Discourse writing- paragraph

A unit of language larger than sentence is called as a discourse.

Thus, paragraph, essay, poem, short story etc are all discourses. The most common discourses that students have to write are summary, report, review or article/ essay. All these discourses comprise a smaller discourse i.e. paragraph. So, composing a good paragraph is an essential skill in discourse writing.

Meaning is not determined by words or sentences in isolation. It is in the unity of the whole text-discourse-that meaning is communicated. So, it is very important how we organise a discourse.

What is a paragraph

One point+ its explanation**:** This is a simple, but effective way to think about paragraph. Single point paragraph gives a unified impression.

A Typical Five Sentence model of paragraph

[The given example is the second paragraph in a report on a community education programme conducted by a school]

First sentence: **topic sentence**

Second, third and fourth sentences: **demonstration** of the point in the topic sentence

Fifth sentence: **conclusion**

> **Topic sentence:**
>
> A topic sentence contains three parts: introducing or linking phrase, controlling idea and the

topic.

> *Eg: To consider the bright side first, the community education programme was effective in making a fruitful communication between the school and the local public.*
>
> In this sentence-
>
>> *Introducing phrase-* To consider the bright side first
>>
>> *Topic-* community education programme
>>
>> *Controlling idea-* was effective in making a fruitful *communication between the school*
>>
>> *and the local public*

Sentences 2-4: **Demonstration**

In demonstration, we explain the controlling idea in the topic sentence. It means the 'what', 'why' or 'how' of it. In case of the above example, we must explain 'was effective………….local public'.

Eg: The interactive sessions that we have arranged after every lecture were rich with lively responses from all sections of local people. Not only that they cleared their doubts, but also put forward suggestions about how a school should meet the needs of the local community. These sessions

enlightened both sides and a very productive rapport was established between the school personnel and the immediate society around it.

Sentence 5- **conclusion:**

Conclusion is the same content as the topic sentence. We restate the controlling idea in the topic sentence in the light of the previous discussion in sentences 2-4.

In our example: *Thus, the programme was a great success in realizing its first goal of developing constructive exchange of ideas between the school and people.*

Task

Write the next paragraph of the report (in five sentences) developing the controlling idea in the given topic sentence.

Topic sentence: Another important output of the programme was that it **helped to improve student-teacher relations in an unbelievable scale**.

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