

Developing Sentences into

PARAGRAPH

Course Materials for
Paragraph Writing

This book covers 12 units, and it discusses the course materials in details. Each unit explains the theory of the topic discussion and the practical skills in writing practice. In the discussion of each unit, it will be introduced with the learning objectives, the description of the core materials, the concept map, the relevancy between the core materials discussed in the current unit and in the previous ones, and the keywords.

- Unit 1 *Building Sentences*
- Unit 2 *Paragraph Structure*
- Unit 3 *Unity and Coherence*
- Unit 4 *Paragraph Writing*
- Unit 5 *Writing Process*
- Unit 6 *Prewriting Strategies*
- Unit 7 *Mind Mapping*
- Unit 8 *Idea Listing*
- Unit 9 *Narrative Paragraph*
- Unit 10 *Descriptive Paragraph*
- Unit 11 *Expository Paragraph*
- Unit 12 *Persuasive Paragraph*

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Santi Erliana | Rahmadi Nirwanto | Sabarun | M. Zaini Miftah

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Foreword

This book is designed as course materials for paragraph writing for English Department students. The book is important to facilitate them to handle how to write academic writing in university. The sources of the book materials are basically from the course materials presented by the lecturers in their writing classes, and from materials adapted from other book references. This book is presented using theoretical and practical approaches as well. Both of them are very much important for the students. In addition, it is expected that the students use this book as a practical guide of academic writing and encounter some problems of writing, especially in the writing class.

This book covers 12 units, and it discusses the course materials in details. Each unit explains the theory of the topic discussion and the practical skills in writing practice. In the discussion of each unit, it will be introduced with the learning objectives, the description of the core materials, the concept map, the relevancy between the core materials discussed in the current unit and in the previous ones, and the keywords. The writing practice session is provided for a comprehension of the topic in the parts of the topic elaboration. In the final part of each unit, it is ended with the summary of the discussion, and equipped with the assessment to evaluate the students' comprehension.

The highest appreciation is addressed to Dr. Ibnu Elmi A.S. Pelu, SH., MH as Rector of State Islamic Institute of Palangka Raya for his permission of the writing and publication of this book. Finally, the writers do hope that the students have a strong motivation to learn academic writing and to practice writing as well.

Palangka Raya, 30 December 2014

Writers

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Unit

1 Building Sentences

LEARNING OBJECTIVES

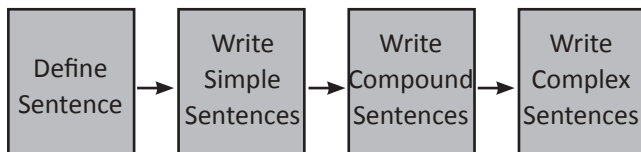
After learning this material, it is expected that you are able to

1. Define what a sentence is
2. Define what a simple sentence is
3. Identify the formula of simple sentence
4. Define what a compound sentence is
5. Define what a complex sentence is
6. Write simple sentences
7. Write compound sentences
8. Write complex sentences

DESCRIPTION

In this unit it will be discussed (1) sentences, (2) simple sentences, (3) compound sentences, and (4) complex sentences.

CONCEPT MAP



RELEVANCY

The discussion in this unit is as basis of the discussion on the next units. To learn how to write paragraph that will be learnt in the next meeting, you must firstly understand the concept of building sentences such as sentence structure, simple sentence, compound sentence, and complex sentence. The knowledge of sentence building is also as foundation in learning how to develop sentences into paragraph which will be provided in the next units.

KEYWORDS

Sentence building
Sentence
Simple sentence
Fragments
Compound sentence
Complex sentence
Conjunction

THE SENTENCES

Do you know what a sentence is? In your daily activities you often use sentences. When you say to your mother, father and friends, you always make sentences. When you are writing something on the paper you are making sentences. Okay! Now, let's study the definition of a sentence.

A sentence is a group of words that (1) contains at least one subject and one verb and (2) expresses a complete thought.

In English you will know that there are four kinds of sentences, they are, **simple sentence, compound sentence, complex sentence, and compound-complex sentences**. In this time, first, let's learn about simple sentence.

THE SIMPLE SENTENCES

After you have already recognized what a sentence is, next, do you know what a simple sentence is? Okay. Let's discuss a simple sentence.

A simple sentence is a sentence that has **one subject-verb pair**. The

subject tells *who* or *what* did something. The **verb** tells the action (jump, work, think, write) or condition (is, was, see, appear).

Example:

Ahmed has changed his schedule.

→ (Ahmed = subject, has changed = verb (predicate), his schedule = object)

Fatimah and Shofiyah are in the university.

→ (Fatimah and Shofiyah = subjects, are = verb (predicate), in the university = adverb of place)

Formula of Simple Sentence

You will learn about the formula of simple sentence. A simple sentence can have one of several possible “formulas”. There are four possible formulas. The subject(s) in a sentence are underlined. The verb(s) are in *italic*. They are as follow:

1. S V → The big movie *was* Titanic.
2. S S V → Young people and adults *enjoyed* the movie.
3. S V V → The film *entertained* and *thrilled* audiences everywhere.
4. S S V V → Zinadane Zidane and his friends *played* and *won* the football competition.

You must pay attention with the subject(s) and the verb(s) in a simple sentence. The subject in a simple sentence may have two or more items (sentences in example no. 2 and 4). The verb may have two or more items (sentences in example no. 3 and 4). Those are called simple sentences because there is only **one subject-verb pair**.

Subject-Verb Agreement

You have already known about sentence, a simple sentence and the formula of simple sentence. Now, let's come to next discussion. Our discussion is about subject-verb agreement. In a sentence it must agree between the subjects and verbs. The subjects and verbs agree in number.

- ✓ My sister **is** married. (*singular*)
- ✓ My sisters **are** married. (*plural*)
- ✓ My brother and I **are** single. (*plural*)

Subject-verb agreement is sometimes confusing in the sentences.

To avoid confusing, there are several rules you should understand. Pay attention please!

1. When a sentence begins with the word *there* + the verb *be*, the subject follows the *be* verb. Look ahead to see whether to use a singular or plural verb.

Examples:

- There **is a student** in the hall. (*The verb **is** is singular to agree with **a student***)
- There **are three students** in the hall. (*The verb **are** is plural to agree with **three students***)

2. A prepositional phrase (a group of words beginning with a preposition such as **of**, **with**, **in**, **at**, or **on** and ending with a noun or pronoun) can come between a subject and its verb. Prepositional phrase may come after a subject, **but they are not part of the subject**. In this case you should mentally cross them out when you are deciding if the verb should be singular or plural.

Examples:

- **One** (of my sisters) **is** singer. (*The subject is **one**, not **sisters***)
- **Six kinds** (of rice) **are** available in the grocery store. (*The subject is **kinds**, not **rice***)

3. Some words are always singular.

Examples:

- **Neither** (of my parents) **is** living.
- **Nothing** ever **happens** in my life.

4. A few words are always plural.

Examples:

- **Both** (of my parents) **are** teachers.
- **Several** (of the teachers) **speak** my language.
- **Many** (of my friends) **work** in the library.

5. A few words can be either singular or plural. In this case you must refer to the noun in the prepositional phrase.

Examples:

- **Some** (of the money) **was** missing. (*singular*)---> *money is non-count noun*
- **Some** (of the students) **were** missing. (*plural*)---> *student is count noun*

Fragments

Everybody, the last discussion in this chapter is about Fragments. Do you know what fragment is? Let's learn about it. In some languages, you can sometimes leave out the subject in a sentence; in others you can sometimes leave out the verb. In English YOU MUST ALWAYS have at least one subject and one verb in every sentence. **If you leave out either the subject or the verb, your sentence is incomplete.** We call an incomplete sentence A FRAGMENT. So, a **Fragment** is an incomplete sentence or sentence error.

To know more about Fragments, let's study through these examples. The following sentences are fragments or sentence errors:

1. Is not easy to get an A in Professor Ahmed's class. (*There is no subject*).

To correct the sentence, you must add a subject **it**:

→ **It** is not easy to get an A in Professor Ahmed's class.

2. People in New York always in a hurry. (*There is no verb*)

To correct the sentence, you must add a verb **are**:

→ People in New York **are** always in a hurry.

THE COMPOUND SENTENCES

In the previous discussion you learned about simple sentences. A simple sentence has one subject-verb combination. Another kind of sentence is a compound sentence. A compound sentence has two or more subject-verb combinations.

A *compound sentence* is composed of at least two simple sentences joined by a comma and a coordinating conjunction. A *compound sentence* consists of two or more independent clauses, each with its own subject and verb, each able to stand alone, for example:

The slender girl pushed the big car, and her father gave her encouragement.

Both underlined clauses are independent: they could be written as simple sentences. *The joining word “and” is called a coordinating conjunction* because it joins equals, in this case two equal or independent clauses. (The subordination conjunction, recall, joins two unequal’s-an independent and a dependent clause.)

Compound Sentence using Coordinating Conjunction

As pointed out above, compound sentences consist of two or more independent clauses. If you leave out the coordinating conjunction, each clause can function as a simple sentence, for example:

1. Our club sponsored a car wash on Saturday, and we were quite successful.
2. I like strawberry ice cream, but Sal prefers chocolate chip.

If you left out **and** in the first sentence, you would have two separate sentences. By using **and**, however, you show a close relationship of two ideas. In the second sentence, **but** shows a contrast, the opposition of two ideas. Each of the seven coordinating conjunctions has a special function.

There are seven coordinating conjunctions in English: FOR, AND, NOR, BUT, OR, YET, and SO (called FANBOYS). Memorize them please.

Here are some more examples of compound sentences with coordinating conjunction:

1. Zainuddin’s sister is having a big party Saturday night, and everyone is invited.
2. He really didn’t mean to do it, but he could not help himself.
3. The faces of the jurors were tense, for they were about to sentence a man to die.
4. He could rush into battle and get killed, or he could desert and be executed.
5. Tony does not plan to attend the party, so he will be free on Saturday night.
6. Najwa does not plan to attend the party, yet she admits it will probably be fun.

Notice that a **comma** is used before each coordinating conjunction in the above compound sentences.

To be clear, let's see the table showing the use of coordinating conjunction below.

Coordinating Conjunction	Function	Example
and	Join sentences that are alike.	He dropped a rice ball, and it rolled into a hole in the ground.
but	Join sentences that are opposite or show contrast.	They were happy, but they were poor.
so	Join sentences when the second sentence expresses the result of something described in the first sentence.	The greedy man wanted all of the mice's gold, so he pretended to be a cat.
or	Join sentences that give choices or alternatives.	He could choose a big box, or he could choose.
yet	Yet has approximately the same meaning as but ; It shows contrast or joins opposites. Use yet when the second part of the sentence says something unexpected or surprising.	I was scared, yet I was also curious about the old lady. The weather is beautiful, yet it is supposed to rain today.

for	For has the same meaning as because ; Use for to introduce a reason or cause.	It is not easy to get there, for you have to hike down a long, hot trail.
nor	Nor means "not this and not that"; Use nor to join two negative sentences.	She didn't talk, nor did she move. (She didn't talk. She didn't move.)
	Use question word order after nor . Place helping verbs (<i>is, does, did, can, will, etc.</i>) before the subject.	The book isn't very long, nor is it difficult to read. (The book isn't long. It isn't difficult to read.)

Use a comma before a coordinating conjunction in compound sentences only.

Do not use a comma to join two words or two phrases in a simple sentence.

Compound Sentences (Comma)	Simple Sentences (No Comma)
Yesterday we went shopping, but we didn't buy anything.	Yesterday we went shopping but didn't buy anything.
The stores were crowded, and they were noisy.	The stores were crowded and noisy.
We ate lunch, and then we went home.	We ate lunch and then went home.

Exercise 1

In the paragraph below, underline the compound sentences and insert the necessary commas.

This past Tuesday night, my husband and I were shopping at Hypermart and we were about to call it a night. Just before we left, we met Fariz, an old friend from high school days. I asked the usual question about how his family was. To our shock, we discovered that Fariz and his wife had gotten a divorce. I have come across this unhappy situation many times but each time it shocks and saddens me. The rising divorce rate is especially distressing for many of the marriages could have been saved. Since Tuesday night I have been depressed and have been wondering how secure my own marriage is.

Compound Sentence using Semicolon

Another way to make a compound sentence is to combine the independent clauses with a semicolon (;). Let's study through the examples as follow:

1. The slender girl pushed the big car; her father gave her encouragement.
2. The weather was stormy; it was a terrible night.

When do you use semicolon to make compound sentence? Use semicolons sparingly in making compound sentences, and only if the following two conditions exist:

First condition:

The thoughts of the two independent clauses are closely related.

Second condition:

A period could be substituted for the semicolon to make two sentences. (In the examples above a period could be substituted for each semicolon to make two sentences).

Let's practice to make compound sentence. Combine the following sentences with semicolons.

Example:

Spring is my favorite time of year. It is the season for canoe trips and long walks in the valley.

Combined ▶ Spring is my favorite time of year; it is the season for canoe trips and long walks in the valley.

Preventing Run-on Sentences

For your writing to sound like you, you will want to write many compound sentences, as well as complex and simple ones. By learning the structure of compound sentences you will be able to use them often without making run-on-sentence errors. A run-on sentence, recall, occurs when you attempt to join two independent clauses with a comma (a comma splice) or with no punctuation (a fused sentence), for example:

Comma Splice ▶ I came to an open field, it was just like the one next to our house.

Fused Sentence ▶ I came to an open field it was just like the one next to our house.

Now, how to prevent run-on sentences? Here are four ways you can prevent (or correct) run-on sentences:

1. By making two sentences

Example:

I came to an open field. It was just like the one next to our house.

2. By inserting one of the seven coordination conjunctions (with a comma)

Example:

I came to an open field, and it was just like the one next to our house.

3. By inserting a semicolon

Example:

I came to an open field; it was just like the one next to our house.

4. By making one of the clauses dependent. (Sometimes you must change the wording of the sentence if you choose this method).

Example:

I came to an open field, which was just like the one next to our house.

Or

When I came to an open field, I discovered that it was just like the one next to our house.

Exercise 2

Edit the following essay, correcting the run-on sentences by whatever method seems best. Make sure that you use commas correctly.

Back to Nature

If anyone had told me three years ago that I would be spending most of my weekends camping. I would have laughed heartily, Campers, in my eyes, were nothing but masochist who enjoyed insect bites. Ill cooked meals, and damp sleeping bags, they had nothing in common with me. I was to learn a lot about camping since then, however. (1 run-on sentence. RO)

The friends who introduced me to camping thought that it meant being a pioneer. The first trip they took me on, we roughed it, we slept in a tent, cooked over an open fire, and hiked to the shower and bathroom facilities. This brief visit with Mother Nature cost me two days hove from work recovering from a bad case of sunburn. There was no shade, the tallest tree on our campsite was three feet fall. Another moment from the trip was the doctor's bill for my sons's poison ivy. (2 RO)

I was, nevertheless, talked into going an another fun-filled holiday in wilderness, this time we camped with friends who believed that Daniel Boone would have been proud to use the light bulb if he had known about it. There was no tent, we had a pop-up camper with comfortable beds and an air conditioner. These nature lovers had remembered to bring all the necessities of life they brought lounge

chairs, a screened porch, the TV, and even a blender. I can still taste those Pina Coladas. (3 RO)

After that trip, my husband and I became quite interested in camping, we have done a lot of it since. Recently, we purchased a twenty-eight foot travel trailer complete with bathroom and built-in TV antenna. There is a separate bedroom, a modern kitchen with refrigerator and a roll-out pantry, the trailer even has carpet and draperies to match. (2 RO)

I must say that I have certainly come to enjoy camping. It must be true that, sooner or later, everyone finds his or her way back to nature, I recommend that you find your way in style. (1 RO)

Compound Sentence with Conjunctive Adverbs

To make compound sentence can be with conjunctive adverbs. A *conjunctive adverb* is an adverb used to show a special relationship between two independent clauses that are joined together with a coordinating conjunction or a semicolon, for example:

1. He threw a touchdown pass, and then he kicked the extra point.
2. It is a good day for catching pompano; however, with my luck we will probably catch toad fish instead.

In the first sentence the conjunctive adverb then shows a time relationship between the first clause and the second. In the second sentence the conjunctive adverb however shows a relationship of contrast between the two clauses. In the first sentence, and joins the two clauses and in the second sentence, a semicolon joins the two clauses.

A conjunctive adverb can also begin a new sentence, as follows:

- ▶ Their favorite novels were about the sea. For example, they really enjoyed *Moby Dick* and *The Old Man and the Sea*.

While For example begins a new sentence in this example, it nevertheless relates back to the preceding sentence and illustrates it.

Here are the most common conjunctive adverbs, according to function:

1. Time: *then, next*

Example:

- ▶ First, we visited the Washington Monument, and then we toured the White House.

2. Addition: *also, moreover, furthermore*

Example:

- ▶ We saw Darussalam Mosque, and also we got to see some of the exhibits in front of the mosque as well.
- ▶ We saw Darussalam Mosque; moreover, we got to see some of the exhibits in front of the mosque as well.

3. Result: *consequently, thus, therefore*

Example:

- ▶ Summer vacation begins on the first of June; consequently, I cannot begin to work until then.

4. Contrast: *however, nevertheless, on the other hand*

Example:

- ▶ Sulaiman originally planned to join us; however, he later changed his mind.

5. Illustration: *for example, for instance*

Example:

- ▶ We have many privileges in this country that we take for granted; for example, almost everyone has easy access to a public library.

Note that a comma follows most conjunctive adverbs, as shown in four of the examples above. However, a comma does not usually follow then or also.

Exercise 3

Combine the following pairs of sentences with *and, or, but* and a *conjunctive adverb* or with a *semicolon* and a *conjunctive adverb*. Use at least one conjunctive adverb from each of the five groups noted above. Supply commas as needed.

Example:

I have got to study first. After that I may go to the movies with you.

Combined ▶ I have got to study first, and then I may go to the movies with you. (Notice that after that is omitted)

I was not sick after eating the pizza. Marisa and Fatima missed two days of school.

Combined ▶ I wasn't sick after eating the pizza; however, Marisa and Fatima missed two days of school.

1. We had many things to talk about. The time passed quickly.
2. The poet Keats died in his midtwenties. His poetry is more valued than that of many a writer who lived to a ripe old age.
3. The Borobudur restaurant will probably be more successful now that it is in a better location. Its new management is first-rate.
4. Rahmat knows how to fix anything. He even fixed his grandfather's cuckoo clock.
5. It was only a small inexpensive gift. It was a well-chosen one.
6. I enjoy working in the early morning because I feel rested then. It's the only time the house is quiet.
7. Every day Mrs. Aziza picks whatever is ripe. After that she feeds the chickens.
8. Christy Brown was an Irish writer who was severely brain damaged from birth. He published several extraordinary books in his lifetime.
9. The day was clear and sunny. We decided to move the party out-of-doors.
10. Hundreds of people greet each other every day in the Tjilik Riwut airport. It is not the place to form a lasting relationship.

THE COMPLEX SENTENCES

In previous discussions, you learned about simple sentences and compound sentences. Now, in this discussion, you will study a third kind of sentence, called *complex sentence*.

Before you discuss complex sentence in detail, you should firstly learn about clauses.

Clause

Let's learn about clauses. A *clause* is a group of word that contains at least one subject and one verb. For example:

Anna left the party early. (*Clause*)

.....because she was tired. (*Clause*)

Do you know the kinds of clauses in English? There are two kinds of clauses in English: independent and dependent. An *independent clause* can be a sentence by itself. *Independent clause* is another name for simple sentence. For instance:

Anna left the party early. (*Independent Clause*)

Hold the cat's mouth closed. (*Independent Clause*)

A *dependent clause*, in contrast, cannot be a sentence by itself because its meaning is not complete. A *dependent clause* "depends" on something else to complete its meaning. For example:

...because she was tired (*Dependent Clause*)

...while you count to ten (*Dependent Clause*)

A Complex Sentence

A *complex sentence* is a combination of one independent clause and one (or more) dependent clause(s). For example:

Anna left the party early because she was tired.

(*Independent Clause*) (*Dependent Clause*)

Hold the cat's mouth closed while you count to ten.

(*Independent Clause*) (*Dependent Clause*)

In a complex sentence, when the dependent clause comes first, separate then clauses with a comma. When the independent clause comes first, do not separate them. For instance:

Because she was tired, Anna left the party early.

Anna left the party early because she was tired.

Subordinator

A dependent clause always begins with *a subordinating word*, or *subordinator*. There are different kinds of subordinators. **Time subordinators** begin a clause that tells when something happens. **Reason subordinators** begin a clause that tells why something happens. **Place subordinators** begin a clause that tells where something happens or where something is located. To be clearly discussed, let's see the table showing those categorizations.

Kind of Subordinators	Subordinators	Example
Time Subordinators	after	He goes to school after he finishes work.
	as	Several overcrowded buses passed as we were waiting.
	as soon as	She felt better as soon as she took the medicine.
	before	Before you apply to college, you have to take an entrance exam.
	since	It has been a year since I left home.
	until	We can't leave the room until everyone has finished the test.
	when	When you start college, you sometimes have to take a placement test.

	whenever	Whenever I don't sleep well, I feel sick the next day.
	while	Several overcrowded buses passed while they were waiting.
Reason Subordinators	because	Jack excels at sports because he trains hard.
	since	Since she works out daily, Jill is in great condition.
	as	As they want to compete in a marathon, they run every day.
Place Subordinators	where	I can never remember where I put my house keys.
	wherever	A baby animal follows its mother wherever she goes.

Complex Sentence with Adjective Clause

You can make complex sentence with adjective clause. Do you know adjective clause? Let's discuss it. *Adjective clauses* are dependent clauses. They are called adjective clauses because, like adjectives, they modify nouns and pronouns. They begin with the words *who*, *whom*, *which*, and *that*, among others. These words are called *relative pronouns*, and *adjective clauses are also called relative clauses*. An adjective clause joined to an independent clause makes **a complex sentence**.

Because we use adjective clauses to give more information about a noun, they are very useful in writing definitions, for examples:

1. Propaganda is a form of communication that tries to influence people's thinking and actions.
2. Sadie Hawkins' Day is a day when women can invite men to dance or to go out on a date.
3. Latino music, which has many different styles and artists, is becoming increasingly popular in the United States.

All three sentences above are complex sentences with adjective clauses. Sentence 1 and 2 are complex sentences with *necessary adjective clauses*. Meanwhile, sentence 3 is a complex sentence with *an extra information adjective clause* like appositives.

Appositives

Do you recognize appositives? *Appositives* are nouns or noun phrases that rename a preceding noun or noun phrase. For instance:

They set up a special table on which they display seven foods with names beginning with the letter *s* in Farsi, **the language of Iran**.

In above sentence, *Farsi* and *the language of Iran* are the same things. *The language of Iran* is appositive.

Appositives are very useful in writing definitions because they give the reader more information about your topic concisely (without a lot of extra words). Let's see the example.

Fudge, **a delicious chocolate candy**, was invented as a result of a cooking mistake.

In above sentence, *a delicious chocolate candy* is appositive which tells readers more information about the topic discussed.

Appositives can be necessary information or extra information. Consider this sentence:

My friend **Fairuz** got married last week.

In this sentence, *Fairuz* is an appositive because *Fairuz* and *my friend* are the same person. *Fairuz* is a **necessary appositive** because it is necessary to identify which friend got married. If you omit the word *Fairuz*, you don't know which friend got married.

Now, consider this sentence:

Fairuz, **my friend**, got married last week.

In this sentence, the appositive is *my friend*. It is **extra information** because the name Fairuz already identifies the person who got married. If you omit *my friend*, you still know who got married. The fact that he

is the writer's friend is not necessary to identify him. It is merely **extra information**.

If there is only one of an item, it is unnecessary to identify it further, so *appositives of one-of-a-kind items are always extra information*. For example, Earth has only one moon, so any appositive of *the Moon* in a sentence would be **extra information**. Similarly, adjectives such as *tallest*, *strongest*, *oldest*, and *most interesting* automatically make the following noun one of a kind. Have a look at the following examples.

The Moon, **Earth's only natural satellite**, orbits Earth about once a month.

The highest mountain in North America, **Mount McKinley**, is in Alaska.

The appositive *Mount McKinley* is **extra information** because it follows *the highest*, and there can be only one "highest." And, now let's see the example:

I have three sons. My son **Ubaid** looks like me.

Ubaid is **necessary information** because there are three sons, and the name *Ubaid* is necessary to identify which son.

Exercise 4

Identify and punctuate appositives.

Step 1 Underline the appositive in each of the following sentences.

Step 2 Decide whether it is necessary or extra information, and write NI for *necessary information* or EI for *extra information* on the line.

Step 3 Add commas around unnecessary appositives.

1. The planet Pluto is more than 2.5 billion miles from Earth. (NI)
2. Pluto, the most distant planet from Earth, is more than 2.5 billion miles away. (EI)
3. Venus the closest planet to Earth is only 25 million miles away.

4. The largest planet in the universe Jupiter is eleven times larger than Earth.
5. Astronomers scientists who study the stars discovered a tenth planet in our solar system in 2005.
6. The Moon is Earth's only natural satellite, but the planet Saturn has at least twenty-two satellites.
7. Since the first artificial satellite Sputnik 1 was launched by Russia in 1957, thousands of space probes, satellites, and telescopes have been sent into space.
8. Also, millions of pieces of space junk man-made garbage zoom around Earth at speeds of up to 25,000 miles per hour.

Important Points about Adjective Clause

Do you still remember to make complex sentence with adjective clause? You can make complex sentence with adjective clauses by combining two sentences. Take an example:

January is an initial month of the year.

January is a national holiday

Combined ▶ January, **which is a national holiday**, is an initial month of the year.

The clause *which is a national holiday* is an adjective clause that modifies the noun *January*. The modified noun is called the **antecedent**. So, the *antecedent* in the sentence is *January*.

Here are some important points to know about adjective clauses.

1. Place an adjective clause after its antecedent and as close to it as possible to avoid confusion.

Example:

Confusing → He left the car on the street that he had just bought.
(*Did he buy a car or a street?*)

Clear → He left the car that he had just bought on the street.

2. When a relative pronoun is the subject of the adjective clause, make the verb in the clause **agree with** its antecedent.

Example:

A teacher who teaches young children needs a lot of patience.

Teachers who teach young children need a lot of patience.

3. Don't use double pronouns.

Example:

Last night we watched reruns of Friends, which ~~it~~ is my favorite TV show.

4. When you make an adjective clause, choose an appropriate relative pronoun. Let's discuss it.

Subject Pronouns: *who*, *which*, and *that*

When a relative pronoun is the subject of an adjective clause, choose a subject pronoun: *who*, *which*, or *that*.

	People	Things
Extra Information	who	which
Necessary Information	who that (informal)	Which that

The function of subject pronouns: *who*, *which*, and *that*:

- *Who* is used for people.
- *Which* is used for things.
- *That* is used for people and things.
- Use *that* for people is informal.
- Use *that* in necessary clauses only.

To understand subject pronouns: *who*, *which*, and *that* used in adjective clause to write complex sentences, let's follow the examples below.

Extra Information

The Nobel Prizes are named for Alfred Nobel.

He was a citizen of Sweden.

Combined ▶ The Nobel Prizes are named for Alfred Nobel, **who was a citizen of Sweden.**

April Fool's Day is a day for playing tricks on your friends.

It is on April 1.

Combined ▶ April Fool's Day, **which is on April 1**, is a day for playing tricks on your friends.

Necessary Information

The student is from Indonesia.

She got the best score on the last test.

Combined ▶ The student **who got the best score on the last test** is from Indonesia.

Combined ▶ The student **that got the best score on the last test** is from Indonesia.

Leap Day is a special day.

It happens only every four years.

Combined ▶ Leap Day is a special day **which happens only every four years**.

Combined ▶ Leap Day is a special day **that happens only every four years**.

Object Pronouns: *whom, which, that, and \emptyset (no pronoun)*

When the relative pronoun is an object in an adjective clause, choose the object pronoun *whom, which, or that*, or use *no pronoun*.

	People	Things
Extra Information	whom	which
Necessary Information	whom that (informal) \emptyset	Which That \emptyset

The function of object pronouns: *whom, which, that, and \emptyset (no pronoun)*:

- *Whom* is used for people. Informally, *who* is used instead of *whom*.
- *Which* is used for things.
- *That* is used for people and things.
- Use *that* for people is informal.

- Use *that* in necessary clauses only.
- You may omit an object relative pronoun in necessary clauses only.
- Notice that an object pronoun is placed at the beginning of the adjective clause, before the subject.

To understand object pronouns: *whom*, *which*, *that*, and \emptyset (*no pronoun*) used in adjective clause to write complex sentences, now let's see the examples below:

Extra Information

Professor Lee is my English teacher.

We saw **him** at the supermarket.

Combined ▶ Professor Lee, **whom we saw at the supermarket**, is my English teacher.

Boxing Day is unknown in the United States.

People in Canada, Great Britain, and many other English-speaking countries celebrate **Boxing Day**.

Combined ▶ Boxing Day, **which people in Canada, Great Britain, and many other English-speaking countries celebrate**, is unknown in the United States.

Necessary Information

The person is my teacher.

We saw **her** at the supermarket.

Combined ▶ The person **whom we saw at the supermarket** is my English teacher.

Combined ▶ The person **that we saw at the supermarket** is my English teacher.

Combined ▶ The person **we saw at the supermarket** is my English teacher.

The film was long.

We saw **it** last week.

Combined ▶ The film **which we saw last week** was long.

Combined ▶ The film **that we saw last week** was long.

Combined ▶ The film **we saw last week** was long.

Clauses with *when*

You can begin a clause with *when* to give more information about a time.

	Time
Extra Information	When
Necessary Information	When

The function of *when*:

- *When* replaces a prepositional phrase or the word *then*.
- *When* can begin both extra and necessary-information clauses.

To understand *when* used in adjective clause to write complex sentences, now let's see the examples below:

Extra Information

A popular day with children is Halloween.

They dress up in costumes and get candy from neighbors **on Halloween**.

Combined ▶ A popular day with children is Halloween, **when they dress up in costumes and get candy from neighbors**.

Necessary Information

Ramadan is a time.

Muslims fast **then**.

Combined ▶ Ramadan is a time **when Muslims fast**.

SUMMARY

A sentence is a group of words that (1) contains at least one subject and one verb and (2) expresses a complete thought.

A simple sentence is a sentence that has **one subject-verb** pair. In an English sentence **it must agree between the subjects and verbs.**

There are **four possible formulas** in a simple sentence:

1. SUBJECT VERB
2. SUBJECT and SUBJECT VERB
3. SUBJECT VERB and VERB
4. SUBJECT and SUBJECT VERB and VERB

A Fragment is an incomplete sentence or sentence error. In the daily writing class, it is also called sentence fragment.

A compound sentence is a sentence that is composed of at least two simple sentences joined by a comma and a coordinating conjunction.

A compound sentence consists of two or more independent clauses, each with its own subject and verb, each able to stand alone.

A compound sentence may be constructed by using coordinating conjunction, semicolon, and conjunctive adverbs.

A complex sentence is a sentence that is a combination of one independent clause and one (or more) dependent clause(s).

A complex sentence may be constructed with adjective clause.

ASSESSMENT

A. Simple Sentence

1. What do you know about a sentence and a simple sentence?
2. Identify the formula of the following simple sentences by underlining the subjects with one line and the verb with two lines.

- a. My name is Muhammad Kamil.
 - b. I was born and lived in Palangka Raya town.
 - c. My youngest brother and sisters visit me every month.
 - d. None of my brothers are married.
 - e. Titanic movie and Star Wars movie were played and entertained audiences several years ago.
3. The following paragraph contains fragments. Identify the fragments and correct them by supplying the necessary subjects and verbs:
As you go through the front door of my dream house, you first enter the living room. Has a huge picture window opening on a garden. There two distinct areas within this room. One area contains an overstuffed, floppy sofa with three pieces that join together. The other area, a 60" television screen and all the component parts of the latest stereo equipment.
4. Write simple sentences using the following verbs. Underline the subject(s) once and the verb(s) twice.
- a. (strutted)
 - b. (teased and flirted)
 - c. (loves)
 - d. (Rohana and I)
 - e. (comes and goes)

B. Compound Sentence

1. Decide which of the following sentences are compound sentences and which are simple sentences. Write CS or SS on the line at the left. Then add commas to the compound sentences.
 - a. A long time ago, high in the Alps, an old man lived with his goat, Blanchette. (SS)
 - b. She was a wonderful white goat and was very kind to her master, Monsieur Seguin.
 - c. They had lived together for many years.
 - d. Blanchette was always fastened to a tree.
 - e. She was often sad and sometimes she didn't eat her food.
 - f. Every day, she looked at the big mountains and dreamed of being free to explore them.

- g. One day, she asked her master for more freedom.
 - h. "You can tie me with a longer rope or you can build a special enclosure for me," said Blanchette.
 - i. At first, he tied her with a longer rope. but Blanchette was still sad.
 - j. A few days later, he built a special enclosure.
 - k. For a while, Blanchette was very happy about this decision but soon the enclosure seemed very small in front of the big mountains.
 - l. One summer morning, Blanchette decided to leave for the mountains so she jumped out of the enclosure and ran away.
 - m. "I am free," she said.
 - n. She ate many varieties of plants and enjoyed meeting new friends.
 - o. All day, she ran in the Alps.
 - p. Finally, the sun set behind the hills.
2. For each set of sentences, make a compound sentence or a simple sentence with two verbs. Use the coordinating conjunction **and**, **but**, **or**, or **so** to join the sentences. Punctuate carefully. There may be more than one way .to combine some of the sentences.
- a. It became very dark. Fatim was suddenly afraid.
 - b. She heard a noise. She decided to go back to her enclosure.
 - c. She walked for a long time. She couldn't find the road.
 - d. Finally, she became very tired. She tried to rest. Her fear prevented her from sleeping. (Combine all three sentences.)
 - e. Suddenly, a wolf appeared. The wolf looked at her hungrily.
 - f. She shouted for help. No one heard her.
 - g. The wolf ate Blanchette. The poor old man never saw his little goat again.
 - h. Blanchette wanted to be free. Freedom can be dangerous when we disobey.
3. Join the two sentences in each of the following pairs by using a comma and one of these coordinating conjunctions: **yet**, **for**, **nor**.

- a. Muslims do not drink alcohol. They do not eat pork.
 - b. Some Christians do not work on Sunday. Sunday is their day to worship.
 - c. People who believe in the Hindu religion do not eat beef. They believe that cows are sacred.
 - d. Muslim men are permitted to have four wives. Few of them have more than one.
 - e. Buddhist monks do not marry. They do not own property.
4. Write your own compound sentences using the following conjunctive adverbs to relate the two independent clauses: *then, however, for example, also, nevertheless, therefore, moreover*. Use commas as necessary.

C. Complex Sentence

1. Identify the parts of the following complex sentence.

Step 1 Underline independent clauses with a solid line and dependent clauses with a broken line.

Step 2 Circle the subordinators.

Step 3 Add a comma if necessary.

- a. Whenever astronauts leave Earth's atmosphere they experience weightlessness.
- b. Astronauts often feel seasick when they first experience weightlessness.
- c. Astronauts must exercise on special machines while they are orbiting Earth in their spacecraft.
- d. When the first Russian cosmonauts exited their spacecraft, they had to be carried because they could not walk.
- e. The students were silent as the teacher handed out the test.
- f. The students worked on the test problems until the teacher told them to stop.
- g. As soon as the teacher told them to stop writing they put down their pencils.
- h. After the teacher collected the tests she dismissed the class.

- i. Before she left she promised to post their scores where students could view them.
 - j. Since noise can change the heart rate and increase blood pressure it is harmful to the body.
 - k. Loud noise is especially harmful as it damages the ear drums.
 - l. Rock musicians and construction workers can lose their hearing because they are exposed to loud noise over long periods of time.
2. Write six complex sentences of your own. Use a different subordinator in each sentence. Write three sentences with the dependent clause first, and three sentences with the independent clause first.
 3. Write complex sentences with adjective clauses on your own. Define each of the following words with a sentence that contains an adjective clause. Use the words in parentheses to build your definition. Look up the words you don't know in a dictionary. All your sentences will be necessary.
 - a. fortune teller (a person)
A fortune teller is a person who can see into the future.
 - b. coach (a person)

 - c. travel agents (people)

 - d. MP3 players (devices)

 - e. fork (a utensil)

 - f. chopsticks (utensils)

 - g. (day/time)

(Write in a special day or period of several days in your culture.)

Unit

2 Paragraph Structure

LEARNING OBJECTIVES

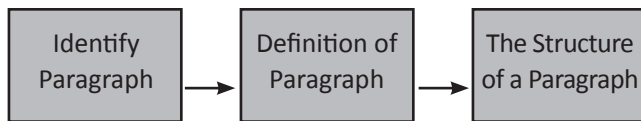
After learning this material, it is expected that you are able to

1. Identify paragraph in a passage
2. Identify the structure of a paragraph
3. Define the meaning of paragraph
4. Write a simple paragraph

DESCRIPTION

This unit discusses: (1) the definition of a paragraph, and (2) the structure of a paragraph.

CONCEPT MAP



RELEVANCY

This unit discusses the definition of a paragraph and the structure of a paragraph. The discussion in this unit is as a basis of the discussion on the next units: unity and coherence. To learn the unity and coherence of paragraph that will be learnt in the next unit, students must firstly

understand the concept of paragraph and the structure of a paragraph. The knowledge about paragraph is also as foundation in learning paragraph writing, which will be given in the next units.

KEYWORDS

Paragraph

Paragraph structure

THE DEFINITION OF PARAGRAPH

Well, students, when we start writing, we should know about the paragraph, its form, its structure, its body, and its qualities, because most writing is divided into paragraphs. Paragraph let the readers know where idea ends and another begins. *The purposes of paragraph* are to give information, to explain something, to tell a story, and to convince someone that our idea is right. The following are the definitions of paragraph.

A paragraph is a set of related sentences that work together to express or develop an idea (Trimmer & Sommer, 1984:193). A paragraph is a series of sentences developing one topic (Warriner, 1973:388). A paragraph is a group of sentences dealing with a single topic or idea (Littell, 1985:127). Moreover, Bailey (2011:78) states that a paragraph is a group of sentences that deal with single topic.

THE STRUCTURES OF A PARAGRAPH

A paragraph has, at least, three major structural parts: *a topic sentence, supporting sentences, and a concluding sentence.*

Topic Sentence

A topic sentence is a clear statement that gives the main idea. Here are two hints for writing a good topic sentence. First, get the reader's attention. Second, avoid unnecessary word. A topic sentence is a sentence that states the main idea of the paragraph. It should be carefully worded to express a limited main idea. It helps us focus our idea and helps the readers understand the main idea quickly. It also functions control the content of the paragraph.

A *topic sentence* does not always have to come at the beginning of the paragraph. It can come at the middle or at the end. It is the most important sentence in the paragraph. Usually, it consists of a complete sentence that contains a subject, a verb, and usually a complement, and express a complete thought.

A topic sentence contains both the topic and the controlling idea. A topic is basically the subject of the paragraph. It is what the paragraph is about. The controlling idea is the central idea that is developed in a paragraph. The controlling idea limits or restricts the information that can be included in a paragraph. It is the summary of all the information, which is contained in its paragraph. In a paragraph the controlling idea must be completely developed and explained. Finally, we can conclude that the topic sentence is the sentence that expresses the main idea of the paragraph (D'Angelo, 1980:330). The controlling idea makes a specific comment about the topic, which indicates what the rest of the paragraph will say about the topic. It limits or controls the topic to the specific aspect of the topic to be discussed in the space of a single paragraph.

Supporting Sentences

Supporting sentences are the sentences that give more information about the topic sentence. They develop the topic sentence. They also called development sentences. All the sentences must be related to the topic sentence. They explain the topic sentence by giving reasons, illustration, examples, facts, statistics, and quotation.

There are at least *two kinds of the supporting sentences*. First, a major support sentence. It develop the controlling idea of a paragraph by telling the reader something new or different about the idea. It directly supports the controlling idea by making the idea more easily understood. Second, a minor support sentence develops its major support sentence and helps its major support sentence develop the controlling idea. It directly supports its major support sentence by making it more easily understood. Besides, it directly supports the controlling idea of the paragraph by helping its major support sentence to make the idea more easily understood (Hamid et al., 1986:3.57).

Concluding Sentence

Usually, a paragraph ends with a conclusion or summary. A *conclusion* is a judgment based on the evidence and must be logical. The last sentence of a paragraph is concluding sentence. It does not add new information to the paragraph. It repeats the main idea or idea using slightly different word. It signals the end of the paragraph and summarizes the important point briefly. Sometimes we use an end-of- paragraph signals as follows: *in conclusion, in summary, finally*, and so on.

A *good concluding sentence* brings a paragraph to a smooth close. It may give a summary of the main idea or state the topic sentence again. A concluding sentence also gives a final comment on the topic and leaves the reader with the most important idea to think about.

There are at least two different types of concluding sentence. First, paraphrases the topic sentence: i.e. the concluding sentence repeats the main idea of the topic sentence in different words. Second, summarizes the two main points of the paragraph, which are not specifically stated in the topic sentence.

There are some steps for building the paragraph. First, selecting the topic. Second, writing a general statement (topic sentence) about the topic. Third, jotting down possible details about the topic. Fourth, developing those details into supporting sentences. Fifth, reading the whole paragraph and make whatever changes we feel will improve our writing (Ezor & Lewis, 1984:29). Here is a model of paragraph.

How to Pick the Perfect Class Schedule

When you study in Islamic college, you should know how to select the perfect schedule. By following a few simple procedures, you can begin any semester with the right courses at the most convenient times. First, you must find the right courses. These are the ones that combine the least amount of work with the fewest tests and the most lenient professors. Second, when you have accumulated lists of essay instructors and subjects, you can begin to block out time periods. The ideal schedule will vary according your individual needs. Finally, you must outsmart the registration process.

You want your ideal schedule to pass through official channels untouched. The main way to do this is to register earlier. By following these suggestions, any students can pick the perfect class schedule. College can thus become a nonirritating, almost pleasant activity that disrupts your real life as little as possible.

SUMMARY

A paragraph is a series of closely related sentences discusses one single idea. These sentences adequately develop the central or controlling idea of the paragraph. The central or controlling idea, usually stated in a topic sentence, is necessarily related to the purpose of the whole composition.

A well-written paragraph has several distinguishing characteristics: clearly stated or implied topic sentence, adequate development, unity, coherence, and an appropriate organizational strategy. The body of the paragraph develops the main idea with particular facts, details, and examples.

A good paragraph has a topic sentence, supporting sentences, and a concluding sentence and it has three essential functions such as to develop the controlling idea stated in the topic sentence, to break material into logical unit, and to create physical breaks on the pages, which usually assist the reader.

ASSESSMENT

Answer the questions.

1. What is meant by paragraph?
2. What is a topic sentence?
3. What is supporting sentences?
4. What is a concluding sentence?
5. What is meant by a controlling idea?

6. Browse the Internet. Find a model of paragraph. Analyze the paragraph by determining the topic sentence, the supporting sentences, and the concluding sentence.
7. Write a paragraph about 100-150 words. The topic is *The Happiest Event in My Life*. Your paragraph should cover: a topic sentence, supporting sentences, and a concluding sentence

Unit

3 Unity and Coherence

LEARNING OBJECTIVES

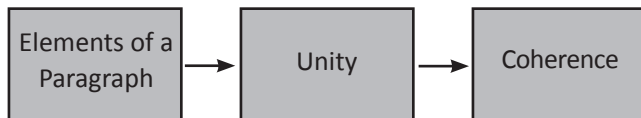
After learning this material, it is expected that you are able to

1. Identify unity of a paragraph in a passage
2. Identify coherence of a paragraph in a passage
3. Define meaning of unity and coherence paragraph
4. Write a simple paragraph having unity and coherence

DESCRIPTION

This unit discusses: (1) the unity of a paragraph, and (2) the coherence of a paragraph.

CONCEPT MAP



RELEVANCY

This unit discusses the elements of a paragraph: unity and coherence. The discussion in this unit is as a basis of the discussion on the next units: prewriting strategies. To learn prewriting strategies in paragraph writing that will be

learnt in the next unit, students must firstly understand the concept of unity and coherence of a paragraph. The knowledge of paragraph unity and paragraph coherence is also as foundation in learning paragraph writing, which will be given in the next units.

KEYWORDS

Elements of a paragraph

Unity

Coherence

THE UNITY

Okay class, the previous meeting discussed the structure of a paragraph covering: *a topic sentence, supporting sentences, and a concluding sentence*. Today, we are going to discuss the other elements of a paragraph. In addition to the structure of a paragraph, a good paragraph should have *unity and coherence*.

Well, do you know unity? Let's discuss it. *Unity* means that the ideas of the supporting sentences are all clearly connected to the main idea expressed in the topic sentence. In the other word, all the details are relevant to the one controlling idea. Unity in a paragraph requires consistent development of the idea that our paragraph intends to explain. The paragraph as a whole should focus on that idea. The best way to keep our paragraph unified is to be sure of what we intended to do. One way to make our intention clear is to begin with a topic sentence. By beginning paragraph with a topic sentence we immediately signal to our reader the main idea that we will develop in that paragraph. On the other hand, we cannot include any information that does not directly support the topic sentence.

THE COHERENCE

Literally, the word coherence means, "sticking together". *A paragraph is coherent* when the sentences are woven together in such a way that our reader can move easily from one sentence to the next and read the paragraph as an integrated whole (Trimmer & Sommer, 1984:20). *A paragraph coheres –holds together* - when the sentences are arranged

in a clear, logical order, and when the sentences are related like links in a chain (Fawcett & Sandberg, 1988:2). A *coherence paragraph* contains sentences that are logically arranged and flow smoothly. The connections between sentences are made in three ways, called cohesive elements such as: repetition of key words, use a reference word (a word referring to another word), use of a transition word (a word that acts a bridge between sentences).

Model of a Good Paragraph

The following is an example of good paragraph

My Father

My father was a master of Islamic storyteller. He could tell a fine old story of the prophets that made my feeling very impressive and aroused my spirit. He could tell about the struggle of the prophets that made me feel very peaceful, and be grateful for own life. He could tell stories of the history of Adam and Eva, the history of Moses, the history of Noah and Abraham. He also could tell a story of the history of Islam's growth in Islamic states all over the world. His memory detailed every event of ten or twenty years or more before, just as if it happened yesterday. All in all he was good at it (Adapted from Littell, 1985:127).

This is a well-organized and well-written paragraph. In the beginning of the sentence, the writer states, my father was a master of Islamic story- teller. In the remaining sentences, the writer supports that idea by describing the many kinds of Islamic stories that his father told. The following is further explanation.

Topic : My father

Controlling idea : A master of Islamic story- teller.

Supporting sentences :

- a. He could tell a fine old story of the prophets.
- b. He could tell a story about the struggle of the prophets.

- c. He could tell a story of the history of Adam and Eva, Moses, Noah, and Abraham.
- d. He could tell a story of the history of Islam’s growth in Islamic states all over the world.

Concluding sentence: All in all, he was good at it.

Unity :All supporting sentences are clearly connected to the topic sentence.

Coherence :The sentences above are arranged in a clear and a logical order.

Completeness :It provides a complete explanation to make the readers understand.

Order :The paragraph above follows a consistent order. All sentences are written in past forms.

SUMMARY

A good paragraph should have unity and coherence.

Unity means that the ideas of the supporting sentences are all clearly connected to the main idea expressed in the topic sentence. The best way to keep our paragraph unified is to be sure of what we intended to do. One way to make our intention clear is to begin with a topic sentence.

Coherence means, “sticking together”. A paragraph is coherent when the sentences are woven together in such a way that our reader can move easily from one sentence to the next and read the paragraph as an integrated whole.

A paragraph coheres –holds together - when the sentences are arranged in a clear, logical order, and when the sentences are related like links in a chain. A coherent paragraph contains sentences that are logically arranged and flow smoothly

ASSESSMENT

Answer the questions.

1. What does unity mean?
2. What does coherence mean?
3. Browse the Internet. Find a model of paragraph. Analyze the unity and coherence of the paragraph.
4. Write a paragraph about 100-150 words. Your paragraph should require: unity and coherence. The topic is *How to Study in College Level*.

Unit

4 Paragraph Writing

LEARNING OBJECTIVES

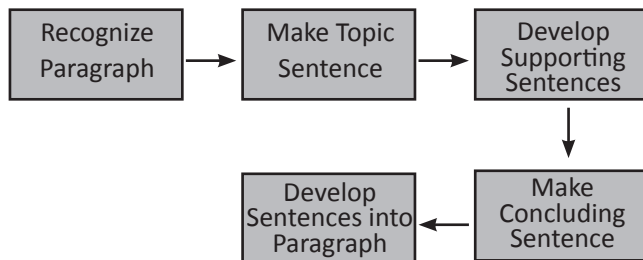
After learning this material, it is expected that you are able to

1. Identify paragraph structure
2. Make topic sentence
3. Develop supporting sentences
4. Make concluding sentence
5. Develop sentences into a paragraph

DESCRIPTION

In this unit it will be discussed (1) recognizing paragraph, (2) how to make topic sentence, (3) how to develop supporting sentences, (4) how to make concluding sentence, and (5) how to develop sentences into a paragraph.

CONCEPT MAP



RELEVANCY

The discussion in this unit is as basis of the discussion on the next units. To learn how to write paragraph through the process of writing that will be discussed in the next unit; you should understand the concept of paragraph writing such as recognizing paragraph, making topic sentence, develop supporting sentences, making concluding sentence, and developing sentences into a paragraph. The knowledge of paragraph writing is also as foundation in learning how to develop paragraph in various types of paragraph that will be provided in the next units.

KEYWORDS

Paragraph writing

Topic sentence

Supporting sentences

Concluding sentence

Paragraph development

RECOGNIZING PARAGRAPH

Do you still remember with the discussion of paragraph in the previous unit? Let's remind you all about it. **A paragraph** is a group of related sentences that develops one main idea, which is the topic of the paragraph. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

The following is a model of paragraph structure. It contents all of the elements of good paragraph. Let's read it carefully.

Model 1: Paragraph Structure

Gold

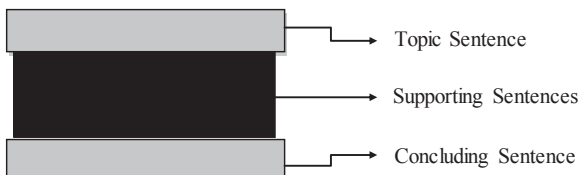
Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian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

To build up a good paragraph you should recognize the elements of paragraph. Let's discuss it. There are two elements to develop a paragraph, main element and additional element.

Main Elements of Paragraph

A paragraph has three structural parts – a topic sentence, supporting sentences, and a concluding sentence. They are named the main element. The **topic sentence** tells what topic the paragraph is going to discuss. The **supporting sentences** give details about the topic. Meanwhile, the **concluding sentence** summarizes the main points or restates the topic sentence in different words.

Let's see the following diagram of a paragraph. A paragraph is like a sandwich. The topic sentence and concluding sentences are the two pieces of *bread* enclosing the *meat* – the supporting sentences.



Additional Elements of Paragraph

In addition to the three structural parts of a paragraph in the previous discussion, a good paragraph also has the elements of *unity* and *coherence*. Let's discuss it.

Unity means what you discuss only **one main idea** in a paragraph. The main idea is stated in the topic sentence, and then every supporting sentence develops that idea. If, for instance, you introduce in your topic sentence that you are going to discuss two important characteristics of gold, discuss only those. Do not discuss anything else such as the price of gold, the history of gold, or gold mining.

Coherence means that your paragraph is easy to read and understand because (1) your supporting sentences are in some kind of logical order, and (2) your ideas are connected by the use of appropriate transition signals. For example, the model of paragraph about *gold*, there are two main supporting ideas, those are, *gold is beautiful* and *gold is useful*. Each of these supporting ideas is discussed, one after the other, and an example is given for each one. This is one kind of logical order. Furthermore, the relationship between the ideas is clearly shown by using appropriate transition signals (words and phrases) such as "first of all," "another important characteristics," "for example," and "in conclusion."

All in all, a well-written paragraph contains five elements: *the first three elements are called main elements* (topic sentence, supporting sentences, and concluding sentence), and *the last two elements are called additional elements* (unity and coherence).

Exercise 1

Let's discuss the following questions.

1. What do you know about paragraph?
2. What are the components of paragraph?
3. Observe the model of paragraph (Model 1), and then identify
 - a. the topic sentence of the paragraph
 - b. the supporting sentences of the paragraph
 - c. the concluding sentence of the paragraph,
4. Is the model of paragraph unity and coherence? If yes, how do you know about it?

HOW TO MAKE TOPIC SENTENCE

Now, let's talk about how to make topic sentence as one of the main elements of a good paragraph.

Do you still remember about topic sentence that was discussed in the previous unit? Let's discuss it to remind you. A *topic sentence* is the most important sentence in a paragraph. It briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is helpful guide to both the writer and the reader. The writer can see what information to include and exclude. Meanwhile, the reader can see what the paragraph is going to be about and is therefore better prepared to understand it.

Every good paragraph has a topic sentence, which clearly states the topic and the controlling idea of the paragraph. It is a complete sentence and is usually (but not always) the first sentence in the paragraph.

Tips to Make a Topic Sentence

There are three important points you remember when you make a topic sentence. Let's discuss them.

1. It should be a complete sentence

A topic sentence is a complete sentence; that is, it contains a subject, a verb, and (usually) a complement. Let's see the Table.

Topic Sentences (Complete Sentences)	Not Topic Sentences (Not Complete Sentences)
1. Driving on freeways requires skills and alertness.	5. Driving on freeways.
2. Gold has five characteristics.	6. The characteristics of gold.
3. Living in college dormitory gives several advantages.	7. The advantages of living in college dormitory.
4. Registering for college will be a new experience for students.	8. How to register for college.

Example:

No. 1. Driving on freeways requires skills and alertness. (*Topic sentence*)

S V O

No. 5. Driving on freeways. (*Not topic sentence*)

2. It should contain a topic and a controlling idea

A topic sentence should have two parts—a **topic** and a **controlling idea**. The topic names the subject of the paragraph, while the controlling idea tells what the paragraph will say about the topic. It is called *controlling idea* because it controls or limits the topic to a very specific point or points to be discussed in the space of a single paragraph.

Example:

1). Driving on freeways requires skills and alertness.

topic controlling idea

2). Gold has five characteristics.

topic controlling idea

3). Living in college dormitory gives several advantages.

topic controlling idea

4). Registering for college will be a new experience for students.

topic controlling idea

5). Some marriages are a union of two families.

topic controlling idea

3. It should give only the main idea, not too specific and not too general

A topic sentence gives only the main idea; therefore, it is the most general statement in the paragraph. It does not give any specific details. However, *a topic sentence is neither too general nor too specific.*

Example:

- 1). *Marriage is an event in a person's life.* (Too general)
→ Why? Because there is no specific controlling idea. The reader has no idea what the paragraph will say about marriage except that it happens.
- 2). *The average age for people in the United States to marry in the year 2000 was 25 for a woman and 27 for a man.*
(Too specific)
→ Why? Because it gives details that should come later in the paragraph.
- 3). *The average age for people in the United States to marry has changed in the past 100 years.* (Good)
→ Why? Because it gives the reader a hint that the paragraph will discuss changes in the ages when people marry.

A good topic sentence tells something about the contents of the paragraph but none of the details.

The Position of the Topic Sentence

The topic sentence may be **the first or last sentence** in a paragraph. It is usually the first sentence of the paragraph. Experienced writers sometimes put topic sentence at the end, but the best place is usually right at the beginning. At the beginning of a paragraph it gives readers an idea of what they will read. This helps them understand the paragraph more easily.

The topic sentence may also be **the first and last sentence** in a paragraph—"Sandwich style." A "sandwich-style" paragraph is especially helpful to your readers if the paragraph is very long. It also serves as a concluding sentence.

Let's observe the following model of paragraphs. Notice the different positions for the topic sentence in each paragraph. The topic sentences are underlined.

Model 2: The Position of Topic Sentence

The topic sentence is in the first sentence.

Hurricanes

Hurricanes, which are also called cyclones, exert tremendous power. These violent storms are often a hundred miles in diameter, and their winds can reach velocities or speeds of seventy-five miles per hour or more. Furthermore, the strong winds and heavy rainfall that accompany them can completely destroy a small town in a couple of hours. The energy that is released by a hurricane in one day exceeds the total energy consumed by humankind throughout the world in one year.

The topic sentence is in the last sentence.

Famous School “Failures”

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

The topic sentence is in the first and last sentence (as conclusion)

Synonyms

Synonyms, words that have the same basic meaning, do not always have the same emotional meaning. For example, the words “stingy” and “frugal” both mean “careful with money.” However, to call a person stingy is an insult, while the word frugal has a much more positive connotation or implied meaning. Similarly, a person wants to be slender but not skinny, and aggressive, but not pushy. Therefore, you should be careful in choosing words because many so-called synonyms are not synonymous at all.

Developing Topic Sentence from General Topic

Do you know how to develop topic sentence? Let’s discuss how to do it. Imagine that you are given the (general) topic “Friends” to write a paragraph about. “Friends” is too large topic for a paragraph, so you need to narrow it to smaller topic. One way to do this is to use **the Idea Listing Technique (ILT)**. (*Idea Listing Technique is one of the techniques you can use to get ideas. It is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don’t stop to wonder if an idea is good or not. Write it down! Keep on writing until the flow of ideas stops.*) **The Idea Listing Technique (ILT)** is completely discussed in Unit 8.

Well, now let’s get ideas through ILT. Let’s follow the following steps:

Step 1:

Make a list of every word or phrase that comes into your mind about the word “Friends” (words or phrases related to that topic). Your list might look like this:

Friends

kinds of friends
new friends
old friends

friends from school
casual friends
how to make friends?

best friend
childhood friends

what is a friend?

Step 2:

Choose one of the smaller topics (one of the items from your list). For instance, you might choose “What is a friend?”

Step 3:

Make a second list of words or phrases related to the smaller topic “What is a friend?” while thinking about that topic. Your list might look like this:

What is a Friend?

have fun with	is loyal
hang out with	can depend on
play sports with	ask device
share secrets	help each other
can trust	enjoy the same activities
share problems	like the same movies, sports

Step 4:

Choose the words or phrases you have listed. Any of those ideas (words or phrases) can be the controlling ideas for your topic sentences. For instance, you might choose:

Have fun with
Can trust
Enjoy the same activities

Step 5:

Make topic sentences using the words or phrases you have chosen. Your topic sentences might be as follows:

A friend is a person you have fun with
A friend is someone you can trust
A friend is a person who enjoys the same activities

Exercise 2

1. Write a topic sentence for each of the following topics. Remember the three important points to make a topic sentence.
 - a. The effect(s) of television on children.
 - b. The effect(s) of smoking on a person’s health.

- c. The benefits of living at college dormitory.
 - d. The characteristics of Islamic college.
 - e. The importance of a college education for your field of study.
2. Choose one of the general topics suggested. Develop your topic sentences using Idea Listing Technique (ILT) as discussed.
 - a. Education
 - b. Sport

HOW TO DEVELOP SUPPORTING SENTENCES

Okay class, you have already made topic sentence. Now, let's discuss how to develop supporting sentences.

Do you still remember what supporting sentences are? It has already been discussed in the previous unit. Okay, let's remind you about it. *Supporting sentences* develop the topic sentence. That is, they explain the topic sentence by giving more information such as reasons, examples, facts, statistics, and quotations. Supporting point sentences list the main points of the paragraph.

As you know, supporting sentences are the "meat" of a paragraph. They not only provide the details that prove the truth of your topic sentence, but they also make your writing rich and interesting. The various supporting sentences depend on the kind of text you will produce. Thus, they agree with the context of the text type.

For example, in a descriptive paragraph, the more details you include, the more clearly your readers will imagine what you are describing. Your details should appeal to the five senses. They should tell your readers how something looks, smells, sounds, feels, and tastes. You also write about colors, sizes, shapes, odors, noises, and textures.

Tips to Develop Supporting Sentences

How do you develop supporting sentences? To develop supporting sentences you can use *examples*. Giving *examples* is one of the ways to provide more information about the topic sentence. *Examples* illustrate the supporting point sentences. Examples are good support because they are specific; they make your meaning very clear.

How to give examples? To give examples you can use **the signal phrases**. They can introduce examples. At the beginning of a sentence, use *For example* or *For instance*, followed by a comma. In front of an example is just word or phrase (not an entire sentence). Also, in the middle of sentences you can use the prepositional phrase *such as*, not followed by a comma. Let's see the table below.

Signal Phrases for Examples	
Followed by a Comma	Examples
For example	<p>For example, the bride often wears a long <i>holoku</i> (wedding dress), and the groom wears a long-sleeved white shirt and pants with a red sash around his waist.</p> <p>For instance, there may be noisy firecrackers, a Chinese way of keeping bad spirits away.</p>
For Instance	
Not Followed by a Comma	
such as	<p>The bride's <i>lei</i> is traditionally made of white flowers such as <i>pikake</i> (jasmine), and the groom's is made of green <i>maile</i> leaves.</p>

Exercise 3

- Fill in the blanks with additional supporting sentences for a topic sentence. Add as many supporting points or details as you can by giving example.

<p><i>Topic sentence:</i> Owning a small car has several advantages</p>
<p><i>1. Supporting point sentence:</i> A small car is easier to park</p>
<p><i>Example:</i></p>
<p><i>Example:</i></p>

2. *Supporting point sentence:*

Example:

Example:

3. *Supporting point sentence:*

Example:

Example:

4. *Supporting point sentence:*

Example:

Example:

2. Give supporting sentences for the following topic sentences. Do it as example no. 1.
 - a. To keep your teeth healthy and your smile bright, do the following things.
 - b. Consider these four factors when planning a family vacation.
 - c. A good friend has three important qualities.
 - d. Avoid studying for a big test by taking the following actions.
 - e. A college education is important for these reasons.

HOW TO MAKE CONCLUDING SENTENCE

After learning how to make topic sentence and supporting sentences, now you should also learn how to write a concluding sentence so that you have a good conclusion of your paragraph. Do you still recognize what a concluding sentence is? A *concluding sentence* signals the end of the paragraph and reminds the reader of the main idea or leaves the reader with important points to remember. A concluding sentence is not absolutely necessary, but it is very often helpful to the reader because it signals the end of the paragraph and reminds the reader of your important points.

In short, a concluding sentence serves three purposes. (1) It signals the end of the paragraph. It is shown from the use of end-of-paragraph signals such as *in conclusion*, *in summary*, *finally*, etc. (2) It summarizes the main points of the paragraph. (3) It gives a final comment on your topic and leaves the reader with the most important ideas to think about.

Tips to Write a Concluding Sentence

How do you write a concluding sentence? To write a good concluding sentence there are three tips to help you. Here are those tips:

1. Begin with a conclusion signal

Most conclusion signals have commas after them; others do not. Let's see the example of using conclusion signals in the table.

Conclusion Signals	
Followed by a Comma	Examples
All in all, In brief, In conclusion,	All in all , Japanese food is both beautiful to look at and delicious to eat.

Indeed, In short, In summary, To conclude, To summarize, To sum up,	Indeed , many U.S. cities and regions have a special food for everyone to enjoy.
Not Followed by a Comma	
It is clear that ... These examples show that ... You can see that ...	You can see that fad diets do not work and may even damage a dieter’s health.

2. Remind your reader of the main idea by one of the following methods

Method 1 (Paraphrasing):

Repeat the idea in the topic sentence in different words. Do not just copy the topic sentence.

Example:

Topic Sentence: Successful bidding on eBay requires patience and strategy.

→ In brief, wait patiently and place your bid with precision timing, and you will be the winning bidder every time. (*Concluding Sentence*)

Method 2 (Summarizing):

Summarize the main point or points of the paragraph.

→ In conclusion, follow the steps I have outlined, and you will be the winning bidder every time. (*Concluding Sentence*)

3. Never end a paragraph by introducing a new idea.

Example:

→ In conclusion, you can spend a lot of money on eBay.
(It is not concluding sentence because it introduces a new idea)

Types of Concluding Sentence

The following models demonstrate two different kinds of concluding sentences. The first type is that **it paraphrases the topic sentence**. *The concluding sentence repeats the main idea of the topic sentence in different words.* The second one is that **it summarizes the main points of the paragraph**. *Those points are not specifically stated in the topic sentence.*

Model 3: Two Types of Concluding Sentence

It paraphrases the topic sentence

Synonyms

Synonyms, words that have the same basic meaning, do not always have the same emotional meaning. For example, the words “stingy” and “frugal” both mean “careful with money.” However, to call a person stingy is an insult, while the word frugal has a much more positive connotation or implied meaning. Similarly, a person wants to be slender but not skinny, and aggressive, but not pushy. Therefore, you should be careful in choosing words because many so-called synonyms are not synonymous at all.

It summarizes the main points of the paragraph

Gold

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

Exercise 4

Write concluding sentence of the paragraphs below through the following steps:

- Step 1** → Underline the topic sentence in each paragraph.
- Step 2** → Determine the main idea of each paragraph.
- Step 3** → Add a good concluding sentence to each. *You may either paraphrase the topic sentence or summarize the main points.*
- Step 4** → Begin each concluding sentence with *a conclusion signal*.

Paragraph 1

You can reduce gas consumption in your car by careful driving and good maintenance. Do not speed. Gas consumption is about 10 percent higher at 60 miles per hour than at 50 miles per hour and even greater at higher speeds. Avoid fast stops and starts because they wear your tires out in addition to using a lot of gas. Check your tire pressure often because underinflated tires reduce gas mileage considerably. Get your car turned up regularly because an inefficiently operating engine results in inefficient fuel consumption.

Paragraph 2

There are two major differences between the European and American university systems. In European universities, students are not required to attend classes. In fact, professors in Germany generally do not know the names of the students enrolled in their courses. In the United States, however, students are required to attend all classes and may be punished if they do not. Furthermore, in the European system, there is usually just one comprehensive examination at the end of the students' entire four or five years of study. In the American system, on the other hand, there are usually numerous quizzes, tests, and homework assignments, and there is almost always a final examination in each course at the end of the semester. _____

HOW TO DEVELOP SENTENCES INTO A PARAGRAPH

Okay class, you have already understood how to make topic sentence, develop supporting sentences, and make concluding sentence. Now, let's learn how to develop sentences into a good paragraph.

As you know that to develop a good paragraph, you should master the structure of paragraph such as topic sentence, supporting sentences, and concluding sentences. Also, you must understand the other elements of paragraph such as unity and coherence before you implement it in writing practice.

Additionally, since paragraph writing is never a one-step action, it will be an ongoing creative act. Therefore, when you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written

and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say.

The paragraph development should be through the writing process. The process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions. For the detailed discussion of the writing process you should follow the discussion in the next unit.

SUMMARY

There are three important points when making a topic sentence: **It should be a complete sentence, it should contain a topic and a controlling idea, and it should give only the main idea, not too specific and not too general.**

The position of the topic sentence may be **in the first sentence, in the last sentence, or in the first and last sentence (as conclusion).**

To develop supporting sentences you can use **examples**. **Giving examples** is one of the ways to provide more information about the topic sentence because **examples** illustrate the supporting point sentences, and they are good supports because they are specific; they make your meaning very clear.

Tips to write a concluding sentence are: **Begin with a conclusion signal, remind your reader of the main idea by one of the methods (paraphrasing or summarizing), and never end a paragraph by introducing a new idea.**

To develop a good paragraph, writers should master the structure of paragraph such as topic sentence, supporting sentences, and concluding sentences. Also, it should be through the process of writing.

ASSESSMENT

Write a paragraph 150 to 200 words long by following the steps below:

- Step 1** Choose one of the general topic provided
- University
 - Family
 - Health
- Step 2** Develop your topic sentences using Idea Listing technique (ILT) as in the discussion (in Exercise 2).
- Step 3** Give supporting sentences for your topic sentences by making diagram as in Exercise 3
- Step 4** Develop your sentences into a good paragraph.
- Step 5** Write a concluding sentence of your paragraph. You may either *paraphrase the topic sentence* or *summarize the main points*. Do not forget to begin your concluding sentence with *a conclusion signal*.

Unit

5

Writing Process

LEARNING OBJECTIVES

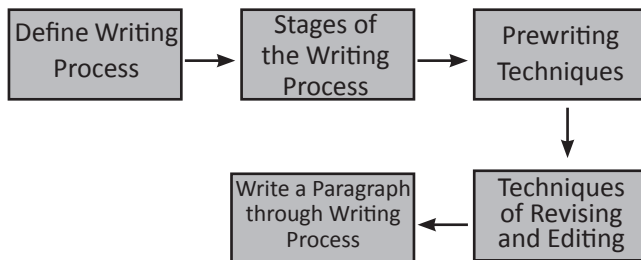
After learning this material, it is expected that you are able to

1. Define writing process
2. Identify stages of the writing process
3. Identify prewriting techniques
4. Identify techniques of revising and editing
5. Write a paragraph through writing process

DESCRIPTION

In this unit it will be discussed (1) definition of writing process, (2) stages of the writing process, (3) prewriting techniques, and (4) revising and editing techniques.

CONCEPT MAP



RELEVANCY

The discussion in this unit is as basis of the discussion on the next units. To learn how to write paragraph through the process of writing; you should understand the concept of process of writing such as prewriting, drafting, revising, and editing. The knowledge of writing process is also as foundation in learning how to develop paragraph in various types of paragraph that will be provided in the next units.

KEYWORDS

Writing process

Stages of writing process

Prewriting

Drafting

Revising

Editing

THE DEFINITION OF WRITING PROCESS

The writing process refers to everything writer do, from the moment they start thinking about what to write, until the final copy is completed. The focus in the writing process is on what students think and do as they write (Tompkins & Hoskisson, 1995:210). Learning to use the writing process is necessary because the writing process is a tool. The students need opportunities to learn to use the writing process.

About the writing process, Ur (1996:168) summarizes on it and its implications for teaching. First, different writers may produce equally good results through widely different process. It means that teachers should suggest and make available various possible strategies and encourage each student to search for personal effective one.

Second, writing is a messy business. Most students progress through a number of untidy drafts before reaching a final version. It is helpful if teachers encourage students to work through a number of revisions and to accept messy drafts as a positive, even essential, stage in writing. Also, teachers should treat early drafts as transition stages to be criticized but not formally assessed.

Third, writing is potentially satisfying. If students are writing on topic about which they feel they have something worthwhile or interesting to say, the process of writing can be absorbing and enjoyable. If it is worked through to a final product, most students feel pride in their work and want it to be read.

Last, they learn to write through writing. Teachers are suggested to get their students to write a lot, thinking as they do so and learning from their own writing experience.

THE STAGES OF WRITING PROCESS

Every writing specialist gives a different version of the stages of the writing process. Gebhard, (2000:226) introduces the stages of writing such as prewriting, drafting, revising, and editing. The following describes briefly those four stages. The understanding of each process is enhanced by other writers.

Prewriting Stage

The first stage is *prewriting*. It is a preparation to write and the getting-ready-to-write stage which is like a warming-up for the athletes (Tompkins & Hoskisson, 1995:211). Oshima & Hogue (2007:16) define; prewriting is a way to get ideas. In this step, writers choose a topic and collect ideas to explain the topic. Likewise, Glencoe (2001:43) states that prewriting begins the moment writers start to collect ideas. During this activity, they explore ideas for writing topics.

Furthermore, Tompkins & Hoskisson (1995:211) suggest that in the prewriting stage, students should choose a topic; consider their purpose, form and audience; use informal writing strategies to generate and organize ideas; and write a collaborative composition. The teacher's role in this stage is making plans for the writing project, providing necessary background experiences, and arranging for rehearsal activities.

Techniques Suggested in Prewriting Stage

There are some techniques or ways a teacher can do in the prewriting stage. Gebhard (2000:227) suggests that the techniques of prewriting can be through *brainstorming, clustering or word mapping*,

strategic questioning, sketching, free writing, exploring the senses, interviewing, and information gathering. Similarly, Oshima & Hogue (2007:16) mention that the techniques of prewriting are such as *listing, free writing, and clustering.* Those techniques mentioned are used as ways to get ideas for writing.

Drafting Stage

The second stage is *drafting.* This stage is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors (Tompkins & Hoskisson, 1995:212). After the students have generated ideas, they need to write them down on paper without worrying about mechanics or neatness (Roe *et al.*, 1995; Gebhard, 2000:228).

Drafting involves developing the prewriting notes into connected sentences and paragraphs (Glencoe, 2001:43). In this way, the students attempt to produce their first draft to capture their essay's meaning and get it down on paper. By so doing, they actually use their first draft to formulate a working introduction and to organize their ideas.

Additionally, Roe *et al.* (1995) suggest that in the midst of drafting a paper, peer and teacher conferences about the writing may take place. Informal teacher conferences may occur as the teacher circulates among the students to see how work is progressing. Peer conferences are for the purpose of asking for help with some part of the writing that is giving them trouble. They may read their writing to one or more peers and say something about it. In short, by providing opportunities for students to talk with their teacher and their classmate, it hopefully gives feedback while they write their drafts.

Revising Stage

The third stage is *revising.* The word *revision* means «seeing again», and in this stage students «resee» their writings again with the help of classmates and teacher (Tompkins & Hoskisson, 1995:213). Revising is to make the writing clearer and more interesting to the readers (Glencoe, 2001:44).

After writing the first draft of a composition, students rethink and rewrite the first draft, forming the second draft. This rethinking may take

the form of reorganizing what has been written in the first draft. In this stage, Gebhard (2000:228) suggests that students should refine ideas and they can consider revision of the content and organization of their ideas. Sometimes the ideas are added or omitted, so that a clear, more coherent draft is formed.

Activities Suggested in Revision Stage

There are some activities suggested in the revision stage. Tompkins & Hoskisson (1995:216) suggest three activities; they are rereading the rough draft, sharing the rough draft in a writing group and revising in the basis of feedback from the writing group.

On the first activity, rereading the rough draft, the writer himself reads his/her draft as a reader, not as a writer who knows what he or she intended to say. In sharing the rough draft in a writing group activity, the students meet in writing groups to share their compositions with small groups of classmates. The members of the group read their friend's draft and offer some compliments and suggestions. After having a feedback from friends, student can revise or rewrite his/her draft by adding words, substituting sentences, moving phrases, and so forth.

Editing Stage

The fourth stage is *editing*. Editing is putting the piece of writing into its final form. It is the process in which the students begin to look at correctness (Stone, 1990:18). Tompkins & Hoskisson (1995:217) state that editing stage primarily focuses on the content of students' writing. After the content of the writing is set, they focus on editing/proofreading and polish their writing by correcting errors in spelling, grammar, and punctuation (Glencoe, 2001:44). By so doing, the writing is optimally readable.

Similarly, Harmer (2004:5) says that after writers have produced the second draft they then read it to see where it works and where it does not. Meaning that probably the order of the information is not clear, perhaps the way something written is ambiguous or confusing so that the students may make changes to have individual words and grammatical accuracy.

Techniques Suggested in Editing Stage

The technique of editing suggested by Stone (1990:19) is through partner editing. The procedure of partner editing is the students edit their own writings while being coached by a teammate. After they have been trained in editing their papers, they work through each round twice. Partner 1 reads for errors while Partner 2 coaches, and then Partner 2 reads while Partner 1 coaches.

Another procedure of one-on-one editing or editing partners is as follows; students exchange papers and read their partner's paper silently. On the back of each paper, each editor writes something he or she liked about the paper, suggestions for changes, and a list of misspelled words. The editor makes punctuation correction directly in the text. The editor then discusses the positive comment and suggestion with the writer. If the partners cannot agree on the changes, they ask the third students. Then if agreement still cannot be reached, they ask the teacher.

Hansen & Liu (2005:1) suggested the use of peer response in revising and editing stages as well. Peer response sometimes referred to as 'peer review', 'peer editing', or 'peer feedback' can be defined as the 'use of learners as sources of information, and interaction between each other'. Peer response is an integral part of most writing classes.

Since a great number of studies carried out by L2 researchers have dealt with the implementation of peer review and its ability to improve student drafts, Hansen & Liu (2005) found that peer response, comments, or feedback can lead to meaningful revisions. Revisions based on peer comments can be better in vocabulary, organization and content. Respected teachers and writing theorist have fostered peer response in writing class as a way to encourage students to write and revise.

The process steps of applying peer response in group should follow the stages of the writing process—prewriting, drafting, revising, and editing (Smalley *et al.*, 2001:3). It only focuses on the revising and editing stages in which peer response group is applied after conducting prewriting and drafting activities.

The process steps begin with assigning the students to do writing task through the writing process. It is initiated with prewriting activities followed by outlining, and then writing their first drafts inside or outside

class. They are required to bring their drafts to the next class for peer response. The procedure of implementing peer response in the writing class is adapted from Tang & Tithecott (1999:24-25) as shown in the following Table.

The Procedures of Peer Response Group	
No	Steps
1	Teacher groups students in a group of 3 or 4.
2	Teacher divides the time equally for peer response activity to each group member.
3	Writer (student writer) tells group members how they may best help him/her give response to his/her draft.
4	Writer reads his/her draft aloud while peers (group members) listen attentively without interruption.
5	On the first reading, peers do not make any comments or take notes. They just listen and try to understand what the writer is saying.
6	After the first reading is completed, teacher shares peer response sheet (adapted from Smalley <i>et al.</i> (2001:101).
7	Writer reads the draft again, fairly slowly.
8	On the second reading, peers take few minutes to write one or two sentences on the space in peer response sheet starting their general impression of the paragraph's strong and confusing points.
9	After the second reading is completed, peers take turns giving response (feedback/comments) by answering questions in peer response sheet. The draft is handed in for the peers' review.
10	Peers discuss their responses with the writer.
11	Peers submit their response to the writer.
12	Repeat this process of item number 3 till 11 for each member of the group.
13	Writer revises his/her draft based on the peers' feedback as home assignment (submitted in the following meeting)

SUMMARY

The writing process refers to everything writer do, from the moment they start thinking about what to write, until the final copy is completed. The focus in the writing process is on what students think and do as they write.

Every writing specialist gives a different version of the stages of writing process. Gebhard, (2000:226) introduces the stages of writing such as prewriting, drafting, revising, and editing.

Prewriting is a way to get ideas. In this step, writers choose a topic and collect ideas to explain the topic.

The techniques of prewriting can be through *brainstorming, clustering or word mapping, strategic questioning, sketching, free writing, exploring the senses, interviewing, and information gathering.*

Drafting stage is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors.

In **revising stage** students «resee» their writings again with the help of classmates and teacher.

Editing is putting the piece of writing into its final form. It is the process in which the students begin to look at correctness.

It is suggested to use peer response in revising and editing stages as well. **Peer response** sometimes referred to as ‘peer review’, ‘peer editing’, or ‘peer feedback’ can be defined as the ‘use of learners as sources of information, and interaction between each other’.

Peer response, comments, or feedback can lead to meaningful revisions. Revisions based on peer comments can be better in vocabulary, organization and content.

ASSESSMENT

1. Answer the following questions.
 - a. What do you know about the writing process?
 - b. What are the stages of writing process?
 - c. What is prewriting stage?
 - d. What are the techniques in prewriting stage?

- e. What is drafting stage?
 - f. What are the stages of revising and editing?
 - g. What are the techniques in the stages of revising and editing?
2. Choose a person who has made a difference in the world in your life. Write a paragraph of about 100-150 words long about this person. Follow the steps in the process of writing:
- Step 1** Do prewriting activity to get ideas using one of the prewriting techniques.
 - Step 2** Write first draft (rough draft) in drafting stage.
 - Step 3** Revise and edit your first draft using one of the revising/ editing techniques that have been suggested.
 - Step 4** Write a final version.

Unit

6 Prewriting Strategies

LEARNING OBJECTIVES

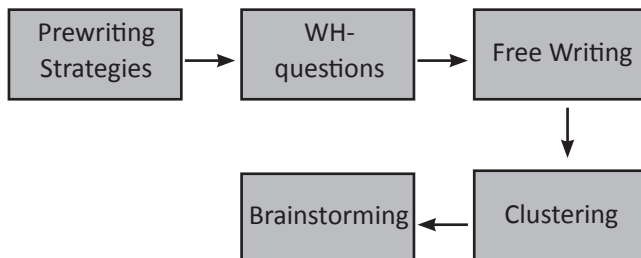
After learning this material, it is expected that you are able to:

1. Identify the model of prewriting strategy
2. Mention some models of prewriting strategy
3. Apply one of the models of prewriting strategy

DESCRIPTION

This unit discusses: (1) the model of prewriting strategy, (2) WH-questions, (3) free writing, (4) clustering, and (5) brainstorming.

CONCEPT MAP



RELEVANCY

This unit discusses some models of prewriting strategies: WH-questions, free writing, clustering, and brainstorming. This material will help students generate ideas before writing. It helps students write the first draft before writing the final draft. The discussion in this unit is as a basis of the discussion on the next units: narrative paragraph. To learn the narrative paragraph, students must be familiar with some models of pre writing strategies. The knowledge about pre writing strategy is also as foundation in learning paragraph writing, which will be given in the next units.

KEYWORDS

Prewriting strategies

WH-questions

Free writing

Clustering

Brainstorming

THE PREWRITING STRATEGIES

The previous meeting discussed unity and coherence of a paragraph. This meeting will discuss some models of prewriting strategy. *Prewriting* deals with a series of strategies designed to find, gather and produce information about a certain topic in writing. Prewriting is the first stage of the writing process and the point at which we discover and explore our initial ideas about a subject. Prewriting helps us to get our ideas on paper, though not usually in an organized form, and brainstorm thoughts that might eventually make their way into our writing.

In prewriting stage, writers take time to think about the topic and generate ideas. They also spend some time focusing and planning the piece of writing. In the prewriting stage, a writer decides the interesting topic. Prewriting covers a wide variety of activities called invention techniques. According to Smalley, there are four prewriting techniques that the writers can use to generate ideas as they begin to write, namely: *brainstorming, free writing, WH-questions, and clustering.*

WH-questions

It is also called journalistic questions or strategic questioning. When newspaper reporters write articles, they try to answer the following questions in the first sentence of the report: *who*, *what*, *when*, *where*, *why* and sometimes *how*. Strategic questioning lets the writers consider the topic through a series of questions. Here, the writers answer a set of questions designed to guide the writing, such as “What do you want to write about?” “What is your goal?” “What do you need to find out?” Here, writers are given chances to consider what they know and need to learn about the writing topic.

Free Writing

Free writing is writing without stopping. It means writing whatever comes to mind without worrying about whether the ideas are good or the grammar is correct. The purpose is so free up the writer’s mind to let it make associations and connections. In free writing, students write nonstop on a topic for a set time. They stop to read and consider what they wrote and then write nonstop again for another set amount of time.

Free writing is writing freely without stopping, letting thoughts flow without regarding to connection and direction whether an idea makes sense or not. Free writing provides writers with chances to put ideas into writing. Here, a writer can write freely whatever comes to his mind. The writer can write freely, starting with a blank sheet and a pen and letting thoughts flow without worrying about grammar and word choice. It is a way of releasing and stimulating the power of thought and imagination. In free writing, the writers write without stopping, which means writing whatever comes to the writers’ mind without worrying about whether the ideas are grammatical or not. Furthermore, they explain that when they write, the writers should pay attention the following things: do not interrupt the flow ideas, write the ideas as they come, do not censor any thoughts or insights, do not go back and reread, and do not cross anything.

Clustering

Clustering or word mapping is a prewriting technique of making a visual map of ideas. In clustering, the writers use a key word placed in the center of a page, then, jot down all the free associations. Here, the writers' associations are clustered together and stem off the central word. Clustering frees writers from following a strictly linear sequence. It may allow writers to think more creatively and make new associations. To use this technique, writers can begin with a topic circled in the middle of a sheet of paper, and, then, draw a line out from the circle and write an idea associated with the topic.

Clustering is also called *Cluster mapping* or *idea webbing*. It is a great way to show relationships between ideas. Cluster mapping is also part idea generation and part organization, so students will know exactly how to group their ideas once they are ready to write.

Brainstorming

Brainstorming, also called listing, is a good technique to generate ideas and to get information that a writer needs. It is a sudden insight or connection. In brainstorming, students call out as many associations as possible while the teacher jots them down. There five steps of brainstorming process in writing, as follows:

1. **Brainstorm list.** In this step, the writer quickly makes a list of every word, every phrase, every ideas that comes into the writer's mind about the topic. Write every thought down. Don't worry if it is correct or not. The goal is to list as much as possible as quickly as possible. Here is the brainstorming list for model of paragraph on choosing a college or university can be difficult.

Choosing a University Can be Difficult		
choose	pay	afford the fees
select	tuition fees	location
college	living expenses	environment
university	living cost	safe and quiet
future career	offer	part time job

job	scholarships	department
curriculum	cheap	classmate
modern	expensive	friendly
up to date	facility	near
lecturers	laboratory	far
professor	research	equipment
qualify	library	park area
	sport	swimming pool

2. **Edit brainstorming list.** The second step is to edit the brainstorming list. In this step, the writer includes in the final paragraph and what he/she want to omit by combining ideas that belong together, crossing out words that repeat the same ideas, and crossing out that are not directly related to the main ideas. Here is the model of the edited brainstorming list for paragraph on choosing a college or university can be difficult.

Choosing a College or University Can be Difficult		
choose	pay	afford the fees
select	tuition fees	location
college	living expenses	environment
university	living cost	safe and quiet
future career	offer	part time job
job	scholarships	department
curriculum	cheap	classmate
modern	expensive	friendly
up to date	facility	near
lecturers	laboratory	far
professor	research	equipment
qualify	library	park area
	sport	swimming pool

3. **Organize the list.** The third step is to put the list in order. Here, the steps should be in time order. What happens first? Second? Third? Last? Notice that each step is given a capital letter (A, B, C, etc.).

Here is the model of the organize list for paragraph on choosing a college or university can be difficult.

List in Time Order

- A. Prepare you well for your future career.
- B. The professors must be highly qualified and respected in their fields.
- C. Affordability.
- D. Pay the tuition fees and living expenses.
- E. The environment should be safe and quiet to facilitate studying.
- F. There should be possibilities near the school for part time or summer jobs in your major, so you can get some practical work experience

4. **Making an outline.** The fourth step is to add title and give a topic sentence. Here, the title is centered at the top. The topic sentence is placed below the title and the five steps listed under the topic sentence and have capital letters (A, B, C, and so on. Here is the model of the outline for paragraph on choosing a college or university can be difficult.

Choosing a College or University Can be Difficult

It is not easy to choose the appropriate college or university. There are several consideration to be taken.

- A. Prepare you well for your future career.
- B. The professors must be highly qualified and respected in their fields.
- C. Affordability.
- D. Pay the tuition fees and living expenses.
- E. The environment should be safe and quiet to facilitate studying.
- F. There should be possibilities near the school for part time or summer jobs in your major, so you can get some practical work experience.

5. **Writing the paragraph.** The last step is to write the paragraph based on the outline made. Here is the model of paragraph on choosing a college or university can be difficult. .

Choosing a College or University Can be Difficult

It is not easy to choose the appropriate college or university. There are several consideration to be taken. The most difficult part is finding a university that prepares you well for your future career. In order to get a good

job, the curriculum that is taught must be thorough and up-to-date. In addition, the professors must be highly qualified and respected in their fields. Another difficulty in choosing a university or college is affordability. You need to be able to pay the tuition fees and living expenses. Some institutions might be able to offer you scholarships if you cannot afford the fees. A good location is also very important when choosing a school. The environment should be safe and quiet to facilitate studying. Moreover, there should be possibilities near the school for part time or summer jobs in your major, so you can get some practical work experience. You should consider all of these points carefully so you can choose the most appropriate college or university for you.

SUMMARY

Prewriting is important in writing process. There are many prewriting strategies that can be applied in writing process. They are *brainstorming, free writing, WH-questions, and clustering.*

In **WH-questions**, writers are given chances to consider what they know and need to learn about the writing topic.

Free writing is writing without stopping. It means writing whatever comes to mind without worrying about whether the ideas are good or the grammar is correct.

Clustering or word mapping is a prewriting technique of making a visual map of ideas. In clustering, the writers use a key word placed in the center of a page, then, jot down all the free associations.

Brainstorming also called listing, is a good technique to generate ideas and to get information that a writer needs. It is a sudden insight or connection.

ASSESSMENT

Answer the questions.

1. What is meant by prewriting activities?
2. What is free writing?
3. What is clustering?
4. What is brainstorming?
5. What does WH-question mean in pre writing strategies?
6. Browse the Internet. Find a model of clustering technique.
7. Write a paragraph about 100-150 words long through the process of writing. The topic is *The Beloved Person in My Life*.

Unit

7 Mind Mapping

LEARNING OBJECTIVES

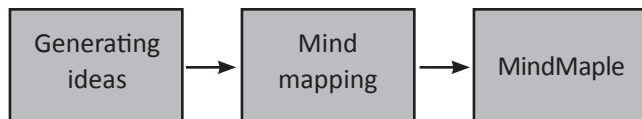
After learning this material, it is expected that you are able to

1. Define Mind Mapping technique
2. Identify the steps of Mind Mapping technique
3. Apply MindMaple software in Mind Mapping technique
4. Write a paragraph using Mind Mapping technique

DESCRIPTION

This unit discusses: (1) mind mapping, and (2) mind maple software.

CONCEPT MAP



RELEVANCY

This unit discusses the mind mapping strategies in prewriting technique. The discussion in this unit is as a basis of the discussion on pre writing strategies. To learn pre writing strategies, students must understand the concept

of mind mapping strategies. The knowledge about mind map software is also as foundation in learning mind mapping as prewriting technique in paragraph writing.

KEYWORDS

Mind Mapping

MindMaple Software

THE DEFINITION OF MIND MAPPING

Mind mapping is a simple technique for drawing information in diagrams, instead of writing it in sentences. The diagrams always take the same basic format of a tree, with a single starting point in the middle that branches out, and divides again and again. The tree is made up of words or short sentences connected by lines. The lines that connect the words are part of the meaning.

In addition, *mind map* generally presents information connected with the central topic, in the form of keywords, images (symbols) and a color that can be learned and remembered quickly and efficiently.

Mind map is a group of words which circles drawn around them and lines connecting them to other words. Mind Mapping is a way to organize and present the concepts, ideas, tasks or other information in the form of a radial diagram - hierarchical non - linear . Mind Map is generally present information that is connected with the central topic, in the form of keywords, images, symbols and a color that can be learned and remembered information quickly and efficiently.

Mind mapping involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. By focussing on key ideas and then looking for branches out and connections between the ideas, the writers are mapping knowledge in a manner which will help them understand and remember new information. The information presented in Mind Map should focus on the important parts, and can encourage people to explore and collaborate larger.

Mind Map consists of three main components: (1) Central topic, subject or focus the mind which will developed, and placed as a " tree " . (2) Main Topic, second-tier level of thinking as part of the Central Topic

and placed as a "branch" that circles the "tree". (3) Sub Topics, third-tier level of the mind as part of the branch and placed as a "branch".

Creating a mind map is simple. The writer starts by writing the subject in the middle and continue by adding related thoughts. The next step is to create connections between these thoughts and add some visual support (i.e. images, colours and other formatting) so that he/she can highlight and easier distinguish between different topics. The final and most important step is how the writer structures them.

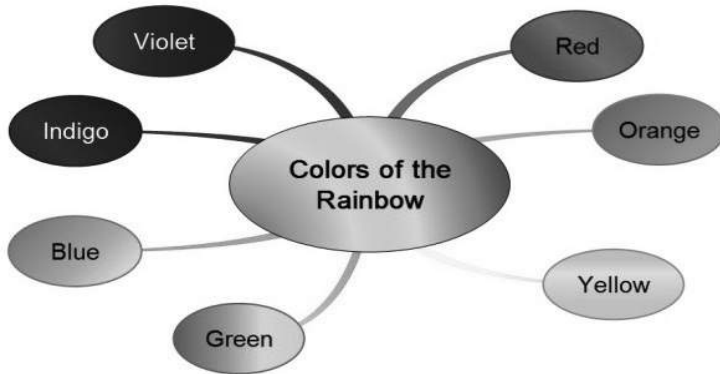
THE MINDMAPLE

MindMaple is a mind mapping software developed by MindMaple Inc. MindMaple was designed to be a versatile tool for project management, brainstorming, managing schedules, creating visual presentations, sharing ideas, and other purposes. MindMaple software is designed to help individuals organize ideas and concepts by representing them as visual topics and subtopics related by lines or arrows.

MindMaple uses a “drawing interface” designed to be more intuitive than the interfaces of other mind mapping software products. *MindMaple* is one of Mind Mapping software. It is an ideal tool for planning presentations or meetings. Instead of using different slides, which lets user focuses on only one idea at a time, MindMaple allows user to integrate all information into a single mind map. This enables user to zoom in to discuss a detailed idea while maintaining a connection to the larger point.

Model of Mind Map using MindMaple Software

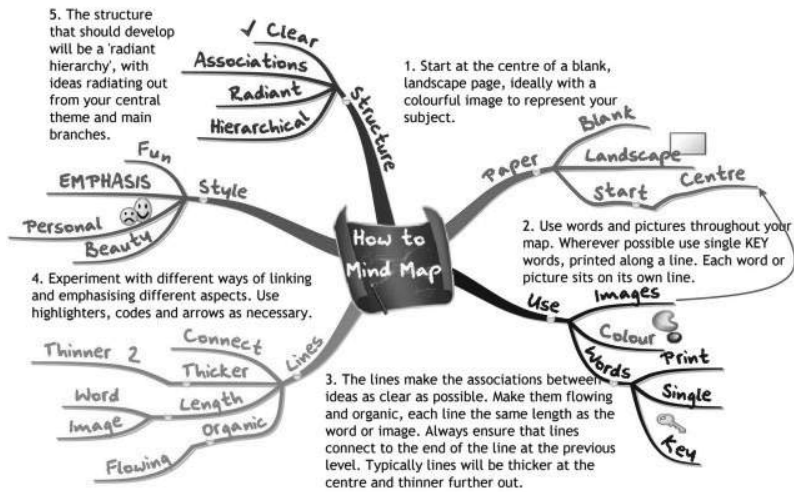
Here is a model of Mind Map resulted from MindMaple software.



In writing class, Mind Mapping using MindMaple software can be implemented through the following procedures: (1) Starting from the center to determine the Central Topic (specify "tree"), made in the form of blank paper landscape, accompanied by color images. (2) Determining Main Topic (specify "branch") as an important part of the Central Topic. (3) Defining Sub Topics as "branches" are taken from the Main Topic. (4) Creative use of images, symbols, codes, and dimensions throughout our mind map. (5) Whenever possible use of single keywords (maximum of 2 words), with uppercase or lowercase. (6) Using curved lines to connect between the central topics and sub-topics. For visual stimulation, using different colors and thickness for each groove relationship. (7) Developing Mind Map in the style of our own.

There are some benefits of using MindMaple in prewriting strategies: (1) Mind mapping software such as MindMaple allows us to easily create, edit, and share mind maps in a cloud based platform. This means that mind maps are always stored safely on servers and can be accessed from anywhere in the world on multiple devices. (2) MindMaple is fast and easy to operate both for the teacher and students. (3) Another big advantage of using MindMaple software is being to make unlimited

changes and then the ability to review all these changes and revert to a prior revision. (4) MindMaple software is good for planning, creating content, brainstorming, structuring data, organizing, and taking notes. Using Mind Mapping software in the writing class is a successful way to support students' exploration and presentation of ideas. It is a useful focus for students to organize their thoughts and to present information clearly and attractively. Here is a model of Mind Map.



Model of Mind Map on How to Mind Map (World Leaks, 2014)

SUMMARY

Mind mapping is a simple technique for drawing information in diagrams, instead of writing it in sentences. The diagrams always take the same basic format of a tree, with a single starting point in the middle that branches out, and divides again and again. The tree is made up of words or short sentences connected by lines. The lines that connect the words are part of the meaning.

MindMaple is a mind mapping software developed by MindMaple Inc. MindMaple was designed to be a versatile tool for project management, brainstorming, managing schedules, creating visual presentations, sharing ideas, and other purposes. Mind mapping software is designed to help individuals organize ideas and concepts by representing them as visual topics and subtopics related by lines or arrows.

ASSESSMENT

Answer the questions.

1. What is meant by mind mapping?
2. What are the steps to mind map the ideas?
3. Download one of mind mapping software in the Internet.
4. Study mind mapping software.
5. Make a mind map using mind maple software of your topic before writing the paragraph?
6. Write a paragraph about 100-150 words. The topic is about *Academic Life*.

Unit

8 Idea Listing

LEARNING OBJECTIVES

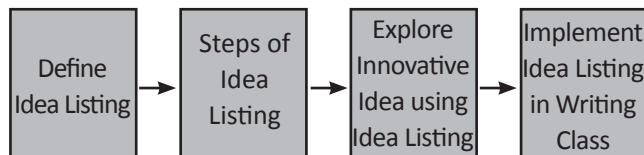
After learning this material, it is expected that you are able to

1. Define idea listing.
2. Identify the steps of idea listing.
3. Apply idea listing to explore innovative idea.
4. Implement idea listing in writing class.
5. Write a paragraph using idea listing.

DESCRIPTION

In this unit it will be discussed (1) definition of idea listing, (2) how to explore innovative idea using Idea Listing technique, and (3) how to implement Idea Listing technique in writing class.

CONCEPT MAP



RELEVANCY

The discussion in this unit is as basis of the discussion on the next units. To learn how to write paragraph through the writing process, you should understand the concept of Idea Listing technique used in prewriting stage. The knowledge of Idea Listing is also as foundation in learning the process of writing in paragraph writing.

KEYWORDS

Idea listing

Prewriting activity

Innovative idea

THE DEFINITION OF IDEA LISTING

Do you know idea listing? Do you know prewriting technique? Idea listing is one of the prewriting techniques. Let's discuss it.

Idea Listing Technique (ILT) is a fastest way to collect the ideas of their various discussions (Kaner *et al.*, 2007). Through the activity of this technique, writers have more time to go into depth on topics of interest. It will draw out a wide range of thoughts on given topic and help writers to rapidly identify many aspects the topic even when they are just beginning to think about it. By listing ideas, the writers can see the breadth of their thinking. They are likely encouraged to create or discover as many as they can. That is why it is very helpful when they want to generate the ideas for the target topic.

Kaner *et al.* (2007) add that generating ideas through listing is to generate a list of innovative solutions or ideas to a difficult problems or topics. When a problem or topic is more complicated than it generally appeared, using idea listing is an alternative way to solve it. Students can start sorting out the topics, and prioritizing the elements they want to tackle first. Thus, idea listing is often an important first step in reducing the complexity of a difficult task.

According to Oshima & Hogue (2007:16), idea listing is a *prewriting technique*. It, one of the prewriting techniques, is a way to get ideas in which writers write the topic at the top of a piece of paper and they quickly make a list of the words or phrases coming into their mind.

Through this activity the writers collect ideas to explain the topic they have. Additionally, this technique is a way to narrow general topic to a smaller one by listing every word or phrase coming into their mind (Oshima & Hogue, 2007:43).

Furthermore, Kaner in Rebori & Havercamp (2007:3) indicates that ILT is a technique students may use to facilitate discussions for generating innovative ideas for writing. This technique helps them search for a better understanding of a topic by eliciting diverse smaller topics and ideas on the given topic (Rebori & Havercamp, 2007:3). Moreover, idea listing can be useful to help students either generate topics or create main points and key details (Faigley, 2005).

Referring to the advantage of ILT, Rebori & Havercamp (2007:3) then state that this is a helpful technique for a wide range of learners challenge. For example, it can be used when a learner is discussing new topic, or has polarized ideas on a topic. The ILT may also be employed when learner feels that a topic appears to be overwhelming. Thus, it produces a wide range of ideas and is particularly helpful when a learner needs to break down a complex or general topic into easily understood smaller components of the topic.

To sum up, ILT means a process of exploring ideas, knowledge, or information in the form of conceptual or a long list. The ILT refers to a way of generating ideas for the target topic in writing in which this technique is implemented in prewriting stage. Prewriting stage encourages the generation of ideas (Brown, 2001:348), and it is a way of organizing students' thoughts and beginning to put the information they have (English Works Online, 2002). In addition, as indicated by Graves in Widiati & Widayati (1997:14), students can produce creative and interesting texts when teachers allow them time and opportunity. Among other things, it is for generating ideas. In fact, the generation of ideas is very necessarily conducted before students are going to write.

How to Explore Innovative Idea using Idea Listing

Okay class, you have already known idea listing as a prewriting technique. Now, how to explore innovative idea using idea listing? Let's talk about it.

The following is an example of how to explore innovative idea through the process of listing idea shown by Oshima & Hogue (2007:16). The writing assignment is to write a paragraph a person who has made difference in the world, in the community, or in the writer’s life. It is shown an example of ideas listed which is produced through Idea Listing Technique (ILT).

First, the writer made a list of people who have made a difference. Then he decided which person to write about and circled his choice.

A Person Who Has Made a Difference	
Albert Einstein	Bill Gates
Mother Teresa	Aunt Sarah
Martin Luther King, Jr.	Mr. Jakobsen (high school counselor)
Cesar Chavez	Grandfather

Next the writer started e new list. He wrote his chosen topic, Grandfather, at the top of new piece of paper and started writing words and phrases that came into mind about his grandfather.

Grandfather	
uneducated (high school? eighth grade?)	started hospital in town – only
farmer	hospital in big area
worked hard	first farmer to terrace his land – now every one does it
helped his community	improved farming techniques in his area
started community hospital	smart
respected in community	read about new things
went to church every week	terracing helps prevent soil erosion
got up early	listened to experts
worked late	thought things over
was the first person in town to buy a car	made me laugh when I was little
forward-thinking	

The writer then looked at his second list and decided to write about how his grandfather helped his community. He circled that idea. Then he thought about *how* his grandfather helped his community. He circled two ideas and marked them A and B. The writer also crossed out anything that did not belong to these two ideas.

Grandfather	
uneducated (high school? eighth grade?)	started hospital in town – only
farmer	hospital in big area
worked hard	first farmer to terrace his land – now every one does it
helped his community	A improved farming techniques in his area
B	
started community hospital	smart
respected in community	read about new things
went to church every week	terracing helps prevent soil erosion
got up early	listened to experts
worked late	thought things over
was the first person in town to buy a car	made me laugh when i was little
forward thinking	

How to Implement Idea Listing in Writing Class

Now, how to implement idea listing in writing class? Let’s discuss it. In relation to the implementation of Idea Listing Technique (ILT) in writing class, the utilization of ILT can be through the procedure. The procedures of ILT for writing activities involve the application of the writing stages adapted from Gebhard (2000:235), those are, prewriting, drafting, revising, and editing. The focus of ILT implementation is particularly on prewriting stage. The prewriting activity focuses on implementing ILT in generating ideas. Prewriting is a preparation to write and the getting-ready-to-write stage which is like a warming-up for the athletes (Tompkins & Hoskisson, 1995:211).

The following is the development of teaching procedures of the ILT implementation in writing class, focused on writing an expository paragraph. The process steps are as follows.

First, writers are led to a topic by some questions as brainstorming. Writers are given an allotted time to respond to the question; however, when necessary, it is important that they remain flexible in taking additional time. They should be able to complete steps one through seven within 15 to 30 minutes (Rebora & Havercamp, 2007:3).

Second, writers are participated in generating ideas through ILT. To do so, they are provided a model of an expository paragraph, in groups of three, a group member to be facilitator to lead the process. Writers analyze the paragraph for focusing on the writing task of writing an expository paragraph. The use of ILT in prewriting stage enables students to get ideas because it is similar to the techniques – ways to get started – used in prewriting stage such as brainstorming, clustering, strategic questioning, sketching, free writing, exploring the senses, interviewing, and information gathering (Gebhard, 2000:227).

Third, by using a large sheet of paper (A4), it is suggested to arrange a large sheet of paper (i.e., wall paper, A4 paper, flip chart), writers often produce more ideas than they expect, thus a sufficient amount of larger paper is required (Rebora & Havercamp, 2007:3). Writers are involved in their group activities and follow the rules which include – all ideas count even the “crazy” ones and no side conversations during the activities.

Fourth, writers explore and share ideas of a general topic to be smaller ones or sub topics (in words and phrases), and list them on the paper as the first list. If writers begin to discuss ideas while they are still being listed, the facilitator should remain them of the ground rule that side conversations are not allowed (Rebora & Havercamp, 2007:3). In addition, writers should be reminded that the time will be up, so they might produce additional ideas. It is suggested that near completion of generating ideas, the teacher announces to students that “Approximately two minutes remain for generating ideas.” Sometimes this announcement may produce additional ideas (Rebora & Havercamp, 2007:3).

After that, writers read the ideas listed and discuss them for clarity and grouping in categories, and then rearrange the ideas based on the

categories. Then writers choose one of the items listed in the categories to be a smaller topic to write an expository paragraph.

Finally, writers generate ideas of the sub topic that have been decided in words or phrases, and list them on the paper as the second list to easily write suitable topic sentence for an expository paragraph. Any of these ideas can be the controlling idea in their topic sentence, while some others can be supporting sentences. Writers are reminded that the time will be up, so they might produce additional ideas. After that, to organize their ideas generated using ILT, writers make a paragraph outline for an expository paragraph. Then writers write first draft in drafting stage, do revision in revising stage, edit their writing, and write a final version.

SUMMARY

Idea Listing Technique (ILT) is a fastest way to collect the ideas of their various discussions.

Generating ideas through listing is to generate a list of innovative solutions or ideas to a difficult problems or topics.

Idea listing is a *prewriting technique*. It, one of the prewriting techniques, is a way to get ideas in which writers write the topic at the top of a piece of paper and they quickly make a list of the words or phrases coming into their mind. Through this activity the writers collect ideas to explain the topic they have.

To explore innovative idea can be through the process of listing idea.

In relation to **the implementation of Idea Listing Technique (ILT) in writing class**, the utilization of ILT can be through the procedure. The procedures of ILT for writing activities involve the application of the writing stages, those are, *prewriting, drafting, revising, and editing*. The focus of ILT implementation is particularly on prewriting stage.

ASSESSMENT

Answer the following questions.

1. What is meant by idea listing?
2. What are the steps to generate ideas using idea listing technique?
3. How do you explore innovative ideas using idea listing?
4. Write a paragraph about 100-150 words long. Get ideas using Idea Listing Technique (ILT) in prewriting activity. The topic of your paragraph is about *Life in Dormitory (Ma'had Al-Jami'ah IAIN Palangka Raya)*.

Unit

9 Narrative Paragraph

LEARNING OBJECTIVES

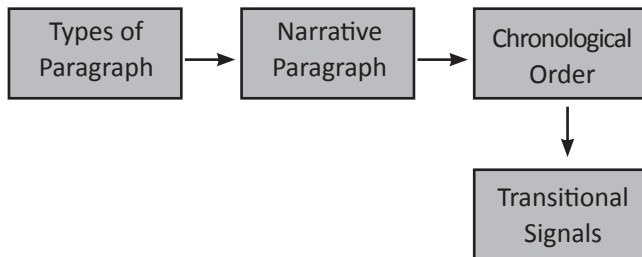
After learning this material, it is expected that you are able to

1. Identify the narrative paragraph.
2. Identify the transitional signals used in narrative paragraph
3. Write a narrative paragraph

DESCRIPTION

This unit discusses: (1) the narrative paragraph, (2) chronological order, and (3) transitional signals in narrative paragraph.

CONCEPT MAP



RELEVANCY

This unit discusses narrative paragraph. This material will help students identify one type of paragraph. It helps students write an event chronologically. To learn the types of paragraph, students must learn the narrative paragraph. The knowledge about narrative paragraph is also as foundation in learning paragraph writing.

KEYWORDS

Narrative paragraph

Chronological order

Transitional signals

THE NARRATIVE PARAGRAPH

OK class, today, we are going to discuss the narrative paragraph. Do you still remember what paragraph is? Narration is that kind of discourse which answers the question: " what happened?" It is concerned with times, actions, and events in motion (Warriner, 1986:461). Narrative paragraph tells a story by relating a series of events in time order. Narration includes all writing that provides an account of an event or a series of events (Eschholz & Rosa, 1993:55).

A *narration* is also a type of writing in which the details or the ideas in a sequence of events or the steps of the process are arranged on the basis of time. The details are arranged in chronological order. Here, the transitional words or phrases expressing time such as: soon, immediately, afterwards, as soon as, are commonly used. The use of these devices gives the readers a clear picture of the sequence of events. A narration is concerned with time. A series of events move through time, and what connects these events is a plot or sequence: a beginning and middle and an end (Warriner, 1986:461).

Narrative paragraph is used when we want to recount an event or an experience or to tell a miniature story. We relate the events in straight chronological order (Hairston, 1986:212). It can be stated that a narrative paragraph is one of four basic types of prose, which tells a story by relating a series of events in chronological order. To narrate is to tell a story, to tell what happened. In addition, there are several points

about effective narrative paragraphs. First, a good narrative paragraph must include all the significant events. Second, it does not bring up un-significance points. Third, it follows a logical time sequence. Fourth, it does not drag on; its pace is brisk. Fifth, it usually has a point that can be drawn from the story.

The following is the example of a narrative paragraph written in the first person point of view:

The Day I Almost Drowned

When I was twelve years old, I almost drowned in the river near my village. One Sunday morning, my cousin, Ahmad, and I were playing with a raft. Suddenly he let go and the raft started to drift out to river. It was a windy day as I swam toward the raft. The wind took it out further and further. Soon I was out to far. Everyone was screaming, but I could not hear them. Suddenly, an old fisherman saw me and came out to rescue me. When I got back to the river, my mother and Ahmad both were crying. Finally, we all thanked the old fisherman who had saved me from drowning.

Chronological Order

It refers to the time sequence of the story. Many writers prefer to narrate a sequence chronologically; that is, as it actually occurred, starting at the beginning and stopping at the end. Others choose to recognize time in flashbacks. Here, the end of the story might be told first, with the beginning and middle added on to make the ending understandable. And there are other ways we can recognize time. We can build to a climax by crowding more incidents into a shorter and shorter period of time.

Transition Signals

Transitions of words, phrases, or sentences are all important in narration. We are familiar with such ordering expressions as first, second, third, finally, later, next, last, etc. We can use them to direct the traffic in

our stories. When we use flashbacks, we need words and phrases like: earlier, all at once, and so on.

A *good narrative paragraph*, at least, has four essential features. The first is context; we make clear when the action happened, where it happened, and to whom. The second is point of view: we establish and maintain a consistent relationship to the action. The third is selection of details. We should carefully choose what to include, focusing on those actions and details that are most important to the story. The fourth is organization of the events of the narrative in an appropriate sequence, often a strict chronologically with a clear beginning, middle and end (Eschholz & Rosa, 1993:56).

Below are checklists of the narrative paragraph:

- Are the events in chronological order?
- Are there transitional words and phrases?
- Are there enough details to bring the characters to life?
- Is the setting described clearly?
- Is the point of view consistent?
- Is there dialogue? Is it always clear which character is thinking or speaking the words?
- Is the opening paragraph interesting?
- Does the story end smoothly?

The following are some steps to write the narrative paragraph:

- Relate an experience- real or imagined- in a logical sequence or series of events.
- Decide which point of view will best tell the experience.
- Identify the purpose of the narration: to inform people, amuse them, or scare them. The purpose will determine the tone of the paragraph.
- Write down the topic sentence. Make a specific point that is stated or strongly implied.
- List the physical and mental events that relate to the experience.
- Write the paragraph carefully.
- Read over the paragraph and revise it to make it smooth and interesting story.

SUMMARY

A narrative paragraph is one of four basic types of prose, which tells a story by relating a series of events in chronological order. To narrate is to tell a story, to tell what happened.

There are **several points about effective narrative paragraphs**. First, a good narrative paragraph must include all the significant events. Second, it does not bring up un-significance points. Third, it follows a logical time sequence. Fourth, it usually has a point that can be drawn from the story.

ASSESSMENT

Answer the questions.

1. What is meant by narrative paragraph?
2. What are transitional signals used in narrative paragraph?
3. Browse the Internet. Find a model of narrative paragraph. Analyze the paragraph.
4. Write a narrative paragraph about 100-150 words. The topic is *The Day I Passed the Entrance Test at IAIN Palangka Raya*.

Unit

10 Descriptive Paragraph

LEARNING OBJECTIVES

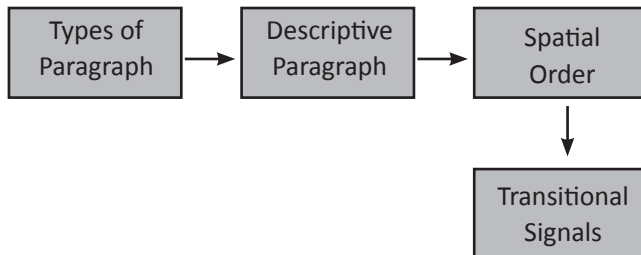
After learning this material, it is expected that you are able to

1. Identify the descriptive paragraph.
2. Identify the transitional signals used in descriptive paragraph
3. Write a descriptive paragraph

DESCRIPTION

This unit discusses: (1) the descriptive paragraph, (2) spatial order, and (3) transitional signals in descriptive paragraph.

CONCEPT MAP



RELEVANCY

This unit discusses descriptive paragraph. This material will help students identify one type of paragraph. It helps students write a place, thing or a person. To learn the types of paragraph, students must learn the descriptive paragraph. The knowledge about descriptive paragraph is also as foundation in learning paragraph writing.

KEYWORDS

Descriptive paragraph

Spatial order

Transitional signals

THE DESCRIPTIVE PARAGRAPH

Last week, we discussed narrative paragraph. Today, we are going to learn about descriptive paragraph. The descriptive paragraph is one of four basic types of prose. It tells how a person, place or thing is perceived by the five senses. Descriptive writing appeals to our senses (sight, smell, sound, hear, taste) in order to evoke the concreteness of experience and perception. *A description is a verbal picture of a person, place or object* (Langan, 1984:111). Description evokes images and impressions. It can allow a reader to experience something new; it can renew a reader's appreciation of the familiar (Clouse, 1986:12). A descriptive paragraph creates a vivid picture. Vivid means "clearly and lively" (Warriner & Laws, 1973:367).

A description is a type of writing in which the ideas are arranged on the basis of space or location, such as in the description of a person, a landscape, a building, and so on. The order of the details in this type of paragraph is called descriptive order (Hamid et al., 1986:511). They are also arranged in spatial order. Spatial order describes details in relation to one another. Writing details in spatial order is important to describe the size, shape, or appearance of something.

In the descriptive paragraph, we also use space order. Space order means that we fell about things in terms of their position or order. The details might be in order from top to bottom, right to left, outside to inside, near to distant, ceiling to floor and so on. Space order is good

to describe the position of something. The details, particularly in visual descriptions, are usually organized in spatial order. It means that we present details from their position of order. With spatial order, the details are presented in a sequence that duplicates the order in which a viewer might notice them. This method is useful in organizing sensory details, primarily visual ones.

When we need to clarify the order, we use the types of transitional devices below:

Directions

Left	below	down	into	across
right	center	above	past	a head
up	through	behind	toward	away from
against	around	in front of	in back of	backward

Distance

first	foreground	background	halfway	approximately
last	leading to	between	distant	on the edge of
beyond	next to	close to	long	about ten miles
for	near	short	in the center of	

Area of Space

Outside	inside	interior	exterior	park
lawn	garden	field	plain	hillside
hall	stage	alley		

A descriptive paragraph points a word picture that appeals to a reader's sense. The clarification of the word picture depends on carefully selected words and precise details (Littell, 1985:163). To describe means to use concrete sensory details to create images that make it possible for the reader to experience what we did (Wiener, 1984:35). Sensory details are words and phrases that recall sights, sounds, smells, tastes, and textures to our mind. Description is also a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or associational pattern (D'Angelo, 1980:117).

A *good descriptive paragraph* makes the reader see, hear, as otherwise experience something (Warriner, 1973:378). When we describe something, we try to give the reader a mental picture of it. To create a clear mental picture, we often describe features connected with the five senses. A good description includes references to the senses: sight, sound, taste, smell and touch. Description can be found in almost any kind of writing, but it is frequently found in books of travel, history books, guide books, geography books, scientific articles, and so on.

The following are useful adjectives for descriptive writing:

For sight

Size : big, small, medium-sized, huge, tiny, gigantic, tall, short, thick, etc.

Shape : round, square, triangular, rectangular, conical, oval, linear, dotted.

Color : red, white, brown, blue, green, orange, pink, violet, gold, silver, and so forth.

For the other senses

Sound : loud, soft, harmonious, harsh, pleasant, unpleasant, groan.

Taste : sweet, sour, salty, bitter, delicious, tasty, tasteless, cool, warm.

Touch : rough, smooth, slippery, hard, sunny, squeeze, hot.

Smell : strong, fragrant, scented, sharp, hard.

The following are points to remember about description:

- Descriptive detail is chosen on the basis of the writer's impression of the subject, purpose, and audience.
- The writer of description relies heavily on concrete sensory details.
- Descriptive details can be arranged in progressive, spatial, and chronological order.
- A good descriptive paragraph is so complete and vivid that readers are compelled to see an exact picture as created by the paragraph (Kiefer, 1983:51).
- The central idea stated in the topic sentence of a descriptive paragraph is often the central impression that the details of the description will reinforce.
- A good descriptive paragraph begins with careful observation of details.

- In describing a place, look for a chance to view it from a particular position, fixed or moving. For example, if we are going to describe a lunchroom, describe a lunchroom as it looks to a person coming through the door, getting the line for food, and then moving to table.
- Appeal to all the senses: sight, hearing, smell, taste, and touch.
- Make comparisons by means of figures of speech.
- Use the language that makes our picture comes to life.

The Description of a Person

Describing a person is different from describing a place or a thing. The writer's purpose is to capture the essence of a person by going beyond physical characteristics (Littell, 1986:166). The important parts of a description of a person are appearance, background, personality, activities, and interests.

Here, we present a physical description that reveal inner qualities as well. A description of a person may almost make the readers think that they know that person. When we are describing a person, a progressive arrangement is often the most useful. We can move from the most to least telling feature, or move from least to most, and on progressively to the next important feature (Clouse, 1986:133).

The following are some useful words and phrases to describe a person:

Facial Expressions	Facial Shapes	Eyes	Voice
scowl	round	beady	booming
frown	broad	smiling	rasping
smirk	narrow	snapping	squeaky
worried	heart-shaped	flashing	harsh
pained	moon-shaped	empty	growling
vivacious	angular	staring	deep
peaceful	oval	bulging	melodious

Mouth

full-lipped
thin-lipped
sensuous

Eyebrows

thick
arched
neatly plucked

Other Expressions

crow's feet
knitted brow
protruding forehead

The following is a paragraph describing a person:

Farid is My Best Friend

Of all my classmates, the one that I find most interesting is Farid, a charming boy from a village. First of all, he looks different from other students in my college. He stands about 170 centimeters tall, lanky and thin, narrow in the hip and shoulders. Farid's face is one of the unique, I have ever seen. He has black hair and has recently grown a mustache and beard. Surprisingly his mustache and beard are a much darker color than his curly hair. His chin is square with a small cleft in the center. He's got a very thin mouth that it almost like a single pencil line, always turned up into a smile. His long nose is thin, and turns under a bit, off center, just above the mustache. His small hazel eyes are set deep into his head. His eyebrows are thick and bushy. His black hair is curly and wiry. His whole structure is bowed and when he walks he takes long easy steps swinging his arms back and forth. Farid is very friendly with everyone and quite talkative. He can find it easy to make friends. He also loves reading so much. He never forgets to pray five times a day in the big mosque near his house. Every night, he recites the Qur'an and always prays in the midnight. All in all, Farid is someone I will remember for a long time, and I hope he will always be my best friend forever.

The Description of a Place

When we describe a place, we first focus on a specific area, which may be large or small. The description must be organized that the reader can vividly imagine the place being described. We, then, briefly mention its surrounding context, and finally we give details about the place itself. The arrangement of the details in a descriptive paragraph

depends on the subject. The selection and the description of the details depend on the writer's purpose. It is necessary to have a point of view in such descriptions, that is, an imagined position from which the place being looked at.

The following are useful words and phrases for describing a place:

Position	Direction	Distance
above	north	upper
below	south	lower
top	east	middle
bottom	west	center
left	northern	border
right	southern	edge
to	western	near
in	eastern	nearby
in the distance	southeast	adjacent
in front of	northwest	facing
to the left	southwest	close to

A good description of a place can make a reader feel that he is present at the place (Warriner & Laws, 1973:378). The following is a paragraph describing a place:

The Supermarket

The supermarket is one of my best favorite places. I often go shopping there with my father on Saturday afternoon. I love the color of vegetables- bright green, red, and orange, like a rainbow. And I like the textures of the fruits: the smooth satiny feel of the apples, the prickly skin of pineapples, and the fresh yellow of the mangoes. My father sometimes buys fresh bananas and apples. I listen to all the noise. People chatter, carts bump, and sales clerks call out prices. I watch people shifting from one foot to the other, waiting their turn in the check- out line. Sometimes there is a person in front of the gate giving out free food samplers- pieces of hot cheese pizza. It' s like getting a free dinner. I know a lot of people who hate shopping in supermarkets, but I have a good time whenever I go. The most attractive place that interests me in the supermarket is the bookstore. I always spend at least two hours reading there. And sometimes I finally buy one of the best- seller books.

SUMMARY

Descriptive paragraph is a type of writing in which the ideas are arranged on the basis of space or location, such as in the description of a person, a landscape, a building, and so on.

The order of the details in this type of paragraph is called **descriptive order**. They are also arranged in spatial order.

Spatial order describes details in relation to one another. Writing details in spatial order is important to describe the size, shape, or appearance of something. In the descriptive paragraph, we also use space order.

Space order means that we tell about things in terms of their position or order. The details might be in order from top to bottom, right to left, outside to inside, near to distant, ceiling to floor and so on. Space order is good to describe the position of something.

ASSESSMENT

Answer the questions.

1. What is meant by descriptive paragraph?
2. What are transitional signals used in descriptive paragraph?
3. Browse the Internet. Find a model of descriptive paragraph. Analyze the paragraph.
4. Write a descriptive paragraph about 100-150 words. The topic is *My Beloved Campus IAIN Palangka Raya*.

Unit

11 Expository Paragraph

LEARNING OBJECTIVES

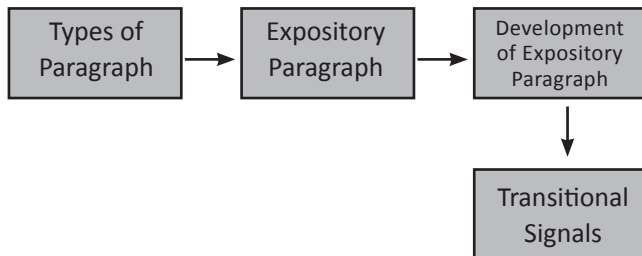
After learning this material, it is expected that you are able to

1. Identify the expository paragraph.
2. Identify the development of the expository paragraph.
3. Identify the transitional signals used in expository paragraph.
4. Write an expository paragraph.

DESCRIPTION

This unit discusses: (1) the expository paragraph, (2) the development of the expository paragraph, and (3) transitional signals in expository paragraph.

CONCEPT MAP



RELEVANCY

This unit discusses expository paragraph. This material will help students identify one type of paragraph. It helps students write an expository paragraph. To learn the types of paragraph, students must learn the expository paragraph. The knowledge about expository paragraph is also as foundation in learning paragraph writing.

KEYWORDS

Expository paragraph

Expository paragraph development

Transitional signals

THE EXPOSITORY PARAGRAPH

We have already discussed about narrative and descriptive paragraphs. Now, we are going to discuss the other types of paragraph: expository paragraph. *The expository paragraph* is a paragraph that presents a certain amount of information about a subject. In expository paragraph, the writer provides information about a particular subject. The methods of development in expository includes: giving examples or illustration, supplying reasons, explaining a process, comparing and contrasting, defining, and classifying (Langan, 1984:111). As we have already known, all writing presents some information.

In expository paragraph, the information is the main thing. The purpose is to tell the reader something he may not know and to tell him in a way that will understand (Warriner & Laws, 1973:415). The aim of exposition is to explain, to inform, or to give directions. It is usually arranged in time order. A good expository paragraph consists of a group of sentences aimed at explaining a single idea. It is important to know how to construct an expository paragraph.

To produce a piece of writing in expository paragraph, we should learn how to construct an expository paragraph. First, we should learn how to arrange a good topic sentence, that is, the central idea of the paragraph. Second, we should consider the elements of a good paragraph, such as: unity, coherence, order, emphasis, and completeness. Finally

we should learn how to develop the central idea by various methods of development.

The following is an expository paragraph:

In a number of ways, the State Islamic Institute of Palangka Raya is making it easier for older students to attend college. For example, the university now offers courses on Thursdays, Fridays, and Saturdays for older students. Classes on these days appeal to those students who, because of work or family responsibilities, cannot enroll in the courses during the week. In addition, many departments in the university have begun to offer credits for life experience, so students with a good background in the world of work can complete their degrees more quickly. Finally, the dean announced last month that the university will soon open a day-care center for the children of students who would attend the classes if they had a pleasant on safe place to leave their children.

THE MODES OF DEVELOPMENT IN THE EXPOSITORY PARAGRAPH

The following are some common methods of development of the expository paragraph as have been explained above.

Cause and Effect Pattern

It is also called causal analysis. This pattern of development is used to explain why something happened and to explain the effects of some happening (Marius & Wiener, 1988:113). Writing that employs causal analysis can be confined to analysis of either cause or effect or it can combine the two. It can be thought of as a dynamic or progressive pattern. Why? Because it ranges over time; it explains events by considering their relation to one another both sequentially and logically (Gould et. al., 1989:138).

Process Analysis Pattern

It is also another kind of progressive pattern for thinking and organization of paragraph. *The process paragraph* is used to explain how

to do something or how to make some something. There are at least two things for describing a process. First, we explain step-by-step how to do something. In this case, we give directions. Second, we explain how something is done or how it has come about.

Here, we offer an explanation of how something is done. For example:

Hammill (1986) states three goals of individualized instruction in writing composition. The first goal is to teach students at least the minimum competencies that they will need to succeed in the school curriculum. The second goal is to instruct them in those forms of writing in which ability will be required for success outside the school. The third goal is to teach them to express their creativity in writing composition.

Comparison and Contrast Pattern

It deals with similarities and differences. This pattern of development is used to compare and to contrast two objects. Comparison requires seeing two things simultaneously or seeing two aspects of a thing. Comparison may include both similarities and differences. The paragraph is called a *comparison paragraph* when it describes similarities, and it is called a contrast paragraph when it discusses differences (Ezor & Lewis, 1984: 254).

Classification and Division Pattern

It deals with systems of classes. To classify also means to group or categorize. *Classification* can be seen in relation to the other patterns of exposition. It requires a close look at more than one thing or aspect of a thing. It also requires the making of careful distinctions and the avoidance of oversimplified explanation. Classification enables to organize complicated information, to order masses of data, to divide and organize experience in more than one way. This kind of pattern is also used to sort out things or people into groups of similar individuals.

Here is a model of classification and division paragraph pattern:

Studying for a Test

The time of an Islamic college student spends studying for a test can be divided into three distinct phases. The phase one, runs from the day the test is announced to approximately forty-eight hours before the dreaded exam is passed out. During phase one, the student is carefree, smiling and to helpless animals and children, and now actual studying takes place. Phase two is entered two days prior to testing. It is sometimes referred to as the “tomorrow” phase, and no actual studying takes place. Phase three is entered twelve hours before “zero hours”. This is the acute phase, characterized by nervous twitches, and confused mental patterns. The student is shocked to discover the imminent nature of the exam and the amount of material to be studied. During this phase, the student will probably be unable to sleep, and will study forever. This phase will not end until the exam is over.

Definition Pattern

A *definition paragraph* is used to define objects, ideas, terms, and anything else that may be important to the topic. It tells what a thing is (D’Angelo. 1980:336). A useful definition first, identifies something as a member of a class of similar things; then it states how it differs from everything else in its class. Simple, concrete objects may often be identified in a single sentence, if they require definition at all.

Illustration or Exemplification Pattern

This pattern of development uses supporting examples to illustrate a generalization. To illustrate means to clarify by providing an example, a specific instance of a point or general idea. In organizing a piece of writing illustratively, we will have to decide how many examples we will need to make our point and how extensively to develop each. An *illustration paragraph* is used to develop a paragraph by providing: one, two, or more examples to make more vivid and more exact.

TRANSITIONAL SIGNALS

In addition, we should use exactly the transitional devices. Skill in using the transition expressions is very vital to coherent writing. Transitional expressions are words and phrases that point out the exact relation between one idea and another, one sentence and another. Words like therefore, however, for example, and finally are signals that guide the reader from sentence to sentence. Without them, even orderly and well-written paragraphs can be confusing and hard to follow. Well-chosen transitional words can help to stress the purpose and order of the paragraph. The following are various transitional expressions or devices:

Purpose	Transitional	expressions	
To add	also	beside	for one thing
	and	beyond that	what is more
	and then	first	in addition
	as well	second	moreover
To compare	also	as well	both (neither)
	Like wise	similarly	in the same way
To contrast	although	nevertheless	on the contrary
	but	whereas	on the other hand
	however	yet	be that as it may
	in contrast	even though	
To concede	certainly	of course	granted that
	no doubt	to be sure	
To emphasize	above all	especially	in fact
	indeed	surely	in particular
	most important		
To illustrate	for example	one such	as a case in point
	for instance	yet another	as an illustration

To place	above below further inside	beside beyond here next to	nearby on the far side to the east outside
To quality	perhaps		
To give reasons	as since	because	for
To show a result	and so thus hence	therefore so as a result	because of this for this reason as a consequence
To summarize	all in all in brief to sum up	finally lastly	in other words on the whole
To place in time	soon at last briefly at present then	finally during suddenly afterward recently	immediately after a while eventually currently meanwhile
To show similarities	alike likewise	like similarly	in the same way resemble
To give example	after all For example In fact	as an example for instance it is true	certainly indeed of course
To show cause and effect	accordingly therefore because	as a result hence since	consequently thus

SUMMARY

The expository paragraph is a paragraph that presents a certain amount of information about a subject. In expository paragraph, the writer provides information about a particular subject.

The methods of development in expository includes: giving examples or illustration, supplying reasons, explaining a process, comparing and contrasting, defining, and classifying.

There are some **transitional signals used in expository paragraph** such as: also, beside, for one thing, and, beyond that, what is more, and then, first, in addition, as well, second, moreover, and so on.

ASSESSMENT

Answer the questions.

1. What is meant by expository paragraph?
2. What are transitional signals used in expository paragraph?
3. Browse the Internet. Find a model of expository paragraph. Analyze the paragraph.
4. Write an expository paragraph about 100-150 words. The topic is about *The Disadvantages of Smoking Cigarette*.

Unit

12 Persuasive Paragraph

LEARNING OBJECTIVES

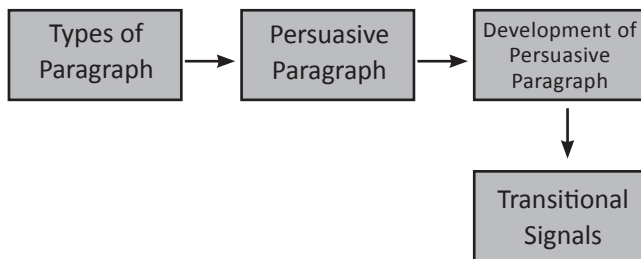
After learning this material, it is expected that you are able to

1. Identify the persuasive paragraph.
2. Identify the transitional signals used in persuasive paragraph.
3. Write a persuasive paragraph.

DESCRIPTION

This unit discusses: (1) the persuasive paragraph, (2) the development of persuasive paragraph, and (3) transitional signals in persuasive paragraph.

CONCEPT MAP



RELEVANCY

This unit discusses persuasive paragraph. This material will help students identify one type of paragraph. It helps students write a persuasive paragraph. To learn the types of paragraph, students must learn the persuasive paragraph. The knowledge about persuasive paragraph is also as foundation in learning paragraph writing.

KEYWORDS

Persuasive paragraph

Development of persuasive paragraph

Transitional signals

THE PERSUASIVE PARAGRAPH

Do you still remember the material discussed last weeks? Yeah, we have already discussed about *narrative, descriptive, and expository paragraphs*. Now, we are going to discuss the last types of paragraph: persuasive paragraph or argumentative paragraph.

The persuasive paragraph is a special type of paragraph that gives reasons. It is also called argumentation. It usually contains a signal of its purpose in the topic sentence. It may also contain words such as: should or ought to, or words that express a judgment about a thing or idea. The reasons in persuasive paragraph must be chosen and organized carefully. Facts and statistics should provide strong support. To persuade is to convince someone that a particular opinion or point of view is the right one.

The purpose of persuasion is to change someone's mind (Fawcett & Sandberg, 1988:130). It is an attempt to prove a point or defend an opinion (Langan, 1984:111). It is also used to argue in favor of an opinion. It is also used to encourage others to adopt our views, more than just an explanation of a subject. A persuasive paragraph attempts to win people over to a particular point of view or convince them to take a particular course of action. Writers of persuasion must take care in selecting the topic. They must be sure that their subject is in some way controversial. Certainly the readers will be someone who disagrees with us. So the purpose of our writing is to convince the reader to agree

with us. Here, our persuasive details must be firmly rooted in reason, logical, and reasonable.

The persuasive paragraph begins with an argumentative point, stated in a focused topic sentence, and follows through with evidence aimed at the probable readers of the argument. To write a persuasive topic sentence, we must take a position that we plan to persuade the readers to agree with. Since persuasion must begin with the first word of a persuasive paragraph, the topic sentence states the writer's position and usually gives one reason why the writer holds that position. The position must be, of course, one that the writer can defend in one paragraph, and the reason helps to focus the paragraph (Kiefer, 1983:168).

A paragraph of persuasion is a special type of paragraph that gives reasons. It usually contains a signal of its purpose in the topic sentence. It may also contain words such as should or ought to or words that express a judgment about things or ideas. The reason must be chosen and organized carefully because the purpose is to persuade others. The reasons are often organized from the least important to the most important. This helps to build strong support for the opinion (Littell, 1985:178). We use this pattern of paragraph to develop a paragraph when we want to explain something or to show why our opinion is a good one.

THE VARIOUS METHODS TO DEVELOP PERSUASIVE PARAGRAPH

In addition, there are various methods to develop persuasive paragraph. Here are some more details:

Facts

Facts are simply statements of what is. They should appeal to the reader's mind, not just to the emotions. The source of facts should be clear to the reader. We might look for supporting facts in appropriate books and magazines.

Referring to an Authority

An authority is an expert, someone who can be relied on to give unbiased facts and information. If we wish to convince our readers that

smoking is a dangerous habit, we might use one of the surgeon general's warnings that appear on every pack of cigarettes. For example: *"Smoking causes lung cancer, heart disease, emphysema, and may complicate pregnancy."* The surgeon general is an excellent and knowledgeable authority whose opinion on medical matters is considered valid and unbiased.

Example

Example shows readers exactly what the main idea of the paragraph means. An example should clearly relate to the argument and should be typical enough to support it. We should avoid examples that are not typical enough to support our general statement.

Predicting the Consequence

It helps the reader visualize what will occur if something does or does not happen. We should avoid exaggerating the consequences. To convince the readers that conserving energy is a duty of every citizen, we might say, *"If we do not conserve our resources, we may soon face the time when schools, colleges, and public buildings will be open only half-days because they lack of heating fuel."*

Answering the Opposition

Answering possible critics shows that we are aware of the opposition's argument and are able to respond to it. Here, we should avoid calling the opposition *"fool," "dull," "stubborn,"* and so forth. Remember to attack their ideas, not them. For example, if we wish to convince readers that our candidate is the best on the ballot, we might say: *"Some have criticized him for running a law-key campaign, but he feels that the issues and his stand on them should speak for them selves"* (Fawcett & Sandberg, 1988:133-134).

The following paragraph begins with an opinion and some reasons to support the opinion.

Owning a Car

Should a person own a car? This is an important question. In a large urban area, there are some good reasons for owning a car. First, a car allows a person to move around freely. With a car, there is no need to check a bus schedule or wait for a train. With a car, a person can go to the mosque five times a day to pray and attend to the meeting every week. Second, a car is a comfortable way to travel, especially in the rainy season. In bad weather, the driver stays warm and dry, while the bus driver might have to stand in the rain. Finally, a driver usually saves in a car at night.

TRANSITIONAL SIGNALS

In a persuasive writing, the writer's purpose is to support an opinion, to win over to the writer's point of view. The following transitional expressions are helpful in persuasive paragraph, as follows:

Give reason: first, second, third, another, next, finally, because, since, and so on.

Answer the opposition: of course, some may say, nevertheless, on the other hand, although.

Draw conclusion: therefore, thus, hence, consequently, and so forth.

SUMMARY

The persuasive paragraph is a special type of paragraph that gives reasons. It is also called argumentation. It usually contains a signal of its purpose in the topic sentence. It may also contain words such as: should or ought to, or words that express a judgment about a thing or idea. To persuade is to convince someone that a particular opinion or point of view is the right one.

The purpose of persuasion is to change someone's mind. It is an attempt to prove a point or defend an opinion. A persuasive paragraph attempts to win people over to a particular point of view or convince them to take a particular course of action.

The following transitional expressions are helpful in persuasive paragraph, as follows: first, second, third, another, next, finally, because, since, of course, some may say, nevertheless, on the other hand, although, therefore, thus, hence, consequently, and so forth.

ASSESSMENT

Answer the questions.

1. What is meant by persuasive paragraph?
2. What are transitional signals used in persuasive paragraph?
3. Browse the Internet. Find a model of persuasive paragraph. Analyze the paragraph.
4. Write a persuasive paragraph about 100-150 words. The topic is about *IAIN Palangka Raya must Become UIN Palangka Raya in 2020*.

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