

Unit 7 : Analysis

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Objectives:

After studying this Unit, a student

- knows three kinds of analytical technique.
- knows what division paragraphs and their purposes are.
- can make an outline of division paragraphs.
- can write effective topic sentences for division paragraphs.
- knows how to make division paragraphs coherent.
- can do the exercises effectively.

1. Definition of analysis in general

In addition to comparison and contrast and cause and effect, analysis is also required in these materials as the third method of paragraph and essay development.

Using analysis as a method of paragraph or essay development implies that a subject (topic) will be examined by some systematic technique or process. In general, the subject (topic) can be examined or analyzed by three analytical techniques: Analysis by division, Analysis by classification, and Process analysis. However, of these three techniques, the particular technique you choose to use in your writing depends on the nature of the subject (topic) you will write about and on the nature of the main idea that you wish to explain or prove. That is, the nature of the subject and main idea will guide you as to which analytical technique the subject and main idea require. These three analytical techniques will be discussed separately in this Unit and in the following two Units.

2. Definition and purposes of analysis by division

Analysis by division is a systematic process of separating any complex thing or idea which is regarded in general into its simple parts, pieces, sections or aspects. In principle, if a physical subject is analyzed, it will be divided into its components, and if a conceptual subject is analyzed, it will be separated into aspects. Using division as the analytical tech-

nique means that you will show how the object or idea is divided or separated so clearly that the reader can easily see the relationships among the divided parts and the whole, and that the whole can be seen better. This mode of analysis can be found in almost any kind of writing, and it is used to identify parts of objects or ideas with broader aims: to inform or instruct, to convince or persuade, and to express feeling. Consider the following paragraph in which the conceptual subject (topic) "The importance of the Chao Phraya River" is analyzed in order to convince the reader.

¹ *The Chao Phraya River is very important for Thai people in their daily lives and for the nation in its economic development.* ² *Originating in the North and running through the central part of Thailand before meeting the sea in the East, the Chao Phraya River provides a water supply to not less than ten million people living in more than ten provinces.* ³ *Essential to both the people and the nation, water transport and communication are also based on this main river.* ⁴ *Moreover, since approximately 80 percent of Thailand's population are farmers, the Chao Phraya irrigates the farmlands and rice fields, making them so fertile that Thailand has become the biggest rice-exporting country in the world.* ⁵ *At present, when Thailand is trying to upgrade itself*

to the level of a newly-industrialized country (NIC), the Chao Phraya provides a water supply for industrial purposes.

In the above paragraph, the conceptual subject "The importance of the Chao Phraya River" is a whole or unit. The writer separates the "importance" into two aspects--the importance to the people and to the nation--in the topic sentence, sentence 1. Then he shows in what aspects the Chao Phraya is important in the support sentences: that is, water supply for the people in sentence 2, water transport and communication for the people and the nation in sentence 3, agriculture for the nation in sentence 4, and industrial purposes again for the nation in sentence 5.

The following paragraph shows how the writer analyzes a physical object--a new encyclopedia--in order to inform.

¹ *The new encyclopedia [Britannica], however, is divided into three parts, the Propaedia, Micropaedia and Macropaedia, names that may preclude a casual flipthrough.* ² *The Propaedia introduces the work with a 10 part arrangement of knowledge and lengthy essays describing each part.* ³ *The Micropaedia is a basic 10-volume illustrated reference containing articles of up to 750 words on all subjects as well as references to related topics elsewhere in the encyclopedia.* ⁴ *The weighty Macropaedia is com-*

posed of 19 volumes of essays, ranging from short items of 750 words to book-length articles. (1)

In the second paragraph above, the writer divides the whole "the **new**: Encyclopedia Britannica" into three parts, namely, the Propaedia, the Micropaedia, and the Macropaedia in the first sentence--the topic sentence. Sentences 2, 3 and 4, all of which are major support sentences, give explanations about the three parts of the new encyclopedia.

3. Organization of division paragraphs

Division paragraphs involve the process of separating a complex subject into its component parts. This process is based on the pattern "A is divided into X, Y and Z". The paragraph outline can be made in such a way that the discussion **begins** with the subject and then moves to the narrower parts of that subject as in the following paragraph.

(1) "Britannica: After **all** those years, drastic change."

Reprinted from the New York Times Weekly Review in the Bangkok World, 16 January 1974.

¹ *The United States government is divided into three branches: the executive, the legislative and the judicial.* ² *The executive branch of the government consists of the President and the President's Cabinet members.* ³ *These Cabinet members are chosen by and are directly responsible to the President.* ⁴ *The legislative branch is called the Congress and is divided into the House of Representatives and the Senate.* ⁵ *The members of Congress are elected by the people.* ⁶ *The third branch, the judicial, includes the entire federal court system.* ⁷ *The highest court in the United States is called the Supreme Court.* ⁸ *Its nine judges are chosen for life by the President. (1)*

In the above paragraph, the writer introduces or identifies the subject to be divided--"the government of the United States" first, then sets up the divided parts of the subject--"the executive," "the legislative" and "the judicial" branches in the topic sentence which is the first sentence. Then the writer explains each branch of the government beginning from the first branch in sentence 2, then moving to the second branch in sentence 4 and the third branch in sentence 6, all of which are major support sentences. The writer also gives more explanation about those three branches in sentences 3, 5, 7 and 8, which are minor support sentences.

(1) Adapted From Huizenga, op.cit., p.191

The outline of the above paragraph can be drawn in the following way:

Subject: The government of the United States(A)

1. The executive branch (X)
 - 1.1. President
 - 1.2. Cabinet members
2. The legislative branch (Y)
 - 2.1. The House of Representatives
 - 2.2. The Senate
3. The judicial branch (Z)
 - 3.1. The Supreme Court
 - 3.2. Its judges

4. Language useful for the topic sentences of a division paragraphs

As in any kind of paragraph writing, in writing analytical paragraphs using the division technique, you must first be able to write an effective topic sentence. To write an effective topic sentence for a division paragraph, you should raise questions related to the object or idea (topic) you will examine or analyze. The questions may be like "What are its parts, pieces, elements, aspects?" or "What does it consist of or is it comprised of?" The answer to a "what" question is the result of dividing, and becomes the main idea of the paragraph: that is, the main idea is based on the response to that question.

A topic sentence **based** on the response to a "what" question can be written by using a small group of verbs as in the following ways.

The first way : A		contains		
		includes		
		consists of		
		is comprised of		
		is made up of		X, Y and Z.
		is divided into		
		is separated into		
		is broken down into		

There are X, Y and Z in A.

The second way : A has (have) X, Y and Z.

Remember that your topic sentence should include :

- a. what you are going to divide (subject)
- b. the number or names of parts, pieces etc.

These elements will determine the points of discussion in your paragraph.

Example:

a

The United States government is divided into

b

three branches: the executive, the legislative and the judicial.

5. Coherence in division paragraphs

The common way to achieve coherence in division paragraphs or essays is to arrange all details (support sentences or paragraphs) in a clear logical order: that is, chronological order or ranging from the most important to the least important or vice-versa. The transition markers indicating numerical order or sequence may be used to make paragraphs or essays unified and coherent. These kinds of transition markers include: **First, Second, Third, Next, Then, Moreover, Finally** etc.

To sum up

1. Analysis by division involves a process of separating any complex subject into its component parts.
2. This kind of writing is used to identify component elements of a subject with a broader aim: to inform or instruct; to convince or persuade; to express feelings.
3. The organization can be outlined in such a way that A. is divided into X, Y and Z.
4. Coherence can be achieved by arranging all details in chronological order with the appropriate transition markers that show numerical order and sequence.

6. Exercises about division paragraphs

Exercise 1.

Directions: Each of the following topics is suitable for division paragraph writing. Write an effective topic sentence for each of them in the space provided. The first one is done as an example.

Topic: Thai parliamentary system.

Topic sentence: The Thai parliamentary system is divided into two chambers: the Senate and the House of Representatives.

Topic: Thailand

Topic sentence: _____

Topic: The ideal apartment

Topic sentence: _____

Topic: A person that can be admired

Topic sentence: _____

Topic: The learning and teaching system at RU

Topic sentence: _____

Topic: Domestic animals

Topic sentence: _____

Topic: Kinds of friends

Topic sentence: _____

Topic: Kinds of pollution

Topic sentence: _____

Topic: The uses of credit cards

Topic sentence: _____

Exercise 2.

Directions: The following **sentences** are effective topic **sentences**. Each is accompanied by two or more additional bits of information. Use these additional information bits to write **major** support sentences in the spaces provided. The first one is done as **an** example.

Topic sentence: Cattle have two major uses.

Additional information: 1. food supply
2. source of power

Major support **sentence :** [1: Cattle can be used for the world food supply
2: Cattle are also important sources of power especially in less-developed countries

Topic sentence: **RU** students may be divided **into two** groups

Additional details: [1. those that attend class
2. those that do not attend class

Major support **sentences:** [1: _____
2: _____

Topic sentence: A paragraph is comprised of two basic elements: a topic sentence and support sentences.

Additional details: { 1. contains main idea
2. proves or explains main idea

Major support sentences: { 1: _____

2: _____

Topic sentence: Dogs have at least three major uses in general.

Additional details: { 1. friend of man
2. house protector
3. guide for the blind

Major support sentences: { 1: _____

2: _____

3. _____

Topic sentence: There are two kinds of support sentence: major and minor support sentences.

Additional details: [1. direct relation to a topic sentence
2. more information about major support sentences

Major support sentences: [1: _____
2: _____

Topic sentence: There are both advantages and disadvantage of money for man.

Additional details: [1. advantages
2. disadvantages

Major support sentences: [1: _____
2: _____

Exercise 3.

Directions: Read the following two paragraphs. Consider their organization, then write an outline of each paragraph in the spaces provided. (Study the example outline given on page 157

Paragraph 1.

The road system in the United States is divided into three basic types. The most basic are the local roads that connect small communities to each other and to larger roads. These local roads are usually maintained by town or county governments. The second kind are the primary highways. They are usually state roads, highways for which each state is completely responsible. That is, each state plans them, builds them and maintains them, although the national government may help pay for them. The largest road system is usually the national one. Freeways and expressways are all federally maintained networks of superhighways with limited access and complex interchanges, which keep traffic moving among the largest population centers of the country. (1)

(1) Adapted from Johnston, Susan S. et al., Key to Composition: A guide to Writing for Students of English as a Second Language, CBS College Publishing, New York, 1981, p.93.

