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Lecture 1

This lecture will cover the following points:

- 1- What is a paragraph?
- 2- The three parts of a paragraph
 - a- The topic sentence
 - b- The supporting sentences
 - c- The concluding sentence

What is a paragraph?

A paragraph is a group of related sentences that discuss one (and usually only one) main idea. 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. A paragraph may stand by itself.

In academic writing, you often write a paragraph to answer a test question such as the following: "Define management by objective, and give one example of it from the reading you have done for this class." A paragraph may also be one part of a longer piece of writing such as an essay or a book.

We mark a paragraph by indenting the first word about a half inch (five spaces on a typewriter or computer) from the left margin. The following model contains all the elements of a good paragraph. Read it carefully two or three times. Then answer the Writing Technique questions that follow, which will help you analyze its structure.

Gold

¹Gold, a precious metal, is prized for two important characteristics. ²First of all, gold has a lustrous¹ beauty that is resistant to corrosion.² ³Therefore, it is suitable for jewelry, coins, and ornamental purposes. ⁴Gold never needs to be polished and will remain beautiful forever. ⁵For example, a Macedonian coin remains as untarnished³ today as the day it was made 25 centuries ago. ⁶Another important characteristic of gold is its usefulness to industry and science. ⁷For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. ⁸The most recent use of gold is in astronauts' suits. ⁹Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. ¹⁰In conclusion, gold is treasured not only for its beauty but also for its utility.

Writing Technique Questions

1. What is the topic of the paragraph?
2. What two main points does the writer make about the topic?
3. In which two sentences does the writer say that there are two main points?
4. What examples does the writer use to support each point?

The three parts of a paragraph

All paragraphs have a

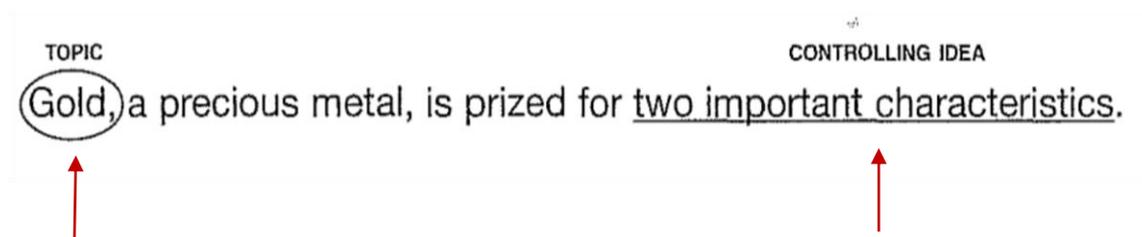
1-topic sentence

2-supporting sentences

3-some paragraphs also have a concluding sentence.

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 that can be discussed completely in the space of a single paragraph. The part of the topic sentence that announces the specific area to be discussed is called the **controlling idea**.

Notice how the topic sentence of the model states both the topic and the **controlling idea**:



Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. Following are some of the supporting sentences that explain the topic sentence about gold.

- 1-First of all, gold has a lustrous beauty that is resistant to corrosion.
- 2-For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago.
- 3-Another important characteristic of gold is its usefulness to industry and science.
- 4-The most recent use of gold is in astronauts' suits.

The **concluding sentence** signals the end of the paragraph and leaves the reader with important points to remember:

In conclusion, gold is treasured not only for its beauty but also for its utility.

Concluding sentences are customary for stand-alone paragraphs. However, paragraphs that are parts of a longer piece of writing usually do not need concluding sentences

Lecture 2

This lecture will cover the following points:

- 1-The Topic Sentence
- 2-Position of Topic Sentences
- 3-Recognizing Topic Sentences

The Topic Sentence

Every good paragraph has a topic sentence, which clearly states the topic and the controlling idea of the paragraph. 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 a helpful guide to both the writer and the reader.

The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is therefore better prepared to understand it. For example, in the model paragraph on gold, the topic sentence alerts the reader to look for two characteristics. Here are three important points to remember about a topic sentence.

1. A **topic sentence** is a complete sentence; that is, it contains at least one subject and one verb. The following are not complete sentences because they do not have verbs:

Driving on freeways.

How to register for college classes.

The rise of indie films.

2. A topic sentence contains both a **topic** and a **controlling idea**. It names the topic and then limits the topic to a specific area to be discussed in the space of a single paragraph.

TOPIC CONTROLLING IDEA
Driving on freeways requires skill and alertness.

TOPIC CONTROLLING IDEA
Registering for college classes can be a frustrating experience for new students.

TOPIC CONTROLLING IDEA
The rise of indie films is due to several factors.

3. A topic sentence is the most general statement in the paragraph because it gives only the main idea. It does not give any specific details. A topic sentence is like the name of a particular course on a restaurant menu. When you order food in a restaurant, you want to know more about a particular course than just "meat" or "soup" or "salad."

You want to know generally what kind of salad it is. Potato salad? Mixed green salad? Fruit salad? However, you do not necessarily want to know all the ingredients. Similarly, a reader wants to know generally what to expect in a paragraph, but he or she does not want to learn all the details in the first sentence.

Following is a **general statement** that could serve as a **topic sentence**.

The Arabic origin of many English words is not always obvious.

The following sentence, on the other hand, is **too specific**. It could serve as a **supporting sentence** but not as a topic sentence.

The slang expression so long (meaning "good-bye") is probably a corruption of the Arabic salaam.

This sentence is **too general**.

English has been influenced by other languages.

Position of Topic Sentences

The topic sentence is usually (but not always) **the first sentence in a paragraph**. Experienced writers sometimes put topic sentences in other

locations, but the best spot is usually right at the beginning. Readers who are used to the English way of writing want to know what they will read about as soon as they begin reading.

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, calling someone stingy is an insult, but calling someone frugal is a compliment. Similarly, a person wants to be slender but not skinny, aggressive but not pushy. Therefore, you should be careful in choosing words because many so-called synonyms are not really synonymous at all.

Sometimes a topic sentence comes **at the end**. In this case, the paragraph often begins with a series of examples. Other paragraphs may begin with a series of facts, and the topic sentence at the end is the conclusion from these facts.

Medical Miracles to Come

By the year 2009, a vaccine¹ against the common cold will have been developed. By the same year, the first human will have been successfully cloned.² By the year 2014, parents will be able to create designer children. Genetic therapy will be able to manipulate genes for abilities, intelligence, and hair, eye, and skin color. By 2020, most diseases will be able to be diagnosed and treated at home, and by 2030, cancer and heart disease will have been wiped out. These are just a few examples of the medical miracles that are expected in the next few decades.

PRACTICE I

Recognizing Topic Sentences

- | | |
|---------------------|---|
| <u>too specific</u> | a. A lunar eclipse is an omen of a coming disaster. |
| <u>too general</u> | b. Superstitions have been around forever. |
| <u>best TS</u> | c. People hold many superstitious beliefs about the moon. |
| <u>incomplete</u> | d. Is made of green cheese. |

Lecture 3

This lecture will cover the following points:

- 1-Recognizing Topic Sentences
- 2-Identifying the Parts of a Topic Sentence
- 3-Supporting Sentences
- 4-The Concluding Sentence

Recognizing Topic Sentences

- a. **The history of astronomy is interesting.**
- b. **Ice age people recorded the appearance of new moons by making scratches in animal bones.**
- c. **For example, Stonehenge in Britain, built 3500 years ago to track the movement of the sun.**
- d. **Ancient people observed and recorded lunar and solar events in different ways**

- a. **The history of astronomy is interesting. Too general**
- b. **Ice age people recorded the appearance of new moons by making scratches in animal bones. Too specific**
- c. **For example, Stonehenge in Britain, built 3500 years ago to track the movement of the sun. inc. sent.**
- d. **Ancient people observed and recorded lunar and solar events in different ways. Best TS**

Identifying the Parts of a Topic Sentence

Driving on freeways requires skill and alertness.

↑
Topic

↑
Controlling Idea

Participating in class discussions is (a problem for several different groups of students).

In my opinion, (television commercials for cosmetics) lie to women.

(Owning an automobile) is a necessity for me.

It is an expensive luxury (to own an automobile in a large city).

Taste and appearance are both important in (Japanese cuisine).

Writing Topic Sentences

When you write a topic sentence, remember these three points:

1. A topic sentence must be a complete sentence, with a subject and a verb.
2. A topic sentence should be neither too general nor too specific. If it is too general, the reader cannot tell exactly what the paragraph is going to discuss. If it is too specific, the writer will not have anything to write about in the rest of the paragraph.
3. A topic sentence should not have unrelated controlling ideas.

Supporting Sentences

Supporting sentences explain or prove the topic sentence. One of the biggest problems in student writing is that student writers often fail to support their ideas adequately. They need to use specific details to be thorough and

convincing. There are several kinds of specific supporting details: examples, statistics, and quotations.

Paragraph A: Paragraph without Support

Red-Light Running

Although some people think that red-light running is a minor traffic violation that is no worse than jaywalking,¹ it can, in fact, become a deadly crime. Red-light runners cause accidents all the time. Sometimes people are seriously injured and even killed. It is especially a problem in rush hour traffic. Everyone is in a hurry to get home, so drivers run red lights everywhere. The police do not do much about it because they are too busy. The only time they pay attention is when there is an accident, and then it is too late. In conclusion, running a red light is a serious offense.

Paragraph B: Paragraph with Support

Red-Light Running

¹Although some people think red-light running is a minor traffic violation that is no worse than jaywalking, it can, in fact, become a deadly crime. ²Red-light runners cause hundreds of accidents, including deaths and injuries as well as millions of dollars in damages. ³Each year more than 900 people die, and nearly 200,000 are injured in crashes that involve red-light running. ⁴Motorists run red lights all the time. ⁵For example, in Fairfax, Virginia, a five-month-long survey at five busy intersections revealed that a motorist ran a red light every 20 minutes. ⁶Red-light runners are seldom caught. ⁷According to the Insurance Institute for Highway Safety, “Communities don’t have the resources to allow police to patrol intersections as often as would be needed to ticket all motorists who run red lights” (“Q&A”).²

The Concluding Sentence

A concluding sentence serves two purposes:

1. It signals the end of the paragraph.
2. It leaves the reader with the most important ideas to remember. It can do this in two ways:
 - By summarizing the main points of the paragraph

OR

- By repeating the topic sentence in different words

A paragraph does not always need a concluding sentence. For single paragraphs, especially long ones, a concluding sentence is helpful to the reader because it is a reminder of the important points. However, a concluding sentence is not needed for every paragraph in a multi-paragraph essay.

**End-of-Paragraph Signals
Followed by a Comma**

Finally,
In brief,
In conclusion,
Indeed,
In short,

Lastly,
Therefore,
Thus,
To sum up,

**End-of-Paragraph Signals
Not Followed by a Comma**

The evidence suggests that . . .
There can be no doubt that . . .
These examples show that . . .
We can see that . . .

Notes

1. Many writing teachers think *In conclusion* and *In summary* are overused and so will not want you to use them.
2. Do not use the phrase *At last* as an end-of-paragraph signal. *At last* means “at the end of a long period of time,” as in this sentence: *At last, you’ve come home.*

A Hawaiian Legend

Native people create legends to explain unusual phenomena in their environment. A legend from the Hawaiian island of Kauai explains how the naupaka flower, a flower that grows on beaches there, got its unusual shape. The flower looks like half a small daisy—there are petals on one side only. The legend says that the marriage of two young lovers on the island was opposed by both sets of parents. The parents found the couple together on a beach one day, and to prevent them from being together, one of the families moved to the mountains, separating the young couple forever. As a result, the naupaka flower separated into two halves; one half moved to the mountains, and the other half stayed near the beach. This story is a good example of a legend invented by native people to interpret the world around them.

Note: Never introduce a new idea in the concluding sentence.

- INCORRECT In conclusion, we now have more variety of greeting cards to choose from, but they are also becoming very expensive. (*This is a new idea.*)
- INCORRECT In conclusion, there are many other legends like this one in Hawaii. (*This is a new idea.*)

Lecture 4

This lecture will cover the following points:

1-Unity and Coherence

2-Ways to achieve coherence:

- a. Repeat key nouns.
- b. Use consistent pronouns.

Unity

An important element of a good paragraph is unity. Unity means that a paragraph discusses one and only one main idea from beginning to end. For example, if your paragraph is about the advantages of owning a compact car, discuss only that. Do not discuss the disadvantages. Furthermore, discuss only one advantage, such as gas economy, in each paragraph.

If you begin to discuss another advantage, start a new paragraph. Sometimes it is possible to discuss more than one aspect of the same idea in one paragraph if they are closely related to each other. For example, you could discuss gas economy and low maintenance costs in the same paragraph because they are closely related, but you should not discuss both gas economy and easier parking in the same paragraph because they are not closely related.

The second part of unity is that every supporting sentence must directly explain or prove the main idea. For example, in a paragraph about the high cost of prescription drugs in the United States, you could mention buying drugs from pharmacies outside the United States as an alternative, but if you write several sentences about buying drugs outside the United States, you are getting off the topic, and your paragraph will not have unity.

Both of the following paragraphs break the rule of unity because they contain one or more sentences that are off the topic.

Step 1 Locate and underline the topic sentence of each paragraph.

Step 2 Cross out the sentence or sentences that are off the topic.

Paragraph 1

Adventure travel is the hot trend in the tourism industry. Ordinary people are no longer content to spend their two weeks away from the office resting on a sunny beach in Florida. More and more often, they are choosing to spend their vacations rafting down wild rivers, hiking through steamy rain forests, climbing the world's highest mountains, or crossing slippery glaciers. People of all ages are choosing educational study tours for their vacations.

Paragraph 1

Adventure travel is the hot trend in the tourism industry. Ordinary people are no longer content to spend their two weeks away from the office resting on a sunny beach in Florida. More and more often, they are choosing to spend their vacations rafting down wild rivers, hiking through steamy rain forests, climbing the world's highest mountains, or crossing slippery glaciers. ~~People of all ages are choosing educational study tours for their vacations.~~

Paragraph 2

Daredevil sports are also becoming popular. Young people especially are increasingly willing to risk life and limb while mountain biking, backcountry snowboarding, or high-speed skateboarding. Soccer is also popular in the United States now, although football is still more popular. One of the riskiest new sports is skysurfing, in which people jump out of airplanes with boards attached to their feet. Skysurfing rivals skydiving and bungee jumping for the amount of thrills and risk.

Paragraph 2

Daredevil sports are also becoming popular. Young people especially are increasingly willing to risk life and limb while mountain biking, backcountry snowboarding, or high-speed skateboarding. ~~Soccer is also popular in the United States now, although football is still more popular.~~ One of the riskiest new sports is skysurfing, in which people jump out of airplanes with boards attached to their feet. Skysurfing rivals skydiving and bungee jumping for the amount of thrills and risk.

Coherence

Another element of a good paragraph is coherence. The Latin verb *cohere* means "hold together." For coherence in writing, 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.

There are four ways to achieve coherence:

1. Repeat key nouns.
2. Use consistent pronouns.
3. Use transition signals to link ideas.
4. Arrange your ideas in logical order.

1. Repetition of key nouns

The easiest way to achieve coherence is to repeat key nouns frequently in your paragraph. Read the model paragraph about gold to see how it uses this technique to smooth the flow of sentences. The key noun in this paragraph is gold.

Paragraph with Coherence

Gold

¹Gold, a precious metal, is prized for two important characteristics. ²First of all, gold has a lustrous beauty that is resistant to corrosion. ³Therefore, it is suitable for jewelry, coins, and ornamental purposes. ⁴Gold never needs to be polished and will remain beautiful forever. ⁵For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. ⁶Another important characteristic of gold is its usefulness to industry and science. ⁷For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. ⁸The most recent use of gold is in astronauts' suits. ⁹Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. ¹⁰In conclusion, gold is treasured not only for its beauty but also for its utility.

There is no fixed rule about how often to repeat key nouns or when to substitute pronouns. You should repeat a key noun instead of using a pronoun when the meaning is not clear. Throughout the following paragraph, the word gold has been replaced by pronouns, making the paragraph much less coherent.

Gold

Gold, a precious metal, is prized for two important characteristics. First of all, it has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. It never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another of its important characteristics is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. Its most recent use is in astronauts' suits. Astronauts wear heat shields made from it for protection when they go outside spaceships in space. In conclusion, it is treasured not only for its beauty but also for its utility.

2. Consistent Pronouns

When you use pronouns, make sure that you use the same person and number throughout your paragraph. Don't change from you to he or she (change of person) or from he to they (change of number). Notice the changes the writer made for consistency in the following example.

Students Know have
~~A student~~ who ~~knows~~ a few Latin and Greek roots and prefixes ~~has~~ an
students do not
advantage over ~~a student~~ who ~~does not~~ know them. They can often guess the
students
meaning of new words. If, for example, ~~you~~ know that the prefix *omni* means
they
“all,” ~~you~~ have a better chance of guessing the meanings of words such as
students Know
omnibus, *omnipresent*, and *omnidirectional*. Furthermore, ~~a student~~ who ~~knows~~
that the root *sci-* comes from *scire*, “to know,” can guess that *omniscient* means
“all-knowing.”

Lecture 5

This lecture will cover the following points:

3-Transition signals

a- Coordinators

3- Transition signals

They are expressions such as first, finally, and however, or phrases such as in conclusion, on the other hand, and as a result. Other kinds of words such as subordinators (when, although), coordinators (and, but), adjectives (another, additional), and prepositions (because of, in spite of) can serve as transition signals.

Transition signals are like traffic signs; they tell your reader when to go forward, turn around, slow down, and stop. In other words, they tell your reader when you are giving a similar idea (similarly, and, in addition), an opposite idea (on the other hand, but, in contrast), an example (for example), a result (therefore, as a result), or a conclusion (in conclusion). Transition signals give a paragraph coherence because they guide your reader from one idea to the next.

Meaning/ Function	Transition Phrases	Conjunctive Adverbs	Coordinating Conjunctions	Subordinating Conjunctions	Others
To introduce an additional idea	in addition	furthermore moreover besides also too	and		another (+ noun) an additional (+ noun)
To introduce an opposite idea or contrast	on the other hand in contrast	however nevertheless instead still nonetheless	but yet	although though even though whereas while	in spite of (+ noun) despite (+ noun)
To introduce a choice or alternative		otherwise	or	if unless	
To introduce a restatement or explanation	in fact indeed	that is			
To list in order	first, second, third next, last, finally				the first, second, third, etc. the next, last, final
To introduce an example	for example for instance				an example of (+ noun) such as (+ noun)
To introduce a conclusion or summary	clearly in brief in conclusion indeed in short in summary				
To introduce a result	accordingly as a result as a consequence	therefore consequently hence thus	so		

Most words and phrases in the first two columns of the chart can appear at the beginning, in the middle, or at the end of one independent clause and are usually separated by commas.

EXCEPTIONS

1. The words and phrases in the **last four groups** in the chart (for listing ideas and time sequences, for emphasizing, for giving reasons, and for conclusions)

usually appear only at the beginning of a sentence, not in the middle or at the end.

2. **Too** usually appears only at the end of a sentence, sometimes preceded by a **comma**.

3. The short time words **then**, **now**, and **soon** usually **do not need commas**.

The words and phrases in the first two columns of the chart can also connect two independent clauses. In this case, we use them with a **semicolon** and a **comma**.

INDEPENDENT CLAUSE INDEPENDENT CLAUSE
In warm climate zones, water evaporates rapidly; **therefore**, the concentration of salt is greater.

INDEPENDENT CLAUSE INDEPENDENT CLAUSE
Both the Red Sea and the Mediterranean have narrow outlets to the ocean; **however**, the Mediterranean's is narrower.

INDEPENDENT CLAUSE INDEPENDENT CLAUSE
A few societies in the world are matriarchal; **that is**, the mother is head of the family.

INDEPENDENT CLAUSE INDEPENDENT CLAUSE
Some English words have no exact equivalents in other languages; **for example**, there is no German word for the adjective *fair*, as in *fair play*.

a- Coordinators

This group includes the seven coordinating conjunctions **and**, **but**, **so**, **or**, **nor**, **for**, and **yet** and the five correlative ("paired") conjunctions **both ... and**, **not only ... but also**, **neither ... nor**, **either ... or**, and **whether ... or**. Coordinators may or may not have commas. When they connect two independent clauses, use a comma.

INDEPENDENT CLAUSE INDEPENDENT CLAUSE
In a matriarchy, the mother is the head of the family, **and** all the children belong to her clan.

INDEPENDENT CLAUSE INDEPENDENT CLAUSE
In warm climate zones, water evaporates rapidly, **so** the concentration of salt is greater.

INDEPENDENT CLAUSE INDEPENDENT CLAUSE
Children **not only** need love, **but** they **also** need discipline.

When coordinators connect two words or phrases, do not use a comma.

Would you rather take a written **or** an oral exam?

Children need **not only** love **but also** discipline.

Exception:

Some writers use a comma before **but** and **yet** even when they do not connect independent clauses to emphasize the contrast of the connected ideas.

The poem is solemn, **yet** optimistic in tone.

Lecture 6

This lecture will cover the following points:

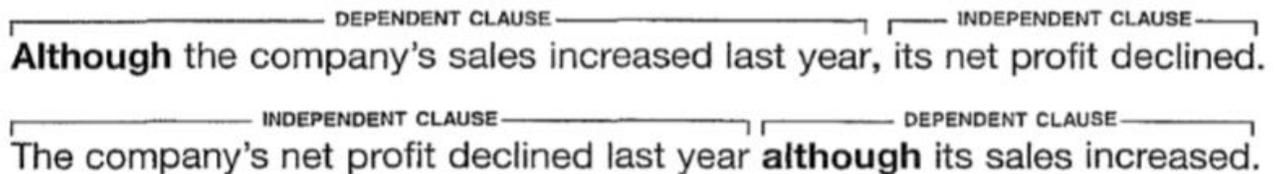
3- Transition signals

a- Coordinators

B- Subordinators & Practice

B- Subordinators

A subordinator (subordinating conjunction) is the first word in a dependent clause. A dependent clause is always connected to an independent clause to make a sentence. The sentence may or may not have a comma. The general rule is this: Put a comma after a dependent clause but not in front of one.



The transition signals in this group include nouns such as **example**, adjectives such as **additional**, prepositions such as **in addition to**, verbs such as **cause**, and adverbs such as **too**.

There are no punctuation rules for this group, but it is important to notice what kinds of words follow these signals.

An **additional** reason for the company's bankruptcy was the lack of competent management. (*Additional is an adjective, so it is followed by a noun.*)

In addition to increased competition, the lack of competent management caused the company's bankruptcy. (*In addition to is a preposition, so it is followed by a noun or noun phrase.*)

Vocabulary differences between British and American English include words **such as** *bonnet/hood, petrol/gasoline, windscreen/windshield, and lorry/truck.* (*Such as is followed by a noun or noun phrase.*)

1- Recognizing Transition Signals

Step 1:

Circle all the transition signals in the following paragraphs.

Step 2:

Punctuate the transition signals if necessary.

Genetic³ Engineering

Genetic research has produced both exciting and frightening possibilities. Scientists are now able to create new forms of life in the laboratory because of the development of gene splicing.⁴ (On the one hand) the ability to create life in the laboratory could greatly benefit humankind. One beneficial application of gene splicing is in agriculture. For example researchers have engineered a more nutritious type of rice that could help alleviate the serious problem of vitamin A deficiency. It is estimated that 124 million children worldwide lack vitamin A, putting them at risk of permanent blindness and other health issues. In addition genetic engineers have created larger fish, frost-resistant strawberries, and cows that produce more milk. Indeed agriculture has already benefited from the promise of genetic engineering.

On the other hand not everyone is positive about gene-splicing technology. Some people feel that it could have terrible consequences. In fact a type of corn engineered to kill a certain insect pest also threatened to annihilate¹ desirable monarch butterflies. In another accident, a genetically engineered type of corn that was approved only for animal consumption because it was toxic to humans accidentally cross-pollinated with corn grown for humans. As a result many countries banned imports of genetically modified corn for several years. Furthermore the ability to clone human beings is a possibility that frightens many people. In 2004, two South Korean scientists reported that they had successfully cloned a human embryo (Dreifus).² The embryo did not develop into a baby however it is possible that one could do so in the future, a possibility that not everyone is comfortable with.

Genetic research has produced both exciting and frightening possibilities. Scientists are now able to create new forms of life in the laboratory because of the development of gene splicing. **(On the one hand)**, the ability to create life in the laboratory could greatly benefit humankind. One beneficial application of gene splicing is in agriculture. **(For example)**, researchers have engineered a more nutritious type of rice that could help alleviate the serious problem of vitamin A deficiency. It is estimated that 124 million children worldwide lack vitamin A, putting them at risk of permanent blindness and other health issues. **(In addition)**, genetic engineers have created larger fish, frost-resistant strawberries, and cows that produce more milk. **(Indeed)**, agriculture has already benefited from the promise of genetic engineering.

(On the other hand), not everyone is positive about gene-splicing technology. Some people feel that it could have terrible consequences. **(In fact)**, a type of corn engineered to kill a certain insect pest also threatened to annihilate desirable monarch butterflies. In another accident, a genetically engineered type of corn that was approved only for animal consumption because it was toxic to humans accidentally cross-pollinated with corn grown for humans. **(As a result)**, many countries banned imports of genetically modified corn for several years. **(Furthermore)**, the ability to clone human beings is a possibility that frightens many people. In 2004, two South Korean scientists reported that they had successfully cloned a human embryo. The embryo did not develop into a baby; however, it is possible that one could do so in the future, a possibility that not everyone is comfortable with.

2- Choose the transition signal that best shows the relationship between the sentences in each group.

1. A recent article in *Era* magazine suggested ways to reduce inflation. The article suggested that the president reduce the federal budget ____; furthermore ____, it suggested that the government reduce federal, state, and local taxes. (**however, in contrast, furthermore**)

2- The same article said that the causes of inflation were easy to find..... the cure for inflation was not so easy to prescribe. (however, for example, therefore).

3. Era also suggested that rising wages were one of the primary causes of inflation..... the government should take action to control wages. (however; therefore, for example)

2- The same article said that the causes of inflation were easy to find..... the cure for inflation was not so easy to prescribe. (to find; however,/ to find. However,)

3. Era also suggested that rising wages were one of the primary causes of inflation..... the government should take action to control wages. (of inflation; therefore,/ of inflation. Therefore,)

3- Fill in each blank with an appropriate transition signal from the list provided. Use each signal only once. Add punctuation if necessary.

for example, in fact, similarly, also, indeed, third, second, final and most convincing

Time

One stereotype about North Americans says that they are obsessed with time. It sometimes seems true that for North Americans, time seems as valuable as money. (1)..... they even say, "Time is money." (2)..... have you noticed how many verbs can be followed by both time and money? (3)..... you can spend time, save time, lose time,

find time, make time, waste time, and run out of time. (4)..... you can spend, save, lose, find, make, waste, and run out of money.

(5)..... North Americans seem to regard time as a "thing" that one can own. You can have time, buy time, and take time. (One wonders how much it costs and where it is taken.) A (6).....piece of evidence that North Americans are obsessed with time is their fanaticism about always being on time. (7)..... people who are habitually late risk punishment ranging from frowning disapproval to losing their jobs. The (8)..... proof is that these poor people sometimes take courses in time management! That is really overdoing it, don't you agree?

Time

One stereotype about North Americans says that they are obsessed with time. It sometimes seems true that for North Americans, time seems as valuable as money. (1) **In fact**, they even say, "Time is money." (2) **Also**, have you noticed how many verbs can be followed by both time and money? (3) **For example**, you can spend time, save time, lose time, find time, make time, waste time, and run out of time. (4) **Similarly**, you can spend, save, lose, find, make, waste, and run out of money.

(5) **Second**, North Americans seem to regard time as a "thing" that one can own. You can have time, buy time, and take time. (One wonders how much it costs and where it is taken.) A (6) **third** piece of evidence that North Americans are obsessed with time is their fanaticism about always being on time. (7) **Indeed**, people who are habitually late risk punishment ranging from frowning disapproval to losing their jobs. The (8) **final and most convincing proof** is that these poor people sometimes take courses in time management! That is really overdoing it, don't you agree?

Lecture 7

This lecture will cover the following points:

4- Logical Order

- Kinds of logical order in English
- Review

4- Logical Order

In addition to using transition signals and repeating key nouns and pronouns, a fourth way to achieve coherence is to arrange your sentences in some kind of **logical order**. Your choice of one kind of logical order over another will, of course, depend on your topic and your purpose. You may even combine two or more different logical orders in the same paragraph.

The important point to remember is to arrange your ideas in some kind of order that is logical to a reader accustomed to the English way of writing.

Some common kinds of logical order in English are **chronological order**, **logical division of ideas**, and **comparison/contrast**.

1-Chronological order is order by time—a sequence of events or steps in a process.

2- In logical division of ideas, a topic is divided into parts, and each part is discussed separately.

3- In a comparison/contrast paragraph, the similarities and/or differences between two or more items are discussed.

Identify the type of logical order used in this paragraph?

The process of machine translation of languages is complex. To translate a document from English into Japanese, for example, the computer first analyzes an English sentence, determining its grammatical structure and identifying the subject, verb, objects, and modifiers. Next, the words are translated by an English-Japanese dictionary. After that, another part of the computer program analyzes the resulting awkward jumble' of words and meanings and produces an intelligible sentence based on the rules of

Japanese syntax and the machine's understanding of what the original English sentence meant. Finally, a human bilingual editor polishes the computer-produced translation.

The answer is :

chronological order because it uses time order to organize the steps

In the following paragraph, notice how the four elements work together to create a unified and coherent paragraph.

A Leap Year Custom Lives On

ALL SENTENCES ARE RELATED TO THE TOPIC.

KEY NOUNS ARE REPEATED, AND SYNONYMS ARE USED.

PRONOUNS ARE CONSISTENT.

TRANSITION SIGNALS HELP THE READER FOLLOW THE PROGRESSION OF IDEAS.

IDEAS ARE PRESENTED IN LOGICAL ORDER.

No one knows for certain the origin of the custom that allows women to propose marriage on Leap Day. Leap Day is February 29th, the extra day added every four years to put the calendar year in synch with the solar year. One explanation for the custom comes from Ireland. According to Irish legend, Saint Brigid, an Irish holy woman who lived in the fifth century, complained to Saint Patrick about women having to wait for men to propose. Saint Patrick agreed that this practice was unfair, so he decided that eager females could propose on this one day. A different explanation of the custom comes from medieval England. According to this explanation, people there thought that because Leap Day existed to fix a problem in the calendar, it could also be used to fix an old and unjust practice. In 1288, the custom became an actual law in Scotland. Not only did the Scottish law allow women to propose on any day during a Leap Year, but it also said that any man who declined a woman proposal had to pay a fine! Whatever its origins, the tradition of women taking the initiative one day a year lives on in Sadie Hawkins Day celebrations held in many communities in the United States even today.

These are the important points covered in this chapter.

1. Every good paragraph has both unity and coherence.

2. You achieve unity by

- discussing only one idea in a paragraph.
- always staying on the topic in your supporting sentences.

3. You achieve coherence by

- repeating key nouns.
- using consistent pronouns.
- using transition signals.
- arranging your ideas in some kind of logical order.

4. There are different types of transition signals. Each type is punctuated differently.

Lecture 8

This lecture will cover the following points:

- 1- Facts versus Opinions
- 2- Using Outside Sources

Supporting Details: Facts, Quotations, and Statistics

Academic writing normally requires that you support your ideas and opinions with facts, statistics, quotations, and similar kinds of information. You get these kinds of supporting details from outside sources such as books, magazines, newspapers, Web sites, personal interviews, and so on.

Facts versus Opinions

First, it is important to distinguish between facts and opinions. Opinions are subjective statements based on a person's beliefs or attitudes.

Men are better drivers than women.

Smoking is a bad habit.

English is an easy language to learn.

Opinions are not acceptable as support. It is certainly acceptable to express opinions in academic writing. In fact, most professors want you to express your own ideas. However, you may not use an opinion as support, and if you express an opinion, you must support it with facts. Facts are objective statements of truths.

At sea level, water boils at 100 degrees Celsius.

Women live longer than men.

Cigarettes are addictive.

Sometimes even facts need proof. While all three statements above are facts, the last two need proof. Your readers may not believe that women live longer than men, or they may not agree that cigarettes are addictive. You have to use specific supporting details to prove that these statements are true facts. Kinds of specific supporting details include examples, statistics, and quotations.

OPINION	Photographs of ultrathin fashion models send the wrong message to girls and young women.
FACT, BUT NEEDS PROOF	Fashion models are unnaturally thin.
SPECIFIC SUPPORTING DETAIL	The average model weighs 25 percent less than the average woman of the same height.

Practice: Specific Supporting Details

Decide which of the following statements is an opinion, a fact that needs proof, or a specific supporting detail.

Write

- O for opinion
- F-NP for fact that needs proof
- SSD for specific supporting detail

- F-NP 1. People who steal identities do a lot of damage before their victims become aware of it. *(The writer could give an example of a person who was victimized before noticing it.)*
- O 2. Punishment for identity thieves is not severe enough. *(The writer could give an example of a typical punishment.)*
- SSD 3. Last year, the losses of victims totaled more than \$7 billion.

4. Identity theft is more serious than any other type of theft.
5. Identity theft is increasing at a rapid pace.
6. In 2000, 31,000 cases of identity theft were reported to the Federal Trade Commission (FTC); in 2003, the number was 210,000.

4. Identity theft is more serious than any other type of theft. O
5. Identity theft is increasing at a rapid pace. F-NP
6. In 2000, 31,000 cases of identity theft were reported to the Federal Trade Commission (FTC); in 2003, the number was 210,000. SSD

Using Outside Sources

Where can you find specific supporting details to support your ideas? For some assignments, you may be able to use examples from your own personal experience, or you may be able to gather quotations and statistics by performing an experiment, taking a survey, or interviewing people.

For other assignments, you may have to look for outside sources by researching your topic in a library or on the Internet.

There are three ways to insert outside information into your own writing: (1) You can quote it, (2) you can summarize it, or (3) you can paraphrase it.

Lecture 9

This lecture will cover the following points:

- 1- Plagiarism
- 2- Using Outside Sources
- 3-Quotations
 - a- Direct Quotations

Plagiarism

It is important to learn how to use information from outside sources without committing plagiarism. Plagiarism is using someone else's words or ideas as if they were your own, and it is a serious offense. Students who plagiarize may fail a class or even be expelled from school. When you use information from an outside source without acknowledging that source, you are guilty of plagiarism.

One way to avoid plagiarism is to always put quotation marks around words that you copy exactly. (You do not need to use quotation marks if you change the words.) You are also guilty of plagiarism if you fail to cite the source of outside information—words or ideas—that you use. To cite a source means to tell where you got the information.

Citing Sources

Citing a source is a two-step process.

1. Insert a short reference in parentheses at the end of each piece of borrowed information. This short reference is called an in-text citation.
2. Prepare a list describing all your sources completely. This list is titled "Works Cited" and appears as the last page of your paper.

Here is an example of an in-text citation and of its corresponding entry in a works-cited list. Notice the position and punctuation of the citation—at the end of the last sentence of the borrowed information, before the final period.

IN-TEXT CITATION

According to the Insurance Institute for Highway Safety, "Communities don't have the resources to allow police to patrol intersections as often as would be needed to ticket all motorists who run red lights" ("Q&A").

The abbreviation "Q&A" in parentheses at the end of this sentence is the first element of the title of an article from which the words in quotation marks were copied. There was no author. If readers want more information about this source, they can turn to the works cited list at the end of the essay, report, or paper and find this entry:

ENTRY IN WORKS-
CITED LIST

"Q&A: Red Light Running." Insurance Institute for Highway Safety June 2003.
26 Feb. 2004 <http://www.hwysafety.org/safety_facts/quanda/rlc.htm>.

This entry tells us that the complete title of the article is "Q&A: Red Light Running." It was published online in June 2003 by the Insurance Institute for Highway Safety. The date 26 Feb. 2004 is the date the writer found the article while researching the topic. The information in angle brackets < > is the Web site address (URL) where the article can be found.

Quotations

Quotations from reliable and knowledgeable sources are good supporting details. There are two kinds of quotations: direct and indirect. In a direct quotation, you copy another person's exact words (spoken or written) and enclose them in quotation marks. In an indirect quotation, you report the person's words without quotation marks, but with a reporting expression such as according to XYZ . . . or XYZ believes that

Direct Quotations

Drugs and the Olympic Games 1

¹It is no secret that performance-enhancing drugs have been used by Olympic athletes for decades. ²According to an article in *Forbes* magazine, "From the brute steroids the East Germans reportedly used on their Olympians during the Cold War to today's man-made versions of natural human proteins, drugs have been as much a staple of the Games as gold, silver, and bronze" (Herper, par. 4).¹ ³Despite rigorous drug testing, the use of banned performance-enhancing substances has become more widespread than ever. ⁴The disqualification of athletes from the most recent Olympic Games because of illegal drug use shows that the problem is ongoing.

⁵It seems apparent that if athletes want to win, they must consider using drugs. ⁶Dr. Michael Karsten, a Dutch physician who said he had prescribed anabolic steroids to hundreds of world-class athletes, states, "If you are especially gifted, you may win once, but from my experience you can't continue to win without drugs. ⁷The field is just too filled with drug users" (qtd. in Bamberger and Yaeger 62).² ⁸In fact, some people claim that record-breaking performances of Olympic athletes may be directly due to drugs. ⁹Charles Yesalis, a Pennsylvania State University professor who has studied the use of drugs in sports, believes "a large percentage" of athletes who have set new records have done so with the help of performance-enhancing drugs. ¹⁰"A lot of experts, at least in private, feel that way," he claims (qtd. in Herper, par. 6).

Reporting Verbs and Phrases

To introduce borrowed information—direct quotations, indirect quotations, or statistics—use the phrase according to or a reporting verb such as the following:

(assert, insist, report, suggest, claim, maintain, say, write, declare, mention, state).

Here are some rules for their use.

1. Reporting verbs can appear before, in the middle of, or after borrowed information. The reporting phrase according to usually appears before or after but not in the middle.

One young bicyclist says, "To win in world-class competition, you have to take drugs" (Jones).

"To win in world-class competition," says one young bicyclist, "you have to take drugs" (Jones).

"To win in world-class competition, you have to take drugs," says one young bicyclist (Jones).

According to one young bicyclist, athletes have to take drugs to win (Jones).

Athletes have to take drugs to win, according to one young bicyclist (Jones).

2. Reporting verbs can be used either with or without the subordinator as.

As one writer says when discussing the case of an Olympic medalist who unknowingly took a banned drug, "The human body, of course, doesn't distinguish intentional use from inadvertent exposure. Neither does the IOC [International Olympic Committee]" (Kidder, par. 5).

One writer says when discussing the case of an Olympic medalist who unknowingly took a banned drug, "The human body, of course, doesn't distinguish intentional use from inadvertent exposure. Neither does the IOC [International Olympic Committee]" (Kidder, par. 5).

3. Reporting verbs can be in any tense. However, be aware that a past tense reporting verb may cause changes in verbs, pronouns, and time expressions in an indirect quotation.

Some critics claim/have claimed that the International Olympic Committee has been lax on enforcement of drug bans ("2000 Olympics," par. 6).

Some critics claimed that the International Olympic Committee had been lax on enforcement of drug bans ("2000 Olympics," par. 6).

4. Including the source of the borrowed information with the reporting expression gives authority to your writing because it lets your reader know immediately that your information is from a credible source.

The institute of Global Ethics warns, "The Olympics could well become just another money-drenched media promotion in which contestants will be motivated less by athletic glory than by lucrative future contracts" (Kidder, par. 7).

Lecture 10

This lecture will cover the following points:

1- Indirect Quotations

2- Statistics

Indirect Quotations

In indirect quotations, the speaker's or writer's words are reported indirectly, without quotation marks. For this reason, indirect quotations are sometimes called reported speech.

Indirect quotations are introduced by the same reporting verbs used for direct quotations, and the word that is often added for clarity. The tense of verbs in indirect quotations is affected by the tense of the reporting verb.

The following paragraph is a model example of indirect quotations.

Drugs and the Olympic Games 2

⁵It seems apparent that if athletes want to win, they must consider using drugs. ⁶Dr. Michael Karsten, a Dutch physician who said he had prescribed anabolic steroids to hundreds of world-class athletes, stated that if [athletes] were especially gifted, [they] might win once, but from his experience [they] couldn't continue to win without drugs. ⁷He asserted that the field was just too filled with drug users (qtd. in Bamberger and Yaeger 62). ⁸In fact, some people claim that record-breaking performances of Olympic athletes may be directly due to drugs. ⁹Charles Yesalis, a Pennsylvania State University professor who has studied the use of drugs in sports believes that "a large percentage" of athletes who have set new records have done so with the help of performance-enhancing drugs. ¹⁰He claims that a lot of experts, at least in private, feel that way (qtd. in Herper, par. 6).

Changing Direct Quotations to Indirect Quotations

1. Omit the quotation marks.
2. Add the subordinator that. (You may omit that if the meaning is clear without it.)
3. Change the verb tense if necessary. Follow the sequence of tenses rules.
4. Change pronouns (and time expressions if necessary) to keep the sense of the original.

Sequence of Tenses Rules

If the reporting verb is in a past tense, the verbs in an indirect quotation may change tense according to the following rules. Also, pronouns (and sometimes time expressions) may change.

Tense Change	Direct Quotation	Indirect Quotation
Simple present changes to simple past.	Susan said, "The exam is at eight o'clock."	Susan said (that) the exam was at eight o'clock.
Simple past and present perfect change to past perfect.	She said, "We didn't have time to eat breakfast." He said, "The exam has just started ."	She said (that) they hadn't had time to eat breakfast. He said (that) the exam had just started .
<i>Will</i> changes to <i>would</i> , <i>can</i> to <i>could</i> , <i>may</i> to <i>might</i> , and <i>must</i> to <i>had to</i> .	Sam mentioned, "Today I will eat Chinese food, and tomorrow I'll eat French food if I can find a good restaurant."	Sam mentioned that today he would eat Chinese food and that tomorrow he'd eat French food if he could find a good restaurant.
Time expressions may change if the meaning requires it.	The teacher said, "You must finish the test right now ."	The teacher said that we had to finish the test right then ."

There are three exceptions:

- 1- When the reporting verb is simple present, present perfect, or future, the verb tense in the quotation does not change.

He says, "I can finish it today."

He says that he can finish it today.

2- When the reporting phrase is according to, the verb tense does not change.

The lawyer said, "My client is innocent."

According to the lawyer, his client is innocent.

3- When the quoted information is a fact or a general truth, the verb tense in the quotation does not change.

He said, "Water boils at a lower temperature in the mountains."

He said that water boils at a lower temperature in the mountains.

Practice

Rewrite the following direct quotations as indirect quotations

1- Pre-med student Alma Rodriguez said, "I miss being on campus, but I have to work and take care of my family."

2-Other students said, "Last year, we spent several hours a day commuting to and from school. Now we don't have to do that."

1- Pre-med student Alma Rodriguez said that she missed being on campus, but (that) she had to work and take care of her family.

2-Other students said that last year they spent several hours a day commuting to and from school. Now they didn't have to do that.

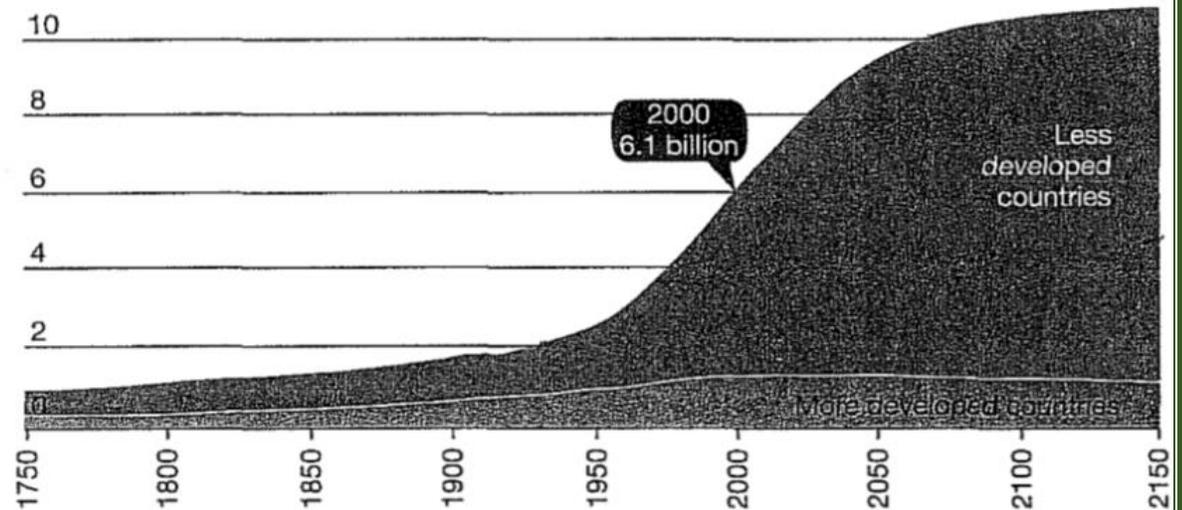
Statistics

Like quotations, statistics are good supporting details. Study the graph and then read the paragraph that uses data from it.

Notice the reporting verb that gives the source of information. As you do with quotations, you must also cite the source of statistical data.

World Population Growth, 1750–2150

Population (in billions)



Source: United Nations, *World Population Prospects, The 1998 Revision*, and estimates by the Population Reference Bureau.

World Population Growth

According to statistics from the Population Reference Bureau, the world's population is increasing at a geometric rate. World population first reached 1 billion back in 1804. It took 123 years for it to reach 2 billion in 1927. By 1960, a period of just 32 years, it had added another billion. Just 15 years later, we were at 4 billion, 12 years later at 5 billion, and 11 years after that at 6 billion. The United Nations has projected an increase to 9 billion by the year 2050. Most of the increase will be in the world's less developed countries ("World" 1).²

Lecture11

This lecture will cover the following points:

1- Writing an Essay

2- The Three Parts of an Essay

Writing an Essay

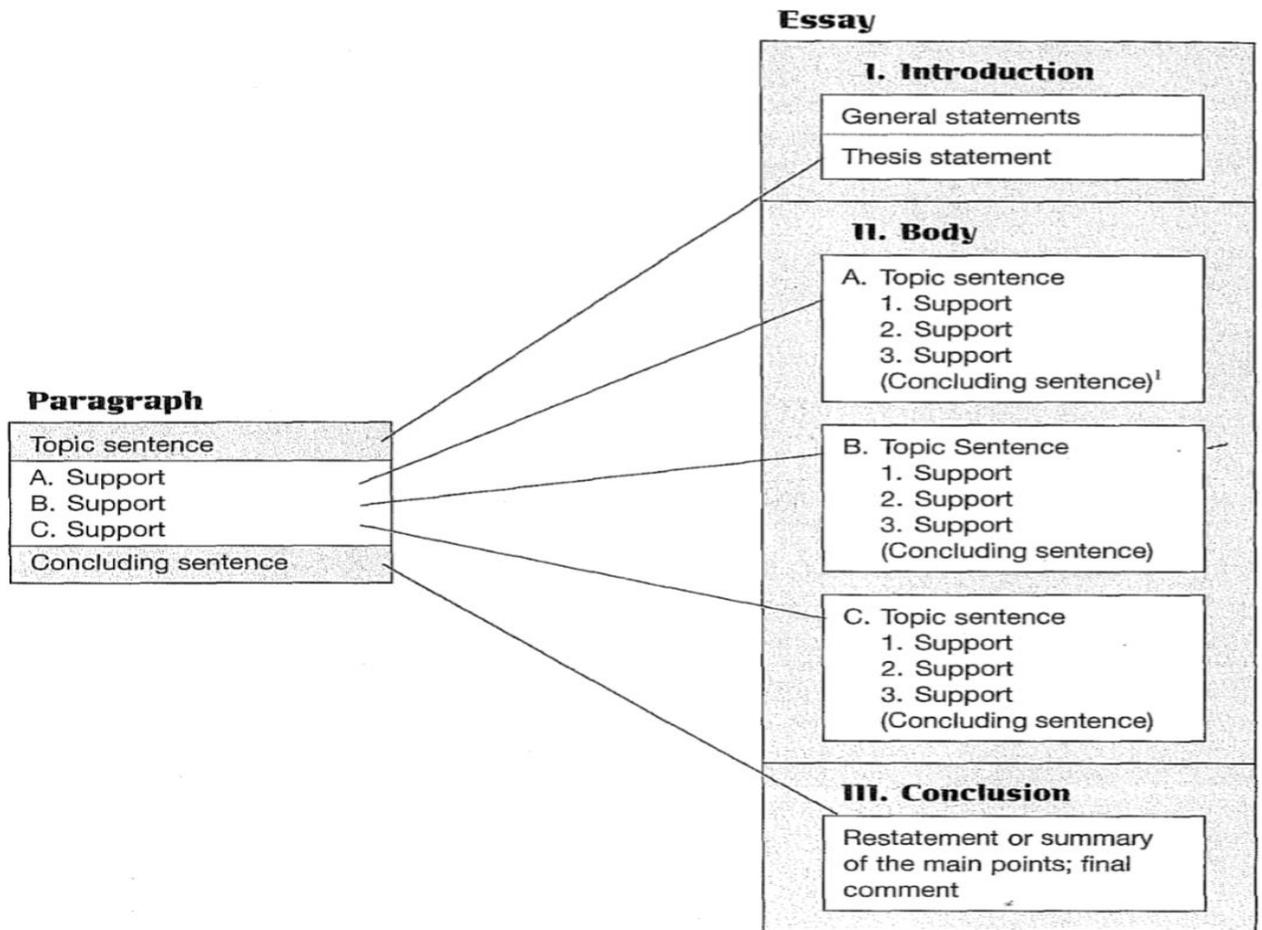
An essay is a piece of writing several paragraphs long. It is about one topic, just as a paragraph is. However, because the topic of an essay is too complex to discuss in one paragraph, you need to divide it into several paragraphs, one for each major point. Then you need to tie the paragraphs together by adding an introduction and a conclusion.

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

The Three Parts of an Essay

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

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



An essay **introduction** consists of two parts: a few **general statements** to attract your reader's attention and a **thesis statement** to state the main idea of the essay. A thesis statement for an essay is like a topic sentence for a paragraph: It names the specific topic and gives the reader a general idea of the contents of the essay.

The **body** consists of one or more paragraphs. Each paragraph develops a **subdivision of the topic**, so the number of paragraphs in the body will vary with the number of subdivisions or subtopics. The **conclusion**, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.

An essay has **unity and coherence**, just as a paragraph does. **Transition signals** and the **repetition of key nouns** link the paragraphs into a cohesive whole.

Study the model essay about the influence of Native Americans' on modern U.S. culture and notice its structure.

MODEL**Essay Structure**

INTRODUCTORY PARAGRAPH

THESIS STATEMENT

BODY PARAGRAPH 1

Native American Influences on Modern U.S. Culture

When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways. As a result, Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

First of all, Native Americans left a permanent mark on the English language. The early English-speaking settlers borrowed from several different Native American languages words for places in this new land. All across the country are cities, towns, rivers, and states with Native American names. For example, the states of Delaware, Iowa, Illinois, and Alabama are named after Native American tribes,² as are the cities of Chicago, Miami, and Spokane. In addition to place names, English adopted from various Native American languages the words for animals and plants found in the Americas. *Chipmunk*, *moose*, *raccoon*, *skunk*, *tobacco*, and *squash* are just a few examples.

BODY PARAGRAPH 2

Although the vocabulary of English is the area that shows the most Native American influence, it is not the only area of U.S. culture that has been shaped by contact with Native Americans. Art is another area of important Native American contributions. Wool rugs woven by women of the Navajo tribe in Arizona and New Mexico are highly valued works of art in the United States. Native American jewelry made from silver and turquoise is also very popular and very expensive. Especially in the western and southwestern regions of the United States, native crafts such as pottery, leather products, and beadwork can be found in many homes. Indeed, native art and handicrafts are a treasured part of U.S. culture.

BODY PARAGRAPH 3

In addition to language and art, agriculture is another area in which Native Americans had a great and lasting influence on the peoples who arrived here from Europe, Africa, and Asia. Being skilled farmers, the Native Americans of North America taught the newcomers many things about farming techniques and crops. Every U.S. schoolchild has heard the story of how Native Americans taught the first settlers to place a dead fish in a planting hole to provide fertilizer for the growing plant. Furthermore, they taught the settlers irrigation methods and crop rotation. Many of the foods people in the United States eat today were introduced to the Europeans by Native Americans. For example, corn and chocolate were unknown in Europe. Now they are staples in the U.S. diet.

BODY PARAGRAPH 4

Finally, it may surprise some people to learn that citizens of the United States are also indebted³ to the native people for our form of government. The Iroquois, who were an extremely large tribe with many branches called "nations," had

developed a highly sophisticated system of government to settle disputes that arose between the various branches. Five of the nations had joined together in a confederation called "The League of the Iroquois." Under the league, each nation was autonomous⁴ in running its own internal affairs, but the nations acted as a unit when dealing with outsiders. The league kept the Iroquois from fighting among themselves and was also valuable in diplomatic relations with other tribes. When the 13 colonies were considering what kind of government to establish after they had won their independence from Britain, someone suggested that they use a system similar to that of the League of the Iroquois. Under this system, each colony or future state would be autonomous in managing its own affairs but would join forces with the other states to deal with matters that concerned them all. This is exactly what happened. As a result, the present form of government of the United States can be traced directly back to a Native American model.

CONCLUDING PARAGRAPH

In conclusion, we can easily see from these few examples the extent of Native American influence on our language, our art forms, our eating habits, and our government. The people of the United States are deeply indebted to Native Americans for their contributions to U.S. culture.

The Introductory Paragraph

An introductory paragraph has two parts, **general statements** and the **thesis statement**.

General statements

- 1- Introduce the general topic of the essay.
- 2- Capture the reader's interest.

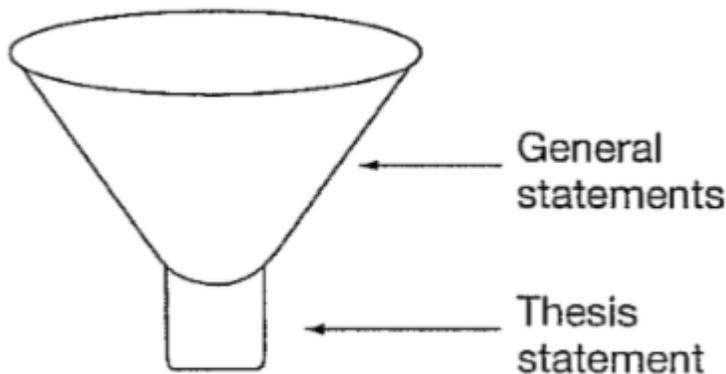
The thesis statement

- 1- States the specific topic.
- 2- May list subtopics or subdivisions of the main topic or subtopics.
- 3- May indicate the pattern of organization of the essay.
- 4- Is normally the last sentence in the introductory paragraph.

Funnel Introduction

The introductory paragraph of the model essay is a funnel introduction. This introduction is so called because it is shaped like a funnel—wide at the top and narrow at the bottom. It begins with one or two very general sentences about the topic. Each subsequent sentence becomes increasingly focused on the topic until the last sentence, which states very specifically what the essay will be about.

Writing a funnel introduction is like focusing a camera with a telephoto lens. You start with a wide picture and gradually narrow the focus so that just one object appears in the camera's viewfinder: your thesis statement.



Model : Funnel Introduction

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

Lecture 12

This lecture will cover the following points:

- 1- Thesis Statement
- 2- Body Paragraphs
- 3- Logical Division of Ideas
- 4- The Concluding Paragraph
- 5- Essay Outlining

Thesis Statement

The thesis statement is the most important sentence in the introduction. It states the specific topic of the essay.

Native Americans have made many valuable contributions to modern U.S. culture.

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

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

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

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

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

The large movement of people from rural to urban areas has major effects on a city's ability to provide housing, employment, and adequate sanitation services.

Sometimes a thesis statement also indicates the pattern of organization that the essay will follow.

Body Paragraphs

The body paragraphs in an essay are like the supporting sentences in a paragraph. They are the place to develop your topic and prove your points. You should organize body paragraphs according to some sort of pattern, such as chronological order or comparison/contrast. Sometimes, depending on your topic, you will need to use a combination of patterns.

Logical Division of Ideas

A basic pattern for essays is logical division of ideas. In this pattern, you divide your topic into subtopics and then discuss each subtopic in a separate paragraph. Logical division is an appropriate pattern for explaining causes, reasons, types, lands, qualities, methods, advantages, and disadvantages, as these typical college exam questions ask you to do.

Three Keys

Here are three keys to organizing a logical division essay.

1. Divide your topic into subtopics, and then discuss each subtopic in a separate paragraph.
2. Write a thesis statement that indicates logical division.
3. Use transitions between paragraphs to guide your reader from one subtopic to the next.

Thesis Statements for Logical Division of Ideas

The thesis statement of a logical division essay often indicates the number of subtopics:

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

Inflation has three causes.

The thesis statement may even name the specific subtopics:

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

b. Inflation has three causes: excessive government spending, unrestrained consumer borrowing, and an increase in the supply of paper money.

Paired conjunctions (both . . . and, not only . . . but also) are an especially effective way to list two subtopics:

c. Young people in my culture have less freedom than young people in the United States not only in their choice of lifestyle but also in their choice of careers.

d. Puppies, like children, need both love and discipline to become responsible members of society.

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

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

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

Thesis Statement Pitfalls

A thesis is the most important sentence in your essay, so write it with special thought and care. Avoid these common problems:

Problem 1: The thesis is too general.

TOO GENERAL	A college education is a good investment.
IMPROVED	A college education is a good investment for four reasons.
TOO GENERAL	Lasers are very useful.
IMPROVED	Lasers have several applications in industry and medicine.

Problem 2: The thesis makes a simple announcement.

ANNOUNCEMENT	I am going to write about sports injuries.
IMPROVED	Avoid sports injuries by taking a few simple precautions.

Problem 3: The thesis states an obvious fact.

OBVIOUS FACT	The Internet is a communication superhighway.
IMPROVED	The explosion of the Internet has had both positive and negative consequences.

The Concluding Paragraph

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

1. It signals the end of the essay. To do so, begin your conclusion with a transition signal.
2. It reminds your reader of your main points, which you can do in one of two ways: You can
 - summarize your subtopics.
 - paraphrase your thesis.
3. It leaves your reader with your final thoughts on the topic. This is your opportunity to convey a strong, effective message that your reader will remember.

Essay Outlining

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

A formal outline has a system of numbers and letters such as the following. In other fields of study, different systems are used.

Roman numerals I, II, and III number the major sections of an essay (introduction, body, conclusion)

Capital letters A, B, C, D, and so on label the body paragraphs.

Arabic numerals 1,2,3,4, and so on number the subpoints in each paragraph.

Small letters a, b, c, d, and so on label the specific supporting details.

Lecture 13

This lecture will cover the following points:

- 1- Chronological Order
- 2- Thesis Statements for a Process Essay
- 3- Transition Signals for Chronological Order

Chronological Order

Chronos is a Greek word meaning time. Chronological order is a way of organizing ideas in the order of their occurrence in time. Chronological order has all sorts of uses. We use it to tell stories, to relate historical events, and to write biographies and autobiographies. We also use it to explain processes and procedures.

For example, we would use chronological order to explain how to take a photograph, how to make a piece of pottery, how to perform a chemistry experiment, or how to set up an accounting system. Such essays are called "how to" essays, or process essays.

Three Keys

Here are three keys to organizing a process essay.

1. Discuss the steps in your process in the order in which they occur. Divide the steps into separate paragraphs where natural breaks or groups of steps occur. For example, to write about how to make a ceramic vase, you might divide the body into four paragraphs:
 - I. Introductory paragraph
 - II. Body
 - A. Shaping the vase
 - B. First (bisque) firing
 - C. Glazing
 - D. Second firing
 - III. Concluding paragraph
2. Write a thesis statement that names the process and indicates time order.
3. Use chronological order signal words and phrases to indicate the time sequence.

Thesis Statements for a Process Essay

A thesis statement for a process essay in some way indicates the time order. Expressions such as the process of, the procedure for, plan, develop, evolve, five stages, and several phases indicate that time order will be used. Here are some examples:

Follow these steps to make a beautiful ceramic vase for your home.

The field of genetic engineering has developed rapidly in the past 10 years.

A child learns to share over a period of time.

Heating water by solar radiation is a simple process.

Sometimes the thesis statement tells the number of steps in the process. The process of heating water by solar radiation involves three main steps. The thesis statement may even name the steps.

The main steps in the process of heating water by solar radiation are (1) trapping the sun's energy, (2) heating and storing the hot water, and (3) distributing the hot water to its points of use.

Sometimes the thesis statement tells the number of steps in the process. The process of heating water by solar radiation involves three main steps. The thesis statement may even name the steps.

The main steps in the process of heating water by solar radiation are (1) trapping the sun's energy, (2) heating and storing the hot water, and (3) distributing the hot water to its points of use.

Transition Signals for Chronological Order

Chronological order signal words are especially important in a process essay. You have to be very clear about the sequence of steps: Does one step happen before, after, or at the same time as another step?

Chronological order signals include all time expressions.

Chronological Order Signal Words and Phrases	
<p>first, first of all, second, third, etc. then, next, after that, soon, later, later on finally, last, last of all meanwhile, at the same time, now gradually, eventually</p>	<p>First, choose a destination for your camping trip. Then make a list of supplies and equipment. Last of all, have a good time. Meanwhile, have a supply of clean rags ready. Gradually increase your child's allowance.</p>
Subordinators	
<p>after since as until as soon as when before while</p>	<p>After you have chosen a destination, make a list of equipment and supplies that you will need. Praise your child when he or she does something well.</p>
Others	
<p>the first (second, last, final) step on the third day after leaving home later that morning for five minutes in 2004 several years ago a few weeks later in the next (past, last) 15 years</p>	<p>The last step is to decorate the cake. Continue stirring the soup for five minutes. In 2004, scientists announced a major discovery. After leaving home, I began to appreciate my parents. My parents emigrated to the United States several years ago. The court announced the decision a few weeks later.</p>

These are the important points covered in this lecture.

1. Using chronological order to organize an essay means putting the ideas in order or sequence by occurrence in time.
2. Use chronological order for narrative essays (stories, history, biography, and autobiography) and for process essays (how to do or make something).
3. Following are the three keys to success in writing a chronological order essay:
 - Group the steps or events into paragraphs where natural breaks occur.
 - Write a thesis statement that indicates chronological order.
 - Use chronological order signal words and phrases to show the sequence of steps (in a process) or events (in a narration).

Lecture 14

This lecture will cover the following points:

- 1- Cause/Effect Essays
- 2- Organization for Cause/Effect Order
 - Block Organization
 - Chain Organization

Cause/Effect Essays

Another common pattern of essay organization is called cause and effect. In a cause/ effect essay, you discuss the causes (reasons) for something, the effects (results), or both causes and effects. You might use cause/effect organization to answer typical test questions such as these:

EDUCATION	Explain the decline in reading ability among schoolchildren.
ENVIRONMENTAL STUDIES	Discuss the effects of global warming on the environment.
BUSINESS, ECONOMICS	Discuss NAFTA ¹ and its effects on the U.S. economy.
HISTORY	Discuss the causes of the U.S. Civil War.
PSYCHOLOGY	Explain the causes and effects of the "Stockholm syndrome."

Organization for Cause/Effect Order

You can organize a cause/effect essay in two main ways: "**block**" organization and "**chain**" organization. In block organization, you first discuss all the causes as a block (in one, two, three, or more paragraphs, depending on the number of causes). Then you discuss all the effects together as a block. You can discuss either causes or effects first. Of course, you can also discuss only causes or only effects.

Block Organization

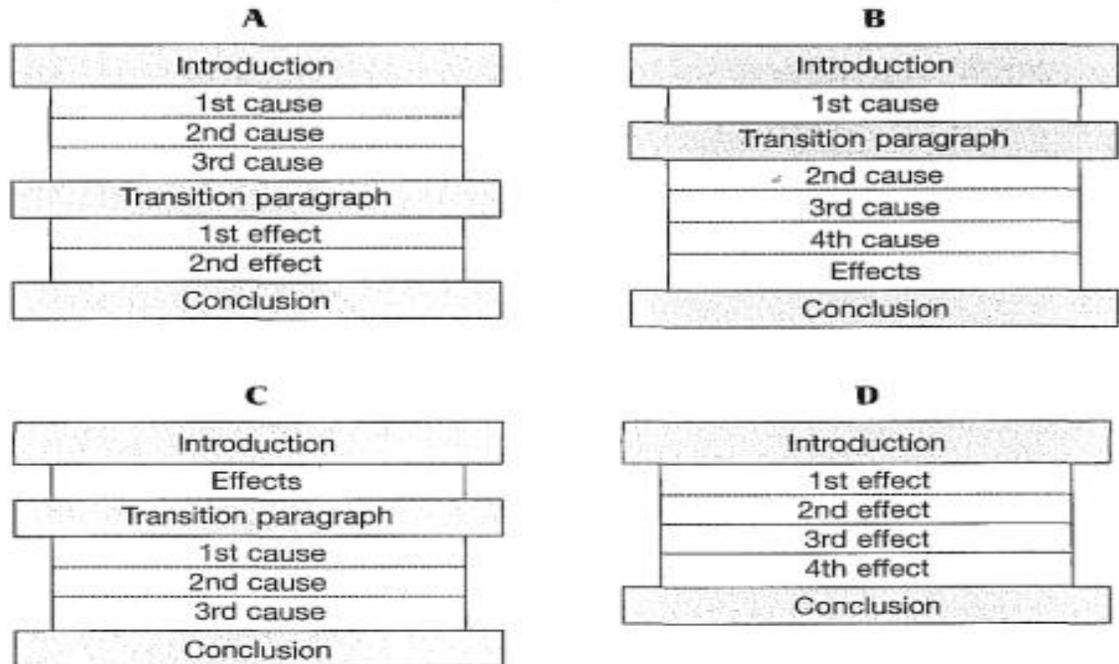
In block organization, a short paragraph often separates one major section from another major section. This paragraph is called a transition paragraph. Its purpose is to conclude one section and introduce another section. You do not always have to write a transition paragraph, but it is helpful when your topic is long and complex.

For example, an essay about global warming might include several paragraphs about the causes and several paragraphs about the effects, with a transition paragraph between the two blocks.

Essays that discuss mainly (or only) causes or mainly (or only) effects might have a transition paragraph between blocks of different kinds of causes or between blocks of different kinds of effects.

For example, you might use a transition paragraph to separate the personal effects of our increased life expectancy from its many effects on the economy. In short, a block-style cause/effect essay could have many different patterns. Some possibilities are shown here.

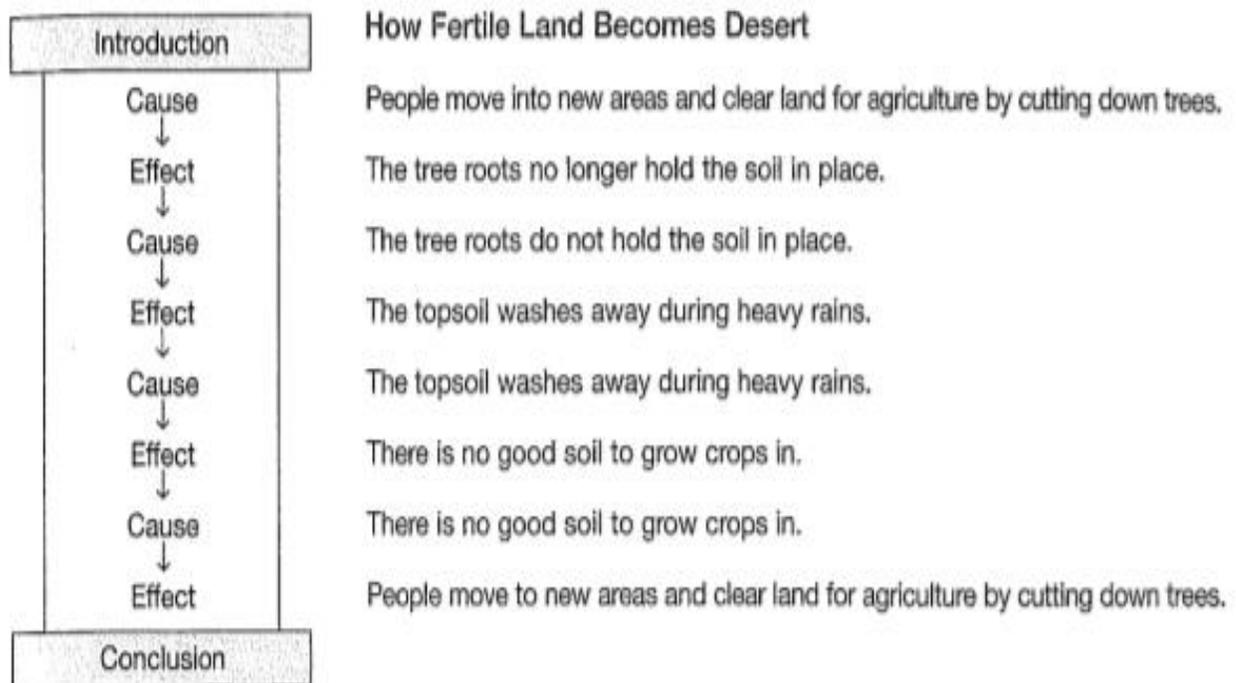
Block Organization



Chain Organization

In this pattern, causes and effects are linked to each other in a chain. One event causes a second event, which in turn causes a third event, which in turn causes a fourth event, and so on. Each new cause and its effect are links in a chain. Depending on the complexity of the ideas in each link, you can devote an entire paragraph to one link, or you may include several links in one paragraph, or you may describe the entire chain in one paragraph.

Chain organization usually works better than block organization when the causes and effects are too closely linked to be separated. Notice the chain pattern in the following diagram.



The type of cause/effect organization you choose depends on your topic.

- A chain pattern is usually easier if the causes and effects are very closely interrelated. You might use a chain pattern to write about the causes of a particular disease or phenomenon in nature such as a thunderstorm or a rainbow.

- The block pattern is usually easier with larger, complex topics such as global warming or homelessness.
- Sometimes you will want to use a combination of block and chain organization.

Cause Signal Words

Coordinators	
for	Bison were indispensable to the Native American tribes, for this one animal provided them with nearly everything they needed for survival: meat, clothing, shelter, tools, and weapons. <i>Note: When used in this way, for has the same meaning as because. However, you MUST use a comma in front of for, and you MUST NOT use a comma in front of because.</i>
Subordinators	
because since as	Bison were indispensable to the Native American tribes because/since/as this one animal provided them with nearly everything they needed for survival: meat, clothing, shelter, tools, and weapons.
Others	
to result from to be the result of	The bison's near extinction resulted from/was the result of loss of habitat and overhunting.
due to because of	Bison nearly became extinct due to/because of loss of habitat and overhunting.
the effect of the consequence of	One effect of/consequence of westward expansion was the destruction of habitat for the bison.
as a result of as a consequence of	The areas in which bison could roam freely shrank as a result of/as a consequence of the westward expansion of the 1800s.

Effect Signal Words

Transition Words and Phrases	
as a result as a consequence therefore thus consequently hence	<p>Workers building the new transcontinental railroad needed meat; as a result/as a consequence/therefore/thus/consequently/hence, hunters killed bison by the thousands.</p> <p><i>Note:</i> Notice the difference between <i>as a result</i> and <i>as a result of</i>. <i>As a result</i> is followed by a full sentence (independent clause) and introduces an effect. <i>As a result of</i> is followed by a noun phrase and introduces a clause.</p>
Coordinators	
so	<p>Native Americans began trading bison skins to the settlers for steel knives and guns, so they began killing bison in larger numbers.</p>
Others	
to result in to cause to have an effect on to affect the cause of the reason for thereby	<p>Loss of habitat and overhunting resulted in/caused the near extinction of bison.</p> <p>The reduced numbers of bison had a terrible effect on/affected the lives of the Native Americans who had depended on them for survival.</p> <p>The rescue of the bison from near extinction is a cause of/a reason for celebration.</p> <p>The 85 bison that survived were given refuge in Yellowstone National Park in 1892, thereby saving this species from total extinction.</p> <p><i>Note:</i> <i>Thereby</i> is most frequently used in front of <i>-ing</i> phrases.</p>

Practice: Recognizing Cause Signal Words

Step 1 Underline the part of the sentence that states a cause.

Step 2 Circle the word or words that introduce the cause

1. The computer is a learning tool (since) it helps children to master math and language skills. (After *since*, we must use a clause with a subject and a verb.)

Practice: Recognizing Effect Signal Words

Step 1 Underline the part of the sentence that states an effect.

Step 2 Circle the word or words that introduce the effect

The cost of gasoline is rising; **as a result**, some automobile manufacturers have begun to produce electric models. (“As a result” is a transition phrase. In this sentence, it connects two independent clauses.)

These are the important points you should have learned from this lecture.

1. Cause/effect organization is a common pattern in academic writing to write about causes (or reasons) and effects (or results).
2. There are two common cause/effect patterns of organization.
 - In block organization, the causes (or reasons) are grouped together in one block, and the effects (or results) are grouped together in another block. There may be a transition paragraph between blocks.
 - In chain organization, the causes and effects are too closely linked to be separated. One cause leads to an effect, which is the cause of the next effect.
3. Use a variety of cause/effect signal words to help your reader follow your ideas.

GOOD LUCK

Prepare by

أم رغد 2012

If you want a thing well done, do it your self