

Process
paragraphs
and
essays
set

Process Analysis

What is a process paper?

At its simplest, a process paper tells readers the series of steps they must perform to achieve a particular result

What are the different types of a process (how-to) analysis paper (simple to difficult)?

1. How-to-do-it paper (how to: paint a room, cook hamburgers, operate a home computer, etc)
2. How-it-works paper (explain the function of anything: electric toothbrush/passing a law)
3. How-it-was-done paper (how Stonehenge was built/the Pyramids of Giza were built, etc.)
4. How-not-to-do something (how the writer did everything wrong when buying a new car, etc.)
5. Study the course of social, political, scientific and cultural developments; the discovery of the polio vaccine, the decision of Napoleon to invade Russia, the decision of the US to invade Iraq, etc.
6. Literary analysis: the process by which Captain Ahab in *Moby Dick* associates the whale with evil

What are the major tenets of a descriptive paper?

- ⊙ Can lend itself to humor (how to have a heart attack/flunk school, i.e.; // how *not* to do something //)
- ⊙ The Persuasive Principle – a process paper needs a thesis (b/c people *don't know* how to do it!) A thesis helps readers get oriented at the start and enables them to see each step s part of a coherent pattern

Tips on writing a process paper:

- ⊙ Be sure you are writing about a process (one step follows another; handy hints is not a process paper)
- ⊙ Follow a strict chronological order (Ex: step one, step two, etc.)(unique to process writing)
- ⊙ Before describing the first step, indicate any special ingredients or equipment that will be needed
- ⊙ Be sure the process is complete (don't forget small steps)
- ⊙ Try to anticipate difficulties ("Now comes the hard part"/"The next step is a bit tricky" and advise the reader of what can be done to make the process more pleasant (wear a hat when painting, for example); also, tell the reader what to do if something goes wrong ("If any paint should get on a window...")
- ⊙ If you need to mention many separate steps, arrange them into groups when possible. For example, if you are writing about 'painting a room', divide the steps: preparation, painting and cleanup (1 Par each.)
- ⊙ Define unfamiliar terms (your audience needs knowledge; don't assume that they know)
- ⊙ Avoid highly technical processes (stay away from obscure topics)
- ⊙ Avoid subjects for which pictures work better than words ('how to tie shoelaces')

The Persuasive Principle

Because descriptive papers offer a variety of organizational choice to the writer, the persuasive principle (thesis and support of the thesis) must be followed.

What are some suggestions for process themes?

- ⊙ Do-it-yourself repairs: bikes, cars, radios, windows
- ⊙ Routine chores: gardening, cooking, shopping
- ⊙ School and business: studying, taking notes, registering, applying to colleges, applying for jobs, creating good impressions at job interviews
- ⊙ Sports, games, and other recreational activities: how to win at poker, Starcraft, Monopoly; how to watch a football game, throw Frisbees, water ski; how to plan a trip
- ⊙ Finances: budgeting, borrowing, investing
- ⊙ Hobbies: how to start a stamp, coin, tropical fish collection; how to work at a particular hobby or craft
- ⊙ Children and pets: babysitting, toilet training, safety, housebreaking, traveling
- ⊙ Personal care: grooming, breaking a bad habit, treating a cold, curing a hangover
- ⊙ Humor: how to be a bore, worrywart, nag; how to get out of housework, butter up teachers, call in sick
- ⊙ How it works: power steering, air conditioning, mp3 players, zippers
- ⊙ The past: how a battle was fought, a crime was committed, a structure was built, a law was passed
- ⊙ Literature: how an author prepares the reader for a surprise ending, how a character makes a crucial decision

Specific topics: What to do if arrested, in a accident

How to: diet, exercise, drive defensively, live on nothing for a year, hitch a ride, stop smoking, pack a suitcase, waste time, make someone angry, be perceived as wealthy

Process

This section deals with paragraphs, and has great general information. Please read this; later, we'll read the essay pages that follow.

Two kinds of **process paragraphs** will be explained in this chapter: the how-to paragraph and the explanation paragraph.

The **how-to paragraph** gives the reader directions on **how he or she can do something**: how to install a software program, how to get to the airport, or how to make tasty barbecued ribs. The goals of such directions are the installed software, the arrival at the airport, or the great barbecued ribs. In other words, the reader should be able to do something after reading the paragraph.

The **explanation paragraph**, on the other hand, tells the reader **how a particular event occurred or how something works**. For example, an explanation paragraph might explain how an internal combustion engine works or how palm trees reproduce. After reading an explanation paragraph, the reader is not expected to be able to do anything, just to understand how it happened or how it works.

Process writing is useful in history, business, the sciences, psychology, and many other areas.

Topic Sentence

Here is the topic sentence of a **how-to paragraph**:

Careful preparation before an interview is the key to getting the job you want.

- The writer begins a how-to paragraph with a **topic sentence that clearly states the goal of the process—what the reader should be able to do**.
- What should the reader be able to do after he or she has read the paragraph following this topic sentence?

Paragraph and Plan

Here is the entire paragraph:

“Luck is preparation meeting opportunity,” it has been said, and this is true for a job interview. Careful preparation before an interview is the key to getting the job you want. The first step is to learn all you can about the employer. Read about the company in its brochures or in newspaper and magazine articles. A reference librarian can point you to the best sources of company information. You can also find company websites and other useful material on the Internet. Second, as you read, think about the ways your talents match the company’s goals. Third, put yourself in the interviewer’s place, and make a list of questions that he or she will probably ask. Employers want to know about your experience, training, and special skills, like foreign languages. Remember, every employer looks for a capable and enthusiastic team player who will help the firm succeed. Fourth, rehearse your answers to the questions out loud. Practice with a friend or a tape recorder until your responses sound well prepared and confident. Finally, select and prepare a professional-looking interview outfit well in advance to avoid the last-minute panic of a torn hem or stained shirt. When a job candidate has made the effort to prepare, the interviewer is much more likely to be impressed.

- The topic sentence is the second sentence. In the first sentence, the writer has used a quotation to open the paragraph and spark the reader’s interest.
- The body of the how-to paragraph is developed according to time, or chronological, order.* That is, the writer gives directions in the order in which the reader is to complete them. Keeping to a strict chronological order avoids the necessity of saying, *By the way, I forgot to tell you . . .*, or *Whoops, a previous step should have been to . . .*
- How many steps are there in this how-to paragraph and what are they? _____

Before writing this how-to paragraph, the writer probably brainstormed or freewrote to gather ideas and then made an **outline** like this:

TOPIC SENTENCE: Careful preparation before an interview is the key to getting the job you want.

- Step 1:** Learn about the employer
- read company brochures, papers, magazines
 - reference librarian can help
 - check company website

* For more work on order, see Chapter 4, “Achieving Coherence,” Part A.

- Step 2:** Think how your talents match company goals
- Step 3:** List interviewer questions
 - think about experience, training, special skills
 - employers want capable team players
- Step 4:** Rehearse your answers out loud
 - practice with friend or tape recorder
- Step 5:** Select your interview outfit
 - avoid last-minute panic
 - avoid torn hem, stained shirt

CONCLUSION: Interviewer more likely to be impressed

- Note that each step clearly relates to the goal stated in the topic sentence.

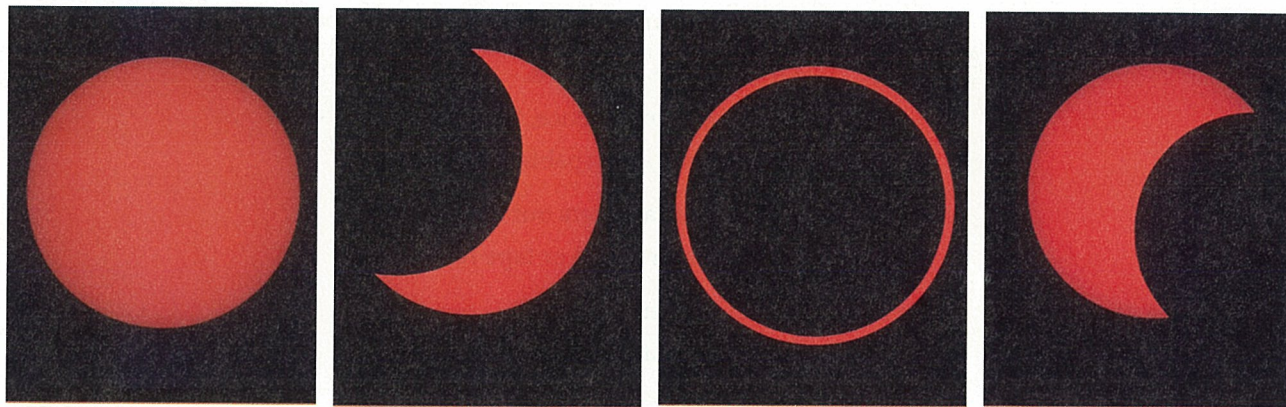
The second kind of process paragraph, the **explanation paragraph**, tells how something works, how it happens, or how it came to be:

Many experts believe that recovery from addiction, whether to alcohol or other drugs, has four main stages. The first stage begins when the user finally admits that he or she has a substance abuse problem and wants to quit. At this point, most people seek help from groups like Alcoholics Anonymous or treatment programs because few addicts can “get clean” by themselves. The next stage is withdrawal, when the addict stops using the substance. Withdrawal can be a painful physical and emotional experience, but luckily, it does not last long. After withdrawal comes the most challenging stage—making positive changes in one’s life. Recovering addicts have to learn new ways of spending their time, finding pleasure and relaxation, caring for their bodies, and relating to spouses, lovers, family, and friends. The fourth and final stage is staying off drugs. This open-ended part of the process often calls for ongoing support or therapy. For people once defeated by addiction, the rewards of self-esteem and a new life are well worth the effort.

- What process does the writer explain in this paragraph? _____

- How many stages or steps are explained in this paragraph? _____
- What are they? _____

- Make a plan of the paragraph in your notebook.



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Just as these photos show each stage of a solar eclipse—as the moon passes between the sun and the earth—so your process paragraphs should clearly describe each step or stage for the reader. Before you write, try to visualize the process as if it were a series of photographs.

Transitional Expressions

Since process paragraphs rely on **chronological order**, or **time sequence**, words and expressions that locate the steps of the process in time are extremely helpful.

Transitional Expressions for Process

Beginning a Process

first
initially
the first stage
the first step

Continuing a Process

afterward then
after that second
later third
meanwhile the second stage
next the next step

Ending a Process

finally
last
the final step

PRACTICE 1

Read the following how-to paragraph carefully and answer the questions.

If your dog barks too much, the Humane Society recommends an easy way to solve the problem. All you need is a plant mister—a small spray bottle—filled with water and kept handy. First and most important, respond immediately every time your dog barks unnecessarily. Instantly say, “Quiet, Pluto,” or whatever the dog’s name is, giving one or two squirts of water in the dog’s face. Be sure to do this while the dog is barking. Waiting until the dog stops barking may confuse it. If the dog moves away, say, “Quiet” again as you move toward the dog and give it one more squirt of water. Second, repeat this procedure every time the dog barks without a good reason. The dog will soon learn that your saying “Quiet” comes with a squirt of water. Usually two days—about five to ten water treatments—are enough. Third, as time goes by,

use the spray bottle only if the dog forgets—that is, rarely. Throughout the training process, remember to be consistent, using the spray technique every single time, and don't forget to reassure your dog that you two are still friends by petting it when it is quiet.

—Eleanor Steiger, Student

1. What should you be able to do after reading this paragraph? _____

2. Are any “materials” necessary for this process? _____

3. How many steps are there in this paragraph? List them.

4. What order does the writer employ? _____

PRACTICE 2

Here are five plans for process paragraphs. The steps for the plans are not in the correct chronological order. The plans also contain irrelevant details that are not part of the process. Number the steps in the proper time sequence and cross out any irrelevant details.

1. The process of taking digital fingerprints, which requires specialized scanning equipment, consists of several simple steps.

_____ The computer converts these finger scans into digital data patterns, mapping points on the patterns.

_____ One by one, the subject places his or her fingers on the optical or silicon scanner surface for a few seconds while the computer scans.

_____ The technician begins by cleaning the subject's fingers with alcohol to remove any dirt or sweat.

_____ For years, the only fingerprints were made by rolling the fingers in wet ink and pressing the fingers onto a card.

_____ At the technician's command, the computer can compare this subject's fingerprint patterns to millions of patterns in the national database and identify possible matches.

2. Stress, which is your body's response to physical or mental pressures, occurs in three stages.

- _____ In the resistance stage, your body works hard to resist or handle the threat, but you may become more vulnerable to other stressors, like flu or colds.
- _____ If the stress continues for too long, your body uses up its defenses and enters the exhaustion stage.
- _____ Trying to balance college courses, parenthood, and work is sure to cause stress.
- _____ During the alarm stage (also called *fight or flight*), your body first reacts to a threat by releasing hormones that increase your heart rate and blood pressure, create muscle tension, and supply quick energy.

3. Chewing gum is made entirely by machine.

- _____ Then the warm mass is pressed into thin ribbons by pairs of rollers.
- _____ First, the gum base is melted and pumped through a high-speed spinner that throws out all impurities.
- _____ The gum base makes the gum chewy.
- _____ Huge machines mix the purified gum with sugar, corn syrup, and flavoring, such as spearmint, peppermint, or cinnamon.
- _____ Finally, machines wrap the sticks individually and then package them.
- _____ Knives attached to the last rollers cut the ribbons into sticks.

4. Many psychologists claim that marriage is a dynamic process consisting of several phases.

- _____ Sooner or later, romance gives way to disappointment as both partners really see each other's faults.
- _____ Idealization is the first phase, when two people fall romantically in love, each thinking the other is perfect.
- _____ The last phase occurs as the couple face their late years as a twosome once again.
- _____ The third phase is sometimes called the productivity period, when two people work at parenting and career development.
- _____ Men and women may have different expectations in a marriage.
- _____ As the children leave home and careers mature, couples may enter a stage when they rethink their lives and goals.

5. Helping to save rare stranded sea turtles, our service learning project, was a rewarding series of steps.

- _____ Inside, we rubbed Vaseline on each turtle's shell and put saline in its eyes; the sickest turtles needed IV fluids.
- _____ We gently loaded each tired giant in the front seat of a pickup truck and hurried back to the sanctuary.
- _____ In the fall, when temperatures dropped, we volunteers at the Wellfleet Wildlife Sanctuary raced to the beaches to find any giant sea turtles that had not swum south.
- _____ Two volunteers so loved working with endangered turtles that they are now pursuing careers in marine biology.
- _____ Within 12 hours, we drove our patients to the aquarium in Boston, to spend the winter and get well before their release in warm Florida seas.

Checklist

The Process of Writing a Process Paragraph

Refer to this checklist of steps as you write a process paragraph of your own.

- ☐ 1. Narrow the topic in light of your audience and purpose.
- ☐ 2. Compose a topic sentence that clearly states the goal or end result of the process you wish to describe.
- ☐ 3. Freewrite or brainstorm to generate steps that might be part of the process. (You may want to freewrite or brainstorm before you narrow the topic.)
- ☐ 4. Drop any irrelevant information or steps that are not really necessary for your explanation of the process.
- ☐ 5. Make an outline or a plan for your paragraph, numbering the steps in the correct time (chronological) sequence.
- ☐ 6. Write a draft of your process paragraph, using transitional expressions to indicate time (chronological) sequence.
- ☐ 7. Revise as necessary, checking for support, unity, logic, and coherence.
- ☐ 8. Proofread for errors in grammar, punctuation, sentence structure, spelling, and mechanics.

Suggested Topics for Process Paragraphs

1. How to get information about a company you want to work for
2. How to prepare your favorite dish
3. How to relax or meditate
4. How to establish credit (or improve your credit score)
5. How to land an interesting job
6. How an important discovery was made
7. How to find information in the library's electronic card catalog (or reference book section)
8. How to be a true friend
9. How to get the most out of a doctor visit
10. How to get fired, ruin a love affair, or alienate your in-laws (humorous)

Paragraph Plan - Process

Choose one of the topic sentences you made, and write a paragraph plan using some of the supporting ideas that you generated from brainstorming. Be sure to include details for each supporting idea.

Topic sentence: _____

Support 1: _____

Details: _____

Support 2: _____

Details: _____

Support 3: _____

Details: _____

Support 4: _____

Details: _____

Transitional Expressions for Process			
Beginning a Process	Continuing a Process		Ending a Process
(at) first	second, third step	when	finally
initially	until	while	at last
begin by	after(ward)	as soon as	
	then	as	
	next	upon	
	later	during	
	before	meanwhile	

Peer Feedback Sheet

To: _____ From: _____ Date: _____

Paragraph type: Illustration Narration Description Process Classification Definition CC CE

1. What I like about this piece of writing is: _____

2. Your main point or thesis seems to be _____

3. These particular words or lines struck me as powerful or clear:

Words or lines

I like them because

4. Some things aren't clear to me. These lines or parts could be improved (meaning us unclear, order seems mixed up, supporting points missing, writing not descriptive enough, memorized, or boring)

Lines or parts

Need improving because

5. The one change you could make that would make the biggest improvement in this piece of writing is:

Process Paragraph Rubric

Process paper (paragraph)	Unsatisfactory 0 1 2 3 4	Satisfactory 5 6	Good 7 8	Excellent 9 10	Total
Topic Sentence (TS) [Topic & Controlling Idea (CI)] X 1 point	TS does not introduce the process. No point about the process in evident. Topic is unclear and has not CI.	TS introduces the process, but does not give accurate and complete information, OR it lacks detail/creativity. Vague/unclear	TS creates interest and is fairly well developed. But while it contains +/or introduces the process, it is not complete (lacks CI)	Very well developed TS. It contains the subject, +/or introduces the process and states the author's point or opinion (CI) about the process	
Supporting Sentences (SS) X 1 point	Supporting sentences are either wrong or lacking. They do not seem to relate to the process being described in the TS	One or none of the sentences relate to the process being described in the TS	Two of the three sentences relate to the process being described in the TS	Three SS's are evident. Each sentence contains a clear focus that relates to the process being described in the TS	
Minor Details (MD) X 1 point	MD's do not seem to relate to the process. Sentences are not related to the topic sentence.	There are minor details, but they are not very clear or specific, or there are not enough of them to allow the reader to follow the progression of the	There are minor details, but they are not very clear or specific, or there are not enough of them to allow the reader to follow the progression of the process	Details in the paragraph are clear and specific, and there are enough details to help the reader see and understand all the steps of the process.	
Organization / Structure X 2 points	No discernible organization. Transitions are not present. Cannot discern a logical explanation of the process.	Organization is clear. Some transitions are present, while others are either inappropriate or missing. Some steps may be missing or not in the proper order.	Logical progression of details. Transitions present, but they do not enhance the overall effectiveness of the paragraph. All steps are covered and in the correct order.	Logical progression of details with a clear structure that enhances paragraph and provides a clear step-by step overview of the process. The transitions are very appropriate/used very effectively to indicate the time order of the steps.	
Concluding Statement (CS) X 1 point	There is no apparent CS or point, prediction, or summary made about the process.	The CS relates a conclusion to the process, but it does little to unify the paragraph around the steps of the process.	The CS effectively unifies the paragraph, but it does not make a point about the process.	The CS is the last sentence of the paragraph. It is a clear statement that rephrases key words from the TS and makes a clear point about the process.	
Format or Neatness X 2.0 points	Illegible writing. Does not follow acceptable formatting guidelines. Paragraph is under the requested length (75-150 words)	Legible writing (not typed) +/or paragraph is far below the requested length (75-150 words)	Typed. Paragraph is the requested length (75-150 words), or close to 150 words	Typed. Follows accepted standard formatting guidelines and is roughly the requested length. (75-150 words) - size 12 font, - Arial - Double-spaced	
Conventions or Mechanics X 2.0 points	Distracting and major errors in grammar, punctuation, spelling, and capitalization; confusing to read; mechanical errors may include FRAG's and Run-on's	A few errors in Punctuation (P), grammar, spelling (SP), and capitalization (CAPS) that, while distracting, the meaning and intent of the essay can still be discerned; may be several RO/F errors	A few minor errors in Punctuation (P), spelling (SP), grammar, or capitalization(CAPS), but errors do not detract from overall meaning/ effectiveness of the essay; may be one major error (RO/F)	No errors in punctuation (P), Spelling (SP), grammar, or Capitalization (CAPS); No FRAGS, RO's or other major errors	

The Process Essay

The **process** essay is frequently used in college and business. Process essays either explain *how to do something* or describe *how something works* (or *how something happened*). In psychology, you might describe the stages of a child's moral development. In history, you might explain how a battle was won or lost, while in business, you might set forth the steps of an advertising campaign. In medicine, science, and technology, you must understand and perform numerous biological and technical processes.

Here is one student's process essay:

HOW TO PREPARE FOR A FINAL EXAM

This is essay example for you to read. Try the questions at the end, on the next page for some practice with identifying essay parts if you are feeling ambitious.

(1) At the end of my first semester at college, I postponed thinking about final examinations, desperately crammed the night before, drank enough coffee to keep the city of Cincinnati awake, and then got Cs and Ds. I have since realized that the students who got As on their finals weren't just lucky; they knew how to *prepare*. There are many different ways to prepare for a final examination, and each individual must perfect his or her own style, but over the years, I have developed a method that works for me.

(2) First, when your professor announces the date, time, and place of the final—usually at least two weeks before—ask questions and take careful notes on the answers. What chapters will be covered? What kinds of questions will the test contain? What materials and topics are most important? The information you gather will help you study more effectively.

(3) Next, survey all the textbook chapters the test will cover, using a highlighter or colored pen to mark important ideas and sections to be studied later. Many textbooks emphasize key ideas with boldface titles or headlines; others are written so that key ideas appear in the topic sentences at the beginning of each paragraph. Pay attention to these guides as you read.

(4) Third, survey your class notes in the same fashion, marking important ideas. If your notes are messy or disorganized, you might want to rewrite them for easy reference later.

(5) Fourth, decide approximately how many hours you will need to study. Get a calendar and clearly mark off the hours each week that you will devote to in-depth studying. If possible, set aside specific times: Thursday from 1 to 2 P.M., Friday from 6 to 8 P.M., and so on. If you have trouble committing yourself, schedule study time with a friend, but pick someone as serious as you are about getting good grades.

(6) Fifth, begin studying systematically, choosing a quiet place free from distractions in which to work—the library, a dorm room, whatever helps you concentrate. One of my friends can study only in his attic; another, in her car. As you review the textbook and your notes, ask yourself questions based on your reading. From class discussions, try to spot the professor's priorities and to guess what questions might appear on the exam. Be creative; one friend of mine puts important study material on cassette tapes, which he plays walking to and from school.

(7) Finally, at least three days before the exam, start reviewing. At the least opportunity, refer to your notes, even if you are not prepared to digest all the material. Use the moments when you are drinking your orange juice or riding the bus; just looking at the material can promote learning. By the night before the exam, you should know everything you want to know—and allow for a good night's sleep!

(8) By following these simple procedures, you may find, as I do, that you are the most prepared person in the exam room, confident that you studied thoroughly enough to do well on the exam.

—Mark Reyes, Student

At right are some important steps that you need to consider when writing your process essay:

-THESIS
-the PROCESS
-STEPS or STAGES
-ORDER

- The **thesis statement** in a process essay tells the reader what process the rest of the essay will describe. Underline or highlight the thesis statement.
- What **process** does this essay discuss? _____
- How many **steps or stages** make up this process? What are they?

- What kind of **order** does the writer use to organize his essay?

- Before writing his first draft, Mr. Reyes made a clear **outline**. An outline is even more important in essay writing than paragraph writing because it keeps the writer organized and on track.
- Underline or highlight the topic sentences of Mr. Reyes' body paragraphs. In your notebook, make an outline of Mr. Reyes' essay.

PRACTICE 13

Read this student's process essay and answer the questions.

THE MIRACLE OF BIRTH

(1) A woman is pregnant for approximately nine months. Within that time are three stages or trimesters, "tri" meaning three. Many women have said they loved being pregnant, but I like to refer to the trimesters as the puking stage, the fat stage, and the always-have-to-pee stage.

(2) In the first trimester, the baby is developing its nervous system and other important little body parts; while all of this is happening inside, the mom-to-be is usually puking her guts up. The fun doesn't stop there, however. Hormone levels skyrocket, and all of a sudden, mom-to-be is crying over the slightest thing, such as a McDonald's commercial that she finds unbearably sweet.

(3) The second trimester is often slightly gentler on one's stomach, perhaps because that stomach has doubled in size, along with mom's butt and thighs. The baby is growing fast now, and the vital organs are developing. The baby is beginning to do somersaults, and suddenly there is a new stabbing sensation, almost as if baby is using mom's ribs for gymnastic rings. Comfort is now a thing of the past.

(4) In the third trimester, baby is happily gaining about a pound a week, but for the mother, the last stage of pregnancy never goes by fast enough. As all the intricate fine-tunings of development are happening on baby's major organs, hair, and skin, for some odd reason, sleep for mom is completely out of the question. Perhaps the lack of sleep is due to the up-and-coming gymnast in her stomach or the five hundred trips to the bathroom that mom must make in one night. The many sleepless nights may also be attributed to her anticipation of bladder control or actually having a waist again.

(5) Pregnancy is a wonderful experience as long as puking, gaining forty to sixty pounds, and stumbling in and out of bed do not bother the mom-to-be. To me, pregnancy was a bummer, but like the old saying goes, “no pain, no gain.” The end definitely justifies the means, and now that I am almost back to normal functioning with a beautiful, crying baby, the fun really starts.

—Heather Artley, Student

1. Underline or highlight this writer's thesis statement. What process does her essay discuss? _____
2. How many stages or steps make up this process. What are they?

3. Underline or highlight the topic sentences in paragraphs 2, 3, and 4. What order does the writer employ? _____
4. Is her tone serious or light? What words or phrases tell you this?

Planning and Writing the Process Essay

Before writing a process essay, you may wish to reread Chapter 8, "Process." Choose a process topic that you know something about. What expertise, experience, or humorous attempt might you wish to share? If your process requires any equipment or ingredients (a recipe, for instance), list them in the first paragraph. As you plan the essay, jot down all the necessary steps or stages and arrange them logically, probably in time order. Then prewrite to gather details and examples about each step or stage.

The rest of this section will guide you as you write a process essay.

PRACTICE 15

1. Choose a topic from the list below or one your instructor has assigned. Take your time as you pick a process to describe that interests *you*.
 1. A process that will help new students at your college learn how to register (how to drop or add courses, how to meet people on campus, how to apply for financial aid, and so on)
 2. How to get action on a community problem
 3. How to begin tracing your family's genealogy
 4. How to teach a child a skill or value
 5. How to perform a procedure at your workplace (help an elderly person dress, make Hollandaise sauce, handle a crime scene, and so on)
 6. How to set up a program or piece of technology (such as a cell phone, e-mail, a website, or a blog)
 7. The yearly cycle of a crop (corn, wheat, oranges, cocoa, and so on)
 8. How to impress the boss (in-laws, professor, person you are dating)
 9. An important process you learned in another course (stages of human moral development, how a lake becomes a meadow, and so on)
 10. How to get an A in _____
 11. Writer's choice: _____
2. Many students find using a graphic organizer helpful as they plan an essay. In your notebook, draw a blank 8 by 11-inch organizer like the one below or use the process essay organizer on the *Evergreen* website (www.cengage.com/devenglish/Fawcett/evergreen9e). Use it to create an outline for your essay. The information you write in each box will become a paragraph.

PROCESS ESSAY ORGANIZER

Title

Write a title that clearly states the process or refers to it in an interesting way.

Paragraph 1:
Introduction
& Thesis
statement

In box one, write a thesis statement that tells what process will be explained. Jot ideas for a catchy and engaging introduction.

Paragraph 2:
Step 1 or
Stage 1
in the process

In box two, write a topic sentence stating the first step or stage in the process. Prewrite details that will explain this stage clearly.

Paragraph 3:
Step 2 or
Stage 2
in the process

In box three, write the topic sentence stating the second step or stage in the process. Prewrite details to explain this step.

Paragraph 4:
Step 3 or
Stage 3
in the process

In box four, write the topic sentence stating the third step or stage in the process. Prewrite details to explain this step.

Paragraph 5, 6,
and so on:
Step 4 or
Stage 4
in the process

Write a topic sentence to introduce each remaining step or stage in the process. For each, prewrite for rich details and specifics. Continue until the process is complete.

Last paragraph:
Conclusion

Jot ideas for your conclusion. Include a final thought about or some implications of the process you have just analyzed.

Process Rubric (essay) Professor Jobbitt

Process paper (essay)	Unsatisfactory	Satisfactory	Good	Excellent	Total
Introduction/Thesis statement: Lead-in, connecting sentences, thesis and essay map [LI/CS/Th/EM] 20 points	The lead-in, connecting sentences and thesis (with essay map) do not introduce the process. No controlling point about the process is evident.	The introduction & thesis statement introduce the process, but they either do not give accurate and complete information, or they lack detail and creativity. One or two key elements may be missing	The lead-in, summary & thesis statement create interest and are fairly well developed, but while they contain and/or introduce the process, they are not very engaging, although they do cover the whole process	Very well developed introduction (lead-in, connecting sentences) & thesis statement. They engage the reader/create interest and they contain and/or introduce the process and state the author's point about the process. All elements are included.	
Body Paragraphs topic sentence, supporting sentences, minor details, & transition sentence [TS/SS/MD/ts] 20 points	There are no apparent topic sentences. Details are either wrong or lacking Details do not seem to relate to the process.	Not all paragraphs contain topic sentences that relate to the process being described. Details are present, but are unclear or unspecific, or there are not enough of them for the reader to follow the flow of the process.	Each paragraph contains a topic sentence that relates to the process being described. Details are clear and specific, and the steps in the process can be followed well enough to understand the described process.	Each BP contains a clearly focused topic sentence that relates to the process being described. Details in the essay are clear and specific, and there are enough details to help the reader see and understand all the steps of process. Concrete sense language is used effectively.	
Concluding paragraphs (CP): Thesis rephrasing, summary of main points and exit idea 10 points	No apparent conclusion or point made about process; boring, trite, or echanical; phrases turn off reader interest	CP relates a conclusion to the process, but it does little to unify the essay around the steps of the process; no rephrasing or summary/exit idea.	The concluding paragraph effectively unifies the essay, but does not make a very interesting point about the process; no exit idea presented	The CP effectively unifies the essay. Thesis is rephrased, summary is presented, and it makes a point about the process that is creative and interesting; is engaging.	
Organization and Structure (Overall presentation) 20 points	No discernible organization. One or two transitions, or fewer, are present. Cannot discern a logical explanation of the process.	Organization is clear. Some transitions are present, while others are either missing or inappropriate. Some steps may be missing or not in the proper order.	Logical progression of details. Transitions are present, but they do not enhance the overall effectiveness of the paragraph. All of the process steps are covered and in the correct order.	Logical progression of details w/ a clear structure that enhances the ¶ and provides a clear step-by-step description of the process. Transitions are appropriate/ used very effectively to indicate the time order of the steps.	
Style of paper: sentence flow, tone, and word choice. 10pts	Writing is confusing or hard to follow; contains ragments &/or run-ons. Tone and purpose is not consistent/difficult to determine. Word choice is inadequate and the process is not explained.	Writing is clear, but sentences may lack variety. The tone is inconsistent and word choice, while adequate, does not clearly explain the process.	Writing is clear and sentences have varied structure. There is consistent tone and word choice is appropriate for the description of the process.	Writing is smooth, skillful, and coherent. Sentences are strong & expressive with varied structure. Consistent and appropriate tone and word choice is used throughout the essay. Vivid sense language is used to create clear images of the process.	
Conventions or Mechanics 20 points	Distracting and major errors in grammar, (P) punctuation, (SP) spelling, and (CAPS) capitalization; confusing to read	A few errors in (P) punctuation, (CAPS) capitalization, (SP) spelling & grammar, that, while istracting, the meaning and intent of the essay can still be discerned	A few minor errors in Punctuation (P), spelling (SP), grammar, or capitalization(CAPS), but errors do not detract from overall meaning/ effectiveness of the essay	No errors in punctuation (P), Spelling (SP), grammar, or Capitalization (CAPS); no fragments (FRAG) or run on sentences (RO). Smooth flow and progression in the paper	
NOTES:					TOTAL