

PARAGRAPH ORIENTATION

1) CHRONOLOGICAL ORIENTATION

-provides movement from one event or item to the next within time

EX:

First, purchase a hammer and nails from a local hardware store or framing shop. Second, use your visual acuity to visually balance the picture on the wall. You may have to have a partner help you. Third, use a pencil to draw a point on the wall, where you plan to insert the nail. Fourth, grasp the nail firmly between your thumb and index finger. Fifth, use the hammer to push the nail into place. And, sixth, hang your picture. You may need to adjust the picture and/or the nail depending on the slant and texture of the wall.

2) GENERAL-TO-SPECIFIC ORIENTATION

-provides general information first and moves towards specific information; typically, the topic sentence comes at the beginning of the paragraph.

EX:

Pests need to be dealt with in a humane way. Rats, mice, and insects are all considered pests. For years, the prominent ideal was to use pesticides and other poisons to eradicate pests. However, in hindsight, many consumers have discovered that they were unknowingly affecting their own environments. Therefore, the best policy for dealing with pests may be finding humane ways of eradicating them.

3) SPECIFIC-TO-GENERAL ORIENTATION

-provides specific information first and moves towards general information; typically, the topic sentence comes at the end of the paragraph.

EX:

Go out and have fun! People have been riding the slopes of ski resorts for years. Snowboarding is very different from skiing and allows for a different type of movement. People can ride a variety of snowboards and purchase a variety of different types of accessories for snowboarding. Regardless, snowboarding is a fun and exciting sport.

4) QUESTION AND ANSWER ORIENTATION

-provides a question (or a series of question) and an answer directly beneath.

EX:

What is the meaning of life? Many scholars and philosophers have proposed an answer to this age-old question. The answer is never quite attainable, since the answer is actually individual. Many psychologists have suggested that individual intent and a sense of purpose actually point to meaning on an individual basis. For example, a person may be good at a task and/or talent and follow that talent into a career. Thus, the task/talent becomes the meaning of life. Another person may find the meaning of life in finding satisfaction in being a parent. And, still, another person may find meaning in a profession, such as being a doctor, a teacher, a policeman, or a firefighter. Regardless, the answer is almost as perplexing as the question.

5) ENDING-QUESTION ORIENTATION

-provides an supporting information yet ends with questions (usually, rhetorical questions or questions of implementation/application).

EX:

Driving in inclement weather can be dangerous. Snow, rain, and ice can affect a driver's traction, and affect their ability to steer. Thus, many drivers who brave inclement conditions may face the potential for accident and even injury. So, why not require better regulations on tires? Why not spend more money to focus on amending road conditions when the weather is not satisfactory?

6) CLIMATIC ORIENTATION

-provides a movement of ideas which leads to a climatic ending or to climatic details towards the ending of the paragraph.

EX:

Sexually Transmitted Diseases have been around for centuries and have affected teens just as much as adults. However, teens are suffering from Sexually-Transmitted Diseases at an alarming rate. Cases of Chlamydia, Syphilis, AIDS, HIV, Hepatitis, and Gonorrhea have increased at an alarming rate. In fact, the Centers for Disease Study have projected cases to double, possibly even triple in the next year. Those projections contain estimates that 1 in 3 individuals could have an STD.

7) SPATIAL ORIENTATION (for Referential and Narrative Writing)

-focuses on describing details from the outside perspective towards the inside perspective -or- from the surface elements towards deeper elements - or- from a macroscopic view to a microscopic view -or- from behind an object to the front of it; this orientation may reverse directions or cover other types of movement spatially.

EX:

The outer membrane of a cell (sometimes called the Cell Wall) is comprised of a double layer of lipids. Beyond the membrane is the cytoskeleton, the filaments and microtubules which act to hold the shape of the cell. Pushing inward towards the center of the cell, one can find the organelles of the cell (tiny organs of the cell) surrounded by cytosol, a gelatinous fluid that fills the cell. Organelles, either anchored to the membrane or free-floating in the cytosol, include mitochondria, chloroplasts, ribosomes, the endoplasmic reticulum, the Golgi apparatus, lysosomes, and vacuoles. At the center of the cell is the core of the cell, the nucleus. Inside the core, one can find the cell's chromosomes.

8) BLOCK ORIENTATION (for Business, Technical, and Digital Writing)

-uses block-style formatting (no indentation is required) and may exist in few lines than conventional paragraphs; blocks are used in letters, memos, proposals, and other forms of business and technical writing.

EX:

Welcome to the Maycon Corporation! Enclosed you will find a new employee handbook. This handbook contains all of the policies and procedures which you will need for orientation. Be sure to read the entire text from start to finish. Finally, make sure to arrive promptly on the day of your orientation. We hope you will enjoy working with us.

9) DIALOGUE ORIENTATION (for Narrative Writing, Creative Writing, etc.)

- shows dialogue (or conversation) between characters/speakers/subjects. Dialogue-based orientation may take the conventional paragraph's content and break the individual lines into individual paragraphs (showing one speaker delivering words then another delivering words). Indentations and the separation of lines are used to show who is speaking first, second, and so forth. The lines are consistently broken to welcome the next speaker.

EX:

The student spoke in an angry and insolent tone, "I am not very satisfied with my grade." His face looked emotional with acute instances of rage then concern.

The professor replied, "I understand that you are not satisfied with your grade; however, you did not come to class; you did not come prepared; and, you did not do your homework. What were you expecting?"

The student muttered, "Well, I wanted an 'A', because that's what good students receive."

The professor glanced down then straight into the student's eyes, "Well, what makes you think that you are a good student, especially if you did almost nothing for a grade?"

"Well, I thought that if I attended class and smiled, you might give me a good grade. It worked in high school" the student said quietly. The student backed away from the professor's desk. The student paused. He walked over to the window staring out into the quad. He began to contemplate the differences between college and high school. He realized that he had made a grave mistake in assuming that the two worlds were similar.

Note: The details and context surrounding the character/speaker/subject may be added to the line to produce a much longer individual paragraph (as seen in the last paragraph/lines of this exchange/conversation).

-OR-

Dialogue may be written into a conventional paragraph if the exchange is short.

EX:

Mary looked perplexed with the math problem. However, Jim knew that she could solve the equation. "What do you think you need to solve the problem?" asked Jim. "Well, I may need to use the quadratic formula," she replied. "Well, then do it," he insisted. She completed the problem and raised herself up from the table and proclaimed, "I did it." "You did... I told you that you could do it, Mary!" Jim remarked.