

CONSTRUCT A TEMPORARY OUTLINE AND ORGANIZE NOTE CARDS

Directions: Mentally prove the skeleton outline below. Label each set of notes on the left as **I**, **II**, or **III** in the **Topic** box to correspond with the main topic it supports. Next, construct the complete hierarchical outline for "How to Write a Good Report" on the right by placing each subtopic and supporting detail on its proper ruled line. Finally, mentally prove your outline.

SKELETON OUTLINE:

I. Plan before you write II. Write according to your plan III. Revise and rewrite

NOTE CARD 1

Make sure that main topic is adequately supported

Topic:

NOTE CARD 2

Use good grammar and correct punctuation

Topic:

NOTE CARD 3

Determine best method of presentation; construct outline

- Give a statement or opinion and examples to support
- List details in exact order — in sequence
- Give a why-or-how explanation that requires entire report
- Compare or contrast to show likes, differences, or both

Topic:

NOTE CARD 4

Revise to eliminate clutter — trite phrases and cliches

Topic:

NOTE CARD 5

Choose a suitable title

- Express the **one** idea you plan to develop — your thesis
- Grab the reader's interest

Topic:

NOTE CARD 6

Develop good paragraphs

- Present only **one** thought in each paragraph
- Arrange sentences and ideas clearly and logically
- Let paragraphs flow smoothly with good transitions

Topic:

NOTE CARD 7

Check for unity — that only one topic is discussed

Topic:

NOTE CARD 8

Use clear sentences

Topic:

NOTE CARD 9

Check for coherence — that report reads smoothly

Topic:

HOW TO WRITE A GOOD REPORT

I. Plan before you write

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

3. _____

4. _____

II. Write according to your plan

A. _____

1. _____

2. _____

3. _____

B. _____

C. _____

III. Revise and rewrite

A. _____

B. _____

C. _____

D. _____

HOW TO WRITE A GOOD REPORT (MASTER HIERARCHICAL OUTLINE)

- I. Plan before you write Supported by Cards 5, 3
- A. Choose a suitable title Card 5
- 1. Express the one idea you plan to develop — your thesis
 - 2. Grab the reader's interest
- B. Determine best method of presentation; construct outline Card 3
- 1. Give a statement or opinion and examples to support
 - 2. List details in exact order — in sequence
 - 3. Give a why-or-how explanation that requires entire report
 - 4. Compare or contrast to show likes, differences, or both
- II. Write according to your plan Supported by Cards 6, 8, 2
- A. Develop good paragraphs Card 6
- 1. Present only one thought in each paragraph
 - 2. Arrange sentences and ideas clearly and logically
 - 3. Let paragraphs flow smoothly with good transitions
- B. Use clear sentences Card 8
- C. Use good grammar and correct punctuation Card 2
- III. Revise and rewrite Supported by Cards 7, 1, 9, 4
- A. Check for unity — that only one topic is discussed Card 7
- B. Make sure that main topic is adequately supported Card 1
- C. Check for coherence — that report reads smoothly Card 9
- D. Revise to eliminate clutter — trite phrases and clichés Card 4

MODEL 3-PARAGRAPH EXPOSITORY REPORT: THE CRAFT OF REPORT WRITING

Paragraph 1 (Planning Before Writing): Writing an exceptional report begins long before drafting sentences. First, the writer chooses a suitable title that captures the reader's curiosity while crystalizing the single thesis idea that anchors the paper. Next, the writer determines the most effective presentation method and builds a structured outline. Depending on the inquiry, this framework may offer opinions backed by robust examples, chronological sequences, in-depth why-or-how explanations, or rigorous comparative analyses.

Paragraph 2 (Drafting with Strategic Intent): In the drafting phase, the writer executes the plan by building strong paragraphs that each focus exclusively on one central thought. Sentences within each paragraph are arranged logically with seamless transitions that carry the reader effortlessly forward. Every sentence is crafted with crystal clarity, reinforced by precise grammatical syntax and accurate punctuation marks.

Paragraph 3 (Revision, Polish & Rewriting): The final phase demands disciplined self-audit and rewriting. The writer rigorously tests the draft for unity to ensure no stray tangents distract from the core thesis, and verifies that every main topic is adequately fortified with factual evidence. Coherence is re-examined so that the narrative voice flows smoothly from beginning to end. Finally, the manuscript is purged of clutter, stale clichés, and trite phrases, resulting in polished, professional prose.

**Note for Teachers: This 3-paragraph report demonstrates the textbook's fundamental composition axiom: each Roman numeral heading forms the topic sentence and substantive core of exactly one well-developed paragraph.*

3 Phases of the Writing Process

Students recognize that writing is not a single impulsive act, but a recursive 3-tier sequence: **Prewriting (I)**, **Drafting (II)**, and **Post-Writing / Revision (III)**. Sorting note cards reinforces the metacognitive discipline of planning before executing.

The Rhetorical Quadrad of Revision

Section III encapsulates the four golden canons of classical rhetoric: **Unity** (Card 7), **Support** (Card 1), **Coherence** (Card 9), and **Style / Conciseness** (Card 4), teaching students objective self-editing metrics.

Card # & Roman Tier	Card Headline	Structural Rank	Pedagogical & Rhetorical Function
Card 5 → Topic I	Choose a suitable title	Subtopic A (2 Details)	Thesis formulation and audience engagement hook.
Card 3 → Topic I	Determine best method; construct outline	Subtopic B (4 Details)	Structural methodology: opinion, sequence, cause-effect, comparison.
Card 6 → Topic II	Develop good paragraphs	Subtopic A (3 Details)	Paragraph architecture: single-idea focus, logical order, transitions.
Card 8 → Topic II	Use clear sentences	Subtopic B	Micro-level syntactic clarity and readability.
Card 2 → Topic II / III	Use good grammar and punctuation	Subtopic C	Syntactic mechanics and conventional execution.
Cards 7, 1, 9, 4 → Topic III	Unity, Support, Coherence, Clutter elimination	Subtopics A, B, C, D	Comprehensive revision rubric for whole-composition quality control.