EFFECTIVE BODY PARAGRAPHS:

- What do you know about body paragraphs? What do they need? Write down at least 3 ideas.
  1.
  2.
  3.

- What is a topic sentence? What do you know about these? Write down at least 3 items here.
  1.
  2.

- How many sentences might a point ("P") or topic sentence be?

- Do topic sentences go beyond fact to something one can prove?

- Do they go beyond the obvious to present an interesting/provocative point?

- How many paragraphs might you need to support a topic sentence?

An easy way to remember the components of a body paragraph: P. I. E.
The P.I.E. Paragraph

To write effective paragraphs in analytical essays, writers usually include several key elements—sentences that make clear **points** (often as topic sentences in the beginning of paragraphs) and sentences that **illustrate** and **explain** those points. To fully develop their clear points, writers must provide illustration—detailed experiences, observations, facts, statistics, information gathered from books, movies, interviews, the Internet—in order to show readers that the writer’s point is reasonable and is supported by factual information. But making points and illustrating them is not enough. Writers must also make connections for their readers. Writers have to **explain** what the facts and statistics show. If a writer uses her experience or something she has read to **illustrate** her point, she still must **explain** what her illustration shows. If she has used a quote or paraphrased another writer to support her point, she still must discuss what the quote means, or explain how the paraphrase connects with her point. While **points**, **illustrations**, and **explanations** all work together in strong paragraphs, they do not always appear in the same sequence or to the same degree in every paragraph. There is no formula for good writing.

### Definition of a topic sentence/point:

**A)** It might take you **more than one sentence** to express your point and that is just fine.

**B)** You definitely want your topic sentence to be **clear AND to go beyond fact, beyond something you’d find on Wikipedia to something you can prove, something that is interesting and can be argued for.**

**C)** You might also think of your topic sentence as being something you can support in a paragraph or two.

### A Sample Paragraph

Even though many of us lead extremely busy lives trying to balance work, school, family, *Facebook* allows its busy users to remain updated on their “friends” lives, helping many retain human connections electronically. We all know in order to be healthy people we
must take care of our physical, mental, and social selves, but many days we barely have time to get to one of these, but Facebook gives us a chance to be social, to connect any time of day—at 8 am waiting for a bus or at 11pm when we are getting off work. We can check what our friends have posted and of course post ourselves. I enjoy seeing that my uncle uploaded a picture of my grandfather as a baby in 1915 or that my friend Megan wrote, “Beautiful moon this morning...almost makes it worth being up at dark-o’clock.” These posts allow me to see what my friends are up to, to comment on their activities or musings; our virtual conversation is an opportunity to connect with each other. Critics of social networking sites claim that knowing what your friend had for breakfast or dinner or if he/she has a cold is downright silly, but I think this is shortsighted. Upon further inspection, I find something quite different, a connection to my friends that I’ve never had before. Clive Thompson in “Brave New World of Digital Intimacy,” discusses this very issue. He writes, “Each little update—each individual bit of social information—is insignificant on its own, even supremely mundane. But taken together, over time, the little snippets coalesce into a surprisingly sophisticated portrait of your friends’ and family members lives, like thousands of dots making a pointillist painting (3).” Of course if we take just one of these dots—my friend’s current favorite album—it’s fairly meaningless, but when you look at ALL the dots on a page, and there are many, you can see a well-rendered painting. I realize Facebook doesn’t replace face-to-face interactions, but I feel lucky to have a tool like Facebook when my days are full.

➢ Now, label the parts of this body paragraph with PIE. You’ll notice that every sentence has a purpose in this paragraph and that the paragraph is focused on ONE idea/point.

P. Does topic sentence satisfy all the criteria for an effective topic sentence or “P” from the box above? Why or why not?

I. Is there ample support so that you are convinced of the point? What is each piece of “I” suggesting? What kinds of support are presented? Label each piece of evidence.

E. Mark what else is left in the paragraph? What is it? What function does it serve? Do you need more of it or has the writer fully explained what the evidence/support is suggesting?
Read the following paragraphs. Identify which generation you belong to by year of birth.

Generations at Work and School

I am:

___ A **Traditionalist.** I was born sometime between 1925-1942 and may have experienced the Great Depression and World War 2. I am practical, committed to my work to the extent that I may have to sacrifice family and friends for the sake of my job. I am respectful of authority, willing to go the extra mile, and benevolent. I have difficulty with change and am uncomfortable with conflict.

___ A **Baby Boomer,** born between 1943-1960. I am optimistic, possessed of a driven work ethic, willing to pay my dues and expecting others to do the same. I believe in participative management, am team-oriented, develop long-term friendships from relationships formed at work, like the status that comes with my job, and look forward to retirement. I am not naturally oriented toward budgets, am uncomfortable with conflict, emphasize process over product (which many see as a weakness), and have been told I am self-centered.

___ A **Generation X-er,** born between 1961-1981. I take my work seriously, but am not willing to sacrifice family and friends for my job. I seek work/life balance, am goal oriented, have no time for office politics, am self-reliant and do not view authority or status with any particular reverence. I am loyal to people within the company over the company, believe that competence carries more weight than age, am financially savvy, and seek a sense of family at work. I have underdeveloped people skills, am impatient, unwilling to buy into the “pay your dues” mentality, inexperienced, cynical, and skeptical.

___ A **Nexter/ Millennial/ Echo-Boomer.** I was born between 1982-2001. I am optimistic, driven, socially committed, and team-oriented. I am an initiator who is curious, flexible, and collaborative. I have a high self-esteem, am technologically knowledgeable, possess a global outlook, am well educated, self-reliant, adaptable, focused, demanding and loyal. I am also somewhat contrary, impatient, audacious, unwilling to pay dues, inexperienced, and in need of structure and supervision.
Focus Your Point (P in PIE)

Possible Points:

1. My generation is like me in some ways, but unlike me in other ways.

2. Even though I’m a part of Generation X, known for its media obsession, I like reading instead of TV.

Which of the above points is better and why?

Possible Points:

1. The Baby Boomer generation, of which I am a member, is made up of hard-working and ethical people.

2. Because I am part of the hard-working and ethical Baby Boomer generation, I have always succeeded in the workplace.

Which of the above points is better and why?

Write your own Point:

Write a point about why you are typical of your generation or why you are not typical: