WRITING A THESIS STATEMENT

BAR SYSTEM

Acceptable Thesis: A statement in one or two connected sentences that states what the writer is going to prove in the essay. An argument is needed! Thesis should be in the first paragraph.

Remember the “Buddhist style”: search for the Middle Path which to avoid the extremes of including specific information that should be left for the body paragraphs OR making it too general so the thesis paragraph has no thesis statement or roadmaps.

GO TO THE BAR and HAVE A DRINK OR YOU’LL DIE!!!
<table>
<thead>
<tr>
<th>Directive</th>
<th>Definition</th>
<th>Simplified Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>Determine the nature and relationship of the component parts of: explain; break apart. Tell &quot;how&quot; or &quot;why&quot; something happened. Similar to cause and effect.</td>
<td>Categorize: SPRITE, PERSIA, etc</td>
</tr>
<tr>
<td>Assess</td>
<td>Judge the value of character of something; appraise; evaluate</td>
<td>Give it a grade: Good, Bad, Average</td>
</tr>
<tr>
<td>Compare</td>
<td>Examine for the purpose of noting similarities and differences. When the questions call for comparisons, they expect you to include differences as well.</td>
<td>Categorize: SPRITE, PERSIA, etc</td>
</tr>
<tr>
<td>Contrast</td>
<td>Compare to show the points of differences between items</td>
<td>Categorize: SPRITE, PERSIA, etc</td>
</tr>
<tr>
<td>Criticize</td>
<td>Make judgments as to the merits and faults.</td>
<td>Give it a grade: Good, Bad, Average</td>
</tr>
<tr>
<td>Describe</td>
<td>Give an account of; tell about; give a word picture</td>
<td>Tell what it &quot;looks like&quot; in words</td>
</tr>
<tr>
<td>Discuss</td>
<td>Talk over; write about; consider or examine by argument or from various points of view; debate; present the different sides.</td>
<td>Give more than one way to look at something</td>
</tr>
<tr>
<td>Enumerate</td>
<td>Make a list; itemize separately.</td>
<td>Just name the details.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Give the positive and negative points; appraise; give an opinion regarding the value of; discuss the advantages and disadvantages.</td>
<td>Give it a grade: Good, Bad, Average</td>
</tr>
<tr>
<td>Examine/</td>
<td>Make clear or plain, make clear the causes or reasons; make known in detail; tell the meaning of.</td>
<td>Categorize: SPRITE, PERSIA, etc</td>
</tr>
<tr>
<td>Explain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illustrate</td>
<td>Make clear or intelligible using examples</td>
<td>Tell what it &quot;looks like&quot; in words</td>
</tr>
<tr>
<td>Interpret</td>
<td>Explain the meaning, make plain, present your thinking about (supported by historical evidence)</td>
<td>Categorize: SPRITE, PERSIA, etc</td>
</tr>
<tr>
<td>Justify</td>
<td>Show good reasons, present your evidence, offer facts to support your position</td>
<td>Categorize: SPRITE, PERSIA, etc. Take a position and use specific examples to show your thinking.</td>
</tr>
<tr>
<td>Prove</td>
<td>Establish the truth of something by giving factual evidence or logical reasons</td>
<td>Categorize: SPRITE, PERSIA, etc. Use hard facts not opinion</td>
</tr>
<tr>
<td>Relate</td>
<td>Show how things are connected with each other, or how one causes or results from the other</td>
<td>Cause and Effect</td>
</tr>
<tr>
<td>Summarize</td>
<td>State or express in concise form, cite the main points</td>
<td>Use few words to identify major details</td>
</tr>
<tr>
<td>Trace</td>
<td>Follow the course over time; or pick 3-5 key points within the time period established to show how an issue or condition changed or remained the same</td>
<td>Sequence to show change or continuity.</td>
</tr>
<tr>
<td>To What</td>
<td>How much? Understand both what was done and what was still left to be done.</td>
<td>A log; a little; not at all.</td>
</tr>
<tr>
<td>Extent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In What Ways</td>
<td>In what ways did an event or condition relate to another. What ways are there to look at.</td>
<td>Categorize: SPRITE, PERSIA, etc</td>
</tr>
</tbody>
</table>
“Adds to” or “Builds”
augments – increases; adds to
amplifies – adds detail; exaggerates
bolsters – encourages through support
contributes – partially causes
develops – changes, grows, becomes clear
escalates – increases intensity
extends – continues for time/space
fortifies – makes stronger
fosters – develops; nurtures
heightens – intensify feeling/emotion
intensifies – makes become greater
magnifies – increases importance/size of
reinforces – strengthens/adds support

“Clarifies”
elucidates – explains to clarify
enhances – improves; increases clarity
illuminates – shines light on something
illuminates – shines light on something

“Focuses on”
accentuates – draws attention to
captures – accurately identifies the essence
emphasizes - stresses
exemplifies – serves as an ideal example
specifies – identifies something in detail

“Hints at”
alludes – mentions indirectly
connotes – imply something
deduces – reach a conclusion from inferences
denotes – means or signifies
evokes – stimulates feelings from past
implies – suggests indirectly
infers – conclude from reasoning

“Shows”
conveys – communicates
creates – to bring into existence
demonstrates – explains workings of it
depicts – describes an image
displays – makes something visible
establishes – sets up something permanent
exhibits – reveals the qualities of something
expresses – reveals thoughts
illustrates – fully explains; serves as example
indicates – points to something specific
portrays – represents visually or verbally
presents – makes something evident
reveals – expose something hidden

Analysis of Structure or Order of Ideas
delineates – describe in detail, step by step
foreshadows – suggests something to come
foretells - predicts
forewarns – warns of something to happen
initiates – makes something start
introduces – brings in something new
outlines – gives essential points
recapitulates – restate main points

“Contrasts”
analogizes – draws comparisons; uses
juxtaposes – places side by side to link or contrast

Specific Terms
argues – gives reasons/evidence; persuades
assails – attacks vigorously
asserts – states forcefully
attests – states something is true
bombards – states repeatedly as in an attack
denounces – criticize something or someone
implements – carries out or fulfills
permeates – spreads throughout
qualifies – modify/limit the meaning
transforms – changes significantly
very
many
things
lots / a lot

stuff
ways
really
absolutely
amazing
awesome

interesting
bad
great

definitely
extremely

Various
truly
# Transition Word

<table>
<thead>
<tr>
<th>Thought of sentence one.</th>
<th>Thought of sentence two.</th>
</tr>
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<tbody>
<tr>
<td>1. To indicate a conclusion or a result</td>
<td></td>
</tr>
<tr>
<td>2. To introduce an illustration</td>
<td></td>
</tr>
<tr>
<td>3. To add a thought</td>
<td></td>
</tr>
<tr>
<td>4. To make a qualification or contrast</td>
<td></td>
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## To Indicate a Conclusion or Result
- Therefore,
- As a result,
- Consequently,
- In other words,
- To sum up,
- Thus
- Then
- Hence

## To Introduce an Illustration
- Thus
- For example,
- For instance,
- To illustrate,
- Namely,

## To Add A Thought
- Second,
- In the second place,
- Next,
- Likewise,
- Moreover,
- Again,
- In addition,
- Finally,
- Similarity,
- Further

## To Make a Qualification or Contrast
- On the other hand,
- Nevertheless,
- Still,
- On the contrary,
- However,
- But
- Or
- Nor