

ENGLISH WRITING COURSE LEVEL ONE



Developed by Flora Debora Floris
for
English Language Teaching Center
Petra Christian University
Surabaya

June 2009

COURSE OVERVIEW

English Writing Course (Level One)

Objectives

The goals of this English Writing Course (Level One) are as follows:

- To improve the participants' academic English skills especially writing,
- To facilitate the participants with opportunities to write academic paragraphs in English,
- To provide English learning atmosphere.

Targets

The materials in the course book are relevant for academic/administrative members of non-English departments from various disciplines. It is assumed that at the beginning of the course, the participants have intermediate proficiency of English, have passed General English courses and would like to enhance their academic writing skills.

Contents

Chapter	Theme	Study Skill	Page
1	Sex Education	Understanding Six Types of Paragraph Writing	1 - 6
2	Raising Children	Choosing a Topic and a Title	7 - 10
3	Behavior Management	Making Topic, Supporting and Concluding Sentences, and Outlining	11 - 17
4	The Importance of Writing	Revising a Paragraph	18 - 22
5	Indonesian Tribes	Descriptive Paragraph	23 - 25
6	Performance Matters	Process Paragraph	26 - 29
7	Group Work and Individual Work	Comparison and Contrast Paragraph	30 - 34
8	Technology in Society	Cause and Effect Paragraph	35 - 38
9	Animal Fur	Argumentative Paragraph	39 - 44
10	Malnutrition	Problem-Solving Paragraph	45 - 47

CHAPTER ONE

SEX EDUCATION

Study Skill

Understanding Six Types of Paragraph Writing

Objectives

- Participants know and understand six types of paragraph writing, i.e. description, process, comparison and contrast, cause and effect, argumentation and problem solving.

Six Types of a Paragraph

There are at least six types of a paragraph namely description, process, comparison and contrast, cause and effect, argumentation, and problem solving. Each is described below.

Description: This paragraph is written to describe something (a person, a place, or an object) vividly so the readers can imagine it or see it in their mind. The author of a description paragraph often uses a language that appeals to senses: sight, touch, sound, smell, and taste. An example of a description paragraph is:

“One of the most comprehensive online sex education resources is SexEdLibrary (<http://www.sexedlibrary.org>). The website is created by SIECUS (the Sexuality Information and Education Council of the United States) in 1964. It provides access to lesson plans and information covering every topic related to sexuality, and notices of training opportunities for educators and health professionals. SexEdLibrary is a good resource for educators, counselors and health professionals.”

Process: A process paragraph explains how to do something or how something happens. An example of a process paragraph is:

“Parents should know how to teach their 12-up-to-17-year-old-children especially about sex education. First, they need to teach the children about what love is. The parents can explain that each person was created by God to give and receive love. Then, they should explain to the children what sex and sexuality are. The parents should also emphasize that sex is designed to exclusively be

shared between a man and a woman in the context of marriage. The last step is to discuss with the children about birth. Of course the parents must not talk about "the birds and the nest". Instead they should go straight to the science. It is important to note that the children will not immediately get everything that their parents have shared. Therefore, the parents should make sure that they spend enough time in teaching sex education to their children."

Comparison and contrast: A comparison paragraph discusses the *similarities*; while the *contrast* one points out the *differences*. In this paragraph, the writer includes the two subjects he/she is comparing and contrasting. An example of a comparison and contrast paragraph which focuses on the differences is:

"Two main forms of sex education are taught in American schools: comprehensive and abstinence-only. Comprehensive sex education covers abstinence as a positive choice and teaches about contraception and avoidance of sexually transmitted infections when sexually active. Abstinence-only sex education tells teenagers that they should be sexually abstinent until marriage and does not provide information about contraception. These are the differences between the two forms."

Cause and effect: This paragraph aims to explain the causes (reasons) or the effects (results) of an event or situation. An example is:

"Sex education for teenagers seems to have two positive effects. First, sex education delays teen sexual intercourse. Trisha Mueller, an epidemiologist of United States Center for Disease Control and Prevention, found that male teens who received sex education in school were 71 percent less likely to have sexual intercourse before the age of 15. Similarly, 59 percent of educated female teenagers were less likely to have sex before attaining the age of 15 years. Second, sex education also decreases rate of teen pregnancy. Pamela Kohler, a program manager at the University of Washington in Seattle, reported that teens who received sex education were 60 percent less likely to report becoming pregnant or impregnating someone than those who received no sex education. These studies show that sex education program is effective in preventing early sexual intercourse and teen pregnancy".

Argumentation: In an argumentation paragraph, the writer states his/her opinion on an issue and tries to convince others to agree with it. In developing the paragraph, the author uses logical, ethical, and emotional appeals. An example of an argumentative paragraph is:

"High schools must provide young people with adequate sex education because of two main reasons. First, sex education helps young people to be more prepared for life changes such as puberty, menopause and aging. It helps them in knowing that the sudden few changes are okay and normal. Second, sex education can help them to understand the place of sexuality in human life and to

appreciate their own sex. They will learn to enjoy their sexuality, behave responsibly within their sexual and personal relationships. Considering these two reasons, it is suggested that sex education is taught in high schools to students.”

Problem Solving: A problem solving paragraph presents a problem and proposes a solution. The author tries to persuade readers that his/her solution will indeed solve the problem. An example of a problem solving paragraph is:

“To make conversations about sex easier, it is necessary for parents to do the followings. First, they should start conversations with their children at an early age. Second, parents should listen to their children. Next, in discussing things, parents should use open-ended questions. Finally, they need to talk honestly about their values, expectations and experiences. Hopefully by applying these, parents can always open the lines of communication with their children.”

(489 words)

Exercise One

Determine whether the following paragraphs are description or process or comparison and contrast paragraphs. Justify your answers.

<ul style="list-style-type: none">• In Scotland, there are two main sex education programs namely <i>Healthy Respect</i> and <i>Call to Love</i>. <i>Healthy Respect</i> focuses not only on the biological aspects of reproduction but also on relationships and emotions. Education about contraception and sexually transmitted diseases are included in the program as a way of encouraging good sexual health. The program <i>Call to Love</i> focuses on encouraging children to delay sex until marriage, and does not cover contraception. Schools in Scotland apply one of these two programs.	
<ul style="list-style-type: none">• Giving sex education to children with intellectual disabilities, although it is hard, it must be done as they also have the same range of sexual thoughts, feelings, and activities as people without disabilities. The first step in giving sex education is that parents should introduce the concepts of ‘public’ and ‘private’ and to make it clear which behaviors are appropriate in different places. Then parents can start explaining other points which are related to sexual life by providing concrete examples and using pictures or videos. Hopefully by having sex education, children with intellectual disabilities can also understand the concept and value of sexuality.	
<ul style="list-style-type: none">• Sex education describes the creation and development of a new human being, from conception and the development of the embryo and fetus, through to childbirth. It often includes topics such as sexually transmitted infections (STIs) and how to avoid them, as well as birth control methods.	

<ul style="list-style-type: none"> • The “Lang leve de liefde” (“Long Live Love”) program, developed by the Dutch government in the late 1980s, aims to give teenagers the skills to take their own decisions regarding health and sexuality. The program focuses on biological aspects of reproduction as well as on values, attitudes, communication and negotiation skills. This program is a success in the Netherlands and the approach is often seen as a model for other countries. 	
---	--

Exercise Two

Determine whether the following paragraphs are cause and effect or argumentation or problem solving paragraphs. Justify your answers.

<ul style="list-style-type: none"> • There are two suggestions for how sex education could be presented at high schools. First, on International AIDS day, students can visit people with AIDS in hospitals. Second, teachers show a film about unwanted pregnancy and abortion. Hopefully by applying these at high schools, students can learn that sexuality is important. 	
<ul style="list-style-type: none"> • In Malaysia, sex education starts for pre-schoolers from the age of four up to teenagers and young adults. The program discusses rape, sexual abuse, abortion, infanticide and the spread of HIV/AIDS. This program is needed so that society, especially the youth, are given accurate and detailed information about sex. The program also educates young people to love and appreciate their body more. It can be concluded that sex education is crucial. 	
<ul style="list-style-type: none"> • I, personally, think that sexual education is a valuable program. By joining this program, I get many advantages. I understand about contraceptives, sexually transmitted diseases, sexual myths, and all sorts of things that influence the decision to have sex. I can also discuss moral issues and religious ones with my friends and teacher. Therefore sexual education should remain a part of the required curriculum of schools in this country. 	
<ul style="list-style-type: none"> • Sex education may bring negative effects if teens who received it misinterpret what they are told. Some teens may think that having sex proves that they are mature since they are told that they need to be mature to have sex. Others may think that sexual intercourse is acceptable as long as condoms are used. This is because they are told that condom use is evidence of their responsible and well-planned approach to sex. More consideration then should be given to avoid these plausible negative effects of sex education. 	

Exercise Three

Look at the following suggested writing topics. Determine which topic is suitable for description, process, comparison and contrast, cause and effect, argumentation and/or problem solving paragraphs. Note that a topic may be suitable for more than one paragraph type. Justify your answers.

• Parents as the best sex educators	
• The best sex education program	
• Sex education in Indonesia	
• Sex education in Europe and Asia	
• How to raise a child in a sexually permissive world	
• Sex education will / will not promote sexual activity in children	
• How to teach sex education to freshman	
• Causes of sex education	

References

- Agence France-Presse (2007) *Malaysia Gives Green Light for Sex Education* <http://newsinfo.inquirer.net/breakingnews/world/view_article.php?article_id=39588> (Last accessed 13 November 2007)
- Argumentation.us (2005) *Argumentation Essay Topics, Examples and More* <<http://www.argumentation.us>> (Last accessed 1 November 2007)
- Azanov. (2007) *Importance of Sex Education* <<http://www.planetpapers.com/Assets/946.php>> (Last accessed 14 July 2007)
- Department of Human Services, Victoria, Australia (2007) *Sex Education for Children with Intellectual Disabilities* <http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Sex_education_for_children_with_intellectual_disabilities?OpenDocument> (Last accessed 18 November 2008)
- Karen (n.a) *One Teen's Opinion: Why Sex Education is Important* <<http://life.familyeducation.com/sex/teen/36177.html>> (Last accessed 30 July 2007)
- Langan, J. (2005) *College Writing Skills 6th Edition*. Boston: McGraw Hill.
- Liew, D. (2007) *A Taboo Topic* <<http://dliew.wordpress.com/2007/03/31/a-taboo-topic>> (Last accessed 1 November 2007)
- Parker, C. (2007) *Sex Education: Making Conversations Easier* <<http://www.bellaonline.com/articles/art16203.asp>> (Last accessed 14 July 2007)
- Sasson, D. (2007) *Safe Sex Education: For the High School Student* <http://newteachersupport.suite101.com/article.cfm/high_school_and_sex_education> (Last accessed 1 November 2007)

- ScienceDaily (2008) *Comprehensive Sex Education Might Reduce Teen Pregnancies, Study Suggests* <<http://www.sciencedaily.com/releases/2008/03/080319151225.htm>> (Last accessed 20 November 2008)
- SIECUS (n.a) *SexEdLibrary* <<http://www.sexedlibrary.org>> (Last accessed 14 November 2007)
- The University of Texas - Department of English and Communication (2001) *What is a Problem-Solution Essay* <<http://english.utb.edu/courses/composition1/07-02-01.htm>> (Last accessed 14 July 2007)
- Times of India (2007) *Sex Education Delays Teen Intercourse* <<http://timesofindia.indiatimes.com/articleshow/2638594.cms>> (Last accessed 20 November 2008).
- Wikipedia (2007) *Sex Education* <http://en.wikipedia.org/wiki/Sex_education> (Last accessed 14 November 2007)