

## A Formula for Analytical Writing (Simplified)

### TERMS – The Building Blocks of Paragraph Writing that can be used in Many Different Writing Assignments

<b>THESIS</b>	<i>The one or two sentences (usually in the introduction) which clearly explain(s) what the essay is about and/or what its goal will be.</i>
<b>TOPIC SENTENCE (TS)</b>	<i>The guiding sentence of a body paragraph. <b>Strongly recommended to be first</b>; this sentence should clearly create the purpose or main point of the body paragraph. It is best if the TS is an opinion and not a statement of fact!</i>
<b>CONCRETE DETAIL (CD)</b>	<i>The factual information in the paragraph that supports a Thesis or Topic Sentence. The concrete detail may be a personal story, a story from history, scientific data, a quote from a novel, etc. The most important part of concrete detail is that it is <b>CONCRETE</b> – some information most people agree about.</i>
<b>COMMENTARY / ANALYSIS (C)</b>	<i>Commentary is the explanation of how the CD proves the TS. In other words, it is the analysis or the thinking of the student. For Students, the Commentary can help prove to the reader that the writer knows what they are talking about.</i>

#### Terms in Action –A short preview and a failsafe (but not creative) essay structure.

*Benny will be an excellent candidate for Class President. (TS) For example, he has already been a Class Treasurer for one year. (CD) Since he has not been in Student Government for very long, he will not likely be as lazy as someone who has been there for longer. (C) He will feel he must work harder than his opponent, Samantha, who has been Class President for three years. (C)*

*Benny will not be an excellent candidate for Class President. (TS) For example, he has already been a Class Treasurer for one year. (CD) One year as Class Treasurer is not enough time to understand what it takes to be a Class President. (C) A Class President must have more experience to be good at their job. (C)*

**NOTICE:** The above two paragraphs take opposite points of view **BUT USE THE SAME CD**. The idea is only proven by the commentary. **CDs alone cannot prove anything!**

If you get stuck writing a paragraph response or an essay, fall back to the formulas below:

	Paragraph Response	Essay Response
<b>Intro</b>	--	"Background → Thesis" <u>OR</u> "Thesis → Background"
<b>Body P1</b>	TS, CD, C, C,	TS, CD, C, C,
<b>Body P2</b>	--	TS, CD, C, C,
<b>Body P3</b>	--	TS, CD, C, C,
<b>Conclusion</b>	--	Thesis resaid, C, C, C

\*\*\*This step-by-step process requires a minimum of four sentences per paragraph but up to eight could also work if you have more Concrete Details or Commentary.

#### Transitions Words to Connect Ideas

~ Notice words and expressions that indicate connections between ideas:

- **Adding a point to one already made**; in addition, furthermore, also, besides, beyond that, for one thing/for another, first/second/third.
- **Agreeing to an idea your opponent said**; certainly... but, it is true...but, no doubt, to be sure, admittedly
- **Comparing**; likewise, similarly, in the same way
- **Contrasting or introducing a counter claim**; however, nevertheless, on the other hand, even though, instead, despite, on the contrary.
- **Giving examples**; for example, for instance, as a case in point, in particular, such as
- **Agreeing but not completely**; perhaps, maybe, it is possible that, possibly
- **Emphasizing**; above all, most important, surely, indeed
- **Concluding**; In conclusion, in the end, therefore, as a result, clearly, in brief, on the whole, to summarize