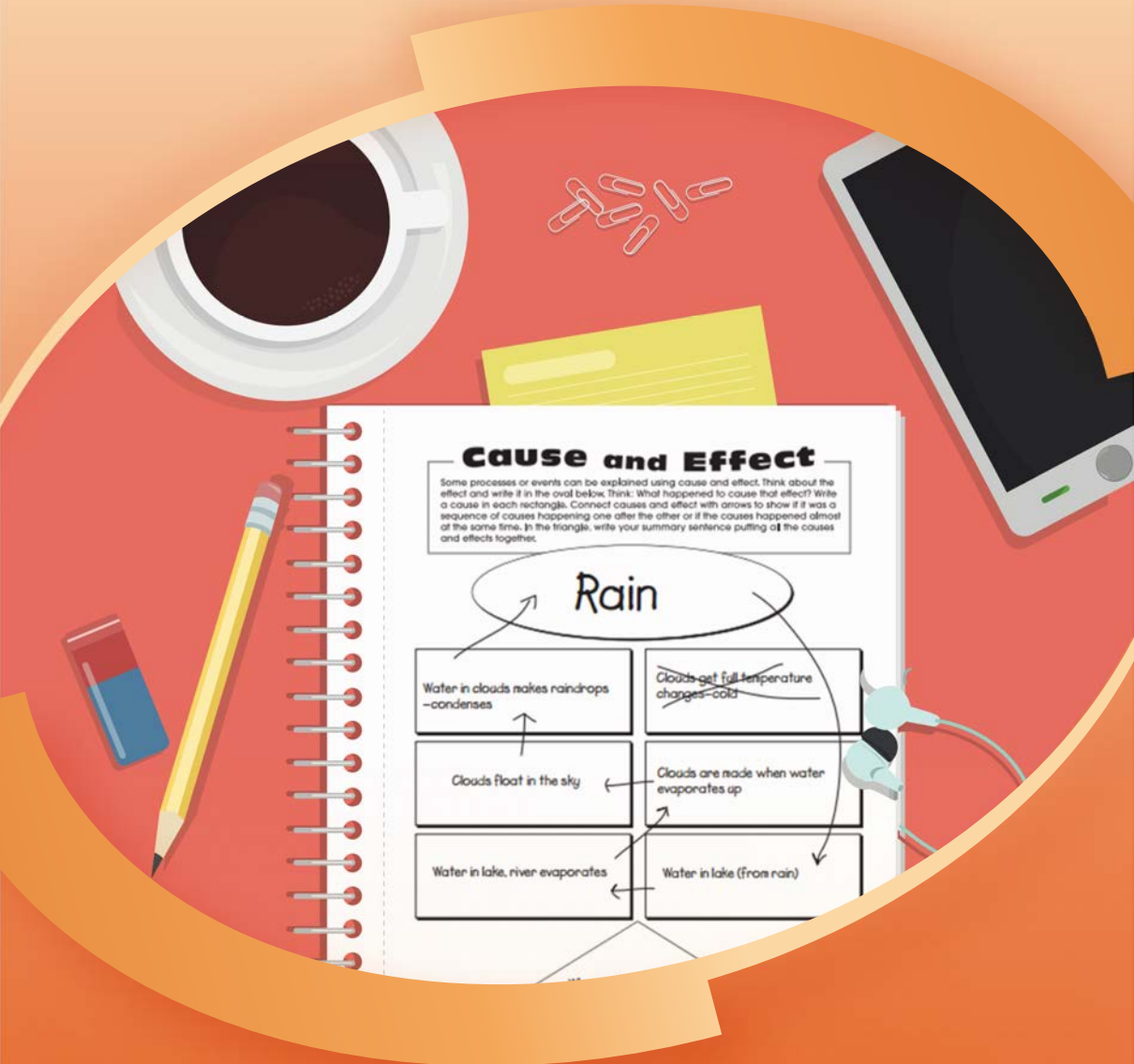


ACADEMIC WRITING

WITH GRAPHIC ORGANIZER CONCEPT



Sri Lestari, M.Pd.
Tri Wahyuni, S.S., M.Pd.

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**Academic Writing With Graphic
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TABLE OF CONTENT

Cover ____ i

Table of Content ____ v

Acknowledgement ____ vii

Dedication ____ viii

UNIT 1: Theory of Graphic Organizer

A. The Definition of Graphic Organizer ____ 1

B. Types of Graphic Organizer ____ 1

C. The Benefits of Using Graphic Organizer ____ 2

UNIT 2: Review of Sentences Building

A. The Definition of clause ____ 4

B. Type of Clause ____ 4

C. Clause Connector ____ 5

D. Type of Sentences ____ 5

UNIT 3: Process of Writing Paragraph

A. What is a Paragraph? ____ 8

B. Process of Writing ____ 10

UNIT 4: The Structure of Paragraph

A. The definition of paragraph ____ 14

B. Paragraph Organization ____ 15

UNIT 5: Unity and Coherence

Exercise 1. Recognizing Unity in Supporting Sentences ____ 29

Exercise 2. Editing for Unity ____ 30

Exercise 3. Developing Unity ____ 31

Exercise 4. Reading a student paragraph ____ 31

Language Focus:

- A. Simple Sentence Structure ____ 33
- B. Punctuation and Capitalization ____ 33
- C. Fragments ____ 34
- D. Run-On Sentences ____ 34

UNIT 6: Descriptive Paragraph

Characteristic of Descriptive Paragraph ____ 39

- 1) Descriptive Organization ____ 39
 - a. Topic Sentence ____ 39
 - b. Supporting Sentences ____ 39
 - c. Concluding Sentences ____ 40
 - d. Use adjectives ____ 40
 - Description of a place ____ 41
 - Describing Character ____ 41

UNIT 7: Process Paragraph

- A. Process Paragraph Organization ____ 46
- B. Transitions word/ time order words in Process Paragraph ____ 47
- C. Language Focus for Process Paragraph ____ 48

UNIT 8: Comparison / Contrast Paragraph

- A. The purposes of comparison/ contrast paragraph ____ 51
- B. Words and phrases used for writing comparisons ____ 53
- C. Practice creating comparative sentences : create your own examples ____ 53
- D. Words and phrases used for writing contrasts ____ 54
- E. Practice creating contrasting sentences : create your own examples ____ 55
- F. Organization of a comparison/contrast paragraph ____ 55

UNIT 9: OPINION PARAGRAPH

- A. Opinion Paragraph ____ 60
- B. Characteristic of Opinion Paragraph ____ 62
 - 1. Organization of Opinion Paragraph ____ 62
 - 2. Rhetorical Focus ____ 63

UNIT 10: CAUSE-EFFECT PARAGRAPH ____ 67

References ____ 72

Appendix (scoring rubric of writing) ____ 74

Biography of Writers ____ 78

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Last and not least: I beg forgiveness if there are still many mistakes in writing this book. Hope, it can help the students to learn more about writing.

Authors

DEDICATION

*We would like to dedicate this book for,
our students, friend, family, and colleagues
who need more information in
paragraph writing.*

A. The Definition of Graphic Organizer

A Graphic Organizer (GO) is simply a graphical or spatial representation of text concepts. It is an instructional tool that can help students to organize, structure the information and concepts to relate with the other concepts. In addition, the spatial arrangement of GOs allows the students to identify the missing information or absent connections in one's strategic thinking (Ellis, 2004). GOs have many names including visual maps, mind mapping and visual organizers. As an instructional tool, GOs used to illustrate students' prior knowledge about a topic or section of text that have been highly recommended to be used in classrooms. GOs are visual representations, models, or illustrations that depict relationships among the key concepts involved in a lesson, unit, or learning task (Braselton & Decker, 1994) while Meyen et al (1996) stated that GOs are "visual displays teachers use to organize information in a manner that makes the information easier to understand and learn".

B. Types of Graphic Organizer

GOs could be presented in six different patterns which are; hierarchical, conceptual, sequential, evaluative, relational and cyclical (Gil-Garcia & Villegas, 2003). The

table below shows type of organizer best fits with the structural patterns of the informational texts.

Graphic Organizer Pattern	Organizational Pattern of Text
Hierarchical	Categories and subcategories, matrix, plot, tree, pyramid
Conceptual	Description, mind map, concept map, concept chart
Sequential	Time line, chronology, process/ product, cycle graph, line graph
Evaluative	Agreement scales, satisfaction scales, evaluation chart
Relational	Fishbone, pie chart, cause/ effect, characteristic chart
Cyclical	Cycle graph, life cycle, repetitive events

When text is chapter length, multiple GOs are needed to organize the content. Robinson et al. (2003) stated that tree diagram showed the hierarchical relations among the major concept while matrix GOs are used to organize more detailed chapter sections. Some examples of GOs are Venn diagrams, Semantic webs, Genealogical trees and Frames.

C. The Benefits of Using Graphic Organizer

Ellis (2001) identifies three benefits of using graphic organizers. First, graphic organizers make content easier to understand and learn. Graphic organizers also help students separate important information from what might be interesting but not essential information. Second, according to Ellis (2001), graphic organizers decrease the

necessary semantic information processing skills required to learn the material. By making the organization of content information easier to understand, graphic organizers allow material to be addressed at more sophisticated levels. Finally, students who use graphic organizers may become more strategic learners. An individual's approach to a task is called a strategy (Bulgren & Lenz, 1996). Strategies include how a person thinks and acts when planning, executing, and evaluating a task and its subsequent outcomes (Deshler & Lenz, 1989). When the organization of a topic becomes apparent, reading and writing skill, communication skills, analytical skills as well as creative skills are subject to improve with the use of graphic organizers (Ellis, 2002).

Standard Competence	After finishing the course, the students are able to understand the building sentences, so they can make appropriate paragraph
---------------------	--

Learning goals	Students are able to: <ol style="list-style-type: none"> 1. Understand kinds of clause 2. Review sentences building 3. Write appropriate clause and sentences and choose appropriate mechanics in writing
----------------	--

A. The Definition of clause

Clause is a group of words that contains (at least) a subject and a verb.

Clause	Not Clause
<ol style="list-style-type: none"> 1. Surfing is my hobby 2. because father got sick 	<ol style="list-style-type: none"> 1. to protect the ecosystem 2. after working all day

B. Type of Clause

1. Independent Clause: contains a subject and a verb that expresses complete thought. It can stand alone, for example; (S + V + Complement)
 - a. Students normally spend four years in college
 - b. I will declare my major now, but I may change it later.

2. **Dependent Clause:** is a clause that is not a complete sentence by itself. It has a subject and a verb, but it does not have complete idea. A dependent clause often starts with a subordinating conjunctions like *because, before, since, when, after, or while*. A dependent clause must always be attached to a main (or independent) clause to make one complete sentence. The dependent clause can come before or after the main clause without changing the meaning, but the punctuation is different.

When I talk to my friend, she likes to tell me about her adventures

Dep clause

main clause

My friend likes to tell me about her adventures when I talk to her

Main clause

dep clause

C. Clause Connector

1. Coordinator connector: "fan boys" (for, and, nor, but, or, yet, so)
2. Subordinator connector, for example: when, while, after, before, if, whereas, although, even though, since, because, etc
3. Conjunctive adverb, for example; meanwhile, besides, furthermore, therefore, in the other hand, however, thus, in addition, etc

D. Type of Sentences

1. Simple Sentences: one independent clause.
For example;

- a. I enjoy playing tennis with my friends.
 - b. I enjoy listening music and eat noodles every Sunday
 - c. My friend and I play tennis and go bowling every weekend.
2. Compound sentences: two or more independents clause joined together.

a. with coordinator: - (indep clause ,+ coordinator + indep clause) - There is a comma after the 1st indep clause	For example, I enjoy tennis, but I hate golf
b. with a conjunctive adverb - (indep clause;+ conj adverb, + indep clause)	I enjoy tennis; however, I hate golf
3. With semicolon (indep clause; indep clause)	Grammar is easy; I learned it quickly.

3. Complex Sentences:contains one indep clause and one or more dep clauses.

Depclause: adverb clause, adjective clause, noun clause (p; 160)

- a. With adverb clause
 "Because grammar is easy, I learned it quickly".
- b. With adjective clause
 "I met with woman who wore a blue skirt"
- c. With noun clause
 "She doesn't agree that grammar is easy"

4. Compound Complex Sentences: Combination of two or more indep clause and one or more dep clauses.

Ex: Because grammar is easy, I learned it quickly, but it took me several years to master writing.

Standard Competence	After finishing the course, the students are able to understand the process of writing paragraph and write good paragraph
Learning goals	Students are able to: <ol style="list-style-type: none"> 1. Process of writing paragraph 2. Write simple paragraph by following some process paragraph.

A. What is a Paragraph?

- ▶ A paragraph is a group of sentences written about one main idea or topic.
- ▶ The main idea is often expressed in a topic sentence.
- ▶ The sentences in the paragraph *support* and *give examples* of the main idea.
- ▶ The first sentence of a paragraph should be *indented*.
- ▶ **Formatting Paragraph:**

Margins Paragraph must have a margin on the right and a margin on the left. This means that the paragraph begins 2cm from the edge of paper

A Spacing	a paragraph should be double-spaced
Indenting	The first sentence of paragraph must be indented. This means that it begins five spaces in from the left margin.
Connected Sentences	a well-supported paragraph has at least 5 sentences and often more.
Title	

Exercise 1.

Paragraph 1

I live in a house in Magetan. I like the view from our house. We have lived there since June. We also have a motorcycle that I like very much. We were in an accident a few months ago. We hit a deer that was crossing the street in the afternoon. I felt sorry for the deer, but it cost a lot of money to repair the motorcycle.

Paragraph 2

My Lovely Home

My husband and I bought our first house last June, and we love it. It is located in Magetan near Sarangan Lake. Although we cannot see the lake from our house, we do have a beautiful view of Mount Lawu. Our house has three bedrooms, two bathrooms, a living room and a family room, and a large kitchen and dining area. We also have a large backyard and a small garden. We are very happy to own our own home, and I hope that we will live there for several years.

- Which one is the best paragraph between paragraphs above? Give your reason!

B. Process of Writing

According to Richard (2001: 21) some stages that are used in process of writing are: planning, drafting, revising and editing and how to give peer feedback.

1. Prewriting

- a. Choose a topic

How to choose a topic for a paragraph:

A paragraph is a group of five to ten sentences that give information about topic. Before you write, you must choose a topic for your paragraph.

- Choose a topic that isn't too narrow
- Choose a topic that is not too broad

For example: "school"

A student could narrow this topic by choosing one aspect of schools to discuss

Schools: high schools in my country

Popular school clubs

University entrance exam

- b. Gather Ideas (brainstorming) : When you have topic, think about what you will write about the topic.
Ways in gathering Ideas:

1) Listing

Think about your topic and quickly make a list of whatever words or phrases come into your mind. Your purpose is to produce as many

ideas as possible in a short time, and goal is to find a specific focus for your topic.

For example:

Communication Problem

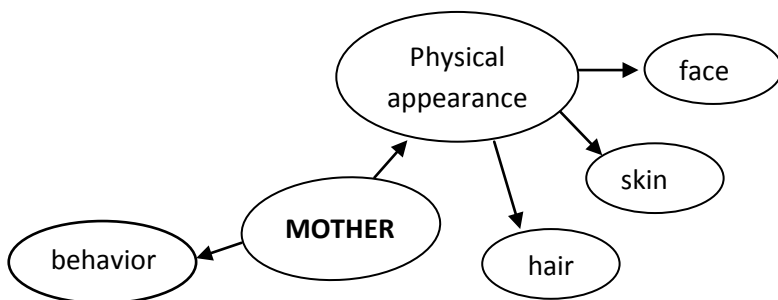
- Poor verbal skills
- New language
- American talk too fast
- Use slang and idioms
- Lack confidence
- Use incomplete sentences
- Poor pronunciation
- American too difficult to understand
- Unclear expression

2) Freewriting

Write freely about a topic. Your purpose is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization (Oshima and Hogue, 1997: 25)

3) Clustering

In the center of your paper write a topic and draw a “balloon” around it. This is your center. Then write whatever ideas come to you in balloons around the core. Think each of these ideas and make more balloons around them.



4) Organize (outlining)

For example:

Communication Problems

TS	Indonesian students have communication problem because they have poor in verbal skills.
SP	A. Indonesian students have poor verbal skills.
Ss1	1. lack vocabulary
Ss2	2. have poor pronunciation

5) Drafting

Write your paragraph or essay from start to finish. Use your notes about your ideas and organization

6) Reviewing and Revising (Review structure and content)

Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have any

unnecessary information. Ask a classmate to exchange papers with you. Your classmate reads your paper and you read his or hers.

2. Rewriting

- a. Revise structure and content
- b. Proofread : check your mechanic (spelling, capitalization, punctuation) and grammar
- c. Make final correction

Exercise 1

1. Choose three topics from this list. Narrow each of the three down to a paragraph topic. Then compare with a partner.
 - a. Holiday
 - b. Friend
 - c. My country
 - d. Dancing
 - e. Cars
 - f. fashion
2. Work with a partner or small group. Choose one of these topics. List as many ideas as you can or cluster it
3. Practice freewriting based on topics that you choose. Remember, do not stop, erase, or go back. Just write as much as you can.

Standard Competence	After finishing the course, the students are able to understand the element of paragraph and write paragraph
Learning Goals	Students are able to: 1. Identify structure of Paragraph 2. Understand Paragraph organization 3. Write introduction, body and conclusion paragraph

A. The definition of paragraph

Paragraph is a group of sentences about a single topic. It explains the writer's main idea about the topic. It usually consists of five or ten sentences long, but it can longer or shorter, depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces.

Shopping in Melbourne

Melbourne is perhaps Australia's most important shopping city. There are two major shopping areas for this city. The major shopping street would be Chapel Street which is quite the shopping, dining and entertainment precinct for the city. This street caters for everyone, so if you are into high fashion you will be able to get a lot of up market fashion boutiques; or if you are seeking for something old there are pawnbrokers found here as well. There is also Bridge Road, which is famous for its clothing outlets and shops that sell clothes made by local designers. All the interesting places in Melbourne make the visitors enjoy their holiday.

Vocabularies:

Precinct : area/sector

Caters : provide

B. Paragraph Organization

a. Topic Sentence : this is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is most general sentence of the paragraph. A succesful topic sentence has the following features:

- It introduces the topic, or what the paragraph will be about. It also contains an idea or opinion about the topic. This idea is called a controlling idea about the topic.

Certain types of insects can benefit a garden

Topic C I

- The topic sentence must not be a simple fact in detail. Instead, it must contain a specific idea. The

idea or opinion must not be too general, or the topic sentence will be unclear.

Ex: *There are approximately 4.000 chemicals in cigarette smoke (fact, not TS)*

Smooking is bad (idea too general for a topic sentence)

- The TS usually appears as the first or second sentence of paragraph. Here it is the second sentence.

Have you ever noticed that closets are getting bigger and rooms are getting smaller? Changes in popular culture can be seen in changes to the typical family home.

- The TS implies the purpose of the paragraph: to explain, narrate, compare, describe, tell cause or effect, demonstrate or argue, or tell steps in process.

My sister's personality is completely different from mine. (shows comparison)

Smooking results in thousand of smooking related deaths each year. (tell cause- effect)

Good Examples of topic sentence

- ▶ When I was a child, I lived in a house that had a strange atmosphere.
- ▶ There is a canyon in Northern Arizona that is the most beautiful place on Earth.
- ▶ My favorite item of clothing is a comfortable, worn pair of jeans that I have had for many years.

Bad Examples of topic Sentence

- ▶ I went to the Grand Canyon this winter and to Mexico in the spring of 1994.
- ▶ My friend is nice.
- ▶ I like my bedroom

- b. The supporting sentences: These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence. Supporting sentences can include **definitions, explanations, and examples.**

Read the topic sentence below. Then study the types of supporting sentences that might follow it.

Young people are too dependent on computers.

Topic controlling idea

1. Supporting definition

Dependency on computers means that young people cannot perform the normal tasks and functions of daily life without them.

2. Supporting Explanation

In the old days, people memorized important information, but today's youth rely on their computers, cellphones, and tablet to do assignments, record numbers, and save important information. As a result, they can find themselves unprepared in an emergency such as an electrical blackout. Once their batteries die, these people will not be able to communicate.

3. Supporting Example

For example, I do all my schoolwork on my computer. When my computer crashed last week, I lost my only draft of an essay that was due the next day. As a result, I got a bad grade.

Exercise 1

Identifying topic sentences and supporting sentences

1. a. Mosquitos are attracted to heat.
..... b. Mosquitos will fly several miles to find food.
..... c. Only the female mosquito bites.
..... d. Mosquitoes are interesting insects.
2. a. One of my hobbies is listening to international music.
..... b. I have a large collection of world music recordings.
..... c. My friends and I like to introduce each other to new international artists we discover.
..... d. I enjoy going to concerts by musicians from different countries.

Exercise 2.

Circle the topic of the sentence. Underline the main idea about the topic.

Indonesia

- a. is a very interesting country to visit
- b. A really good place to study is the library at my school.
- c. Learning a second language creates job opportunity
- d. Soccer is my favorite sport because it is exciting to watch
- e. One of the most valuable tools for students is the computer.
- f. My sister and I have very different personalities.
- g. Summer is the best time to travel in my country
- h. My hometown is a friendly place to live.
- i. My first driving lessons was disaster.

Exercise 3. Identifying effective topic sentence

In each sentence below, circle the topic and underline the controlling idea. For the effective TS, write what you think the supporting sentences will be about.

1. My doctor is very kind to his patients

The writer will give examples of ways in which his doctor is kind to patients

2. Fried rice is easy to prepare if you follow some simple steps

.....
.....

- 3. I am going to write about my city
.....
.....
- 4. I had an adventure in the jungle last year.
.....
.....
- 5. Video games are not bad for children.
.....
.....

Exercise 4. Writing Topic Sentence

Use each word or phrase below to write a TS with a Controlling idea. Then share your sentences with a partner.

- 1. Pets → (I keep rabbit in my house)
- 2. A first date
- 3. A terrible teacher

The concluding sentence: this may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about a topic.

Topic Sentence

I love the red color

Concluding Sentence

How to end a paragraph?

The final sentence of paragraph is called the concluding sentence. It sums up the main points or restates the main idea in different way. A sentence that sums up the paragraph reminds the reader of what the writer's main idea and supporting points were. A sentence that restates the main idea should give the same information in a slightly different way, perhaps by using different words or by using different word order. A concluding sentence should not introduce a new point.

Exercise 3.

Work with partner. Take turns reading these paragraphs aloud. Is the main idea developed by details, an explanation, or an example? Is there a concluding sentence? Circle yes or no. If there is no concluding sentence, write one with your partner

Even simply study habits can improve your grades. In college, I learned how important it is to get enough sleep. When you are well-rested, it is easier to learn. Research shows that when people don't get enough sleep, their memories aren't as effective. If students are really tired, they might even fall asleep in class! It's easy to see how getting enough sleep can improve your performance in school.

Means of support:

Concluding sentence? Yes / no

My favorite class is psychology. I enjoy learning about the ways people think and behave . I also am interseted in learning about the way children's mind develop.

Means of support :

Concluding Sentence? Yes/ no

I am too nervous to sing karaoke songs with my friends. The last time I tried was on my birthday when my friends took me to a karaoke club. I told my friends I didn't want to sing, but they encouraged me until I said yes. When I stood up in front of the microphone, I was so scared, I felt dizzy. It was hard to hear the music, and my mouth was too dry to make a sound. I just stood there until a friend jumped up next to me and finished the song.

Means of support :

Concluding sentence? yes/ no

In addition, to restating the main idea, the CS (**Concluding sentence**) may:

- Warn the reader
If you do not follow these steps, you may not get the grade that you want.
- Make a prediction.
The automative industry will change, and soon everyone will be driving pollution-free cars
- Give an opinion about the topic.
Some people might disagree, but I think using social media for communication is the best choice.

Phrase for conclusion:

Thus, in conclusion, in summary, in brief, as a result, on the whole, summing up, as shown, ultimately, therefore, consequently, in other words, to conclude, to summarise, finally.

Exercise 5:

Read the paragraph about Melbourne . Circle the topic sentence, put one line under the supporting sentence, and put two lines under the concluding sentence.

Exercise 6

Identifying supporting sentences and concluding sentences

Read the TS below, write SS for supporting sentences, and CS for concluding sentence

1. The best way to see San Francisco is by walking.
 - a. When you explore San Francisco by foot, you can experience all the city has to offer.
 - b. When you walk, you experience the different smells of the restaurants, the plants and sometimes the ocean.
 - c. You can stop and look in the windows of shops or sit on a bench for a short while and look at interesting people.
 - d. In a car or bus, you cannot stop easily if you see something interesting because parking is difficult.

2. An egg taco takes only five minutes to make.
- a. Heat a flour tortilla in a small amount of water
 - b. Your delicious egg taco is ready to eat in just a few minutes
 - c. Scramble two eggs with a little salt and pepper.
 - d. When the eggs are done, slide them into the warm tortilla and fold it over.
3. My paper is late because something happened to my computer
- a. I was almost finished writing my paper, and I was checking it for errors.
 - b. Suddenly, my computer screen went blank, and the power was gone.
 - c. The accident made me lose many hours of work, so I could not turn in my essay on time
 - d. Later, I learned that squirrel got on the power line and disrupted the electricity.

Exercise 7. Examining Concluding Sentences

Circle the word that best describes each of the concluding sentences below.

1. If you follow these steps, you will never lose keys again.
- a. Prediction b. Opinion c. Warning
2. Students who are not careful with credit cards can go into debt quickly.
- a. Prediction b. Opinion c. Warning
3. Venice, Italy, is the most beautiful city in the world.
- a. Prediction b. Opinion c. Warning

4. You will be able to produce a beautiful paper crane with only a little bit of practice
- a. Prediction b. Opinion c. Warning

Exercise 8.

Identify the purpose of the paragraph that follow logically from each TS below.

- a. Almost anyone can get good grade if they follow these instruction.
- 1) Express an opinion
 - 2) Tell steps in a process
 - 3) Narrate a story
- b. There are three major causes of obesity in children
- 1) Compare two subjects
 - 2) Explain cause/ effect
 - 3) Describe a topic
- c. I will always remember a fishing trip that I took with my father when I was 12 years old.
- 1) Express an opinion
 - 2) Tell steps in a process
 - 3) Narrate a story
- d. My dog, Sparky, is my best friend
- 1) Express an opinion
 - 2) Tell steps in a process
 - 3) Narrate a story

Exercise 9. Identifying effective topic sentences

(Read each pair of sentences. Write TS next to the sentence that is more effective. Be prepared to explain your choice.

- 1. a. An English- English dictionary is the best choice for English learners
..... b. Many English leraners use dictionaries
- 2. a. The grains of rice should not stick together
..... b. Persian rice is only considered authentic if it is made in the following way.
- 3. a. A college degree is important
..... b. Having a college degree has many positive effects on a person’s life.

Exercise 10. Writing Effective Topic Sentences

(Rewrite each TS, so it has both topic and a controlling idea.

Write the revised TS in the left hand column of the chart

1. TS: I have an older brother

Revised topic sentence: My older brother is a great soccer player	Topic: My older brother
	Controlling Idea: is a great soccer player
	Outline/ this paragraph will be about: - Why he is a great soccer player. For example: may be he has a lot of stamina, he might be a good at passing ball, or he might be a very effective team player

1. TS: Many students eat a lot of fast food

Revised topic sentence:	Topic:
	Controlling Idea:
	Outline/ this paragraph will be about: - - For example:

2. Make a paragraph based on your outline
3. Look back paragraph entitled "Shopping in Melbourne". Define TS, SS, and CS!

Standard Competence	After finishing the course, the students are able to understand make paragraph in good organization
Learning Goals	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Understand how to write unity and coherence paragraph 2. Identify inappropriate sentences 3. Learn punctuation and capitalization 4. Develop appropriate supporting sentences in a paragraph 5. Write paragraph

Effective writing must have unity. A paragraph has unity when all the sentences support one single idea.

- The paragraph must have one controlling idea in the topic sentence. Otherwise, the paragraph loses focus.
- The supporting sentences must support, demonstrate, prove, or develop the main idea in the topic sentence. If they do not, they will be irrelevant or off topic and destroy the unity of the paragraph.
- The concluding sentence should restate the idea in the topic sentence to reinforce the main idea for the reader.

Exercise 1. Recognizing Unity in Supporting Sentences

Read the following topic sentence. Put a check (✓) next to each sentence below that supports the topic sentence.

1. There are several reasons why online courses are increasing in popularity.

- ☒ a. Online courses are flexible in terms of time.
- ☐ b. Online courses have been available since the 1900s
- ☒ c. Online courses are more convenient for students who live far away from the campus.

2. Childhood diabetes has many possible causes.

- ☐ a. Obesity is major cause of diabetes
- ☐ b. Children who eat too much sugar can get diabetes
- ☐ c. Children with diabetes need constant medical care.

3. I am afraid of dogs because I had a scary experience with one when I was ten.

- ☐ a. My children are not allowed to have a pet dog
- ☐ b. My neighbor owned a collie dog that ran around the neighborhood without a leash.
- ☐ c. The dog bit me.

4. Scenic beach is my favorite picnic spot because of its beauty.

- ☐ a. It is a quite narrow beach covered with oyster shells
- ☐ b. One time I had an interesting experience there.
- ☐ c. The Olympic Mountains rise straight up out of the water on the other side of the channel

5. Train stations are interesting places to visit.

- ___ a. The architecture of each train station is often connected to the history of a city.
- ___ b. The passengers are frequently more interesting to watch than other types of travelers.
- ___ c. Trains are good alternative for people who are afraid of flying.

Exercise 2. Editing for Unity.

Read the paragraph. Draw a line through the sentences that are irrelevant. The first one is done for you. Find three more.

I love to watch the Pelicans in Galveston. I usually go in ~~the winter. The wather is not warm enough for swimming, so I usually do not see many~~ people on the beach. Pelicans are not ellegant, but they ae interesting to watch. They remind me of prehistoric birds from my school textbook on dinosaurs. I studied dinosaurs a lot when I was young, and I am very fond of them. The pelicans have large grayish brown wings that bend sharply when they are flying, and their beaks are long, so their faces look peculiar and old. My brother also really like pelicans. They are also graceful in their own way. A flock of pelicans will fly along the coastline just outside the waves, and when they see a good fishing spot, they stop, then turn and dive straight down into the water. Sometimes there is an oil rig or a cargo ship in the water, too. Sometimes several pelicans will fish in the same spot for a while before moving down the beach and away from sight.

Exercise 3. Developing Unity

Write two supporting sentences for each of the following topic sentences. Then exchange books with a partner and check your partner's sentences for unity.

1. Computers are useful in many ways
2. There are certain characteristics that I always look for in a good restaurant.
3. When I want to look nice for a party, I follow a few simple steps
4. There are many ways to show respect to older people.

Coherence in a Paragraph

Coherence in a paragraph means that the ideas have a logical flow; the relationship between the sentences is clear and one idea connects to the next. One way to achieve coherence in a paragraph is to use a pattern of organization, such as *time order, spatial order, or order of importance*.

Exercise 4. Reading a student paragraph.

Read the paragraph. How many rules does the writer give? Underline the Topic sentence.

Important Rules for Acting on Stage

For people who would like to act in the theater, there are several important rules to remember. One rule, of ten forgotten, is to make sure you face your audience when you are on the stage. If you turn away from the audience, they cannot see your facial expressions. Next, make sure that you speak loudly enough. If your audience has difficulty hearing you, they will quickly lose interest. Another important point is to memorize your lines. Rehearse them often; on the train, in the mirror, while you are walking to class, so that you remember them.

Finally, perhaps the most important rule of all is to remain calm on stage if you forget your lines. Don't panic and stop speaking because the audience will notice. As long as you continue speaking and appear relaxed, the audience will probably not realize that you have made a mistake. In conclusion, following these rules will help ensure a successful stage performance.

- a. My family hugged me and cried because I had been gone so long
- b. I will never forget one day when I had to travel when I had to travel alone on the subway.
- c. I was pregnant, and I had to go to an appointment at the hospital
- d. When my appointment ended, I got on the subway to go home
- e. That was my surrounding looked unfamiliar.
- f. My appointment was at 1.00 p.m
- g. Suddenly I looked up and did not know where I was
- h. I was exhausted and fell asleep on my way home
- i. Then I realized that I had fallen asleep
- j. It took me five more hours to get back to my house.

* **Language Focus**

A. Simple Sentence Structure

A sentence is a statement that expresses a complete idea. A complete sentence must have a **subject** and a **verb**

Exercise 1. Identifying Subject and Verbs

Underline the subject and circle the verb(s) in each sentence.

- 1) My mother raised seven children
- 2) She cooked and cleaned all day long
- 3) My father and his brother have a small business
- 4) My parents bought new car.

B. Punctuation and Capitalization

- 1) The first word in a sentence is always capitalized.
- 2) A complete sentence can end in a period.
- 3) A question ends with a question mark.

Exercise 2. Identifying end punctuation

Read the paragraph. In each sentence, underline the subject and circle the (verbs). Then draw a box around each end punctuation.

Summer by the Sea

My favorite memory is about my family. It happened a long time ago before my brother got married and moved out my parents had seven children all seven of us piled in one car for a summer holiday by the beach we traveled in that crowded car for two days finally we arrived at a small house near the beach it had one big room with many beds and an other room for eating and cooking the kids spent all day outside we

played together in the water sometimes, my mother made a picnic dinner we sat on the sand and watch the sun go down one night we brought out blankets and slept by the water I loved that time we talked and looked at the stars until late at night this wonderful summer holiday was the best time of my life.

C. Fragments

Every sentence must have a subject and a verb and expresses a complete idea. A sentence that is missing a subject or a verb is incomplete. It is called **a fragment**.

Incorrect	Correct
I like Magetan. Is a clean city. (Subject is missing. They succesful. (Verb is missing)	I like Magetan. It is a clean city. They are succesful.

Exercise 3. Identifying and Correcting Fragments

1. Some food very spicy.
2. Corn my favorite vegetable.
3. Eats rice.
4. There flowers in the market.

D. Run-On Sentences

A run on sentences is not a correct sentence. In a run-on sentence, important punctuation is missing between the clauses. The sentence 'runs on' too long and confuses the reader.

- * **You can correct run-on sentences with a period, a comma, and conjunction, or semicolon**

My dog runs fast he likes to chase animals in the park (incorrect)

My dog runs fast. He likes to chase animals in the park.

My dog runs fast, and he likes to chase animals in the park.

My dog is difficult to take care of still I love him very much (incorrect)

My dog is difficult to take care of; still, I love him very much.

My dog means a lot to me; he is my best friend.

Exercise 1. Correcting run-on sentences with conjunctions

The following sentences are run-on sentences. Rewrite them as complete sentences by adding the conjunction and, or, so, but.

1. I am busy with work I am studying. I am busy with work, or I am studying.
2. Almost everyone in her neighborhood speaks her language she does not have to use English.
3. Credit cards are convenient they are also dangerous.
4. I did not have experience I tried to get a job.
5. Every time I travel either I take a suitcase I take a backpack.
6. My lucky number is seven my favorite color is red.

Exercise 2. Correcting run-on sentences with punctuation

Read the sentences. If the sentence is correct, write C. If the sentence is incorrect, write I and add correct punctuation, using comma, semicolon, or period. Check for proper capitalization.

1. I went to the store with my friend Rachel we bought milk.
2. We brought the groceries through the back door after we got back.
3. I noticed that there was a little dirt in the floor the DVD player was missing nothing else was gone.
4. We called the police after we realized there had been a robbery.
5. The police arrive immediately and inspected the whole apartment.
6. They took statements later that afternoon they found the robbers and Rachel's DVD player.

Exercise 3. Editing paragraph

Read the paragraph and edit as necessary. Correct the run-on sentences. There are six mistakes.

I am the middle child in my family I wish I were not sometimes. My brother and sisters have an easier life than I do. My older brother is very responsible he is like a third parent my sister and I have to do what he tells us our parents are not home. He also has more freedom than we do. He can go out on the weekends

and stay out late we have to be at home by 10.00 p.m. While my brother has more freedom than I do, my sisters have an easier life. They are twins they get a lot of attention from our parents. My parents don't often spend time with me they spend most of their time with my sisters. Because I am not the oldest, I do not have the same power as my brother, but I do not get the extra attention either. As a result, I think the middle child is not lucky at all.

The Development of a Paragraph

After you have chosen a topic and written a topic sentence, you develop your main idea by adding more information to explain what you mean. This unit will explain three common ways to develop a paragraph: *giving details*, *giving explanation*, and *giving an example*.

Details
Details are specific points that tell more about a general statement.
Explanation
An explanation tells what something means or how something works
Example
An example is a specific person, place, thing, or event that supports an idea or statement. Choosing a means of support

Exercise 1.

Would you develop each of these topics with details, an explanation, or an example?

- a. What freedom means to me
- b. An unusual vacation
- c. Weddings in my country
- d. Why I don't like to swim
- e. The ideal job

Exercise 2.

Develop your paragraph based on one of topics above. Follow these steps.

- Step one : Choose one that you would like to develop into a paragraph
- Step two : Brainstorm some ideas using any method you like.
- Step three : Develop your paragraph with supporting sentences
- Step four : Exchange paragraph with a partner

Standard Competence	After finishing the course, the students understand about descriptive paragraph and write a descriptive paragraph
Learning Goals	Students are able to: <ol style="list-style-type: none">1. Identify character of descriptive paragraph2. Write a descriptive paragraph using one type of graphic organizer with appropriate grammar, vocabulary, mechanics, content, and organization

A. Characteristic of Descriptive Paragraph

1. Descriptive Organization

A descriptive paragraph describes a person, place, or thing so that the reader can picture it in his or her mind.

a. Topic Sentence

- 1) The topic sentence in a descriptive paragraph introduces the item that the writer will describe.
- 2) It may also include the writer's general feeling or opinion about the item.

b. Supporting Sentences

- 1) The supporting sentences give some background information about the item

- 2) The supporting sentences also give descriptive details about the item. These details describe how the item looks, smells, feels, or tastes.
- 3) The supporting sentences may also describe in more detail how the writer feels about the item.

c. Concluding Sentences

The Paragraph ends with a concluding sentence that restates the idea in the topic sentence using different words.

d. Use adjectives

Adjectives are words taht tell us how things look, feel, taste, sound, or smell. Adjectives also describe how you feel about something. Here are few common adjectives.

Shape and size	Atsmosphere	How you feel	Appearance
Large/ small Wide/ narrow Round Rectangular	Cozy Comfortable Warm/ cool Cold/ hot	Amazed Surprised Happy/sad nostalgic	Colorful Unforgettable Beautiful unattractive





- **Description of a place may answer some of these questions:**

- 1) Where is the place?
- 2) How big is it?
- 3) How warm or cold this place?
- 4) How does the place make you feel? Why?
- 5) What things can you see in this place?
- 6) What colors do you see?

- **Describing Character**

Describing people

Here are some common adjectives for describing people:

Personality	Physical Characteristic
Happy, satisfied	Big, large, huge
Relaxed	Small, tiny, short
Exciting	Thin, slim
Nervous	Heavy
Angry	Strong
Serious	Weak
Sad. Depressed	Brown-black, blond, red-haired
.....	Light, dark-skinned

A description of a person may answer some of the following questions:

- 1) Who is the person?
- 2) What does the person do?
- 3) What does he or she like?
- 4) How does the person act- how is his or her personality?
- 5) How does he or she make others feel?

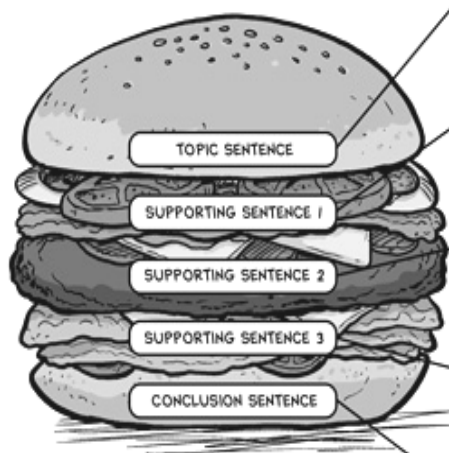
Exercise 1:

Think of a person or place you know well. Then brainstorm your ideas, narrow your topic, and write a descriptive paragraph.

Outlining by Using sandwich Graphic Organizer

Name _____
Date _____

The Hamburger Paragraph



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Topic Sentence

1. Topic:

2. General feeling about the topic :

Supporting Sentences

1. Background information:

2. Details that describe the topic:

3. Details that describe how you feel about the topic:

Concluding sentence

When you have finished your draft, check it for mistakes, using checklist below:

Editor's Checklist

1. Does the paragraph have a TS that introduces the thing that will describe?
2. Did the writer include background information about the thing he/she is describing?
3. Did the writer include descriptive details about how the thing looks, smells, tastes, sounds, feels, etc?
4. Did she/he use adjectives as a part of his/her description?
5. Does the paragraph have a CS that restates the idea in the TS?

UNIT 7

> Process Paragraph

Standard Competence	After finishing the course, the students understand about procedure paragraph and write a procedure paragraph
Learning Goals	<p>Students are able to:</p> <ol style="list-style-type: none">1. Identify character of procedure paragraph2. Write a procedure paragraph using one type of graphic organizer with appropriate grammar, vocabulary, mechanics, content, and organization

A **process paragraph** is a description of how to do something. It explains the steps you need to follow to complete an activity: how to get a identity card, how to buy clothes via online, how to make fried rice, how to do a traditional dance, etc. Academic process paragraphs are apart of most laboratory reports (how to do an experiment such as dissecting a frog or performing a chemical reaction) in which the supporting techniques of physical description is important.

Process paragraph are generally organised in chronological order (that is, according to time). Chrono means time, and

chronological means logic in time. When you write a process paragraph, you will:

1. Choose a topic that is narrow enough to be described in complete detail for your intended audience
2. Give details of the process in the correct order
3. Give reasons for the order (if appropriate)
4. Include negative directions (or warnings) if necessary
5. Use chronological connectors to help the readers
6. Remember, the last step is not the conclusion

A. Process Paragraph Organization

1. Topic Sentence (TS)
 - The topic sentence introduces the process that the writer will explain
2. Supporting sentences (SS)
 - The middle sentences describe a sequence of steps that give detailed information about the stages of the process.
 - These sentence may also give background details that help define the process for the reader or explain why this process is useful.
 - Supporting sentences may also include the tools needed for the task.
3. Concluding Sentences
 - The paragraph ends with a CS that restates the TS using different words.
 - This sentence may also include a suggestion or warning to help the reader do the task more easily.
 -

B. Transitions word/ time order words in Process Paragraph

Transitions are words that connect the steps in paragraph. Transition words and phrases show the relationship between the ideas in paragraph. They are not used between every sentence, but are used often enough to make the order clear. Here are some common transition words and phrases that show time order or the order of steps:

Sentence introducers:

First,.....Second,.....Then,After that,..... Finally,.....

Time introducers:

.....before.....after.....when.....until.....during.....while.....

Exercise 1. Using Time Order Words to Identify the Sequence Steps

It is easy to have a good dinner party if you follow some easy steps

- a. Next, make a list of people that you would like to invite
- b. After your house is clean, go shopping for food, flowers, and decorations.
- c. Then make a funny or pretty invitation and email it to your friends.
- d. Finally, turn on the music and wait for the the fun to begin.

- e. Before the guests arrive, decorate the house, set the table, and take a shower.
- f. After you have everything you need, plan a meal and make sure you can cook most of it before your guest arrive.
- g. A few days before the party, start cleaning your house
- h. First, choose an appropriate date at least two weeks before the party.

C. Language Focus for Process Paragraph

1. Using Imperatives

- Use imperative sentences to give instructions, directions, or to tell steps in a process
For example: *buy* a good quality tape, *try* not to get chili powder in your eyes.

2. Modals of Advice, Necessity, and Prohibition

- Modals verbs come before the base form of the verb
For example: must, should, have to, should not, must not.

Exercise 2. Write a process paragraph

Think about someone that you have bought a special gift for. Write down the gift that you choose and how you decided to buy it. Try to think of three or four steps that describe the process. Think of reasons that each step is important and write down the reasons. Do these instructions below:

- Brainstorm your idea by using listing or clustering
- Make an outline (Sandwich graphic organizer)
- Write first draft
- Edit your friends draft
- Revise and evaluate

Name _____
Date _____

The Hamburger Paragraph

TOPIC SENTENCE

SUPPORTING SENTENCE 1

SUPPORTING SENTENCE 2

SUPPORTING SENTENCE 3

CONCLUSION SENTENCE

Five empty writing boxes for the paragraph content.

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When you have finished your draft, check it for mistakes, using checklist below:

Editor's Checklist

1. Does TS tell what the task is?
2. Does the TS contain a Controlling idea?
3. Do the SS include a sequence of steps that give detailed information, background details, and tools needed for the task?
4. Did the writer use time order words to separate the steps?
5. Does the CS offer a suggestion or warning to help the reader do the task more easily?
6. Did the writer capitalize the first letter of each sentence and put end punctuation at the end?

Standard Competence	After finishing the course, the students understand about comparison/contrast paragraph and write a comparison/contrast paragraph
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Learning Goals	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Identify character of comparison/contrast paragraph 2. Write a comparison/contrast paragraph using one type of graphic organizer with appropriate grammar, vocabulary, mechanics, content, and organization
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A. The purposes of comparison/ contrast paragraph are:

1. To compare means to discuss how two people, places or things are similar
2. To contrast means to discuss how two people, places or things are different

1. Brainstorm ideas to compare and contrast

- a. People: _____ and _____
- b. Places: _____ and _____
- c. Things: _____ and _____

2. Is the paragraph mostly comparing or mostly contrasting? How do you know?

- a. My parents want me to live in a dormitory, but I want to get a campus apartment. I think they are both good places to live but an apartment would be better.
- b. In a dorm, you usually live with at least one other person in a small room. On the other hand, most of the campus apartments are pretty large but they are for single person like me who want to live alone.
- c. Another difference is that in a dorm, you get food cooked by somebody else. In an apartment, of course, you have to cook for yourself! That would be good for me because I like to cook.
- d. My parents point out that when you pay the bill for a dorm, it includes food and utilities but for an apartment, there might be different bills for the telephone, the electricity and the gas.
- e. Plus, you have your own grocery bill when you go to the store. However, when you have your own apartment, you get to choose what you eat and when you eat it.
- f. I hope I can convince my parents that an apartment will be better than a dorm.

B. Words and phrases used for writing comparisons

- a. and: the man and the woman are tall
- b. both: both of the tables have broken legs
- c. both...and: Both my neighbors and I are selling our cars
- d. also: The stores are closing for the holiday. The bank is also closing
- e. too: Kathy is planning to go to the party and I am, too.
- f. neither...nor: Neither Joe nor Steve went to the meeting last night.
- g. similar to: their new computer is similar to the one my brother bought.
- h. the same ... as: She has the same car as I do. Her car is the same as mine.
- i. as + adjective + as: You are as beautiful as I am.
- j. likewise: You want to study abroad. Likewise, I want to study abroad.
- k. similarly: there are many parks to visit in big cities. Similarly, there are many parks in my hometown.

C. Practice creating comparative sentences : create your own examples

- a. and
- b. both
- c. both...and
- d. also
- e. too
- f. neither...nor

- g. similar to
- h. the same as
- i. as+ adjective+ as
- j. likewise
- k. similarly

D. Words and phrases used for writing contrasts

- a. more/less+ adjective/adverb + than
 - Eating out is usually more expensive than cooking at home
- b. Adjective + er than:
- c. My bedroom is bigger than my sister's room
- d. but, while, though
- e. I enjoy eating fruit for dessert, but/while/though my friend likes chocolate
- f. not the same as
- g. this book is not the same as the one you bought
- h. not as... as
- i. some people feel that doing exercise is not as fun as watching TV
- j. different from:
- k. their school is different from ours
- l. in contrast:
- m. The air is fresh in the mountains. In contrast, the air in big cities is polluted.
- n. however:
 - I am tired. However, I still have to work.
- o. on the other hand:
 - My boyfriend likes to go out. On the other hand, I prefer staying at home.

E. Practice creating contrasting sentences : create your own examples

- a. more/less+ adjective/adverb + than:
- b. adjective + er than:
- c. but, while, though
- d. not the same as
- e. not as...as:
- f. different from:
- g. in contrast:
- h. however:
- i. on the other hand:

F. Organization of a comparison/contrast paragraph

Method 1: Block organization

- You need to compare or contrast two topics
- First, write about supporting points or ideas for the first topic.
- then compare or contrast those points of ideas to the second topic.
- This type of organization can be outlined like this:
 - 1) topic sentence comparing or contrasting two topics (are A and B similar or different?)
 - 2) points of comparison/contrast about topic A
 - 3) points of comparison/ contrast about topic B
 - 4) concluding sentence

Example

Topic: reading a story in a book vs. seeing it in a movie

1. Reading a story in a book is often very different from seeing it as a movie. (topic sentence: contrasting)
2. When you read a story, you need to use your imagination. A book usually gives a lot of description about the people, places and things in the story, so you can create pictures in your mind. In addition, the conversations between people are always written with details that describe how the people look or feel while they are talking. When you read, you use a lot of imagination to help “see” the characters in the story. (reading a story in a book)
3. However, when you see a movie, it is a different experience. When you watch a movie, you don’t need to use your imagination. The pictures on the screen give all the details about the people, places and things in the story. The conversations are spoken out loud, so you just listen and watch. The feelings of people come through their faces, body movements and voices. (seeing a story in a movie)
4. Although a book and a movie might tell the same story, reading a book and watching a movie are very different experiences. (concluding sentence: restate)

Method 2: point-by-point organization

Compare or contrast one point about the two topics, then a second point, then a third point and so on. This type of organization could be outlined as follows:

1. Topic sentence comparing or contrasting two topics (A and B)
2. First point of comparison/ contrast (A1, B1)
3. Second point of comparison/ contrast (A2, B2)
4. Third...Fourth...Fifth...The last....point
5. Concluding sentence

Example

Marilyn Monroe and Princess Diana

1. Marilyn Monroe and Princess Diana lived at different times in different countries, but their lives had some surprising similarities. (topic sentence: comparison)
2. First of all, both women have a difficult childhood. Monroe spent many years without parents in an orphanage and Diana's mother left the family when she was only six. (the first point of comparison)
3. Later in their lives, both women married famous men. Princess Diana married Prince Charles and Marilyn Monroe married a famous baseball player and later a famous writer. They also had difficult marriages and eventually separated from their husbands. (the second point of comparison)
4. The last similarity between Marilyn Monroe and Princess Diana was their deaths at an early age. In fact,

they were both thirty-six years old when they died. (the third point of comparison)

5. Given the above, Marilyn Monroe and Princess Diana were very alike in terms of their childhood, marriage and death. (the concluding sentence)

Exercise 3:

Writing comparison and Contrast Paragraph

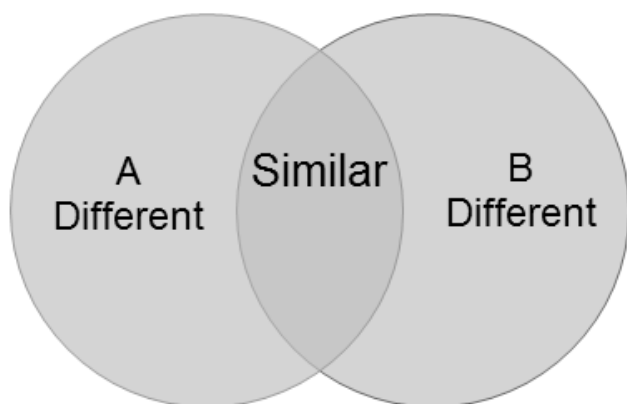
- a. Compare Yogyakarta and Bali
- b. Contrast Yogyakarta and Bali

a. comparing Yogya and Bali

- Using the point-by-point organization
 - a) Topic sentence: Y and B are similar
 - b) Point 1: statement 1, Y1 and B1
 - c) Point 2: statement 2, Y2 and B2
 - d) Point 3: statement 3, Y3 and B3
 - e) Concluding sentence: restate!

b. Contrasting Yogya and Bali

- Using the point-by-point organization
 - a) Topic sentence: Y and B are different
 - b) Point 1: statement 1, Y1 and B1
 - c) Point 2: statement 2, Y2 and B2
 - d) Point 3: statement 3, Y3 and B3
 - e) Concluding sentence: restate!



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Standard Competence	After finishing the course, the students understand about opinion paragraph and write opinion paragraph
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Learning Goals	Students are able to: <ol style="list-style-type: none">1. Identify character of comparison/contrast paragraph2. Write a comparison/contrast paragraph using one type of graphic organizer with appropriate grammar, vocabulary, mechanics, content, and organization.
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A. Opinion Paragraph

In an opinion paragraph, the writer expresses and supports an opinion on a particular topic or issue. The writer must give reasons that help persuade the reader to agree with him or her.



Exercise 1.

Thinking about the topic

1. Discuss the pictures with partner
 - a. Describe the picture. What kinds of natural beauty do you see?
 - b. How might the natural landscape affect the people who live here?
 - c. Would you like to live in a place like this? Why or why not?

2. Brainstorm a list of three places where you would like to live. Give two or three reasons for each one, based on attractions, opportunities, cost of living, people, conditions, etc

Ideal places to live	Reasons
1.	
2.	
3.	

B. Characteristic of Opinion Paragraph

1. Organization of Opinion Paragraph

In an opinion paragraph, the writer presents an opinion and tries to persuade readers that the opinion is good one. The writer tries to make readers agree with him or her.

- a) Topic Sentence
 - The TS introduces the topic and states the writer’s opinion about the topic.
- b) Supporting Sentence
 - The middle sentence give reasons that support the writer’s opinion
 - Writer pften use facts, explanations, and personal experience to support their opinion.

c) Concluding Sentence

- The last sentence restates the writer's opinion in different words
- It also comments on the opinion in some way
- The concluding sentence sometimes summarizes the main reasons for the writer's opinion.

2. Rhetorical Focus

a) Using Reason to Support Opinion

There are often many different opinions about certain topics. Therefore, writers must give reasons for their opinions in order to convince their readers. These supporting reasons are often in form of facts, explanations, or experiences.

- A fact is a piece of information that people generally agree is true.
- An explanation cannot be proven (like a fact can) but it still helps the reader understand why the writer holds a certain opinion.
- An experience is something that happened to you or someone else.

Example:

- **Opinion** : you have to be tough to live in Chicago.
- **Fact** : Winters in Chicago are very cold
- **Explanation** : it is not easy to deal with those cold, windy days.
- **Experience** : my cousin once got frostbite while waiting at a bus stop

Exercise 2

Identifying facts, explanations, and experiences

1. Tokyo is the most technologically advanced city in Asia

..... a. In Tokyo, most people have cellphones and many buildings are equipped with wireless technology

..... b. Peoples' daily lives come to halt if there is a blackout in Tokyo

..... c. I rode the subway in Tokyo for many years, and it never broke down.

..... d. Some subway stations in Tokyo can handle more than a million passengers a day because of the use of computers

2. Hawaii has the best surfing beaches in North America

..... a. If you have never surfed in the Hawaiian islands, you cannot be a world-class surfer because Hawaii is the benchmark by which other beaches are evaluated.

..... b. The winter waves in Oahu are higher than the summer waves, so serious surfers tend

- to spend time there during the winter months.
- c. I got hooked on surfing after just one afternoon of surfing there.
- d. Storm waves can rise as high as 20 feet with a face of up to 50 feet.

b) Language Focus

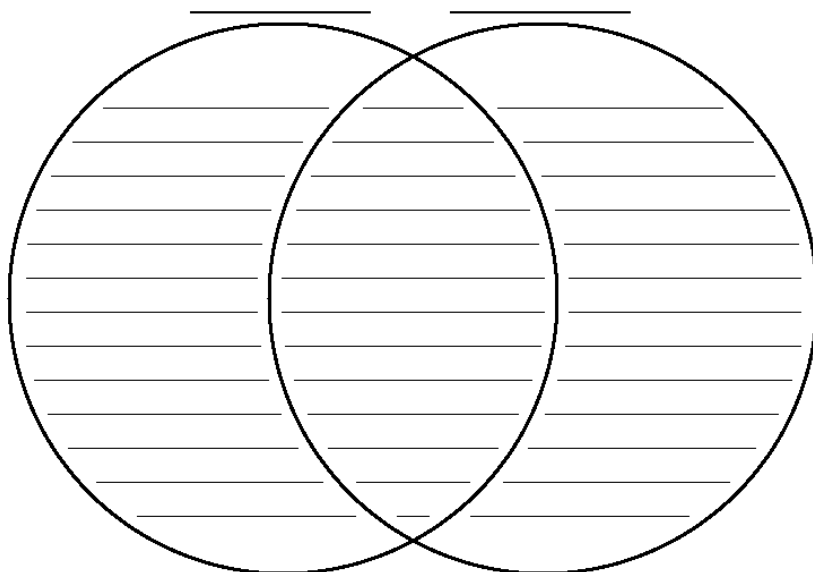
1. Using ***Because*** and ***Because of***

- ***Because of*** is followed by noun phrase
Ex: people spend a lot of time outdoors **because of the mild climate**
- ***Because*** is followed by a complete sentence with its own subject and verb
Ex : because the fishing is fantastic, tourists are attracted to the coast.

Exercise 3. Writing

1. Write an opinion paragraph about what you think is the best age to get married?
2. Do these instructions below:
 - a. Brainstorm your idea by using listing or clustering
 - b. Make an outline (Sandwich graphic organizer)
 - c. Write first draft
 - d. Edit your friends draft
 - e. Revise and evaluat.

Name : _____ **Venn Diagram**



 Math-Aids.Com

<http://www.math-aids.com/images/Venn-Diagram-Graphic.png>

**When you have finished your draft, check it for mistakes,
using checklist below:**

Editor's Checklist

1. Does TS state your opinion about the topic?
2. Did the writer include facts, explanations, and personal experiences to support your opinion?
3. Does the paragraph have a concluding sentence that restates your opinion?
4. Did the writer use time order words to separate the steps?
5. Did the writer capitalize the first letter of each sentence and put end punctuation at the end?
6. Was there any concluding sentence?

UNIT 10

> Cause-Effect Paragraph

Standard Competence	After finishing the course, the students understand about cause-effect paragraph and write a cause-effect paragraph
Learning Goals	<p>Students are able to:</p> <ol style="list-style-type: none">1. Identifiy character of cause-efect paragraph2. Write a cause-effect paragraph using one type of graphic organizer with appropriate grammar, vocabulary, mechanics, content, and organization

Cause(s) and effect(s), like comparison and contrast, can occur either in the same paragraph or separately; that is, there can be cause paragraph, effect paragraphs, or cause-effect paragraphs.

Cause paragraph discuss the causes (or reasons) for effects (or consequences) A cause paragraph usually answers the question "Why?"

Why does stress happen?

Why do the prices of staple food in Ramadhan month increase?

Why does a flood happen?

Writers of cause paragraphs, then, usually begin with the effect (the stress happening, the prices of staple food increasing) and then explain the causes for these effects.

Effect paragraphs discuss the effect (or consequence) of an action, result, or occurrence. An effect paragraph often answers the question "What"

What are the effects of diet?

What are the effects of teaching by using various media?

What are the effects of learning development of children?

Writers of effect paragraphs usually begin with a topic sentence that describes the event, the occurrence or the result. The paragraph that follows describes the effect(s) of that event, occurrence, or result.

Sometimes paragraphs include both causes and effects. This happens particularly when, for instance, in a series of effects, an effect becomes a cause for another effect.

Example of cause-effect paragraph using a chain organization:

Topic sentence: High school students who are also employed gain experiences that help them live a better life.

Supporting sentences:

(C1) student has a job

(E1) learns skills, responsibility, time management, independence

(E2) applies those skills in school and improves grades

(E3) is therefore able to go to a better university

(E4) consequently, he/she has a more successful career

Concluding sentence : Thus, he/she can have a good life.

Cause-Effect Connectors

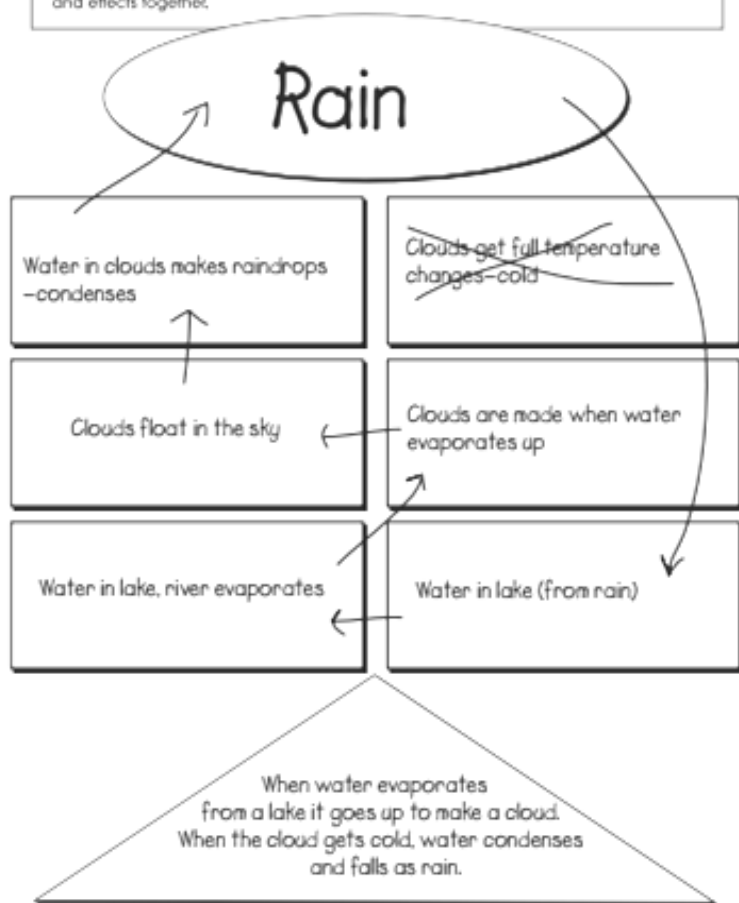
C.....,so.....E	Therefore,.....E	E.....because.....C
First, C or E	Consequently, E	E because of C
Second, C or E	As a result,.....E	E.....due to C
	For this reason,.....E	E.....since....C

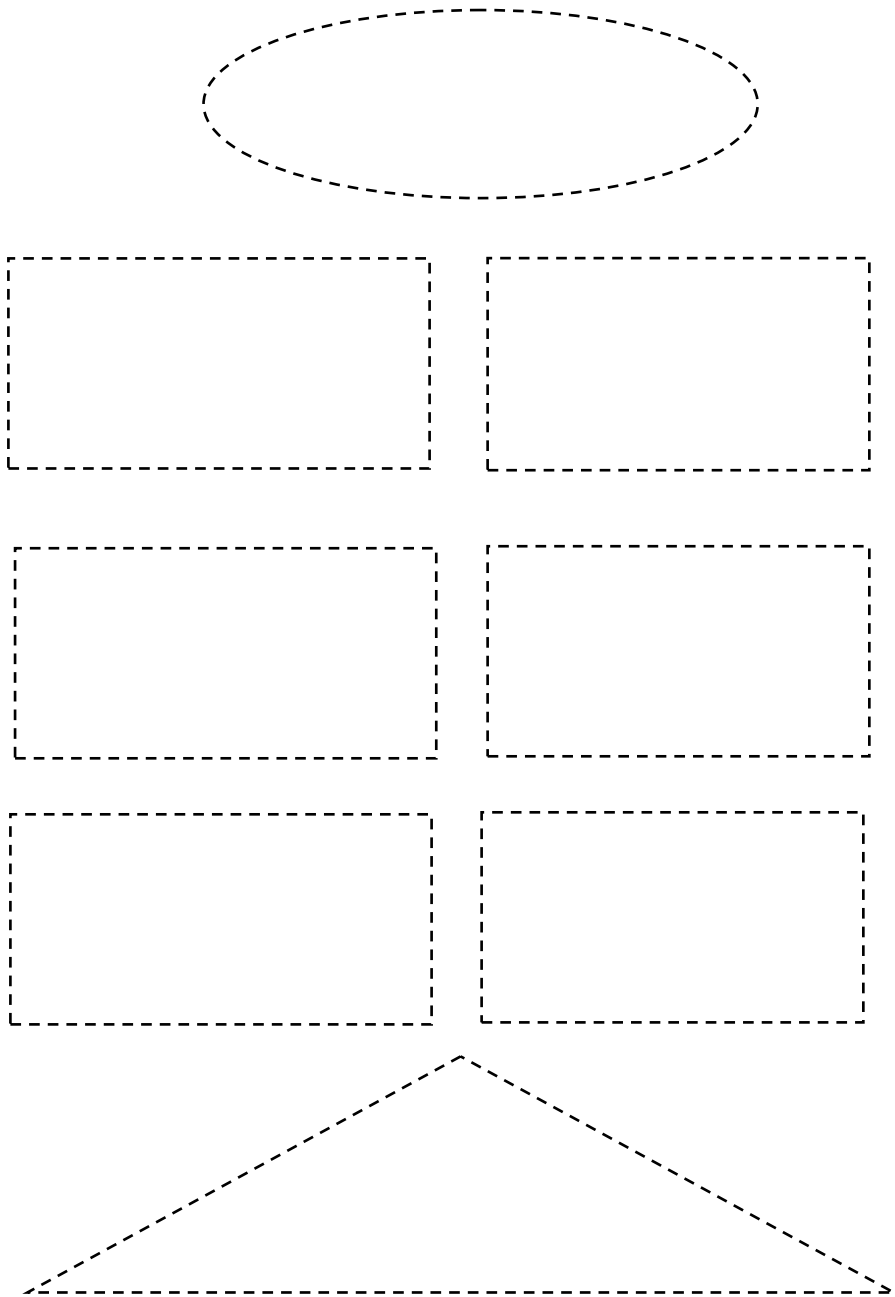
Exercise 1

Some processes or events can be explained using cause and effect. Think about the effect and write it in the oval below. Think: What happened to cause that effect? Write a cause in each rectangle. Connect causes and effect with arrows to show if it was a sequence of causes happening one after the other or if the causes happened almost at the same time. In the triangle, write your summary sentence putting the causes and effects together. First look the example:

Cause and Effect

Some processes or events can be explained using cause and effect. Think about the effect and write it in the oval below. Think: What happened to cause that effect? Write a cause in each rectangle. Connect causes and effect with arrows to show if it was a sequence of causes happening one after the other or if the causes happened almost at the same time. In the triangle, write your summary sentence putting all the causes and effects together.







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Appendix Scoring Rubric of Writing

ASPECTS	SCORE	CRITERIA	COMMENTS
Content	30-27	Excellent to very good	<ul style="list-style-type: none">● Knowledgeable, ● substantive development thesis, ● relevant to assign topic. <i>(Making an appropriate claim, providing appropriate data to support position, and providing appropriate warrant)</i>
	26-22	Good to average	<ul style="list-style-type: none">● Sure knowledge of subject, ● adequate range, ● limited development of thesis, ● mostly relevant to the topic but lacks detail. <i>(making an appropriate claim, lack provision of appropriate data to support position, and lack provision of appropriate warrant)</i>
	21-17	Fair to poor	<ul style="list-style-type: none">● limited knowledge of subject, ● little substance, ● inadequate development of topic. <i>(Making an appropriate claim, providing inappropriate data to support position, and providing inappropriate warrant)</i>
	16-13	Very to poor	<ul style="list-style-type: none">● does not show knowledge of subject, ● non-substantive, ● not pertinent, ● not enough to evaluate. <i>(not providing any claim, data to support position, and warrant)</i>
Grammatical rules	25-22	Excellent to very good	<ul style="list-style-type: none">● Effective, complex construction, ● few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>(effective complex structures construction, Few errors of pronouns, verb forms, possessives, plural/singular noun, subject-verb agreement, run-on sentences, garbled sentences)</i>

ASPECTS	SCORE	CRITERIA	COMMENTS
	21-18	Good to average	<ul style="list-style-type: none"> • Effective but simple construction, • minor problems in complex construction, • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured. <i>(effective but simple structures construction, several errors of pronouns, verb forms, possessives, plural/singular noun, subject-verb agreement, run-on sentences, garbled sentences)</i>
	17-11	Fair to poor	<ul style="list-style-type: none"> • Major problems in simple/complex constructions, • frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition and/or fragments, run-ons, deletions, meaning confused/obscured. <i>(major problems in simple/ complex structures construction, frequent errors of pronouns, verb forms, possessives, plural/singular noun, subject-verb agreement, run-on sentences, garbled sentences)</i>
	10-5	Very to poor	<ul style="list-style-type: none"> • Virtually no mastery of sentence construction rules, • dominated by errors, • does not communicate, • or not enough to evaluate,
Organization	20-18	Excellent to very good	<ul style="list-style-type: none"> • fluent expression, • ideas clearly stated/ supported, • succinct, • well-organized, • logical sequence, • cohesive <i>(logical transition, effective use of lexical set chains, grammatical cohesion, and repetition of words)</i>
	17-14	Good to	<ul style="list-style-type: none"> • somewhat choppy, • loosely organized

ASPECTS	SCORE	CRITERIA	COMMENTS
		average	but main ideas stand out, ● limited support, ● logical but incomplete sequence <i>(logical but incomplete transition, limited-used of lexical set chains, grammatical cohesion, and repetition of words)</i>
	13-10	Fair to poor	● non-fluent, ● ideas confused or disconnected, ● lacks logical sequencing and development. <i>(lacks logical transition, ineffective-used of lexical set chains, grammatical cohesion, and repetition of words)</i>
	9-7	Very poor	● Does not communicate, ● no organization, ● or not enough to evaluate
Vocabulary	20-18	Excellent to very good	● sophisticated range, ● effective word/idiom choice and usage, ● word form mastery, ● appropriate register
	17-14	Good to average	● adequate range, ● occasional errors of word/idiom form, choice, usage, but meaning not obscured
	13-10	Fair to poor	● limited range, ● frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	9-7	Very to poor	● essential translation, ● little knowledge of English vocabulary, idioms, word form, ● or not enough to evaluate.
Mechanics	5	Excellent to very good	● Demonstrates mastery of conventions, ● few error of spelling, punctuation, capitalization, paragraphing
	4	Good to average	● Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured

ASPECTS	SCORE	CRITERIA	COMMENTS
	3	Fair to poor	<ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, paragraphing, • poor handwriting, • meaning confused or obscured
	2	Very to poor	<ul style="list-style-type: none"> • No mastery of conventions, • dominated by errors of spelling, punctuation, capitalization, paragraphing, • handwriting illegible, • not enough to evaluate



Biography of Writers

Sri Lestari is a lecturer in Primary Education Department Universitas PGRI Madiun who teaches English. She gained her master degree in Universitas Sebelas Maret, Indonesia. Her interest in doing research, especially in English language teaching focuses on speaking and writing skill. For several years she has gotten some grants from Ministry of Research, Technology and Higher Education, SEAMEO, and Seaqil Regrants related her research about improving students' writing and speaking skill and applying technology in teaching English.

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ACADEMIC WRITING

WITH GRAPHIC ORGANIZER CONCEPT

This book are designed specifically to assist students in improving learning outcomes and foster student motivation in learning writing. The selection of content concepts and teaching strategies in this book provide varied graphic organizer media that can increase the willingness of students to write and make it easier for them to produce quality writing. Graphic organizers (GO charts) are visual and spatial displays of information that graph the logical relationships between the key concepts, facts, terms, or ideas from the learning task (DiCecco & Gleason, 2002). GO charts complete many different formats such as cause and effect diagrams, compare and contrast diagrams, sequence charts, and main idea and detail charts. In each chapters, students will know about some kinds of genres or paragraphs, then they write the paragraph by using graphic organizer concept in prewriting stage



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