CHAPTER 4

FROM PARAGRAPH TO ESSAY

OBJECTIVES

To write academic texts, you need to master certain skills.

In this chapter you will learn to:

- Identify the parts of an essay
- Analyze an essay's introduction and conclusion
- Construct an appropriate thesis statement
- Support the thesis statement with body paragraphs
- Organize an essay, using transition signals as necessary
- Write, revise, and edit an essay about education

A classroom can be an exciting learning environment.

INTRODUCTION

In Chapters 1 through 3, you studied the key elements of a well-written academic paragraph. In this chapter, you'll do the same for an **essay**. An essay is a piece of writing several paragraphs long. It is about one topic, just as a paragraph is. However, because the topic is too complex to discuss in one paragraph, you need to divide it into several paragraphs, one for each major point. Then you need to tie the paragraphs together by adding an introduction and a conclusion. At the end of this chapter, you will write an essay on the topic of education.

ANALYZING THE MODEL

The writing model discusses the advantages of same-sex classes in middle school.

Read the model. Then answer the questions.

Writing Model

Separating the Sexes, Just for the Tough Years

1 The middle school years (grades 6, 7, and 8) are known to be the "tough years." These are the years when the different rates of girls' and boys' physical, emotional, and cognitive[1] development are most noticeable. Girls develop ahead of boys in every area, and both suffer. Educators debate whether the separation of boys and girls into single-sex classes might improve students' academic performance. Single-sex classes were against the law in public schools until several years ago, but now they have become more common (Bonner and Hollingsworth). Although some parents, educators, and civil liberties groups continue to oppose single-sex classes, there is some evidence that separating boys and girls in middle school produces positive results.

2 First of all, it is difficult to say whether single-sex education leads to higher test scores, but it may make a difference in more important areas. Although some research shows no improvement in test scores, other research shows opposite results (Blum). More important, many psychologists believe that test scores are not a good measure of success. They suggest that self-confidence and self-esteem issues are more important. For example, in same-sex classes, girls report increased confidence and improved attitudes toward math and science ("Study"). New York University professor Carol Gilligan believes girls are more likely to be "creative thinkers and risk-takers as adults if educated apart from boys in middle school" (qtd. in Gross). Boys, too, gain confidence when they do not have to compete with girls. Boys can feel inferior when compared to girls, who literally "out-think" them. This feeling can cause them to become angry and fight back. In contrast, with no girls in the classroom, they are more relaxed and more open to learning (Gross).

(continued on next page)

[1] **cognitive:** related to the process of knowing, understanding, and learning something

3 In addition to these benefits, it is also necessary to examine how single-sex education will affect students' careers in the future. Opponents of the practice note that when students go into the workforce, they will have to work side-by-side with the opposite sex. They worry that attending all-girl or all-boy schools could deny children the chance to learn how to do so ("North"). However, this argument ignores the fact that children constantly interact with members of the opposite sex outside of school. This interaction can range from playing and arguing with siblings to negotiating allowances, chores, and privileges with their opposite-sex parent. Children learn and practice on a daily basis the skills they will need in their future workplaces.

4 Finally, opponents of same-sex education say that it is discriminatory[2]. However, research supports the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls. Studies also indicate that teachers call on boys more often than on girls, even when girls raise their hands ("North"). Clearly, this is discriminatory.

5 For all these reasons, the arguments against same-sex classes are not valid. On the contrary, many people say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork (Marquez). Girls are less fearful of making mistakes and asking questions in math and science; boys are less shy about sharing their ideas in language and literature. Furthermore, schoolchildren do not lack contact with the opposite sex. Indeed, they have many opportunities outside school to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the policy of allowing single-sex classes in public schools should be continued and encouraged.

Sources:

1. Blum, Justin. "Scores Soar at D.C. School with Same-Sex Classes."
2. Bonner, Jessie and Heather Hollingsworth. "Single Sex Classes Popular as More Public Schools Split Up Boys and Girls."
3. Gross, Jane. "Splitting Up Boys and Girls, Just for the Tough Years."
4. Marquez, Laura. "Should girls, boys be in separate classrooms?"
5. "North Carolina School Stops Same-Sex Classes." *American Civil Liberties Union News.*
6. "Study: All Girls Schools Don't Improve Test Scores." CNNinteractive.

[2] **discriminatory:** treating a person or a group of people differently from other people, in an unfair way

Questions about the Model

1. How many paragraphs does this essay contain?
2. What are the topic sentences of paragraphs 2, 3, and 4? Underline each topic sentence. (*Note:* The topic sentence is not necessarily the first sentence.)
3. What key phrase appears three times in the introduction? Circle each repetition of this key phrase, or synonyms for this phrase, in the other paragraphs of the essay.
4. What is one fact or example that supports the opinion expressed in the concluding sentence?

Noticing Vocabulary: Nouns and Noun Suffixes

In Chapter 1, you completed a word families chart that included verbs, adjectives, and adverbs. You also learned that different ending patterns, or **suffixes**, can be added to a word to change its part of speech.

In this chapter, you will learn about some of the suffixes for nouns in word families. For example, notice the verb *improve* and the noun *improvement* in the first two paragraphs of the model. They belong to the same word family. The suffix *-ment* has been added to the end of the verb *improve* to create a noun.

Sometimes the end of a word changes slightly when you add a suffix to it. If you have any questions about how to spell a word form, check your dictionary.

PRACTICE 1 Identifying Nouns and Noun Suffixes

A Work with a partner. Find the noun forms of these words in the model and write them in the word families chart.

VERB	NOUN	ADJECTIVE	ADVERB
argue	argument	argumentative	argumentatively
attend		attentive	attentively
develop		developmental	----------
discriminate		discriminatory	----------
improve		improved	----------
interact		interactive	interactively
perform		----------	----------
separate		separate	separately

B List the noun suffixes used in Part A.

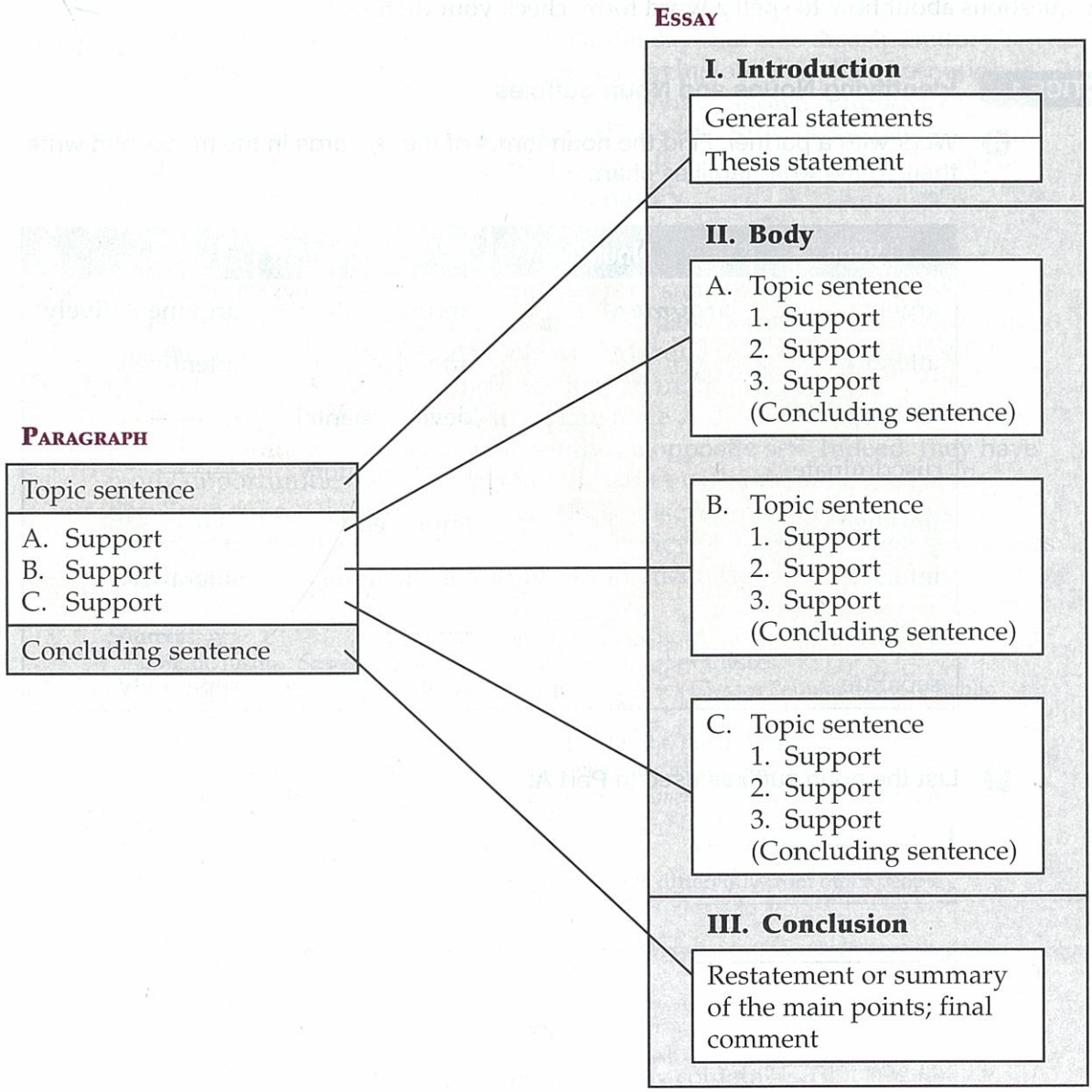
1. _____
2. _____
3. _____

PARTS OF AN ESSAY

Writing an essay is no more difficult than writing a paragraph except that an essay is longer. The principles of organization are the same for both, so if you can write a good paragraph, you can write a good essay.

An essay has three main parts: an **introduction** (introductory paragraph), a **body** (at least one, but usually two or more paragraphs), and a **conclusion** (concluding paragraph).

The chart shows you how the parts of a paragraph correspond to the parts of an essay.



As the chart shows, an essay **introduction** consists of two parts: a few general statements to attract your reader's attention and a **thesis statement** to state the main idea of the essay. The thesis statement of an essay is like the topic sentence of a paragraph: It names the specific topic and gives the reader an idea of the contents of the essay. It may also suggest the writer's point of view on the topic.

The **body** consists of one or more paragraphs. Each body paragraph develops a subdivision or subtopic of the topic, so the number of paragraphs in the body will vary with the number of subtopics. The **conclusion**, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body. However, although every essay needs a concluding paragraph, a concluding sentence is often not necessary for each body paragraph, especially when the ideas in consecutive paragraphs are closely related.

An essay has unity and coherence, just as a paragraph does. Transition signals and the repetition of key nouns help link the paragraphs and make the essay more coherent.

THE INTRODUCTORY PARAGRAPH

The general statements and the thesis statement in an introductory paragraph each play a specific role in the essay.

General statements

- introduce the general topic of the essay;
- capture the reader's interest.

The **thesis statement**

- states the specific topic;
- may list subtopics of the main topic;
- may indicate the pattern of organization of the essay;
- may indicate the writer's position or point of view;
- is usually the last sentence in the introductory paragraph.

Notice how the general statements in the introductory paragraph of the writing model (see below) introduce the topic. The first sentence is about the "tough" middle school years. The next two sentences point out that there are large differences between boys and girls of middle school age, and that these can cause a problem. The next sentence explains how the issue of single-sex classes has been changing. We don't, however, read about the author's position on the specific topic of single-sex classes until the introduction's final sentence. The final sentence is the essay's thesis statement.

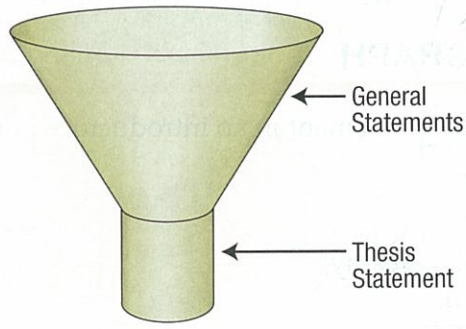
> The middle school years (grades 6, 7, and 8) are known to be the "tough years." These are the years when the different rates of girls' and boys' physical, emotional, and cognitive development are most noticeable. Girls develop ahead of boys in every area, and both suffer. Educators debate whether separating boys and girls into single-sex classes might improve students' academic performance. Single-sex classes were against the law in public schools until several years ago, but now they have become more common (Bonner and Hollingsworth). Although some parents, educators, and civil liberties groups continue to oppose single-sex classes, there is some evidence that separating boys and girls in middle school produces positive results.

The thesis statement in the model is *specific:* It explains the author's point of view about single-sex education (in favor of separating boys and girls in middle school) and the reasoning that will be explored in the essay (positive results).

There are several different styles of introductory paragraphs. In this chapter, you'll learn about two of them: the funnel introduction and the attention-getting introduction.

Funnel Introduction

A funnel introduction is so called because it is shaped like a funnel—wide at the top and narrow at the bottom. It begins with one or two very general sentences about the topic. Each subsequent sentence becomes increasingly focused on the topic until the last sentence, which states very specifically what the essay will be about. Writing a funnel introduction is like focusing a camera with a telephoto lens. You start with a wide picture and gradually narrow the focus so that just one object appears in the camera's viewfinder: your thesis statement. The writing model has a funnel introduction.



Attention-Getting Introduction

Another kind of introduction is one that captures your reader's attention. Three of the most common attention-getting techniques are telling a dramatic or funny story, using surprising facts or statistics, and offering historical background.

PRACTICE 2 **Recognizing Introductory Techniques**

Work with a partner. Underline the thesis statement in each introductory paragraph. Then decide what kind of introduction each one is, funnel or attention-getting (dramatic story, surprising fact, or historical). Discuss which introduction captures the reader's interest the best and give reasons.

Introductory Paragraph 1

One day, a few miles off the southern coast of Iceland, the crew of a fishing boat noticed smoke on the horizon. Thinking that another fishing boat was on fire, they went to investigate. When they got closer, they discovered that the smoke was not from a boat on fire; rather, it was from an undersea volcano about to erupt. The next day, ash, cinders, and pumice were blown 1,000 feet into the air. The fishermen had witnessed a rare event—the violent birth of an island. The volcano continued to erupt for about four years, eventually creating an island about 1 square mile in area and 560 feet in height. The birth of Surtsey, as the island is named, offered scientists an extraordinary opportunity to learn how life takes hold on a sterile landmass.

Introductory Paragraph 2

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more alive. Seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem stressful rather than stimulating, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture—tourists, business travelers, diplomats, and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

Introductory Paragraph 3

The Pilgrims who arrived in Massachusetts in 1620 came to find religious freedom. In the 17th and 18th centuries, large numbers of African men and women were brought as slaves to work on large plantations in the South. Immigrants from northern and southern Europe came in the early 19th century to escape poor economic conditions at home. Later in the 19th century, the first immigrants from China came as contract laborers to build the railroads connecting East and West. In the 20th century, political and economic refugees arrived from Asia, Eastern Europe, and Latin America. Indeed, the United States has seen immigrants come from many different parts of the world, and they have come for many different reasons. Their ability to adjust to life in their adopted land has depended on several factors.

Introductory Paragraph 4

Got high blood pressure? Try a truffle. Worried about heart disease? Buy a bon-bon. It's the best news in years! Studies in two prestigious scientific journals say dark chocolate is good for you. It seems that eating a small piece of dark chocolate regularly can reduce the risk of heart disease because dark chocolate—but not milk chocolate or white chocolate—contains high amounts of flavenoids, powerful cholesterol-fighting compounds. What is the next health food going to be? Ice cream? Sugar cookies? There are so many conflicting news stories about which foods are good for you that it is often difficult to make the right choices at the supermarket.

Source: Paragraph 2 adapted from Hadley, Ryan. "Mr. Wygard's Story."

PRACTICE 3 Constructing Introductory Paragraphs

The sentences in each group are in the wrong order. On a separate sheet of paper, write the sentences in the correct order to form an introductory paragraph. Write the thesis statement last. Identify the type of introduction: funnel or attention-getting.

Group 1

1. If done properly, a handshake gives the impression of strength and honesty, and if done improperly, it conveys weakness and dishonesty.
2. In some cultures, people bow, and in others, they shake hands.
3. In English-speaking countries, shaking hands is the custom.
4. A proper handshake has four ingredients: pressure, pumps[1], eye contact, and verbal message.
5. The way people greet each other when they meet for the first time varies from culture to culture.
6. How one shakes hands sends an important message about one's character.

Type of introduction: _____

Group 2

1. To celebrate the occasion, Mr. X decided to throw a big party at the plant.
2. Mr. X went from his native land to a new country to manage a milk pasteurization plant.
3. Then one day an impressive new pasteurization unit arrived and was installed.
4. The employees did most of the planning and draped the new unit with garlands.
5. During the party one of Mr. X's supervisors took him aside and said, "Now we see what a good man you are; from now on I am sure everyone will really try to do their best for you."
6. And so it was—neither punctuality nor quality checks were any longer needed.
7. This story illustrates the need to understand that doing business in a different culture demands an understanding of the culture.
8. The party was a great success, and everybody had a good time.
9. For eight months, he tried every way possible to convince his workers of the importance of punctuality and of checking every detail of their work.
10. The response was always, "Yes, yes, we will do our best," but nothing ever changed.

Type of introduction: _____

[1] **pumps:** movements up and down

GROUP 3

Note: The order of sentences 2, 3, and 4 can vary.

1. Currently under study are four main methods for predicting when and where the next Big One will occur.
2. In 1976, an earthquake in Tangshan, China, killed over 250,000 people.
3. In an average year, earthquakes kill 10,000 people worldwide and cause millions of dollars worth of property damage.
4. Iran suffered more than 80,000 deaths in two massive quakes in 1990 and 2003.
5. Scientists keep trying to find ways to predict earthquakes—so far without much success.

Type of introduction: _____

The Thesis Statement

The thesis statement is the most important sentence in the introduction. It states the specific topic of the essay and often gives the writer's point of view.

Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.

Young people in my culture have less freedom than young people in the United States.

The large movement of people from rural to urban areas has major effects on cities.

Sometimes a thesis statement lists the subtopics that will be discussed in the body.

Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results, particularly in improved learner self-confidence and decreased classroom discrimination.

Young people in my culture have less freedom than young people in the United States in their choice of where they live, whom they marry, and what their job is.

PRACTICE 4 **Analyzing Thesis Statements**

Read each thesis statement. Draw a box around the topic. Underline the subtopics. Circle the words or punctuation marks that introduce the subtopics.

1. Capital punishment should be abolished not only because it deprives another person of life but also because it does not stop crime.
2. Women generally live longer than men for two main reasons: They tend to take better care of their health, and they have better resistance to stress.
3. Teenagers declare their separateness from their parents by the way they dress and talk.

(continued on next page)

4. In choosing a major, a student has to consider various factors, such as personal interests, job opportunities, and the availability of training institutions.
5. An architect should be both an artist and an engineer.
6. A healthy lifestyle involves eating a nutritious diet, exercising regularly, and getting enough sleep.

PRACTICE 5 **Adding Subtopics**

Complete the thesis statements by adding subtopics.

1. A computer is necessary for college students for three reasons:

   _____

   _____

2. Students have a difficult time taking notes in class due to

   _____

   _____

3. Successful politicians have the following qualities:

   _____

   _____

4. A generation gap[1] exists in my home because of

   _____

   _____

5. To survive a major disaster such as an earthquake requires

   _____

   _____

6. My two sisters are as different as day and night not only in

   _____

   but also in _____

[1] **generation gap:** differences in attitudes and values between generations, especially between parents and children

7. Living in a large city has certain advantages over living in a small town:

_____

_____

8. Latino culture has enriched North American culture in several areas:

_____

_____

Thesis Statement Pitfalls

Because the thesis statement is so important, it must be written with special thought and care. Avoid these three common problems: The thesis is too general; the thesis makes a simple announcement; the thesis states an obvious fact.

Problem 1: The thesis is too general.

TOO GENERAL A college education is a good investment.

IMPROVED A college education is a good investment for four reasons.

TOO GENERAL Lasers are very useful.

IMPROVED Lasers have several applications in industry and medicine.

Problem 2: The thesis makes a simple announcement.

ANNOUNCEMENT I am going to write about sports injuries.

IMPROVED You can avoid sports injuries by taking a few simple precautions.

Problem 3: The thesis states an obvious fact.

OBVIOUS FACT The Internet is a communication superhighway.

IMPROVED The growth of the Internet has had both positive and negative consequences.

BODY PARAGRAPHS

The body paragraphs in an essay are like the supporting sentences in a paragraph. They are the place to develop your topic and prove your points. You can use facts, examples, and other details to support your points. Quotations and paraphrases can also help to develop the subtopics that you explore in the body paragraphs.

TRY IT OUT! **Read these two essay "skeletons." Only the introductory paragraph and the topic sentences for the body paragraphs are given. For each essay, choose one topic sentence. On a separate sheet of paper, develop it into a full body paragraph. Remember that your points in the body paragraph must support the topic sentence.**

Essay 1

Controlling Stress in Student Life

INTRODUCTORY PARAGRAPH

The busy schedules that most adults face every day have created a growing health problem in the modern world. Although we often think of stress affecting only highly pressured executives, in fact, it is one of the biggest health issues facing college students today. It can cause a variety of physical disorders ranging from headaches to stomach ulcers and even alcoholism. Stress, like the common cold, is a problem that cannot be cured; however, it can be controlled. Students can learn to control stress in four ways.

TOPIC SENTENCES FOR BODY PARAGRAPHS

A. Set realistic goals.

B. Take up a hobby.

C. Exercise regularly.

D. Maintain close relationships with family and friends.

Essay 2

Studying in Great Britain

INTRODUCTORY PARAGRAPH

People come to Great Britain from all over the world to pursue an education. Some come for a year, while others may stay four years or longer to complete a program or earn a degree. Of course, the first few weeks in a new country are always a little stressful, but knowledge of a few British characteristics and customs can smooth the path for new arrivals. If you take into account these characteristics, students can understand how to adapt and what to do to have a positive experience studying in Great Britain.

TOPIC SENTENCES FOR BODY PARAGRAPHS

A. British people are usually reserved[1].

B. The British are quite punctual.

C. In Great Britain, students are expected to speak up in class.

[1] **reserved:** quiet, restrained, undemonstrative in words and actions

THE CONCLUDING PARAGRAPH

The conclusion is the final paragraph in an essay. It has three purposes.

- It signals the end of the essay. To do so, begin your conclusion with a transition signal.
- It reminds your reader of your main points, which you can do by summarizing your subtopics and/or paraphrasing your thesis.
- It leaves your reader with your final thoughts on the topic. This is your opportunity to convey a strong, effective message that your reader will remember.

See Appendix B, pages 296–298, for more information about transition signals.

Techniques for Memorable Conclusions

Some techniques you can use to write a memorable conclusion include making a prediction, suggesting results or consequences, recommending a solution or call to action, or quoting an authority.

Make a prediction.

We have seen how the costs of attending college have been rising while, at the same time, sources of financial aid for students have been disappearing. If this trend continues, fewer and fewer families will be able to send their children through four years of college.

Suggest results or consequences.

To sum up, the costs of attending college are up and financial aid for students is down. Fewer and fewer future members of the workforce are able to educate themselves beyond high school. As a result, the nation will waste the intelligence, imagination, and energy of a large segment of the present college-age generation.

Recommend a solution or a call for action.

It is clear that the U.S. system of higher education is in trouble. For many students, completing four years of college is no longer possible because of increasing costs and decreasing financial aid. To reverse this trend, we must demand that government increase its financial support of colleges and universities and restore financial aid programs. Our future depends on it.

Quote an authority on the topic.

In conclusion, costs are rising and financial aid is declining, with the result that many can no longer afford to go to college. If our nation is to prosper, increased government funding for education is essential, even if it requires higher taxes. As Horace Mann[1] argued in his *Fifth Annual Report*, a nation's economic wealth will increase through an educated public. It is therefore in the self-interest of business to pay the taxation for public education.

[1] **Horace Mann:** public figure (1796–1859) considered the father of public education in the United States

PRACTICE 6 Analyzing Concluding Paragraphs

Work with a partner. Read the essay and the two possible concluding paragraphs. Then answer the questions.

Student-Centered Teaching

For generations, students have complained that school is boring. A teaching approach called *student-centered teaching* aims to get learners more involved. With this approach, students do not simply listen to the teacher. Instead, they learn through group tasks or independent activities created by a teacher. These activities often require students to solve a problem, which exposes them to new information. As a result, students gain new understanding. Although there are many different ways to make a class student-centered, three approaches have become the most common: inquiry-based learning, problem-based learning, and project-based learning.

Inquiry learning is based on the writings of John Dewey. Inquiry learning starts with a question and then engages students in problem-solving activities. Students learn as they explore, gather data, and analyze their data. The teacher's role in inquiry learning is one of a facilitator[1] and provider of information (Savery). Ill-structured problems—ones with many different solutions and many paths to a solution (Jonassen)—are favored over well-structured problems. These are ones with a single correct answer.

Problem-based learning (PBL) was first used in medical education (Barrows) and then adopted by K–12[2] educators. Like inquiry learning, PBL encourages learning through exploration and experiments. Ill-structured problems are also typical of problem-based learning instruction. These problems provide the learner with a broad area of exploration[3]. However, the teacher's role in PBL differs from the role in inquiry learning. In PBL, the teacher acts as a facilitator, but does not provide information to the learner. Instead, the learners are expected to find the necessary information they need to solve the problem (Savery).

Project-based learning is also an active learning strategy. Similarly, it often focuses on a problem. However, the problem in project-based learning is well structured, and learners are told the goal of their project (Savery). Goals could be as diverse as determining the percentage of voters in a district or creating a bird-friendly area in the school yard. Project-based learning is focused on following a process described by the teacher. This process may involve arriving at a calculation or reading specific materials. In contrast to the first two methods, the teacher's role in project-based learning is more likely to be as a coach[4] who provides feedback and guidance (Savery).

One approach to education is called project-based learning.

Sources:

1. Article adapted from Morrison, G., and D. Lowther. *Integrating computer technology into the classroom: Skills for the 21st Century.*
2. Barrows, Howard S. *How to Design a Problem-based Curriculum for the Preclinical Years.*
3. Dewey, John. *Democracy and Education.*
4. Jonassen, David H. "Instructional Design Models for Well-structured and Ill-structured Problem-solving Learning Outcomes."
5. Savery, John R. "Overview of Problem-based Learning: Definitions and Distinctions."

[1] **facilitator:** someone who helps a group of people discuss things with each other or do something effectively

[2] **K–12:** from kindergarten to grade 12, the primary and secondary levels of education in the United States

[3] **exploration:** discovering more about something by discussing it, thinking about it, etc.

[4] **coach:** someone who helps a person or team improve, usually in a sport

Concluding Paragraph A

To sum up, student-centered teaching is very important to learning. Three kinds of student-centered approaches are inquiry-based learning, problem-based learning, and project-based learning. Of course, each individual teacher might use these approaches in different ways. In the end, however, student-centered methods will develop stronger critical thinking skills and better prepare students for future success.

Concluding Paragraph B

In conclusion, it is easy to see why these approaches are often used together. After all, each one focuses on problem solving, and the teacher's role in each approach is not limited to traditional lecturing. There are many approaches to making the learning environment more student-centered. Teachers must choose an approach that makes new information necessary and exciting.

Questions about the Essay

1. Which concluding paragraph provides a summary of the subtopics?
2. Which one paraphrases the thesis statement?
3. Which one presents a call to action?
4. Which one makes a prediction?

TRY IT OUT! **Reread the two Try It Out! essays on page 86 along with the two body paragraphs you wrote. Then write a concluding paragraph for each.**

PATTERNS OF ORGANIZATION

Like paragraphs, essays must be carefully organized. Remember that an essay has three parts: an introduction, a body, and a conclusion. However, the method that you choose for organizing the information and ideas in an essay can vary. In Chapter 2, you learned about three different patterns of order or organization: comparison / contrast, chronological order, and logical division of ideas. These and other organization patterns can be used to write an essay.

ORGANIZATION AND THESIS STATEMENTS

A thesis statement can indicate the pattern of organization that an essay will follow. Which of these thesis statements indicates chronological order? Logical division of ideas? Comparison / contrast?

When buying a used car, use these four strategies to get the best price.

There are several differences between a nurse practitioner and a physician's assistant.

My best friend and I spent an entire summer constructing a tree house in my grandmother's old apple tree.

PRACTICE 7 **Signaling Organization with Thesis Statements**

A **Study the thesis statements. Write the organization pattern used: comparison / contrast or time sequence (chronological order).**

1. Beginning in World War II and continuing through the period of economic boom, the structure of education in Xanadu has changed remarkably.

   Pattern of organization: _____

2. Although higher education in Xanadu has improved remarkably in recent years, elementary and secondary schools lag far behind.

   Pattern of organization: _____

B **Find the topic and subtopics of each paragraph. Then decide how many paragraphs will probably be in the body of each essay.**

1. Beginning in World War II and continuing through the period of economic boom, the structure of education in Xanadu has changed remarkably due to an improved economy and efforts by the government to provide education in rural areas.

   Probable number of body paragraphs: ____

2. Education in Xanadu has improved remarkably in recent years in many areas of schooling, including liberal arts, medicine, law, and business.

   Probable number of body paragraphs: ____

ORGANIZATION AND BODY PARAGRAPHS

As you have learned, body paragraphs develop subtopics of an essay's main topic. The pattern of organization you choose will help determine the focus and order of your body paragraphs. Will the body paragraphs follow events in time order? Will they emphasize similarities and/or differences? Will they each discuss an important point related to the main topic? Sometimes, depending on your topic, you will need to use a combination of these patterns.

Logical Division of Ideas

As you read previously, a basic pattern for essays, like paragraphs, is the logical division of ideas. In this pattern, you divide your topic into subtopics, and each subtopic develops one important idea, category, or point related to the main topic. Each subtopic is discussed in a separate paragraph, and paragraphs are presented in an order that will make sense to your readers. Logical division is an appropriate pattern for explaining causes, reasons, types, kinds, qualities, methods, advantages, and disadvantages, as these typical college exam prompts ask you to do.

Typical Prompts for College Exams	
Subject	**Prompt**
Economics	Explain the three causes of inflation.
Agriculture / Landscape Design	Describe the basic types of soils and what additives are needed to prepare each type for planting.
U.S. History	Discuss the causes of the U.S. Civil War.
Business	Explain the three main forms of business organization.
Health sciences	Describe the various classes of drugs used to treat depression.

The writing model "Separating the Sexes" on page 75 and the essay "Student-Centered Teaching" on page 88 are both organized in a logical division of ideas pattern. There are three things to remember when you write a logical division essay.

- Divide your topic into subtopics and make sure your thesis statement indicates logical division.
- Discuss each subtopic in a separate paragraph.
- Use transitions between paragraphs to guide your reader from one subtopic to the next.

Thesis Statements for Logical Division of Ideas

As you learned on page 83, a thesis statement often indicates subtopics that will be discussed in the essay.

a. When the organization pattern is the logical division of ideas, the statement may list each subtopic:

> Native Americans have made many valuable contributions to U.S. culture, particularly in the areas of **language**, **art**, **food**, and **government**.

b. Sometimes the thesis statement of a logical division essay may simply indicate the number of subtopics:

> Native Americans have made valuable contributions to U.S. culture in **four** main areas.

c. When an essay has only two subtopics, paired conjunctions (*both . . . and, not only . . . but also*) may be an effective way to list them:

> Young people in my culture have very little freedom **not only** in their choice of lifestyle **but also** in their choice of careers.

d. A colon (:) is often useful before lists of two, three, or more subtopics in a thesis statement:

> The Father of Psychoanalysis, Sigmund Freud, believed that the human mind had three parts**:** the id, the ego, and the superego.

Notice that the subtopics of a logical division of ideas essay are in parallel form, which means that they have the same grammatical form: In the examples in *a* and *d*, all the words are nouns; in *c*, two prepositional phrases are linked by the paired conjunctions *not only . . . but also*.

See Parallel Structure in Sentences, pages 191–192, for information about parallel form.

PRACTICE 8 Recognizing Thesis Statements for Logical Division

Check (✓) the thesis statements that suggest logical division as a method of organization.

- ☐ **1.** Teenagers demonstrate their independence in several ways.
- ☐ **2.** My 18th birthday was the most memorable day in my life so far.
- ☐ **3.** On their 18th birthdays, U.S. citizens receive two important rights / responsibilities: They can vote, and they can sign legal contracts.
- ☐ **4.** In most occupations, women are still unequal to men when careers are compared.
- ☐ **5.** Living in a dormitory offers several advantages to first-year students.
- ☐ **6.** Photosynthesis is the process by which plants manufacture their own food.
- ☐ **7.** A college degree in international business requires (1) a knowledge of business procedures and (2) a knowledge of cultural differences.
- ☐ **8.** A computer is usually faster and sometimes more accurate than a human.
- ☐ **9.** Giving a surprise birthday party requires careful planning.
- ☐ **10.** Being an only child is very different from having siblings.

TRY IT OUT!

On a separate sheet of paper, write a thesis statement for a logical division essay on each topic. Use the suggested subtopics in parentheses or your own ideas.

Topics

- Strategies for succeeding in school (three strategies)
- Characteristics of effective classroom environments (three characteristics)
- Kinds of appeals television advertisers use to sell automobiles / cosmetics / any product or service (three kinds of appeals)
- Approaches to teaching young children, teenagers, and adults (three groups of learners)
- The advantages (or the disadvantages) of going to university in a large city / a small town / a rural area (three advantages or disadvantages)

Transition Signals for the Logical Division of Ideas

Transition signals are important to guide the reader through your essay. The ones you might use for a logical division essay include many that you already know. Review the chart for a list of common transition signals.

Transition Signals	
Words and Phrases	**Examples**
first, first of all, second, third, etc.	First, excessive government spending can lead to inflation.
also, in addition, moreover, furthermore	In addition, unrestrained consumer borrowing can cause inflationary tendencies.
next, last, finally	Finally, an increase in the supply of paper money gives rise to inflation.
Coordinators	**Examples**
and both . . . and	Both an increase in the supply of paper money and unrestrained consumer borrowing can cause inflationary tendencies.
not only . . . but also	To lose weight, one must not only exercise regularly but also eat wisely.
Others	**Examples**
the first cause, reason, factor, etc. the / a second problem, result, advantage, etc. one problem, reason, important factor, etc. another way, reason, disadvantage, etc. an additional problem, result, etc. in addition to math and science, . . .	A second cause is an increase in the supply of paper money. Regular exercise is one way to get fit and lose weight. In addition to government spending, unrestrained consumer borrowing can cause inflationary tendencies.

Transition Signals between Paragraphs

Linking paragraphs with transition signals helps your reader see how the subtopics are related. Link one paragraph to the next by adding a transition to the topic sentence of the second paragraph. This transition may be a single word, a phrase, or a dependent clause that repeats or summarizes the main idea in the preceding paragraph.

Study the essay "skeleton," and notice how the paragraphs are linked.

Aggressive Drivers

INTRODUCTORY PARAGRAPH

The number of vehicles on freeways and streets is growing at an alarming rate. This increase of motor vehicles is creating hazardous conditions. Moreover, drivers are in such a rush to get to their destinations that many become angry or impatient with other motorists who are too slow or who are in their way. Aggressive drivers react foolishly toward others in several dangerous ways.

BODY PARAGRAPH 1

TRANSITION WORDS

One way an angry driver may react is to cut off[1] another motorist. *(+ supporting sentences)* . . .

BODY PARAGRAPH 2

TRANSITION WORDS

Another way is to tailgate[2] the other car. *(+ supporting sentences)* . . .

BODY PARAGRAPH 3

TRANSITION PHRASE

In addition to cutting off and tailgating other cars, aggressive drivers often use rude language or gestures to show their anger. *(+ supporting sentences)* . . .

BODY PARAGRAPH 4

TRANSITION CLAUSE

Although law enforcement authorities warn motorists against aggressive driving, the number who act out their angry impulses has not declined. *(+ supporting sentences)* . . .

CONCLUDING PARAGRAPH

To conclude, aggressive drivers are endangering everyone because they create hazardous conditions by acting and driving foolishly. They should control their anger and learn to drive safely. After all, the lives they save could be their own.

[1] **cut off:** drive very quickly and closely in front of another car

[2] **tailgate:** drive too closely behind—or on the tail of—another car

PRACTICE 9 **Using Transitions between Paragraphs**

Connect the paragraphs in this essay by adding a transition to the topic sentences of each body paragraph. Vary the expressions you use. Rewrite the topic sentences as needed.

Medicine and Ethics[1]

1 Recent advances in the fields of medicine and biotechnology have brought about situations that could scarcely be imagined only a generation ago. Battery-operated plastic hearts can be implanted into[2] people. People can be kept alive indefinitely by machines. Exact duplicates of animals can be made. While such scientific achievements may ultimately benefit humankind, they have also created complex legal and ethical issues.

[1] **ethics:** the study of right and wrong

[2] **implanted into:** put into a person's body in a medical operation

2 _____ involves doctors' ability to intervene in human reproduction. A well-known example is the case of Baby M. A man paid a woman to bear a child for him and his wife, who could not have children. They signed a contract, but after the baby was born, the woman wanted to keep the baby. The father said the baby was his, but the woman said it was hers. It took the courts many months to decide who was right.

3 _____ another ethical dilemma[3] has arisen because doctors are now able to keep people who are in comas[4] alive for years by attaching their bodies to machines. This gives great power and great responsibility to the people who control the machines. As a result of this power, society has had to develop a new definition of death. How does a person decide whether another person whose heart cannot beat on its own and whose lungs are pumped by a machine is still alive or not?

4 _____ the ability of biotechnologists to produce new forms of life in their laboratories is another area with profound[5] ethical consequences. Isn't a scientist who creates, for example, a new bacterium "playing God"? Furthermore, is it even safe to introduce new life forms into Earth's atmosphere? Is there a risk that such life forms could get out of control? Some people fear so.

5 _____ scientists are now able to duplicate living organisms, cell by cell, through a process called cloning. Recently, the world was stunned by the successful cloning of a human embryo. Should biotechnologists be allowed to clone people? Who should control human cloning?

6 _____ revolutions—political or technological—cause upheaval[6] and force change. Our new ability to create and prolong life is raising questions and forcing changes in our very concept of life, an issue involving not only legal but also profound moral considerations.

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[3] **dilemma:** difficult problem

[4] **comas:** states of unconsciousness (being unable to see, hear, or speak)

[5] **profound:** important; serious

[6] **upheaval:** social disturbance

OUTLINES OF ESSAYS

Because an essay is long, it is important to organize and plan before you begin to write. The best way to do this is to make an outline. An outline not only organizes your thoughts but also keeps you on track once you begin to write. Making an outline can help you organize both what you read and what you write.

A formal outline has a system of numbers and letters. Different fields of study may have different systems of outlining, but this one is the most common.

Roman numerals (I, II, III) number the major sections of an essay (introduction, body, conclusion)
Capital letters (A, B, C, D) label the body paragraphs.
Arabic numerals (1, 2, 3, 4) number the subpoints in each paragraph.
Small letters (a, b, c, d) label the specific supporting details.

If another level is needed, use small Roman numbers (i, ii, iii).

PRACTICE 10 Outlining an Essay

Complete the outline of the writing model on pages 75–76.

Separating the Sexes, Just for the Tough Years

I. Introduction
Thesis statement: Although some parents, educators, and civil liberties groups oppose single-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.

II. Body

A. Although it is difficult to say conclusively whether single-sex education leads to higher test scores, in fact, it may make a difference in more important areas.

1. Inconclusive information about test scores

a. Some research does not show improved test scores

b. Some research shows improvement

2. Positive effect on student attitudes and motivations

a. Girls: increased confidence and improved attitudes toward math and science ("Study")

b. Girls: more likely to be "creative thinkers and risk-takers as adults if educated apart from boys in middle school" (Gross)

c. Boys: gain confidence, no competition with girls

i. Feel inferior when compared to girls

ii. No girls = more at ease with themselves and more receptive to learning (Gross)

B. _____

1. Playing and squabbling with siblings

2. Negotiating allowances, chores, and privileges with their opposite-sex parent

C. _____

1. Boys dominate discussions

2. Boys receive more attention than girls

3. _____

III. Conclusion
In my opinion, same-sex classes in public schools should be encouraged.

Applying Vocabulary: Using Nouns and Noun Suffixes

In your writing, it is important to use the correct word form. Review the word forms you learned in Chapter 1 and at the beginning of this chapter. Practice using them correctly.

PRACTICE 11 Using Correct Word Forms

A **Correct the word forms. Cross out the incorrect form and write the correct form.**

1. ~~Educate~~ is very important for every child. Education
2. If children are misbehaving in class, the teacher should separation them until they calm down. _____
3. When a teacher calls on some students more than others, it is a form of discriminate. _____
4. If the class is interesting, the students will be more attention. _____
5. The energetic teacher planned a very interaction lesson. _____

B **Complete the sentences with the correct form of the word in parentheses.**

1. Children _____ (development) differently, so one four-year-old may be able to read while another is just learning the alphabet.
2. Often when a student misbehaves, he or she is trying to get the teacher's _____ (attend).
3. Over the course of a year, teachers can see great _____ (improve) in their students' work.
4. When students work on group projects, it may be more challenging to evaluate the _____ (perform) of each individual in the group.
5. However, this should not be used as an _____ (argue) against doing projects in the classroom.

WRITING ASSIGNMENT

Your assignment for this chapter is to write an essay of five or more paragraphs on a topic related to education. Choose one of the topics from the list to write about. Use the writing model on pages 75–76 to help you. To complete the assignment, follow the steps in the writing process.

Topics

- Criteria to consider when choosing a major
- Qualities of a successful student
- Factors that make a class productive and enjoyable

STEP 1: Prewrite to get ideas.

- After selecting your topic, use a prewriting strategy such as listing (Chapter 1) or clustering (Chapter 2) to generate ideas.
- Look for related points in your list or cluster diagram. If you find anything that is completely off topic or repeated, cross it out.
- Group similar ideas together. These groups will become your body paragraphs.

STEP 2: Organize your ideas.

- Decide how you want to organize your essay. Do you want to use a comparison / contrast pattern? A logical division of ideas?
- Write a thesis statement for your essay. Be sure it indicates the organization pattern you plan to use.
- Use ideas from your prewrite to make an outline as you did in Practice 10. Put your thesis statement at the top. Then, next to letters A, B, and C, write sentences that will form the topic sentences of your body paragraphs.
- In the spaces under A, B, and C, add details you will use in your body paragraphs.

STEP 3: Write the first draft.

- Use your outline to write your first draft. Remember to include the three parts of the essay that you studied in this chapter: an introductory paragraph (including the thesis statement), body paragraphs, and a conclusion.
- Don't worry if you think of new ideas as you write. You can add or delete ideas later. Just be sure that your new ideas support your thesis.

STEP 4: Revise the draft.

- Review the content and organization of your draft. Do not try to correct errors in format, mechanics (capitalization, punctuation, and spelling), grammar, and sentence structure at this stage. You will do this in Step 5.

- Begin by reading over your essay to get a general overview. As you read, make sure that
  - your essay has a thesis statement;
  - the thesis is developed with enough supporting information;
  - you support your opinions with facts and examples;
  - your conclusion supports your thesis statement.
- Make notes in the margin about anything you want to improve.
- Ask a classmate to read and give you feedback on your first draft using the Chapter 4 Peer Review on page 327.
- Discuss your classmate's suggestions and decide which ones to take.

STEP 5: Edit and proofread the draft.

- Make sure that you have identified all of the changes you want to make in content and organization. Then review your essay for errors in format, mechanics, grammar, and sentence structure. Use the Chapter 4 Writer's Self-Check on page 328 to help you.
- When you find an error, make a note on your paper using the correction symbols from Appendix D on pages 309–311.

STEP 6: Write a new draft.

- In your new draft, include the changes you identified in Steps 4 and 5.
- Proofread your new draft again carefully. Make sure it is neat and error free.
- Hand in your essay to your teacher.

SELF-ASSESSMENT

In this chapter, you learned to:

- ❍ Identify the parts of an essay
- ❍ Analyze an essay's introduction and conclusion
- ❍ Construct an appropriate thesis statement
- ❍ Support the thesis statement with body paragraphs
- ❍ Organize an essay, using transition signals as necessary
- ❍ Write, revise, and edit an essay about education

Which ones can you do well? Mark them ✓

Which ones do you need to practice more? Mark them ✗

EXPANSION

TIMED WRITING

In this expansion, you will write an essay in class. As you write, focus on using the techniques for logical division essays that you learned in this chapter. You will have 50 minutes. To complete the expansion in time, you will need to budget your time accordingly. Follow this procedure.

1. Read the writing prompt (or the prompt your teacher assigns) carefully. Choose one topic to write about. Make sure you understand the question or task. You may want to underline the key words in the prompt. (5 minutes)
2. Brainstorm to get ideas, write a thesis statement, and make a rough outline to organize your ideas. (10 minutes)
3. Write your essay. Be sure to include an introductory paragraph with your thesis statement, body paragraphs, and a concluding paragraph. (25 minutes)
4. Check your essay for errors. Correct any mistakes. (10 minutes)
5. Give your paper to your teacher.

Prompt: Write a logical division essay about one of these topics:

- Different kinds of teachers
- Benefits of learning a new language
- Three educational experiences that inspired you

USING QUOTES AND PARAPHRASES TO SUPPORT IDEAS

Write an essay about the challenges of education in a new culture. Use information given by students who have had this experience and experts in the field of international education. Quote, summarize, and paraphrase your outside sources as appropriate.

- If possible, interview individuals about the topic of your essay. Write down their answers. Then look at their answers to see which will help to explain and expand the ideas you are discussing in your essay.
- Use the Internet to find information about your topic. Find two or three websites with detailed information or expert opinions that you think will make your ideas clearer to the reader.

Remember to include in-text citations and a works-cited list to inform your readers about your sources. In doing so, you not only show your readers that you can speak authoritatively on the topic, but you also give them a chance to do further reading themselves.