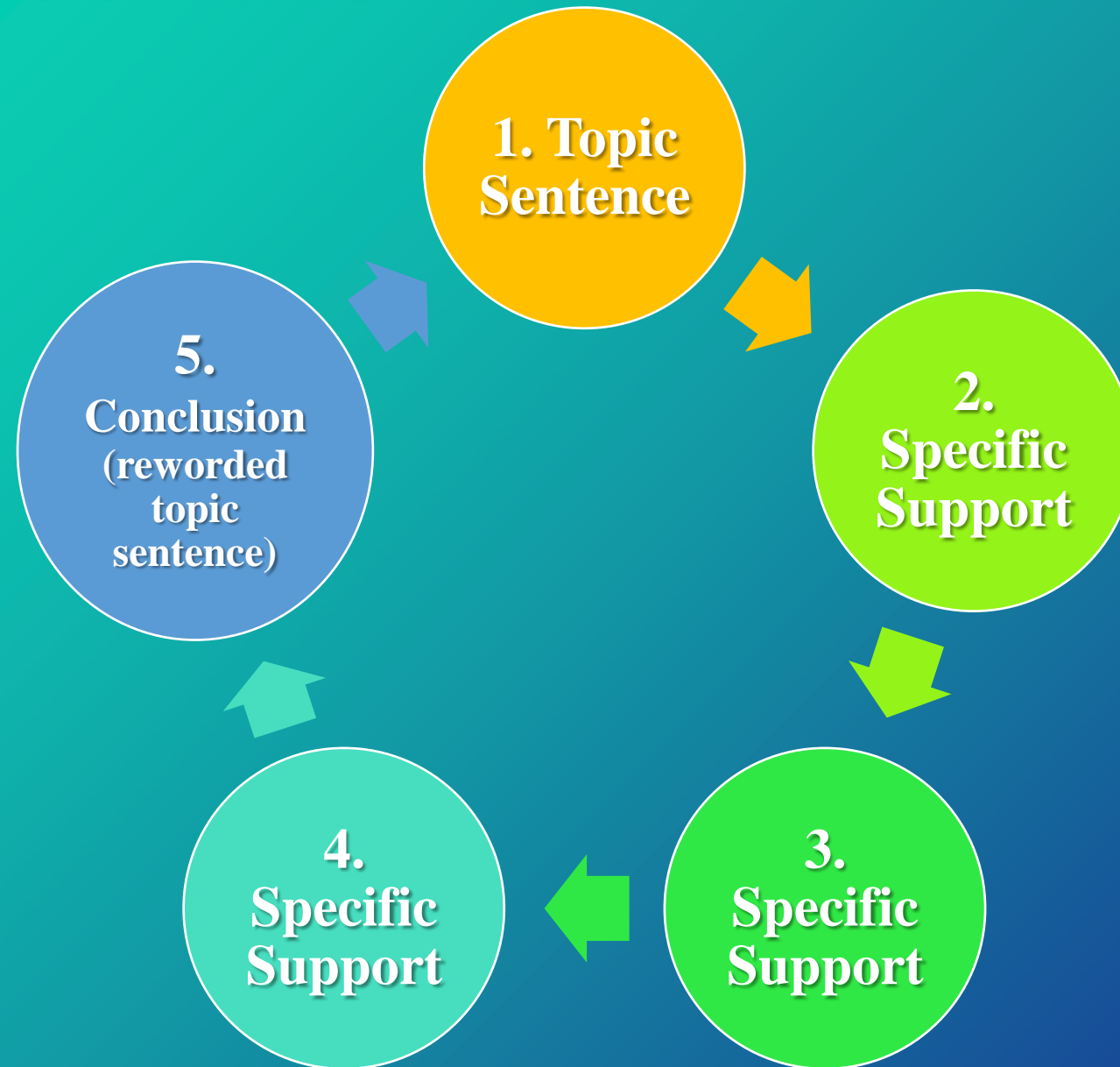


A person is shown from a high angle, writing in a notebook. The person's hands are visible, holding a pen. The notebook is open, and the person is writing on the right page. The entire image is overlaid with a semi-transparent purple filter. The text 'Lesson 2' is centered over the notebook, and 'Overview of the One-Paragraph Essay' is centered below it.

Lesson 2

Overview of the One-Paragraph Essay

The model of One-Paragraph essay (stage 1)



Definitions

Topic Sentence (TS)

The topic sentence is most probably the first sentence in a paragraph essay. It introduces the main idea of the paragraph.

Specific Supports (SS)

They are used after the topic sentence making up the body of a paragraph. They give some details to develop and support the main idea of the paragraph.

Conclusion (Reworded Topic Sentence)

It is the last sentence in a paragraph. It restates the main idea (TS) in your paragraph.

Example

- **There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to enjoy. As a result, Canada is a desirable place to live.**

Analysis

Topic Sentence:

There are three reasons why Canada is one of the best countries in the world.

Specific Support 1:

First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price.

Specific Support 2:

Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university.

Specific Support 3:

Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to enjoy.

Reworded Topic Sentence:

As a result, Canada is a desirable place to live.

Three Types of Support

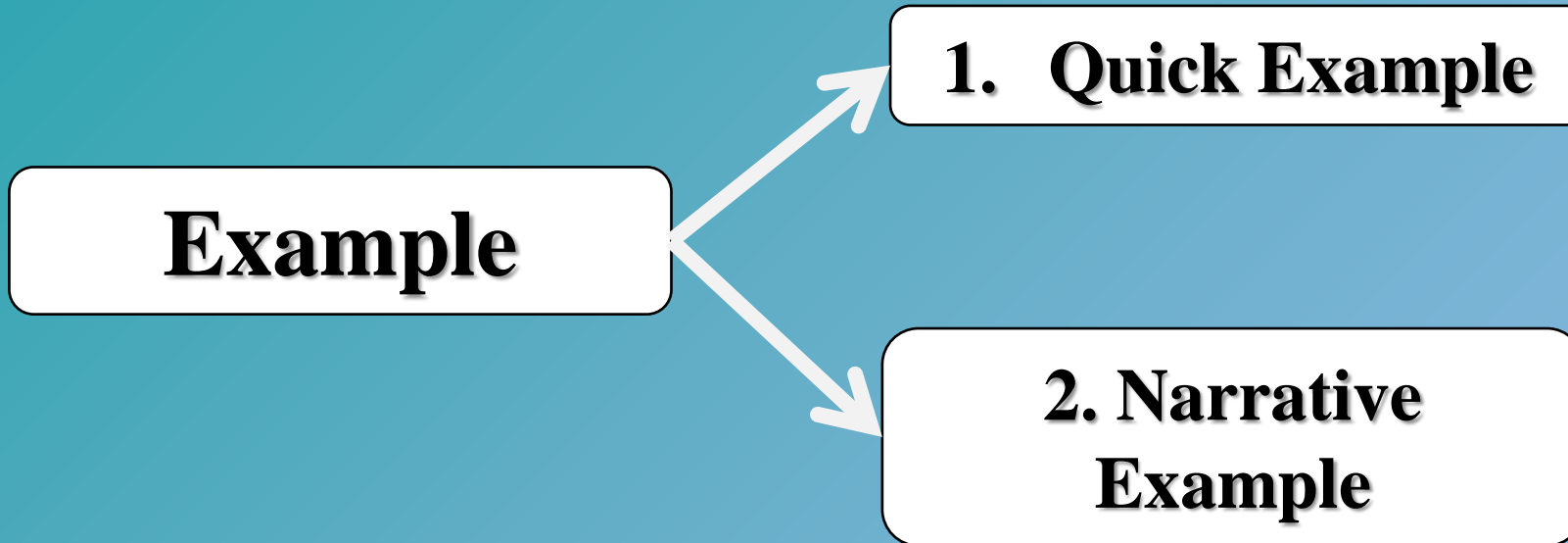
1. Examples

2. Statistics

**3. Statements
by authorities**

Different Kinds of Example

Examples are an important form of support. They help convince your readers and make the essay more interesting.



A. A Quick Example

A quick example (a noun or noun phrase) is one instance, one occurrence of whatever you`re talking about.

For a quick example to be effective, it must be very specific.

Quick examples make differences . It means that they take something rather abstract and make them much more concrete.

Without Quick Example:

There were many expensive cars in the school`s parking lot during the football game.

With Quick Example:

There were many expensive cars in the school`s parking lot during the football game—**Mercedes, convertibles and red Ferraris.**

B. Narrative Example

A narrative example (one or more sentences) is a brief story. It can be an effective support referring to a specific incident or event. We use narrative examples, when we want to emphasize an idea and help our readers better understand what we mean.

❖ **An example to support that shark hunting is dangerous:**

❖ **Quick one:** “a friend of mine was once maimed while hunting sharks.”

❖ **Narrative one:** I still have nightmare about the time last June when Rocky and I were scuba diving off the coast of Baja California. Rocky spotted a great white shark and tried to shoot it with his spear gun. As he fired, the shark spun suddenly toward him . Before I knew what happened...

2. Statistics

Examples are an important form of support. They alone; though, may not be enough. We need some numbers and statistics. Through statistics our doubt is removed and we may be convinced right there.

✓ Statistics must be clear and unambiguous.

❖ Example:

Recent statistics show convincingly that jogging is saving the lives of many Americans. **Of the 12.5 million who jog at least 10 miles a week, 78 percent** have a pulse rate and blood pressure lower than no joggers at the same age. Estimates indicate that these joggers can expect to live to an **average age of 77– more than three years longer than the average age of their contemporaries.**

3. Statements by Authorities

The last kind of support we will consider is the statement by an authority. The use of authority is particularly important when you are presenting statistics.

- ❖ The statement by authority is an effective rewording of the topic sentence.
- Here is a revision of previous paragraph showing the use of authorities, both with and without statistics:

Recent statistics show convincingly that jogging is saving the lives of many Americans. According to the Congressional Subcommittee on Physical Fitness, 78 percent of the 12.5 million who jog at least 10 miles a week, have a pulse rate and blood pressure lower than no joggers the same age have. This committee estimates that these joggers can expect to live to an average age of 77— more than three years longer than the average age of their contemporaries. **Dr. Hans Corpuscle, chief adviser to the committee, says** that “joggers are the healthiest single group of people in America today.”

Combining different types of support

➤ **A paragraph that uses one type of support is often convincing, but many good paragraphs contain several types of support. For example:**

a couple of examples and some statistics, or a statement by an authority and an example, and so on.

Invented (Unreal) Support

➤ **You don't have to struggle to find real support. You don't have to search any further than your own mind and you can be as specific as you like. So you must follow these rules:**

1-Never write invented support unless your readers know what they are reading is invented.

2-Never write invented support unless your instructor approves.

Topic Sentence

Definition:

The Topic Sentence is the primary idea of the paragraph, the central idea you wish to persuade your readers to accept. (In addition, in a five-paragraph essay the topic sentence also introduces the body paragraph, relates to the thesis statement in the first paragraph and helps make a transition from the previous paragraph).

➤ Writing sources have tried to define the Topic Sentence in a variety of ways:

- ✓ Writer's viewpoint of the topic or subject**
- ✓ Writer's judgment about the topic or subject**
- ✓ Writer's conviction or beliefs about subject**
- ✓ Writer's assertion or explicit statements about subject.**

Important notes:

1-Knowing that the topic sentence is a statement of opinion will help you remember your obligation to support your idea.

2- Most good topic sentences cause neither instant acceptance nor instant doubt. Usually readers have not formed their own judgments, and they are willing to accept yours if you persuade them.

A Good Topic Sentence Contains Two Parts:

1-A limited subject

2-A precise opinion about that subject

1. Limiting the Subject

The first step in writing a good topic sentence is to choose a subject limited enough to support in a single paragraph. Too general topics are not likely to be supported convincingly in a one paragraph essay.

For example:

- ✓ **General subject:** advertising
- ✓ **Limited to :** magazine advertising
- ✓ **More limited to:** sex appeal in magazine advertising

2. Stating the precise opinion

- The second part of the topic sentence states **your opinion** about the limited subject. The precise-opinion part of the topic sentence is a word or phrase that makes a judgment (such as dangerous or exciting).
- Note
- Words like, **interesting, nice, good, or bad** would state your opinion but remain vague or ambiguous. Such vague judgments produce imprecise opinion. However, precise judgments are necessary to combine with a subject to state your clear opinion about the subject.

Example

Precise opinion about the previous example, sex appeal in magazine advertising is like this:

- 1. Sex appeal in some magazine advertisements is irritating (or irrelevant).**
- 2. For me, dieting is futile.**

Writing the Topic Sentence

Once you have limited the subject and have decided precisely your opinion about it you have formed the two basic parts of the topic sentence -- **a limited subject** and **a precise opinion** about that subject.

Sex appeal in some magazine advertisements is irritating.

1- Ask yourself : “What am I writing about?”

The answer to this question will be your topic or subject.

2- Ask yourself: “what do I want to say about my subject?”

The answer to this question will be your ideas or controlling idea.

Refining the Topic Sentence

The topic-sentence model can be easily converted to a more sophisticated and sufficient form.

❖ Look at the following topic sentence in the basic pattern:

➤ **Over-packaging of supermarket items is seriously wasteful of natural resources.**

❖ Here is the same idea in another form:

➤ **The over-packaging of supermarket items seriously wastes natural resources.**

✓ Notice that the verb “is” and the precise opinion “wasteful” (in the basic pattern) becomes the verb “wastes” in the second sentence.

The important point is that the refined sentences, such as above, can always be converted to the basic model:

✓ **“limited subject is precise opinion.” N + LV + N**

Unity

Unity means “**oneness**”, so, for a paragraph to have unity, it must have “oneness”. More specifically, each idea or sentence in a paragraph should be clearly supporting the “**one main point**”, or normally the controlling idea of the topic sentence. Thus, there should not be any ideas that are irrelevant, that are not supporting the main idea of the paragraph.

Example:

Lack of Unity in a Paragraph:

Topic Sentence: My job as a cook was frustrating.

Support: Wrong food was delivered.

Support: I had trouble estimating amount of food.

Support: **I had fun eating extra food. (irrelevant)**

Support: My clothes were messy.

Support: **Other students were messy. (irrelevant)**

Reworded topic Sentence or Conclusion: I have a frustrating job as a cook.

Example

A Paragraph with Unity

- **Topic Sentence:** My job as a cook was frustrating.
- **Support:** Wrong food was delivered.
- **Support:** I had trouble estimating amount of food.
- **Support:** My clothes were messy.
- **Conclusion (Reworded topic Sentence):** I have a frustrating job as a cook.

My most frustrating job was cooking for the dorm cafeteria during my freshman year. No matter how hard I tried, I could never cook what the menu said because the food company always delivered the wrong food or brought it late. I was also frustrated because I had trouble estimating how much food to cook – many times. we ran short of hamburgers or had to throw away pounds and pounds of French fries. The worst thing, however, was the condition of my clothes after the meal was over. Even if I hadn't spilled anything (and I had usually spilled spaghetti or something worse), my clothes smelled awful. I had to go home to change before going anyplace else. No wonder, then, I thought cooking for the dorm cafeteria was frustrating.

Coherence

A one-paragraph essay needs more than unity. It also must have coherence. Coherence refers to the links, connection and connectivity of thought throughout a paragraph.

Three important ways (techniques) to achieve coherence in the one-paragraph essay:

1-Elaboration (development) on the support (offering clear explanation in the support sentences; developing the controlling idea)

2-Reminders of the opinion in the topic sentence (repetition of the key elements of the topic sentence)

3-Transitions (Transitional elements, cohesive devices and connectors)

The above-mentioned techniques will help the audience move smoothly (fluently) from idea to idea within your text.

1. Explanation of Support

You must not only present the support to the readers but also explain how it is related to (supporting) the controlling idea. In other words, you must link your support clearly and unambiguously to the controlling idea.

The author of the following paragraph does not elaborate on his support at all because the supports do not explain sufficiently.

In the early morning, I am easily annoyed by my roommate. I have to shut the ice-covered windows. A white tornado of dandruff swirls around the room. A mass of smoke from cigarettes hovers near the door. No wonder I find my roommate annoying.

The previous paragraph revised elaborating on the support through sufficient explanation:

In the early morning, I am easily annoyed by my roommate. I have to shut the ice-covered windows that John, my roommate, insists on opening every night, even during the winter. A white tornado swirling around the room shows me that his dandruff problem is still in full force. A mass of smoke from John's pack-a-day habit hovers near the door. No wonder, I find my roommate annoying.

2. Reminders of the Opinion in the Topic Sentence

Readers, like all of us, prefer, while they read the support, they like occasional reminders of the opinion in the topic sentence so that they will remember why they are reading that support. We can remind them of the opinion stated in the topic sentence with either of two techniques at the beginning of each item of support:

1-We can repeat the exact words of the opinion.

2-We can use other words that suggest the same opinion.

3. Transition

Transitions are like road signs that tell readers where they are going. In a paragraph, the road sign could be, however, to tell readers that the next idea is going to contrast with the one just presented; or it could be also to tell readers that another idea like the preceding one is about to be presented; or it could tell readers to prepare for a conclusion.

(common transitions):

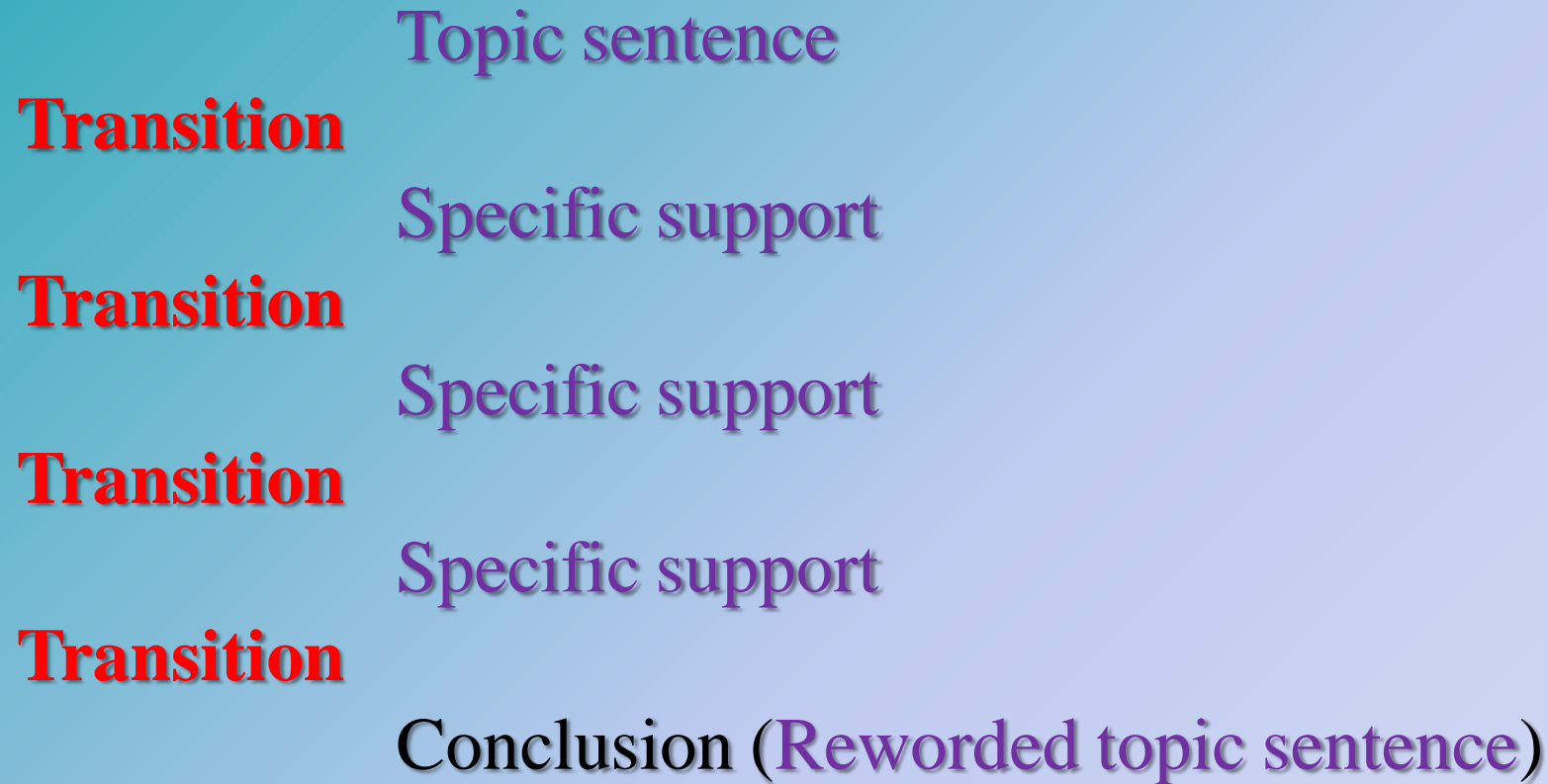
1-To add an idea : also, and, another, equally important, finally,

2-To give an example: as a case in point, as an illustration, consider,..., for example, for instance,

3-To make a contrast: and yet, but, however, instead, ...

4-To begin a conclusion: as a result, clearly, hence, in conclusion, no wonder, then, therefore, thus,

A paragraph must have transitions, but where should these transitions be placed? This diagram shows the critical locations:



Example

In the early morning, I am easily annoyed by my roommate. **For example**, I am annoyed each time I have to shut the ice-covered windows that John, my roommate, insists on opening every night, even during the winter. I am **also** disgusted by a white tornado swirling around the room that shows me his dandruff problem is still in full force. **Most bothersome, though**, is the choking mass of stale smoke - from John's pack-a-day habit - that hovers near the door. **No wonder**, I find my roommate annoying.

So, what is the difference between the UNITY and COHERENCE?

Unity (oneness, unification, unitedness) is considered a strategic goal, in other words, it is a conceptual goal. While, the coherence refers to a practical technique to achieve that goal. More specifically, unity can be achieved through thematic (topic, subject) coherence among the elements of a single paragraph.

When all the elements are thematically cohered to one another, as a result, the whole enjoys unity.

Punctuation

Period (.) A period is used at the end of a declarative sentence.

This sentence is a declarative sentence.

This sentence is not a question.

All three of these sentences end with a period.

Question mark (?) A question mark is used at the end of a question.

Is this idea difficult?

Is it hard to remember the name of this mark?

How many questions are in this group?

Exclamation point (!) An exclamation point is used at the end of an exclamation. It is less common than the other two marks.

I can not believe you think this topic is difficult!

This is the best writing course in the world!

Now I understand all of these examples!

Your Mission for the Next Session

- 1 Do previous session's task**
- 2 Review this session's content**
- 3 Complete the punctuation activity**
- 4 Write an article about the situation of the world (Your Mission)**