

- Announcements:
 - Self-evaluation is due tonight.
 - Blog 5 is due Nov. 4th at 11 p.m.
 - Final draft of compare/contrast essay is due Nov. 8th at 11 p.m.

- Agenda for today:
 - Transition
 - Paragraphs

Writing Formally: More on Transitions & paragraph

ESL015

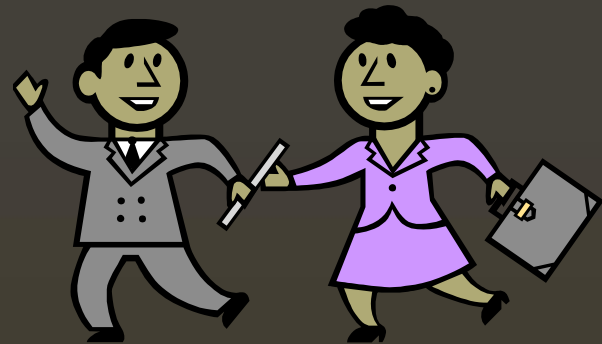
Transitions



What are they?

What do they do?

Why are they important?



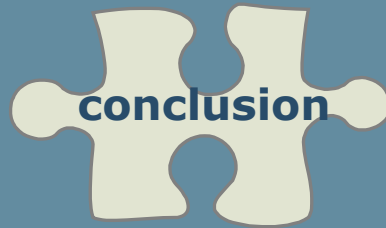
- What are transitions?
- Three types:
 - **Transitions between sections**
 - **Transitions between paragraphs**
 - **Transitions within paragraphs**

- So, what happens if you do not have transitions or any techniques that would guide your readers through the paper?

**WRONG
WAY**



So, what happened?



You can write an "essay" but the parts that you have would not connect because I don't know how they are related?

However, if....



Example

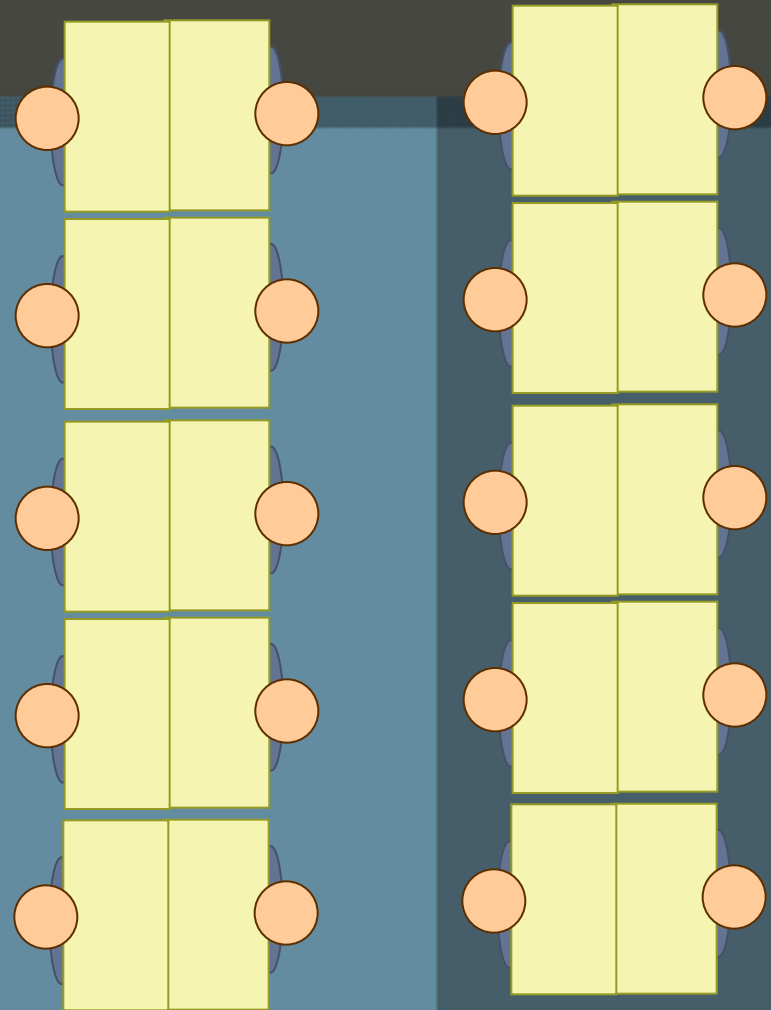


- *Keys for Writers*, p.36
- **1st paragraph topic: the expense of exploring Mars**
- **New paragraph topic: the hazards of climbing Mt. Everest**
- **Reader will be confused right? You need to show how these topics connect to each other and to the thesis—the overall picture.**
- **Transition after 1st paragraph, before 2nd paragraph:**

“Exploration on our own planet can be as hazardous and as financially risky as space exploration.”

Activity 1

- Two teams:
 - Team A vs. Team B
- See link in week 10



Team A

Team B

Activity 2: Creating Transitions

- In pairs, create transitions for the sentences in your handout.
- NOTE: These are REAL examples from ACTUAL students in ESL015.

Your partner is the person sitting in front of you (according to this chart)



For example:

- **Paragraph A:** points that support the view that *El Pais's* new government is very democratic.
- **Transition:** Despite the previous arguments, there are many reasons to think that *El Pais's* new government is not as democratic as typically believed.
- **Paragraph B:** points that contradict the view that *El Pais's* new government is very democratic.

Transitions and YOUR paper

- Since the clarity and effectiveness of your transitions will depend greatly on how well you have organized your paper, you may want to evaluate your paper's organization before you work on transitions.


This is Very Helpful!

- In the margins of your draft, summarize in a word or short phrase what each paragraph is about or how it fits into your analysis as a whole. This exercise should help you to see the order of and connection between your ideas more clearly.

Paragraphs



Paragraph Basics

- *Keys for Writers* p.27
- Indented 5 spaces (or TAB)
- Makes a clear point 
- Supports the main idea with evidence and examples
- Keeps to one topic → Unity! (for more information, see *Keys for Writers* p.28)

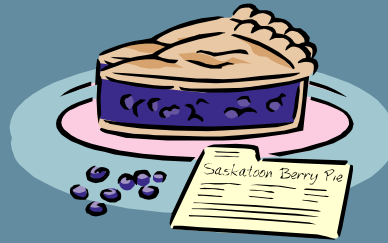


The ultimate question of length

- A paragraph has no specific length. It may be as short as five sentences or as long as fifteen sentences; it need only be long enough to support the topic clearly and completely.

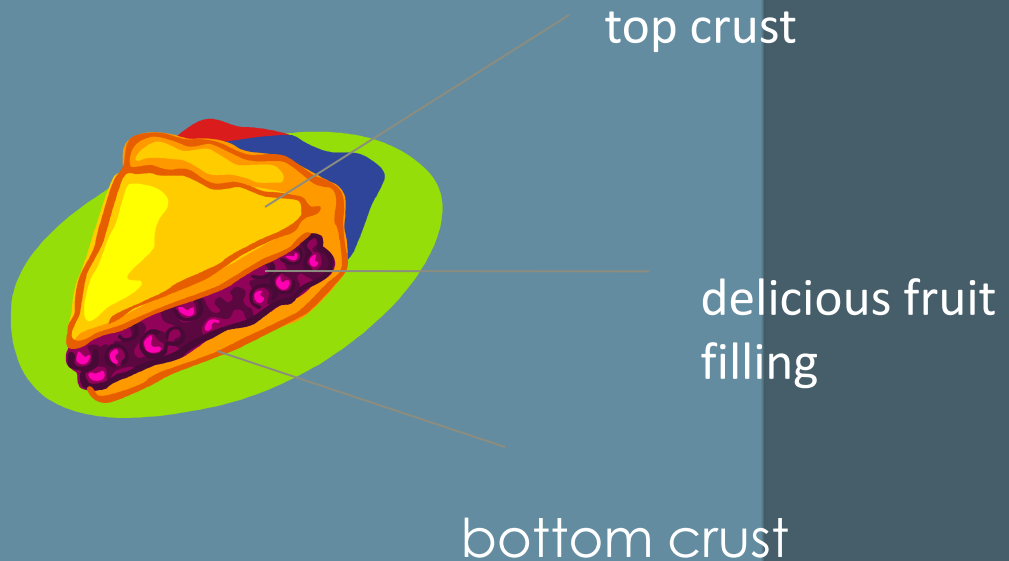
What makes a good general paragraph?

Have you heard of PIE?????



Sure, it's a delicious dessert with a flaky crust and sweet fruit filling, but did you know that P.I.E. is also a handy formula to help you write strong, effective paragraphs?

Take a look at a piece of PIE.



Every paragraph you write should also have three layers:

Point: This is your main idea for the paragraph in the form of a **topic sentence**. (*Keys for Writers*, p.28 example)

- This is different from a thesis statement

Illustration(s): These are the **examples, details, facts and evidence** that prove your point.

Explanation: At the end of your paragraph, you must **explain in your own words** how your illustrations prove your point. You should connect your Point and your **Illustrations** and state the relationship and sometimes how it relates to your thesis statement. Then have a conclusion sentence

(*Keys for Writers*, p.29 example)



Where are the paragraphs?

Introduction

1. Starting strategy
2. Thesis statement

Body Paragraph 1

1. Topic Sentences
2. Supporting Sentences
3. YOUR explanation
4. Concluding

Body Paragraph 2

Body Paragraph 6

1. Return to starting strategy
2. Concluding thoughts

Conclusion

- **Introduction:**
 - Start general and get specific
 - Employ starting strategies
 - Include a thesis statement
 - Transition to first body paragraph
- **Each body paragraph:**
 - Should start with a topic sentence
 - Have supporting sentences which present the evidence and support
 - Have concluding or transitional sentences
- **Conclusion:**
 - Start specific and get more general, return to starting strategies
 - Give concluding thoughts based on the information in body paragraphs

When to start a new paragraph?



- Introducing a new point (finished with one point)
- To expand on a point you already made with new examples and evidence
- To break up a long discussion or description to make it more understandable for your audience

Of course, this isn't the **ONLY** way to make a paragraph...

Paragraphs have many different purposes and P-I-E structure may not always serve the purpose:

DEFINE
DESCRIBE
EXPLAIN
CONCLUSION

CLASSIFY
COMPARE/CONTRAST
EVALUATE
INTRODUCTION

Although these kinds of paragraphs may not follow P-I-E exactly, the first sentence states the Point.



Just remember...

- Each paragraph should have a clear, identifiable main idea (Point)
- The topic/main idea of each paragraph should relate back to your thesis statement in some way
- Paragraphs are **ALWAYS** indented



Conclusion sentences

- Often a paragraph ends in a concluding sentence which signals the end of the paragraph and leaves the reader with important points to remember. Concluding paragraphs can also help transition from one main idea to the next.

Group Activity 1



In group of 3, evaluate two paragraphs of your choice. Please follow the guidelines on the top of the page.

Then, as a class, we will discuss your findings

Group Activity 2



Blair Reader, p.592

1. Identify type of paragraph:

DEFINE

CLASSIFY

DESCRIBE

COMPARE/CONTRAST

EXPLAIN

EVALUATE

2. Does the author use the P-I-E structure?

3. Identify the pieces of P-I-E in each paragraph

4. Write a paragraph using P-I-E of what you learned today during this Paragraphs lesson.