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بر اساس کتاب

Paragraph Development

تهیه و تدوین:

احمد نصر اصفهانی

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PREFACE

Paragraph Development is an integrated guide for high intermediate to advanced learners of English. It focuses on the physical paragraph as a basic unit of composition common to most forms of academic, business, professional, and general-purpose writing. It is designed to be flexible enough to be used as a writing component in an intensive or semi-intensive program or as an independent writing course. The book is based on the theory that if a student is able to write a unified, coherent paragraph, transferring this skill to full composition writing will not be difficult. The approach in each chapter is direct and functional: a model is provided and graphically explained; then the student is asked to imitate the model.

In the second edition, which maintains the same basic approach as the first, certain models have been updated, and the methodology has been slightly modified to reflect current pedagogical thought. The new features include:

Controlled Information Transfer exercises, which focus on interpretation of graphically represented data and provide another model of the type of paragraph being presented;

A choice of writing topics in each unit geared towards **general or academic subjects** (these posed as essay questions);

Three-phase writing assignments which emphasize writing as an **on-going process of planning, writing, and revising;**

Addition of **structures of definition** (adjective modifiers) in the paraphrasing section of Unit 7 Definition; and

A **Teacher's Guide** with answers to exercises and suggestions for teaching the text.

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Organization of the Material

Units One and Two deal with limiting and supporting topic sentences. In Unit One, students are directed from identifying elements which limit a topic to writing their own topic sentences. In Unit Two, they are asked to analyze, through diagrams, how supporting material (examples, details, anecdotes, and statistics) relates directly to the topic sentence and thus creates unity within the paragraph.

Units Three through Six deal with the rhetorical patterns most commonly found in expository writing (Enumeration, Process, Chronology, Cause and Effect, and Comparison and Contrast). Fictional narration has purposely been omitted as primarily a literary device. Each paragraph type is introduced with a model, followed by graphic analysis and controlled exercises which ultimately lead to a free writing assignment. Although this book is *not* intended as a grammar text, some structures are reviewed in these units as they apply to the specific type of paragraph being discussed.

Unit Seven treats Definition not as a rhetorical device in and of itself, but rather as a kind of writing which often employs a variety of rhetorical devices.

Unit Eight is concerned with transferring the patterns of paragraph development to full composition writing.

Special Features

1. Neither the model paragraphs nor the exercises have been simplified or edited for non-native speakers. Because the text is intended for use at a number of levels and in a variety of programs, items within exercises which are more difficult because of vocabulary, content, or length have been starred (*) to indicate to both teacher and student that they are more challenging.
2. In each unit, a "Now Ask Yourself" review exercise follows the presentation of any new material. These exercises force the student to integrate what he or she has previously learned, to reinterpret it, and to apply it to the task at hand. This spiraling of concepts ensures greater student involvement and conceptual mastery of the material.
3. The paraphrasing exercises in Units Three through Six provide the students with the opportunity to practice sentences typical of each pattern of development before incorporating these patterns into free writing assignments.
4. Charts and diagrams are used to illustrate relationships within paragraphs—and finally within longer pieces of discourse—and to provide a visual, structural focus. We have chosen to call them *paragraph analysis* exercises. They are, in point of fact, reading exercises of the "information transfer" type, proceeding from the verbal to the visual. These charts and diagrams can easily be adapted to an *academic outline format* at the discretion of the teacher.

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5. "Information transfer" exercises proceeding in the other direction—i.e. from the visual to the verbal—take the student from an analytical/reading stage into controlled writing. We feel that this is a particularly important and useful skill for a student to acquire before attempting unstructured composition.

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