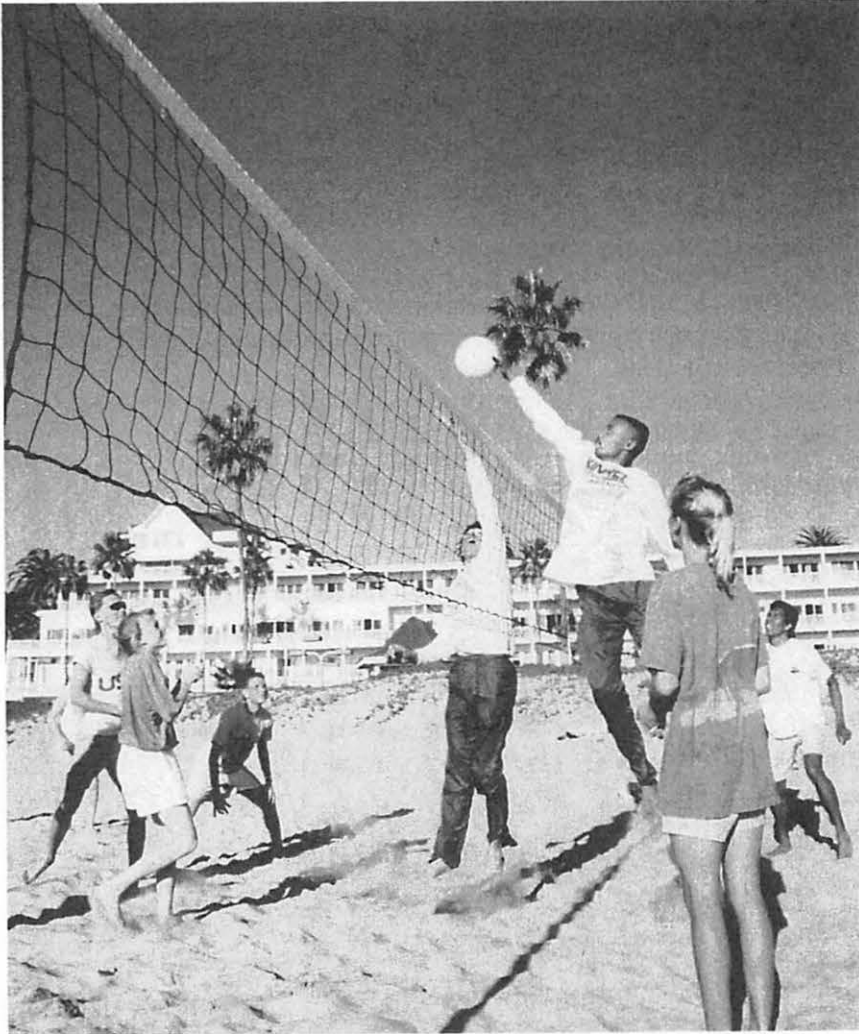


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Unit

4

Paragraph Organization



PREWRITING

- *Brainstorming*

ORGANIZATION

- *The Parts of a Paragraph*
 - The Topic Sentence*
 - Supporting Sentences*
 - The Concluding Sentence*
 - The Concluding Comment*

PREWRITING (continued)

- *Outlining a Paragraph*
- *Using an Outline*

THE WRITING PROCESS

You have already been reading and perhaps writing compositions with more than one paragraph in order to increase your writing fluency. In this unit, you will study the paragraph structure in detail. You will also begin your study of expository writing. Descriptive and narrative writing, which you learned about in the first three units, is used to describe things and tell about events. Expository writing is used to *explain* things.

Prewriting: Brainstorming

Brainstorming is a prewriting activity in which you come up with a list of ideas about a topic on your own or in small groups with your classmates. You quickly write down a list of ideas that come to your mind as you are thinking about a general subject or a specific topic. Follow these brainstorming steps:

1. Write down your general subject or specific topic.
2. Make a list of everything that comes to your mind about it.
3. Use words, phrases, and/or sentences. Don't worry about the order of ideas, mechanics, grammar, or spelling.
4. Just keep writing down whatever comes to your mind until you run out of ideas. Because you are only brainstorming, don't be concerned if you repeat several ideas.

In the following model, the writer already had a sport in mind, so he brainstormed for ideas to develop the topic.

MODEL: *Brainstorming*

5

10

15

Hiking in the Wilderness

outdoor recreation

day hiking trips

see beauty of area

wonderful scenery and wildlife

trails are marked

can walk difficult or easy trails

can do multiday trips

go backpacking

group fun activity

lots of wildflowers

energizing activity

hiking's excellent exercise

family activity

is good for all ages

good for physical fitness

ACTIVITY

- A.** Choose a sport or activity that you are interested in. You can choose something you do now, have participated in in the past, or want to enjoy in the future. You might choose a sport such as swimming, tennis, volleyball, jogging, or soccer. An activity you enjoy might be dancing, playing a musical instrument, singing, acting, or playing chess.
- B.** Brainstorm and list as many facts as you can about your sport or activity. Read the following questions to help you get ideas for your brainstorming list.
 - 1.** What is the sport or activity?
 - 2.** How would you describe it?
 - 3.** Where do you play this sport or do this activity?
 - 4.** How many people are needed?
 - 5.** What kind of equipment is necessary?
 - 6.** When did you take it up?
 - 7.** How often do you do this sport or activity?
 - 8.** How does this activity excite you mentally and affect you physically?
 - 9.** Why would you recommend this sport or activity to someone?
- C.** After you complete your brainstorming list, read through it, and draw a line through the items that you will not use.
- D.** Then work with a partner or a small group. Discuss your choice, using your list only as a guide. Your classmate(s) should ask you questions and share information. Take notes about anything new.
- E.** Save your list and notes. You will use them later to write a paragraph.

**MODEL
PARAGRAPH:***Paragraph
Structure*

As you read the model paragraph, notice how the first sentence introduces the topic: the requirements for river rafting. Also notice that all of the sentences that follow support the topic by explaining those requirements.



River Rafting

River rafting is a challenging sport with important requirements. First of all, planning your trip carefully ensures¹ your safety at all times. Therefore, the river-rafting company you choose should have a good safety record. You can select a river-rafting trip from level I (no experience) to level VI (the most experience). At level I, the river moves slowly and does not have many dangerous rocks and boulders,² so you can actually enjoy the scenery. At each level up the scale, there is an increasing number of powerful waves and dangerous rocks. When the river is high from melting snow, the current³ is fast, and the ride is rough. Therefore, it is only for the most experienced river runner. In addition, river rafting requires special equipment. You ride an inflatable⁴ rubber boat with an expertly trained guide and a group of six to eight people. Everyone must wear a life jacket and a helmet and be able to use a paddle⁵ at the more difficult levels. Finally, you must be alert at all times. You must stay safely in the raft as it makes its way down the raging⁶ river. The guide will shout instructions, and the passengers must obey instantly and work as a team to avoid disaster. The chances of falling overboard are great. When someone does, the passengers will try to grab and pull him or her aboard. Because river conditions can be dangerous at the higher levels of difficulty, the wild, exciting adventure is only for the courageous and experienced. In short, if you are fearless and in good physical condition and can react quickly, river rafting is the ideal outdoor sport for you.

QUESTIONS ON THE MODEL

1. Which sentence explains what the “River Rafting” paragraph is about?
2. What are the three main requirements for river rafting? What transition signals does the writer use to introduce each one?
3. Which supporting sentences explain each requirement?
4. What is the writer’s final recommendation to the reader?

¹**ensures:** makes certain, protects; ²**boulder:** large rock; ³**current:** continuously moving water; ⁴**inflatable:** can be filled with air; ⁵**paddle:** short pole with a wide, flat blade used to guide a river raft; ⁶**raging:** violent

PART 1 Organization

The Parts of a Paragraph

As you learned in Unit 1, a **paragraph** is a group of related sentences that develops one main idea, which is the topic of the paragraph. Each paragraph is a separate unit. It is marked by indenting the first word from the left-hand margin or by leaving extra space above and below the paragraph. (Refer to Finished Paragraph Format on pages 6–7.)

A paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about a subject. These sentences are (1) the topic sentence, (2) supporting sentences, and (3) the concluding sentence. The writer may add a final comment after the conclusion.

In the paragraph entitled "River Rafting" that you just read, the first sentence is the **topic sentence**. It tells the reader what the paragraph is about: requirements for river rafting. The fifteen **supporting sentences** that follow supply the details about river rafting. The seventeenth, or next to last, sentence is the **concluding sentence**. It makes a final statement about the topic and tells the reader that the paragraph is finished. The very last sentence is the writer's comment about the subject.

Now, let's study each part of the paragraph in detail.

The Topic Sentence

The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject and the controlling idea: the writer's main idea, opinion, or feeling about that topic.

The topic sentence can come at the beginning or at the end of a paragraph. You should write your topic sentence as the first sentence of your paragraph for two reasons. First, it will tell the reader what you are going to say. Second, you can look back at the topic sentence often as you write the supporting sentences. It will help you stay on the subject as you write.

The topic sentence is a complete sentence. It has three parts: a subject, a verb, and a controlling idea.

Determining the **subject** of a topic sentence is a process of narrowing down an idea from general to specific. When your instructor suggests a very general topic, such as college, vacations, or nuclear power, for a writing assignment, you must narrow it down to a limited topic that can be discussed in one paragraph. For example, the topic of sports is too general to write about. There are many specific things about sports, such as professional sports, team or individual sports, or water sports, that you can discuss. One writer might narrow down the subject of sports to the more specific subject of river rafting.

sports water sports on a river dangerous river rafting

PRACTICE:*Narrowing
Subjects from
General to
Specific*

Complete each funnel until you arrive at a specific subject. Try to add at least three or four ideas to each group.

1. **science** **space science** space exploration unmanned exploration Mars probe

2. **family** **husband/wife** roles at home

3. **sports** **individual sports**

4. **vacation**

The topic sentence of your paragraph must also have a **controlling idea**. The controlling idea is the main point, opinion, or feeling that you have about the subject, and it controls or limits what you will write about it in your paragraph. Putting your ideas in a funnel, as you did in the preceding practice, can help you to arrive at a controlling idea for a topic sentence.

In the example on page 71 the general subject of sports has been narrowed to a specific subject, river rafting. The writer's next step is to decide on a limited area about river rafting that can be discussed in one paragraph.

The following example illustrates how the writer arrives at the controlling idea.

river rafting **dangerous** description making choices important requirements

Now that the writer has the subject and a controlling idea, she can write a good, clear topic sentence, which will be her guide as she writes the rest of the paragraph.

Subject**Controlling Idea**

River rafting is a challenging sport with important requirements.

PRACTICE:*Narrowing
Controlling Ideas
from General to
Specific*

In the following practice items, the general idea or subject is given at the widest part of each funnel. Ask yourself questions as you narrow down the ideas: Why . . . ? Who . . . ? What . . . ? Which . . . ? When . . . ? Where . . . ? How . . . ? Add your own ideas to the funnel. Make them more specific as the funnel narrows. Write the most limited idea at the end of the funnel.

1. **college** **Greenhills College** registration frustrating experience

Ask yourself: What is registration like?
How can I describe it?

2. **classes** **my best/worst
class**

Ask yourself: Which is my worst/best class?
Why?
How can I describe it?

3. relationships

4. television

5. working

PRACTICE:
Writing Topic Sentences

A. Write topic sentences using the controlling ideas at the end of the funnels in the preceding exercise. Remember: a topic sentence is a complete sentence. It must have a subject + verb + controlling idea.

1. *Registration at Greenhills College is a frustrating experience.*
2. _____
3. _____
4. _____
5. _____

B. Study the following pairs of sentences and check the one you think would be a good, clear topic sentence for a paragraph. The first one is done for you. Explain your choice.

- ✓ 1. Snow skiing on the highest mountainsides requires great skill.
2. Snow skiing is fun.
3. Exercise is healthful.
4. Jogging is healthful for several reasons.
5. Camping is a great outdoor activity.
6. Camping requires a variety of special equipment.
7. The legal age for drinking alcoholic drinks should be twenty-one for several reasons.
8. Drinking is dangerous to your health.
9. Small cars are popular.
10. Driving a VW Rabbit saves money.
11. Hong Kong is an exciting city.
12. Hong Kong is a shopper's dream world.
13. The violence on television can affect children's emotional well being.
14. Watching television is a waste of time.
15. Smoking is a bad habit.
16. It is difficult to quit smoking for three reasons.

C. With a partner or a small group, write topic sentences on the following topics. Ask wh-questions to limit the topic and the controlling idea.

Example: camping
To set up camp requires a variety of special equipment.

1. sports heroes (who? which sport? why?)

2. spectator sports

3. water sports

4. Olympic sports

5. watching sports on television

WRITING PRACTICE:

Sports

Choose a topic sentence from part C of the preceding practice and write a paragraph that explains it.

- Brainstorm for six or seven items that will support the topic sentence.
- With a partner, edit and revise your paragraph. Check your own and your partner's paragraph, making sure that your paragraphs each begin with a clear topic sentence that contains a controlling idea.

Supporting Sentences

The next part of the paragraph is the supporting sentences. They develop the topic sentence by giving specific details about the topic. In order to choose details to support the topic sentence, rephrase it as a question, and then answer that question with your supporting sentences.

For example, in the model paragraph you read about river rafting, the topic sentence is

River rafting is a challenging sport with important requirements.

If you turn that statement into a question, it will say

What important requirements are necessary for river rafting?

The supporting sentences in the paragraph must answer this question by explaining what the important requirements are. Look back at the model paragraph and complete this list of requirements.

1. Plan your trip carefully.
2. _____
3. _____

You can see that the supporting sentences list the important requirements for river rafting.

Another question you can ask about your topic sentence is this one: How can I prove this? Your supporting sentences should give some facts or examples that prove your topic sentence is true.

For example, suppose you wrote this topic sentence:

Traditional American family relationships have changed greatly in the last thirty years.

You could then ask yourself: How can I prove that this is true? You could prove or support it by giving facts such as these:

1. x out of x marriages end in divorce (in the United States).
2. x out of x children live in homes with only one parent.
3. x percent of couples living together are not legally married.

Still another way to develop your topic sentence is to give examples. Suppose you wrote this topic sentence:

Tokyo is the most expensive city in the world.

You could then ask yourself: How can I prove it? You could prove or support this topic sentence by giving examples of the cost of different activities in Tokyo such as these:

1. Cost of a dinner at a medium-priced restaurant
2. Rent for an average two-bedroom apartment
3. Cost of a ride on public transportation
4. Cost of a medium-priced hotel room

In short, in order to develop your topic sentence, you must write supporting sentences that prove, or support, your idea. An easy way to do this is to rephrase your topic sentence as a question or to ask yourself: How can I prove this?

PRACTICE:
*Identifying
 Supporting
 Sentences*

Read each paragraph. Then write a question about the topic. Finally, complete the following lists of supporting sentences from the paragraphs.

- A. Mountain climbing is a very dangerous sport with special requirements and strict climbing rules. The first requirement is to complete a course in a certified climbing school, where you learn about mountain conditions and safe climbing. Another requirement is to wear special clothing that is appropriate for the season; a helmet and climbing boots complete your outfit. You must also carry special equipment: iron spikes¹ to hammer into cracks for support and safety and special climbing ropes. In addition to the special requirements, there are also strict climbing rules for mountaineers. You can climb alone or in teams of two or more. When you climb in a team, each person is tied around the waist to the same rope to protect a climber who slips from falling. You climb one foothold and handhold at a time. You must give exact commands and responses to your climbing partners. At all times, you must be aware of falling rocks and boulders, and when you are tired, you need to find a ledge to rest on. Most mountain climbers would agree that mountain climbing has many rewards. The higher you climb, the more beautiful the view is of the valley floor. You can see treetops, rivers, lakes, and distant mountains. Above you, the sky and moving clouds are a spectacular sight. Enjoy the glorious landscape, for that is your reward for having made it to the top of the mountain!

Topic Question: _____

1. There are special requirements for mountain climbing.

a. Complete a course in a certified climbing school.

b. _____

c. _____

¹spike: long pointed piece of metal like a nail

2. There are also strict rules for climbing in teams.

a. Each person is tied to the same rope around the waist.

b. _____

c. _____

d. _____

e. _____

B. Skydiving, a wild sport, requires strict training and special equipment and a plan for jumping out of the plane. This sport is for people of all ages who are in top physical condition and have strong nerves. If you qualify, contact a top professional skydiving school for
5 instructions. Before you can sky dive, you must attend six hours of class lectures about safety and the use of equipment. First, you learn how to recognize and react to an emergency quickly. Then you do physical drills that copy the correct body position in the air. After that, you learn how to steer a parachute. Finally, you learn how to
10 land on the ground without getting injured. The special equipment for a skydiver includes wearing skydiving clothing: a jumpsuit, a safety helmet, and ankle-high boots, and a main chute and a second back-up chute. After you complete the course, you are ready to jump out of the plane. You board a small plane with several skydivers, the
15 jumpmaster, and the pilot. The plane takes off and climbs to the jump altitude of about four thousand feet. Once you are outside the plane, you follow the jumpmaster's instructions: After you let go of the metal pole on the wing, you fall with a closed parachute for about one and a half miles at a speed of 120 miles per hour. When you pull the cord,
20 the nylon parachute opens. As you float gently toward the ground, you enjoy the quiet and beauty of your surroundings and hope you remember the jumpmaster's final instructions for a happy landing!

(continued on the next page)

Topic Question: _____

1. You have to be in top physical condition and have strong nerves.

2. You must attend six hours of class lectures.

a. *First,* _____

b. _____

c. _____

d. _____

3. The special equipment for skydiving includes the following:

a. _____

b. _____

c. _____

d. _____

e. _____

4. Outside the plane, you follow the jumpmaster's instructions.

a. _____

b. _____

c. _____

d. _____

PRACTICE:

*Writing
Supporting
Sentences*

First, read each topic sentence. Then write a question about the topic. Finally, add two more supporting points to each list.

1. Topic sentence: Smoking in restaurants should be prohibited for several reasons.

Question: Why should smoking in restaurants be prohibited?

Supporting points

a. It pollutes the air.

b. It can affect diners' appetites.

c. _____

d. _____

2. Topic sentence: International students have difficulty taking notes in class for several reasons.

Question: _____

Supporting points:

- a. The teacher talks too fast.
- b. The students have poor listening skills.
- c. _____
- d. _____

3. Topic sentence: Everyone should consider several criteria¹ before choosing a sport.

Question: _____

Supporting points:

- a. They need to decide whether they enjoy exercising alone or with others.
- b. They need to consider whether they want to enjoy a sport for recreation or for fitness.
- c. _____
- d. _____

PRACTICE:

*Brainstorming
Supporting
Sentences*

Choose one of the topic sentences below. Brainstorm for about six or seven items to support it. Then work with a partner and review your lists. Decide which supporting items should remain.

Example: Topic sentence:

Snow skiers must take extreme precautions on the slopes.

List some of the precautions:

- a. consider the weather conditions
- b. consider the slope conditions
- c. consider their ability
- d. obey warning signs
- etc.

(continued on the next page)

¹criteria: standards for judging something (singular: criterion)

Topic Sentences

1. Snow skiing is an expensive sport.
2. A river runner should follow this procedure.
3. A sky diver must follow these instructions.
4. Camping requires a variety of special equipment.
5. Jogging is beneficial to your health for several reasons.
6. Bicycling provides several advantages.
7. Swimming in the ocean is dangerous for several reasons.

The Concluding Sentence

After you have finished writing the last sentence supporting the main point of a paragraph, you must end the paragraph with a concluding sentence. This sentence tells the reader that the paragraph is finished, and it completes the development of the subject of the paragraph.

The concluding sentence is like the topic sentence because both are general statements. However, the topic sentence is usually the first sentence, a general statement that introduces the topic to be discussed in the paragraph. The concluding sentence is also a general statement, but it is the last sentence and ends the paragraph.

The concluding sentence reminds the reader of the topic sentence. In fact, the concluding sentence can be written like the topic sentence but in different words.

When you write a concluding sentence, you can use one of the following methods.

- State the topic sentence in different words. **Do not** just copy the topic sentence.
- Summarize¹ some (or all) of the main points in the paragraph.

You may begin the concluding sentence with a phrase that tells the reader that the paragraph is completed:

All in all, . . .	In other words, . . .
In any event, . . .	In short, . . .
In brief, . . .	Therefore, . . .
Indeed ² , . . .	

Here are examples of topic sentences:

River rafting is a challenging sport with important requirements.

Mountain climbing is a very hazardous sport with special requirements and strict climbing rules.

¹**summarize:** to mention only the most important points; ²**indeed:** without any question, in reality

Here are the concluding sentences for each of the above topic sentences:

(In short,) if you are fearless and in good physical condition and can react quickly, river rafting is the ideal outdoor sport for you.

Enjoy the glorious landscape, for that is your reward for having made it to the top of the mountain!

The Concluding Comment

After the concluding sentence of a paragraph, you may add a **concluding comment**. This sentence is the writer's final comment or thought about the subject of the paragraph. The purpose of the final comment is to give the reader something to think about and to remember about the paragraph. In the following example, the second sentence is the writer's final comment about river rafting.

Because river conditions can be dangerous at the higher levels of difficulty, the wild, exciting adventure is only for the courageous and experienced. In short, if you are fearless and in good physical condition and can react quickly, then river rafting is the ideal outdoor sport for you.

PRACTICE:
Writing Concluding Sentences

Write a concluding sentence for each of the following topic sentences. You may begin the concluding sentence with a conclusion phrase followed by a comma (see page 80).

1. Writing a paragraph in English is easy if you follow these steps.

2. The cafeteria is an inexpensive place to eat.

3. My first day of school was a frightening experience.

4. Everyone in a car should fasten his or her safety belt.

5. Watching television situation comedy is a good way to learn English conversation.

PRACTICE:*Concluding
Comments*

The following scrambled groups of sentences include a topic sentence, a concluding sentence, and a concluding comment. Study each group carefully, and underline the concluding comment sentence in each.

1. You can lose weight if you follow these steps. It will take both time and effort, but the results will make you happy. Losing weight is not difficult.
2. Everyone should be aware of the dangers of heavy smoking. Smoking is the cause of several serious diseases. Smoking can harm your lungs and heart.
3. A working couple should divide home responsibilities. By sharing the work, they will have more time for leisure activities. A husband should be willing to help his wife with the children, housework, and shopping.
4. It is important for consumers to be aware of the dangers of such false advertising. These advertisements carry the message that young people can smoke and still be good looking, healthy, and athletic. Cigarette advertisements try to attract young people in several ways.
5. Take the boredom out of exercising and do it to music. Exercising to music can increase your enthusiasm. Listening to fast lively music while running or exercise dancing will make working out easier and fun.

PART **2** Prewriting *(continued)*

Outlining a Paragraph

An outline is a helpful guide for you to use as you write a paragraph. In an outline, you list your ideas in the order in which you will write about them. Then when you write the rough draft, refer to your outline. Doing so will help you to stay on the topic and to write a well-organized paragraph.

This is what a simple outline looks like:

Simple Outline

Topic sentence
 A. Main supporting sentence
 B. Main supporting sentence
 C. Main supporting sentence
 etc.
 Concluding sentence

Turn back to the practice on pages 79–80 on brainstorming supporting sentences. If you made a simple outline for the example in that practice, it would look like the following model.

MODEL:*Simple Outline***Snow Skiing**

Snow skiers must take extreme precautions on the slopes.

- A. They must consider the weather conditions.
- B. They must consider the slope conditions.
- C. They must consider their own ability.
- D. They must obey the warning signs.

Snow skiing is a safe and enjoyable winter sport if skiers take a few precautions.

A more detailed outline might look like this:

Detailed Outline

Topic sentence

A. Main supporting sentence

- 1. Supporting detail
- 2. Supporting detail
- 3. Supporting detail

B. Main supporting sentence

- 1. Supporting detail
- 2. Supporting detail
- 3. Supporting detail

C. Main supporting sentence

- 1. Supporting detail
- 2. Supporting detail
- 3. Supporting detail

etc.

Concluding sentence

In this detailed outline, main supporting sentences A, B, and C are the main points of the paragraph. Each of them supports the topic sentence. Supporting details 1, 2, and 3 are the supporting details for each main supporting sentence. Of course, outlines are usually not as regular as this model. Every outline will probably have a different number of main supporting sentences and a different number of supporting details.

This is how a detailed outline for our example about snow skiing might look:

MODEL:*Detailed Outline***Snow Skiing**

Snow skiers must take extreme precautions on the slopes.

- A. They must consider the weather conditions.
 - 1. Temperature
 - 2. Wind
 - 3. Storm or clear weather

(continued on the next page)

- B. They must consider the slope conditions.
 - 1. Icy surfaces
 - 2. Rocks and tree stumps
 - 3. Visibility
 - 4. Crowds
- C. They must consider their own ability.
 - 1. Beginner
 - 2. Intermediate
 - 3. Expert
- D. They must obey the warning signs.
 - 1. Out-of-bounds markers
 - 2. Closed trails and runs
 - 3. Avalanche danger
 - 4. "Slow" and "merging" trails
 - 5. Hazards

Snow skiing is a safe and enjoyable winter sport if skiers take a few precautions.

Using an Outline

After you have prepared an outline, the next step, writing a rough draft, is easy. Because you have already organized your ideas, you can concentrate on writing smooth and grammatically correct sentences. Start with the topic sentence, and follow the points in your outline. Use the outline as a guide. If you want to change something, do so. An outline is only a guide to help you. You should not feel that you cannot add, delete, or change during this step in the writing process.

Here is the final paragraph about snow skiing after it was edited. The topic sentence and concluding sentences are in **bold** type, and the main supporting sentences are underlined. Notice the changes that have been made. The paragraph generally follows the order of the ideas in the outline, but some sentences have been changed. Even the topic sentence is a little different.

MODEL:

Edited Paragraph

Snow Skiing

Snow skiers should take a few precautions on the slopes for their own safety and the safety of other skiers. Before going out, they should check weather conditions. If it is stormy, they may not want to go at all. Extreme cold can be dangerous, especially for beginning skiers, and wind makes skiing unpleasant. Skiers should also know the conditions of the ski slopes. In the early morning, the slopes may be icy. Hitting a patch of ice at high speed

can cause hard falls and injuries. If the snow is not very deep, skiers should watch for rocks and tree stumps. If visibility is poor because of blowing snow or fog, skiers should slow down. In addition, skiers should ski cautiously if the slopes are very crowded, especially in areas where there are many beginning skiers. Of course, skiers should consider their own ability and not ski on runs that are too steep. Beginners and intermediates should not ski down runs marked “expert” or “advanced.” Finally, skiers must obey all warning signs. Some of these signs warn them about closed trails, avalanche danger, and hazards such as rocks. Skiers should not ski beyond the out-of-bounds signs because if they fall and are injured, no one will find them. Also, they should always obey the “slow” signs in congested areas. **If skiers take a few precautions, snow skiing can be a safe winter sport that can be enjoyed by people of all ages.** Are you ready? Let’s hit the slopes!

PART 3 The Writing Process

On Your Own!

Now let’s complete the writing process you began at the beginning of the unit. Write a paragraph about a special sport or activity that you are presently enjoying, have enjoyed in the past, or plan to do in the future.

STEP 1: *Prewrite to Get Ideas*

At the beginning of the unit, you made notes from the list of questions on page 69. You also made notes as your classmates asked questions and made comments about your sport or activity.

STEP 2: *Organize the Ideas*

First, make a list of the ideas in the order that you will write about them. Then write a simple or a detailed outline.

STEP 3:
Write the Rough Draft

Write ROUGH DRAFT at the top of your paper.

- Begin your paragraph with a topic sentence that names the topic and controlling idea.

My drama classes have given me confidence.

Jogging is my favorite sport for several reasons.

Stamp collecting is an educational hobby.

- Write a rough draft. Use your outline as a guide.
- End your paragraph with a sentence that tells why this sport or activity is special. Add your final thoughts or final comment.

STEP 4:
Editing the Rough Draft

Edit the rough draft. Follow the editing procedure you used in previous units.

EDITING CHECKLIST

Writer's Questions	Peer Editor's Answers and Comments
FORMAT	
1. Is the format correct?	Check the title, indenting, margins, and double spacing.
ORGANIZATION	
2. Does the paragraph begin with a topic sentence?	Copy the topic sentence:
3. Does the topic sentence have a clear controlling idea?	Underline the topic and circle the controlling idea.
4. Do the supporting sentences "prove" the main idea stated in the topic sentence?	How many supporting sentences are there? Do they prove the main idea? yes no somewhat
5. Does the paragraph end with a concluding sentence?	Copy the concluding sentence:
6. Is there a final comment?	yes no Does it fit the paragraph? yes no

GRAMMAR AND MECHANICS	
7. Is there a period at the end of each sentence?	Check each sentence. Does each one end with a period? yes no Add any missing periods.
8. Are capital letters used where necessary?	Write down any words that should be capitalized and are not:
9. Are commas used correctly?	Circle any comma errors. Add missing commas.
10. Are verb tenses correct?	Underline any verbs that you think are not correct and discuss the correction with the writer.
SENTENCE STRUCTURE	
11. Does each sentence have a subject and a verb and express a complete thought?	Check each sentence. Underline any sentences that you have doubts about.
12. Does each verb agree with its subject?	Write down any subjects and verbs that do not agree:
13. Are both simple and compound sentences used?	Which sentence type does this writer use the most often? Circle one: simple compound other

STEP 5:*Write the Second Draft*

Write SECOND DRAFT at the top of your paper. Write the second draft of your paragraph to hand in to your instructor.

STEP 6:*Write the Final Draft*

After your instructor returns your paragraph, write a neat final copy to hand in for final evaluation. Write FINAL DRAFT at the top of your paper.

ADDITIONAL WRITING

1. Write a paragraph about a bad habit of one of your friends, a family member, a pet, or yourself.
2. Write a paragraph in which you tell about a pleasant, humorous, or frightening dream.