LETS GET ORGANIZED
HOW-TO GUIDE

1. PREWRITING STAGE
   - Brainstorming
     Jotting down potential topics
   - Narrowing
     Selecting the right topic
   - Focusing
     Asking questions and researching

2. INTRODUCTION
   - Hook Sentence
     Capturing the audience's attention
   - Background
     Giving necessary information
   - Thesis
     Leading to the main point

3. THESIS STATEMENT
   - The Main Point
     Taking a Position
     Presenting the main argument
   - Sub Points
     Incorporating supporting points
   - Roadmapping
     Guiding the direction and flow

4. TOPIC SENTENCES
   - Focused Paragraph
     Structuring the Body
     Setting the topic for the paragraph
   - Utilizing a Sub Point
     Highlighting a supporting point
   - Keeping the Flow
     Allowing the reader to follow along

5. TRANSITIONS
   - Switching Topics
     Connecting Points
     Moving from one topic to another
   - Building Similarities
     Using words to show similarities
   - Showing Differences
     Finding words that illustrate dissimilarities
Step 1: Brainstorming & Selecting a Topic
Start off by creating a list of potential topics.

Narrow down your choices to the one that interests you.

Step 2: Focusing on the Topic
Consider questions you have about the chosen topic.

Will you need to do research?

What particular points do you want to include in your essay?
Step 3: Hook Sentence
A hook is a strong opening sentence(s) that captures the reader's attention. It highlights the importance of the essay topic.

Ex. "Although antibiotics are commonly prescribed for various illnesses, their long-term effectiveness is being challenged by antibiotic resistant bacteria."

Step 4: Background Information
It is vital to provide the reader with necessary data.

Does the reader need:
- the historical context of the issue?
- names of important individuals or organizations?
- key facts and figures?

Step 5: Base Argument
Every essay needs a main argument.

Ex. "The prevalence of antibiotic resistant bacteria is increasing."

The increasing bacteria would be the start of the argument. However, a strong thesis statement needs supporting points.

Step 6: Supporting Points
A standard essay usually relies on three sub points that support the argument.

Ex.
1. overprescription of antibiotics
2. use of antibiotics in livestock
3. lack of proper water treatment

Step 7: Combining the Two
Base Argument + Supporting Points
Ex. Thesis Statement:
"The prevalence of antibiotic resistant bacteria is increasing due to the overprescription of antibiotics, the use of antibiotics in livestock, and the lack of proper water treatment."

This thesis gives the argument and sub points that map out the entire essay.

Step 8: Beginning the Body
A topic sentence expresses the main idea of the body paragraph and introduces the supporting point.

It is always the first sentence in the paragraph.

Let's use the first supporting point (overprescription of antibiotics) to create a sample topic sentence.

Ex. "The overprescription of antibiotics by doctors in the United States is contributing to the growth of super bugs that are resistant to such medication."

This statement lets the reader know the paragraph will discuss facts & figures relating to the excess use of antibiotics by medical professionals.
Step 9: Connecting Points
Transitional words or phrases help the writer move from one point to another.

They are often utilized at the beginning or ending of a body paragraph to help keep the flow of the essay.

Types of Transitions
Transitions are divided into multiple categories: contrasting; similar; logical order; cause and effect.

Contrasting
- On the other hand.
- Nonetheless
- In contrast
- However.
- Alternatively

Similar
- Moreover
- Furthermore
- Also
- In addition
- Additionally

Order
- First and foremost
- Firstly
- Secondly
- Subsequently
- Finally

Cause & Effect
- Therefore.
- Consequently
- Thus
- Because
- So

Step 10: Assessing Flow
In order for an argument to be effective, the paper must flow in an organized manner.

Topic sentences and transitions help to keep an essay flowing, but the supporting points must also be in

Order of Supporting Points
Going back to our list of supporting points:

1. overprescription of antibiotics
2. use of antibiotics in livestock
3. lack of proper water treatment

It is vital that we address these points in order throughout the body section of the essay.

Therefore, the overprescription of antibiotics will be discussed in body paragraph #1, while the use of antibiotics in livestock will follow in body paragraph #2.

Step 11: Sources
Professional academic sources are necessary for research essays.

Trustworthy Source vs. Untrustworthy Source
- .edu (education) and .gov (government) sites generally contain reliable data
- Written by professionals with verifiable credentials
- Peer-reviewed sources are best as they have been fact checked by multiple professionals
- .com (commercial) and .org (nonprofit) sites must be considered carefully
- May be blog posts by unknown individuals
- The publishing author(s) may be unclear

Evidence-Based Research
- Keep in mind that personal opinions are not facts.
- Any claims made should be backed by research.
- Avoid "I" statements such as "I think" or "I feel."
Citing Research

In order to properly cite a source you must have:

1. An in-text citation

   Ex. MLA: (Schrute 52)   APA: (Schrute, 2020)

2. A citation listed on a Works Cited (MLA) or Reference (APA) page


   (MLA digital journal article citation)

For more specific citation examples, feel free to check out the PerdueOwl website or refer to The Everyday Writer Handbook.

CONCLUSION

Step 12: Concluding the Essay

- The conclusion paragraph should summarize the entire essay.

- **First Sentence:** Begin by restating the thesis statement, but try to reword the sentence slightly to avoid repetition.

- **Next Few Sentences:**
  One should reiterate the major points found in each body paragraph.
  - One sentence per point is ideal.
  - Make sure to discuss the points in the order they appear in the essay.
  - Be certain that you do not include any new information in the conclusion.

- **Closing Sentence**
  - Try to end with a captivating sentence that leaves your audience wanting to learn more about the topic.

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