

TYPES OF PARAGRAPHS (CONTENT)

1. ILLUSTRATIVE/SUPPORTIVE (Facts and Commentary)

-provides facts and commentary to support the thesis of a paper, using a topic sentence and supporting sentences this paragraph supports a larger essay structure. Typically, this type of paragraph provides one point of support.

2. NARRATIVE

-provides or describes a sequence of events from the first-person point of view
-or, discusses personal subject matter from the first-person point of view

EX:

One day, my son was really sick. He woke up feeling very tired and had a very sour stomach. He did not want to eat his breakfast, and he did not eat lunch. We would not drink anything. I asked him how he felt, and he said, "I have a pain in my stomach." I asked him to describe the pain. He mentioned that "It felt like a nail was stabbing his belly." So, I asked him if he had made any movements. He said "no." So, I took him to the hospital. The doctor examined him and recommended a scan of his intestines. After the scan was complete, the doctor returned and said "Your son has a bowel obstruction... luckily, it is not serious. We will give him some medicine which will help to relieve the obstruction and monitor him afterwards." He took the medicine, and after a few minutes asked to be taken to the restroom. After about twenty minutes of moaning and groaning, he returned and said, "I feel much better."

3. DESCRIPTION

-provides a description of topics

+Subjective -> Uses the author's own thoughts, biases, and emotions (uses first-person)

EX:

Fish are slimy, scaly things which swim in the water. They have protruding eyes on either side of their flat, bulbous bodies, which reminds me of keyholes on either side of a door. Then, they have these rubber-like fins on the top, sides, and back of their bodies, which helps them to swim gracefully through the ocean. I like how fish swim in groups. People call these schools. But, I don't see a teacher anywhere. Is there even a leader, or do they use some kind of mental power to say turn left, turn right, go up, go down, or swim straight? Finally, they taste wonderful.

+Objective -> Attempts not to use the author's own thoughts, biases, or emotions (uses third-person)

EX:

Fish are aquatic animals, which live in salt-water or fresh-water. Most fish are vertebrates, contain tiny skeletons, and are ectothermic or cold-blooded. Most fish are covered with scales and have fins to serve them in propulsion and direction. They use gills to convert water into oxygen; moreover, they are able to exist in shallow water and very deep depths (where they are subjected to pressure most humans could not tolerate). Finally, they maintain

many of the same anatomical systems which humans possess, including respiratory systems, circulatory systems, and digestive systems.

4. COMPARISON (Similarities)

-explores similarities between two topics/subjects

EX:

Daedalus and Icarus share similarities with Pinocchio and Geppetto. Daedalus and Icarus undertook the feat of escaping Minos by wearing wings of feathers and wax and flying. Daedalus was the older and the wiser one, just as Geppetto was older and wiser. Although young, Icarus and Pinocchio both failed to listen to the elders. Icarus flew too high causing his wings to melt in the hot sun, which caused him to fall into the ocean. While Pinocchio did not listen to his father, and he failed to go to school. As a result, both Icarus and Pinocchio fall prey to foolishness for not obeying their father's wishes.

5. CONTRAST (Differences)

-explores differences between two topics/subjects

EX:

The stories of Daedalus and Icarus and Pinocchio are very different. The story of Daedalus and Icarus is a story from ancient Greece, while Pinocchio is a story from Tuscan folklore. The stories have very different outcomes. Icarus dies as a result of not listening to his father. While in the other story, Pinocchio does not die, but he encounters some perilous circumstances as a result of not listening to his father.

6. PROCESS (Step-by-Step)

-identifies the steps/tasks involved in completing a process

EX:

To properly change a tire, you must adhere to the following procedure: Remove the jack and the wrench from the trunk. Next, remove the hub from the flat tire. Loosen the nuts on the tire. Do not remove them. Then, slide the jack under the car. Make sure the jack is in a secure position. Press the level on the jack to elevate the car to an adequate height. Remove the nuts, and remove the tire. Place the new tire in its place. Place the nuts onto the bolts, and tighten the bolts. Press and hold the level on the jack to return the vehicle to the ground. Finally, remove the jack from underneath the car.

7. DEFINITION

-provides a single definition which is expanded into more specific detail (discussing qualities).

EX:

A bicycle is a bi-pedal locomotion device. However, bicycles are much more than two pedals. A bicycle has a metal frame which allows the pedals, gears, and steering apparatus to be connected to it. The pedal provides force which pulls the chain and allows the gears to turn. The combination of motion allows for the tires to turn and produces motion to the rider. The rider can control his direction by turning the steering apparatus left or right. In addition, on most bicycles, pushing the pedals counterclockwise produces motion in the opposite direction.

8. CLASSIFICATION

-allows different components of a topic to be explained.

EX:

The radio show explains three types of political spaces: the conservative space, the liberal space, and the moderate space. Conservative spaces tend to foster groups of people who want "things to stay the same." They like what they are doing, how they are living, and want things to remain. Liberal spaces tend to foster groups of people who want "things to change." They want things to progress, to change, and to see movement. Finally, moderate spaces tend to foster groups of people who want to see the best of conservative and liberal spaces. They seek conservation and change when appropriate.

9. CAUSE AND EFFECT

-provides the reader with details about the cause and the effect; you may choose to inverse the sections (put the effect first, then the cause).

EX:

Global warming is an important occurrence to consider in the coming years. Global warming refers to the idea of increasing temperatures on the surface of the Earth. Global warming is thought to be caused by the release and prevalence of green house gases in the atmosphere. The effect of these gases is cause a rise in the annual temperatures recorded by scientists. These increases are causing substantial melting of Arctic and Antarctic glaciers, reducing streams and the presence of fresh water on land, and may result in the extinction of particular species on the planet.

10. PROBLEM AND SOLUTION

-discusses the problem/concern, then provides the solution/recommendation for solving the problem.

EX:

The presence of religious undertones in many public laws is problematic and needs to be addressed. Many laws contain religious interests, which are loosely translated into a basis for morality. Laws should only be made which help to provide for the happiness and safety of all citizens (e.g. protection from mental and bodily harm, from loss of property, etc). However, some civil and even regional laws which require limitations on stem cell research, requiring businesses to close on holy days, or which prohibit same-sex marriage are reprehensible. Encouraging secular government may help to provide the greatest good for all citizens and for the economy. Allowing Stem-Cell research allows for more medical treatments to be investigated; allowing businesses to be open all days of the week encourages much needed commerce; and, same-sex marriages allow for the happiness of all citizens regardless of sexual orientation.

11. ANALOGY (Example of Similar Circumstances/Conditions/Contexts/Concepts)

-provides a method of comparing a subject to something else familiar to the audience.

EX:

Eliminating employees is detrimental to the morale of the workplace. This situation is similar to losing a limb. While the rest of the body can function, something always seems to be missing. This missing component may help the organism to maintain a sense of balance and even help it to accomplish particular things which support the organism. Therefore, eliminating employees might not be a good thing.

12. DIVISION

-provides a listing and an explanation of the parts, sections, or properties of a single place, thing, concept, or condition.

EX:

The human body is broken into eleven main systems: the musculoskeletal system, the cardiovascular system, the reproductive system, the lymphatic system, the digestive system, the endocrine system, the integumentary system, the immune system, the urinary system, the respiratory system, and the nervous system. The musculoskeletal system includes bones, joints, and tendons. The cardiovascular system includes veins, arteries, and capillaries. The reproductive system includes reproductive organs. The lymphatic system includes lymphoid tissue and lymphatic artifacts. The digestive system includes the stomach, pharynx, esophagus, mouth, the small intestine, the large intestine and the anus. The endocrine system includes the glands which regulate hormones and other chemicals in the body, including the adrenal gland, the thyroid gland, the pancreas, ovaries, and testes. The integumentary system includes all layers of skin on the human body. The immune system includes all organs and cellular activity responsible for fighting off disease. The urinary system includes the kidneys, bladder, and the urethra. The respiratory system includes the lung, the heart, and any respiratory muscles. And, the nervous system includes the brain, the nerves, sensory organs, and any organs processing electrical impulses.