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# PARAGRAPHS THAT POP

SLS WEBINAR PROGRAM

Student Learning Support

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We acknowledge the Traditional Custodians of country throughout Australia, on the land wherever you may be joining us from and recognise their continuing connection to land, waters, and culture.

We pay our respects to all elders past and present.

We recognise those whose ongoing effort to protect and promote Aboriginal and Torres Strait Islander cultures will leave a lasting legacy for all future Australians.



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# WEBINAR GOALS

During this webinar you will learn how to...

1. create paragraphs with signposts.
2. improve flow between paragraphs.
3. improve flow within paragraphs.

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# WHERE AM I AT WITH STRUCTURING PARAGRAPHS?

I am very  
confident

1

I am fairly  
confident

2

I am not  
confident

3

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# LOST IN TRANSLATION?

Have you ever thought...

- This article is all over the place... nothing fits together!
- I don't get what the author's trying to say.
- I just can't make sense of this material... it's too difficult to understand!



# MAKING YOUR ESSAY STRUCTURE CLEAR

To avoid making your reader feel lost, you need to...

- plan your assignment so you know where you're going.
- give your reader some signposting so they won't get lost.



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# SIGNPOSTING

## In the introduction

**Essay question:** How useful are the concepts of cognitive and emotional intelligence in modern organisations?

### Introduction:

Intelligence is traditionally defined as “the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience” (Gottfredson, 1997, p. 5). While there is some debate about the different sub-categories of intelligence (Locke, 2005), there are two types of intelligence that are very relevant to modern organisations today: emotional intelligence and cognitive intelligence. These intelligences will be defined and critiqued in this paper. In addition, their application in the field of organisational behaviour will be evaluated. This analysis will show that both types of intelligence are useful in the management of modern organisations.

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# SIGNPOSTING

## In the introduction

...there are two types of intelligence that are very relevant to modern organisations today: emotional intelligence and cognitive intelligence. These intelligences will be defined and critiqued in this paper. In addition, their application in the field of organisational behaviour will be evaluated.

- If you were reading this essay, what would you expect to read about first? What would you expect would follow?
- What would happen to you as the reader if the body of the essay didn't follow the signposting map given in the introduction?



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# BODY PARAGRAPHS

**Each body paragraph should focus on a specific idea within the broader topic of the assignment itself. Here is an example:**

The concept of emotional intelligence, sometimes presented as EI, was first defined in 1989 by Salovey and Mayer. They stated that EI was “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1989, p. 189). A key component of emotional intelligence is not the idea that those with a higher level of emotional intelligence have better control of their feelings compared to those with a lower level, but the fact that they have a better understanding and awareness of their own feelings and emotions as well as others, and able to act more empathically towards others.

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# THE TOPIC SENTENCE

## In the body paragraphs

It is very important to tell your reader in the first sentence of the paragraph what the main idea of the paragraph is. This first sentence is called the topic sentence.

**Topic Sentence**




The concept of emotional intelligence, sometimes presented as EI, was first defined in 1989 by Salovey and Mayer. They stated that EI was “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1989, p. 189). A key component of emotional intelligence is not the idea that those with a higher level of emotional intelligence have better control of their feelings compared to those with a lower level, but the fact that they have a better understanding and awareness of their own feelings and emotions as well as others, and able to act more empathically towards others.

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# LINKING SIGNPOSTING TO TOPIC SENTENCE/S

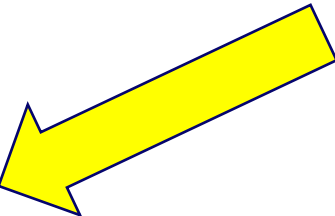
## Signposting in the introduction

...there are two types of intelligence that are very relevant to modern organisations today: emotional intelligence and cognitive intelligence. These intelligences will be defined and critiqued in this paper. In addition, their application in the field of organisational behaviour will be evaluated.



## Topic sentence of body paragraph 1

The concept of emotional intelligence, sometimes presented as EI, was first defined in 1989 by Salovey and Mayer. They stated that EI was “the ability to...



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# LINKING SENTENCE/S

A topic sentence may include a link from the previous paragraph. For example...

...and awareness of their own feelings and emotions as well as others, and able to act more empathically towards others.

**Topic Sentence**



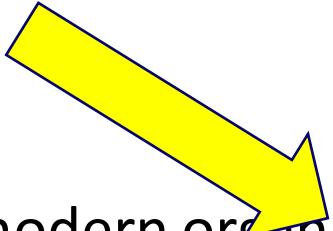
If emotional intelligence is the ability to tune into feelings and use them to function in life, cognitive intelligence is quite different. It is defined as a person's mental capacity for learning new things, remembering things that have occurred, thinking rationally, applying knowledge and solving problems (Kaplan & Sadock, 2007). The concept of cognitive intelligence therefore fits with traditional views of what intelligence is, namely the ability to think logically and learn factual knowledge.

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# LINKING SIGNPOSTING TO TOPIC SENTENCE/S

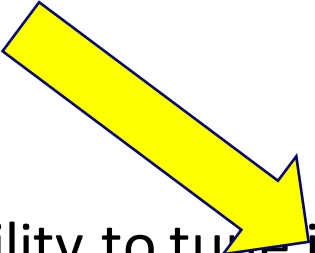
## Signposting in the introduction

...there are two types of intelligence that are very relevant to modern organisations today: emotional intelligence and **cognitive intelligence**. These **intelligences** will be **defined** and critiqued in this paper. In addition, their application in the field of organisational behaviour will be evaluated. This analysis will...



## Topic sentence of body paragraph 2

If emotional intelligence is the ability to tune into feelings and use them to function in life, **cognitive intelligence** is quite different. **It is defined as** a person's mental capacity for...



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# BODY PARAGRAPH STRUCTURE

Topic sentence



Development / explanation



Evidence / examples

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# USING LINKING WORDS

Linking words can help the reader understand how ideas fit together in your sentences and between sentences in your body paragraphs. For example...

- Bullies are often experiencing family problems at home **or** are victims of bullying themselves.
- Bullying is widespread in schools. **However**, research does not give us clear answers on its causes.
- The first school introduced a buddy program to reduce bullying **whereas** the second school did not.

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# LINKING IDEAS

Other ways of linking ideas include the use of words such as he, she, it, and they; and this, that, and there...

- Words such as he, she, they, which refer back to people, for example...

Watkins (2009) argues that bullying did not decrease in the 1990s despite numerous programs to prevent it. Further, **he** adds that much of the money spent on anti-bullying programs was wasted. **He** also points out that some of the best anti-bullying ideas cost very little.

- Words such as this, that, it, which refer back to previously mentioned ideas, for example...

Watkins (2009) introduced the concept of peer support to prevent bullying. **This idea** is the basis of many current anti-bullying programs.



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Bullying in schools is not new. Bullying has only been studied since the 1970s when research began. It became apparent from studies done in many countries that bullying is a global social issue. In Australia, the peer relations questionnaire was developed by Rigby and Slee (1993). The peer relations questionnaire identifies bullying problems in schools. Bullying relates to familial factors, including parent-child issues and social problems. The general health questionnaire by Golderberg and Williams (1991) shows bullying to cause health problems, including insomnia and depression. Insomnia and depression are obviously serious problems for young people to deal with. Germov and Poole (2007) advise that bullying occurs within a social environment, with social origins in social relations.

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# LINKING = COHESION

How well do you think the ideas are linked in this re-written paragraph?

**Although** bullying in schools is not new, **it** has only been studied since the 1970s when research began on this issue. It became apparent from studies done in many countries that bullying is a global social issue. The peer relations questionnaire, developed in Australia by Rigby and Slee (1993), identifies bullying problems in schools and shows that bullying relates to familial factors, including parent-child issues and social problems. **In a related study**, the general health questionnaire by Golderberg and Williams (1991) shows bullying to cause health problems, including insomnia and depression. **These** are obviously serious problems for young people to deal with. **Furthermore**, Germov and Poole (2007) advise that bullying occurs within a social environment, with social origins in social relations.

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# PRACTICE LINKING

Add linking words to the example below or rewrite the sentences entirely to link the information.

Watkins (2009) found that bullying had a significant negative effect on children's health. Sudo (2008) undertook research in Japan that found bullying had only a small effect on children.

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# POSSIBLE RESPONSES

Here we can see how the use of linking words creates cohesion and flow...

Watkins (2009) found that bullying had a significant negative effect on children's health. **In contrast**, Sudo (2008) undertook research in Japan that found bullying had only a small effect on children.

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# PRACTICE LINKING

Add linking words to the example below or rewrite the sentence entirely to link the information.

I remember being bullied as a child. Being bullied as a child had a negative impact on my health, supporting Watkins' (2009) research findings.

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# POSSIBLE RESPONSES

Here we can see how the use of linking words creates cohesion and flow...

I remember being bullied as a child. **It** had a negative impact on my health, supporting Watkins' (2009) research findings.

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# PRACTICE LINKING

Add linking words to the example below or rewrite the sentence entirely to link the information.

Social phenomena were explained according to the moral standards of the time. These explanations were believable at the time. They would not have validity today. Social phenomena are understood through a critical perspective. A critical perspective would identify the assumptions upon which any explanation is based and challenge its validity.

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# POSSIBLE RESPONSES

Here we can see how the use of linking words creates cohesion and flow...

**Previously**, social phenomena were explained according to the moral standards of the time. These explanations were believable at the time; **however** they would not have validity today. **Currently**, social phenomena are understood through a critical perspective. A critical perspective would identify the assumptions upon which any explanation is based and **therefore** challenge its validity.



# PARAGRAPH FLOW CHECKLIST

Label your paragraphs in the margin with a few words that sum up the paragraph. Check that each paragraph is focused on one main idea.	
Ensure you have topic sentences that contain the key words to help the reader recognise the main idea of each paragraph.	
Double check that paragraphs are in a logical order and that there is no repetition of main ideas so that the ideas flow smoothly.	
Check that the connection between the paragraphs is clear. Consider whether adding transition words/phrases would be useful.	
Make sure you signpost so the reader can follow your train of thought clearly by using words such as <i>briefly, first, for example, however</i> etc.	
Revise the introduction to make sure it accurately represents the rest of the paper.	



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# WHERE AM I AT NOW WITH STRUCTURING PARAGRAPHS?

I am very  
confident

1

I am more  
confident

2

I am still  
unsure

3

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# FURTHER RESOURCES

## Information and exercises on flow and cohesion

<https://sls.navitas-professional.edu.au/cohesion-linking-ideas-1>

## Information on paragraph structure

<https://sls.navitas-professional.edu.au/paragraphing-0>

## Webinars:

- Paraphrase your way to the top
- Academic integrity and avoiding plagiarism

# UPCOMING ON-CAMPUS WORKSHOPS

ACAP students are invited to join us in the following on-campus Workshops:

Please ensure you have registered.

Week 1:

- MELBOURNE Academic Skills Workshop **Saturday 23<sup>rd</sup> September** 9:30 am – 3:30 pm (AEST)
- SYDNEY Academic Skills Workshop **Saturday 23<sup>rd</sup> September** 9:30 am – 3:30 pm (AEST)

Week 2:

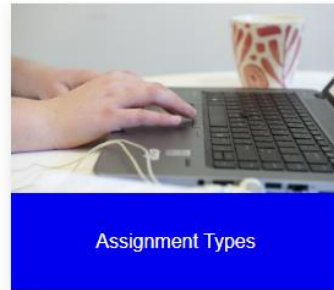
- BRISBANE Digital Skills Workshop **Monday 25<sup>th</sup> September** 12:00 am – 1:30 pm (AEST)



## ON-CAMPUS ACADEMIC SKILLS WORKSHOPS

Book Now: <https://sls.navitas-professional.edu.au/events-workshops-webinars> **WORKSHOP TAB**

# STUDENT LEARNING SUPPORT WEBSITE



<http://sls.navitas-professional.edu.au/>

# WHO CAN HELP ME?

Questions about my assignment and class content	Questions and advice about how to develop study skills and improve my academic writing	Timetable, Attendance, Enrolment, Course Planning, Extension, Special Consideration, Accessibility, Counsellor	Class Space, Login, Email, Office 365	Fees
Your educator	Your local SLS advisor	The Student Engagement Team	IT support	Fees & Loans
<ul style="list-style-type: none"> <li>• Q/A Discussion forum</li> <li>• Direct message</li> <li>• In the class space</li> <li>• Email educator</li> </ul>	<a href="#">Click here to find your local SLS contact details</a>	Email: <a href="mailto:studentcentral@acap.edu.au">studentcentral@acap.edu.au</a>  Phone: 1800 061 199  Online Chat Service: via student portal or ACAP website	Email: <a href="mailto:helpdesk@acap.edu.au">helpdesk@acap.edu.au</a>	<a href="mailto:feesandloans@acap.edu.au">feesandloans@acap.edu.au</a>

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# CONTACT

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**Perth students**

[SLSPerth@acap.edu.au](mailto:SLSPerth@acap.edu.au)

**Online Campus** (email contact for MBA and  
Graduate Certificate of Coaching students)

[SLSOnline@acap.edu.au](mailto:SLSOnline@acap.edu.au)

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# HOW DID WE DO?

Tomorrow you will be sent an email with a **survey link** and a link to these slides.

We would appreciate your feedback on this webinar to help us improve our service.

<https://www.surveymonkey.com/r/SLSWebinarSurvey>

*Thank You!*





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# THANK YOU

CONTACT:

Student Learning Support

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**ACAP** Australian  
College of  
Applied  
Professions