

Outline for Papers

Below is one way (3 groups of facts, each having 3 specific supporting facts) to create an outline for a formal persuasive paper in this class.

T = Theme

A/B/C = Groups of facts supporting the theme

1/2/3 = Specific facts belonging to a particular group of facts that support the theme

Paragraph 1

T: begin with a statement of the theme

A: state the first group of facts that support the theme

B: state the second group of facts that support the theme

C: state the third group of facts that support the theme

T: restate the theme

Paragraph 2 (A group of facts)

A: state the A group of facts and its relation to the theme

A1: cite the first specific fact that supports the A group of facts

A2: cite the second specific fact that supports the A group of facts

A3: cite the third specific fact that supports the A group of facts

A: restate the A group of facts and stress how it supports the theme

Paragraph 3 (B group of facts)

B: state the B group of facts and its relation to the theme

B1: cite the first specific fact that supports the B group of facts

B2: cite the second specific fact that supports the B group of facts

B3: cite the third specific fact that supports the B group of facts

B: restate the B group of facts and stress how it supports the theme

Paragraph 4 (C group of facts)

C: state the C group of facts and its relation to the theme

C1: cite the first specific fact that supports the C group of facts

C2: cite the second specific fact that supports the C group of facts

C3: cite the third specific fact that supports the C group of facts

C: restate the C group of facts and stress how it supports the theme

Paragraph 5

T: restate the theme (this should be your best statement of the theme)

A: restate the first group of facts that support the theme

B: restate the second group of facts that support the theme

C: restate the third group of facts that support the theme

T: end by restating the theme one last time

Here is another way (2 groups of facts, each having 4 specific supporting facts) to create an outline for a formal persuasive paper in this class.

T = Theme

A/B = Groups of facts supporting the theme

1/2//3/4 = Specific facts belonging to a particular group of facts that support the theme

Paragraph 1

T: begin with a statement of the theme

A: state the first group of facts that support the theme

B: state the second group of facts that support the theme

T: restate the theme

Paragraph 2 (A group of facts)

A: state the A group of facts and its relation to the theme

A1: cite the first specific fact that supports the A group of facts

A2: cite the second specific fact that supports the A group of facts

A3: cite the third specific fact that supports the A group of facts

A4: cite the fourth specific fact that supports the A group of facts

A: restate the A group of facts and stress how it supports the theme

Paragraph 3 (B group of facts)

B: state the B group of facts and its relation to the theme

B1: cite the first specific fact that supports the B group of facts

B2: cite the second specific fact that supports the B group of facts

B3: cite the third specific fact that supports the B group of facts

B4: cite the fourth specific fact that supports the B group of facts

B: restate the B group of facts and stress how it supports the theme

Paragraph 4

T: restate the theme (this should be your best statement of the theme)

A: restate the first group of facts that support the theme

B: restate the second group of facts that support the theme

T: end by restating the theme one last time

On the following pages is an example of a properly formatted outline (in 3/3 form) and a paper (correctly enumerated) based on that outline.

Outline of an Example Paper

T: Utah State is a great place to work and go to school.

A: The people

1. colleagues
2. staff
3. students

B: The climate

1. Outdoor activities like skiing and hiking for the young people
2. Tennis and jogging for older people
3. Wildlife

C: This moment in history

1. crucial moment in the evolution of the state
2. an exciting period of growth at USU
3. a chance to make a real difference in students' lives

Mark Damen

Part 0, Paper, "Utah State is a great place to work because of the people, the environment and the times we live in."

August 30, 2008

(T) Utah State offers many advantages for the professors who work here, in particular, opportunities to collaborate with smart and energetic people, to enjoy a wonderful climate and, especially, to make a difference at a crucial moment in the history of the Mountain West. (A) First, there's a strong sense of collegiality and community among all those at USU, which means it's a great place to teach and do research. (B) Second, while the climate can present challenges especially in the dead of winter, Cache Valley is, for the most part, one of the most livable places on earth. (C) Finally, because the population of this community, indeed the state at large, is growing, it's a perfect time to lay the foundation for a successful future, not only for the residents of Logan but also the students who come here. (T) All in all, Utah State University offers those who work and learn inside its hallowed halls a rich environment in which to grow, to gain and build a life.

(A) First and foremost, the people at USU are what makes this institution a wonderful place to work. (A1) A unique camaraderie exists among the faculty, a constructive approach to helping each other in the classroom, collaborating on projects and sharing learning. (A2) Moreover, the staff all across campus is congenial and eager to assist, many seeking out ways to help each other do their jobs better. (A3) But most of all, it's the students who bring USU to life and give real meaning to everything professors do. (A) When a campus community has a common goal, to advance themselves and their university, it's hard to say there's a better venue for being a college teacher.

(B) The very location itself is also instrumental in improving the lives of the professors

who work here. (B1) As the valley's young and young-at-heart know full well, the skiing, hiking, camping and boating in this area are unsurpassed, but there are benefits for the older set as well.

(B2) Tennis, jogging and other outdoors sports open the door to life-long health. (B3) And here's something Floridians and Texans should think about. There are fewer obnoxious bugs here than anywhere in the South, especially roaches, and no fleas at all. (B) The living is good when the climate is fine and the biological community at large doesn't look to humanity for sustenance.

(C) Finally, Utah is growing and, as such, open to new opportunities for advancement.

(C1) In 2002 this state hosted the Winter Olympics, and in 2008 for the first time in history there was national front-runner for President from this state. All this brought the political and cultural community here some well-deserved attention. (C2) That drive forward has paved the way for

innovations at USU as well. Besides the aptly named Innovation Campus, the University is now offering several new doctoral programs, along with an ever-growing slate of majors and minors.

(C3) From this comes the ability to respond better to an evolving, globalized world, to stand at the cutting edge and effect real change. (C) Those who want to make a difference must have the right tools, right training and be in the right place. That place is USU.

(T) Visitors who stand on the Quad can see it for themselves. Utah State offers an abundance of riches to its students, its staff, and most especially its professors. (A) The people here are not just co-workers but often friends, colleagues in every sense of the word. (B) If climate, fun and the environment matter, Logan cannot be surpassed. (C) And last but far from least, the moment is ripe for Utah in general, and its premier extension university in particular, to stand up for all and map a bright path to the future. (T) USU is a great place to be, to work, to share.

Word Count: 672