

Say, for example, that you are going to argue that "American fearfulness expresses itself in three curious ways: A, B, and C." In this case, the reader understands that you are going to have three important points to cover, and that these points will appear in a certain order. If you suggest a particular ordering principle and then abandon it, the reader will feel betrayed, irritated, and confused.

ALTERNATIVES TO THE THESIS SENTENCE

Sometimes, the purpose of a piece of writing is not to make a claim but to raise questions. In this case, the thesis sentence might take other forms, i.e. the **thesis question**.

The Thesis Question

Not every piece of writing sets out to make a claim. If your purpose as a writer is to explore, for instance, the reasons for the 9/11 attacks (a topic for which you are not prepared to make a claim), your thesis might read: "What forces conspired to bring these men to crash four jetliners into American soil?"

You'll note that this question, while provocative, does not offer a sense of the argument's structure. It permits the writer to pursue all ideas, without committing to any. While this freedom might seem appealing, in fact you will find that the lack of a declarative thesis statement requires *more* work: you need to tighten your internal structure and your transitions from paragraph to paragraph so that the essay is clear and the reader can easily follow your line of inquiry.

WILL THIS THESIS SENTENCE MAKE THE GRADE? (A CHECK LIST)

In the end, you may have spent a good deal of time writing your thesis and still not know if it's a good one. Here are some questions to ask yourself.

- ✓ Does my thesis sentence attempt to answer (or at least to explore) a challenging intellectual question?
- ✓ Is the point I'm making one that would generate discussion and argument, or is it one that would leave people asking, "So what?"

- ✓ Is my thesis too vague? Too general? Should I focus on some more specific aspect of my topic?
- ✓ Does my thesis deal directly with the topic at hand, or is it a declaration of my personal feelings?
- ✓ Does my thesis indicate the direction of my argument? Does it suggest a structure for my paper?
- ✓ Does my introductory paragraph define terms important to my thesis? If I am writing a research paper, does my introduction "place" my thesis within the larger, ongoing scholarly discussion about my topic?
- ✓ Is the language in my thesis vivid and clear? Have I structured my sentence so that the important information is in the main clause? Have I used subordinate clauses to house less important information? Have I used parallelism to show the relationship between parts of my thesis? In short, is this thesis the very best sentence that it can be?

WHAT ELSE DO YOU NEED TO KNOW ABOUT THESIS SENTENCES?

A good thesis usually relies on a strong introduction, sharing the work.

As your writing becomes more sophisticated, you will find that a one-sentence thesis statement cannot bear the burden of your entire argument. Therefore, you will find yourself relying increasingly on your introduction to lay the groundwork. Use your introduction to explain some of your argument's points and/or to define its terms. Save the "punch" for your thesis. For more information about creating good introductions that can support your thesis sentences, see [Introductions and Conclusions](#) elsewhere in this website

(http://www.dartmouth.edu/~writing/materials/student/ac_paper/develop.s.html.)

What is a paragraph?

A paragraph is a collection of related sentences dealing with a single topic. Learning to write good paragraphs will help you as a writer stay on track during your drafting and revision stages. Good paragraphing also greatly assists your readers in following a piece of writing. You can have fantastic ideas, but if those ideas aren't presented in an organized fashion, you will lose your readers (and fail to achieve your goals in writing).

The Basic Rule: Keep One Idea to One Paragraph

The basic rule of thumb with paragraphing is to keep one idea to one paragraph. If you begin to transition into a new idea, it belongs in a new paragraph. There are some simple ways to tell if you are on the same topic or a new one. You can have one idea and several bits of supporting evidence within a single paragraph. You can also have several points in a single paragraph as long as they relate to the overall topic of the paragraph. If the single points start to get long, then perhaps elaborating on each of them and placing them in their own paragraphs is the route to go.

Elements of a Paragraph

To be as effective as possible, a paragraph should contain each of the following: **Unity**, **Coherence**, **A Topic Sentence**, and **Adequate Development**. As you will see, all of these traits overlap. Using and adapting them to your individual purposes will help you construct effective paragraphs.

Unity

The entire paragraph should concern itself with a single focus. If it begins with a one focus or major point of discussion, it should not end with another or wander within different ideas.

Coherence

Coherence is the trait that makes the paragraph easily understandable to a reader. You can help create coherence in your paragraphs by creating logical bridges and verbal bridges.

Logical bridges

- The same idea of a topic is carried over from sentence to sentence
- Successive sentences can be constructed in parallel form

Verbal bridges

- Key words can be repeated in several sentences
- Synonymous words can be repeated in several sentences
- Pronouns can refer to nouns in previous sentences
- Transition words can be used to link ideas from different sentences

A topic sentence

A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Although not all paragraphs have clear-cut topic sentences, and despite the fact that topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle), an easy way to make sure your reader understands the topic of the paragraph is to put your topic sentence near the beginning of the paragraph. (This is a good general rule for less experienced writers, although it is not the only way to do it). Regardless of whether you include an explicit topic sentence or not, you should be able to easily summarize what the paragraph is about.

Adequate development

The topic (which is introduced by the topic sentence) should be discussed fully and adequately. Again, this varies from paragraph to paragraph, depending on the author's purpose, but writers should beware of paragraphs that only have two or three sentences. It's a pretty good bet that the paragraph is not fully developed if it is that short.

Some methods to make sure your paragraph is well-developed:

- Use examples and illustrations
- Cite data (facts, statistics, evidence, details, and others)
- Examine testimony (what other people say such as quotes and paraphrases)
- Use an anecdote or story
- Define terms in the paragraph
- Compare and contrast
- Evaluate causes and reasons
- Examine effects and consequences
- Analyze the topic
- Describe the topic
- Offer a chronology of an event (time segments)

How do I know when to start a new paragraph?

You should start a new paragraph when:

- **When you begin a new idea or point.** New ideas should always start in new paragraphs. If you have an extended idea that spans multiple paragraphs, each new point within that idea should have its own paragraph.
- **To contrast information or ideas.** Separate paragraphs can serve to contrast sides in a debate, different points in an argument, or any other difference.
- **When your readers need a pause.** Breaks in paragraphs function as a short "break" for your readers—adding these in will help your writing more readable. You would create a break if the paragraph becomes too long or the material is complex.
- **When you are ending your introduction or starting your conclusion.** Your introductory and concluding material should always be in a new paragraph. Many