

“You can only learn to be a better writer by actually writing.”

—DORIS LESSING  
British author (b. 1919)

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*After finding an idea, an artist begins to define shapes and layer on colours. Like an artist, a writer shapes ideas to create a solid paragraph or essay.*

## What Is Developing?

In Chapter 1, you learned how to use exploring strategies to formulate ideas. In this chapter, you will focus on the second stage of the writing process: **developing**. There are five key steps in the developing stage.

### DEVELOPING

- STEP 1** —> **Narrow your topic.** Focus on some aspect of the topic that interests you.
- STEP 2** —> **Express your main idea.** Write a topic sentence (for a paragraph) or a thesis statement (for an essay) that expresses the main idea of the piece of writing.
- STEP 3** —> **Develop your supporting ideas.** Find facts, examples, or anecdotes that best support your main idea.
- STEP 4** —> **Make a plan.** Organize your main and supporting ideas, and place your ideas in a plan or an outline.
- STEP 5** —> **Write your first draft.** Communicate your ideas in a single written piece.

### ESSAY LINK

When you develop an essay, you follow similar steps. For details about essay writing, see Chapter 13.

## Reviewing Paragraph Structure

Before you practice developing your paragraphs, review the paragraph structure. A **paragraph** is a series of related sentences that develop one central idea. Because a paragraph can stand alone or be part of a longer piece of writing, it is the essential writing model. You can apply your paragraph writing skills to longer essays, letters, and reports.

A stand-alone paragraph generally has the following characteristics.

- A **topic sentence** states the topic and introduces the idea the writer will develop.
- **Body sentences** support the topic sentence.
- A **concluding sentence** ends the paragraph.

### Catherine's Paragraph

University student Catherine Niatum wrote the following paragraph. Read her paragraph and notice how it is structured.

The topic sentence expresses the idea that Catherine develops in the paragraph.



**The commercialization of traditional holidays helps our economy.** First, toy stores and other gift shops benefit when people buy presents for loved ones. Toys “R” Us for instance, posted record profits during December’s gift-giving season. Second, it helps the clothing industry because people spend money on new outfits. Marie Senko, a fashion store owner, says, “During the winter holiday season, we do almost the entire year’s business.” Moreover, specialty stores see their sales increase when customers buy lights, candles, and other decorations for their homes. Grocery stores and restaurants also profit because people prepare feasts, and companies have staff parties in restaurants and hotels. A Vancouver accounting firm, for example, celebrates every New Year’s Eve in a local restaurant. Finally, the travel industry has a financial windfall during celebrations because people cross the nation to visit their loved ones. According to Air Canada employee Annie Sung, seat sales increase by 70 percent during Thanksgiving. The next time someone complains about the commercialization of holidays, remind the person that holiday spending is very beneficial for our economy.

Catherine supports the paragraph with examples.



The concluding sentence brings the paragraph to a satisfying close.



**Hint** Paragraph Form

When you write a paragraph, make sure that it has the following form.

- Always indent the first word of a paragraph. Move it about one inch, or five spaces, from the left-hand margin.
- Try to leave a margin of an inch to an inch and a half on each side of your paragraph.

Indent first line → The legal drinking age is an ineffective deterrent to underage drinking.

← 1-inch margins

## Narrow the Topic

A paragraph has one main idea. If your topic is too broad, you might find it difficult to write only one paragraph about it. When you **narrow** your topic, you make it more specific.

To narrow your topic, you can use exploring strategies such as freewriting, brainstorming, and questioning. These strategies are explained in more detail in Chapter 1, “Exploring.”

Review the following examples of general and narrowed topics.

### General Topic

The job interview  
College  
Rituals

### Narrowed Topic

How to dress for a job interview  
My misconceptions about college life  
The high school prom

### ESSAY LINK

An essay contains several paragraphs and can have a broader topic than a paragraph.

*Hint*

### Narrowing the Topic

One way to narrow your topic is to break it down into smaller categories.



### Sandra’s Example of Narrowing a Topic

College student Sandra Ahumada practiced narrowing a topic by thinking of ideas about work.

- types of work: paid work, housework, homework
- jobs I have done in the service industry: server, cashier
- reasons to work in a restaurant
- how to find a job
- bad jobs that I have had
- finding the right career
- dangerous jobs such as firefighter, police officer
- are online job sites useful?

### The Writer’s Desk Narrow the Topic

Topics 1 to 5 are very broad. Practice narrowing topics by writing three ideas for each one.

#### EXAMPLE:

Crime: white-collar crime  
why people steal  
types of punishment

1. The family: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4. Several interesting events happened during the Stanford Prison Experiment.
5. The new youth centre has a very impressive design.
6. There should not be a lower legal drinking age in our province.
7. We encountered many problems on our journey to Prince Edward Island.
8. Rory was known for his rumpled, unfashionable clothing.
9. IQ tests are not always accurate and valid.
10. The Beatles went through many musical phases.

### Identifying the Topic Sentence

Before you write topic sentences, practice finding them in paragraphs by other writers. To find the topic sentence of a paragraph, follow these steps.

- Read the paragraph carefully.
- Look for a sentence that sums up the paragraph's subject. Professional writers may place the topic sentence anywhere in the paragraph.
- After you have chosen a sentence, see if the other sentences in the paragraph provide evidence that supports that sentence.

If you find one sentence that sums up what the paragraph is about and is supported by other sentences in the paragraph, then you have identified the topic sentence.

### PRACTICE 2

Underline or highlight the topic sentences in paragraphs A, B, and C. Remember that the topic sentence is not always the first sentence in the paragraph.

#### EXAMPLE:

Researchers say they have found the remains of a rodent the size of a buffalo in South America. Fossils suggest a 1,545-pound rodent that was a plant eater lived 6 million to 8 million years ago in what was then a lush, swampy forest. Marcelo R. Sanchez-Villagra of the University of Tübingen in Germany described the creature as “a weird guinea pig . . . with a long tail for balancing on its hind legs.” The fossils were found in a desert area some 250 miles west of Caracas, Venezuela.

—Lee Krystek, “Strange Science,” *Unnatural Museum.com*

A. The idea of controlling music in society has been around for a long time. About 2,400 years ago, the Greek philosopher Plato said that the types of music people listened to should be controlled by the state. During the Middle Ages and the Renaissance, it was the Church that specified how music should be composed and performed. And in later centuries, secular rulers held a virtual monopoly over the music that was allowed in their realm. Often, composers had to submit a work to a committee before it was allowed to be published or performed.

—Jeremy Yudkin, *Understanding Music*

B. Cosmetic surgery is not like fooling around with a bottle of hair dye or getting a set of fake fingernails. The procedures are invasive, the recovery sometimes painful, and mistakes, while not common, can be

difficult or impossible to correct. Breast implants may rupture, noses sink inward, and smiles turn unnaturally tight. People who merely wanted fat vacuumed from their thighs have died, while balding men have found themselves sporting new hair in symmetrical rows like tree farms. Stephen Katz, a sociologist at Trent University in Ontario, Canada, says, “To have plastic surgery, you have to think of your body as an object. It’s a kind of social madness.”

—Patricia Chisholm, “The Body Builders,” *MacLean’s*

C. Imagine a society without laws. People would not know what to expect from one another (an area controlled by the law of contracts), nor would they be able to plan for the future with any degree of certainty (administrative law); they wouldn’t feel safe knowing that the more powerful or better armed could take what they wanted from the less powerful (criminal law); and they might not be able to exercise basic rights which would otherwise be available to them as citizens of a free nation (constitutional law).

—Frank Schmalleger, *Criminal Justice Today*



#### TECHNOLOGY LINK

If you write your paragraph on a computer, make your topic sentence bold (ctrl B). Then you and your instructor can easily identify it.

### Writing an Effective Topic Sentence

When you develop your topic sentence, avoid some common errors by asking yourself these three questions.

#### 1. Is my topic sentence a complete sentence that has a controlling idea?

You might state the topic in one word or phrase, but your topic sentence should always reveal a complete thought and have a controlling idea. It should not announce the topic.

**Incomplete:**

Working in a restaurant.

(This is a topic but *not* a topic sentence. It does not contain both a subject and a verb, and it does not express a complete thought.)

**Announcement:**

I will write about part-time jobs.

(This announces the topic but says nothing relevant about it. Do not use expressions such as *My topic is . . .* or *I will write about. . .*)

**Topic sentence:**

Part-time jobs help post-secondary students build self-esteem.

#### 2. Does my topic sentence make a valid and supportable point?

Your topic sentence should express a valid point that you can support with your evidence. It should not be a vaguely worded statement, and it should not be a highly questionable generalization.

**Vague:**

Beauty is becoming more important in our culture.

(Beauty is more important than what?)

**Invalid point:**

Beauty is more important than it was in the past.

(Is this really true? Cultures throughout history have been concerned with notions of beauty.)

**Topic sentence:**

Fashion magazines do not provide people with enough varied examples of beauty.

## 3. Can I support my topic sentence in a single paragraph?

Your topic sentence should express an idea that you can support in a paragraph. It should not be too broad or too narrow.

**Too broad:** Love is important.  
(It would be difficult to write a paragraph about this topic. There are too many things to say.)

**Too narrow:** My girlfriend was born on March 2.  
(What more is there to say?)

**Topic sentence:** During my first relationship, I learned a lot about being honest.


**ESSAY LINK**

If you find that your topic is too broad for a paragraph, you might want to save it so you can try using it for an essay.


**Hint**
**Write a Clear Topic Sentence**

Your topic sentence should not express an obvious or well-known fact. When you clearly indicate your point of view, your topic sentence will capture your readers' attention and make them want to continue reading.

**Obvious:** Money is important in our world.  
(Everybody knows this.)

**Better:** There are several effective ways to save money.

**PRACTICE 3**

Choose the word from the list that best describes the problem with each topic sentence. Correct the problem by revising each sentence.

Announces	Incomplete	Narrow
Broad	Invalid	Vague

**EXAMPLE:** This paragraph is about television advertisements.

Problem: Announces

Revised statement: Television advertisements should be banned during children's programming.

1. How to pack a suitcase.

Problem: \_\_\_\_\_

Revised statement: \_\_\_\_\_

2. I will write about negative political campaigns.

Problem: \_\_\_\_\_

Revised statement: \_\_\_\_\_

3. Today's journalists never tell both sides of the story.

Problem: \_\_\_\_\_

Revised statement: \_\_\_\_\_

4. History teaches us lessons.

Problem: \_\_\_\_\_

Revised statement: \_\_\_\_\_

5. Deciding to go to college.

Problem: \_\_\_\_\_

Revised statement: \_\_\_\_\_

6. The subject of this paragraph is annoying coworkers.

Problem: \_\_\_\_\_

Revised statement: \_\_\_\_\_

7. Everybody wants to be famous.

Problem: \_\_\_\_\_

Revised statement: \_\_\_\_\_

8. The coffee shop walls are painted green.

Problem: \_\_\_\_\_

Revised statement: \_\_\_\_\_

**PRACTICE 4**

The following paragraphs do not contain topic sentences. Read the paragraphs carefully and write appropriate topic sentences for each.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

First, computer technology allows people to work from their own homes, curtailing the need to have face-to-face interaction with other people. Business people can do conference calls, receive and send business documents, and access a lot of information without ever having to go to the office. Next, ATMs and online banking make it convenient for people to take out money or pay bills without having to communicate with bank personnel. Before internet banking, people used to go to the bank regularly to pay bills or take out money. Most bank tellers knew their clients by name and took the time to chat with them. Nowadays, many people simply interact with a machine. Furthermore, consumers can do their shopping online. They never have to go to a store, further reducing their contact with other people. Indeed, modern technology has led to a way of life where people interact with each other less than before.

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Indeed, eye contact is a crucial ingredient to communicate thoughts and feelings. Many people have made a first social invitation with a future partner through eye contact. On the other hand, people



discourage social interaction by avoiding eye contact. Next, hand gestures also communicate many messages. Through hand gestures, people greet, insult, or laugh at each other. For example, students show their knowledge by raising a hand to give a response, hitchhikers ask for a lift by using their thumb, and antiwar protesters convey their philosophy of peace with two fingers in the form of a V. Those who are extremely angry gesture with a fist. Most importantly, facial gestures are a fundamental element for nonverbal communication. People reveal their emotions through smiling, frowning, and rolling their eyes. If people really want to know what someone else is thinking or feeling, they should look closely at the person's body language.

### *The Writer's Desk* Write Topic Sentences

Narrow each of the topics in this exercise. Then, write a topic sentence that contains a controlling idea. You could look at the Writer's Desk: Narrow the Topic on pages 21–22 for ideas.

**EXAMPLE:** Crime

Narrowed topic: Why people steal

Topic sentence: People steal for several reasons.

1. The family

Narrowed topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

2. Gossip

Narrowed topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

3. Travel

Narrowed topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

4. Sports

Narrowed topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

5. Jobs

Narrowed topic: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

 **ESSAY LINK**

When writing an essay, place the thesis statement in the introduction. Then each supporting idea becomes a distinct paragraph with its own topic sentence.

## The Supporting Ideas

Once you have written a clear topic sentence, you can focus on the **supporting details**—the facts and examples that provide the reader with interesting information about the subject matter. There are three steps you can take to determine your paragraph's supporting details.

- Generate supporting ideas.
- Choose the best ideas.
- Organize your ideas.

### Generating Supporting Ideas

You can try an exploring strategy such as brainstorming or freewriting to generate ideas.

#### Mahan's Supporting Ideas

University student Mahan Zahir narrowed his topic and wrote his topic sentence. Then he listed ideas that could support his topic sentence.

##### People steal for several reasons.

- need money for food
- want luxury items
- for thrills
- addiction
- for drugs
- minimum wage not enough to buy groceries
- alcohol-related crimes
- unemployment
- want to consume
- lack a moral code
- think they deserve something for nothing
- lack of parental attention
- too lazy
- adrenaline rush

#### *The Writer's Desk* List Supporting Ideas

Choose two of your topic sentences from the Writer's Desk on page 27. For each topic sentence, develop a list of supporting ideas.

## Choosing the Best Ideas

An effective paragraph has **unity** when all of its sentences directly relate to and support the topic sentence. Create a unified paragraph by selecting three or four ideas that are most compelling and that clearly support your topic sentence. You may notice that several items in your list are similar; therefore, you can group them together. If some ideas do not support the topic sentence, remove them.

### Mahan's Best Supporting Ideas

Mahan grouped together related ideas and crossed out some ideas that did not relate to his topic sentence.

#### People steal for many reasons.

- need money for food
  - want luxury items
  - for thrills
  - addiction
  - for drugs
  - minimum wage not enough to buy groceries
  - alcohol related crimes
  - unemployment
  - want to consume
  - ~~lack of moral code~~
  - think they deserve something for nothing
  - ~~lack of parental attention~~
  - ~~too lazy~~
  - adrenaline rush
- 

### Hint

#### Identifying the Best Ideas

There are many ways that you can highlight your best ideas. You can circle the best supporting points and then use arrows to link them with secondary ideas. You can also use highlighter pens or asterisks (\*) to identify the best supporting points.

### TECHNOLOGY LINK

On a computer, you can cut (ctrl X) and paste (ctrl V) similar ideas together.

## PRACTICE 5

College student Sandra Ahumada brainstormed ideas about tipping. Her purpose was to persuade, so she created a topic sentence that expressed her opinion about the issue.

Underline three ideas from her list that you think are most compelling and that most clearly illustrate the point she is making in her topic sentence. Then group together any related ideas under each of the main subheadings. If any ideas do not relate to her topic sentence, remove them.

**TOPIC SENTENCE:** Customers should always tip restaurant servers.

- part of the cost of going to a restaurant
- shows appreciation for the server's work

- servers need tips to have an adequate standard of living
- their salaries are below the standard minimum wage
- some customers are rude
- servers often don't get benefits such as health care
- you tip hairdressers and taxi drivers
- mistakes aren't always the server's fault
- slow service could be the cook's fault
- sometimes there are not enough servers
- some people in the service industry get good money (cooks, I think)

### The Writer's Desk Choose the Best Ideas

Choose *one* of the two lists of supporting ideas that you prepared for the previous Writer's Desk on page 28. Identify some compelling ideas that clearly illustrate the point you are trying to make. If any ideas are related, you can group them together. Cross out any ideas that are not useful.

#### ESSAY LINK

In an essay, you can use time, space, or emphatic order to organize your ideas.

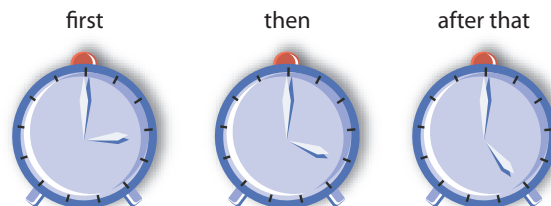
### Organizing Your Ideas

To make your ideas easy for your readers to follow, organize your ideas in a logical manner. You can use one of three common organizational methods: (1) time order, (2) emphatic order, or (3) space order.

**Transitional expressions** help guide the reader from one idea to another. A complete list of transitional expressions appears on page 47 in Chapter 3.

#### Time Order

When you organize a paragraph using **time order (chronological order)**, you arrange the details according to the sequence in which they have occurred. When you narrate a story, explain how to do something, or describe a historical event, you generally use time order.



Here are some transitional expressions you can use in time-order paragraphs.

after that	first	later	next
eventually	in the beginning	meanwhile	suddenly
finally	immediately	months after	then

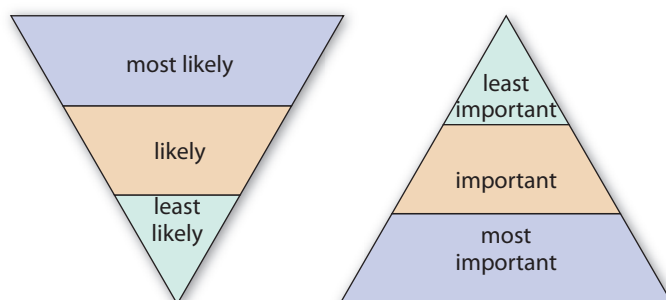
The next paragraph is structured using time order.

One day, some gentlemen called on my mother, and I felt the shutting of the front door and other sounds that indicated their arrival. Immediately, I ran upstairs before anyone could stop me to put on my idea of formal clothing. Standing before the mirror, as I had seen others do, I anointed my head with oil and covered my face thickly with powder. Then I pinned a veil over my head so that it covered my face and fell in folds down to my shoulders. Finally, I tied an enormous bustle round my small waist, so that it dangled behind, almost meeting the hem of my skirt. Thus attired, I went down to help entertain the company.

—Helen Keller, *The Story of My Life*

## Emphatic Order

When you organize the supporting details of a paragraph using **emphatic order**, you arrange them in a logical sequence. For example, you can arrange details from least to most important, from least appealing to most appealing, and so on.



Here are some transitional expressions you can use in emphatic-order paragraphs.

above all	especially	moreover	principally
clearly	in particular	most importantly	the least important
first	last	of course	the most important

The following paragraph uses emphatic order. The writer presents the conditions from bad ones to worst ones.

Although our thirst mechanism can trigger us to drink more water, this mechanism alone is not always sufficient: we tend to drink until we are no longer thirsty, but the amount of fluid we consume may not be enough to achieve fluid balance. This is particularly true when we lose body water rapidly, such as during intense exercise in the heat. Because our thirst mechanism has some limitations, it is important that you drink regularly throughout the day and not wait to drink until you become thirsty, especially if you are active. Because our thirst mechanism becomes less sensitive as we age, older people can fail to drink adequate amounts of fluid and thus are at high risk for dehydration. For this reason, older adults should be careful to drink fluids on a regular basis throughout the day. Finally, infants are also at increased risk for dehydration.

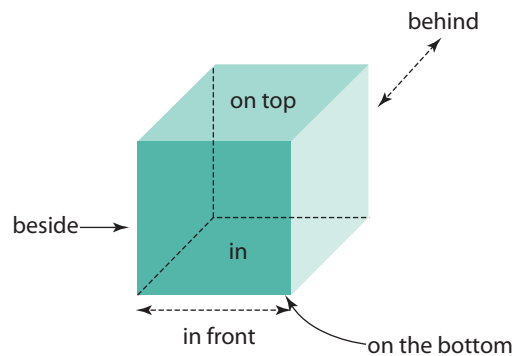
—Janice Thompson et al., *Nutrition: A Functional Approach*

**Hint****Using Emphatic Order**

When you organize details using emphatic order, use your own values and opinions to determine what is most or least important, upsetting, remarkable, and so on. Another writer might organize the same ideas in a different way.

**Space Order**

When you organize ideas using **space order**, you help the reader visualize what you are describing in a specific space. For example, you can describe something or someone from top to bottom or bottom to top, from left to right or right to left, or from far to near or near to far.



Here are some transitional expressions you can use in space-order paragraphs.

above	beneath	nearby	on top
behind	closer in	on the bottom	toward
below	farther out	on the left	under

In the next paragraph, the writer describes a location beginning at the beach and ending up at the front of the house.

Their house was even more elaborate than I expected. It was a cheerful red-and-white Georgian Colonial mansion overlooking the bay. The lawn started at the beach and ran toward the front door for a quarter of a mile, jumping over sundials and brick walks and burning gardens—finally, when it reached the house, drifting up the side in bright vines as though from the momentum of its run. The front was broken by a line of French windows.

—F. Scott Fitzgerald, *The Great Gatsby*

**PRACTICE 6**

Read each paragraph and underline the topic sentence. Then decide what order the writer used: time, space, or emphatic.

A. During the night of the great storm, we were filled with terror. That night, I lay awake and anxiously listened to the thunder as it continued to get closer and louder. Then I couldn't hear the thunder any more as it was replaced by another sound. I had never heard that sound before but I knew what it had to be. A split second later, I yelled "Tornado!" My wife jumped about two feet. We couldn't even get out of bed. Suddenly,

everything was moving, and all we could do was hold on to each other. The roar, the sound of splintering wood, and the screeching sound of tearing sheet metal seemed to last forever. In fact, it lasted about fifteen seconds. Finally, silence returned like someone flipping a switch.

—Louis M. Tursi, “The Night Crawler”

Order: \_\_\_\_\_

B. Many factors contribute to racist attitudes. First, there are often higher levels of racist incidents in societies that have historically had very little contact with different ethnic groups. According to writer and political analyst Gwynne Dyer, such isolated societies may feel threatened when there is an influx of immigrants. Moreover, racist attitudes become more prevalent when various ethnic communities do not intermingle. If different cultural communities do not work and study together, stereotypes about other groups become entrenched. Most importantly, high levels of poverty contribute to racist reactions; immigrants become easy and available scapegoats when there is competition for limited jobs.

—Eliot Mandel, student

Order: \_\_\_\_\_

C. The tiny interior of the shop was in fact uncomfortably full, but there was almost nothing in it of the slightest value. The floor space was very restricted because all round the walls were stacked innumerable dusty picture-frames. In the window, there were trays of nuts and bolts, worn-out chisels, penknives with broken blades, tarnished watches that did not even pretend to be in going order, and other miscellaneous rubbish. Only on a small table in the corner was there a litter of odds and ends—lacquered snuffboxes, agate brooches, and the like—which looked as though they might include something interesting. As Winston wandered towards the table, his eye was caught by a round, smooth thing that gleamed softly in the lamplight, and he picked it up.

—George Orwell, *1984*

Order: \_\_\_\_\_

## PRACTICE 7

Read the following topic sentences. Decide what type of order you can use to develop the paragraph details. Choose space, time, or emphatic order. (There may be more than one correct organizational method.)

### EXAMPLE:

Learning to play the guitar requires practice, patience, and perseverance.

Emphatic

1. Music education is essential in public schools. \_\_\_\_\_
2. My furnished room has everything a student could need. \_\_\_\_\_
3. You can learn to make decisions and think critically with a liberal arts education. \_\_\_\_\_

4. Several interesting events happened during the Stanford Prison Experiment. \_\_\_\_\_
5. The new youth centre has a very impressive design. \_\_\_\_\_
6. There should not be a lower legal drinking age in our province. \_\_\_\_\_
7. We encountered many problems on our journey to Prince Edward Island. \_\_\_\_\_
8. Rory was known for his rumpled, unfashionable clothing. \_\_\_\_\_
9. IQ tests are not always accurate and valid. \_\_\_\_\_
10. The Beatles went through many musical phases. \_\_\_\_\_

## The Paragraph Plan

A **plan**, or **outline**, of a paragraph is a map showing the paragraph's main and supporting ideas. To make a plan, write your topic sentence, and then list supporting points and details. Remember to use emphatic, time, or space order to organize the supporting points. In a more formal outline, you can use letters and numbers to indicate primary and secondary ideas.

### Mahan's Paragraph Plan

Mahan completed his paragraph plan. He narrowed his topic, wrote a topic sentence, and thought of several supporting details. Here is his paragraph plan.

#### ESSAY LINK

Make a plan when you write an essay. In essay plans, each supporting idea becomes a separate paragraph.

- TOPIC SENTENCE:** People steal for many reasons.
- Support 1:** Poverty is a primary motivation for people to steal.  
**Details:** —some people are unemployed,  
 —others working at low-paying jobs  
 —need money for food, rent, clothing
- Support 2:** Some criminals are greedy.  
**Details:** —want to live a life of luxury  
 —crave to conspicuously consume  
 —wish for a larger yacht or faster jet
- Support 3:** Some people steal due to drug or alcohol addictions  
**Details:** —addicts steal to buy drugs  
 —alcohol ruins good judgment
- Support 4:** Some people steal for the kicks.  
**Details:** —experience the thrill  
 —receive an adrenaline rush when stealing

#### *Hint*

#### Adding Specific Details

When you prepare your paragraph plan, ask yourself if the details clearly support your topic sentence. If not, then you could add details to make your points stronger. For example, when Mahan first brainstormed a list of supporting details (page 28) he did not think of specific details to support his point about greed. In his paragraph plan, however, he added a couple of more details (larger yacht, faster jet) to make that point stronger and more complete.



### The Writer's Desk Write a Paragraph Plan

Look at the topic sentence and the organized list of supporting ideas that you created for the previous Writer's Desk exercises. Now, in the space provided, make a paragraph plan. Remember to include details for each supporting idea.

Topic sentence: \_\_\_\_\_

Support 1: \_\_\_\_\_

Details: \_\_\_\_\_

Support 2: \_\_\_\_\_

Details: \_\_\_\_\_

Support 3: \_\_\_\_\_

Details: \_\_\_\_\_

### Writing the Concluding Sentence

A stand-alone paragraph may have a **concluding sentence** that brings it to a satisfactory close. There are several ways to write a concluding sentence.

- Restate the topic sentence in a new, refreshing way.
- Make an interesting final observation.
- End with a prediction, suggestion, or quotation.

### ESSAY LINK

Essays end with a concluding paragraph. For more information, see pages 195–197.

### Hint

#### Problems with Concluding Sentences

When you write your concluding sentence, do not introduce a contradictory idea or change the focus of the paragraph. For example, in Mahan's paragraph about crime, he should not end with a statement that questions or contradicts his main point.

**Weak:** But nobody really understands why people break the law.  
(This concluding sentence undermines the main point, which is that people steal for many reasons.)

**Better:** Knowing why people steal may help social services and law makers deal with criminals more effectively.  
(This prediction brings the paragraph to a satisfactory close.)

**PRACTICE 8**

The topic sentences in paragraphs A and B are underlined. For each paragraph, circle the letter of the most effective concluding sentence, and then explain why the other choice is not as effective.

**EXAMPLE:**

Picasso painted many different types of people that he saw in the Paris neighbourhood of Montmartre. He painted musicians, prostitutes, street vendors, circus performers, and fellow artists, as well as his many lovers. During his blue period, he was drawn to emaciated figures; impoverished mothers and hungry children populated his art.

- a. Picasso painted many different types of people.
- (b.) The human body was ultimately the most important and repeated image in his paintings and sculptures.

Why is the other choice not as effective?

---

*Sentence "a" just repeats the topic sentence.*

A. Our state should insist that day-care centres provide more flexible hours for families. Today, in many families, both parents work outside the home. These parents do not necessarily work from nine to five. For example, nurses and factory employees work in shifts. For such parents, flexible day care is very important. Also, many parents who are in the service and retail industry work on weekends. For these parents, it is important to have adequate child care facilities during their work hours.

- a. The current opening hours of most daycare centres do not meet the needs of a great number of families.
- b. However, maybe daycare owners do not want to open on nights and weekends.

Why is the other choice not as effective?

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B. College students should find part-time jobs that require them to exercise different muscles. If a business student spends hours sitting in front of a computer screen, then he should try to find a job that requires physical activity. If an engineering student has to do advanced calculus, then maybe her part-time job should allow her to rest her brain. Students who do a lot of solitary study could try to find jobs that allow them to interact socially.

- a. Some college students should not take part-time jobs because they need to concentrate on their studies.
- b. Humans need to do a variety of activities to be mentally and physically strong, so college students should keep that in mind when they look for work.

Why is the other choice not as effective?

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**PRACTICE 9**

Read the next paragraph. Then answer the questions that follow.

Leonardo Da Vinci exemplified the characteristics of the Renaissance archetype. Da Vinci is most famous for being a master painter. His paintings *The Mona Lisa* and *The Last Supper* are two of the most admired in the world. Da Vinci was also an inventor, having been credited for an early model of a helicopter. He also made designs for a tank, a calculator, the double hull for ships, and a hang glider. Furthermore, Leonardo Da Vinci was a scientist. He studied anatomy by dissecting corpses, which helped him to draw human figures more precisely. He was also interested in animal and plant studies. His scientific writings are found in four journals kept in famous museums such as the Louvre and the British Museum.

1. What is the topic of this paragraph?

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2. Underline the topic sentence.

3. List the supporting details.

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4. Write two possible concluding sentences for this paragraph.

- a. \_\_\_\_\_

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- b. \_\_\_\_\_

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## The First Draft

After making a paragraph plan, you are ready to write your first draft, which is a very important step in the writing process. Your first draft includes your topic sentence, some supporting details, and a concluding sentence.

As you write your first draft, you might find it difficult sometimes to say what you mean. If you are having trouble, underline that section or put a check mark beside it so that you can come back to revise it later. If possible, put your first draft aside for a few hours before rereading it. Then, when you revise your paragraph, you will read it with a fresh perspective. The next chapter contains information about revising a paragraph.

### Mahan's First Draft

Here is Mahan Zahir's first draft. You may notice that his paragraph has errors. He will correct these when he gets to the revising and editing stage of the process.

People steal for many reasons. Poverty is a primary motivation for people to steal. Because some people are unemployed and others

may be underemployed. They may not have enough money for food, clothing rent. Stealing money or food may be very tempting. As a means of survival. Some criminals do fraud because they are greedy. In fact, some extremely wealthy people steal simply because they want to acquire a larger yacht or a faster jet. Another important reason that people engage in stealing is due to addiction to drugs or alcohol. Addicts steal to buy drugs and overuse of alcohol may lead to poor judgement. Finally, people also steal for kicks. Criminals get an adrenaline rush when they outwit the cops.

### *The Writer's Desk* Write Your First Draft

In the previous Writer's Desk on page 35, you made a paragraph plan. Now use the plan's information to type or write your first draft paragraph.

## REFLECT ON IT

Think about what you have learned in this chapter. If you do not know an answer, review that topic.

1. What is a topic sentence? \_\_\_\_\_  
\_\_\_\_\_
2. What is time order? \_\_\_\_\_  
\_\_\_\_\_
3. What is emphatic order? \_\_\_\_\_  
\_\_\_\_\_
4. What is space order? \_\_\_\_\_  
\_\_\_\_\_

Are the following sentences true or false? Circle the best answer.

5. A paragraph has more than one main idea.                      True    False
6. A paragraph's details support its topic sentence.              True    False



## The Writer's Room **Topics to Develop**

### Writing Activity 1

In the Writer's Room in Chapter 1, "Exploring," you used various strategies to find ideas about the following topics. Select one of the topics and write a paragraph. Remember to follow the writing process.

#### General Topics

1. a childhood memory
2. anger
3. rules
4. cosmetic surgery

#### College and Work-Related Topics

5. a comfortable place
6. study or work habits
7. college life
8. cellphones

### Writing Activity 2

Choose a topic that you feel passionate about and write a paragraph. Your topic could be an activity (painting, basketball) or an interest (music, politics). Your topic sentence should make a point about the topic.





## DEVELOPING CHECKLIST

As you develop your paragraph, ask yourself the following questions.

- Have I narrowed my topic?
- Does my topic sentence make a valid and supportable point about the topic?
- Is my topic sentence interesting?
- Does my paragraph focus on one main idea?
- Do the details support the topic sentence?
- Do the supporting details follow a logical order?
- Does my paragraph end in a satisfactory way?

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### How Do I Get a Better Grade?

