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| Lec. #01 | The Paragraph | A paragraph is a group of related sentences that discuss one (and usually only one) main idea. |
| Lec. #01 | The Topic Sentence | States the main idea of the paragraph. It not only names The topic of the paragraph, but it also limits the topic to one specific area. |
| Lec. #01 | The Controlling idea | The part of the topic sentence that announces the specific area to be discussed. |
| Lec. #01 | The Supporting sentences | develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. |
| Lec. #01 | The Concluding sentence | Signals the end of the paragraph and leaves the reader with important points to remember. |
| Lec. 04# | Unity | Unity means that a paragraph discusses one and only one main idea from beginning to end. |
| Lec. #04 | Coherence | the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one. |
| Lec. #04 | Repetition of key nouns | The easiest way to achieve coherence. |
| Lec. #05 | Transition Signals | They are expressions, phrases, subordinators, coordinators, adjectives and prepositions which give a paragraph coherence because they guide your reader from one idea to the next. |
| Lec. #06 | The Subordinator | the first word in a dependent clause. |
| Lec. #07 | Chronological order | order by time. Uses: Tell stories, relate historical events, write biographies and autobiographies. And to explain processes and procedures. |
| Lec. #07 | Logical division of ideas | A topic is divided into parts, and each part is discussed separately. |
| Lec. #07 | Comparison/contrast | The similarities and/or differences between two or more items are discussed. |
| Lec. #08 | Opinions | subjective statements based on a person's beliefs or attitudes. |
| Lec. #08 | Facts | objective statements of truths. |

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| Lec. #09 | Plagiarism | using someone else's words or ideas as if they were your own. |
| Lec. #09 | Direct quotation | copy another person's exact words (spoken or written) and enclose them in quotation marks. |
| Lec. #10 | Indirect Quotations | the speaker's or writer's words are reported indirectly, without quotation marks. (reported speech) |
| Lec. #11 | General statements | <ul style="list-style-type: none"> • to attract your reader's attention • Introduce the general topic of the essay |
| Lec. #11 | Thesis statement | <ul style="list-style-type: none"> • to state the main idea of the essay. • It names the specific topic. • may list subtopics or subdivisions of the main topic or subtopics • may indicate the pattern of organization of the essay. • Is normally the last sentence in the introductory paragraph. • gives the reader a general idea of the contents of the essay. |
| Lec. #11 | The conclusion | summary or review of the main points discussed in the body. |
| Lec. #11 | Funnel Introduction | It begins with one or two very general sentences about the topic. Each subsequent sentence becomes increasingly focused on the topic until the last sentence, which states very specifically what the essay will be about. |
| Lec. #12 | Body Paragraphs | They are the place to develop your topic and prove your points. |
| Lec. #12 | Logical Division of Ideas | The basic pattern for essays. In this pattern, you divide your topic into subtopics and then discuss each subtopic in a separate paragraph. |
| Lec. #12 | Essay Outlining | <ul style="list-style-type: none"> • organizes your thoughts. • keeps you on track once you begin to write. |
| Lec. #14 | Block organization | discuss all the causes as a block, then you discuss all the effects together as a block. |
| Lec. #14 | Transition paragraph | <p>a short paragraph often separates one major section from another major section.</p> <p>conclude one section and introduce another section.</p> |