

Lesson Plan

Career Cluster: Applicable to all
Lesson Three: The Composition

What Academic Skills will the student know and be able to do?

Standard(s):

- CCR R.1 CCR W.5
- CCR R.8. CCR W.6
- CCR W.4

What Work Readiness Skills will the student practice?

- Improve Knowledge & skills
- Thinking ideas through before acting
- Communicating information clearly
- Maintain focus on task

Learning Tasks

Academic Work Readiness

Academic Work Readiness

Learning Target:

I understand the components of a composition and can use this knowledge to write a multi-paragraph composition.

Learning Steps:

- DOK 1: Quick write to identify possible topics.
- DOK 2: Develop and write an effective introduction.
- DOK 2: Develop and write good body paragraphs.
- DOK 2: Develop and write a sound conclusion.
- DOK 4: Plan and write a good multi-paragraph Composition.

Methodology:

Quick writes, circles, cafés, reading, writing

Resources:

“Lesson Three: The Composition”

Learning Target:

I can select an appropriate graphic organizer to use for a composition and can use Word to type the composition.

Learning Steps:

- DOK 1: Use the computer to complete interactive activities
- DOK 1: Use online graphic organizers
- DOK 2: Use Microsoft Word to write a composition

Methodology:

Computer usage

Resources:

Internet, computers

Demonstration of Mastery

How will student demonstrate mastery or proficiency of topic content?

Type a well written multi-paragraph Composition.

Successfully complete interactive exercises; use online graphic organizers
Produce a Word Document

Next Steps?

Use café’s to peer review the final composition that each student produces. Students should revise their compositions accordingly to produce draft #2, 3, etc. until the piece can be written as a final draft.

Expanded Integrated Learning Map Lesson Plan
Lesson Description

Unit Name: Writing for Academic Purposes

Lesson Title: The Composition

CCR (College and Career Readiness) Standards (include full wording):

CCR R-1	Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCR R-8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCR W-4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR W-5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCR W-6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Learning Targets (Goals and Objectives)

Academic Target(s): Students will understand the parts of a composition and understand how each part relates to the other in writing the composition.

Work Readiness Target(s): Students will be able to type a well written composition using Microsoft Word and will utilize the internet to conduct research.

Materials and Resources

“The Composition” (module found below), computers, graphic organizers, internet.

Learning Tasks (Procedures)

Activities and DOK (Depth of Knowledge)

Time	Procedure	DOK
5-10 min	Circle Questions: What are the 3 main parts to a paragraph and the purpose of each part? What are the 3 main parts to a composition and the purpose of each part?	1
5-10 min	Student reads (or instructor presents) the information on page 1 & top of page 2	1
5-10 min	Read Section A: Choosing Your Composition & discuss in class; complete exercise 1	1
5 min	Quick write to begin brainstorming a possible topic to write on	1
5 min	Watch the video shown in the link on page 3. Discuss the information presented in the video.	1
20 min	Read & discuss pages 4-10: Section B: The Introductory Paragraph	2
15 min	Complete exercise #2 and discuss answers	3
5 minutes	Read the section immediately following exercise #2 on narrowing a topic	1
15 min	Complete exercise #3 and discuss answers	3
10 min	Complete the interactive online exercises found in exercise #4 on page 12	3
30-45	Complete Activity #1 found at the bottom of page 12. Have students work	4

min	in a café to create the introduction.	
7 min	Watch the video shown in the link on page 15. Discuss the information presented in the video.	1
15 min	Read and discuss section C: Body Paragraphs for the Composition on pages 15-18	2
45 min	Complete activity #2 on page 18. Have students work in a café to create body paragraphs.	4
3 minutes	Watch the video shown in the link on page 20. Discuss the information presented in the video	1
5-10 min	Read and discuss section D: The conclusion on pages 21-22.	2
10 min	Circle: Complete exercise #5	3
10-15 min	Have students read the short paragraph on using graphic organizers (section E) and examine the various types of graphic organizers shown in the link. Discuss which type each student wants to use and why it would be an appropriate choice for the essay topic they brainstormed with when they did their initial quick write for this module.	2
5 min	Read Section F: Outlining a composition	1
10-15 min	In Circle groups, have students complete Exercise #6	3
45 min	Have students complete Activity 4	4

Transitions:

This lesson is very long and is to be divided into **multiple** sections as appropriate for the various ABE classrooms throughout Wyoming. In addition, more advanced learners can be expected to complete more detailed graphic organizers, outlines, and compositions than the lower level student. In classrooms where there is limited access to computers, have students take turns conducting research online and with the interactive activities that appear throughout the module. The videos should be watched as a group whenever possible, followed by discussions. Most exercises can be done in café's. Although only one 'circle' is listed in the "Learning Tasks", it is advisable that additional 'circles' be implemented. Additional circles have not been listed as "Learning Tasks: because of the varying class times in ABE classrooms throughout Wyoming. (i.e. each instructor is expected to adapt the information presented in this module to 'fit' his/her individual classroom).

Demonstration of Mastery:

Student graphic organizers and outlines should show evidence of understanding the three main parts to a composition: the introduction, body paragraphs, and conclusion.

Trouble Shooting:

Complete examples are given in the reading passages, but instructors may expand upon each section as needed for their individual classrooms.

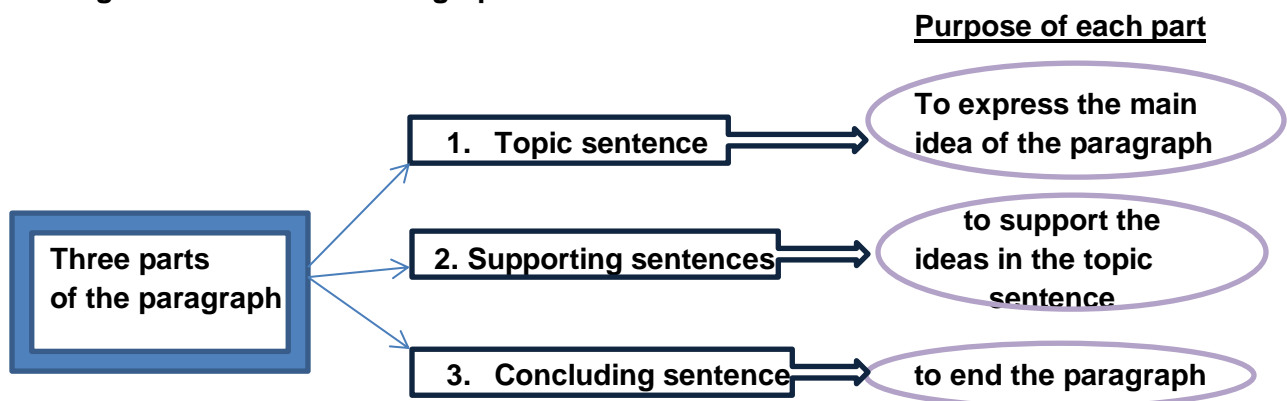
Reflection for Instructor:

Several of the example essays given in this module as part of the activities are difficult readings. If students struggle with these examples, instructors should substitute lower level readings to accommodate individual learning levels.

Lesson Three: The Composition

In lesson one, you learned how to write a paragraph. In this unit, we will focus on writing a composition. A composition, like a paragraph, has its own structure and each part of the composition has a specific function. Once you learn and understand how each part works in *conjunction* with each of the other parts, you are on your way to developing a unique writing style all your own. Writing is really a simple process, but it requires a lot of work. Consider for example, the basic parts of a paragraph. We learned in the first lesson that a paragraph has to have three things: a topic sentence, support for the topic sentence, and a conclusion. Each of these parts of the paragraph serves a very important purpose in the paragraph as represented in Diagram #1 below.

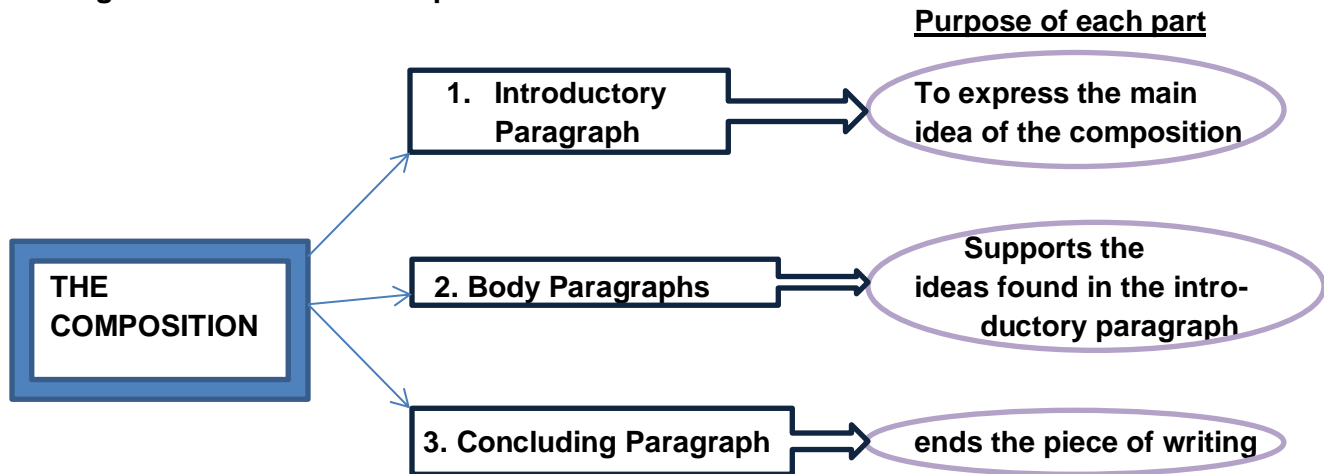
Diagram #1: Parts of a Paragraph



The purpose or function of each part of a composition is quite similar in nature to that of a paragraph. The composition has three parts and each parts serves the same function as the three parts of a paragraph. In a paragraph, the main idea can be found in the topic sentence, which forms the first part of the paragraph. In a composition, the first part also defines the main idea, but this is done in an entire paragraph, called the introductory paragraph. The second part of a paragraph is **support**, which provides information to 'support' the main idea. Likewise, the second part of a composition also provides support for the main idea of the composition, but this support takes the form of multiple paragraphs. The third and final part of a paragraph is the conclusion and its purpose is to close or 'end' the paragraph. The same is true for a composition. Its final part is called a

concluding paragraph and the details given in the conclusion generally summarize the main points of each paragraph. A diagram of the parts and the functions of each part of a composition can be found below.

Diagram #2: Parts of a Composition



As you can see the functions of the three parts of a composition are exactly the same as that of the paragraph. However, writing a composition involves a lot more writing as a composition must have at the very least three paragraphs and each paragraph must follow the rules for a paragraph (i.e. it must have a topic sentence, support, and a conclusion).

A. Choosing your Composition Topic

(extracted from: http://www.wts.edu/resources/westminster_center_for_theolog/become_writerhtml/developing_your_thesis_main_me/choosing_and_narrowing_a_topic.html)

The first research decisions are made before you even step into a library or log on to a computer. When choosing a topic, you are deciding where to begin your investigation, not necessarily what the title or substance of your paper will be. In this phase, give yourself freedom to explore various ideas and potential paper topics. Some questions to help guide your thinking are:

- What topics interest you?
- Is there a topic about which you have some knowledge which you would like to investigate further?
- Have your life experiences prompted interest in a particular topic or question?
- What topics would be most relevant to your calling in ministry?
- What questions or issues are especially significant to other individuals and communities with whom you have contact in the church and in the world?
- What topics seem most central to your coursework?

Once you arrive at a general topic of interest, you can start perusing relevant research material. If your assignment requires source documents be sure to include both primary and secondary sources and to appropriately cite each source in order to avoid plagiarism.

Primary source documents are “first-hand testimony or direct evidence concerning a topic under study”. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html). These types of sources were present at the time of an event and offer an inside view of a particular event. Examples of primary source documents can include:



- Original documents such as diaries, speeches, manuscripts, letters, interviews, photographs, news film footage, autobiographies, official records
- Creative works such as poetry, drama, novels, music, art
- Relics or artifacts, such as pottery, furniture, clothing, buildings

Secondary sources are documents or recordings that relate or discuss information originally presented elsewhere. They typically involve generalization, analysis, synthesis, interpretation, or evaluation of the original information. Examples of secondary sources can include PUBLICATIONS, such as textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias.



Exercise #1: Identify whether each of these are primary (P) or secondary (S) source documents.

- | | |
|---|---|
| _____ 1. The Diary of Anne Frank | _____ 7. A journal article reporting NEW research or findings |
| _____ 2. An American history textbook | _____ 8. A newspaper article |
| _____ 3. The United States Constitution | _____ 9. A book about the effects of WWI |
| _____ 4. Plato’s Republic | _____ 10. Martin Luther King’s “I Have a Dream” speech |
| _____ 5. Weavings and pottery | |
| _____ 6. Encyclopedia of North American Histories | |

B. The Introductory Paragraph



Writing an effective introduction is crucial to the overall impact your paper will have upon your reader. To get a brief overview of some of the techniques used in writing an introduction, watch the video shown in the link below.

<http://education-portal.com/academy/lesson/essay-introduction-write-a-thesis-and-capture-your-audience.html#lesson>

1. Getting the Reader Interested

Before you begin writing a composition, it is important to understand the components of the first part of the composition—the Introduction. The introduction is perhaps the most important component of the composition because it ‘introduces’ your topic to the reader. If you begin a composition with an introduction that is uninteresting and boring, then there’s a good chance your piece of writing will never be read. Now, you may ask yourself, who really cares what I have to say? Perhaps at this particular point in your life, your opinions, beliefs, and what you have to say in written form is not widely read, but that may change in the future. The point to focus on at the point in time is to develop writing skills that will stay with you for the rest of your life. So when you begin to write a composition, for whatever purpose, remember that the first few words of the composition will either encourage the reader to continue reading or will be so ‘dull’ that the reader becomes uninterested in what you have written. The latter can be avoided by writing something that is meant to catch the reader’s attention. There are many ways that this can be achieved. First, it can be done by the use of quotations or startling facts, such as:

THE DAILY NEWS

www.dailynews.com

THE WORLD’S FAVOURITE NEWSPAPER

- Since 1879

Thaksin’s Announcement Shocks The Financial World!

Here the reader would be drawn into the piece of writing for a number of reasons. Assuming the reader were familiar with Thailand, the first thing most people would want to know would be the details of the announcement---“What did he say?” The second item of interest that draws the

reader's attention is the word "**shocks**". Here, the word itself has a very influential impact upon the reader. The word 'shock' is a word that is used when we want to create or demonstrate a powerful emotion. As you can see from this example, the use of distinct vocabulary plays a significant role in the writing process.

The next item capturing the readers' attention is the need (curiosity) to know what effect 'the announcement' will have upon world financial markets. This *curiosity* is not limited to the average person, but to nearly every individual living person on this planet as everyone possesses a trait where they are inquisitive, particularly if the topic is of personal interest to them. However, this curiosity would turn to 'true interest' and become very important/relevant, if the reader were employed in the financial world.



But what if the reader knew very little about Thailand? Would you still be able to capture the readers' attention with the same phrase? Without a doubt, the answer here would be 'no'. The reader would read the first word 'Thaksin' and have very little interest in continuing simply because s/he does not know who 'Thaksin' is or the reasons why he (this unknown person) could have such an important role in the financial markets. Knowing who your readers will be (i.e. **your audience**) is also of vital importance when constructing your introduction. In the example given above, if you know or even suspect that some of your audience may not know who 'Thaksin' is, then it would be much more useful to write in a manner directed towards that particular audience, such as:

THE DAILY NEWS

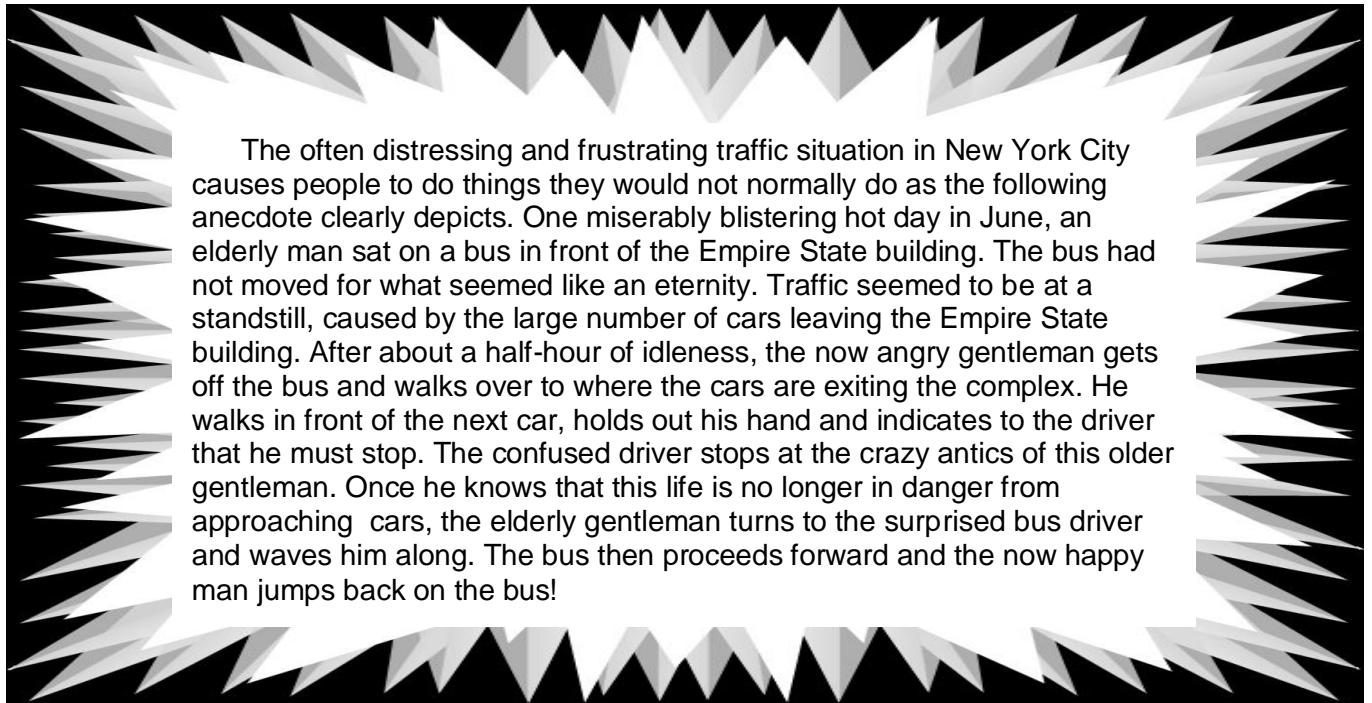
www.dailynews.com

THE WORLD'S FAVOURITE NEWSPAPER

- Since 1879

Thai Prime Minister's Announcement Shocks The Financial World!

Another technique to catch the readers' attention is the use of anecdotes—short and sometimes amusing stories. Consider the following example.



In this example, the anecdote supports the main idea of the topic sentence—that traffic can cause people to behave in extraordinary ways than they customarily do. Using an anecdote in the introduction can only be successful if it is truly an amusing story that supports the main idea or the point the writer is trying to make. If the anecdote you choose to use does not meet this criteria, then you will not have captured the readers' attention.

A fourth and final method employed by many writers in the introductory paragraph is to use vivid descriptions. In the example given above numerous descriptives (words that describe) were used to add 'spice' to the anecdote and to keep the reader interested in the 'story' being told. Words like 'miserably' and 'blistering' help to define the weather on that particular June day. Other descriptive words were used to help characterize the people in the story, such as 'angry', 'confused', 'crazy', 'surprised', and 'happy'. Here again, the use of vocabulary and knowing how to manipulate that vocabulary for your intended purposes can be a beneficial skill in your writing.

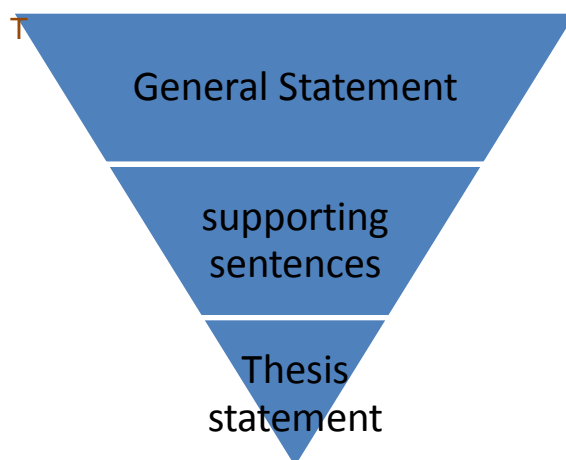
Knowing who your audience is and understanding how to write in such a way that they will be drawn into what you are writing is not easy. But these difficulties can be overcome, provided you use one or more of the methods described above in your introduction.

2. Parts of an Introduction

The introduction of a composition has two parts; **general statements** and a **thesis statement**. The way you write your general statements and your choice of vocabulary for these statements are what attract a readers' attention. General statements usually consist of an introductory topic sentence for that particular paragraph and details supporting that topic. The methods you employ when you write your supporting details, through the use of anecdotes, vivid descriptions, quotations and/or startling facts will make your general statements more interesting.

The second part of the introduction is the '**thesis statement**' and its purpose is to control the main idea of the entire composition. Most students who first attempt to write a thesis statement do not understand that the 'thesis' must not be too broad that it fails to sufficiently address and define what the composition will be about. On the other hand, it must not be so limiting in scope that the reader is unable to identify the main idea. As with choosing a topic, the introductory part of a composition should resemble an inverted triangle.

Diagram #3: The Introductory Paragraph



The first statement of an introduction should be a general statement about the topic. The second sentence should be less general and so on until it leads to the 'Thesis statement', which is **the most important** sentence of the introduction.

The thesis statement is similar to a topic sentence, but it is broader and gives the controlling idea for the entire composition. Additionally, it is usually the last sentence in the introductory paragraph.

When writing a thesis statement it is important to remember these points:

1. **The thesis statement must be a complete sentence.**
2. **The thesis statement should express an opinion, an idea, or a belief. The thesis should be something that you can argue about. It should NOT be a plain fact.**

Examples: (taken from <https://owl.english.purdue.edu/owl/resource/588/01/>)

Pollution is bad for the environment.

This thesis statement is not debatable. First, the word *pollution* means that something is bad or negative in some way. Further, all studies agree that pollution is a problem; they simply disagree on the impact it will have or the scope of the problem. No one could reasonably argue that pollution is good.

Example of a debatable thesis statement:

At least 25 percent of the federal budget should be spent on limiting pollution.

This is an example of a debatable thesis because reasonable people could disagree with it. Some people might think that this is how we should spend the nation's money. Others might feel that we should be spending more money on education. Still others could argue that corporations, not the government, should be paying to limit pollution.

3. **The thesis statement should not be a detail or an example.**

Examples:

Poor example: **Many people, such as the people of Hong Kong, believe that the number eight is a lucky number.**

This would not be a satisfactory thesis statement because it contains an example and a very specific detail—the number eight. What this reflects is a thesis statement that has been narrowed down to a very specific point, thus allowing only for a discussion of the number ‘eight’ throughout the entire composition.

Better example: **There are many superstitious beliefs about numbers around the world.**

Here the topic is still about numbers, but it allows for an ample discussion on many numbers. In addition, it is not limiting in scope to Hong Kong.

4. The thesis needs to be narrow.

Although the scope of your paper might seem overwhelming at the start, generally the narrower the thesis the more effective your argument will be. Your thesis or claim must be supported by evidence. The broader your claim is, the more evidence you will need to convince readers that your position is right.

Examples: (taken from <https://owl.english.purdue.edu/owl/resource/588/01/>)

Poor example: Drug use is detrimental to society

This example is far too broad to argue. First, what is included in the category "drugs"? Is the author talking about illegal drug use, recreational drug use (which might include alcohol and cigarettes), or all uses of medication in general? Second, in what ways are drugs detrimental? Is drug use causing deaths (and is the author equating deaths from overdoses and deaths from drug related violence)? Is drug use changing the moral climate or causing the economy to decline? Finally, what does the author mean by "society"? Is the author referring only to America or to the global population? Does the author make any distinction between the effects on children and adults? There are just too many questions that the claim leaves open. The author could not cover all of the topics listed above, yet the generality of the claim leaves all of these possibilities open to debate.

Better example: Illegal drug use is detrimental because it encourages gang violence.

In this example the topic of drugs has been narrowed down to illegal drugs and the detriment has been narrowed down to gang violence. This is a much more manageable topic.

5. The thesis statement may state or list how it will support an opinion.

Example: **The choice of food people eat during the New Year's festival in India may be influenced by tradition and religion.**

In this example, the use of the word 'may' suggests that the thesis statement is an expression of an opinion. Also suggested by this thesis statement is the idea that the writer plans to show us, the readers, how tradition and religion in India affect eating choices.



Exercise #2: Read the following sentences. Which of them are thesis statements? Answer **Y** for Yes and **N** for No. For each answer, explain why you think it is a good/poor thesis statement.

- _____ 1. People have always been superstitious about cats.

Why is this a good/poor thesis statement? _____

- _____ 2. There is a superstition among sailors that says wearing earrings will save a sailor from drowning.

Why is this a good/poor thesis statement? _____

- _____ 3. Dreams of field, sea, country, and difficult roads and journeys are believed to be a sign of heart trouble.

Why is this a good/poor thesis statement? _____

- _____ 4. Throughout history, the luck of odd numbers has been a matter of superstitious belief.

Why is this a good/poor thesis statement? _____

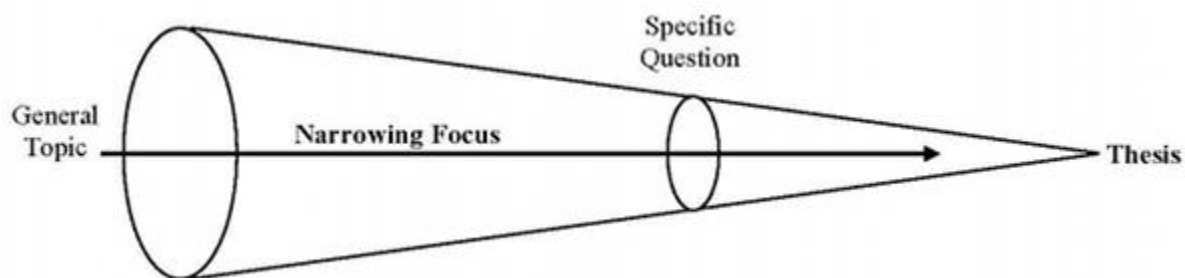
- _____ 5. It is believed that our health and physical condition have an effect upon our dreams.

Why is this a good/poor thesis statement? _____

Creating a good thesis statement helps you narrow the focus of your topic. If your paper requires in-depth research (e.g., papers for upper level apologetics classes, exegetical papers, church history papers, and term research projects across departments), you will need a way to investigate and narrow the topic in order to make it manageable. As you read, you will learn more information about your topic. This new information will prompt questions. As you explore these

questions, they will guide your continued reading. As you continue researching your questions, you will begin to formulate tentative answers (hypotheses). In order to evaluate the soundness of a hypothesis, you will need to learn more about it – this necessity will further focus your reading. If your hypothesis stands up to critical investigation, you will argue for its validity in your paper. If you find that your hypothesis does not adequately answer your question, you will need to modify your hypothesis, your question, or both. This cyclical process unfolds according to the diagram below.

Diagram #4: Narrowing Your Topic



Although this process involves the repetition of some steps, reformulating a question or hypothesis is not starting over from scratch. The cyclical process of thinking and re-thinking is necessary for all learning and careful research. Modifying one's questions and conclusions is a sign of intellectual maturity, not incompetence. Once you have refined your topic, you are ready to start researching and gathering information to begin your composition.



Exercise #3:

Decide whether the following topics are narrow enough in focus to write a several page composition on. Explain your answer.

- _____ 1. America's anti-pollution efforts should focus on privately owned cars.

- _____ 2. Cigarette smoking harms the body by constricting the blood vessels, accelerating the heartbeat, and activating excess gastric secretions in the stomach

- _____ 3. Mark Twain's Huckleberry Finn is a great American novel.
- _____ 4. India has a lot of interesting festivals.
- _____ 5. In order to get more girls interested in science, the approach must be two-fold: first, put a greater emphasis on science, math, and technology classes in school, and second, address the social stigma that surrounds women in scientific fields.

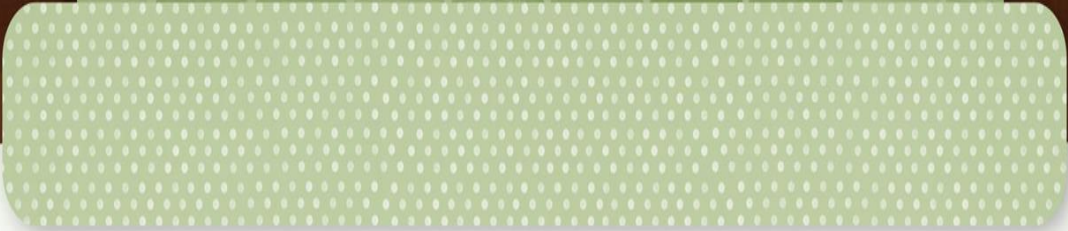


Exercise #4: Now, let's look at some examples of introductory paragraphs. Click on the website below and complete the interactive exercises. Which introduction(s) are the strongest?

<https://students.berkeley.edu/apa/personalstatement/introductions.html>



Let's Try! Activity #1: Read the body and concluding paragraphs to the essay which follows. Using the information given in these sections of the essay, write an appropriate introduction.

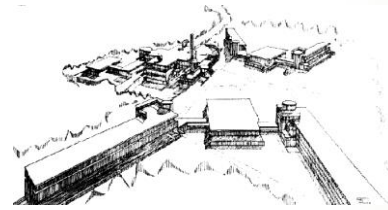


Write your introduction here:

A series of 20 horizontal lines provided for writing the introduction, spaced evenly down the page.

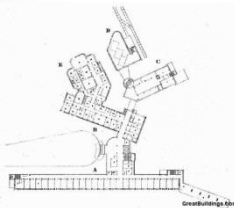


Zonnestraal, designed by Dutch architect Jan Duiker, was completed in 1931. Originally, the facility was intended to be an all-male facility for TB patients who were low-wage earning diamond cutters, with a special emphasis on helping these individuals return to a normal functioning life. However, when it became necessary to utilize public funds to bring the design to completion, officials insisted that the facility treat patients of all ages from all diverse backgrounds, both male and female. Duiker believed that the eradication of TB would be a reality in the very near future; thus, he created designs with the expectation that the facility's use would diminish as the "need for an institution treating TB patients was lessened by cures for the disease." (Campbell). This was indeed the case as Zonnestraal seemed to fade from public and academic notice after World War II and was not restored as a functioning hospital until 2003.



The second sanatorium of notable mention is the Paimio in Finland. The Paimio was built in the early 1930's by Alvar Aalto. Although, both the Paimio and Zonnestraal were designed for TB patients, Aalto's design for his facility utilized the ill patient as his primary inspiration. With the patient in mind, he designed an all-white complex where the main building was organized into five independent entities: patient's rooms, communal rooms, an operating theater, and the kitchen/maintenance. Each of these entities has its own wing which is oriented in a direction most "favorable to the activity in question." (National Board of Antiquities). Aalto laid out his hospital in a branch plan with the two main patient wings reaching out along a north-south axis. Because of this, the buildings were maximally to sunlight. He also used a "steel structural frame to make these wings very tall and thin with expansive windows along their sides." (<http://www.dac.dk/en/dac-cities/sustainable-cities-2/show-theme/buildings/paimio-healing-power-in-sustainable-architecture/?bbredirect=true>)

Although both architects created beautiful medical facilities to house TB patients, the original concept around which their designs were planned were a bit different. Aalto saw his patient as the inspiration and his hospital as tool in helping the patient along the road to recovery. His designs were for long-term use of the medical facility. Duiker's inspirations, stemmed from a need to design a functional medical facility that would in all likelihood be short lived as a cure for TB was a foreseeable reality.



C. Body Paragraphs for a Composition



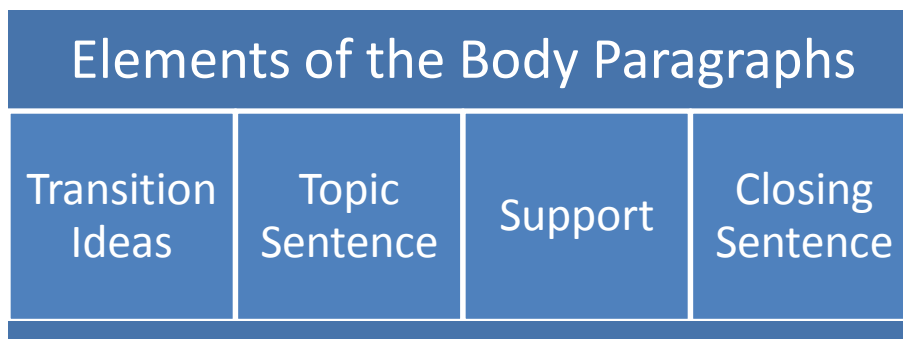
The next major section to a composition is the body paragraphs. The link below will take you to a short video which discusses the body paragraphs of the composition.

<http://education-portal.com/academy/lesson/how-to-write-a-strong-essay-body.html#lesson>

The body paragraphs are the ‘meat’ of your composition, and are the where you provide strong evidence to support the thesis statement. This is where all of your hard work in researching your topic bears fruit. The topic you’ve chosen to research must now be explained and fully argued. Each of the main ideas that you outline in a graphic organizer or on an outline must become one of the body paragraphs. Body paragraphs do the real work of a good composition as they develop the essay providing support to the thesis and explaining relevant details. A good body paragraph has a clear beginning, middle and end. It consists of four basic elements as shown in the diagram below:

Diagram #5: Elements of a Body Paragraph

(extracted from: <http://www.loyno.edu/wac/paragraphs-body-essay>)



Transition ideas are the ‘bridge’ from one paragraph to the next and should be used in all body paragraphs unless it immediately follows the introduction. Transition ideas link one topic to the next and help to develop the flow of the composition as you move from one paragraph to the next. Simple transition words, such as ‘in addition’ or ‘furthermore’, can mark the transition from one idea to the next. However, “more meaningful transitions not only move to the next point, but they also show how the topic of one paragraph relates logically to the topic of the next.” (<http://www.loyno.edu/>)

wac/ paragraphs-body-essay). Using this type of linkage helps to create logic and unity in the composition. Let's look at a few examples from Loyola University in New Orleans.

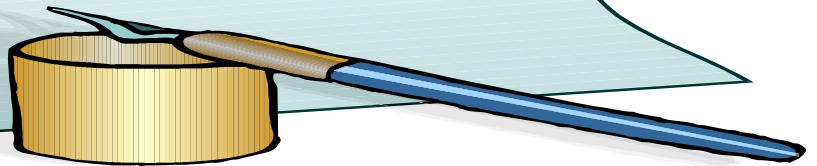
Example #1:

Final sentence in paragraph A:

“.....Addressing the opposition with name calling instead of reason argument damages the author’s credibility.”

Opening sentence in paragraph B:

“Another hindrance to credibility is the author’s failure to draw evidence from reputable sources.....”



In this example, the first sentence in body paragraph B looks back at the topic in the previous paragraph while also introducing the topic of the new paragraph.

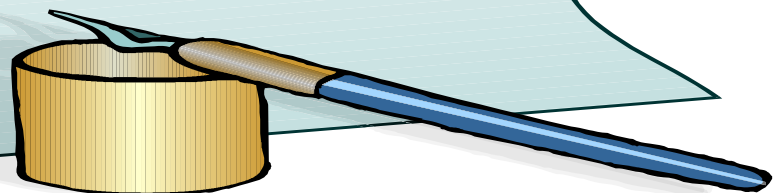
Example #2:

Final sentence in paragraph A:

“.....This arsenal of facts helps to convince the reader that the policy should be enacted.”

Opening sentence in paragraph B:

“While arguing successfully with facts, the author also targets the reader’s values (topic sentence). These appeals to the values of fairness and justice make the claim more persuasive on an emotional level.....”



Here the bridging sentence leads the way for the topic that follows. However, the key term is carried over from the end of the first paragraph to the start of the next paragraph; thereby making a logical link.

The next element of a body paragraph is the **topic sentence**. A topic sentence is the most general sentence in the paragraph. It appears at or near the start of the paragraph and states the paragraph's main point or claim. A topic sentence can be thought of as a mini-thesis statement for a single paragraph. Like a good thesis statement, a good topic sentence includes both the topic and an assertion about the topic. In a composition, the topic sentence of each body paragraph must clearly state one of the primary points or reason that develop the overall guiding thesis. Topic sentences are critical to helping the reader follow the logical flow of the composition. A reader should be able to get a good idea of the essay's argument just by scanning the opening sentence(s) of the paragraphs. Careful attention to topic sentences is also a way for the writer to check the logic, unity and organization of the essay. Because each TS should clearly state a primary supporting point or reason, highlighting and then reading through the topic sentences is one way of checking that all paragraphs relate to the thesis, that enough support has been offered to thoroughly explain or prove the thesis, and that the body paragraphs are arranged in the most logical order.

The third component to a body paragraph is the supporting sentences. Supporting sentences make up the body of the paragraph, just as the supporting paragraphs make up the body of the composition. While the topic sentence of a paragraph is a general assertion, its support consists of more specific information that shows, explains, or proves the topic sentence idea. The kind of support presented depends on the nature of the claim, but among the most commonly used forms of support are details, examples, facts, opinions and testimony, along with explanation and analysis that links the support to the main point or claim and creates the argument of the paragraph. In any case, the support should be specific, relevant, and sufficient to explain the point thoroughly or prove the claim convincingly.



Concluding Paragraph:

High school is the foundation of the rest of our life. Like money in the bank, the investment of an additional year when we are young can make all the difference. With the additional time, motivated students would be able to become more involved in their schools, boost their grades, and find the time for a job and community service. Colleges admire these attributes, and for the sake of high-schoolers' acceptance into these institutions, more time should be provided for their endeavors. High school students work hard toward their future. Another year would help ensure their success.

D. A Concluding Paragraph for the Composition

The final section of a composition is the concluding paragraph. Watch a short video describing methods you can use to write a conclusion.

<https://www.youtube.com/watch?v=kWuyd538usQ>

Thus far in this module, we have looked at the multiple sections of a composition, but there is one final piece that must be discussed—the conclusion. In a conclusion, you tell the reader that the composition is coming to an end. The conclusion has two functions: to establish the idea that the essay has ended AND to refocus the readers' attention on the main idea of the essay. In other words, it is where you tie everything together clearly and present the last idea the reader will remember from your composition.

You can begin your conclusion by using a transition signal such as:

- In conclusion
- In summary
- To summarize

The concluding transitional phrase can also indicate what type of conclusion you are going to write. There are in fact, three basic ways to write a conclusion. The first method is to *restate the main idea* (i.e. the thesis statement) of your composition

Example:

If the thesis statement were something like this:

“Interest in the sport of soccer in America has seen tremendous growth in recent years due in part to the efforts of many organizations.”

A good conclusion would be:

“In conclusion, the evidence presented in this research has overwhelmingly proven that there has been a soccer explosion in the U.S.A. Much of that explosion has been sparked by the efforts of the American Youth Soccer Organization. This interest is expected to continue in coming years as more and more youth become actively involved in this sport.”

This method of writing a conclusion allows you to simply restate—using different words—what you've said in your introduction.

The second, and most common method, for writing a conclusion is to *summarize* the ideas that you presented in the body paragraphs.

Example:

In summary, people who observe the hurricane safety rules discussed throughout this paper can help to safeguard their personal belongings as well as to protect themselves from danger in the event of a hurricane striking the area in which they live. These rules, which include boarding up all windows, removing objects from the front and back yards, stocking the house with canned foods, bottled water, a first-aid kit, a portable radio, a flashlight, batteries, and candles are just a few of the governmental recommendations distributed to people in hurricane country. People who follow these rules and most importantly, stay inside during a hurricane are likely to come through the hurricane unscathed.

The final way is to *give your opinion or comment* on the material you've presented in the body paragraphs. With this type of conclusion, you have to be careful that the opinion you are giving in your conclusion is based upon the facts presented in your composition.

Example:

In conclusion, the ecology of the Bahamas is important to all who live there now, and for those who will come later. It is time that we do what we can to save the natural beauty of nature now.



Exercise #5: Look at the reading on the following page. What concluding method did the student use when writing the conclusion? Was it an effective conclusion. Explain your answers.



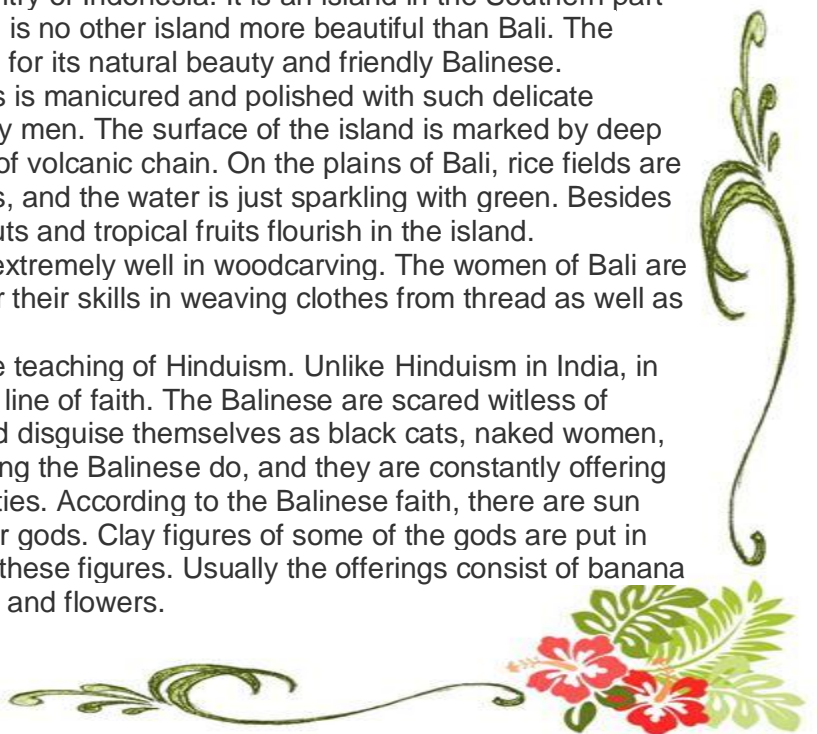
Let's Try! Activity #3: Read the essay below and write an appropriate conclusion.

Bali is located in an archipelago country of Indonesia. It is an island in the Southern part of Indonesia, in the Indian Ocean. There is no other island more beautiful than Bali. The island is nicknamed "Island of the Gods" for its natural beauty and friendly Balinese.

Bali is one big sculpture. Every status is manicured and polished with such delicate details, every niche and field is carved by men. The surface of the island is marked by deep ravines, fast flowing river, and a stretch of volcanic chain. On the plains of Bali, rice fields are exquisitely carved out of hills and valleys, and the water is just sparkling with green. Besides rice, crops such as tea, cacao, groundnuts and tropical fruits flourish in the island.

Balinese are skilled artists. They do extremely well in woodcarving. The women of Bali are noted for their traditional dancing and for their skills in weaving clothes from thread as well as embroidering silk and cotton.

The majority of Balinese believe in the teaching of Hinduism. Unlike Hinduism in India, in Bali Hinduism has developed on its own line of faith. The Balinese are scared witless of ghosts, goblins, and the like, which could disguise themselves as black cats, naked women, and the crows. Spirits dominate everything the Balinese do, and they are constantly offering fruit and flowers to calm down angry deities. According to the Balinese faith, there are sun gods, deer gods, deities, and many other gods. Clay figures of some of the gods are put in the house. Offerings are then offered to these figures. Usually the offerings consist of banana leaves holding a few grains of rice, fruits and flowers.



Write your conclusion here:

E. Using Graphic Organizers for the Composition

Graphic organizers are visual aids that help you depict the correlation between ideas, facts, or concepts. There are a multitude of graphic organizers available for you to use. The type of graphic organizer you choose to utilize for planning your composition will depend upon the type of essay you are writing. Click on the link below to view some of these graphic organizers.

<http://my.hrw.com/nsmedia/intgos/html/igo.htm>

F. Outlining a Composition

Another way to plan your composition is to utilize the ideas you've brainstormed in your graphic organizer and create an outline. An outline does not have to be formal. In fact, it should be quickly written with all your ideas organized by categories on paper. After you are satisfied that you have gotten the ideas in your head down on paper, you should put the outline away for at least one day. The next day you should review the outline and make changes to it, adding items here, deleting

items there and moving certain ideas to another section in the outline. When this is complete, you are ready to write the first draft of your composition. Remember, writing is a complicated process and the successful writer is the writer who plans!

Let's now turn our attention to the proper format for an outline. How does one know where or how certain ideas should be grouped? The answer to this is really quite simple. Start with a few large categorical ideas and support these ideas with information. These large categorical areas will then form the basis of ideas in which you can write the topic sentences for your individual paragraphs. The supporting information is then used as the supporting data to the topic sentences.

In order for you to understand how an outline for a composition should be formatted, look at the composition below. Pay particular attention to the introduction and the method used to catch the readers' attention. How was the author's main idea (i.e. the thesis statement) supported throughout the body paragraphs?



Exercise #6: Recognizing a thesis statement and supporting details.
Read the following student composition.

Are you aware of the current 'garbage crisis'? Did you ever hear of the paper shortage of the 1970's? For about three months now, our school has been running a paper recycling program to combat this nationwide problem. A small group of students and teachers faithfully throw waste paper, such as computer paper, bags, and newspapers into dumpsters. The paper is picked up by a company called Recyclers Inc. Recyclers cleans the waste paper, turns it into pulp, and sells it to manufacturers who reuse it instead of wasting natural resources.

The recycling program is going quite well. Yet, many students either ignore it or, worse yet, ridicule it. "A waste of time," claimed an editor of the school paper. However, programs like ours are valid and important.

Take the paper shortage of the 1970's for example. The scarcity of forest land and the high cost of building factories kept manufacturers from expanding. The shortage raised the price of paper, books—even tissue. By recycling, we guard against another shortage.

More threatening, though, is the garbage crisis our city is facing right now. According to the Encyclopedia Americana, Americans produce more than 300 million tons of garbage

Tell how a paper shortage might affect us.

Expert testimony to strengthen argument

each year. Most of our garbage is buried in landfills. But are we rapidly running out of space. In five years, we may have no place at all to put our garbage.

The only real opposition to our program comes from those who ignore it and then look for reasons to explain why we have a shortage. Our recycling program is not a “waste of time,” as the editor of our program claims. The paper we have recycled is equivalent to saving a tree each month. That may be a small contribution but it is a tangible, important contribution to a pressing current problem in our community.

“Society has survived up to now without recycling”, they say. But that’s not true; recycling has been a part of human civilization throughout history. Only in the first half of the twentieth century did it begin to decline.

To our critics, then, we can reply that paper recycling programs do serve valuable functions. We provide raw material for new paper production and ease the pressure on our shrinking ability to dispose of our garbage. Perhaps those who ignore the program or joke about it should pay more attention to the amount of garbage piling up around them. Perhaps they should look at things more ecologically and realize the fragile, interdependent nature of today’s world.

Now, use the information provided in the reading to complete the outline below. Identify the thesis statement and the topic sentence of each body paragraph. Copy these onto the outline below. Then find the supporting details for each topic sentence and write them in the blanks provided. In some cases there may be more supporting details than indicated by each blank and in others there are not enough supporting details to complete each line. Please remember that supporting details should NEVER be written in complete sentences. They must be written in short, concise note form.

I. Introduction

Thesis statement: _____

II. Body Paragraphs

A. Topic sentence: _____

1. Support: _____

2. Support: _____

3. Support: _____

B. Topic sentence: _____

1. Support: _____

2. Support: _____

3. Support: _____

C. Topic sentence: _____

1. Support: _____

2. Support: _____

3. Support: _____

D. Topic sentence: _____

1. Support: _____

2. Support: _____

3. Support: _____

E. Topic sentence: _____

1. Support: _____

2. Support: _____

3. Support: _____

III. Conclusion

Topic sentence: _____

1. Support: _____

2. Support: _____

3. Support: _____



Let's try: Activity #4 Use a graphic organizer to begin developing a topic you want to write a composition on. Do some research to gather information for your composition. Next, organize your ideas into an outline. Finally, beginning writing a draft copy of your composition. Your compositions must be typed using Microsoft Word.

References

1. http://www.wts.edu/resources/westminster_center_for_theolog/become_writerhtml/developing_your_thesis_main_me/choosing_and_narrowing_a_topic.html
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5. <http://www.loyno.edu/wac/paragraphs-body-essay>
6. <https://owl.english.purdue.edu/owl/resource/588/01/>
7. <https://students.berkeley.edu/apa/personalstatement/introductions.html>
8. <http://my.hrw.com/nsmedia/intgos/html/igo.htm>
9. <http://www.actstudent.org/writing/sample/six.html>
10. <https://www.youtube.com/watch?v=kWuyd538usQ>