

**PART VII EFFECTIVE WRITING**  
**WD 55/OD 43**  
**THE PARAGRAPH**

**PERFORMANCE OBJECTIVES**

**WD 55/OD 43**

**THE PARAGRAPH**

**Given qualities of a well constructed paragraph as outlined in this text, write a meaningful paragraph demonstrating proper effective writing techniques.**

## INTRODUCTION TO THE PARAGRAPH

The fact that we are moving from a study of the sentence to a study of the paragraph does not mean that we can forget about the sentence. Quite the contrary is true. A paragraph is no more effective than the sentences it contains, so you can be sure that we will continue to talk about sentences as we study the paragraph.

The study of paragraphs is a BIG subject area. It is so big, in fact, that the entire remainder of this text is concerned with just this subject area.

Before we get into a detailed study of paragraphs, let's take a broad look at paragraphs in general. Here is a model paragraph. We have omitted all the words and substituted X's in their place so the words won't obscure the message we want to get across. Examine this model paragraph, and respond to the exercise that follows.

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XXXXXXXXXXXXXXXXXXXX. XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXXXXXX. XXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXX. XXXXXXXXXXXXXXXXXXXXXXX.

Check all of the responses below that you would use to describe the PHYSICAL APPEARANCE of paragraphs.

1. Paragraphs consist of one or more sentences.

- ( ) 2. Paragraphs consist of related sentences that the writer presents as a unit of expression.
- ( ) 3. The first line of a paragraph is usually indented.
- ( ) 4. The last line of a paragraph is often shorter than the other lines.

You should have checked numbers one, three, and four as being descriptive of the PHYSICAL APPEARANCE of paragraphs, though we hasten to add that number three does not apply to paragraphs in military correspondence. You should not have checked the second response because THAT response describes the reason for the paragraph's existence as a unit of expression.

Here is the second response again. Keep it in mind as we proceed through this discussion of paragraph development.

**PARAGRAPHS CONSIST OF RELATED SENTENCES THAT THE WRITER PRESENTS AS A UNIT OF EXPRESSION.**

In studying about the ways in which effective paragraphs evolve, we will consider these three subject areas:

1. PLANNING TO WRITE,
2. ORGANIZING TO WRITE, and
3. DEVELOPING EFFECTIVE PARAGRAPHS.

In these subject areas, we will see how an effective writer proceeds from an evaluation of his reader to an evaluation of his finished product, the effective paragraph.

## PLANNING TO WRITE

Here is a paragraph that might have been extracted from an orientation brochure that was prepared for newly inducted WOC's. Read the paragraph, and make the necessary response to the exercise that follows.

Personnel services at Ft Wolters provide newly assigned airmen with both help and advice in getting settled. The CPO in Building 500 maintains complete in-processing services during normal duty hours. In-processing is handled by the OD after normal duty hours and on weekends and holidays. One of the first things that personnel services asks you to do is to obtain a CMR box from the appropriate issuing authority. Since most of you arrive at USAPHC without a POV, the registration procedures will not concern you. Most of the questions you now have about your adjustment to military life will be answered for you, but if you have questions of a strictly personal nature, you may take them to the NCOIC of your company. You may, if you desire, find the answers for yourself in the appropriate ARs and FMs as supplemented. You can be sure that all personnel services activities want to ease your transition from civilian to military life.

Of the three most critical questions that the writer of the preceding paragraph should have asked himself, he overlooked at least one of them in his PLANNING TO WRITE stage. Here are the

three questions. Of the three, which was most obviously neglected in the preceding paragraph. Check the response of your choice.

- ( ) 1. Why am I writing it?
- ( ) 2. Who will read it?
- ( ) 3. What reaction do I want my reader to have?

He most likely failed to ask himself "Who will read it?" As a result, he included abbreviations that the newly inducted WOC could not be expected to interpret or understand.

Way back in the introduction to the sentence, we said that the primary thing that determines sentence form and content is "your reader and the use he is expected to make of the material." That was just another way of saying that you must find the answer to these three questions as you plan to write:

- 1. Why am I writing it?
- 2. Who will read it?
- 3. What reaction do I want my reader to have?

When you have found answers to these three questions, the writing task has just begun. The next step in the planning to write stage is so obvious that we won't even give you a clue as to what it is. We will, instead, ask that you identify it from the two alternatives that follows.

- ( ) 1. Find a comfortable place in which to write.
- ( ) 2. Decide upon and limit a subject area.

The correct response is number two, to decide upon and limit a subject area. There are times, of course, that the subject area will be decided for you, but this does not relieve you of the responsibility for limiting the subject area to a size that you can manage.

To illustrate the importance of limiting the subject area, tell us which of the following writing assignments you would prefer to undertake.

- ( ) 1. Write an Army text on "Effective Writing".
- ( ) 2. Write a text on those areas of effective writing skills that are identified as being areas of weakness for selected Army writers.

Obviously, the second choice is the correct one, and, fortunately for the writers of this text, the second choice describes the exact way in which the subject area of this text was limited to a manageable size.

Here, then, are the things you must accomplish in the PLANNING TO WRITE stage:

1. Ask yourself why you are writing.
2. Ask yourself who will read your material.
3. Ask yourself what reaction you want your reader to have.
4. Decide upon a subject area.
5. Limit the subject area.

On the following page, we go into the organizing to write phase.

## ORGANIZING TO WRITE

There are many features of organizing to write that cannot be treated in a text of this type. This is because these features of organizing to write are highly individualized operations. Some of these operations are as follows:

1. Selecting the source materials for your research,
2. Conducting the research,
3. Taking notes and using note cards, and
4. Compiling a bibliography.

You can see that in order to cover those subject areas, this would have to be a text on library use and how to study.

There are, however, three operations that are necessary in organizing to write that we can include. The three operations are these:

1. Listing ideas relative to your subject,
2. Grouping ideas under specific headings, and
3. Selecting a pattern of presentation.

After we discuss each of these operations briefly, we will give you an opportunity to apply them all. Let's begin with "listing ideas relative to your subject".

Suppose that you had the following writing assignment:

TO COMPARE THE ADVANTAGES AND DISADVANTAGES OF OWNING A COMPACT CAR.

Now, without any thought of arranging the ideas in a sequence, list several ideas relative to your subject as they come to mind. DO NOT evaluate them for appropriateness at this time. That comes later. Use the spaces provided below.

Although we cannot guess how many and what type of items you listed, your ideas probably included some of these:

Compact cars use less gasoline and oil.

They are cheaper to maintain.

They are dangerous in a serious accident.

There is insufficient luggage space.

They handle well in traffic.

They are too small for a large family.

Leg space is cramped.

They cost less to license.

They are tiring on long trips.

They sway in crosswinds.

Tire wear is less.

Your list of ideas could be much like ours, or it could be entirely different. The important thing is to list each and every idea as it comes to mind. Don't omit a single one. You can be selective later.

If you have evaluated your list of ideas and lined through the inappropriate items, now is the time to "group ideas under specific headings", the second point in our three-point operation. A glance at the title of the writing assignment will reveal two ready-made major headings. Which of the following do you consider more logical as major headings for the writing assignment?

( ) 1. Advantages of owning a compact car.

Disadvantages of owning a compact car.

( ) 2. Advantages and disadvantages of owning a compact car.

## Advantages and disadvantages of owning a luxury car.

The correct response is number one because the title of the writing assignment indicates these headings are appropriate. It will not be this easy to arrive at valid major headings for all of your writing assignments.

Let's go on now with the "grouping of ideas under specific headings". Go back to your original list of ideas, and transfer them to their appropriate headings here. If you can derive any minor headings such as "ECONOMY" or "SIZE" that you think are appropriate, then do so.

## ADVANTAGES

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## **DISADVANTAGES**

Here is the grouping of OUR ideas under specific headings. Your grouping of ideas does not have to be like this one. This list of ideas is furnished only as a guide.

## ADVANTAGES

### SIZE ADVANTAGE

They handle well in traffic.

Tire wear is less because weight is less.

### ECONOMY ADVANTAGE

They use less gasoline and oil.

They are cheaper to maintain.

They cost less to license.

## DISADVANTAGES

### SIZE DISADVANTAGE

They are dangerous in a serious accident.

There is insufficient luggage space.

Too small for a large family.

Leg space is cramped.

Tiring on long trips.

They sway in crosswinds.

### ECONOMY DISADVANTAGE

None.

There is our list. Please note that we introduced subordinate headings. This made the task of grouping the ideas much easier. Go on now to the last part of this three-point operation.

After you have derived all of the ideas that you can, and after you have listed the appropriate ideas under major and subordinate headings, the time has come to select a pattern of presentation.

There are four basic PATTERNS OF PRESENTATION used in Army writing. They are these:

1. The TOPICAL or ENUMERATION pattern.
2. The REASON or PROBLEM SOLUTION pattern.
3. The TIME pattern.
4. The SPACE pattern.

We are going to describe each of these patterns. After we have done so, we want you to select the pattern you would use for the writing assignment concerning the advantages and disadvantages of owning a compact car.

#### **1. The TOPICAL or ENUMERATION pattern.**

This pattern consists of a general statement followed by a list of details, examples, quantities, or specifications. All of the support material is arranged in the sequence that provides for the most logical transition from one part to the next.

2. The REASON or PROBLEM SOLUTION pattern.

This is the pattern in which you advance an idea or in which you support a position. The logic of your position is presented along with various forms of support material such as facts or statistics.

3. The TIME pattern.

In this pattern, there is a chronological flow of events or details from one point in time to another.

4. The SPACE pattern.

People, places, things, or events are described through the use of this pattern. To use this pattern, you start at some logical part, point, or position in the thing or event, and you proceed systematically until it is described.

With the patterns of presentation just described, can you choose the one you would use for the writing assignment, "TO COMPARE THE ADVANTAGES AND DISADVANTAGES OF OWNING A COMPACT CAR"?

- 1. The TOPICAL or ENUMERATION pattern.
- 2. The REASON or PROBLEM SOLUTION pattern.
- 3. The TIME pattern.
- 4. The SPACE pattern.

You probably chose number one, but numbers one, two, and four would all be suitable. It would be a little difficult to fit the writing assignment into pattern number three, the TIME pattern.

This completes our study of planning and organizing to write. Before going on to a study of paragraph development, please study the review material that follows.

## REVIEW

1. THERE ARE THREE CRITICAL QUESTIONS THAT THE WRITER MUST ASK HIMSELF IN THE "PLANNING TO WRITE" STAGE. THESE QUESTIONS ARE AS FOLLOWS:

WHY AM I WRITING?

WHO WILL READ IT?

WHAT REACTION DO I WANT MY READER TO HAVE?

2. DURING THE "PLANNING TO WRITE" STAGE, YOU MUST DECIDE UPON AND LIMIT A SUBJECT AREA.
3. "ORGANIZING TO WRITE" CONSISTS PRIMARILY OF THESE THREE OPERATIONS:  
LISTING IDEAS RELATIVE TO YOUR SUBJECT,  
GROUPING RELATED IDEAS UNDER SPECIFIC HEADINGS, and  
SELECTING A PATTERN OF PRESENTATION.
4. THE PATTERNS OF PRESENTATION MOST OFTEN USED IN ARMY WRITING ARE THESE:  
THE TOPICAL OR ENUMERATION PATTERN,  
THE REASON OR PROBLEM SOLUTION PATTERN,  
THE TIME PATTERN, and  
THE SPACE PATTERN.
5. And finally, PARAGRAPHS CONSIST OF RELATED SENTENCES THAT THE WRITER PRESENTS AS A UNIT OF EXPRESSION.

## DEVELOPING EFFECTIVE PARAGRAPHS

You would think that a person who could write effective sentences and who knew all there was to know about transitional devices could write effective paragraphs. Right?

Wrong. To be sure, effective paragraphs require effective sentences and a knowledgeable use of transitional devices, but they require more. They require a knowledge of paragraph parts and how these parts work with each other.

A few pages ago, we showed you a model paragraph similar to this one:

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XXXXXXXXXXXXXX. XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX. XXXXXXXXXXXXXXXXXXXXXXX  
XX.

And we told you that the following statements applied to most paragraphs:

1. Paragraphs consist of one or more sentences.
2. The first line of a paragraph is usually indented.
3. The last line of a paragraph is often shorter than the other

In addition to the above, what else can you say about the model paragraph that is generally true of most paragraphs?

- ( ) 1. It contains three simulated sentences.
- ( ) 2. It is made up of a bunch of X's.
- ( ) 3. It has a beginning, a middle, and an ending.

The last response is correct. Most paragraphs have these three parts, and it is the relationship of these three parts that separates effective paragraphs from ineffective paragraphs.

Which of the following is the best description of an effective paragraph?

- ( ) 1. It is a collection of one or more related sentences in which there has been a conscientious effort to build continuity between the sentences through the use of thematic or mechanical transitional devices.
- ( ) 2. It is a collection of one or more related sentences in which there has been a conscientious effort to relate its beginning to all that follows and to relate all that follows to its beginning.

Response number one describes sentences within the paragraph, but it doesn't say enough. If you are to write effective paragraphs, you must NOT think of them as collections of related sentences grouped into a convenient form called "the paragraph". You don't think of the sentence as a collection of related words grouped into a convenient form called "the sentence", do you? Of course not. The sentence is far too dynamic for such a convenient definition. Well, so is the paragraph.

Try to think of a paragraph as a living and breathing organism in which its well-being depends on the proper functioning of all of its parts.

Even without knowing a lot about automobiles, you could probably guess the function of any one of its parts because you already know and understand the function of the whole vehicle. Well, the same is true of effective paragraphs, and we want to prove that effective paragraphs are not the result of an indiscriminate accumulation of sentences. Just as each part on an automobile has a role to play in its overall operation, each part of an effective paragraph has its contribution to make to the complete paragraph.

On the following page, there is an effective paragraph that has been broken down into its individual sentences. These seven individual sentences have been rearranged into a scrambled order. Your task is to put the paragraph back together again. You will do this by writing the numbers one through seven in the blanks provided to indicate the order of each sentence in the original paragraph.

If the original paragraph really was an effective paragraph, you should be able to identify the order of the sentences with very little difficulty.

Beside each sentence there is a space in which you are to write a number one through seven to indicate each sentence's original order within the paragraph.

( ) All of these are necessary for paragraph unity, because the lead sentence sets the stage for the sentences that follow, the summary sentence concludes the paragraph in some way, and the transitions carry the reader along with the flow of the material.

( ) This is a critical part of the process of organization, and it must be complete before the writer can begin to develop and to refine his sentences.

( ) To achieve unity, the writer must include only that material that relates to the central thought of the paragraph.

( ) The result is a logical and meaningful unit of expression.

( ) Once the writer has isolated the related material, he must then sequence it logically.

( ) A paragraph can be said to possess unity when the reader can advance logically through it without a break in thought.

( ) In developing his sentences, the writer must pay close attention to the development of the lead sentence, the summary sentence, and the transitions between sentences.

When you have the sentences numbered in the order in which they should appear in the paragraph, check your responses on the following page.

Here is the paragraph in its original form:

(1) A paragraph can be said to possess unity when the reader can advance logically through it without a break in thought. (2) To achieve unity, the writer must include only that material that relates to the central thought of the paragraph. (3) Once the writer has isolated the related material, he must then sequence it logically. (4) This is a critical part of the process of organization, and it must be complete before the writer can begin to develop and to refine his sentences. (5) In developing his sentences, the writer must pay close attention to the development of the lead sentence, the summary sentence, and the transitions between sentences. (6) All of these are necessary for paragraph unity, because the lead sentence sets the stage for the sentences that follow, the summary sentence concludes the paragraph in some way, and the transitions carry the reader along with the flow of the material. (7) The result is a logical and meaningful unit of expression.

If you were able to reassemble the paragraph, you were able to only because the paragraph was constructed with a conscientious effort toward relating each part to all of its other parts.

We begin our study of paragraph beginnings on the next page.

## THE PARAGRAPH BEGINNING

The paragraph beginning is a critical part. With the beginning, you set the stage for all that is to follow. The selection and development of an effective lead sentence is very important to the quality of your paragraphs.

Lead sentences for paragraphs are generally called TOPIC sentences. We will call them that too, but we want to go one step further and break topic sentences down into these two types:

1. TOPIC sentences that introduce the paragraph.
2. TOPIC sentences that establish the mood of the paragraph as well as serving to introduce the paragraph.

Here are two topic sentences. Check the one that accomplishes number two above.

( ) 1. I am now a member of the United States Army.  
( ) 2. At last, I am a member of the United States Army.

The correct response is number two. That response seems to reflect a mood of enthusiasm. You would expect to see that same mood reflected throughout the paragraph that follows such a topic sentence.

Here are several more sentences that could serve as topic sentences. Place a check mark beside all those that serve to introduce the paragraph as well as to establish a mood for the paragraph.

- ( ) 1. It is high time this country gave up trying to save an undeserving world from itself.
- ( ) 2. Many sports writers consider baseball to be America's number one sport.
- ( ) 3. A trip to Mexico during the fiesta season is a never-to-be-forgotten event.
- ( ) 4. My childhood was spent in Naches, Washington.
- ( ) 5. A paragraph is a larger unit of expression than the sentence.
- ( ) 6. Is a republic the best form of government for every nation?
- ( ) 7. Girls, bless 'em, are largely creature of habit.

The sentences that serve to establish a mood as well as to introduce the paragraphs are numbers one, three, and seven. Remember this as you write. If your topic sentence communicates a mood, the reader expects and paragraph unity requires that the mood be continued throughout the remainder of the paragraph.

We now go into a study of the paragraph middle, and we will look further at lead sentences there.

## THE MIDDLE OF PARAGRAPHS

The middle of paragraphs is the area in which you support the idea advanced by the lead sentence. For this reason, this area of paragraphs is often called the SUPPORT area. Sentences in this area are called SUPPORT SENTENCES. Which of the following choices does the better job of describing the development of support sentences?

- ( ) 1. Support sentences are developed as logical extensions of the lead sentence. They must relate to and advance the idea of the lead sentence.
- ( ) 2. Support sentences are developed in the same subject area as the lead sentence. They are made to relate to the lead sentence through transitional devices.

Choice number two describes a narrow and all-too-common view of support sentences. The correct choice is number one.

Here are two topic sentences that you have seen before.

I am now a member of the United States Army.

At last, I am a member of the United States Army.

On the following page, we give you two examples of support sentences. Your task is to match the correct support sentences with the correct lead sentence. Write the correct lead sentence in the space provided.

Using the two lead sentences just shown you, match them with the correct support sentences.

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Although my experiences in the business world have been varied and numerous, none of these experiences have prepared me for this membership. My membership in the Army, then, can be considered the most recent in a long series of employment accidents that began when I picked cotton on my daddy's farm.

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Although my experiences in the business world have been varied and numerous, none of these experiences has been more than an annoying interlude in my pursuit of an Army career. My membership in the Army is a dream come true, and I am sure the Army can use my cottonpicking experience.

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The first sentence, the simple topic sentence, goes with the straight exposition of facts in the first collection of support sentences. The second topic sentence with its mood of enthusiasm goes with the enthusiastic mood of the second group of support sentences. When properly matched, these support sentences become logical extensions of their lead sentences.

Here is a short paragraph that you have seen before. When you first saw it, it was an effective paragraph. It no longer is because we have modified it slightly. Read it, and tell us what is wrong with it.

Texas is a hunter's paradise. Fox, quail, and other small game abound in the piney woods of East Texas. In the High Plains of northwest Texas, coyotes, jack rabbits, and prairie dogs challenge the hunter who prefers the wide open spaces. In the South Texas hill country, numerous small lakes and rivers invite the angler to try his hand at catching bass and trout. In the hills and dry washes of West Texas, the hunter must be constantly alert for desert cats and rattlesnakes as he stalks wind goats and sheep. There is probably no other place in the world in which a diversity of game is so near at hand as in Texas.

We know that the sentence about fishing shouldn't be in that paragraph about hunting. We want you to tell us WHY it shouldn't be there. Tell us in these spaces.

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Check the accuracy of your response on the following page.

You should have said something similar to either of the following statements:

The sentence on fishing is not a logical extension of the idea advanced by the lead sentence.

or

The sentence on fishing destroys the logical continuity of the paragraph.

Here is the sentence on fishing. Could this sentence be rewritten in such a way that it could be made to be a logical extension of the lead sentence and STILL BE ABOUT FISHING? Suppose you try your hand at it.

In the South Texas hill country, numerous small lakes and rivers invite the angler to try his hand at catching bass and trout.

Rewrite the sentence here.

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One of the many ways that it could have been done is to include something about hunting or the hunter in the sentence on fishing.

Like this:

In the South Texas hill country, numerous small lakes and rivers invite the hunter to lay his gun aside and try his hand at catching bass and trout.

Ideally, the reference to fishing should be reserved for another

paragraph, but we wanted to make the point that you MUST reexamine your sentences periodically to make certain that they belong in the paragraph in which you have placed them. If they do not, you must either rephrase them, change their position, or they may be better modified or removed entirely.

Remember these things:

1. Support sentences must be logical extensions of the idea advanced by the topic sentence.
2. Support sentences must advance the thought of the topic sentence.
3. Support sentences must be logically sequenced and coherent to the reader.

Go on to a study of paragraph endings.

## THE PARAGRAPH ENDING

Most paragraphs have a summary sentence, and, contrary to what the name suggests, summary sentences do not always summarize. A summary sentence can, in fact, serve any one or all of these functions within the paragraph:

1. Restate the idea in the topic sentence in order to strengthen the impact of the idea on the reader.
2. Serve as a transition to a subsequent paragraph.
3. Summarize the material presented in the paragraph.

Here is a summary sentence. See if you can tell which, if any, of the three functions this sentence is performing. Check one or more of the responses that follow.

And that, dear reader, is why the world will end at precisely noon on the fourteenth of December.

- ( ) 1. It restates the idea advanced by the topic sentence.
- ( ) 2. It summarizes the material in the paragraph.
- ( ) 3. It serves as a transition to a subsequent paragraph.
- ( ) 4. There is no way of knowing what its function is.

The correct response is number four, but it sure would be interesting to see the paragraph, wouldn't it? You can guess that the topic sentence was about the end of the world, but there is no way of knowing for sure. You can, however, often tell which of the three functions the summary sentence is performing when it is seen in the presence of the topic sentence. Here is an example:

#### THE TOPIC SENTENCE

Nineteenth century novelists often wrote in the "triple-decker" (three volume) form because their audience was attuned to reading aloud.

#### THE SUMMARY SENTENCE

Although Dickens and Thackery, as we have seen, found this form to be satisfactory, Joseph Conrad, for reasons we shall examine, did not.

Which of the three functions is the summary sentence above performing? You may check more than one response.

- 1. It restates the topic sentence.
- 2. It summarizes the material in the paragraph.
- 3. It serves as a transition to a subsequent paragraph.

The correct responses are numbers two and three. Apparently, Dickens and Thackery were discussed in the missing support material, and Joseph Conrad is about to be discussed. It is not always necessary to see the support material to know that it is being summarized by an EFFECTIVE summary sentence.

Here is your last exercise in identifying the function of a summary sentence.

#### THE TOPIC SENTENCE

Current top-level management strategy centers on the improvement of the decision-making capability.

#### THE SUMMARY SENTENCE

This aspect of management strategy, the delegation of authority, should improve decision-making capability, and it is this aspect of management strategy that we will discuss next.

Which of the three functions is the summary sentence above performing? You may check more than one response.

- 1. It restates the topic sentence.
- 2. It summarizes the material in the paragraph.
- 3. It serves as a transition to a subsequent paragraph.

It is doing all three. You should have checked all three responses.

Remember these things:

1. Summary sentences are not REQUIRED, but paragraphs are usually more effective with them.
2. Summary sentences do one or more of these things: restate the idea of the lead sentence, summarize the material, and effect a transition to a subsequent paragraph.

As a final part of the study of paragraph parts, we want to take you through an exercise in which you develop a paragraph about some period during your life. We have chosen this subject because it is, obviously, the one about which you know the most.

Let's begin by developing the topic sentence. In the space that follows, write an effective topic sentence ABOUT A PERIOD DURING YOUR LIFE that you would want to develop a paragraph on. Some typical lead sentences might be these:

"My earliest memories are of . . . ."

"I was not a happy child in . . . ."

"My last two years in high school were . . . ."

"My day at the recruiting office was . . . ."

Develop your topic sentence here. Think about the organization of your paragraph as you develop this lead sentence.

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Now, stop. Does the lead sentence you just developed communicate a mood? If it does, that mood has to be reflected in your paragraph. If it does not, stick to a straight exposition of facts in your paragraph.

On the page that follows, there is a check list to guide the development of your support sentences.

In this space, write FOUR support sentences to follow the lead sentence you just developed. Remember that these four sentences must be logical extensions of the idea advanced by the lead sentence. AFTER you have the sentences written, evaluate them against the check list that follows.

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-Which of these transitional devices did you use between your sentences? ( ) Thematic ( ) Key words and phrases ( ) Parallel construction

-Is the internal punctuation, if any, correct? ( ) Yes ( ) No

-Did you consciously attempt to control the emphasis within your sentences? ( ) Yes ( ) No

-Do your sentences contain a judicious mixture of the active and passive voices? ( ) Yes ( ) No

-Are your support sentences logical extensions of the lead sentence? ( ) Yes ( ) No

- Is the paragraph in your own writing style? ( ) Yes ( ) No

Now we want you to develop a summary sentence for your paragraph.

The summary sentence should do these things:

Summarize the material in the paragraph and

Serve as a transition to a subsequent paragraph.

Although you will not write a subsequent paragraph at this time, plan one that could logically follow this paragraph. This will make it possible for you to write the summary sentence that will effect the transition to the planned paragraph.

Write your summary sentence here.

1. *What is the name of the author of the book you are reading?*

Go back and review your entire paragraph. Use the check list that follows to help you in this review.

-Is all of the material in the paragraph relevant to the subject area? ( ) Yes ( ) No. If it is not, remove it or modify it.

- Do the three parts of your paragraph, the beginning, the middle, and the ending, work together as a unit? ( ) Yes ( ) No. If they do not, modify the parts to make them work together.
- Before you began to write, did you ask yourself who would read your writing and what reaction you wanted your reader to have?

## WRITTING EFFECTIVE PARAGRAPHS

This, the last section in the text, is the shortest section for an obvious reason. We can give you the tools with which to write effectively, but the rest is up to you. "Writing effective paragraphs" is a highly individualized operation. To see how well you can apply all that you have learned from this text, we have one last writing assignment for you. Since your learning gain in this text will be based primarily on how well you do in this last exercise, we ask that you take your time and write as well as you know how to.

You are to write a paragraph that consists of the following elements:

1. The lead sentence that we furnish below,
2. Four support sentences that are logical extensions of the lead sentence, and
3. A summary sentence that restates the idea advanced by the lead sentence.

Here is your lead sentence. Complete your paragraph here and on the following page.

I am pleased to be attending the United States Army Primary Helicopter School.

Continue your paragraph here.

Here is only one of many ways in which the paragraph could have been written. We offer this paragraph as a guide only. Yours could be entirely different and still qualify as effective writing.

I am pleased to be attending the United States Army Primary School. Attendance at a resident school has much to offer. It is only in attending a resident service school that an officer can benefit from sharing the learning experience with fellow students. It is only in sharing the learning experience that the knowledge gained can be put into its proper perspective. The close association with fellow officers, staff, and faculty members is as much a part of the curriculum as classroom work and lectures. These things, then, the association with other individuals and the insight gained from these associations, serve to convince me that I am fortunate to have been selected to attend the United States Army Primary Helicopter School.

This concludes the text on Effective Writing. We hope that this text represents a profitable learning experience to you, and we wish you many years of effective writing.