have one of the essential components of life; to lack one is one of the most precarious of all conditions.

4. In my opinion, the worst consequence of the new scientific technologies is unemployment. Millions of people are out of work in America today, and many of them think that it is to the recession. But it is not. Many people have been put out of work by robots, computers, and other kinds of machines that can do the work that people used to do. The clearest example

is the automotive industry; where robots have replaced human workers. These machines can do work faster and more efficiently, they can work twenty-four hours a day and they do not get sick or drunk. Thus, hundreds of thousands of people who used to work on building cars no longer have jobs and even may never get a new ones (Greenberg, 1988).

5. Read through the sentences below. Then (1) decide what the topic sentence should be, (2) combine the sentences in any order using any syntactic devices you think will produce the best development of the topic.

    a. The work out was eventually donated to Montclair State College.
        The college terraced the steep walls of quarry.

    b. They built some buildings.
        They built more parking lots than they will ever need.

    c. A portion of the quarry land was never changed at all.
        It looks somewhat like the surface of the moon.

The answers to the questions above are available in the last part of this book and, thereby, you can evaluate your own work by relying on the following method of scoring.

This test consists of 5 items of question and score used for each question is 5. Hence, if, for instance, all answers are correct (100%), maximum score gained is 25. Student is considered successful if he or she is able to achieve at least 80% of the level of mastery. That is., he or she is eligible to continue to the next unit of the book.

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Chapter III
THE STRUCTURE OF A PARAGRAPH

This unit consists of basic principles of how to develop a paragraph, i.e., the best paragraph is more than pieces of writing which have their first lines indented. Rather it is full of expression of the parts of our blueprint and, all together, the full expression of our main idea. Thus, like a complete paper, a paragraph should have its own controlling idea, its own full development, and its own solid structure with well ordered parts as well. This unit particularly deals with developing a paragraph with more specific supports¯facts, derails, examples, and the like¯contained in the rest of the paragraph organization.

LEARNING OBJECTIVES

After studying this part, the student is expected to be able to (1) differentiate between specific and general supports in a paragraph, (2) make plan for developing topic sentence, and (3) use connective words in a paragraph.

Unit **3**

THE DEVELOPMENT OF A PARAGRAPH

To develop a paragraph, we usually supply additional information in order to provide clear meaning of the topic sentence. To be more specific, let us refer to one of the Morley's paragraphs in the attempt to observe the way in which a topic sentence may be developed. In his essay "**On Making Friends,**" the writer makes the point in his paragraph that it takes time to make friends. His topic sentence begins the paragraph:"*Emerson is right in saying that friendship cannot be hurried.*" We know immediately that he is going to discuss this one idea. And, of course, we would expect, every other sentence in the paragraph shows how time ripens friendships. The model paragraph below is an example.

Emerson is right in saying that cannot be hurried. It takes time to ripen. It also needs a background of humorous, wearisome, or even tragic events shared together, a certain tract of memories shared in common, so that you know your own life and your companion's have really moved for some time in the same channel. It needs interchange of books, meals together, discussion of one another's whims with mutual friends, to gain a proper perspective. It is set in a rich haze of half-remembered occasions, sudden glimpses,

ludicrous pranks, unsuspected observations, midnight confidences when heart spoke to candid heart.

Here we see a paragraph can be developed effectively by providing **specific details¯facts**, **examples**, **incidents**, etc¯which support the topic sentence. In Morley's paragraph, for example, specific details like *interchange of books, meal together, ludicrous pranks,* and *midnight confidence* give meaning and interest to the sentences developing the topic.

Generalizations, on the other hand, do just the opposite. They often make dull both reading and the construction of paragraph (Warriner, et al, 1958). These two paragraphs developing the same topic sentence are cases in point.

GENERAL

Whenever you buy a gift, you should always consider the interest of the receiver. Whatever the occasion, you should remember what a person likes when you buy him or her a present. That way you can buy an appropriate gift. If you select something that he or she can enjoy or use, he or she will appreciate it. If you get a present that does not interest someone, then your choice of a gift is a poor one.

SPECIFIC

Whenever you buy a gift, you should consider the interest of the receiver. For example, if you are buying a birthday present for a friend who likes to read detective stories, you might select "**The adventure of Sherlock Holmes** or "**The Case of the Red Roster.**" If, on the other hand, you are choosing a gift for your little cousin who likes to play "cowboy and Indians," you might decide upon a cap pistol, a toy sheriff's badge, or Indian suit. Similarly, if, for instance, you must choose a gift for your mother on Mother's Day, you should remember that she especially likes new things for her kitchen. You can

please her by buying a novelty cooky jar or a new gadget for slicing potatoes.

Obviously, the second paragraph is more interesting and convincing than the first one. The specific details in the second paragraph are three particular examples of choosing definite gifts after a consideration of the exact interests of each receiver.

In addition, in the attempt to develop a paragraph more factual, the writer can also use relevant examples. The method of developing a paragraph by giving specific examples is actually easy to learn. After we have stated our topic sentence, we can support it with examples that are closely related to our central idea. As we read the following passage, we can notice how each example given develops the topic sentence typed in italics.

A rumor of some unaccountable phenomenon had preceded Mr. Hooper into the meetinghouse, and set all the congregation. Few could refrain from twisting their heads toward the door; many stood upright, and turned directly about; while several little boys clambered upon the seats, and came down again with a terrible racket. There was a general bustle, a rusting of the women's gowns and shuffling of the men's feet, greatly at variance with that hushed repose which should attend the entrance of the minister. (Adapted from "The Minister Black Veil" by Nathaniel Hawthorne).

Furthermore, another way to develop a paragraph is by selecting an incident or two from our experiences that will support and explain our topic sentence. The following is an example of this type of development.

Experience has taught me to be afraid of electricity, for I have been severely shocked twice. Once a wall plug in my bedroom was not working; so I decided to take it apart and tighten the wires. Since I forgot to turn off the electricity before making repairs, I got a hard jolt when I stuck my screw driver into live wires. This first shock did

not frighten me much; I merely scolded myself for not remembering to throw the main switch. The second time, however, was different. When our automatic percolator would not work early one morning, I started loosening screws and adjusting all movable parts of the electric coffeepot. Angry because it would not work, I forgot to unplug the cord. When I began to tinker with the thermostat, my knife slipped. Fire sizzled into the air, and electricity shot through my arm, numbing it to the elbow. Finally, the fuses blew out and shut off the current. As I tried to rub life back into my arm, I noticed that the tip of my pocketknife was melted. Because of these two experiences, I fear electricity and no longer expose myself to its dangers.

Now, we can see for ourselves what a generalization implies. Conventionally, we have vocabulary items that we can use to state generalization, such as, *in general, on the whole, generally, in most cases, all, every, as a rule, always, usually, sometimes, frequently, often, rarely, seldom, never,* and so forth.

As for the development of paragraph organization, there are certain words or phrases we can use for supporting a generalization with specific details, among other things, are*: for example*, *for one thing, in other words, to illustrate, to prove, as an illustration, as an example, as proof, for instance,* and the like*.

3.1 MAKING A WORKING PLAN FOR DEVELOPING THE TOPIC SENTENCE INTO A PARAGRAPH

We have now learned that a paragraph is a unit containing a series of closely related sentences developing one central idea. To organize our thoughts effectively, we should then learn to make a working plan or, as stated earlier, called "blue print." The writer's efforts, in dealing with Morley's paragraph presented previously, might produce a working plan like this.

Topic: Friendship cannot be hurried.

Details: needs time to ripen

shared experiences and memories

exchanges of books

meals

pranks

discussions, confidences

If, for example, we intend to develop our plan into a paragraph, we have to keep our topic sentence firmly in mind so that every detail will be closely related to our central idea. Suppose, we are to write a paragraph, e.g., on this topic: *"Everyone in my family likes to read different kinds of books."* Our details should simply give the names of the members of our family and should also tell exactly what each one likes to read. By holding strictly to the topic sentence, we will not list details about the reading taste of a friend or a teacher or someone else, nor will we ramble off to favorite radio or television programs. We can observe how the details below stick closely to the topic sentence.

Topic: *Everyone in my family likes to read different kinds of books.*

Details: Brother – comics

Sister – novels

Mother – magazines about housekeeping

Father – how – to – it – yourself books

I like science fiction

3.2   CONNECTIVES IN A PARAGRAPH

In writing paragraphs, we frequently need to bridge the gaps between sentences so that our paragraphs will read smoothly. To do this, we may use connectives such as these: *first, second, third, finally, next, at the same time, similarly, likewise, therefore, however, for this pur-*

pose (Bramer and Sedley, 1985; Hedge, 1991; Warriner et al, 1958). Words like *one*, *other*, *another*, *that,* and *it* are also useful for bridging the gaps between sentences because they refer the reader to preceding ideas. The two paragraphs below exemplify how the words printed in italics link ideas put forward in the following passage.

Suppose you go into a fruiter's shop, wanting an apple. *First,* you take up *one,* and on biting it, you find it sour; *then* you look at it and see that it is hard and green. You take up *another one,* and *that* too is hard, green, and sour. The shop-man offers you a *third.* Before biting it, *however,* you examine it and find that it is hard and green. *Therefore,* you immediately say that you will not have it, as it must be sour, like those that you have already tried.

Nothing can be, in fact, simpler than *that,* you think. If you take the trouble to analyze and trace out into its logical elements what has been done by the mind, *however,* you will be greatly surprised. *In the first place,* you have performed the operation of induction. You have found that, in two experiences, hardness, and greenness in apples went together with sourness. *It* was so in the *first* case, and it was confirmed by the *second. True, it* is a very small basis, but *it* is enough to find sourness in apples where you get hardness and greenness. You found upon *that* a general law that all hard and green apples are sour; and *that,* as far it goes, is a perfect induction (Adapted from **Collected Essays,** 1893, by Thomas Henry Huxley).

3.3   SUMMARY

It goes without saying that the most useful step for developing a paragraph is making a working plan (or blue print) to develop the paragraph, which begins with constructing the topic sentence and then adds various details, examples, or other material to support and develop it. This is, by analogy, like planning a building which naturally goes beyond just drawing lines for the outer walls and then sketching, inside those lines, others to represent inner parti-

tions and doorways which designate rooms and corridors. The architect should give the equipment and furnishings of rooms some kind of reasonable and practical arrangement. In our writing too, within our outer and inner plans, we must soundly organize the specific facts and ideas which develop the paragraphs. Of course, there is no formula for building a paragraph which works all the time. But by carefully learning some of the principles for creating it, we can improve our writing.

3.4   REVIEW EXERCISES

1.   Choose 2 of the following topic sentences, and for each write a plan for a paragraph. First, copy the topic sentence, and then list details to support it.
     a.   What I Like about My Hometown
     b.   My Little Brother is Always Pretending.
     c.   I Never Tire of Going to the Zoo.
     d.   Some Programs on Television are Educational.
     e.   Everyone Should Develop His Sense of Humor.

2.   Fill in the blank with proper connectives listed below it.
     I know that there are objections to my decision to become a social worker. ….., there is the big one my father points out: money. I know, …., that a woman has to make a living; …., as I tell him, a woman does not need more than her tastes require. He says, in good nature, that I do not know how expansive my tastes are, that I have had lots of privileges I do not even recognized as such, ….., coming to this kind of college. It does not do much good to reply that, ….., I have had it easy, I want something beyond that easiness of life. You see, he cuts me off here, and says that I have a good hard logical mind and a person is not happy unless she is using her best talents, and that, …., I should go into law or something like that to use mine. …., my father is right, ….. He himself, …., has used his talents, for he is

one hell of a good corporation lawyer, and is happy in his business. …. I am me.

a. for example   f. but
b. of course   g. undoubtedly
c. but   h. generally speaking
d. specifically   i. even though
e. in fact   j. consequently

3. Good writing includes both general and specific statement. Clarify whether or not the following paragraph is informative or convincing.

Women who try to accuse men of chauvinism are just repeating something they have been told. They say males in this country have historically discriminated against women because it is fashionable to say so, but they do not have much evidence. They introduce the idea that women are the victims of male supremacy, but who they convince? So the idea is popular these days, so what? The females who repeat it are just mouthing phrases they have heard from others.

4. Read the passage below. Then decide whether or not it meets the requirements for a good composition. You should be able to explain intelligently (1) topic sentence, (2) the organization of ideas, and (3) specific features available in it.

The United States made a key commitment to the retarded almost 20 years ago. In 1961, President John F. Kennedy appointed a panel to prepare a national plan to combat mental retardation. Under the direction of Leonard Mayo, the President's Panel on Mental Retardation published *A Proposed Program for National Action to Combat Mental Retardation.* The panel made many action recommendations and began a campaign to combat mental retardation for the next decade. Among their most important recommendations were calls for more research, better preventive health measures, strengthened

educational programs, better clinical and social services, improved ethods and facilities for care, a new legal and social concept of the retarded, and increased training provisions for professionals who work with the retarded.

5. Write about 90 – 100 words about one of the ethnics in the world, e.g., Eskimos, Chinese, Malay, etc. Use connectives properly to link ideas put forward so that your paragraph will read smoothly.

    The answers to the questions above are presented in the last part of this book and, thereby, you can evaluate your own work by relying on the following method of scoring.

$$\frac{\text{Number of Correct Answer X 100\%}}{5}$$

This test consists of 5 items of question, and score used for each question is 5. Thus, if, for example, all answers are correct (100%), maximum score gained is 25. Student is considered successful if he or she is able to achieve at least 80% of the level of mastery. That is., he or she is illegible to continue to the next part of the book.

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Chapter IV

CHARACTERISTICS OF AN EFFECTIVE PARAGRAPH

This section is concerned mainly with the requisites of a paragraph, that is to say, how to organize an effective paragraph. An effective paragraph is a paragraph which possesses what one often called, among other things, *unity, completeness,* and *coherence.* Specifically, this section will deal with the aspect of *unity of the paragraph.* Hence, this part relates to selecting groups of ideas that support the topic sentence and rejecting those that do not in the effort to form a unified paragraph.

In any case, we are not in this book encountering paragraph construction for the first time since for years we have actually been reading printed material matter that is divided into paragraphs. In this book, for example, we will find a half dozen of instances in which a single paragraph has been used to illustrate our discussion, e.g., of *unity, coherence,* and *completeness of paragraph.* For having a sound composition, certainly a paragraph has to exemplify these three qualities in its development or organization.

LEARNING OBJECTIVES:

By the end of studying this section student is expected to be able to (1) select material which is closely enough related to the topic sentence to truly develop or support it, (2) assemble some facts or ideas (blueprint) about the topic sentence, and (3) have ability in controlling the unity of paragraph development.

Unit 4

THE REQUISITE ELEMENTS OF A PARAGRAPH

A Paragraph peculiarly requires three requisite elements: (1) *unity of paragraph,* (2) *coherence of paragraph,* and (3) *completeness of paragraph,* each will be elaborated in a discrete unit in the next parts of this chapter.

4.1   UNITY OF PARAGRAPH

The term unity is lexically derived from the Latin prefix *uni . . .,* which means *one.* Thus, unity means *oneness,* and the oneness that a paragraph has, as mentioned previously, is derived from its development of one single idea. The main idea stated in topic sentence and then each and every supporting idea develops, revolves, and relates to that idea. Topic sentence, which expresses a single idea, tells the reader what a paragraph is all about, and indicates the type of development following that mentioned idea.

The topic sentence, again, is a sentence which simply expresses the controlling idea of a paragraph. In the following selection, for example, the opening sentence expresses the controlling idea (Saraka, 1988).

As power, an outboard motor is virtually the only solution. Low initial cost, relatively simple installation, wide choice of models,

ease of maintenance, availability of service, added cockpit space, portability, reliability and simplicity of operation are major advantages. At the top range of boats discussed here, just under $5,000, some boards have inboard stern drives. This option gives more power and performance potential, plus four-cycle smoothness (outboards are two-cycle), but this category generally runs into a higher price bracket (Robinson, *Travel and Leisure*).

It is noticeable that the first sentence has the two essential parts of a topic sentence. It not only introduces the *topic* of the paragraph (an outboard motor) but also makes a comment about it (that it is virtually the only solution to the problem – or question – of power for boats). In this way, the topic sentence establishes certain limits beyond which the writer cannot go and marks out certain possibilities for development.

We can also see from the sample paragraph above, the topic sentence prevents the writer from discussing, e.g., boat trailers, skis, or fishing gear (except as they might relate to power). In other words, any of those topics violate the unity of paragraph because they are beyond the scope of an outboard motor, the stated topic. Whereas the topic sentence requires the writer to stick to details, examples, or other materials which fall within the scope of any comment made about the topic. In that same paragraph, for instance, the writer's last three sentences should also avoid suggestions that other sources of power (oars, sails) are really about as good as outboard motors. Suggestions of this sort would clearly violate the limits set by his comment in the topic sentence that *"an outboard motor is virtually the only solution."* Normally, the meaning which a fact or idea has in common with others in the development of a paragraph may come from its relation to the *topic,* to the *comment* about the topic, or to both. On the whole, the complete topic sentence and each of its two components open up possibilities for unified development by logically suggesting related ideas (Bramer and Sedley, 1985).

Owing to our writing competence, we know immediately that the basic interest determining the writer's subject must permeate the whole composition. The composition must not be a hodgepodge. We have already encountered the demands of unity in the problem of fixing on a true subject¯that is, of limiting our interest to a single dominant topic¯and organizing through, e.g., notes or an outline. But unity is not a limitation imposed from the outside, that is, that it is inherent in the subject itself. If we, for instance, decide that "George Washington" is too general and vague to give us a true subject for a composition¯that is, that it lacks unity¯and settle on "What the Frontier Taught George Washington," we can do this only because the frontier *did* teach Washington something, and because no matter deeply related this fact to Washington's whole career, it can be thought about as separate; it has a natural unity.

Unity, in fact, is not always easy to recognize. If someone is scatterbrained, he does not recognize it since to recognize it he must put his powers of logic to work. We must, at least, be able to do three things: (1) define our dominant topic – that is, our true subject, (2) distinguish what is relevant to the main topic from what is irrelevant to it, (3) keep the minor topics subordinate to the main topic, and do not allow any of them a disproportionate amount of space (Brooks and Warren, 1979).

The following paragraph is another example of defective paragraph in several respects, principally in regards to unity.

This subject has been, I know, a standard one for generations of students. I does not exactly stir my imagination, and since as I sit at my desk to write, I see before me my latest physics quiz with a big, bold, red "D" on it, I am tempted to start by saying that the real question is, not What am I Getting out of College?, but Am I getting out of College? – I mean out on my rear end. Still, that "D" may be a signal to me that I should be examining my reasons for going to

college, now that I have been here for a while and know what it is really like.

Clearly, this passage is an easy, humorous way into a stodgy subject – but it is naturally distracting and wordy. This defect may spring from the same impulse to pad, or again, from a failure to plan ahead. To some extent, it gives an impression of being scatterbrained. This stands to reason for the writer simply does not stay on the main line of thought, and he keeps bringing in competing interests. Multiplying words, in terms of unity, then, could mean disgrace.

4.2   SUMMARY

In composing a paragraph we secure unity by selecting groups of ideas that support our topic sentence, and rejecting those that do not. Thus, a unified piece of writing can be considered a single, though perhaps large, unit of thought expressed in a single sentence called the topic sentence. For brevity's sake, unity in a paragraph is secured by (1) establishing a controlling idea, or a topic sentence, and, (2) selecting material which is closely enough to the topic sentence to truly develop or support it. Each of the major subtopics, or supporting ideas, is subordinate to the main idea of the passage, develops it in some way, and thus has some meaning in common with the other supporting ideas. Similarly, each of the supporting ideas must have its own subordinate ideas which develop it and has meaning in common with each other. The subordinate ideas, therefore, should develop a large supporting idea in a carefully planned paragraph.

4.3   EXERCISES

1.   In the following paragraph, there is one sentence that is not closely related to the topic. Find this sentence, and copy it on your paper.

When our English teacher asked the class to give a specific example of a generally known truth, I chose "Honesty is the best policy." My friend and I had learned before that dishonesty brings nothing but trouble. We were talking a science test. The first question asked us to list three important minerals and to give their uses. Since I had not read my assignment, I took a peek at Percy's paper and copied his answer: "minerals jelly used for canning, mineral wells used for naming cities, and mineral oil used for sick cats and children." In the mean time, my friend slyly stole the information from me for his paper. After class, laughing and bragging in the hall, we told Percy to keep on studying the assignments so that we could pass our tests. Percy did not laugh; he just pointed over our shoulders. Behind us there stood Mr. Courtland who had heard every word. A wonderful science teacher, Mr. Courtland often umpires our baseball games after school. After giving us a lecture on honesty, he sentenced us to make a detailed summary of the chapter on minerals, to draw pictures of sulfur beds, and to report orally on the means of conserving oil, mercury, and silver. Needless to say, my friend and I have learned that dishonesty carries heavy penalties. Honesty is the only sensible policy.

2. Read the text below carefully. (a). Find the topic sentence and underline its topic and controlling idea. (b). Then list supporting sentences that develop the topic sentence.

Institutional advertising and product advertising are two different approaches open to manufacturers. Institutional advertising promoted the company's organizational image, ideas, prestige, and possibly political position. Product advertising, on the other hand, focuses directly on the product services for sale by the company. Unlike institutional advertising, which almost always broadly stresses the whole company image, product advertising can focus on the product as a whole or on one aspect of the product (Podis et al, 1984).

3. Read the paragraph below properly. In your opinion, does it maintain the unity of the paragraph? If not, why?

Aircraft Accidents

Pilots are primary cause of many aircraft accidents. Ignoring their responsibilities, many pilots fail to form their duties effectively and tragedy has too often been the needless result. History records that many fatal accidents have occurred, for example, because pilots failed to listen to the advice of air traffic controllers who were in a position to warn them about impending disasters. To become air traffic controller, one must extremely intelligent. Sometimes pilots are overtired and they neglect to take the precautions necessary to avoid accidents. They may even taking drugs which slow down their physical reactions. As we all know, statistics have proved that the number of college students who abuse drugs is increasing at an alarming rate, and few of these students realize that if they continue to use drugs they will never be able to enter a career in aviation. Sometimes accidents occur through malfunction in the plane's equipment. A door may open during flight, or the tire may blow out as the plane takes off. Pilots, of course, are not responsible for the accident such as these. Perhaps most startling is the fact that every year one, or two, air traffic accidents are caused by student pilots who attempt journeys beyond their capabilities and one up producing catastrophes which destroy life and property. Because they do not employ student pilots, commercial airlines are the safest form of air transportation. The next time, you take a commercial flight, you should be sure to ask yourself the following questions: Does the pilot look happy and healthy? Does the plane seem sound and sturdy? What the weather conditions outside? (Park et al, 1986).

4. In pursuing thought and feeling, paragraph must contain nothing extraneous to maintain unity. Read the passage below and then cross out the sentence or sentences, if any, that spoils its unity.

    Tourism is the state of Hawaii's leading industry. Every year, some 3.2 million tourists visit the island. During the popular winter months, a planeload or shipload of tourists arrives every fifteen minutes. New hotels and new restaurants are being built every year to accommodate the increasing numbers of visitors. Sugar cane and pineapples are also important industries in Hawaii.

5. The following passage needs specification of the controlling idea expressed in the topic sentence. Read the paragraph appropriately, and then cross out the number of any sentence that does not support the controlling idea.

    (1) Women who drink alcohol during pregnancy risk harming their unborn children. (2) Babies born of alcoholic mothers are frequently retarded. (3) Pregnant women who drink often do not exercise as much as they should. (4) Doctors have compiled detailed studies on pregnant women who are heavy drinkers. (5) Studies have indicated that if a pregnant woman consumes an average of one or two ounces of alcohol per day, there is one change in five that her baby will develop a serious disease called fetal alcohol syndrome. (6) Alcohol makes pregnant women feel sluggish. (7) Pregnancy often involves some degree of risk. (8) Pregnant women who are alcoholic frequently neglect their health and rarely maintain a proper diet. (9) Alcoholic women who are expecting a baby can easily forget important appointments with their physicians.

    The answers to those questions above are available in the last part of this book. You can evaluate your own work by relying on the following method of scoring:

$$\frac{\text{Number of Correct Answer X 100\%}}{5}$$

These exercises consist of 5 questions and score used for each question is 5. Thus, if, for example, all answers are correct (100%), maximum score gained is 25. Student is considered successful if he or she is able to achieve, at least, 80% of the level of mastery. That is, he or she is eligible to continue to the next section of this book.

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Chapter V

THE SECOND REQUISITE ELEMENT: COHERENCE

This unit clarifies rhetorical feature in writing classified as *coherence of the paragraph.* This unit is particularly concerned with aspects of transitions and parallel structures. Basically, the transitions are words and phrases that indicate something is being left behind and something different is being approached. They enable us to make smooth shift from one part of our organizational plan to another. They tie the parts of our structure together, and give our writing *coherence.* Likewise, parallel structures can also serve as valuable markers for our readers, and as devices for achieving coherence in our writing.

LEARNING OBJECTIVES:

By the end of studying this division student is expected to be able to (1) recognize the essence of transitional words and phrases in a paragraph, (2) clarify parallel structures to construct a well planned paragraph, (3) use both transitions and parallel structures in a paragraph.

Unit 5

THE UNDERLYING PRINCIPLES OF COHERENCE OF PARAGRAPH

Coherence is another rhetorical feature of effective composition in which the ideas or thoughts stick together so that the thought flow runs smoothly within and between paragraphs. In a paragraph writing practice, the writer arranges the details in a logical relationship in order that the reader can easily understand the message intended in the text. This feature is sometimes implicit rather than explicit. To achieve logical relationships, the writer, thereupon, ought to apply variety of transitional signals, either as sentence or paragraph linkers, juxtaposing of ideas he has in mind. By means of using transition words between the two unrelated ideas, the thoughts can run smoothly (Saraka, 1988).

In short, coherence pertains to relevance and consistency among the sentence units. Like link in a chain, the paragraph creates a tightly and well-connected whole. Coherence is simply a function of logical grammatical and lexical relationships (Orgel, 1962; Oller et al, 1980; Hughes, 1991). To maintain the coherence in discourse, we must recognize the essence of transitional signals application. We can observe in this paragraph that no irrelevant sentences are involved since each detail links every other detail logically and systematically, as well.

The Beginnings of Earth

Beginnings are apt to be shadowy, and so it is with the beginnings of that great mother of life, the sea. Many people have debated how and when the earth got its ocean, and it is not surprising that their explanation do not always agree. For the pain and incapable truth is that no one was there to see and in the absence of eyewitness accounts, there is bound to be a certain amount of disagreement. So, if I should tell here a story of how the young planet earth acquired an ocean, it must be a story pieced together from many sources and containing many whole chapters, the detail of which we can only imagine. The story is founded on testimony of the earth most ancient rocks, which we were young when the earth is as young, on other evidences written on the face of the earth's satellite, the moon, and on hints contained the space. For, although, no man was there to witness this cosmic birth, the stars and the moon and the rock were there, and, indeed had much to do with the facts that there is an ocean (Canavan, 1975).

Evidently, cohesion signals in constructing a paragraph plays a significant role in the case of assessing the reader to weld the ideas conveyed in a piece of writing so that they run smoothly and can maintain *cohesive relation* between two or more ideas of facts of the passage.

Sometimes, it is also helpful to the writer, if he uses transitional signals to identify clearly the relationships among the parts of his paragraph. We can certainly achieve coherence of our writing by, for example, arranging ideas in our paragraph into logical points. In so doing, we certainly need the so called *connecting words* and *phrases.* The following clarification illustrates how they work.

5.1   TRANSITION SIGNALS

As for the organization of paragraph, transition signals play very important roles in constructing composition due to the fact that they

can help the readers to understand the text-sense or a series of ideas in a paragraph organization easily. In a sense that they can show the readers the direction of messages conveyed in the paragraph systematically. Thus, these transition signals can tie one thought to another in a logical or systematical way. These words, in general, can be divided into two groups: *sentence linkers* and *paragraph linkers.* Both serve to maintain composition or text coherence.

In a broader sense, coherence refers to the way how ideas conveyed in a paragraph join one another logically, in time sequence (chronological order), in order of place (spatiality), or in a sequential order like in a process (expository) depending upon how a paragraph is developed. In a specific sense, coherence is realized through the use of transitional expressions, for examples: (1) showing time relation, e.g., *after a short time, or after a long time, after a while, afterward, at last, lately, presently, recently, since then, temporarily, thereafter, since, then,* etc, (2) showing addition, e.g., *again, also, and, beside, further, furthermore, likewise, and then, in addition,* etc, (3) showing contrast or opposition, e.g., *after all, but, however, in contrast, in spite of, nevertheless, notwithstanding, on the contrary, on the other hand, still, yet, it must be confessed,* etc, (4) showing comparison and contrast, e.g., *in like manner, likewise, in the same way, similarly,* etc, (5) showing concession or admitting fact, e.g., *after all, although, and yet, at the same time, naturally, of course, perhaps,* etc, (6) showing examples, e.g., *particularly, specifically, in particular, that is (i.e.,), in fact, for example, in other words, incidentally, for instance,* etc, (7) showing sequence or numerical order, e.g., *first, second, third, in the first place, in the second place, next, then, finally, last,* etc, (8) showing result, e.g., *accordingly, consequently, hence, then, thus, therefore, as a result, thereby, etc,* (9) showing a summary, e.g., *in brief, in short, to conclude, in conclusion, on the whole, to summarize,* etc.

Pushing further, in the attempt to achieve coherence in our composition, we can also begin composing our paragraph by

analyzing each of a series of points with sentences or paragraphs which are parallel (the same) in structure, and thus help our readers to see how the points presented in our paragraph are similar or related. Just as the materials of a well-planned building must be held together, the parts of a well-organized paragraph must cohere.

Broadly, an effective transition might be only a word or two in length, but often it will be an entire sentence or even a full paragraph. The length of a transition between two parts of our structure often depends on the complexity of our topic and how closely related the parts are. For sub-points or parts which are closely related (by being either similar or clearly opposed) a single transitional sentence will be sufficient. For major points or for parts of our plan which are related in important but less obvious ways, an entire transitional paragraph may be necessary (Bramer and Sedley, 1985; Brooks et al., 1979; Warriner, et., (1958).

Here are some examples of common kinds of transitions we can use to give our writing coherence. Each serves a slightly different purpose and gives the readers a slightly different marker between parts of our plan.

5.2   TRANSITIONAL SENTENCES.

1. We need to begin the first paragraph of a new block of material with a sentence which ties into the ideas which precede it. As we start to write about the next point in our plan, we provide a link to what we have just written, for examples:

    a. *Those days are gone forever. Today, women are demanding – and getting – more equal* treatment and greater equality of opportunity.

        As first sentence begins with judgment about preceding material; next sentence logically shows contrast.

    b. *With all your tools gathered and arranged for easy access, you can save time and trouble in* the actual job. To drain the old oil,

begin by locating the oil plug on the pan under the *engine*.

As can be clearly noticed, first sentence restates the importance of the last part; second sentence begins to explain next step in process.

c. *Loving, in the sense we have used here, is not a feeling or an attitude or a thing you hold* close, but a way of acting. It is sharing yourself with another person and accepting what he *or she shares with you. Love differs from other efforts to share only in degree.*

The first sentence in the passage above refers to key concept or definition established in previous part; second sentence introduces new, related point.

2. We should end a block of material (or begin a new block) with a sentence that ties into the ideas which follow it. As we move from one part of our plan to the next, we provide a preview of what is to come, for example:

a. *. . . as late as the Civil Right Act of 1964, politicians were still all but blind to the widespread, historic, discrimination against women. But winds of change were stirring softly.*

Obviously, last sentence of one block suggests next block to come.

b. *The actual business of changing the oil begins, of course, with the draining of the old, dirty oil from crankcase. To begin, locate the plug on the oil pan under the engine.*

Here, first sentence of new block previews material to come.

3. We use a transitional sentence which "looks" both ways, tying the ideas of preceding and new parts of the plan together in a single statement. Of all the transitions used by writers, this one is no doubt the most common. Its advantages are obvious: it not only reminds us of what we have just read, but also gives us a preview of what is to come. In addition, it works equally well as the concluding sentence for the part we want to finish or as the

opening sentence for the part we want to begin. Here are a few examples:

a. *Despite the fact that little had been accomplished for women's rights by the close of the* sixties, the feminist movement was already well formed in the minds and words of thousands *of American women.*

    This sentence naturally refers to both history of women's rights, in preceding part, and new part on emerging feminist movement.

b. *With all your tools gathered and arranged for easy access, you are ready to begin draining* the dirty oil from the engine.

    Here, this sentence refers both to last part on gathering tools and new part on draining the dirty oil.

c. *In addition to the words you pick and the way you say them, you send signals with your* entire body – your eyes, your face, your hand, and arm and legs, even the clothing you wear.

    This sentence certainly refers to last part on words and tone of voice and new part on body language.

    Again, these transitional sentences which look both ways could be used either to end the preceding part or to begin the new part. But note that each does something more than merely link the two parts. In each instance, the transition also shows the relationship between the two parts it bridges. In the writing on women's rights, for instance, the transitional sentence implies the *contrast* between historical treatment of women and the new force of feminism.

    In the selection on changing the oil in a car, the transition suggests the process or sequence of steps. And in the last example, the transition shows similarity between tone of voice and body language as channels of communication.

Most significantly, according to Bramer and Sedley, to strengthen coherence between parts of the plan, it is often helpful to include in our transitional sentences words or phrases which indicate relationship explicitly, for example, words or phrases to show:

1. Opposing or contrasting points: we use "*On the other hand,*" "*However,*" "*Although,*" or "*Despite the fact that.*"
2. Parallel or similar points : we use "*Likewise,*" "*Similarly,*" "*At the same time,*" "*In the same way,*" or "*In other words.*"
3. Points related by cause and : we can use "*Because,*" "*If,*" "*Since,*" or "*Therefore.*" effect or logic
4. Sequence or process : we use "*After,*" "*First . . . second . . . third . . .,*" or "*Once you have (completed a step).*"
5. Additional points : we use "*Furthermore,*" "*Moreover,*" "*In addition,*" or "*Beyond that.*"

5.3   SUMMARY

In the so called extended paragraph writing, we will often need to frequently use transitional sentences which tie parts of our plan together. When we read or write a textual material, for example, we will find at least two different things. In one case, we will find statements or restatements of ideas or facts that stick together. The semantic relation between those ideas or facts has interconnected sense so that they are easy to recognize. In other cases, we will also find statements or restatements of facts or ideas that are unrelated because they lack for cohesion signals. Cohesive relation is typical relation between two or more elements in a text or composition and has the effect of making the sentences cohere with one another. The best way of achieving coherence in writing is to develop the powers of consecutive thinking so that the paragraph we recognize can unfold in a logical step-by-step manner. Occasionally, it may also be

useful to our readers if we use transition signals to make logical relationship among parts of our paragraph. Certainly, we can achieve coherence in our writing by structuring our ideas into logical units. In so doing, we sometimes need to use authentic connecting words and phrases. Careful writers usually employ these rhetorical signals to show connections in thoughts. In short, these coherence signals link words within a sentence, as well as sentences within a paragraph.

5.4   EXERCISES

1. The paragraph below contains some transition signals so that the flow of its thought within the paragraph is smooth. You are assigned to (1) underline logical transition signals once, (2) explain the functions of them.

    Heroes do not last very long these days. Even John Kennedy is seen to have clay feet. There are several reasons for the short lifespan of our idols. The first is we have grown more doubtful. We no longer believe in unvarnished goodness since we have discovered so much corruption in our leaders. The second is simply our passion of change. We need new pads constantly. Great Presidents, like Skateboard, quickly lose their appeal. The third, and most important for the quick dethroning of our idols, however is media overexposure. The sad case of Mark Spitz, for example, is a name now almost completely forgotten. He returned from 1972 Olympics with six gold medals in swimming, a handsome darling of media. He, thereafter, appeared in commercials and on talk shows almost every week. And in just a few months, he was forgotten, one more victim of media overkill (Frank, 1980).

2. The incomplete paragraph below needs to also be supplied appropriate transitions so that the ideas in it go smoothly. Supply

logical transitions in the indented spaces with transitions listed below it.

Students in college drop courses for several reasons. . . . . , a student will overload himself by signing up too many courses in a single semester. . . . . , he leaves himself too little time for either work or play, because he is spending so much time in preparing for and attending classes that has insufficient time for relaxation. When this situation exists, the student begins to consider school and suffers from "burn out". A second student may find she has signed up for a reasonable course load; . . . ., her employer decides to change her work schedule. . . . . ., if she keeps her job, she must either miss important classes or drop courses. . . . . ., a third student's reason for dropping course is that his or her family accepts a transfer, thus making continued residence in the college community is impractical for the student. . . . ., there are other reasons students drop courses, these the three of the frequent causes (Baker, 1986).

3. The following paragraph connects two key parts of a chapter in a book. Read it and identify:
   a. A transitional sentence which ties into material preceding it.
      Besides age, stage, and gender, our personality development is influenced by generation and social change. Usually, we rely on the simple and obvious method of placing people by their generation: "He is an old '30s radical," or "she is a child of the '60s." My emphasis is on the more subtle inner changes that are common to our chronological development. They deserve attention, not because they are necessarily the weightier influence on our development as adults, but because we usually ignore them (Gail Sheehy, 1977).

4. If this sentence **b** is not a transition which looks both ways, rewrite it so that it does.
    a. Cassettes work differently than eight tracks. While an eight-track is spliced together at the ends to form a continuous loop of tape, a cassette contains two separate reels, with the tape running between them.
    b. In addition to the superior quality of the cassette's twin reels, recent developments in electronics and tapes technology have greatly enhanced the quality of sound reproduction possible with cassettes.

5. Write a relevant sentence opening the part on the feminist movement (beginning at sentence below which parallels sentence following it.

    ………….little had been accomplished for women's rights by the close of the sixties', the feminist movement was already well formed in the minds and words of thousands of American women.

    The answers to the questions are available in the last part of this book and, thereby, you can evaluate your own work by relying on the following method of scoring:

$$\frac{\text{Number of Correct Answer X 100\%}}{5}$$

    This test consists of 5 questions and score used for each question is 5. Thus, if, for example, all answers are correct (100%), maximum score gained is 25. Student is considered successful if he or she is able to achieve at least 80% of the level of mastery, i.e., he or she is eligible to continue to the next section of this book.

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Chapter **VI**

THE THIRD REQUISITE ELEMENT: COMPLETENESS

This division deals specifically with another requisite of a paragraph categorized as *completeness of paragraph.* In particular, this section deals with using facts, examples, and incidents in a paragraph. Thus, completeness actually means that the controlling idea is thoroughly developed by the use of specific information. In this respect, a paragraph is complete when it leaves no confusion in the reader's mind about what is intended, about how the reader is supposed to respond, and about why such response is both necessary and appropriate.

LEARNING OBJECTIVES:

By the end of studying this section, student can (1) indicate major support, (2) recognize minor support, and (3) use both major and minor supports in a paragraph.

Unit **6**

BASIC PRINCIPLES OF COMPLETENESS OF PARAGRAPH

Baker (1986) argues that a good paragraph must have a sense of completeness. In this perspective, this also means that the controlling idea is thoroughly developed by the use of authentic information. Completeness is basically related to how complex or general the topic sentence is. A complete or well-developed paragraph consists of an information block containing supporting details and facts, such as, names of specific individuals, dates, costs, location, figures or statistical details. Consequently, without these things our paragraph is considered as an underdeveloped or incomplete paragraph.

In addition, Canavan (1988), and Smalley (1986) point out that paragraph completeness is much better way of viewing length. Ordinarily, a good paragraph fulfills its function of developing the main idea fully or sufficiently. A short theme or any piece of writing longer than a paragraph is complete when it fulfills its function of developing a thesis fully or sufficiently. The writer must, therefore, develop the central idea until he or she understands or knows for sure that it is sufficiently clear and acceptable, i.e., it requires a sentence, a paragraph, or four or five pages, etc.

A poor paragraph, on the other hand, is often thin; it does not have much to say or it contains only one or two sentences about the topic. Consequently, the reader is afterward left with many questions in mind since so little has been said.

To be clearer, the following paragraph is naturally incomplete, because it has insufficient details necessary to explain or prove the assertions made by the topic sentence. Therefore, it still needs some relevant supports to develop the topic sentence available as fully as required.

A cat's tail is a good barometer for its intention. By various movements of its tail, a cat will signal many of its words. Other movements indicate its attitudes. An excited or aggressively aroused cat will whip its entire tail back and forth.

At first glance, it would appear that the sample paragraph is complete. It can also be noticed that the writer begins with a concise topic sentence, telling us that a cat's tail is a good barometer of its intentions. Next, he adds additional information of general nature in the following two sentences. Then, he presents a supporting example concerning with aggressively aroused cat. But, the paragraph is not explicit because the writer has insufficient supporting material for the opening generalization. He leaves the reader with too many information to fill in, such as, what are some other ways that the cat communicates its intentions with its tail? How does it communicate specific wants? Is such communication effective? If he is to answer these questions, he must present more supporting information logically for his beginning generalization. Overall, the original paragraph should begin with a concise topic sentence and is supported with authentic details. Note how revision helps to improve the paragraph above.

Cat's Tail as a Good Barometer

A cat's tail is a good barometer for its intentions. An excited or aggressively aroused cat will whip its entire tail back and forth. When I talk to "Sam", he holds up and ends of conversation by occasionally flicking the tip of his tail. Mother cats move their tails back and forth to invite their kittens to play. A kitten raises its tail perpendicularly to beg for attention; older cats may do so to beg for food. When your cat holds its tail aloft while crisscrossing in front of you, it is actually trying to say "Follow me" – usually to the kitchen, or more precisely to the refrigerator. Unfortunately, many cats have lost their tails in the refrigerator's doors as a consequence (Canavan, 1975).

To strengthen our understanding of this paragraph, let us analyze the organization of the model paragraph above. It can be seen that the writer begins the paragraph firstly with the highest generalization: "*A cat's tail is a good barometer for its intentions*". He, then, inserts immediately six major supporting statements and ends with a final sentence to add humor to the writing. In sum, the current "*general – to – particular*" thought pattern is classified as follows:

Topic Sentence (*Highest generalization*)	A cat's tail is a good barometer for its intentions
Major Support Major Support Major Support Major Support Major Support Major Support Added for humor (Minor Support)	a. An excited or aggressively aroused cat will whip its tail back and forth b. When I talk to Sam, he holds up his end of conversation by ………. c. Mother cats move their tails back and forth to invite their ………. d. A kitten raises its tail perpendicularly to beg for attention. e. Older cat may do so to beg for food. f. When your cat holds its tail aloft in front of ….. Unfortunately, many cats have lost their tails ……… ………….

Having pointed out this thought pattern, if we, for example, examine the lists of supporting information, we will see those items that are likely to provide the most effective supports or additional information for controlling idea. Immediately, the items create sentences from them, which can be utilized in the paragraph as *major supporting statements* for controlling idea in the topic sentence. These sentences serve as the major supports because within the paragraph they function as major evidence that the writer provides in support of the validity of the topic sentence of the paragraph. While the additional information is given to support the major supports is called *"minor support"*. Both major support and minor support will be elaborated in the following sections.

6.1   MAJOR SUPPORT

There are two major guidelines which should seriously be taken into account in the effort to create, select and write the major supports of the paragraph. First, we must limit our selection to items which are likely to convince the readers the validity of controlling idea. Second, we have to select or choose items that will generate sentences that can function appropriately at the second level of generality in our paragraph, That is, in one hand, a major support should be less general than the topic sentence, i.e., the first level of generality, and should provide details that directly support the topic sentence. And, on the other hand, major support should still be general enough so that it can be further developed and supported by sentences at the third level of generality. Here is another example of how several sentences which might serve as major supports for the given topic sentence.

When smokers give up their habit, they are likely to undergo a typical pattern of experiences. On the first day after they stop smoking, their enthusiasm is at a high pitch. The next few days are generally uncomfortable. Parts of discomfort that they experience result from

the body's elimination of various chemicals. After two or three weeks, the craving for tobacco gradually disappears, though it may return if the former smoker attends a social gathering where others are smoking. As the craving tobacco decreases, appetite begins to increase. Even though the smoking habit is weakened, it is actually never broken at all. One cigarette or one cigar can return the backslider to the ranks of confirmed smokers. Smoking habit, then, is a very difficult to break. After all, people who quit smoking cigarettes are less likely to develop lung cancer than are people who continue smoking.

6.2 MINOR SUPPORTS

As has already been indicated above, major supports, especially those provided support for unfamiliar or complex controlling ideas often require additional information or illustrations if the reader is to accept them. To fulfill this need, the major supports still need extra sentences called *minor supports.* These typical sentences constitute the third level of generality. Instead of reinforcing the controlling idea directly, minor supports reinforce a point or points made in a major one by means of adding information or detail that helps make a major support trustable to the reader; they indirectly support the controlling idea of paragraph.

The following paragraph on *"Different kinds of insurance offer different kinds of protection"* will show how the major supports serve the controlling idea of the topic sentence of paragraph and how the minor supports provide details that make the major supports and the controlling idea more convincing.

Topic sentence: *Different kinds of insurance offer different kinds of protection.*

If, for instance, **major support 1** is "Life insurance provides financial assistance to the family of the insured in the event of his or her

death. Then, **first minor support** may be written as 'The insured can provide for a sum to be paid to dependents in case of death.' **Second minor support** may also be written as 'He or she can also plan to arrange amunity for offspring', etc. Logically, **major support 2** is 'Health insurance is designed to pay medical bills if the insured becomes ill enough to require treatment.' **Next minor support** can be written like 'Standard medical insurance covers mast of a family hospital bills, and another minor support is most likely written as 'Additional medical plans can provide further coverage,' etc.

Probably, the most serious problem we will encounter is concerning how to determine how much evidence we should use in a paragraph. In this case, we must decide for ourselves how many major and minor supports are needed to back up the controlling idea of our paragraph. The number of major and minor supports varies from paragraph to paragraph.

On the whole, to convince the reader that the controlling idea is valid, we logically should provide enough major supports to develop the controlling idea fully and sufficient minor supports to guarantee that the reader will understand the idea conveyed in the major support. Logically, the number of major supports required in developing and support the controlling idea depends upon the controlling idea itself. In some case, nevertheless, the controlling idea itself may dictate the appropriate number needed. To following examples are cases in point:

i.   English contains four basic skills: *listening, speaking, reading, and writing.*
ii. Teaching children at school requires *patience and preseverence.*
iii. The students come to organization for many reasons.
iv. Essentially, education can be *formal, informal,* and *nonformal.*
v.   Good citizens have three basic qualities: *honest, fair,* and *loyal.*

6.3   SUMMARY

Perhaps the best way to understand fundamental principles of paragraph completeness is to critically view the basic form of paragraph which begins with the *topic sentence* and adds various *details, examples,* or other materials to support and develop it. Most of the preceding parts of this book have this basic form as their structure. More importantly, we must logically develop the central idea until we intellectually feel that it is sufficiently clear and acceptable, whether it requires a sentence, a paragraph, or even four or five pages. With some subjects in hand, we will be able to accomplish our purpose with little of an explanatory supporting material. With most subjects, we will reasonably need much more complete development. Usually, the short piece of writing that develops a single central thought can be developed effectively in about **500 words.** As a matter of fact, there is no strict rule used to measure paragraph completeness in terms of length. Most modern paragraphs are from 75 to 300 words long or approximately 6 to 25 sentences. Many contemporary paragraphs, especially those in newspapers and magazines, may be only one or two sentences in length. Other paragraphs in text books, learned journals and magazines may be a page or more. Word or sentence count may serve only as a guide for the length of an average paragraph.

As for the organization of paragraph development, Canavan (1975), and Hedge (1991) state that a short theme or any piece of writing longer than a paragraph is complete when it fulfills its function of developing the main idea fully.

6.4   EXERCISES

1.   Here are several sentences which might serve as major supports for the given topic sentence. You are assigned to (a) underline the topic and its controlling idea, (b) examine carefully the major supports that directly relate to the controlling idea.

Topic sentence: *Night classes can prove extremely difficult for an eighteen-year-old* freshman.

a. Competition is more intense in daytime courses.
b. For students, who commute, getting to and from the campus is often more difficult at night than during the day.
c. Typical eighteen-year-old freshman who live in campus prefer to spend evenings in the dormitory with his friends.
d. Night classes are often geared to the needs of older students.
e. Attending class at night often requires students to change their study habits.
f. Night classes are frequently quite tiring.
g. Ninety percents of the students in night classes are much older than the average college freshman who often feels intimidated to the point at which he is unable to learn.
h. No one likes to finish school at ten o'clock in the evening.
i. Many of the best television programs are broadcast during the times when night classes are offered.

The following topic sentences contain both topic and controlling idea. You are to (1) supply two sentences of major support for each of the topic sentences provided, (2) be sure that each of major supports relates to the topic and controlling idea stated in the topic sentence.

2. Topic Sentence: *Working students have special problems*
    Major Support 1: _____
    Major Support 2: _____

3. Topic Sentence: *Malang Regency in East Java is an ideal place to live*
    Major Support 1: _____
    Major Support 2: _____

The following paragraph includes both topic sentence and two major supports. You are required to (1) supply two minor sup-

ports for each of the following major supports, (2) be sure that each minor support reinforces its major support.

4. Topic Sentence: *Different kinds of insurance offer different kinds of protection*

   Major Support 1: Life insurance provides financial assistance to the family of the insured in the event of his or her death.

   Minor Support a: _____

   _____

   Minor Support b: _____

   _____

   Major Support 2: Health insurance is designed to pay medical bills if the insured becomes ill enough to require treatment.

   Minor Support c: _____

   _____

   Minor Support d: _____

   _____

5. Topic Sentence: *People marry for a variety of reasons.*
   Major Support 1: Some people marry for a companionship.

   Minor Support a: _____

   Minor Support b: _____

   The answers to the questions are presented in last part of this book. You can evaluate your own work, thereof, by relying on the method of scoring below:

$$\frac{\text{Number of Correct Answer X 100\%}}{5}$$

This test consists of 5 questions and score used for each question is 5. Thus, if, for instance, all answers are correct (100%) maximum score gained is 25. Student is considered successful if

he or she can achieve at least 80% of the level of mastery, i.e., he or she is eligible to continue to the unit.

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Chapter VII
ORDER OF LOGIC

This unit is concerned with the arrangement of information in a paragraph called *order in paragraph* which consists of (1) *spatial order,* (2) *chronological order,* (3) *order of importance,* (4) *general-to-particular order,* (5) *particular-to-general order,* (6) *general-to-particular-general order, and* (7) *question-to-answer order.* Generally, order in paragraph relates to the idea of constructing the information into logical pattern of paragraph organization that requires the ability to rank the degrees of information: which comes first and which one comes next, etc. Specifically, this section clarifies certain types of order; namely, *spatial order, chronological order, question-to-answer order.*

LEARNING OBJECTIVES:

By the end of studying this division, student is expected to be able to (1) identify certain types of order in a paragraph organization, (2) explain the characteristics of order in paragraph development, and (3) employ underlying principles of order in a paragraph.

Unit 7

ORDER IN PARAGRAPH

Baker (1986) defines the term *order* as the arrangement of information in a paragraph. This stands to reason for the writer, in constructing a paragraph, controls the presentation of ideas, he decides which information he will put first of all in his paragraph, which information he will give the reader next, and so on. The order of development depends entirely on the subject matter and sometimes on his purpose for writing or his preference about which information to tell his reader first, next and, last.

Effective development of a main idea depends upon the skills of the writer to arrange the ideas into some kinds of a consistent and logical pattern of paragraph organization. In an essay, for instance, the *thesis statement* serves the same function as the *topic sentence* in a paragraph. As a cluster of paragraph revolves around and develops the main idea or the thesis, a number of sentences then revolve around and support the topic sentence of a paragraph logically (Saraka, 1988).

The English paragraph can be arranged in accordance to a variety of techniques. The techniques used are: (1) *spatial order*, (2) *chronological order*, 3) *question-to answer order*, (4) *order of importance*,

(4) *general-to-particular order,* (5) *particular-to-general order.* (6) *general-to-particular-general order,* and (7).The following selected three examples of order in paragraph below demonstrate.

7.1   SPATIAL ORDER

Spatial order is frequently followed in descriptive writing in which the information is presented to the reader by using *orderly movement* through space. Arrangement by space is usually characterized by a movement from *one visual reference point to the next; left to the right; top to bottom; east to west; north to south,* etc. Description can effectively be ordered by spatial arrangement of material; additional consideration can be given to create a central point of reference to which all of other things described in the paragraph are logically related. The model paragraph below picturing an accident at a bank will show us.

Model 1. Spatial Order

A Robber

A robber has just taken money from three clerks in a bank. A police officer has already arrived and is questioning the clerks. "What did the robber look like?" the officer asks. One clerk says that he had a nervous manner and a sinister face. Another clerk says that the robber had an evil appearance and was dressed shabbily. A third clerk says that the robber was tall, walked with a limp, had a high pitched voice, and was wearing old, faded blue jeans and a dark pull sweater with a patch on the left elbow. The last clerk adds that the robber was bald, that he needed a shave, and that he had brown eyes, a scar on his left check, a moustache, and cigarette teeth (Wishon, 1980).

Which description was the most helpful to the police officer? Comparatively, the first two clerks gave dominant impressions. They told him how they felt about the robber or the atmosphere

the robber seemed to create. The robber has impressed them as being nervous, and sinister. But it was the third clerk who supplied specific information to make the most meaningful and dominant impression.

7.2 CHRONOLOGICAL ORDER

Chronological order is followed in two kinds of paragraph, i.e., narrative and expository. A narrative paragraph is concerned with the events that are given in the order in which they occur. The expository paragraph pertains to the process that is described from beginning to end. Thus, chronological order is actually a technique in which the information in a paragraph is organized according to their occurrence in a sequence of time, beginning with the first event, going to the next even and so on., until we have reached the last event Trip reports, work schedules, minutes of meetings, and certain accident reports are naturally among the examples of writing in which information may be organized chronologically. Hence, if we organize the information in a paragraph, normally, we must particular attention to transition signals of time sequence, series or phases, such as, *first, next, then, finally*, etc., to signal the sequence of events.

Chronological order has many uses both in technical and scientific writings because we may use it to explain, e.g., chemical, mechanical, biological, or educational process; to describe (1) growth of a baby or population in a certain area, (2) plants in tropical areas, (3) personality of a certain leader or economy of a certain nation; to understand the procedures of data collection in research, etc, to explain an attitudinal, behavioral, social cultural or technological change or development of a person, group, society or nation; and to give instructions, directions, manuals or recipes of how to operate or use a certain thing. Here is an illustrative example of model paragraph in the form of chronological order.

Model 2. Chronological Order

Transportation

Transportation has changed through the years. In ancient times, people were only able to travel on foot. However, 8.000 years ago, they trained the donkey and the horses for transportation. The invention of the wheel occurred about 5.000 years ago. From that time on, changes took place rapidly. The development of ships made seas and rivers important. The invention of train and automobiles improved land transportation. Air travel developed rapidly in the first half of the twentieth century. Finally, in the second half of this century, space travel became reality (Wishon, 1980).

This passage, in particular, tells us the chronological order of transportation, i.e., the development from ancient times to the second half of this century.

7.3 QUESTION-TO-ANSWER ORDER

In the question-to-answer order of paragraph development, the writer begins a paragraph with a question, and the answer it with sufficient facts and other details until he or she feels that the answer is acceptable to reader. This particular order of paragraph development has not usually stated the topic sentence; nevertheless, the question itself reveals the writer purpose. The paragraph below exemplifies one classification of the model paragraph.

Model 3. Question-to-Answer Order

Living

What does "living" mean? A teacher asked that *catchy* question. Discussing such a question made the students thoughtful. Living things move by themselves. An aero-plane cannot move by itself. A bird may everyday be in the same tree, but it can fly away. Living things grow. A building cannot grow. Grass is still, but grows

longer. Living things produce other things like themselves. A chair cannot produce other chairs. Birds and grass reproduce themselves by means of eggs and seeds. All plans and animals are living things. The students had a lively discussion, they did not answer the teacher's question appropriately, however (Wishon, 1980).

7.4 SUMMARY

Upon reading the foregoing examples, we know right away that in composing effective arrangement of information in paragraph the basic objective of descriptive writing is actually the depiction of the appearance of people, palaces, and things. The samples put forward above help the reader to recreate the sense of impressions experienced or observed by the writer. Through details and comparison, the writer creates a word picture that is intended to communicate to the reader.

In the mean time, just like the event order, presenting information in accordance to the sequence of events, in which they occurred chronologically, attempts to signify the series of events in terms of time they happened. Here, the event bonds are interconnected and must be consistent so that the information organized will be easier to understand.

In a formal discussion of any length we frequently find more than one question involved. There is the main question, which represents the main interest, but to get a satisfactory answer to that, perhaps other questions must be asked and answered along the way. So we encounter again the problem of *unity* and *coherence.* The main question must essentially govern the whole. And we may think of the answer to the main question as giving *proposition, the thesis,* and *the governing idea of the discussion.* Take for example, a historian, in answering the question *"What were the causes of American Revolution?",* might come up with this answer to serve as his proposition: *"The causes of the American Revolution were*

primarily economic." He might proceed to search a book offering a very elaborate analysis of the background of the event, but this proposition would control the whole book.

7.5   EXERCISES

1. Describe the impression of the person in the following paragraph.

    Mr. Chaldband is large yellow man, with a fat smile, and a general appearance of having a good deal of train oil in his system. Mrs. Chalband is a stern, severe-looking, silent woman. Mr. Chalband moves softly and cumbrously, not unlike a bear who has been taught to walk upright. He is very much embarrassed about the arms, as if they were inconvenient to him, and he wanted to grovel; is very much in a perspiration about the head; and never speaks without first putting up his great hand, as delivering a token to his hearers that he is going to edify them.

2. The sentences below are not well arranged yet. Rearrange them according to the time when the evens really happened in logical paragraph organization.

    a. Then the blue Toyota Kijang car suddenly came around the corner at full speed and crashed right into the Honda car.
    b. It was about nine o'clock in the morning.
    c. They began to check the damage to their cars, and to exchange information.
    d. I was standing on a sidewalk round the corner of a street looking for a bakery.
    e. He got out of the car, and examined the damage. And so did the owner of the Toyota Kijang.
    f. All of sudden a Honda car stalled in the middle of the street just after making a turn.
    g. Meanwhile an enormous traffic jam formed behind them.

h. The middle age man, the owner of the Honda, looked upset, but is not angry.

i. But, unbelievable as it may seem, no one tooted his horn. He is so calm.

j. I must tell you about a car-accident I saw when I was visiting my uncle in my hometown.

k. The old man tried to start the car again, but to no avail.

3. Write about what you did last Sunday, or on your holiday. Remember to use some chronological words like *always, then, at a start, after, finally*, to structure your paragraph.

   Write your paragraph in a notebook paper first. Submit your work in clean and readable handwriting

4. The sentence below is a topic sentence. Develop a paragraph using the supporting details listed below it. You can use transition signals, such as, *in fact, particularly, nevertheless, henceforth, in the mean time,* etc., to make the ideas developed run smoothly.

   The topic sentence: *I like English very much because it is a useful language*.

   The Supporting details:

   a. I started learning English at the first year of Junior High School.

   b. My first impression was that English was quite different from Bahasa Indonesia, so many of us had differently with it.

   c. English words and sentences are pronounced differently from their spelling.

   d. Each word had its own pattern of stress, and each sentence ended in its own pattern of intonation as well.

   e. The grammar was also different; the nouns, the verbs, the adjectives, and the adverbs all had different forms and characteristics.

f. The vocabulary items were quite easy at the beginning, but later on they were getting more and more difficult.

g. The more I learned, the more interesting it became.

h. The more I read and listened to the language, the better was my understanding.

i. I gathered that my English was getting better and better.

j. It was time for me to try to speak in the language to my friends and to my teacher.

k. I did it so successfully.

5. Read the passage carefully and then answer the questions that follow.

Do you want some delicious, rich, soft, creamy chocolate candy? Then, you should follow this easy, new recipe exactly. Mix two full cups of fine sugar, six level tablespoons of cocoa, and three fourth of a cup of milk. Cook the mixture over a very low and steady heat. Stir while cooking. The sugar will melt completely. Continue cooking the candy mixture very, very slow to the boiling point. Stop stirring. A few drops of mixture will form a soft ball in cold water. Remove from the low heat. Do not stir at all. Next, add one full teaspoon of pure liquid vanilla. And afterward, heat the mixture quickly. It will now become creamy and smooth. Add broken nut meats. Pour the mixture on a lightly greased with butter.

a. Does the writer state the topic sentence on the paragraph or imply? Why?

The answers to the questions are available in the last part of this book. You can evaluate your own work by relying on the following method of scoring:

$$\frac{\text{Number of Correct Answer X 100\%}}{5}$$

This test consists of 5 questions and score used for each question is 5. Thus, if, for instance, all answers are correct

(100%), maximum score gained is 25. Student is considered successful if he or she is able to achieve at least 80% of the level of mastery, i.e., he or she is eligible to continue to the next part of this book.

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Chapter VIII
WAYS OF ESTABLISHING ORDER

This division is devoted to other classifications of order in a paragraph consisting of (1) *order of importance,* (2) *general-to-particular order,* (3) *particular-general order,* (4) *general-to-particular-general order,* (5), *question-to-answer order.* These models of order in paragraph are concerned with arranging the degree of information, deductive and deductive methods of presenting the information, and "sandwiching" the supporting material.

LEARNING OBJECTIVES:

By the end of studying this section, the student is expected to be able to (1) identify a few models of order in a paragraph, (2) explain the characteristics of order in a paragraph, and (3) apply the basic principles of order in a paragraph organization.

ORDER IN PARAGRAPH
(Continued)

Brook et al., (1979) point out that order of logic is actually the science of reasoning. At the very center of the reasoning process is the order in which relations are established between one thing and another; one thing is connected with or leads to another. We inspect, in this section, order of importance, general-to-particular order, and vice versa, and also general-to-particular-general order. We are familiar with these connected series of process, we live by them.

This part comprises the models of order in paragraph development mentioned above. They are classified as follows.

8.1 ORDER OF IMPORTANCE

According to Wishon (1980), this particular order is simply meant proceeding from least important point to the most important one. This order may profitably be followed in any of paragraph development, which presents evidence in support of an opinion or an argument. This certainly requires that the writer should be able to decide which items of information are more important than the others and to what group this material in manner, which indicates relatively

more importance. Of course, the transitional words or phrases are of help here. Although the least important event is told first, the most important part can also be introduced. Here is an illustrative example of the model paragraph.

Model 4. Order of Importance

Stamp Collecting

Stamp collecting is an excellent hobby for many reasons. First of all, every young and old people can participate. Second, it is not actually expensive. That is, expensive equipment is not necessary. Third, it is because an interest in history and geography is important in stamp collecting. It can also promote an international friendship. Stamps may be exchanged with friends in other countries. Finally, time, patience, and interest are the only requirement of this fascinating and educational hobby. It is probably the most widespread of all hobbies (Wishon, 1980).

8.2   GENERAL-TO-PARTICULAR ORDER

This type of order in composing a paragraph is the most type of organization of an expository paragraph. It states the main idea in the first sentence, and then moves through the support. That is why this order is sometimes also called *deductive order.* The supporting sentences explain the general idea of the sentence exposed in the first sentence of the paragraph. To support the main idea, the writer usually uses examples, statistics, comparison, or any other forms of paragraph development. The following passage shows how this model operates.

Model 5. General-to-Particular Order

Colorful Sweater

Your sweater is quite colorful. I like the brighter red one you wear in football games. I also like the purple turtleneck sweater you

wear every Friday. My favorite is the red, white and blue striped one you wear on holidays. But the wildest one has to be the fluorescent orange pull over with the pink and black polka dots. I could not believe that you wore it to Church last Sunday (Tyner, 1987).

8.3   PARTICULAR-TO-GENERAL ORDER

Another common order in organizing and developing the expository paragraph is *particular-to-general order.* Sometimes, this particular order is called *inductive order* since the writer leads the reader through various supports to a concluding statement. By presenting the supports first, the writer can gain the reader's interest, leading the readers to accept the final conclusion on the strength of the information intended. Look at the following model.

Model 6. Particular-to-General Order

<div align="center">

Beginning Writer

</div>

The beginning writer, who learns anything about what she is trying to accomplish, will feel a great many wastebaskets. That is actually a part of a creative process. As she grows she has to maintain a deep conviction that everything she is writing about matters, that it is essential. Ten years later, she will discover that little, if any of it, did matter. Twenty years later, if she is lucky, she may come close to saying something in her own voice. Anybody who thinks, she can achieve that in less time is only kidding her, for writing well; it is a slow business (Bergman, 1967).

8.4   GENERAL-TO-PARTICULAR- GENERAL ORDER

In the middle paragraph that follows, the writer begins with a generalization and then follows with particular items to support that generalization. In the final sentence, he states the main idea of the topic sentence, but in slightly different words. This type of order is sometimes called *"sandwich style",* because the main or general idea

appears in the first and the last sentence of the paragraph, "*sand-wiching*" the supporting material. Study the example below.

Model 7. General-to- Particular-General Order

Synonyms

Synonyms, words that have the same basic meaning, do not always have the same emotional meaning. For example, the word '*stingy*' and '*frugal*' both mean *careful with money.* However, to call a person *stingy* is an insult, while the word *frugal* has much more positive connotation. Similarly, a person wants to be *slender* but not *skinny*, *aggressive* but not *push.* Therefore, you should be really careful in choosing words because many so called **synonyms** are not really **synonymous** at all (Oshima et al, 1981).

8.5   SUMMARY

To recapitulate, as the notion of order of logic in paragraph development is expanded into several categories, presenting the simplest or most familiar idea first and leading gradually to the most complex or least familiar idea has proven extremely valuable structure not only for explaining something or information, but it can also be effective in persuading readers. Moving from the most acceptable to the least acceptable, and from the least convincing to the most convincing, are approaches which we would likely use in persuasive writing. Owing to our practical or theoretical competence in basic principles of paragraph organization development, we know right away that by starting out with the piece of support or evidence that a reader can most easily understand or accept, or by methodically building the strength of our points, we improve the chances of the reader's understanding, accepting, or agreeing with our support of evidence, and consequently, our topic sentence.

8.6 EXERCISES

1. Read the paragraph below thoroughly and then answer the questions that follow.

    A child has to be encouraged to recognize and develop his own unique identity. A child is not a carbon copy of either of his parents. He is not, as it were, a new room added to his parent's house. His dwelling is his own and he alone holds the secrets of its design, the blueprint or plan by which his life is best structured. Shapes that are not his should not be imposed upon him. He should not be twisted into some design that is not right merely to please his parents. Of course, they should not give lover or take it away according to how skillfully he imitates their behavior, feigns interest in what they care about, and affects enthusiasm for their plans for him. They should, instead, help him to discover himself, support his first tentative steps toward realizing himself, encourage the best that is in him, and appreciate his achievement when he has become an authentic person. His parents must also alas, prepare themselves for the separation that is inevitable when their child grow.

    a. In what sentence is the main idea clearly stated?
    b. What is the advantage of moving from general to particular point with this kind of material?

2. Analyze the paragraph below carefully and then answer the questions that follow.

    Perhaps, a quotation defending the U.S. involvement in Vietnam in the 1960s and 1970s, and the rebuttal thesis statement, that the involvement was a mistake. The U.S. had no right to interfere in the affairs of another nation. The USA only invited hostility and weakened its international stature by its involvement in the war. This super power country spent billions of dollars to lose its first war in history. This nation,

in effect, was only supporting a corrupt government which suppressed freedom. The loss of human life, both American and Vietnamese, was far greater than it would have been if the U.S. had stayed out of Vietnam. Probably, a statement about America's feature policies on involvement in Asia, or anywhere, was a statement about future involvement in undeclared wars in the world.

In what way is the paragraph organized? Why?

3. Read the following paragraph silently. Then, identify (1) the topic sentence, (2) the order of development.

The room gave the impression of ease and relaxation. A kind of general disorder made it at first look informal and rather comfortable. Looking more closely, however, one wondered. To one side of the door a large flowerpot had fallen on its side. A little soil was scattered over the carpet. Several pillows from the sofa were on the floor, and a few books, magazines, and newspapers were also scattered around the room. A half eaten apple was holding a book open. On the table, a yellow candle was about to fall out of its holder; another just like it lay half way under an open paper. Down the hall, toward the kitchen, a pile of paper surrounded a full wastebasket. Loud music came from a radio laying on its side on the floor. My host appeared in the hall. His shirt was buttoned up crookedly, and his shoes have no laces (Wishon et al, 1980).

a.   What kind of order is paragraph above categorized? Why?

4. The following paragraphs use different order of development. Read it carefully. Then, identify (a) the topic sentence, (b) the order of development,(c) the transition signals.

Let me tell you about my aunt Frances. She had an interesting life. She became a secretary after she finished high school. Actually, she did not like that work, so she entered

a university. At first, she wanted to be a teacher. Then, she decided to be a nurse. She thought of being engineer. Finally, she decided to be a doctor. She married after she received his M.D. degree, and soon had five children. However, she continued to work. After some years of experience, she became a medical researcher. She devoted her career to cancer research.

5. Read the passage below seriously. Then, answers the questions that follow.

Alice was born in a small town in California. In fact, she lived there until the age of seventeen. Then, her parents moved to a large city. She studied at a junior college there for two years. She went to a large university, afterwards, which was far from her home. She could not drive there each day. Therefore, she moved near the university and lived with some friends. She studied hard and spent a lot of time in the library. She graduated from the university with honors two years later. Then she became a teacher. She taught in elementary school near her parents' home. At the elementary school she met a young man who was a teacher, too. They became friends. They will marry in the summer during the school vacation.

• In what sentence is the main idea clearly stated?
• What order of the paragraph development is employed?

The answers to the questions are provided in the last part of this book. You can evaluate your own work by relying on the following method of scoring

$$\frac{\text{Number of Correct Answer X 100\%}}{5}$$

This test consists of 5 questions and score used for each question is 5. Thus, if, for instance, all answers are correct (100%), maximum score gained is 25. Student is considered

successful if he or she can achieve at least 80% of the level of mastery, i.e., he or she is eligible to continue to the next part of this book.

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Chapter IX

TECHNIQUES OF PARAGRAPH ORGANIZATION

In this part, the topic under discussion will focus on the organization of paragraph development. This, in particular, relates to the purpose in writing, i.e., if our only purpose is to get others to agree with our position, our content and organization may be affected accordingly. Knowing a lot and discovering ideas are important, but they are only the beginning of effective writing. Good writers can also reason soundly, think logically, about the information they have gathered. Of course, we cannot always separate the process of discovering ideas from the reasoning process. We are naturally reasoning when we decide on a sound thesis or topic sentence, because we are forming *inference* that is justified by facts or other evidences we have discovered. One way to make our thinking and writing more logical is to become aware of our reasoning. And a good place to start is with process which we probably employ every day of our life¯inductive reasoning (Bramer and Sedley, 1985).

There are totally 17 models of paragraph organization development which will be analyzed in this section, and they will be discussed separately in some units. This part will cover some types of the model of paragraph development, including (1) *examples*, (2) *definition*, (3) *description*, (4) *analysis,* (5) *classification*, and (6) *argumentation,* respectively

LEARNING OBJECTIVES:

By the end of studying this part, the student is expected to be able to (1) identify techniques of developing model of paragraph organization, (2) explain the characteristics of organization of paragraph development, and (3) apply underlying principles of the effective paragraph organization development.

Unit 9

THEORETICAL MODELS OF PARAGRAPH DEVELOPMENT

In general, there are some basic stages of writing a paragraph. The first is recognition of good model paragraphs. At this stage, we need to properly understand the thought patterns of model paragraphs, and analyze them in accordance with their essentials. The second is concerned with information gathering, at this stage, we begin to collect and select appropriate or relevant information to support the main idea. Usually, it will be easier to organize the information if we, for instance, write an outline to follow. The third is related to production stage. At this point, we put flesh on the skeleton. If, for example, the skeleton has a good shape, the final result then will also be balanced (Willis, 1970; Glatthorn, et al., 1980; Podis and Podis, 1984; Bramer and Sedley, 1985). In addition, in the effort to have coherent paragraph we ought to use transition signal appropriately.

The following models paragraphs show how ideas conveyed are developed in accordance with their characteristics of paragraph organization.

9.1   EXAMPLES

A topic sentence, developed by employing the model of *example*, gives the reader many facts, which help to make the topic more concrete and more easily understood. This technique is often used when the topic of the paragraph is very broad. Therefore, the writer should provide authentic examples in order to make sure of what paragraph is about. In other words, by recording a sequence of events, and using concrete characters, settings, and action can make an abstract idea clear and meaningful for readers. By doing so, the reader may appropriately understand the flow of thought of the paragraph. Consider this model below.

Model 1. Examples

Limiting one's view to an area that is too small in relation to the world can be disappointing and dangerous. There are many examples of a person striving mightily to solve some immediate local problem, only to find his effort defeated by event occurring in larger context. A farmer's carefully maintained field can be destroyed by an international war. During the Vietnam War the Tice paddies of the Mekong Delta were obliterated. Also, local official plans can be overturned by a national policy. Take for example, a decision at the national level that relocates a major highway away from town can also mean ruin to the unwary gas station operator or restaurant owner. Further, a country's economic development can be thwarted by lack of world demand for its products. The coffee growing of Brazil and Uganda, for instance, could suffer if people stopped drinking coffee. Indeed, there is increasing concern today that most of personal and national objectives may ultimately be frustrated by long-term global trends (Johnson and Zukowski, 1981).

9.2   DEFINITION

Here, a topic sentence developed by the model of *definition* tells the reader what the term is and explains what the words or phrases

mean. Of course, definitions in paragraphs need not take the form of entries in a dictionary. Very often, common synonyms for the terms being defined can help our readers understand the basic idea. One way of developing a paragraph of definition, therefore, is to lead off with the general statements by means of applying other methods of defining (Donald et al, 1978; Bramer and Sedley, 1985). To be clearer, in the model of paragraph presented below, it can be observed that the writer, first of all, defines the meaning of the word *compassion* by giving many synonyms, several examples, and an explanation of the meaning.

Model 2. Definition

Compassion is the ability to understand another person's misfortunes. It is kindness, tenderness, mercy, pity, and sympathy. A nurse may have compassion for an irritable patient by understanding that illness may be the cause of that patient's behavior and by treating that patient with kindness and sympathy. An airline stewardess displays compassion for her passengers by considering the fact that they may be nervous about flying and by answering their questions in a patient, sympathetic manner. In the same way, a judge may have compassion for a juvenile offender by taking his age into consideration and setting the punishment accordingly. Compassion is not merely verbal expression of sorrow. It is not begrudgingly contributing money to charity causes out of sense of duty. Compassion is putting you in another person's situation and treating that person the way you would want to be treated (Donald, 1978).

9.3   DESCRIPTION

As the name indicates, a topic sentence developed by this model employs sentences describing persons, places, or things. Description will efficiently create sense of impression on readers mind, helping them visualize a scene of a person or understand the sensation put forward in the piece of writing. The first sentence of this model

may establish dominant impression. Succeeding sentences will then reinforce and expand by means of supplying further information and filling in the details. Thus, the sentence, which establishes the dominant impression, usually serves as the topic sentence of the paragraph. This paragraph figures out how the model operates.

Model 3. Description

The bank clerk had a look of trustworthiness about the robber. He had clear, intelligent eyes surrounded by plain, old fashion eyeglasses. One could trust those eyes. The few hairs left on his balding head were neatly and carefully brushed into place. He seemed to have counted each hair as carefully as he counted his money. His shoulders were rounded from years of learning over his desk, as if he and his desk were one and the same. His suit was plain and sensible. It was obvious that this same suit had served him for several years, just the sort of good, long term investment in the bank, no doubt, believed in short, everything about him seemed as solid, sensible, and reliable as the institution he worked for (Wishon, 1980).

9.4   ANALYSIS

Ordinarily, a topic sentence developed by the model of *analysis* begins with dividing a complex subject into its essential parts and examining those parts. Most often, the writer applies the method to anything that can be thought of as having part a, for instance, dog, house, tree, picture, character of person, and idea, such as, goodness, or a process like baking a cake, etc. Writing a thesis or report paper involves model of analysis in nature. Here is an example of analysis model paragraph (Saraka, 1988).

Model 4. Analysis

Fly-fishing has three elements, namely; equipment, knowledge of stream life, and presentation. The equipment centers on the artificial fly; the

knowledge of stream life encompasses insect and trout; and presentation is the skill acquired and magical in presenting the fly to trout. Fly-fishing argument, which is fabulous, revolves around the comparative values of these elements (Brook and Warren, 1979).

9.5   CLASSIFICATION

A topic sentence developed following the model of *classification* deals particularly with a system of classes. It states the general idea, while, the supporting statements by enumeration explain the types and specifies the subtypes in any given class in the system. Therefore, we can immediately know its relation up and down in the system. This is actually a fundamental way of organizing knowledge. It is a filling system and a model arriving at a new knowledge. The following model shows how the system works.

Model 5. Classification

In general, automobiles are grouped into three categories, which are predominantly determined by the value of the vehicle. These three groups are the luxury car, the family car, and the compact car. The luxury group, which is obviously the most expansive, includes such distinguished names as the **Lincoln Continental,** the **Cadillac El Dorado,** the **Mercedes 300SL,** the **Jaguar**, and so on. Cars in this category are built for their plush comport. They also provide a status symbol for a class-conscious-owner. The family cars are usually of the sedan variety, e.g., **Ford, Chevrolet, Plymouth,** etc. These types of cars are in the midrange of the price scale and include probably the largest number of vehicle. The compact cars are on the low end of size range. They are smaller than the family cars but actually they may be larger than some of the luxury entries. The compact one, while it first serves the needs of family's second car and also the first car for a family of lesser means, is rapidly becoming a *"personality car"*. Many are now being tailored to individual's tastes and desires.

9.6   ARGUMENTATION

A paragraph following this model requires a topic sentence, which states and explains a point of argument, and often uses a logical train of thought, leading from one point to another until the position of the writer has been effectively supported. In such a technique, the details employed to support the topic sentence are the reasons for the writer's point. Of course, these reasons and arguments may themselves be supported by facts, examples, or incidents to make sure that something is true or should be done to persuade somebody. Here is the model below.

Model 6. Argumentation

The Essence of Walking Tour

Now to be properly enjoyed, a walking tour should be gone upon alone. If you go in a company, or in pairs, it is no longer walking tour in anything but name; it is something else and more in nature of a picnic. A walking tour should be gone upon alone, because freedom is the essence; because you should be able to stop and go on, and follow this way and that, as the freak takes you; and because you must have your own pace, and neither trot alongside a champion walker, nor mince in time with a girl. And then you must be open to all impressions and let your thoughts to take color from what you see. You should be as a pipe for any wind to play upon. "I cannot see the wit," says one of the walking tourists, "of walking and taking at the same time. "When I am in the country, I wish to vegetate like the country which is the gist of all that can be said upon the matter. There should be no cackle of voices at your elbow to jar on the meditative silence of the morning. And as long as the man is reasoning he cannot surrender himself to that fine intoxication that comes of much motion in the open air, that begins in a sort of dazzle and sluggishness of the brain, and ends in a piece that passes comprehension (Warriner, et al. 1977).

9.7 SUMMARY

As has been clarified earlier, good paragraph organization should serve not only the logic of our ideas but also the needs of our readers. Because most readers usually begin at the topic sentence to a piece of writing, the plan for aspect of paragraph is especially important. The topic sentence should *attract the intention of the reader.* Consequently, if we do not get their attention here, we may not get another chance. Of course, we need to thoughtfully prepare for the ideas that will take up most of our paragraph organization. In other words, no matter how provocative or attractive our topic sentence is, it should ultimately also set the stage for our main and supporting ideas. "Be specific," is, perhaps, a good advice in developing the paragraph. Few general ideas (conclusions or judgments) are not informative or convincing if they are not supported by specific details. And readers can often be a great deal more demanding than other ordinary people. The main idea in a paragraph, and the controlling idea in most paragraphs, is usually quite general⁻the statement of a judgment, opinion, or preference. That main idea is based on more specific support⁻facts, details, examples, and the like⁻contained in the rest of the paragraph. Thus, if we begin a paragraph with a typical topic sentence, we should follow with more specific support in the remaining sentences.

9.8 EXERCISES

The paragraph below has a certain type of model of paragraph organization. Read it seriously and answer the questions that follow.

1. Identify the topic sentence.
   Individuals in every culture have similar basic needs but express them differently. In daily life, we all initiate conversation, use formal and informal speech, give praise, express disagreement, seek information, and extend invitations. Some of the verbal patterns we use are influenced by our culture. Whereas

directness in speech is common in the USA, indirectness is the rule in parts of the Far East. Thus, people from both of these parts of the world would probably express criticism of others differently. In parts of the Middle East, a host is expected to offer food several times, but in the USA he may make an offer only once or twice. The different modes of expression represent variations on the same theme. Each language reflects and creates cultural attitudes; each has a unique way of expressing human need (Levine et al., 1982).

2. Clarify the model of paragraph organization above.
3. Underline transition signals used in the paragraph.
4. Add some possible transition signals to the construction of paragraph above.
5. Write a short paragraph about similar type as paragraph above.

The answers to the questions are available in the last part of this book. You can evaluate your own work by means of relying on the following method of scoring.

$$\frac{\text{Number of Correct Answer X 100\%}}{5}$$

This test consists of 5 questions and score used for each question is 5. Hence, if, for instance, all answers are correct (100%) maximum score gained is 25. Student is considered successful if he or she is able to achieve at least 80% of the level of mastery, i.e., he or she is eligible to continue to the next section of this book.

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Chapter **X**

DEVELOPING MODEL OF PARAGRAPH ORGANIZATION

This division will discuss some kinds of model of paragraph development organization, covering: (1) *contrast,* (2) *analogy,* (3) *comparison,* (4) *cause-to-effect,* (5) *facts of ideas,* and (6) *incidents* types of paragraph organization. As noted previously, before we begin to write about any subject we should determine what we are going to say and how we will proceed. That is, we should establish our *purpose.* We should work through the process of discovering our topic and the process of planning an organizational blueprint. Establishing our purpose is especially important when we are writing about some kinds of model of paragraph organization, because for some reason this subject tempts the student writers to ramble more or less aimlessly. We can, in any case, avoid that problem with some thoughtful planning of paragraph writing drills or exercises.

LEARNING OBJECTIVES:

By the end of studying this section, student is expected to be able to (1) identify techniques of composing paragraph development organization, (2) explain the characteristics of organization of paragraph development, and (3) employ underlying principles of paragraph development organization.

MODEL OF PARAGRAPH DEVELOPMENT ORGANIZATION

This section will analyze some methods of paragraph organization that may appropriately be used to shape the smaller as well as the larger units of composition. In this unit, they are applied fully to the individual model of paragraph organization. The models in the following examples are cases in point.

10.1 CONTRAST

A topic sentence developed by applying *contrast* model stresses the differences between two or more people, places, things, or abstractions. We can use either of two common organizational methods to develop a paragraph; first, fully present the contrasting points one by one, making continuous reference to the points of contrast; or, second, fully jot down the differences between the two point-set; finally, after a point by point checking, we can see the difference between the two distinctive point-set. Here is the model to follow.

Model 7. Contrast

Duplicate Genes – Different Girls

My two daughters are as night and day in looks, personalities and character traits. The older one, Vanessa, has brown hair, hazel eyes, and olive

complexion, while Rhonda, the younger of the two, is a blue-eyed, blonde with a fair complexion. Vanessa is most comfortable in boots and Levis, Rhonda is always dressed in the latest fashion. Vanessa seldom wears any make-up, whereas Rhonda will not go out the door without her make-up on and her hair carefully done. Vanessa is a very outgoing person, contrary to Rhonda, who is somewhat timid. Vanessa loves sport and has enjoyed playing baseball and basketball most of her life, while Rhonda enjoys playing the piano and dancing. Vanessa is very organized and keeps her room neat and tidy, whereas Rhonda is the opposite, thoroughly disorganized with a room in which only she can find anything. When money is an issue, Vanessa saves and Rhonda spends. Life is certainly never dull with young women as similar as these two around the house (Baker, 1986).

10.2 ANALOGY

In the model paragraph that follows, the writer simply employs a comparable point or a simple situation that has similarities. Sometimes, the comparable point of discussion is dissimilar to the topic. The most common types of analogy used here are the simile and metaphor. The following paragraph exemplifies the model paragraph.

Model 8. Analogy

Boys Meet Girls

When a boy meets a girl, she is like a book waiting to be opened and read. The cover does not usually the first thing that attracts the reader, just as the physical appearance of the girl as the primary source of attraction for the most boys. One should remember, however, that "you cannot always judge a book by its cover". The contents should be carefully examined. The first few pages are frequently vague, so you must reader further to get an idea of what lies ahead. The

first data about the girl, does not always give the male chance to get to know her. A couple more encounters will probably the guy a better idea of what she is really like. After reading the first few chapters, the reader may become intensely involved and he finds the book difficult to put down. After a few dates with the girl, the boy may become totally infatuated with her and find staying away from her is impossible. As the reader concludes the book, he may like or dislike it. He has, of course variety of options to choose from concerning the fate of the book. The reader may not keep it with him always, shelve it with the other books in his collection and refer it once in a while, recommended it to all of his friends (but tell them to get their own copies), share with his friends, or throw it away completely. Oddly enough, these same options also apply to the male's relationship with a girl (Baker, 1986).

10.3 COMPARISON

A topic sentence developed by using *comparison* model, as oppose to contrast, emphasizes the similarities or likeness between two people, places, things, and abstractions. The procedure of comparison would be organized the same as that from contrast. Consider this model below.

Model 9. Comparison

Alcohol and Marijuana

Recent research points out several comparisons between alcohol and marijuana. Marijuana, like alcohol, exerts a continuous depression on the central nervous system. The users' "high" result from depression of higher brain centers. Neither alcohol nor marijuana is classified as a narcotic, but each is a sedative¯hypnotic and psychedelic drug. They have both been known to bring about psychotic reactions in poorly developed personalities. When used in moderate amounts, marijuana results in memory loss, confused states, and hallucina-

tions, as alcohol. Both of marijuana and alcohol, but neither exerts a psychological dependence. All withdrawal systems are psychological. These only report on the latest recognized similarities between alcohol and marijuana (Baker, 1986).

10.4 CAUSE-TO-EFFECT

A paragraph developed by using this model states the cause expressed in the topic sentence and then proceeds to analyze the topic by discussing the effects revolving around the controlling idea. The passage below clarifies the model paragraph.

Model 10. Cause-to-Effect

Community Relation

Bad community relations cause at least two major problems for the policeman. First of all, the policeman cannot be effective in carrying out his duty without the help of community in which he works. If the community does not help the police officer gather information on crimes and locate criminals, the crime rate goes up. This increase in crime, in turn, makes the police look very inefficient. Second, bad community relations often make the policeman's work a futile effort. For example, if the officer catches a criminal and takes him to court, the policeman may find that his witnesses are reluctant to testify because of what their friends might think of their helping the police (Baker, 1986).

10.5 FACTS OF IDEAS

Facts of ideas can be discovered through observation, calculation, or reliable report. We can observe that our tropical fish swim, the snow outside is cold. One or more of our five senses ̄ sight, touch, hearing, taste, or smell ̄ tells us such things. A piece of steak weighs twelve ounces and a gasoline engine has 225 horsepower. We, of

course, cannot observe those things, but they can be determined by reliable calculation. The South Pole is colder than Florida, and Marilyn Monroe was once married to Joe DiMaggio. We probably know neither of those things from observation, but we do know them through reliable report. Thus, presently existing facts can be proven even if they are not readily accessible, and past facts also can accordingly be proved.

In dealing with this model of paragraph, one way of developing a topic sentence is to present ideas and fact done through stating the first thing first, the second thing next, and so on, in a logical sequence of development (Saraka, 1988). Study the following sample paragraph.

Model 11. Facts and Ideas

The day began like most days here. The sun rose at its usual time. The children went to school at the usual hour. Their father left for his office and their mother went to her job in a laboratory. It is noon now, the family members are at work in their specific places. They will return home by late afternoon. The children will study for an hour or so, and then, play with their friends. The family will eat dinner early. The mother and father may read for a short while. Then, the entire family may watch television. Their favorite program will begin at 8:00 and will end at 9:00. They will go to bed by 11:00 or 11:30. Like most other days in this small town, this ordinary day will end peacefully (Wishon, 1980).

10.6 INCIDENTS

Paragraph developed by *incidents* is another technique used to portray people or other creatures coping with problems of other connected event that take place in chronological order. An incident is commonly a particular type of example, as figured out in the next sample

Model 12. Incidents.

One day when I was a little girl, I had a frightening experience during which I almost suffocated. The incident occurred on the ranch in California where I grew up. My mother and I had been playing in the barn where baled hay was stored, stacked high for winter feed. Between the bales, there were sometimes spaces, like tunnels, which my brother and like to explore. That day I discovered an unusual long, dark hole in the haystack and crawled into it. I had crawled several feet into the hole when I realized, with a shock, that I could not get back out. I was trapped in the middle of the huge haystack. I screamed for help. My brother and the hired hands run into my rescue, but it was some time before I could discover where the small voice in the haystack came from. After a seemingly endless period of waiting in the dark and dusty spot where I was caught, I was finally dug out by my rescuers. I shall never forget that first clear breath of air and the wonderful sight of summer sunshine I experienced when I was lifted from my tomb (Sullivan, 1976).

10.7 SUMMARY

It distinctly can be argued now why among a writer's most effective materials are *descriptive details*¯the perceptions of five senses (sight, hearing, smell, taste and touch). Descriptive details, like narrative examples, give life and interest to abstract ideas. They can be used in occasional brief phrases, or in more extensive passages such as narrative examples themselves. We can bring a setting to life by telling what we see, hear, smell, and touch in it. Likewise, characters can be brought to life by means of giving details of their appearance, mannerism, and speech. And, certainly, we can bring actions to life by supplying the precise details of what really happens. We will often too use narrative details like those in the preceding examples when we are writing about personal experience. On the whole, such details can also be useful in writing about our own ideas. Undoubt-

edly, for our readers, concrete description can sometimes make the difference between understanding and not understanding, between being convinced and not being convinced.

10.8 EXERCISES

Read the paragraph carefully and then answer the questions that follow.

Eric and Mike have a lot in common, but one important difference between them could spell success for one and frustration and unhappiness for the other. Both boys are enthusiastic, inquisitive five-year-olds. Both come from stable families with attentive parents and at least one brother or sister. And both are scheduled to start school next week. But unless Eric, who is mildly retarded, gets special attention from a knowledgeable, well-trained teacher and school staff, he may spend the next twelve years flunking tests, being called lazy, growing frustrated with himself and his world, and hating school. Unlike Mike, who is able to learn more quickly and easily, Eric may need the extra help of a special program in order to make reasonable progress and to enjoy his school experience.

1. Underline the topic sentence.
2. Clarify the type of its organization.
3. Underline transition signals used in the passage above.
4. Add alternative transition signals to the sample paragraph.
5. Write a short paragraph of your own choice following the above model of paragraph.

All answers to the questions are presented in the last part of this book. You can evaluate your own work by relying on the following method of scoring:

$$\frac{\text{Number of Correct Answer X 100\%}}{5}$$

The test consists of 5 questions and score used for each is 5. So, if, for instance, all answers are correct (100%), maximum score gained is 25. Student is considered successful if he or she is able to achieve at least 80% of the level of mastery, i.e., he or she is eligible to continue to the next part of this book.

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Chapter XI

TECHNIQUES OF PARAGRAPH ORGANIZATION

This unit will focus on the rest of models of paragraph development organization including: (1) *effect-to-cause,* (2) *process,* (3) *quotations,* (4) *figures and statistics,* and (5) *blends.*

Thus far in this book we have been talking about the writing of whole paragraph organization. To reaffirm what has been discussed concerning the principle of models of paragraph above, we should note that the process of writing, in nature, reveals as a recursive activity in which the writer moves backwards and forwards between drafting and revising, with the stages of re-planning in between: though the writer must consistently keep in mind the developing shape of the composition as a whole, ultimately he proceeds by writing individual sentence and paragraph (Hedge, 1991; Smalley, 1986). Overall, the process of revision undoubtedly requires adequate attention to particular sentences and paragraphs as well.

LEARNING OBJECTIVES:

By the end of studying this division student is expected to be able to (1) identify techniques of composing paragraph development organization, (2) explain the characteristics of organization of paragraph development, and (3) apply underlying principles of paragraph development organization.

THEORETICAL MODELS OF PARAGRAPH DEVELOPMENT

Each method of development, as can be observed in the previous selections, can work by itself, and unquestionably, meaningful practices with each will help us develop our skill, i.e., with the general task we can expand topic sentences into fully developed paragraphs to convince our readers by means of giving them several perspectives on an issue or a topic under discussion. Here are some of the most frequently used models of paragraph organization developed by the writers.

11.1 EFFECT-TO-CAUSE

A paragraph developed by *effect-to-cause* analysis states the effects expressed in the topic sentence and then proceeds to analyze the topic by discussing the causes of that effect. Hence, the final method is the development of paragraph done by exploring the *causes or effects* of an idea, event, or situation. In the paragraph below, the topic sentence expresses the case mentioned above.

Model 13. Effect-to-Cause

Why Children Leave Home

A child may leave home for any number of reasons, but three seems to be the more common than any others. First, a child may leave home because of parental affection, which can leave the child with emotional scars. When parents are cold and uncaring, a child senses this and feels that he or she does not belong in the home. The child will then leave, seeking a home where he or she at least feels wanted and a part of a family. Second, when a child feels that he or she is not given just recognition as a person and as an individual, he may sometimes feel frustrated enough to leave home especially if the parents do not stop what they are doing long enough to really listen to him or at least to respect some of the child's opinions. Finally, severe punishment is really child abuse and child will normally feel that he is not safe in such a home. Thus, for his or her own protection, for recognition, and for affection, a child may leave home (Baker, 1986).

11.2 PROCESS

One technique for developing ideas and information on a familiar topic is *process analysis*. A topic sentence developed by process tells how and why something is made and done. Certainly, the emphasis is on the steps involved in the process. The presentation of ideas, thereafter, usually employs a logical step-by-step sequence. That is, structured approach is required before putting pen to paper; it also implies a process of controlling idea. The major purpose of this strategy is to show students how planning for more formal a piece of writing can consist of three major activities: *listing, selecting and grouping,* and *organizing.* As with other tasks, a balance between given material and opportunity to add, develop, and create content is advisable, so that the students learn to appreciate that plan

should be used in a flexible way and are to subject to revision. Notice the illustration of process analysis in this paragraph.

Model 14. Process

<div align="center">

Process

</div>

The process of précis writing is fivefold. First, the student reads slowly the entire selection he intends to summarize, concentrating his attention on getting at the author's central idea. Second, reread the selection, picking out the essential points or subdivisions, and if the selection is long, jotting down the points made in successive paragraphs. Third, either with or without reference to these notes, construct sentences expressing the different points concisely, but accurately, then, group these sentences into paragraphs representing sections or larger divisions for the whole. Fourth, read the selection a third time, comparing it with summary already prepared, and making sure that nothing important has been omitted, nothing unimportant included, and nothing at all unclearly expressed. Finally, revise and recopy or rewrite the summary intellectually. The precise that results from this process will generally be from one quarter-to-one-third length of the original (Frank, 1980).

11.3 QUOTATIONS

If we are quoting a passage from book of reference, we must enclose the name of the author, the year of publishing, the pages, thoroughly. Try to integrate quoted material smoothly into the texture of our own sentences, i.e., avoid awkward introductions that make our quotations look like a dialogue. Usually, quotations are often found in dissertations, theses, academic papers, newspapers, and other textual materials in a single phrase, clause, or sentences, single paragraph or in larger essays. Like other techniques, quotations are essential in both scientific and technical writing. This stands to

reason for they are useful to confirm or support the main idea proposed (Saraka, 1988). Here is one of the examples.

Model 15. Quotations

The Population of Time Bomb

The danger of population can be underestimated. Dr. David Doom, President of Planned Parenthood, maintains that the world will uninhabitable by the year 3000 unless the rate of human growth is reduced. According to Dr. Doom, the world's food production cannot meet the need of more than 7 billion people, so famine is an investable consequence of controlled population growth (Doom, 1980: 45). The World Health Organization agrees with Dr. Doom. WHO (1978: 3) recently published a report indicating that famine already exists in many parts of Africa and Asia (Oshima et al, 1981: 56).

11.4 FIGURES AND STATISTICS

A topic sentence can also be developed by *figures and statistics.* This form of paragraph development is often used in scientific and business essay or report. The use of figures and statistics in a well-developed paragraph requires us to be especially aware of two things: first, the numerical data should be complete and precise. We do not say, for example, "About half of the population of Jakarta city drinks polluted water. We must be precise in what is meant by "about": Is it 44.9 percent or 52.9 or what? Second, the source of information should be clearly mentioned. If the writer's data comes from a public source, then that source should be accordingly quoted either directly or indirectly. Although a writer can distort the truth by selective use of *statistic*s, just as he can distort by selective use of examples or details, responsible development by *statistics* is one of the most reliable and most valuable resources. The following passage is the realization of the fore-mentioned idea.

Model 16. Figures and Statistics

Mental Retardation Problem in the USA

Mental retardation is a prevalent problem in America. Using conventional definitions, it has been estimated that 6.5 million people in the United States of America are mentally retarded. This is approximately three percent of the population, or the total number of people who live in Maine, Oregon, Mississippi, North Dakota, and Wyoming, or the number of people who reside in the cities of Los Angeles or Chicago. Of the 6.5 million people, 275,000 are institutions. Approximately, 2100 infants are born each week who are either mentally retarded or become mentally retarded during their lifetime (Adapted from Payne and Mercer, *Mental Retardation*).

Our readers will definitely appreciate our use of statistics more if we are careful to interpret the numbers in familiar terms. For example, as can be seen in the sample paragraph, the authors give some idea of the magnitude of 6.5 million people by actually translating that to "approximately three percent of the population, or the total number of people who live in Maine, Oregon, Mississippi, North Dakota, and Wyoming, or the total number of people who reside in the cities of Los Angeles or Chicago." (Bramer and Sedley, 1985).

11.5 BLENDS

As the name indicates, the term *"blend"* here refers itself to any combination of the fore-mentioned techniques that will be effective in the case of supporting the main idea of a paragraph. It is not uncommon that the main idea of paragraph is very often difficult to develop in only one way, therefore, the writer needs to use more than one technique: facts, examples, incidents, or any others. He or she might simply use any combination of them. Of course, this does not mean that the writing is poor. The point here is to show that

this technique is so applied in the attempt to fully and effectively develop the main idea of a paragraph. The model paragraph below employs a combination of techniques of paragraph organization.

Model 17. Blends

Individual as a Basic Unit of Live

We all know that individual is the basic unit of life. It is the individual who is born, is nurtures, and grows to maturity. Individuals always live in groups, and their actions can be understood fully in terms of how they interact with the members of their group. Biologists deal with two levels of groups: population and species. Briefly, a population is composed of a number of individuals who live in the same region at a particular time and mate successfully with each other. For example, the people of Pitcairn Island form a population. They mate and produce offspring. The people of New York do so for another population. A species is a more inclusive group; it consists of a number of similar, but an isolated population whose members are capable of mating and producing viable offspring. For example, someone from Pitcairn Island could mate with someone from New York and they could have a child even though they came from different populations (Paterson, 1981).

11.6 SUMMARY

With reference to some of the preceding sample paragraphs which are fairly sophisticated, their patterns are really quite simple. But many paragraphs do have more complex structures. One simple yet useful way to form a more complex pattern is to combine two or more of the simple ones. In so doing, incidentally, we are in effect combining two controlling ideas (with support for each) in a single paragraph.

The sample paragraphs show that even though each method or technique of development can work by itself, in practice with

each will certainly help us to develop skill with combinations, and with the general task of expanding topic sentences into fully developed paragraph. We have also observed that a single method might extend over several paragraphs, or even over an entire essay or article. But, very often, several methods or techniques would be employed in a single paper ̄even a very brief one. Sometimes, the use of several methods is a good way *to explain* a complicated idea fully, or *to convince* our readers by giving them several perspectives on an issue. Whether it be by one method or several, in one paragraph or more, the development of our ideas should always be full enough for the situation and for our readers.

11.7 EXERCISES

The paragraph below employs a particular type of model of paragraph organization. Read it thoroughly and then answer the questions that follow.

(A) The area of human motivation is highly complex and hardly understood. There are a number of reasons for this complexity. First, the study of human motivation is concerned with "why" people behave rather than the more easily investigated "how" they behave. Second, motives can only be inferred from behavior, they cannot be observed directly. Third, similar motives mat lead to quite different behavior for different individuals. Fourth, motivation is not only affected by the forces internal to the individual but also by his socio-cultural environment. Finally, an individual's motivation changes over time as he faces new challenges, develops new inspirations and is a subject to failures and successes (Kenyon, 1970).
  1. Underline the topic sentence.
  2. Mention the type of its organization.

(B). A continuing significant population shift is the rural to urban movement. The 1790 population census showed only 5 percent

of people residing in urban areas. This percentage increased gradually, but it was not until 1920 that the census showed more urban than rural dwellers. Urbanization has continued to the extent that today approximately 70 percents of the population reside in urban areas (Sanford Cohen, *Labor in the United States*).

3. What type of combination is the sample paragraph above organized?

    Read the following passage thoroughly and then answer the questions that follow.

(C). You may occasionally wish to glue thin felt to wood, as when replacing it on an old desk top. Other occasion are applying felt to a lamp base or to the bottom of legs of heavy furniture so that floors will not be scratched. Thin felt for such purposes may usually be purchased in a variety of colors at department stores. The most popular colors are green and brown. Measure the size needed and buy a piece larger than required, as it may shrink somewhat when applied and the glue dries. Use either the "Synthetic Resin Waterproof Glue" mixed a bit thick or "Old Fashioned Glue" as it comes from container. To proceed, we should appropriately follow certain steps, namely: first, when the surface is prepared, by removing glue, scratch or roughen it with coarse abrasive paper and clean off. Then apply a generous and even coat of the glue. Allow this to dry until it becomes very sticky and is not too liquid. Otherwise, it might soak through the felt. Second, apply an oversize piece of felt to the surface, starting on one side and laying it carefully in correct position with no wrinkles. The felt must overlap on all sides. The hands must be clean and free from dust. Third, the felt must now be rolled or patted into the glue. This is best done with a photographer's roller. If a roller is not available, hold a lintless clean cloth around a small wood block and pat the entire surface. It is best not to rub it for fear of moving or

stretching the felt. Fourth, allow to dry for 24 to 48 hours in a warm room. At last, if the felt goes beyond the edges, trim off closely with sharp scissors. Should it be used on a piece such a desk top which has a wood border around the surface to which it is applied, the excess felt material is best cut off with a safety razor blade against a straight edge as a guide. A carpenter's large steel square is good for this purpose (Ralph Kinney, *The Complete Book of Furniture Repair and Refinishing*).

4. How is the model paragraph above technically developed?
5. What is the systematical organization of paragraph?

The answers to the questions are available in the last part of this book. You can evaluate your own work by relying on the following method of scoring.

$$\frac{\text{Number of Correct Answer X 100\%}}{5}$$

This test consists of 5 questions and score used for each question is 5. Thus, if, for instance, all answers are correct (100%) maximum score gained is 25. Student is considered successful if he or she is able to achieve at least 80% of the level of mastery, i.e., he or she is eligible to continue to the next section of the book.

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Appendix

INTRUCTIONAL DESIGN

The Dick and Carey Approach Model for Designing Instruction

ANSWER KEY TO EXERCISES

UNIT I

Exercise 1.	Exercise 2.
1. B	1. A
2. B	2. B
3. A	3. D
4. B	4. C
5. A	5 E

UNIT II

1. a. Placing the topic sentence at the beginning of the paragraph organization helps the reader to understand what paragraph is all about. Also the topic sentence such as this in longer piece of writing is often implied to avoid monotonous effect.

b. Putting the topic sentence in the middle of paragraph is mainly intended to provide special message conveyed in the paragraph construction.

c. The last common position of the topic sentence in the paragraph is at the end of the paragraph development which is also stated as conclusion. That is to say, such a paragraph often presents supporting information or details to lead the reader to reliable inference.

2. a. The topic sentence is "Perhaps a quotation from critic of behavior modification, or a specific example of this kind is of a person whose behavior has changed."

b. Concluding sentence is "Possibly a specific example of an individual who has been helped to a fuller life by behavior modification, combined with the thesis statement that behavior modification has often been misunderstood.", since naturally it briefly summarizes the main point of the paragraph.

3. The topic sentence of the paragraph is placed at the end of the paragraph organization because it also stated as a conclusion.

4. The topic sentence of the paragraph is at the beginning of the paragraph development, i.e., it leads the reader to understand what the paragraph is all about.

5. a. The wok out was eventually donated to Montclair State College, tracing the steep walls of quarry.

b. They built some buildings, more parking lots than they will ever need.

c. A portion of the quarry land was never changed at all, looking somewhat like the surface of the moon.

UNIT III

1. Topic Sentence : What I Like about My Hometown
   Details   : Location – near large city
                       on a river
                       in the mountain
                       School – superior library
                       well-trained teachers
                       modern classroom
                       Entertainment facilities - parks
                       recreation center
                       theatre
                       People - friendly
                       charitable

2. d. specifically
   b. of course
   f. but
   a. for example
   i. even though
   j. consequently
   g. undoubtedly
   h. generally speaking
   e. in fact
   c. but

3. It is noticeable that each sentence in the paragraph is about as general as others since each says about the same thing as others, i.e., none is given specific support to the main idea. The paragraph stands still, developing in no particular direction. In short, the paragraph, of course, is not neither informative nor convincing.

4. The sentences following the topic sentence placed at the beginning of the paragraph here basically give concrete, specific support to the idea in that first sentence, as did the

last three sentences in the preceding example. In the sample paragraph, for example, the specific development gives facts that the U.S. government made a commitment to helping the retarded children. The sentences in this selection are not merely examples of the commitment, they are also its main features or details and, of course, could not be replaced easily, if at all.

5.   The Eskimos are descendants of hunters who moved from Siberia into Northern Canada at the end of the last Ice Age, about 12,000 years ago. They still live in this area where there are arctic weather conditions for eight or nine months of the year. In such a climate it is not possible to develop agriculture. The traditional Eskimo economy was therefore based on two basic activities. The first was fishing through holes in the ice or open water in canoes. The second was hunting of sea mammals such as whales and seals, and of land mammals such as caribou.

UNIT IV

1.   Mr. Courtland often umpires our baseball games after school.
2.   a.   Institutional advertising and product advertising (**topic)** are two different approaches open to manufactures (**controlling idea).**
      b.   Institutional advertising promotes the company's organizational image, prestige, and possibly political position. Product advertising, on the other hand, focuses directly on the product services for sale by the company. Unlike institutional advertising, which almost always broadly stresses the whole company image, product advertising can focus on the product as a whole or on one aspect of the product.
3.   It can be clearly seen that it is basically difficult to follow the writer's reasoning in the sample paragraph. Although all the sentences constructed connect at least in some way to the topic "aircraft accidents," In fact, the paragraph is not unified since

not every sentence supports the controlling idea that "pilots are the primary cause of many accidents.

4. X. Sugar cane and pineapple are also important industries in Hawaii.

5. X. Alcohol makes pregnant women feel sluggish.
    X. Pregnancy often involves some degree of risk
    X. Pregnant women who are alcoholic frequently neglect their health and rarely maintain a proper diet.

UNIT V

1. The transition signals underlined are
    a. **the first** used to indicate enumeration employed to link items in a sequence or series.
    b. **the second** used to show to the thought in the preceding sentence.
    c. **the third** used to show addition to the thought in the preceding sentence.
    d. **for example** used to indicate exemplification.
    e. **thereafter** used to indicate time or change of time.

2. Transition signals supplied ranging from the first to the last sentences are: *for instance, consequently, however, hence, yet, although*.

3. The sample paragraph reveals the relationships of the author's ideas. The opening word "*besides*" indicates the writer is making an additional point – adding a part generation to the parts about other influences. Moreover, phrases like *simple and obvious,* on one hand, and *more subtle,* on the other, suggest another relationship of ideas in the author's structure: the part on generation is of secondary importance, and subordinate to other parts.

4. In contrast, the superior quality of the cassette's twin reels, recent development . . . .

5. *Despite the fact that* little had been accomplished for women's rights by the close of the sixties, the feminist movement was already well formed in the minds and words of thousands of thousands of American women.

    As a result, the sentence now refers to both the history of women's rights, in preceding part, and new part on emerging feminist movement.

UNIT VI

1. (a). <u>Night classes</u> <u>can prove extremely difficult for an eighteen-year old freshman</u>
        Topic   controlling idea

    (b). a
        b
        d
        e
        f
        g

2. Major Support 1: Their time in library is limited.
    Major Support 2: Work causes them to miss classes.

3. Major Support 1: Educational facilities are sufficient.
    Major Support 2: Recreational objects are ready for visitors.

4. Minor Support a: The insured can provide for a sum to be paid to dependents in case of death.
    Minor Support b: He or she can also plan to arrange amunity for offspring.
    Minor Support c: Standard medical insurance covers most of a family hospital bills.
    Minor Support d: Additional medical plans can provide further coverage.

5.   Minor Support a: Getting married can lead to healthy life.
     Minor Support b: Married couple can accordingly perform
     their typical or natural roles.

UNIT VII

1.   Here the impression of oiliness and fattiness dominates the
     picture first in a quite literal sense, but the literal oiliness
     becomes an interpretation of the character of Mr. Chaldban, the
     smile is "fat" and his general manner is unctuous too, like that
     of a hypocritical preacher.

2.   j.   I must tell you about a car accident I saw when I was visiting
          my uncle in my hometown in Central Java.
     b.   It was about nine o'clock in the morning.
     d.   I was standing on a sidewalk around the corner of a street
          looking for a bakery.
     f.   All of sudden a Honda car stalled in the middle of the street
          just after making a turn.
     k.   The old man to start the car again, but in vain.
     g.   Then a blue Toyota Kijang car suddenly came around the
          corner at a full speed and crashed right into the Honda car.
     h.   The middle-age man, the owner of the Honda, looked
          upset, but not angry.
     e.   He got out of the car, and examined the damage. And the
          owner of the Toyota Kijang did it, too.
     c.   They began to check the damage to their cars, and exchanged
          information.
     g.   Meanwhile an enormous traffic jam formed behind them.
     i.   But, unbelievable as it may seem, no one tooted his torn.
          The drivers there are so calm.

3.   Last Saturday some good friends from overseas universities
     visited, and I wanted to give them an exciting tour of my new
     home. First, I took them to my favorite café in Jalan Kalimalang.

After having some cold drinks and delicious ice cream we immediately went to Taman Mini called TMII. Fortunately, this huge park was having an exhibition of photographs by famous photographers all over the country. To my surprise, it was difficult tearing my friends away from the exhibition, but at twelve o'clock we began to think about having lunch. We finally agreed on an Italian restaurant near TMII for an early lunch. To top off the day we watched a popular play. By the end of the evening we were all ready for rest and quiet.

4. I like studying English very much, because it is a useful language in the world. Actually, I started learning English when I was at the first year of the Junior High School. The first time I had an English lesson, I found it difficult, particularly, in pronouncing the words and sentences correctly, but I was very proud. In fact, my first impression in learning the target language was that English was completely different from the Indonesian. The words and sentences, for example, were pronounced differently from their spelling. Each word had its own stress pattern, and each sentence ended in a different pattern of intonation as well. Furthermore, the grammar was also quite different, the nouns, the verbs, the adjectives, and the adverbs, all had different forms and characteristics. The vocabulary items, on the other hand, were quite easy at the beginning, but later on they were getting more and more difficult. However, the more I learned, the more interesting it became. In the mean time, the more I read and listened to English language, the better was my understanding, too. I gathered personally that my English was constantly getting better. Henceforth, it was time for me to try to speak in the language to my friends and to my teacher as well. And, hopefully, I did so successfully.

5. The topic here is actually the answer to the question. That is to say, it is not completely expressed in one sentence. Naturally, implication produces a paragraph without topic sentence. That

is to say, in such a paragraph only the supporting, examples, details, or mother materials of development are expressed; the topic sentence is implied.

UNIT VIII

1. a. A child is not a carbon copy of his parents.
   b. Among writers' most effective materials in composing a paragraph is moving from general to particular point. By so doing, they can bring such a setting to life by telling what they see, hear, and even touch the issue or the topic. In this particular case, general characters can be brought to life by giving detail description of the subject, mannerism, etc. Thus, one can actually provides general idea to become real one by supplying specific details of what happens in order to attract the reader's curiosity and to enlarge their understanding about the topic as well.

2. The paragraph is organized following order of importance model, that is, the writer proceeds from least important to the most important issue or point. To be clearer, sentences 1, 2, 3, and 4, for examples, least important points, while sentence 5 is the most important one.

3. The sample paragraph is classified into particular-to-general order (inductive order) because the writer develops the main idea through providing various kinds of support to a concluding statement.

4. a. The topic sentence is "*My aunt Frances had an interesting life.*"
   b. The sample paragraph is naturally categorized into general-to-particular-general order.
   c. The transition signals used from the first to the last are: actually, at first, then, finally, however, after.

5. a. In fact, she lived there until the age of seventeen.
    b. The writer employs model of chronological order.

UNIT IX

1. The topic sentence is "Individuals in every culture have similar basic needs but express the differently." The topic is "Individuals in every culture, and the controlling idea is "have similar basic needs but express them differently."
2. The sample paragraph is classified into example model of paragraph organization since the topic sentence gives the reader many facts which help to make the topic concrete and more easily understood.
3. Transition signals used in the sample paragraph, from the first to the last, are: whereas, thus, and, but.
4. Possible transition signals used in the paragraph above are: for instance, put after the phrase "in daily life", as a matter of fact, placed before the word "some" (sentence 3), after all put before the word "each" (the last sentence).
5. The mentally retarded person can encounter many unusual problems. Retarded children frequently have difficulty with even the most basic school subjects like math, reading, or written and spoken language. Retarded adolescents, whose physical, emotional, and sexual development may be delayed, frequently face ridicule by other teenagers who are dating driving, and working at part-time jobs. Retarded adults, often unprepared for any real vocation or career, face frustration and continued dependence on family or institutions for their very survival.

UNIT X

1. Topic sentence is <u>"Eric and Mike have a lot in common, but one important difference between them could spell success for one and frustration and unhappiness for the other</u>.

2. The method of developing the sample paragraph is categorized into comparison or contrast model of paragraph organization since the writer explores the similarities in things (compare) and the differences (contrast) between the two persons done through presenting the contrasting point one by one, making continues reference to the points of comparison and contrast, and finally leading to the two distinctive point-set.

3. Transition signals are: but, unlike.

4. Possible transition signals used are: naturally, put prior to the word *both* (sentence 2), in fact, placed before the word *both* (sentence 3), in this respect, placed after the word *Eric* (sentence 6).

5. Recent studies have revealed the physiological process involved in laughter and weeping. Laughter is triggered by the adrenal-sympathetic branch of the autonomic nervous system, weeping by the parasympathetic branch. The first, as we have seen, serves to energize the body, tensing it for action; the second has the opposite effect: it lowers blood pressure, neutralizes excesses of blood-sugar, facilitates the elimination of body⁻waste and generally tends towards quietude and catharsis⁻literally the 'purging' of tensions. This physiological contrast is clearly reflected in the visible manifestations of laughter and weeping. The laughter's eyes sparkle, the corners are wrinkled, but brow and cheeks are taut and smooth, which lends the face an expression of radiance; the lips are parted, the corners lifted. In weeping, the eyes are blinded by tears, they lose their focus and luster; the features seem to crumble; even when weeping for joy or in aesthetic rapture, the transfigured face reflects a serene languidness. A similar contrast is noticeable in bodily postures and motions. In laughter the head is thrown back by a vigorous contraction of the muscles in the neck; the person who weeps 'lets the head droop' (into the hands, on the table or on somebody's shoulder). Laughter contracts the muscles

and begets agitated movements; in the weeping the muscles go flabby, the shoulders slump forward, the whole posture reflects a 'letting go'.

UNIT XI

1. Topic sentence is "<u>The area of human motivation is highly complex and hardly understood.</u>"
2. The sample paragraph is organized following analysis model because the writer begins with dividing a complex subject into its essential parts and examining those parts logically.
3. The paragraph above theoretically is categorized into figures and statistics model.
4. The sample paragraph put forward above is classified into process model of paragraph development.
5. Theoretically, the paragraph falls into three sections which correspond to the order which questions will arise, they are:
    a. Type of situation that demands gluing felt to wood.
    b. Identification of materials.
    c. The process applying stages in strict chronological order, and numbered.

Ultimately, it can be noticed that there are interpolated cautions and suggestions, but that these appear at points where they may be needed in the process.

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