Putting it all together

SOUNDTRACK OF MY LIFE

ASSIGNMENT
The Body Paragraphs

- By now, you should have drafted 8 body paragraphs – one about each of the songs you have selected.
- Each paragraph should follow proper paragraph format:

**PPE METHOD**

- Make a point – your topic sentence
- Prove your point – with facts, quotes or summarized information about your song
- Explain your information – explain how the proof from your song supports your point
Drafting an Introduction

- Now, you need to write an introduction for your essay.
- Go back to your assignment sheet to see what the expectations were for the assignment. Think about what type of information your introduction needs to include.
- A good introduction does the following:

  - Intrigues the reader/ hooks the reader.
  - Introduces the topic.
  - Provides necessary background information.
  - States the thesis or purpose statement.
Introduction: Intriguing the reader’s interest – the hook

- How can I interest or intrigue my reader?:

  - Use an interesting quote, one that is appropriate to your topic.
  - Include a statistic that suits your topic.
  - Ask the reader a thought-provoking question.
  - Include an anecdote or personal story that puts the reader right in the moment of the event.
Introduction – Introducing the topic

- Include necessary background information to make your reader aware of the purpose of your assignment, or the direction or essay is going to go.

- Since this assignment is called “Soundtrack of My Life”, you will want to reflect on your life, either some past events or moods you have, depending on what you have chosen to focus on. Include some brief information that introduces the reader to you and to what can be expected in the following paragraphs.
Introduction – Thesis/ Statement of Purpose

- A thesis statement is a statement that directly states what the reader will expect to read about in the following paragraphs.
- It should be to the point and specific.
- This statement should be placed at the end of your introduction.
- For this assignment, your thesis statement might look like this:
  - The songs in this soundtrack represents some of the feelings I have on a regular basis.
  - The songs I have chosen for my personal soundtrack perfectly represent moments in my life.
Introduction Activity -- Reading

- You will be given an article.
  - Read the article.
  - Summarize what the article is about – the main message.
  - Locate the introduction (Hint: it may be longer than one paragraph.)
  - Locate the thesis statement.
  - Locate the hook.
  - Answer the questions:
    - Is the introduction effective?
    - Does it accurately introduce the topic?
    - Does it hook your interest?
Drafting a Conclusion

- At this point, you should have an introduction and body paragraphs. Now you have to effectively end your essay.
- A conclusion should do the following:
  - Summarize the main ideas of your essay.
  - Re-state your thesis/purpose statement in a new way (say basically the same thing, just say it differently).
  - Leave the reader with a lasting impression – the clincher.
Conclusion – The clincher

- It has been proven that people usually remember information that comes closer to the end of a speech than what occurs at the beginning or in the middle. Just as you want to begin your essay strongly with a hook, you want to also end strongly, with a clincher.

- The clincher is usually a clever remark to leave your reader with. You can use one of the suggestions for the hook, (using a quote, statistic, asking a question, a personal story, etc) or use part of your own unique voice to develop an interesting sentence that suits your essay.
Revising: Adding Variety

- At this point, most of your topic sentence for your body paragraphs probably look very similar. (The song “Halo” by Beyonce is a song that makes me feel protected.")

- Go back and revise/change some of these sentences throughout your essay to add more variety/ make some of them different.
Transitions (aiding organization & variety)

In writing, your goal is to convey information clearly and concisely, if not to convert the reader to your way of thinking.

Transitions help you achieve these goals by establishing logical connections between sentences, paragraphs and ideas.

In other words, transitions tell readers what to do with the information you present them.

Whether single words, quick phrases or full sentences, they function as signs for readers to tell them how to think about, organize, and react to old and new ideas as they read through what you have written.
Adding Transitions

- Go back through your essay.

- Look at each paragraph. Are there places between sentences that you could add a transition to make it flow more smoothly? Add some -- there is a whole list on the next slide!
  - Example – transitions are highlighted in green:
    - The song “Halo” by Beyoncé makes me feel very relaxed. I sometimes listen to this song when I am alone and I just want to feel at ease. However, I also like to listen to this song when I am having dinner with friends as background music because it really sets a relaxing tone. Therefore, the song is suitable for alone time and for relaxed down time with others.

- Look also at using transitions to link paragraphs to the next paragraph.
  - Example – the following is a transitional sentence to link the above paragraph to the following:
    - Although Beyoncé’s song might be good for relaxation, I also feel the need to rev things up from time to time. When I am feeling really excitable, I find “Everybody Dance Now”, the remix by Rob Sinclair, is a good song to get my motor running.
## Common Transitional Phrases

<table>
<thead>
<tr>
<th>Purpose/Relationship</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause and effect</td>
<td>Because...then, with the result that, consequently, as a result, therefore, thus, then</td>
</tr>
<tr>
<td>Showing similarity</td>
<td>Similarly, likewise, in a similar manner, also, as, like</td>
</tr>
<tr>
<td>Showing contrast</td>
<td>In contrast, on the other hand, an opposing view, in summary, but, however, instead, nevertheless, though, although, still, unfortunately, that being said</td>
</tr>
<tr>
<td>Drawing conclusion</td>
<td>Therefore, finally, hence, together these, to sum it up, in short, for these reasons, in conclusion</td>
</tr>
<tr>
<td>Showing emphasis</td>
<td>Chiefly, mainly, the primary..., especially, above all, in fact, most importantly, in other words</td>
</tr>
<tr>
<td>Making additional points</td>
<td>In addition, also, as well, and, furthermore, besides, finally</td>
</tr>
<tr>
<td>Showing time</td>
<td>Then, afterwards, eventually, next, immediately, meanwhile, previously</td>
</tr>
<tr>
<td>Showing space</td>
<td>Next to, across from, below, nearby, inside, beyond, between, surrounding</td>
</tr>
<tr>
<td>Providing examples</td>
<td>For example, for instance</td>
</tr>
<tr>
<td>Showing progression</td>
<td>First, second, third, it follows that</td>
</tr>
</tbody>
</table>
Sentence fluency is achieved when you include a variety of different sentence lengths (number or words), structures (simple, compound, complex) and beginnings (what word they start with) in the paragraphs in your essay.

You can check for sentence fluency by reading your piece aloud and seeing if it sounds smooth.

There is a simple sentence fluency check on the next slide. Try it out on a small section of your essay.
The Sentence Fluency Check

- Take a short excerpt of a piece of your writing (about a 6 sentence chunk)
- Number each sentence (1-6) on a blank sheet of paper
- Write the first four words of each sentence next to its number
- Count the total number of words in the sentence and write that number down as well
- When you finish these steps, ask yourself:
  - Is there a variety of different sentence beginnings?
  - Are the sentences of varying lengths?

What that might look like:

1. Today was a beautiful (12)
2. Due to the fact that (8)
3. We went skiing and (22)
4. It was awesome to (7)
5. Next time we will (18)
6. I am now going (5)
Now that you have made your writing better, and have added variety, go through it to make sure it is correct – that you are using the rules of the language.

<table>
<thead>
<tr>
<th>Things to look for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do all of your sentences begin with capital letters?</td>
</tr>
<tr>
<td>Have you correctly used end punctuation (periods, exclamation marks, questions marks)?</td>
</tr>
<tr>
<td>Do all your song titles have capital letters, as well as their artist or band names have capital letters?</td>
</tr>
<tr>
<td>Have you checked to make sure you haven’t used sentence fragments, run-ons, or comma splices?</td>
</tr>
<tr>
<td>Have you used commas when needed?</td>
</tr>
<tr>
<td>Are your song lyrics placed in “quotation marks”?</td>
</tr>
<tr>
<td>Are all words spelled correctly?</td>
</tr>
</tbody>
</table>
Next Step – The final touches

- Make sure all of your paragraphs are properly indented
- Make sure your essay is double-spaced
- Make sure you have a cover page with the following information:
  - Title of Essay
  - Album art
  - Your name
  - The date
  - The course
  - Your teacher’s name