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English Education Study Program UIN Mataram divided some subjects to support students’ writing skills. The purposes of the subject are to give the knowledge of how to make a good essay that is appropriate with the grammatical or structure and contexts. While, the output of this Study Program is to create an English teacher that have skills, ability and competence in English. Therefore, the teacher has to prepare authentic materials. They used the new book or arranging the material which is suitable for the syllabi. Harmer (2004) as follows, writing is a comprehensive ability involving grammar, vocabulary, conception rhetoric and other elements; it has everything to do with listening, speaking and reading. Therefore, writing should by no means be restricted to writing courses or composition classes. It must be integrated with all the other language courses.

As we know that writing is one of the English language skills have different disadvantages. The students are hoped can write in many genres of writing text both of the paragraph or essay form. Most writing requires some preparation. How long the students spend on the preparation and what should students do. They have to think reader, the context of writing, purposes, content, and situation. Thus, this module provides the material that is appropriate with the syllabus, so the learning outcomes can be achieved.

In this module, the material gave a comprehensive of essay writing. The student has to write as types of essay. An essay is generally a short piece of writing outlining the writer’s perspective or story. It is often considered synonymous with a story or a paper or an article. Essays can be formal as well as informal. Formal essays are generally academic in nature and tackle serious topics. We will be focusing on informal essays which are more personal and often have humorous elements.
Chapter I
Descriptive Paragraph

UNIT GOALS

The students understand and know descriptive writing.
The students can make descriptive writing.
The students can explain descriptive organization
The students create an outline for your descriptive paragraph
The students brainstorm ideas and specific vocabulary to use in writing
PREWRITING ACTIVITY

In a descriptive paragraph, the writer uses words that create an image and help the reader see, touch, feel, smell, or taste the topic that he or she is describing.

Thinking about the topic. Discuss the picture with a partner.
1. How is the woman dressed?
2. Where is she?
3. Have you ever seen someone dressed this way? If so, where?
ORGANIZATION SECTION

DESCRIPTIVE PARAGRAPH

Description is the use of words to represent the appearance or nature of something. It is not merely the work of an indifferent camera: Instead, often going beyond sight, it includes details that will convey a good representation. Just what details the writer selects will depend on several factors, especially the type of description and the dominant impression the writer is trying to convey.

A descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done.

TYPES OF DESCRIPTION Effective objective description presents the subject clearly and directly as it exists outside the realm of emotions. If you are explaining the function of the heart, the characteristics of a computer chip, or the renovation of a manufacturing facility, your description will probably feature specific, impersonal details.

- Effective subjective description is also concerned with clarity and it may be direct, but it conveys a feeling about the subject and sets a mood while making a point.
- Descriptive passages can be a combination of objective and subjective description; only the larger context of the passage will reveal the main intent.

Example subjective description
The Babe was a bundle of paradoxes. Somehow one of the most appealing things about him was that he was neither built, nor did he look like, an athlete. He did not even look like a ballplayer. Although he stood six feet two inches and weighed 220 pounds, his body was pear shaped and even when in tip-top condition he had a bit of a belly. His barrel always seemed too much for his legs, which tapered into a pair
of ankles as slender almost as those of a girl. The great head perched upon a pair of round and unathletic shoulders, presented a moon of a face, the feature of which was the flaring nostrils of a nose that was rather like a snout. His voice was deep and hoarse, his speech crude and earthy, his ever-ready laughter a great, rumbling gurgle that arose from the caverns of his middle. He had an eye that was abnormally quick, nerves and muscular reactions to match, a supple wrist, a murderous swing, and a gorgeously truculent, competitive spirit.

(Paul Gallico, “Babe Ruth”)

The following description of a baseball begins with objective treatment and then moves to subjective.

It weighs just over five ounces and measures between 2.86 and 2.94 inches in diameter. It is made of a composition-cork nucleus encased in two thin layers of rubber, one black and one red, surrounded by 121 yards of tightly rapped blue-gray wool yarn, 45 yards of white wool yarn, 53 more yards of blue-gray wool yarn, 150 yards of fine cotton yarn, a coat of rubber cement, and a cowhide (formerly horsehide) exterior, which is held together with 216 slightly raised red cotton stitches. Printed certifications, endorsements, and outdoor advertising spherically attest to its authenticity. . . . Feel the ball, turn it over in your hand; hold it across the seam or the other way, with the seam just to the side of your middle finger. Speculation stirs. You want to get outdoors and throw this spare and sensual object to somebody or, at the very least, watch somebody else throw it. The game has begun.

(Roger Angell, “On the Ball”)

Techniques of Descriptive Writing

As a writer of description, you will need to focus your work to accomplish four specific tasks:

1. Emphasize a single point (dominant impression).
2. Choose your words with care.
3. Establish a perspective from which to describe your subject (point of view).
4. Position the details for coherence (order).
The following is helper words in describing:

**Helper Words:**

<table>
<thead>
<tr>
<th>Properties</th>
<th>Measurement</th>
<th>Analogy</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>size</td>
<td>length</td>
<td>is like</td>
<td>in</td>
</tr>
<tr>
<td>colour</td>
<td>width</td>
<td>resembles</td>
<td>above</td>
</tr>
<tr>
<td>shape</td>
<td>mass/weight</td>
<td>below</td>
<td></td>
</tr>
<tr>
<td>purpose</td>
<td>speed</td>
<td>beside</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>near</td>
<td>north/east/south/west</td>
</tr>
</tbody>
</table>

Some useful words and expressions:

<table>
<thead>
<tr>
<th>Facial Expressions</th>
<th>Facial shapes</th>
<th>Eyes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scowl, Frown, Smirk, Worried, Pained, Blank, Vivacious, Delicate, Lively, Peaceful, placid</td>
<td>Round, Broad, Narrow, Heart-shaped, Moon-shaped, Angular, Oval, Flat</td>
<td>Beady, Smiling, Snapping, Flashing, Empty, Staring, Hard, Sad, Bulging</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Voice</th>
<th>Mouth</th>
<th>Eyebrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booming, gasping, squeaky, harsh, growling, deep, melodious</td>
<td>Full-lipped, thin-lipped, set, sensuous</td>
<td>Thick, arched, neatly plucked, uneven</td>
</tr>
</tbody>
</table>
Exercise 1.

Freewriting part

Write for ten minutes on the topic below. Express yourself as well as you can. Don’t worry about mistakes.

Fita has special memories and feelings about her wedding sari. On a separate piece of paper, write about a piece of clothing that is special to you.

1. What does it look like?
2. How did you get it?
3. Why is it important to you?
4. How does it make you feel?

Exercise 2. Brainstorming ideas.

Review your freewriting exercise. Write the piece of clothing you freewrote about in the chart below. Then think of some items you own that have a special meaning for you. Add them to the chart as well.

<table>
<thead>
<tr>
<th>Jewelry</th>
<th>Photographs</th>
<th>Mechanical or electronic devices</th>
<th>Art or music</th>
<th>Clothing</th>
</tr>
</thead>
</table>

Exercise 3. Brainstorming ideas.

Circle two or three items that you might like to write about. Describe these items to a partner.

Exercise 4. Brainstorming vocabulary

With a partner, think of words that you could use to describe items in the categories below. A few descriptive words have already been added to the chart.
Exercise 5. Brainstorming vocabulary
Select some descriptive words from the chart above and use them to write five sentences about the items you circled.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Exercise 6.
Describe one of these people. Write eight sentences. Try to answer three or more of the questions at the bottom. Use your imagination!
• Who is the person?
• What does the person do?
• What does he or she look like?
• How does the person act—what is his or her personality like?
• How does he or she make others feel?

Think of a person or place you know well. Then brainstorm your ideas, narrow down your topic, and write a descriptive paragraph based on the above picture. Then make an essay writing
Chapter II
Narrative Paragraph

UNIT GOALS

The students understand and know narrative writing.
The students can make narrative writing.
The students can explain narrative organization.
The students create an outline for your narrative paragraph.
The students brainstorm ideas and specific vocabulary to use in writing.
In narrative writing, the writer tells a story that sets the background for event, describe the event, and often comments on the event.

Thinking about the topic. Discuss the picture with a partner.
1. Describe some items in the picture?
2. How is the condition?
3. What will you do in the room?
ORGANIZATION SECTION

NARRATIVE PARAGRAPH

• The narrative is an account of an incident or a series of incidents that make up a complete and significant action.
• Each narrative has five parts:
  1. situation,
  2. conflict,
  3. struggle,
  4. outcome,
  5. and meaning.

NARRATIVE PATTERN

In a broader sense, you might use other terms such as setting, concern, sequence of events, completion, and significance (or recommended response).
• Situation is the background for the action. The situation may be described only briefly, or it may even be implied.
• Conflict is friction, such as a problem in the surroundings, with another person, or within the individual. The conflict, which is at the heart of each narrative, produces struggle.
• Struggle, which need not be physical, is the manner of dealing with conflict. The struggle adds action or engagement and generates the plot.
• Outcome is the result of the struggle.
• Meaning is the significance of the story, which may be deeply philosophical or simple, stated or implied.
• Use these techniques or devices as appropriate:
  1. Images that appeal to the senses (sight, smell, taste, hearing, touch) and other details to advance action.
  2. Dialogue.
3. Transitional devices (such as next, soon, after, later, then, finally, when, following) to indicate chronological order


There are principally two types of writing that require chronological development: narration and process description. Although narration usually refers to the telling of a story, the term is used here to describe the relating of an experience. That experience may be in the past (past narration) or it may be a typical experience (what people usually do) or it may be going on now (present narration).

**How can I do it?**

These are the steps you should take to write a narrative paragraph:

1. **Find your topic sentence**
   The topic sentence is the point of a narrative. A story without a topic sentence is pointless. You should word your topic sentence in a way that arouses your reader’s interest. Here are some examples:

   **Dull** : Once I almost lost at sea.
   **Interesting** : The most frightening day of my life was when I blew out to sea in a small rowboat.

   **Dull** : My first kiss happened when I was 13.
   **Interesting** : I’ll never forget that thrilling moment when I was 13 and experienced my first kiss.

2. **Use enough details**
   The details of your story will most likely come from your personal observation. Without details the story is pale and bare.

   *Once I almost got lost at sea, I was in a rowboat, which my father told me not to take out, but I did. Before I realized what was happening, I had drifted far from shore. But then my father came in a motorboat and got me. All kind of questions are left unanswered.. When did this happen? Where? Why didn’t you notice that you were drifting out to sea? How did your father find you?*

   *Academic Writing Handbook for Students*
3. Connect the details

Most stories are told in a simple chronological, or time, order. First this happen, then that, with one episode following another. Here is an example:

*My most memorable experience from elementary school happened in Mrs. Higgins' geography class. She gave us a pop quiz that I hadn’t studied for. When I saw the ten questions, I knew I was dead. I didn't know a single answer. I decided to guess. So I sat there at my desk, pencil in hand, and took a stab at giving my answers: A, B, or C, or D. The next day Mrs. Higgins returned our papers with big orange smiley face drawn on mine. That meant only one thing-I'd gotten the highest mark in the class. And I had. I'd guessed nine of the ten correctly. Later, Mrs. Higgins said to me that this just went to prove that I could do if I would only study!*

The narrative takes place in time, and the writer uses transitions to move the story along---*when, so, the next day, and later*. Without these transitions, the story loss its sense of episodes occurring in time.

**Some common time transitions:**

- afterward
- later
- when
- the next day
- soon
- while
- shortly afterward
- before
- then
- etc.

**What do I need to look out for?**

Narratives are usually easy and fun to write. Nevertheless, here are three tips to help anyone write better narratives:

a. Pace the story

It means including the most important episodes and details. Although providing some of the details makes a story more interesting, good storytelling does not include every picky little detail that happened. Include only the events and details that are important to the point of the story.
b. Stay in character
Many narratives are told in the first-person viewpoint, that is, I. Often, using this viewpoint requires us to assume a certain voice: as a child, a teenager, a mature adult, a dignified elderly woman, or others. Whatever voice you begin with is the one you must use throughout the story.

c. Stick to one time frame
Whenever you tell a story, you must choose one time frame and stick with it. If you are recalling an incident that happened in the past, you must begin in the past and end in the past. If you are telling a story in present tense, you must stay in present. You should not, say, switch midway. Hopscotching from past to present while telling a story is a common error.

- My cousin Lisa has proved once again that she is a perfect slob. Yesterday she appears in an oversized sweatshirt. (error)
- My cousin Lisa has proved once again that she is a perfect slob. Yesterday she appeared in an oversized sweatshirt.

Exercise 1.
Freewriting part
Write for ten minutes on the topic below. Express yourself as well as you can. Don’t worry about mistake. The topic is about your interesting experience at the school
Exercise 2. Brainstorming ideas.
Review your freewriting exercise. Then choose two experiences you have had that challenged you or required courage. Write them in the chart below. Then answer the questions for each experience in note form.

<table>
<thead>
<tr>
<th>Experience 1</th>
<th>Experience 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When did the experience take place? How long did the experience last?</td>
<td></td>
</tr>
<tr>
<td>2. Where did the experience take place?</td>
<td></td>
</tr>
<tr>
<td>3. What clear and specific memories do you have of the experience?</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 3.
Choose one experience from the chart that you would most like to write about. Describe to your partner the event you chose.

Exercise 4.
Write a narrative paragraph related to an incident in your life when you learned a lesson, or the most memorable event, or other topics you can come up with.
Or study the following photo. Then use your imagination to tell a story about the picture. Use the brainstorm idea.
Exercise 5.
Review your brainstorming ideas and your freewriting exercise. Then use the form below to write an outline for your narrative paragraph. Then make an essay writing **Topic sentence or introductory paragraph**: What is the story about? Where and when did it take place?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Supporting sentences or body paragraph:**
What happened first

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
What happened next

What else happened?

How did the experience end?

**Concluding sentence**
What was important about the experience? How did it affect you?
Chapter III
Example Paragraph

UNIT GOALS

The students understand and know example writing.
The students can make example writing.
The students can explain example organization.
The students create an outline for your example paragraph.
The students brainstorm ideas and specific vocabulary to use in writing
PREWRITING ACTIVITY

Write use examples to help readers understand what type mean. A good example supports a more general idea with something specific.

Thinking about the topic. Discuss the picture with a partner.

1. Who is the little girl with?
2. Where do you think she might be going with her family?
3. Where do they sit?
EXAMPLE PARAGRAPH

An example paragraph gives examples so that the reader clearly understand the writer’s ideas about a topic. Exemplification means using examples to explain, convince, or amuse. Lending interest and information to writing, exemplification is one of the most common and effective ways of developing ideas.

CHARACTERISTICS OF GOOD EXAMPLES

As supporting information, the best examples are specific, vivid, and representative. These three qualities are closely linked; collectively, they must support the topic sentence of a paragraph and the thesis of an essay.

TECHNIQUES FOR FINDING EXAMPLES: LISTING AND CLUSTERING

Writing a good paragraph or essay of exemplification begins, as always, with prewriting. The techniques you use will depend on what you are writing about. If you were writing about cheating at school, you might work effectively with a list, perhaps including a few insights into your topic if you have not already formulated your controlling statement.

NUMBER AND ORDER OF EXAMPLES

After you have explored your topic and collected information, you must decide whether to use only one example with a detailed explanation, a few examples with a bit less information, or a cluster of examples. A well-stated topic sentence or thesis will guide you in making this decision. When you are writing about a personal topic, you will probably have far more examples than you can use.

If your example is an incident or a series of incidents, you will probably use time order, reinforcing that arrangement with terms such as next, then, soon, later, last, and finally. If your examples exist in space (maybe in different parts of a room), then you would use space references (up, down, left, right, east, west, north, and south).
Arranging examples by emphasis means going from the most important example to the least important or from the least to the most important.

**Exercise 1. Freewriting**
Write for ten minutes on the topic below. Express yourself as well as you can. Don’t worry about making mistakes.

Rano Karno is as governor Banten that is busy person.

**Exercise 2.**
In this part, you will write an example paragraph that describe you and your life. You will use specific examples to support your ideas.

**Exercise 3. Brainstorming ideas**
Review your freewriting exercise 2. Then choose one point that you can make as developing paragraph.

**Exercise 4. Brainstorming Vocabulary**
Read the following lists of adjectives. Add any new words you can think of the chart. Use your dictionary for help.

<table>
<thead>
<tr>
<th>Personality</th>
<th>Cheerful, outgoing, optimistic, adventurous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings</td>
<td>Peaceful, nervous, embarrassed, gloomy, excited</td>
</tr>
<tr>
<td>Appearance</td>
<td>Stocky, petite, graceful, handsome</td>
</tr>
<tr>
<td>Characteristics</td>
<td>Intelligent, creative, social, organized, athletic</td>
</tr>
</tbody>
</table>

**Exercise 5.**
Choose four words from the chart that you use as examples in your paragraph. Write a practice sentence with each word you choose. Then make an essay writing
Chapter IV

Process Paragraph

UNIT GOALS

The students understand and know process writing.
The students can make process writing.
The students can explain process organization.
The students create an outline for your process paragraph.
The students brainstorm ideas and specific vocabulary to use in writing.
PREWRITING ACTIVITY

Learn this picture.

Thinking about the topic. Discuss the picture with a partner.
1. What do you see in the picture?
2. What is the person doing?
3. What do you think the person should do next? Why?
ORGANIZATION SECTION

PROCESS PARAGRAPH

A process paragraph describes the steps necessary to perform a process or task.

Example of Model Process Essay

A Process of Digestion

The digestive process is important in maintaining the lives of living organisms and in providing them with needed energy. Groups of organs, such as the mouth, esophagus, stomach, and intestines, work together to perform this complex task. Digestion is the process of breaking down food from large molecules into small ones to make it easier for absorption. The three major steps involved in the digestive process are ingestion, digestion, and absorption.

Ingestion, which occurs in the mouth, is the first step of the digestive process. After food enters the mouth, the teeth chew it. Saliva, which is produced by the salivary glands, plays a major role in breaking down the food into smaller pieces. These small pieces travel to the stomach through the esophagus.

In the stomach, the second step of the digestive process begins. When the chewed food reaches the bottom of the esophagus, a valve lets the food enter the stomach. Contraction of the stomach wall mixes the food. Acidic gastric juices, which are secreted by the gastric glands in the stomach, help in mixing the food and in turning it into a partial liquid so it will have the ability to move into the small intestine. In the small intestine, enzymes are secreted, and digestion is completed.

The last step in the digestive process is absorption. Absorption takes place in the small intestine. The wall of the small intestine is lined with small, finger like projections called villi. Small molecules of food are absorbed by the huge number of villi. Some of these absorbed molecules enter the bloodstream to be distributed throughout the whole body.

In conclusion, the digestive process involves three major steps: ingestion, digestion, and absorption. Ingestion, which occurs in the mouth, helps to increase the surface area of the food particles and prepares them for digestion. In the stomach, digestion begins, and it continues until it reaches the small intestine, where
absorption takes place. The digestive process maintains organisms’ lives by providing
them with energy needed for different functions.

From: http://amarris.homestead.com/files/process_essay.html#The%20Completed%20
Essay

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 were 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 Statement for Process Essay or topic sentence for paragraph

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:

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

- 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.
**Topic sentence;**
The topic sentence introduces the process that the writer will explain.

**Supporting sentences;**
- The middle sentences describe a sequence of steps that give detailed information about the stages of the process.
- These sentences may also give background details that help define the process for the reader or explain why this process is useful or necessary.
- Supporting sentences may also include the tools needed for the task.

**Concluding sentence**
- The paragraph ends with a concluding sentence that restates the topic sentence using different words.
- This sentence may also include a suggestion or warning to help the reader do the task more easily.

**Exercise 1. Freewriting**
Write for ten minutes based on the recipe below. Express yourself as well as you can. Don’t worry about making mistakes.

```
**Ingredients**
two cups of brown rice
one tablespoon of cooking oil
three tablespoons of chilli sauce
three cloves of garlic
one green pepper
one red pepper
one onion
two tomatoes
two spring onions
salt
pepper

**Mike’s Brown Rice and Vegetables**
Brown rice and vegetables is a simple and delicious meal to make. First, cook the rice, following the directions on the packet. Then, cut the vegetables into one-inch pieces. Next, heat the oil, chilli sauce, and garlic in a frying pan. After that, add the vegetables and fry them until they are soft, but still a little bit crunchy. Now it’s time to stir in the cooked rice. After stirring the rice and vegetables together, add salt and pepper to your own taste. Finally, put the rice and vegetables into a large bowl and serve it with freshly chopped tomatoes and spring onions on top. Now you are ready to enjoy your delicious brown rice and vegetables!
```
Exercise 2. Brainstorming ideas
Think of some tasks and activities that you do often. Write them in the chart below. Then select one or two that are processes that require steps. Finally, put a check next to those activities that might be good topic for a process paragraph.

<table>
<thead>
<tr>
<th>Time</th>
<th>Task and activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td></td>
</tr>
<tr>
<td>Weekend</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 3. Brainstorming ideas
Describe one of the tasks or activities in the chart to a partner.

Exercise 4. Brainstorming vocabulary
Circle the words that you might like to use in your writing. Then assign two or three words to each list.

<table>
<thead>
<tr>
<th>Measure</th>
<th>a foot; a pound; a tablespoon,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use</td>
<td>a knife; a hammer; a pencil; a pair of scissors,</td>
</tr>
<tr>
<td>Fill</td>
<td>a container; a bucket; a bottle; a bowl,</td>
</tr>
<tr>
<td>Insert</td>
<td>a screw; a wire; a hook; a tube,</td>
</tr>
<tr>
<td>Remove</td>
<td>dirt; shells; bones; twigs; the cap; the lid,</td>
</tr>
</tbody>
</table>

Exercise 5. Brainstorming vocabulary
On a separate piece of paper, use vocabulary from the chart to write five sentences about your process. Then make an essay writing.
Chapter V
Argumentative Paragraph

UNIT GOALS

The students understand and know argumentative writing.
The students can make argumentative writing.
The students can explain argumentative organization.
The students create an outline for your argumentative paragraph.
The students brainstorm ideas and specific vocabulary to use in writing.
PREWRITING ACTIVITY

Learn this picture.

Thinking about the topic. Discuss the picture with a partner.
1. Describe the picture. What kinds of natural beauty do you see?
2. How might the natural landscape affect the people who live here?
3. Would you like to live in a place like this? Why?
ORGANIZATION SECTION

ARGUMENTATIVE PARAGRAPH

Persuasion is a broad term. When we persuade, we try to influence people to think in a certain way or to do something.

Argument is persuasion on a topic about which reasonable people disagree. Argument involves controversy. Whereas exercising appropriately is probably not controversial because reasonable people do not dispute the idea, an issue such as gun control is.

TECHNIQUES FOR DEVELOPING ARGUMENT

Statements of argument are informal or formal. An opinion column in a newspaper is likely to have little set structure, whereas an argument in college writing is likely to be tightly organized. Nevertheless, the opinion column and the college paper have much in common. Both provide a proposition, which is the main point of the argument, and both provide support, which is the evidence or the reasons that back up the proposition. For a well-structured college paragraph or essay, an organization plan is desirable. Consider these elements when you write an argument, and ask yourself the following questions as you develop your ideas:

- **Background**: What is the historical or social context for this controversial issue?
- **Proposition** (the thesis of the essay): What do I want my audience to believe or to do?
- **Qualification of proposition**: Can I limit my proposition so that those who disagree cannot easily challenge me with exceptions? If, for example, I am in favor of using animals for scientific experimentation, am I concerned only with medical experiments or with any use, including experiments for the cosmetic industry?
- **Refutation** (taking the opposing view into account, mainly to point out its fundamental
- **Weakness**: What is the view on the other side, and why is it flawed in reasoning or evidence?
- **Support**: In addition to sound reasoning, can I use appropriate facts, examples, statistics, and opinions of authorities?
How to Develop an Argumentative Paragraph

There are two major ways of developing a paragraph in argumentative writing: they are the deductive and inductive methods of argument.

Using the deductive method of argument means that you have to state your claim at the beginning of your paragraph. A claim is an idea which you use to support your writer’s position. After stating your claim, you then use the rest of the paragraph to convince your reader that your claim is valid.

Using the inductive method of argument means that you have to state your claim at the end of your paragraph. If you use inductive reasoning to develop your paragraph, you should provide support for the conclusion which you draw at the end of the paragraph. In contrast to deductive reasoning which follows the reverse order, you supply evidence and reasoning to prove the validity of your claim, which you put at the end.

The following diagram paragraph illustrates how a claim is developed in an inductive way.

```
Sentence 1: Evidence/Sub-claim 1
↓
Sentence 2: Example of Sub-claim 1
↓
Sentence 3: Evidence/Sub-claim 2
↓
Sentence 4: Evidence/Sub-claim 3
↓
Sentence 5: Evidence/Sub-claim 4
↓
Sentence 6: Conclusion/Claim
```

Example;
Oceans have ingredients which can benefit human health. Several important medical treatments are based on chemicals discovered in marine animals. On the other hand, increasingly common phenomena such as harmful algal blooms have demonstrated their negative impact on human health. The health of marine
ecosystems is in turn affected by human activities such as pollution, global warming, and over fishing. At the same time, human health depends on thriving ocean ecosystems. We need a better understanding of the many ways marine organisms affect human health, both positively by providing drugs and bio-products, and negatively by causing human ailments.

The following diagram paragraph illustrates how a claim is developed in a deductive way.

![Diagram of claim development]

Sentence 1: Topic sentence/Claim
Sentence 2: Elaboration/Sub-claim 1 & 2
Sentence 3: Elaboration/Sub-claim 3
Sentence 4: Elaboration/Sub-claim 4

Example:
Beneficial and harmful links exist between human health and ocean health. While several important medical treatments are based on chemicals discovered in marine animals, increasingly common phenomena such as harmful algal blooms have demonstrated their negative impact on human health. The health of marine ecosystems is affected by human activities such as pollution, global warming, and over fishing. But human health in turn depends on thriving ocean ecosystems.

What is argumentative essay?
An argumentative essay is an essay in which you agree or disagree with an issue, using reasons to support your opinion. Your goal in to convince your reader that your opinion is right. Argumentation is a popular kind of essay question because it forces students to think on their own: They have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence.

In a general writing test such as the TOEFL exam, you might encounter questions such as these:
The U.S. Declaration of Independence states that “all men are created equal.” Agree or disagree with this statement. Support your opinion with reasons and examples.

The most important element in a friendship is trust. Agree or disagree with this statement. Support your opinion with reasons and examples.

**Organization of Argumentative Essay**

<table>
<thead>
<tr>
<th>Block Pattern</th>
<th>Point-by-Point Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Introduction</strong></td>
<td>I. Introduction</td>
</tr>
<tr>
<td>Explanation of the issue</td>
<td>Explanation of the issue, including a summary of the other side’s arguments</td>
</tr>
<tr>
<td>Thesis statement</td>
<td>Thesis statement</td>
</tr>
<tr>
<td><strong>II. Body</strong></td>
<td><strong>II. Body</strong></td>
</tr>
<tr>
<td><strong>Block 1</strong></td>
<td>A. Statement of the other side’s first argument and rebuttal with your own counterargument</td>
</tr>
<tr>
<td>A. Summary of the other side’s arguments</td>
<td>B. Statement of the other side’s second argument and rebuttal with your own counterargument</td>
</tr>
<tr>
<td>B. Rebuttal to the first argument</td>
<td>C. Statement of the other side’s third argument and rebuttal with your own counterargument</td>
</tr>
<tr>
<td>C. Rebuttal to the second argument</td>
<td><strong>III. Conclusion</strong>-may include a summary of your point of view</td>
</tr>
<tr>
<td>D. Rebuttal to the third argument</td>
<td></td>
</tr>
<tr>
<td><strong>Block 2</strong></td>
<td></td>
</tr>
<tr>
<td>A. Your first argument</td>
<td></td>
</tr>
<tr>
<td>B. Your second argument</td>
<td></td>
</tr>
<tr>
<td>C. Your third argument</td>
<td></td>
</tr>
<tr>
<td><strong>III. Conclusion</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Example;**

**A University in Every Town**

The Turkish government is planning to open 15 new universities in developing provinces of Turkey. This is a response to pressure coming from local MPs who in turn voice the demands of their constituencies. However, while the already existing
85 universities are wrestling with financial and academic difficulties, it does not seem to be a good idea to add new universities to the system of higher education. First of all, the new universities will experience staffing problems. That is, they will have difficulty finding faculty that is qualified to teach in these budding universities. In our country the number of academicians who meet the academic requirements is limited. New universities will have two choices: either to draw from the existing pool or to employ under qualified people. To attract those instructors from other universities they will have to offer attractive incentives. However, since these will be state universities they will not have the necessary funds and most academics will be unwilling to go to small town universities where academic and life standards are below par. The only venue open to these universities will be to employ local professionals or under qualified instructors. The inevitable result will follow: a drop in the quality of education.

In addition to recruitment problems, small town universities will have financial difficulties. The funds allocated to them by the state will not be enough to build from scratch all the facilities that make a university a "real university". A university is more than a few classrooms. Students will need dorms, gyms, cafeterias, sports facilities, labs and computers for their academic and social development. How many new universities can claim to have only a few of these facilities on their campuses? The result will be a small town "university" which consists of a sole building that houses classrooms and offices, and nothing more.

It is argued that the establishment of a university in a developing town will contribute to the development of local culture, community and economy. However, if a university is wrestling with staff recruitment problems, or if it cannot solve its financial difficulties it means that it cannot be of any help to the local community or economy either. It will only employ a few locals, provide substandard education to a few local youth, and it will not fulfill the aim for which it was initially established.

Universities are institutions of higher education and they need to provide education to satisfy certain standards. In order to provide such quality education they need to have qualified teachers and must provide minimum social and academic facilities. Since funds are limited, we should raise the standard of our existing universities first. Only after that, should we invest in establishing new ones.
Exercise 1. Freewriting
Write for ten minutes based on the topic below. Express yourself as well as you can. Don’t worry about making mistakes.

“City with a Grey-Green Heart”

Exercise 2.
in this part, you will write an argument paragraph about “Jakarta with its complex problem.”

Exercise 3. Brainstorming ideas
Brainstorm a list of three places where you would like to live. Give two or three reason for each one.

<table>
<thead>
<tr>
<th>Ideal places to live</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 4. Brainstorming ideas
Choose the place that you would like to write about. Add one or two more reasons for why you would like to live there.

Exercise 5. Brainstorming vocabulary
With a partner, discuss the meaning of the phrases in each category below.

<table>
<thead>
<tr>
<th>Attraction</th>
<th>Opportunities</th>
<th>Cost of living</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>temperate climate</td>
<td>low unemployment</td>
<td>inexpensive restaurants</td>
<td>talented cooks</td>
</tr>
<tr>
<td>beautiful scenery</td>
<td>excellent colleges</td>
<td>convenient public transportation</td>
<td>diverse communities</td>
</tr>
<tr>
<td>interesting architecture</td>
<td>world-class museums</td>
<td>affordable housing</td>
<td>colorful personalities</td>
</tr>
</tbody>
</table>

Exercise 6. Brainstorming vocabulary
Select words from the chart above, include the words you added, and use them to write five sentences about the place you would like to live. Make an essay writing.
Chapter VI
Cause and Effect
Paragraph

UNIT GOALS

The students understand and know cause and effect writing.
The students can make cause and effect writing.
The students can explain cause and effect organization.
The students create an outline for your cause and effect paragraph.
The students brainstorm ideas and specific vocabulary to use in writing

Academic Writing Handbook for Students
PREWRITING ACTIVITY

Learn this chart

- government lowers taxes
- people have more money to spend
- higher spending on goods and services
- government has higher income, spending less on social security
- lower unemployment
- increased demand for goods and services

Thinking about the topic. Describe that flowchart and make a simple paragraph.
CAUSE AND EFFECT PARAGRAPH

Causes are the factors giving rise to a phenomenon or event and effects are the outcome of events. Tracing the cause and effect of a phenomenon is a technique often used in analysis. It is also a problem-solving approach as identifying the nature of the cause would help generating an appropriate solution to the problem. For the above reasons, analysis of cause and effect is a commonly used strategy in argumentation. It helps to understand the issues involved in a controversy and gives the reasons for adopting a certain stance.

In analyzing cause and effect, a fishbone diagram is often used to map graphically how cause and effect are related to each other, as the following diagram illustrates:

*Fishbone Diagram*

![Fishbone Diagram](image)

You can organize a cause/effect paragraph in one of three ways. First, discuss both the causes and effects of a problem or issue *simultaneously* or *consecutively*; second, state an effect *first* and then discuss its causes; third, *state a cause first* and then discuss its effects. Diagrammed these *three methods* look like this:
(1) C/E1, C/E2, C/E3  
(2) E + C1, C2, C3, (3) C+E1, E2, E3  
C = cause, E = effect

Example;  
Air pollution is perhaps the most devastating form of pollution since it destroys a resource that every life form as we know it needs to sustain itself. The effects of this menace, both immediate and far ranging, are easy to summarize: unbreathable air. The causes, however, need some more inspection. Every citizen who drives a car that is not properly serviced and that does not have emission control devices is contributing noxious gases into the atmosphere. Large industries that do not have filtration mechanisms on their smoke stacks are also contributors. Every government which does not pass, or passes but does not enforce, strict air pollution legislation is also destroying the atmosphere. One may wonder why these three aspects of society are so cavalier about the air they breathe. Well, there is an underlying cause which motivates all three groups: money. Legislation and enforcement of laws, installation and maintenance of filtration systems cost money. The majority of these three groups seems content to save a bit of money now and to sacrifice an invaluable commodity later.

In English writing, there is a variety of methods of representing cause and effect relationships. For example:

1. **The Use of Connective**
2. **The Use of Causal Verbs**
3. **The Use of Causal Nouns**

It’s different with the essay organization.  

**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.

1. **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.

A block-style cause/effect essay could have many different patterns. Some possibilities are shown next:

<table>
<thead>
<tr>
<th><strong>A</strong> Introduction</th>
<th><strong>B</strong> Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; cause</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; cause</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; cause</td>
<td>Transition Paragraph</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; cause</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; cause</td>
</tr>
<tr>
<td>Transition paragraph</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; cause</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; effect</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; cause</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; effect</td>
<td>Effects</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Conclusion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>C</strong> Introduction</th>
<th><strong>D</strong> Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effects</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; effect</td>
</tr>
<tr>
<td>Transition paragraph</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; effect</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; cause</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; effect</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; cause</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; effect</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; cause</td>
<td>Conclusion</td>
</tr>
</tbody>
</table>

2. **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.

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause</td>
</tr>
<tr>
<td>Effect</td>
</tr>
<tr>
<td>Cause</td>
</tr>
<tr>
<td>Effect</td>
</tr>
<tr>
<td>Cause</td>
</tr>
<tr>
<td>Effect</td>
</tr>
<tr>
<td>Cause</td>
</tr>
<tr>
<td>Effect</td>
</tr>
</tbody>
</table>

**Exercise 1. Freewriting**
Write for ten minutes based on the picture below. Express yourself as well as you can. Don’t worry about making mistakes.

**Exercise 2.**
1. Complete the following cluster on a bad diet. Then select three primary causes or three primary effects that could be used in writing a paragraph.
2. Complete the following cluster on teenage parenthood. Then select three primary causes or three primary effects that could be used in writing a paragraph.

**Exercise 3. Brainstorming ideas**

Everyone agrees that television has had a tremendous influence on society since was developed in the 1940s. Some influences have been positive, but others have been negatives. Keep your brainstorming lists.

<table>
<thead>
<tr>
<th>Positive influences</th>
<th>Negative influences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 4. Brainstorming ideas
Used above influences that you would like to write about. Then you used to write paragraph or essay.

Exercise 5. Brainstorming vocabulary
Complete the following outline for the model essay.

The Computer Revolution
I. Personal computers have especially revolutionized communication and business practices in the past twenty years.

II. Perhaps the most important effect of personal computers has been to expand our ability to communicate with the outside world.
   A. A lonely invalid ...
   B. 
   C. 
   D. 
   E. Chat rooms
      (example) 1.
      (example) 2.
      (example) 3.

Concluding Sentence:
III. 
   A. Take care of personal business at home
      1. Buy airline tickets
      2.
      3.
      4.
      5.
   B. 
   C. 
      (example) Suzanne Carreiro

IV. In brief, the computer age has arrived, and it is changing our lives. Computers have made communicating and doing business faster and more convenient, and they have greatly increased our access to information.

Exercise 6. Brainstorming vocabulary
Review the above outline. Make sure your outline contains a clear thesis statement, two to four body paragraphs, and the concluding sentence. Then make an essay writing and share it with your partner.
Chapter VII
Classification
Paragraph

UNIT GOALS

The students understand and know classification writing.
The students can make classification writing.
The students can explain classification organization.
The students create an outline for your classification paragraph.
The students brainstorm ideas and specific vocabulary to use in writing.
PREWRITING ACTIVITY

Learn this picture

Thinking about the topic. Describe that picture with making classification words.
ORGANIZATION SECTION

CLASIFICATION PARAGRAPH

There is informal classification; the categories are made up by the writer. For example, “I have three kinds of friends.” There is formal classification; classification based on categories that already exist and are not personally invented. For example “Cars are classified by body types such as sedan, coupe, wagon, and convertibles.”

All classification must be made according to some ordering principle. Choose a single ordering principle and stick with it. For example, classifying cars based on body style or by size only. If you do not use a single ordering principle, you might end up with an illogical topic sentence like this one:

There are five types of car manufactured today: sub-compact, compacts, intermediates, large, and expensive.

If you are classifying a subject whose parts are well known, be sure to include them all. Do not be like this example:

The military services available to young people are the army, navy, and air force.

What about the marines and the coast guard? They should be included, too.

When classifying state your purpose clearly by stating words like kinds, types, or sorts in your topic sentence. Remember, include at least three categories and do not overlap the categories (use more than one ordering principle). Logical sequence- list the categories in this order: either most to least outrageous, least to most expensive, from largest to smallest and so on.

Transitional expressions:

• can be divided
• can be classified
• can be categorized
• the first type

Academic Writing Handbook for Students
• the second kind
• the last category

Samples paragraph 1.

Shoppers
Shoppers can be classified according to their shopping techniques, as necessity shoppers, over spenders, and impulsive shoppers. Necessity shoppers have an uncomplicated and normal shopping technique. They purchase only the items that are necessary, such as food and toiletries, and they only get these items when they need them. The overspenders purchase too many items and they spend too much money on them. They buy unnecessary products, such as clothes and accessories. They can turn a simple trip to the store into a wallet draining extravaganza. Finally, there are impulsive shoppers. They are a combination between necessity shoppers and over spenders. They intend to be necessity shoppers by buying items that they need, but they turn into over spenders by buying unnecessary clothes and useless items. Even though there are millions of shoppers worldwide, they can easily be classified by their techniques as necessity shoppers, over spenders, or impulsive shoppers.

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Samples paragraph 2.

American Smokers
Americans can be divided into three groups--smokers, nonsmokers and that expanding pack of us who have quit. Those who have never smoked don't know what they're missing, but former smokers, ex-smokers, reformed smokers can never forget. We are veterans of a personal war, linked by that watershed experience of ceasing to smoke and by the temptation to have just one more cigarette. For almost all of us ex-smokers, smoking continues to play an important role in our lives. And now that it is being restricted in restaurants around the country and will be banned in almost all indoor public places in New York State starting next month, it is vital that everyone understand the different emotional states cessation of smoking can cause. I have observed four of them; and in the interest of science I have classified them as those of the zealot, the evangelist, the elect and the serene. Each day, each category gains new recruits. (Franklin Zimring, "Confessions on an Ex-Smoker." Newsweek, April 20, 1987)

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Exercise 1. Freewriting
Write for ten minutes based on the chart below. Express yourself as well as you can. Don’t worry about making mistakes. Study the above chart.

Regional population in 2000 and forecasts for 2100, with percentage over 60 years old (millions)

<table>
<thead>
<tr>
<th>Region</th>
<th>2000</th>
<th>% over 60</th>
<th>2100</th>
<th>% over 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>N. America</td>
<td>314</td>
<td>16</td>
<td>454</td>
<td>40</td>
</tr>
<tr>
<td>W. Europe</td>
<td>456</td>
<td>20</td>
<td>392</td>
<td>45</td>
</tr>
<tr>
<td>S. Asia</td>
<td>1,367</td>
<td>7</td>
<td>1,958</td>
<td>35</td>
</tr>
<tr>
<td>S. America</td>
<td>515</td>
<td>8</td>
<td>934</td>
<td>33</td>
</tr>
<tr>
<td>N. Africa</td>
<td>173</td>
<td>6</td>
<td>333</td>
<td>32</td>
</tr>
</tbody>
</table>

Exercise 2.
Learn this cluster. Make a good classification paragraph.
Exercise 3. Brainstorming ideas
Learn this chart about ‘love’. Keep your brainstorming lists based on the group.

Exercise 4. Brainstorming ideas
What are the eight different types of love described by Trotter? How to develop them to be paragraph.

Exercise 5. Brainstorming vocabulary
Choose one or more about types of love above. Develop it to be the classification essay outline.

Exercise 6. Brainstorming vocabulary
Review the above outline. Make sure your outline contains a clear thesis statement, two to four body paragraphs, and the concluding sentence. Then make an essay writing and share it with your partner.
Chapter VIII
Comparison and Contrast Paragraph

UNIT GOALS

The students understand and know comparison and contrast writing.
The students can make comparison and contrast writing.
The students can explain comparison and contrast organization.
The students create an outline for your comparison and contrast paragraph.
The students brainstorm ideas and specific vocabulary to use in writing.
PREWRITING ACTIVITY

Learn this picture

Executive and man with skateboard

Your subject is lifestyles. Do you want to argue that one person is better than the other person to explain their differences?
ORGANIZATION SECTION

COMPARISON AND CONTRAST PARAGRAPH

Comparison and contrast is a method of showing similarities and differences between subjects. Comparison is concerned with organizing and developing points of similarity; contrast serves the same function for differences. In some instances, a writing assignment may require that you cover only similarities or only differences.

A paragraph containing comparisons and contrasts can be organized in two ways: divided or alternating construction. *Divided construction* first gives a full account of an object to be compared and contrasted before moving on to another object for comparison and contrast. *Alternating construction* permits the writer to go back and forth between the two objects in order to examine the similarities and differences one by one between the two objects to be compared and contrasted.

**When you compare:**
1. Compare things that have something in common
2. State your purpose in the topic sentence
3. Choose a pattern of comparing/contrasting and stick to it
4. Use comparing or contrasting transitions.

**Pattern of comparing/contrasting**
Comparing/contrasts may be written in one of two possible patterns of organization: (1) subject by subject (opposing) or (2) point by point (alternating). In long papers you may mix the two patterns, but in most college assignments, you will probably select just one and make it your basic organizational plan. It is an example for paragraph.
Example: subject by subject organization

Example: point by point organization

In essay writing, the name of organization is different.

1. Point-by-point organization

One way to organize a comparison/contrast essay is to use point-by-point organization, which is similar to the logical division pattern studied in Meeting 2. Suppose, for example, that you want to compare two jobs. First, make a list of factors that are important to you: salary, benefits, opportunities for advancement, workplace atmosphere, commuting distance from your home, and so on. Each factor, or point of comparison, is like a subtopic in a logical division essay.

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In your essay, each point of comparison becomes the topic of a paragraph. You can put the paragraphs in any order you wish—perhaps in the order of their importance to you personally.

I. Introduction

Thesis statement: One way to decide between two job offers is to compare them on important points.

II. Body

a. Salary
b. Benefits
c. Opportunities for Advancement
d. Commuting distance from home

III. Conclusion

2. Block Organization

The other way to organize a comparison/contrast essay is to arrange all the similarities together in a block and all the differences together in a block. You could discuss either the similarities first or the differences first. You often insert a transition paragraph or transition sentence between the two blocks. The model essay comparing Japan and the United States uses block organization.

I. Introduction

Thesis statement: One way to decide between two job offers is to compare them on important points.

II. Body

A. Similarities
   1. Benefits
   2. Commute distance from home

B. Differences
   1. Salary
   2. Opportunities for advancement
   3. Workplace atmosphere

III. Conclusion
Comparison Signal Words

<table>
<thead>
<tr>
<th>Transition Words and Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>similarly likewise</td>
</tr>
<tr>
<td>likewise</td>
</tr>
<tr>
<td>also</td>
</tr>
<tr>
<td>too</td>
</tr>
<tr>
<td>Human workers can detect malfunctions in machinery; similarly/likewise, a robot can be programmed to detect equipment malfunctions.</td>
</tr>
<tr>
<td>Human workers can detect malfunctions in machinery; a robot can also.</td>
</tr>
<tr>
<td>Human workers can detect malfunction in machinery; a robot can too.</td>
</tr>
</tbody>
</table>

Subordinators

| as                                |
| just as                           |
| Robots can detect malfunction in machinery, as/just as human workers can. |
| Note: Use a comma when as and just as show comparison even when the dependent clause follows the independent clause as in the above example. |

Coordinators

| and                                |
| both ... and                       |
| not only ... but also              |
| neither ... Nor                    |
| Robots and human workers can detect malfunctions in machinery. |
| Both robots and human workers can detect malfunctions in machinery. |
| Not only robots but also human workers can detect malfunctions in machinery. |
| Neither robots nor human workers are infallible (perfect, without errors). |

Others
Robots, like/just like/similar to human workers, can detect malfunctions in machinery. Robots are like/are similar to/are the same as human workers in their ability to detect malfunctions in machinery.

<table>
<thead>
<tr>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>(be) the same (be) similar to compare (to/with)</td>
</tr>
<tr>
<td>In their ability to detect malfunctions in machinery, robots and human workers are the same. Robots and human workers are alike/are similar in their ability to detect malfunctions in machinery. Robots can be compared to/be compared with human workers in their ability to detect</td>
</tr>
</tbody>
</table>

Contrast Signal Words: Concession (Unexpected Result)

<table>
<thead>
<tr>
<th>Transition Words and Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>however nevertheless nonetheless still</td>
</tr>
<tr>
<td>Millions of people go on diets every year; however/nevertheless/nonetheless/still, very few succeed in losing weight.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>although even though though</td>
</tr>
<tr>
<td>Although/even though/though most dieters initially lose a few pounds, most gain them back again within a few weeks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>but yet</td>
</tr>
<tr>
<td>Doctors say that “fad” diets do not work, but/yet many people still try them.</td>
</tr>
</tbody>
</table>
Despite/In spite of 10 years of dieting, I am still fat.

Contrast Signal Words: Direct Opposition

<table>
<thead>
<tr>
<th>Transition Words and Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>however</td>
</tr>
<tr>
<td>in contrast</td>
</tr>
<tr>
<td>in (by) comparison on the other hand on the contrary</td>
</tr>
</tbody>
</table>

Subordinators

| while whereas | New Orleans-style jazz features brass marching-band instruments, while/whereas ragtime is played on a piano. Note: Use a comma with while and whereas even when the dependent clause follows the independent clause. |

Coordinators

| but | Jazz music was born in southern part of the United States, but it now enjoys a worldwide audience. |

Others
Present-day rock music **differ from** early rock music in several ways.

Present-day rock music has a harder sound **compared to/compared with** early rock.

The punk, rap, grunge, and techno styles of today are very **different from/dissimilar to/unlike** the rock music performed by Elvis Presley 50 years ago, but they have the same roots.

**Unlike** rock, a music style started by white musicians, rhythm-and-blues styles were influenced primarily by black musicians.

### Exercise 1. Freewriting
Write for ten minutes based on the table below. Express yourself as well as you can. Don’t worry about making mistakes. Study the above table.

**American spending on leisure activities, 1997, US$ billion.**

<table>
<thead>
<tr>
<th>Country</th>
<th>Spending (US$ billion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>110</td>
</tr>
<tr>
<td>France</td>
<td>85</td>
</tr>
<tr>
<td>Japan</td>
<td>62</td>
</tr>
<tr>
<td>Britain</td>
<td>60</td>
</tr>
<tr>
<td>United States</td>
<td>48</td>
</tr>
<tr>
<td>Spain</td>
<td>45</td>
</tr>
</tbody>
</table>

### Exercise 2.
Choose one of the suggested topics and write an essay using comparison/contrast organization. Use either point-to-point or block organization.

1. Two cultures or one aspect of two cultures, such as family life, schools, child raising practice, marriage customs.
2. Living at home and living away from home
3. High school and college or university
4. Two products (for example, digital and film cameras, etc)
Exercise 3. Brainstorming ideas
Study the table below and make the paragraph comparing life expectancy in European
countries (one word per gap)

<table>
<thead>
<tr>
<th>Country</th>
<th>Adult alcohol intake per year, litres</th>
<th>Cigarettes smoked per day per adult</th>
<th>Life expectancy in years – male</th>
<th>Life expectancy in years – female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>11.9</td>
<td>4.6</td>
<td>74.2</td>
<td>80.5</td>
</tr>
<tr>
<td>Belgium</td>
<td>11.7</td>
<td>4.3</td>
<td>73.8</td>
<td>80.5</td>
</tr>
<tr>
<td>Britain</td>
<td>9.4</td>
<td>4.2</td>
<td>74.3</td>
<td>79.5</td>
</tr>
<tr>
<td>Denmark</td>
<td>12.1</td>
<td>4.9</td>
<td>73.1</td>
<td>78.2</td>
</tr>
<tr>
<td>Finland</td>
<td>8.4</td>
<td>2.2</td>
<td>73.3</td>
<td>80.3</td>
</tr>
<tr>
<td>France</td>
<td>14.1</td>
<td>4.0</td>
<td>74.2</td>
<td>82.1</td>
</tr>
<tr>
<td>Germany</td>
<td>11.8</td>
<td>5.0</td>
<td>73.7</td>
<td>80.0</td>
</tr>
<tr>
<td>Greece</td>
<td>10.4</td>
<td>8.3</td>
<td>75.1</td>
<td>81.4</td>
</tr>
<tr>
<td>Italy</td>
<td>9.4</td>
<td>4.2</td>
<td>74.9</td>
<td>81.3</td>
</tr>
<tr>
<td>Norway</td>
<td>4.8</td>
<td>1.7</td>
<td>75.4</td>
<td>81.0</td>
</tr>
<tr>
<td>Portugal</td>
<td>13.6</td>
<td>4.6</td>
<td>71.4</td>
<td>78.7</td>
</tr>
<tr>
<td>Sweden</td>
<td>6.4</td>
<td>2.4</td>
<td>76.7</td>
<td>81.8</td>
</tr>
<tr>
<td>Switzerland</td>
<td>11.8</td>
<td>5.6</td>
<td>76.1</td>
<td>82.2</td>
</tr>
<tr>
<td>EU average</td>
<td>11.1</td>
<td>4.5</td>
<td>74.1</td>
<td>80.5</td>
</tr>
</tbody>
</table>

Exercise 4. Brainstorming ideas
Complete the paragraph below based on the above table.

The table a) ___________ that Swedish men have the b) ___________ life expectancy in Europe, while women live the c) ___________ in Switzerland. d) ___________ average women in Europe live six years longer e) ___________ men. Men in lowest life Portugal have f) ___________ expectancy (71.4 years), while the lowest for women is Denmark (78.2 years), which is ___________ less
g) than in Portugal (78.7 years).
Exercise 5. Brainstorming vocabulary

Fill in the blanks to complete the following outlines.

A. Point by point Outline
   John: Before and after marriage
   I. Way of talking (content and manner) A. ___
   B. John: After
   II. __________________________
      A. John: Before B. John: After
      III. __________________________
       A. John: Before 
       B. __________________________
       B. Subject-by-Subject Outline
       Topic: Two jobs you have had (or another approved topic)
       I. __________________________ (job)
          A.__________________________ (point)
          B.__________________________ (point)
          C.__________________________ (point)
       II. __________________________ (point)
           A.__________________________ (point)
           B.__________________________ (point)
           C.__________________________ (point)

Exercise 6. Brainstorming vocabulary

Choose a topic below. Decide the features that you will compare/contrast. Develop a comparison and contrast paragraph using pattern of organization subject by subject or point by point.

1. A bird and chewing gum
2. Lions and tigers
3. Private and public elementary school
4. Supermarket and local grocery stores
5. Swimming and sleeping
6. Two teachers
UNIT GOALS

1. The students understand and know definition writing.
2. The students can make definition writing.
3. The students can explain definition organization.
4. The students create an outline for your definition paragraph.
5. The students brainstorm ideas and specific vocabulary to use in writing
PREWRITING ACTIVITY

Learn this picture

Giving a definition about patriotism based on the picture.

Patriotism is not
1. _____________________________________________
2. _____________________________________________
3. _____________________________________________

Patriotism is
1. _____________________________________________
2. _____________________________________________
3. _____________________________________________
What Is a Definition Paragraph?

Definition paragraphs are used in order to explain the meaning, origin and function of things. They are used both in academic writing and in fiction. To write a definition paragraph, writers should concentrate on the role of its subject in the context of the whole essay and list comparisons as well as examples accordingly.

In defining word, writers generally use one or a combination of these strategies:

a. Synonym  
b. Formal definition  
c. Example  
d. Saying what the word is not  

Origin of the word

A sample paragraph

"Park" is difficult to define in Florida, because there are so many kinds of parks. Basically, a park is a place to go for outdoor recreation-to swim, picnic, hike, camp, walk the dog, play tennis, paddle your canoe, and, in some places take rides in miniature trains or swish down a waterslide. Florida has a rich variety of parks, ranging from acres of RVs ringed around recreation halls, to impenetrable mangrove wilderness. To make things more complicated, not all of them are called "parks," and even the ones called "parks" come in several varieties.

Look at these examples:

* A doctor is a person who gives medical treatment to people.  
* Aluminium is a metal which is produced from bauxite.  

Note: *Who* is used for person, *which* is used for inanimate objects and animals, *where* is used for places.
Exercise 1. Freewriting
Write for ten minutes based on the information below. Express yourself as well as you can. Don’t worry about making mistakes. You can add examples or extra information. A mortgage is a type of loan (that is) used for buying property. In which the lender has the security of the property.

Complete and extend the following definition.

a. Distillation is a ________________ used to ____________________

b. A psychiatrist is a specializes in _______________________________ who

c. A trades union is a (n) __________________________

__________ that exists to protect

d. Wheat is a __________________________ used for

Exercise 2.
Complete the following sentences in the same way as the examples above

1. A college _________ students receive higher or professional education.

2. A dentist _________ treats people’s teeth.

3. Steel _________ is produced from iron and carbon. (We can also say steel is an alloy.)


5. A professor _________ works in a university.

Exercise 3. Brainstorming ideas
Choose one of the terms listed below and write a paragraph of definition

1. Failure

2. Mischief

3. Debate

4. Fairness

5. Zoology
BIBLIOGRAPHY


GLOSSARY

Adjective A word that describes or modifies the meaning of a noun.

Adverb A word that describes or modifies the meaning of a verb, another adverb, an adjective, or sentence.

Agreement The subject and verb of a clause must agree in number. If the subject is singular, the verb form is also singular. If the subject is plural, the verb form is also plural.

Argument is persuasion on a topic about which reasonable people disagree

Brainstorming is a way of gathering ideas about a topic

Complex sentence A sentence that has a main clause and one or more dependent clauses.

Compound sentence A sentence that has two main clauses separated by a comma and a conjunction or by a semi-colon.

Conjunction connects and shows a relationship between words, phrases, or clauses.

Causes are the factors giving rise to a phenomenon or event and effects are the outcome of events

Chronological order is a way of organizing ideas in the order of their occurrence in time.

Dependent clause A clause that cannot stand alone as a sentence because it depends on the main clause to complete the meaning of a sentence. Also called subordinate clause.

Description is the use of words to represent the appearance or nature of something.

Essay is a piece of writing several paragraphs long. It is about one topic, just as a paragraph is.

Exemplification means using examples to explain, convince, or amuse.

Fragment is a word group that lacks the subject or a verb and/or one that does not express a complete thought.

Introduction paragraph is shaped like an inverted pyramid or a funnel- wide at the top and narrow at the bottom.

Narrative is an account of an incident or a series of incidents that make up a complete and significant action.
Outline is a method of organizing material that shows the order of the topics in your essay.

Preposition is a word or group of words that functions as a connective.

Process paragraph describes the steps necessary to perform a process or task. Plagiarism is using someone else’s words or ideas as if they were your own, and it is a serious offense.

Pre-writing involves breaking down emotional barriers, generating topics, discovering ideas, and exploring ideas.

Paragraph is a group of sentences about a single topic. In other words, a paragraph develops a topic.

Run-on sentence is actually two sentences written as one.

Simple sentence consists of a single independent clause.

Thesis statement is the most important sentence in the introduction.