

# *What, Why, and How?*

## 9

# PARAGRAPHS

**Definition and rationale**

**PIE paragraphs**

**Creating Paragraphs Using the PIE Paragraph Approach**

**Peer Response for PIE Paragraphs**

**Topic sentences**

**Transitions**

# WHAT ARE PARAGRAPHS?

Paragraphs group related sentences around one main point, so the paragraphs can work together to prove the larger argument (the thesis) in an essay. Paragraphs provide visual breaks between ideas and signal a progression of ideas in the essay.

## WHAT KINDS OF PARAGRAPHS ARE THERE?

In an essay, you'll have the following types of paragraphs:

- **Introductions** capture your reader's interest, establish a context for your topic, and smoothly lead your reader into your topic and thesis. You can read more about them in [Chapter 8: Introductions \(220-226\)](#).
- **Body paragraphs** develop each of the main points and sub-points needed for your thesis to be credible. Body paragraphs contain topic sentences, evidence and analysis. You will read more about them in this chapter.
- **Conclusions** help you bring together the points you've made in an essay, they delve into the larger significance or impact of your argument, and they should leave your reader convinced of that central argument. You can read more about them in [Chapter 8: Conclusions \(227-231\)](#).

## PARAGRAPHS DO NOT:

- **Consist of only quotes**
- **Consist of only facts**
- **Consist of only summary**
- **Contain a series of sentences not related to one another or to the thesis.**




# WHY USE PARAGRAPHS?

- **RELEVANCY:** Paragraphs help your reader to follow the logic of the essay and clearly see how each of your body paragraphs is related to your thesis.
- **FOCUS:** Paragraphs help your reader easily identify the one main idea in each paragraph and how each of the sentences within that paragraph contributes to this main idea.
- **ORGANIZATION:** Along with transitions and topic sentences, paragraph breaks help your reader understand you are moving on to a new point or aspect of your essay.
- **DEVELOPMENT:** Paragraphs require critical thinking to prove the main point of the essay by making connections with textual evidence, outside evidence, and your own analysis.
- **VOICE:** Paragraphs are a place where you get to say what you think and prove why you're right.

# HOW CAN I WRITE A PARAGRAPH?

One way to ensure that each of your body paragraphs is clearly focused, convincingly developed, and connects back to thesis is to use

## the **PIE** strategy:

| <b>P = Point</b>  | <b>I = Information</b>  | <b>E = Explanation</b>   |
|---|---|--|
| <p>The “P” part of your paragraph is your <b>topic sentence</b>: a clear statement of the main claim you are making in the paragraph.</p>   | <p>The “I” fills out the body of your paragraph with <b>concrete evidence</b> that supports the main claim.</p>   | <p>The “E” is the writer’s explanation of <b>the significance</b> of the provided information, especially as it relates to the thesis.</p>   |
| <b>Another way to look at it:</b>   |   |  |
| <p><b>Tell me</b> what your main point is.</p>   | <p><b>Show me</b>, with evidence and examples, how or why your point is true.</p>    | <p><b>“So what?”</b><br/>Help me understand so what is the significance of the information.</p>   |
| <ul style="list-style-type: none"> <li>• Choose one arguable point to prove per paragraph.</li> <li>• Write this point out as a sentence and this will be your topic sentence.</li> <li>• Your topic sentence should be more general than the rest of the paragraph but more specific than your thesis.</li> <li>• After you write the paragraph, look again at your topic sentence to be sure that it “fits” the paragraph.</li> </ul> | <p>Prove the claim in your topic sentence with evidence that can come in different forms:</p> <ul style="list-style-type: none"> <li>- Short direct quotes/paraphrases from class readings and discussions</li> <li>- Data from reputable sources (facts, statistics, polls)</li> <li>- Personal experience (real life stories, anecdotes, examples, observations)</li> <li>- Relevant examples from pop culture (song lyrics, movies, TV, celebrities)</li> <li>- Representations in mass media (newspapers, magazines, television)</li> </ul> | <ul style="list-style-type: none"> <li>• Interpret, analyze, explain the information, opinions or quotes you’ve included.</li> <li>• Examine some consequences, results, implications, ramifications of the information you just gave your audience.</li> <li>• Make it clear why your reader should care or be concerned.</li> <li>• Clarify any ambiguous ideas or information.</li> <li>• Comment on the credibility of the information, discussing its biases, assumptions, logic.</li> <li>• Relate the information explicitly to your thesis.</li> </ul> |

## EXAMPLE

### Sample PIE Paragraph

See the PIE paragraph structure in the first body paragraph from an essay on Malcolm X's "Learning to Read":

**P** { **The diligence and persistent effort Malcolm X showed in learning to read has become disappointingly rare.** Malcolm X in his autobiography tells us that when he went to prison, he could hardly read or write. He decided the way to improve would be to copy the entire dictionary word for word by hand. He said to copy just the first page alone took an entire day. The next day he reviewed all the words he did not remember, so he slowly built his vocabulary, and at the same time he started educating himself about the larger world as he describes the dictionary as a "miniature encyclopedia" (2). Malcolm X carried on until he copied the entire dictionary cover to cover. However, the time he dedicated to his writing was not confined to this amazing achievement alone: "Between what I wrote in my tablet, and writing letters, during the rest of my time in prison I would guess I wrote a million words" (2). The dedication to his own education and how he strengthened his own intelligence and abilities through sheer force of will is impressive but unfortunately is the exception rather than the norm. In *Generation Me*, the author Jean Twenge addresses the present generation of people who have been taught to put themselves first and expect instant results without working hard to achieve them. Twenge states: "They are less likely to work hard today to get a reward tomorrow—an especially important skill these days, when many good jobs require graduate degrees" (157). **I** { **If people are less willing today to work hard, then we are going to have increasingly uneducated, lazy people who spend more time complaining than achieving. With a lack of education we won't be strong critical thinkers so will be easily taken in by people who want to exploit us for profit like advertisers and corporate America. Instead of defining who we are, people who want to sell us things will continue to shape our wants, desires and perceptions of ourselves.** **E** {

Of course, PIE paragraphs don't always need to look exactly like this; while you want to start a paragraph with your main *Point*, you might alternate between *Information* and *Explanation*, so that your paragraph could look like this:

P ⇒ I ⇒ E ⇒ I ⇒ E.

# PRACTICE

## Creating Paragraphs Using the PIE Paragraph Approach

Let's practice creating paragraphs using the **PIE** paragraph approach.



First, select a topic:

immigration  
rap music  
legalizing all drugs

the president  
the health care system  
the minimum wage

reality shows  
police profiling  
a topic raised in your  
current class reading

**P**oint

**Second**, using the topic you selected, **write a topic sentence** that states the main claim (your specific opinion) that you want to argue that fits the size of the paragraph:

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**Third**, brainstorm concrete **evidence/information** you can use to prove your main claim:

**I**nformation

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**Fourth**, analyze and explain **the significance, importance or impact** of your evidence and claims:

**E**xplanation

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Finally, using all the advice in this chapter, put it all together into a complete paragraph.

# PRACTICE

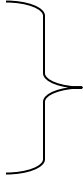
## Peer Response for PIE Paragraphs

Use the following questions to provide constructive feedback on paragraphs:

Writer: \_\_\_\_\_

Peer Reviewer: \_\_\_\_\_

**P**oint



Underline the writer's topic sentence. Based on this sentence alone, what do you predict this paragraph will have to say about the topic? What is the writer's point? Is it arguable? Is the main point narrow enough to be proven in one paragraph?

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**I**nformation



Now, read through the entire paragraph once and jot down what you think the main point of the paragraph seems to be. Does it match with what you thought the main point would be based solely on the topic sentence? Is the evidence clear and convincing? Are there any details that seem irrelevant or not directly connected? Is any needed explanation missing?

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**E**xplanation



Has the writer included his/her own analysis of the larger significance for the main claim in the paragraph? Did he/she explain WHY the reader should care about this topic? Has he/she looked at the larger outcome or importance of the claim? Do you feel convinced by the writer's reasoning?

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# WHAT IS A TOPIC SENTENCE?

The PIE paragraph strategy begins with a topic sentence, and knowing how to build a strong topic sentence is the foundation of writing a convincing paragraph.

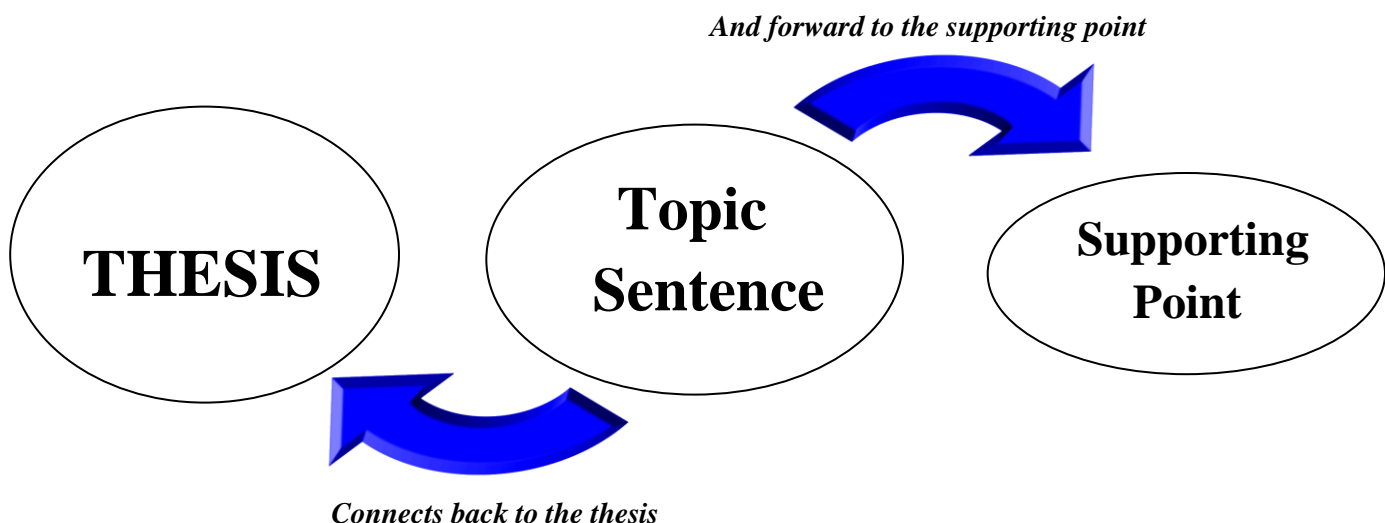
## ***WHAT'S THE PURPOSE OF A TOPIC SENTENCE?***

The main point (claim) of a paragraph is often indicated in a single sentence called the topic sentence. A topic sentence is like a thesis in that you can also ask yourself: Can I disagree? You want to be able to answer YES to show that there is an arguable claim that needs to be proven. While it is true that in published writing you'll sometimes find topic sentences in the middle or even at the end of a paragraph, placing your topic sentences at the beginning of each of your paragraphs is useful because:

- **A strong topic sentence can help you, the writer,** to focus each paragraph on one main point.
- **A strong topic sentence can help your reader** to see where you are headed with your ideas in a particular paragraph; topic sentences help your reader form a mental map of your essay.

# WHY USE TOPIC SENTENCES?

A strong topic sentence connects back to your overall thesis and connects forward to the specific supporting point you are making in the paragraph to prove and illustrate your thesis and this makes the paragraph focused and unified. Here is a visual:



# HOW CAN I WRITE STRONG TOPIC SENTENCES?

## *WHAT DIFFERENTIATES A STRONG TOPIC SENTENCE FROM A WEAK ONE?*

The chart below points out some of the main differences between a topic sentence that is genuinely helpful to you and your readers, and one which is not:

| A weak topic sentence:   | A strong topic sentence:   |
|--|--|
| <ul style="list-style-type: none"><li>• <b>Doesn't "fit"</b> your paragraph—that is, it misleads your reader into thinking you will be writing about one thing, but the paragraph itself is about something else</li></ul>   | <ul style="list-style-type: none"><li>• <b>"Fits"</b> your paragraph, accurately reflecting what you've actually written</li></ul>   |
| <ul style="list-style-type: none"><li>• Is <b>so general</b> that your reader can't form a clear image about what is to come</li></ul>   | <ul style="list-style-type: none"><li>• Is <b>specific enough</b> that your reader can predict what you will cover in that paragraph</li></ul>   |
| <ul style="list-style-type: none"><li>• Simply states a <b>fact</b>, a piece of information that can be confirmed with observation or reference to reputable sources. Your reader is left wondering, "What is the point of this paragraph? What is the writer trying to prove with this piece of information?"</li></ul> | <ul style="list-style-type: none"><li>• Like a thesis statement, it sets up the controlling idea of the paragraph, clearly indicating the <b>point</b> or <b>claim</b> the writer will illustrate, describe, explain, analyze in the body of the paragraph</li></ul> |
| <ul style="list-style-type: none"><li>• Does <b>not seem clearly related</b> to your thesis</li></ul>  | <ul style="list-style-type: none"><li>• Helps your reader see how this paragraph relates to and <b>advances/supports your thesis</b></li></ul>   |



## ***SOME GUIDELINES FOR WRITING STRONG TOPIC SENTENCES:***

**A topic sentence must predict or promise what follows, so it cannot be a question. To orient the reader, you may use a question as the first sentence, with the topic sentence as the answer to that question.**

*Weak:* Should schools provide free computers for their students?

*Strong:* Schools must provide free computers for their students to assist them in their studies and prepare them for their future careers.

**Phrases such as “I think” or “in my opinion” may muddle or weaken topic sentences. Your writing is always your opinion, so you don’t need these phrases unless they are central to the idea that you are trying to convey.**

*Weak:* I think that it is important for every woman to carry pepper spray.

*Strong:* As violent criminals take over the city streets, women must carry pepper spray to protect themselves.

**The topic sentence should provide clear relationships among all of its elements so that it can provide a framework for understanding the rest of the paragraph.**

*Weak:* Historians record only dry statistics; we should read novels.

*Strong:* Accurate historical novels give us a deeper understanding of the past than do the dry collections of facts and statistics that pass for history texts.

**A topic sentence needs to be clear and specific, so that it can predict and summarize the rest of the paragraph for the reader.**

*Weak:* Public transit is terrible.

*Strong:* Incapable of providing reliable, comfortable service, the San Francisco Municipal Transit System is failing its ridership.

# PRACTICE

## CHOOSING THE TOPIC SENTENCE THAT FITS:

The topic sentence of the paragraphs below has been removed. Read them carefully and then choose the best topic sentence among the four choices below. Be prepared to explain your choice.

### *Paragraph 1:*

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This belief is especially common among weight lifters who often consume large quantities of high protein foods and dietary supplements, thinking it will improve their athletic performance. Like weightlifters, football players consume too much protein, expecting it to produce additional muscle energy. Although it is true that muscles contain more protein than other tissues, there is no evidence that a high protein diet actually constructs more muscle tissue than a normal diet. Nutritionists point out that muscle cells grow not from excess protein but from exercise: when a muscle is used, it pulls in protein for its consumption. This is how a muscle grows and strengthens. If athletes want to increase their muscle mass, then they must exercise in addition to following a well-balanced, normal diet.

1. Many athletes have false ideas regarding proper nutrition.
2. My brother, a weightlifter, is an example of someone who consumes a lot of protein because he thinks it will make him bulky.
3. Many athletes falsely believe that protein improves athletic performance by increasing muscle mass.
4. The public is often confused by the seemingly conflicting advice nutritionists give us about our health.

### *Paragraph 2:*

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Lately parents and critics across the country have been making a bigger fuss about the number and content of commercials aimed at children, and it seems as though the media has become a scapegoat for adults who have set questionable health guidelines for their children. It is both logical and factual to state that parents are the number one authority for most everything in their child's life, which of course includes food choices. Recent studies from the Institute of Medicine found that the easiest and most reliable measure of understanding a child's health and diet is to look at the health and diet of the parents. It is very likely that a child's obesity did not come from the media, but from behaviors within the family. Even if advertisements became restricted or more limited, if parents do not enforce healthy diets or teach nutrition, the children will have learned nothing. Timothy J. Muris of *The Wall Street Journal* realizes that without addressing the issues of parental control, the ban on child food advertisements are "appealing on the surface, but ultimately useless."

1. Despite increasing rates of childhood obesity, we should not ban junk food ads aimed at children.
2. According to Andrew Martin of the *Chicago Tribune*, "... the rates of obesity among 6 to 11-year-olds more than tripling during the last three decades, doubling for children ages 2 to 5 and increasing even more for adolescents 12 to 19 years old."
3. The staggering figures regarding childhood obesity alone are alarming enough to generate a stir.
4. Although junk food advertisements are being blamed for children's poor dietary habits, regulating these ads would not address the real source of the problem: lack of parental guidance.

# PRACTICE

## CREATING A TOPIC SENTENCE THAT FITS:

Now try creating your own topic sentences for the following paragraphs:

1) \_\_\_\_\_

Famous inventor Thomas Edison, for instance, did so poorly in his first years of school that his teachers warned his parents that he'd never be a success at anything. Similarly, Henry Ford, the father of the auto industry, had trouble in school with both reading and writing. But perhaps the best example is Albert Einstein, whose parents and teachers suspected that he was mentally disabled because he responded to questions so slowly and in a stuttering voice. Einstein's high school record was poor in everything but math, and he failed his college entrance exams the first time. Even out of school the man had trouble holding a job-until he announced the theory of relativity.

2) Eating disorders afflict as many as ten million women and one million men in the Unites States. But why?

Young girls not only play with Barbie dolls that display impossible, even comical, proportions, but they are also bombarded with images of supermodels. These images leave an indelible mental imprint of what society believes a female body should look like. Carri Kirby, a University of Nebraska mental health counselor, adds that there is a halo effect to body image as well: "We immediately identify physical attractiveness to mean success and happiness."

3) From Deborah Blum's "What's the Difference between Boys and Girls?"

Boys tend to gather in large, competitive groups. They play games that have clear winners and losers and bluster through them, boasting about their skill. Girls, early on, gather in small groups, playing theatrical games that don't feature hierarchy or winners. One study of children aged three to four found they were already resolving conflict in separate ways—boys resorting to threats, girls negotiating verbally and often reaching a compromise.

# WHAT ARE TRANSITIONS?

Transitional words can signal levels of importance, connections, and the direction of thoughts. For example, after a friend begins a sentence with "I like you very much," would you prefer that the next word be "and" or "however"? The word "and" signals more of the same, hinting that you could anticipate another pleasant compliment. On the other hand, "however" signals a change of thought, so brace yourself for a negative remark. If the next words were "consequently" or "therefore," you could anticipate a positive result or reward for the positive feelings. Such words are transitions and lead readers to anticipate the direction of a writer's thoughts. Transitions also reveal organizational patterns.

## **In short, transitions...**

- are phrases or words used to connect one idea to the next.
- are used by the author to help the reader move from one significant idea to the next.
- show the relationship within a paragraph (or within a sentence) between the main idea and the support the author gives for those ideas.

# WHY USE TRANSITIONS?

Transitions serve as "guidrails" through someone else's logic. We all think differently, so it is helpful to use transitions to signal the direction of your thoughts. Like you use a turn signal in a car to let the car behind you know you are going left, transitions signal which direction you are going as you present a series of ideas and arguments to someone not familiar with your reasoning.

# HOW CAN I BEST USE TRANSITIONS?

Being familiar with different transitions and the logical direction each signals is the first step in using them effectively in your writing.

| <b><i>PATTERNS OF ORGANIZATION AND THEIR TRANSITIONAL WORDS:</i></b>   |   |
|--|---|
| <p><b>Addition (providing additional examples):</b><br/>furthermore, again, also, further, moreover, besides, likewise, and, indeed, in addition, too, next, first, second</p>                         | <p><b>Cause and Effect (showing one element as producing or causing a result or effect):</b><br/>because, for this reason, consequently, hence, as a result, thus, due to, therefore, if, so, since</p>                       |
| <p><b>Concession (acknowledging the merits of the counter argument before reasserting an opinion):</b><br/>whereas, granted that, even though, though, yet, while, although</p>                        | <p><b>Illustration (explaining using examples):</b><br/>that is, for example, to illustrate, for instance, in fact, specifically, as seen in</p>  |
| <p><b>Comparison (listing similarities among items):</b><br/>in a similar way, similarly, parallels, likewise, in alike manner, also, in the same manner</p>   | <p><b>Contrast (listing differences among items):</b><br/>on the other hand, more than, but, however, conversely, on the contrary, although, nevertheless, still, in contrast, yet, even though</p>                           |
| <p><b>Definition (defining a concept and expanding with examples and restatements):</b><br/>can be defined, means, for example, like, in short, specifically</p>                                       | <p><b>Description (listing characteristics or details using vivid language):</b><br/>is, as, like, could be described (using adjectives, adverbs and language that touches on the senses)</p>                                 |
| <p><b>Location or Spatial Order (identifying the whereabouts of objects or people):</b><br/>next to, near, below, above, close by, within, without, beside, around, to the right or left, opposite</p> | <p><b>Narration or Time Order (listing events in order of occurrence):</b><br/>first, second, finally, after, before, next, later, now, at last, until, at the same time, while, during, as, meanwhile, then, immediately</p> |
| <p><b>Simple Listing (randomly listing items in a series):</b><br/>also, another, several, for example</p>   | <p><b>Summary (condensing major points):</b><br/>in conclusion, to restate, briefly, to sum up, in short, in a nutshell, in other words, therefore, in summary</p>  |

# PRACTICE

## ***INSERTING APPROPRIATE TRANSITIONAL WORDS:***

- (1) Many people think that heavy fishing of a lake will eventually cause a serious depletion of the stock of fish; \_\_\_\_\_ in a lake with a limited food supply, heavy fishing often increases the fish supply.
- (2) I didn't finish my homework, I'm behind in the reading, and I didn't study for the exam today; \_\_\_\_\_ I think I'm going to fail the class and have to take it again.
- (3) The torrential rains in the Los Angeles area were highly destructive to the economy; \_\_\_\_\_ the rains brought much needed water to the farmers, the destruction to property and crops was enormous.
- (4) Today, college women are finding many acceptable alternatives to the "graduate and get married" pattern of the past. Many women \_\_\_\_\_ are pursuing graduate degrees or joining the military.
- (5) She had acquired some bad habits over the years of impatience and procrastination; \_\_\_\_\_ she started smoking and stopped working out.

## ***MAKING PARAGRAPHS COHESIVE AND LOGICAL USING TRANSITIONS:***

**Add transitions and join sentences to make this disjointed paragraph unified and clear. You don't need to change the sequence of sentences:**

Obstetricians perform too many cesareans. They can schedule deliveries for their own convenience. They can avoid sleepless nights and canceled parties. They resort to cesareans in any difficult delivery to protect themselves against malpractice suits. Cesareans involve larger fees and hospital bills than normal deliveries. Cesarean patients spend about twice as many days in the hospital as other mothers.

The National Institutes of Health confirmed that doctors were performing many unnecessary cesarean sections. They suggested ways to reduce their use. The recommendation was widely publicized. The obstetricians apparently failed to take note. In 1985, the operation was performed in 16.5 percent of United States' births. In 1992, 24.7 percent of the births were Cesareans.

**TRANSITIONS COME IN PHRASES TOO:**

Transitions can be in the form of words like *however, furthermore, meanwhile* but they can also come in the form of phrases like: *Not only x, but also y* and *If x, then y*. Sometimes you'll provide a full sentence to move your reader from one idea to the another: *As a result of Malcolm X forging his own education, he learns many things that are not taught in the typical classroom which inspires him to fight for change* (this moves the discussion from Malcolm X learning to read to what he learned to what he did).

Here are some examples of transitional phrases:

|  |   |  |
|--|---|--|
| <p><b>To explain something further:</b><br/>         Examples of this are,<br/>         To say this in another way,<br/>         In line with that, ...</p>  | <p><b>To say it is true in only one direction:</b><br/>         The converse is not true.<br/>         This only goes in one direction.<br/>         This is only true in this instance.</p>  | <p><b>To say that something is true in "both directions"</b><br/>         The converse is also true<br/>         And vice versa</p>  |
| <p><b>When you have given your conclusion first and want to then give your evidence, support, justification for it:</b><br/>         The evidence for ... is<br/>         The reason(s) for ... is (are)<br/>         One can see this because<br/>         This can be seen because<br/>         This is supported by</p>   | <p><b>To link together similar things (whether ideas or reasons):</b><br/> <b>You can number them</b><br/>         The following <i>n</i> things: [and then number them, or not number them, whichever seems more appropriate]<br/>         In the same vein,<br/>         Along with that,<br/>         Not only x, but also y</p>   | <p><b>To change topics:</b><br/>         Moving on to a different point<br/>         Considering something totally different now,<br/>         Let me digress for a moment...<br/>         Returning from the digression....<br/>         Returning to the above point about<br/>         Related to...</p>  |
| <p><b>When what you have presented leads up to, or supports, or makes a case for what you are about to say:</b><br/>         We can see from the previous that,<br/>         Because of the previous [sentence, paragraph, line of reasoning, three points,....] we can see that [or, it is rational to believe that, or it is reasonable to hold that]...<br/>         In light of this we can see that</p> | <p><b>When you are going to "contradict" what has been said before [or contradict what you are about to say]:</b><br/>         In spite of this [or, in spite of the fact that ...]<br/>         Despite the fact that ...<br/>         Unfortunately that does not....<br/>         Contradicting that is<br/>         While it may seem that....<br/>         The apparent implication is that ... ,<br/>         While it may be that...,<br/>         The previous does not imply/demonstrate/show<br/>         We cannot reasonably deduce/infer/assume from this...<br/>         Although x, y ....<br/>         While it is the case that..., it is not the case that (or it is not true that, or does not imply that....)</p> | <p><b>To show a cause and effect relationship:</b><br/>         Since [x is true], [y is true]<br/>         Since [x], y ...<br/>         Because (of) x, y ...<br/>         Given that x, y ...<br/>         Factoring in that x, y...<br/>         Taking into account x, we can see that y...<br/>         As a consequence of x, y....<br/>         It follows from x, y<br/>         We can see from x, y</p> |

# PRACTICE

## IDENTIFYING TRANSITIONAL WORDS AND PHRASES:

**Using one of the body paragraphs from the essay on Frederick Douglass's *Narrative of the Life of Frederick Douglass*, underline all the transitional words AND the transitional phrases:**

After secretly learning to read and write on his own, Douglass discovered that freeing his mind led to anguished torment as he was unable to free himself from the entrenched institutions of slavery but change was set in motion. Being awakened to the stark realities of his condition only served to plunge Douglass into despair: "As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish (84). Once Douglass's eyes were opened, he invariably suffered: "... I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity" (84). So is ignorance bliss? The answer for us to live in a fair and decent world has to be no, never. To be ignorant allows others not only to make choices for you but to limit your choices without you even realizing it. Not knowing the factors and people who shape your life, enables those in power to act in their own self-interest and have no accountability when doing so. It also makes people unable to recognize when they are victimized by unjust situations, and if you cannot see the problem, then you can never demand or bring about change. After Douglass understood the evils of slavery, he suffered initially and even entertained thoughts of suicide, but later he escaped to the north and became an influential leader in the abolitionist movement and spent the remainder of his life fighting for the equality and rights of blacks as well as women.





# ANSWERS

## ***CHOOSING THE TOPIC SENTENCE THAT FITS:***

### ***Paragraph 1:***

3. Many athletes falsely believe that protein improves athletic performance by increasing muscle mass.

### ***Paragraph 2:***

4. Although junk food advertisements are being blamed for children's poor dietary habits, regulating these ads would not address the real source of the problem: lack of parental guidance.

## ***CREATING A TOPIC SENTENCE THAT FITS:***

### **POSSIBLE ANSWERS:**

#### **1) On inventors:**

Doing well in school does not always demonstrate intelligence or future success.

#### **2) On eating disorders:**

The images of beauty we are surrounded by are unrealistic and impossible to attain and make many women feel unattractive and deeply unhappy with themselves.

#### **3) On Deborah Blum's article:**

The female approach to interacting with one another is more harmonious and democratic.

***INSERTING APPROPRIATE TRANSITIONAL WORDS:***

**ANSWERS**

**Possible answers:**

(1) Many people think that heavy fishing of a lake will eventually cause a serious depletion of the stock of fish; **HOWEVER (contrast)** in a lake with a limited food supply, heavy fishing often increases the fish supply.

(2) I didn't finish my homework, I'm behind in the reading, and I didn't study for the exam today;

**THEREFORE (cause/effect)** I think I'm going to fail the class and have to take it again.

(3) The torrential rains in the Los Angeles area were highly destructive to the economy; **EVEN THOUGH (concession)** the rains brought much needed water to the farmers, the destruction to property and crops was enormous.

(4) Today, college women are finding many acceptable alternatives to the "graduate and get married" pattern of the past. Many women **FOR EXAMPLE (illustration)** are pursuing graduate degrees or joining the military.

(5) She had acquired some bad habits over the years of impatience and procrastination; **FURTHERMORE (additional examples)** she started smoking and stopped working out.

***MAKING PARAGRAPHS COHESIVE AND LOGICAL USING TRANSITIONS:***

**Possible answers:**

Obstetricians perform too many cesareans, **SO** they can schedule deliveries for their own convenience, **AND** they can avoid sleepless nights and canceled parties. **ADDITIONALLY**, they resort to cesareans in any difficult delivery to protect themselves against malpractice suits. **MOREOVER**, cesareans involve larger fees and hospital bills than normal deliveries **BECAUSE** cesarean patients spend about twice as many days in the hospital as other mothers.

The National Institutes of Health confirmed that doctors were performing many unnecessary cesarean sections; **AS A RESULT**, they suggested ways to reduce their use. The recommendation was widely publicized; **NEVERTHELESS**, the obstetricians apparently failed to take note. In 1985, the operation was performed in 16.5 percent of United States' births, **YET** in 1992, 24.7 percent of the births were Cesareans.

***IDENTIFYING TRANSITIONAL WORDS AND PHRASES:***

Using one of the body paragraphs from the essay on Frederick Douglass's *Narrative of the Life of Frederick Douglass*, underline all the transitional words AND the transitional phrases:

After secretly learning to read and write on his own, Douglass discovered that freeing his mind led to anguished torment as he was unable to free himself from the entrenched institutions of slavery but change was set in motion. Being awakened to the stark realities of his condition only served to plunge Douglass into despair: "As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish (84). Once Douglass's eyes were opened, he invariably suffered: "... I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity" (84). So is ignorance bliss? The answer for us to live in a fair and decent world has to be no, never. To be ignorant allows others not only to make choices for you but to limit your choices without you even realizing it. Not knowing the factors and people who shape your life, enables those in power to act in their own self-interest and have no accountability when doing so. It also makes people unable to recognize when they are victimized by unjust situations, and if you cannot see the problem, then you can never demand or bring about change. After Douglass understood the evils of slavery, he suffered initially and even entertained thoughts of suicide, but later he escaped to the north and became an influential leader in the abolitionist movement and spent the remainder of his life fighting for the equality and rights of blacks as well as women.