

LC-1350

Writing Doctoral Research

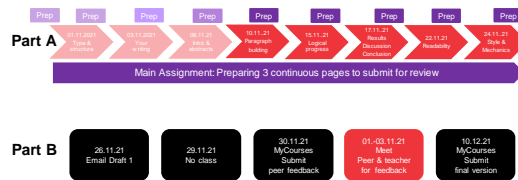
4 Paragraph building



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Course Overview: Course timeline



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Last time

Introductions (5 parts)

Abstracts (5 possible parts)

Any questions or comments related to the themes from the previous workshop



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Preparation for today

Deadline 10.11.21 (12:30)

- 4.1 Criteria of a good paragraph (review materials)
- 4.2 Paragraph structure (review materials, take two quizzes, and submit assignment)
- 4.3 Building a paragraph (review materials and submit the assignment)

Note: Use different paragraphs for assignments 4.2 and 4.3

Complete the above learning activities before the next workshop, and Be prepared to share your work at the workshop

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Learning outcomes

To be able to

- Understand the purpose and types of topic sentences
- Utilize topic sentences to control paragraph structure and to make claims
- Recognize the functions of sentences in building up a paragraph
- Recognize and apply criteria of a good paragraph



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4.1 Criteria of a good paragraph



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Discuss

From the 4.1 materials, you learned about criteria of a good paragraph in English

- What are the criteria?
- How do they match up with your idea of a good paragraph?
- What questions/comments arise? Or remain unanswered?

Write your responses in Myc > 4 > 4.1



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4.2 Paragraph structure

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A topic sentence

Contains an idea that can be developed

- States a view, belief, or opinion
- Is not too broad or too narrow, *and*
- Can contain clues about the topic

Three types

- General
- Clueing
- Specific



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Steps for writing a topic sentence



Pick a sentence type: general, clueing, specific

Explore words to fit the sentence type

Note the words for the topic and controlling idea

Search and check that it works

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4.2 Paragraph structure assignment

Using criteria of a good paragraph, rewrite one *body* paragraph from a section of your paper. Remember that a body paragraph isn't the first or last paragraph in the section.

- Highlight a) **Topic sentence (red)**
 b) **Support for your topic sentence (green)**
 c) **Cohesion (yellow)**
 d) **Concluding sentence (blue)**

Upload your revised paragraph to the assignment box and bring it to class. Be prepared to share your work with a partner

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4.2 Peer work 1

In breakout rooms – share your screen – and analyze each other's topic sentences

- **What is the topic? the controlling idea?**
- **What type: general, clueing, specific?**
- **Any pitfalls?**
 - Vague words
 - A fact (only)
 - No controlling idea
 - Too broad/narrow
 - Contains a quote
 - Too long (contains too many ideas)
- **Try to fix the pitfalls**
- **Questions/comments for the class?**



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4.2 Peer work 2

Preparation

Your paragraph 4.2

- Make a copy
- Remove color coding

Open *MyCourses 4 > 4.2 Peer review activity*

- Exchange papers via **Discussion Forum**
- Review **one** peer's paragraph
- Afterwards, **share screens** to discuss your observations and suggestions for improvements
- Authors revise their work, as needed



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4.2 Peer work 2

Instructions

Comment your partner's paragraph. Be prepared to discuss your observations and to provide suggestions.

A body paragraph



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- 1) **How effective is the topic sentence?**
 - States a view, belief, or opinion?
 - Is it too broad, too narrow, too vague?
 - Contains too many ideas; states a fact?
- 2) **How unified is the paragraph?**
 - Why type of topic sentence (general, clueing, specific)?
 - How well does the paragraph stay on topic? Are the sentences all related to one central idea (expressed in the topic sentence)? Any sentences that don't seem to support the central idea?
- 3) **How well is the paragraph developed?**
 - Is there enough depth (e.g. examples, evidence, details)?
 - Anything you'd like to know more about?
- 4) **How well does the cohesion work?**
 - What relationships do the cohesive words signal (e.g. additive, cause, effect, comparison, problem-solution)?
- 5) **How effective is the concluding sentence?**
 - Returns to the main idea/theme (in the topic sentence)?
 - Finished off the idea or seems repetitive/redundant?
 - Missing?

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4.3 Building a paragraph

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4.3 Building a body paragraph

First: Sort out the ideas

- What **key words** represent the general idea?
- What is the **core question?** What point do I want to make?
- What does the reader **need to know?** / What details?
- **What method of develop** (e.g.comparing, exemplifying, challenging)?
- **What order** (e.g. chronological, general to specific, most to least important)?
- Using your **core question**, ask yourself: What seems to be the central topic? And what idea controls my topic? Then: **Write a topic sentence**

Next: Outline the ideas for your paragraph

Finally: Using the outline, write your paragraph



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4.3 Peer work

Preparation

Make a copy of your paragraph 4.3

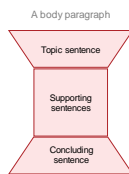
Open *MyCourses 4 > 4.3 Peer review activity*

- Exchange papers via **Discussion Forum**
- Review **one** peer's paragraph
- Do the activity on the **next slide**
- Then, take turns "**screen sharing**" your paragraphs as you share your observations
- After that, return your commented version to the **Discussion Forum**
- Authors revise their work, as needed



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4.3 Peer work

Instructions

Comment your partner's paragraph. Be prepared to discuss your observations and to provide suggestions.

A body paragraph



- 1) **Underline topic sentence and identify its type**
 - a) What type: general, clueing, specific?
 - b) **Bolden** the topic and *italicize* the controlling idea(s)
- 2) **Write in a comment the method of development**
e.g. problem-solution, exemplifying, comparison, cause-effect, reason-result, division and classification, process, etc
- 3) **Write in a comment the order (paragraph organization)**
e.g. General to specific, most to least important, chronological thematic, spatial, sequential, etc
- 4) **Are the supporting points relevant and sufficient?**
Which supporting points illustrate the controlling idea in the topic sentence? *Highlight* anything that doesn't seem to fit or seems unnecessary. Write *comments* about information desired, e.g. Are the supporting details sufficient? Would you like to know more or less?
- 5) **Write down the core question the paragraph answers**
- 6) **Underline the concluding sentence**
- 7) **Afterwards – discuss your observations & upload to MyC**

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Follow up

When asked, raise your hand if the following applies to your paragraph

1. The paragraph addresses a question, written in the form of a topic sentence
2. The topic sentence contains clue words, e.g., causes, effects, reasons, process, problem, solution, etc
3. The paragraph contains at least two supporting points
4. The examples or evidence clearly support the topic sentence
5. The paragraph has an effective concluding sentence



Preparation for next time

MyCourses > Review these materials

- 5.1 Thematic progression
- 5.1 Thematic progression handout (covered in class)
- 5.2 Parallel structure
- 5.3 Transitions

Reminder: The remaining workshop sessions (5-8) are 12:30-15:45