

# An Overview of Writing



## **THE MEL-Con Paragraph**

Presenters: Baltsas, Maria and Rhonda Varney, English Department.  
Julian High School. 2010-2011. UIC Curriculum Framework Project

Cornell Notes



Topic/Objective:

# The MEL-Con Paragraph

Name:

Class/Period:


Date:

Essential Question:

## How do I incorporate my evidence

**E**vidence

- **Support, Examples, and proof to back up your main idea.**
- **Use a Transition**
  - **An interesting fact is...**
  - **Furthermore, Finally....**
- **Use A.W.E**  
**(Author's Words Exactly) and place quotation marks (" ")**
- **Use parenthetical citations at the end of your quote**  
**(Manley, 2005)**

<p>indent </p>	<p>There has been a rise in violence across the nation; however, violent acts in schools are isolated incidents.</p>	<p>M</p>
		<p>Topic Sentence</p>
<p><b>To begin with,</b></p>	<p>(transition to 1st example)</p>	<p>E</p>
<p>“students ages 12-18 experienced 253,000 acts of violence in school. There were about 550,000 violent acts away from school.” <b>(Wright, 2010)</b></p>		<p>First Example or Evidence</p>
<p>This statistic clearly shows that the crime rate is almost double when students are not in school. Clearly, violence occurs less often in schools. It can be safe to assume that schools are, in fact, safer places for teenagers.</p>		<p>L Link to topic (Explain)</p>



Exit

---

- Write down 5 different sources that you could use in the EVIDENCE section of a MEL-Con paragraph (Look in notes for some examples)



# An Overview of how to write an essay

---

**□ ACTS (Intro)**

**□ MEL-Con (Body)**

**□ STAC (Conclusion)**

Cornell Notes



Topic/Objective:

# The MEL-Con Paragraph

Name:

Class/Period:

Date:

Essential Question:

How can I write a good paragraph?

**M**ain idea

- Sets up the paragraph
- The first sentence of the paragraph

**E**vidence

- **Information (Quotes, statistics, facts) from sources such as books, lectures, readings, etc. that support your main idea**
- **The "stuff" you learned or found out about the topic**

Cornell Notes



Topic/Objective:

# The MEL-Con Paragraph

Name:

Class/Period:

Date:

Essential Question:

## How do I incorporate my evidence

**E**vidence

- **Support, Examples, and proof to back up your main idea.**
- **Use a Transition**
  - **An interesting fact is...**
  - **Furthermore, Finally....**
- **Use A.W.E**  
**(Author's Words Exactly) and place quotation marks (" ")**
- **Use parenthetical citations at the end of your quote**  
**(Manley, 2005)**

Cornell Notes



## MEL-Con Paragraphs

Name:

Class/Period:

Date:

**L** Ink

- Links the evidence you used to the key idea in your topic sentence
- Explains how the evidence supports your topic
- What **you** think or **how** **you** relate the evidence to the topic
- Shows your thought process and why you chose the evidence you chose

Cornell Notes



## MEL-Con Paragraphs


Name:

Class/Period:

Date:

### Concluding Statement

- The last sentence of your paragraph
- Summarizes your evidence
- Mentions your evidence in a new, short way

<p>indent </p>	<p>There has been a rise in violence across the nation; however, violent acts in schools are isolated incidents.</p>	<p>M Topic Sentence</p>
<p><b>To begin with,</b></p>	<p>(transition to 1st example)</p>	<p>E</p>
<p>“students ages 12-18 experienced 253,000 acts of violence in school. There were about 550,000 violent acts away from school.” <b>(Wright, 2010)</b></p>		<p>First Example or Evidence</p>
<p>This statistic clearly shows that the crime rate is almost double when students are not in school. Clearly, violence occurs less often in schools. It can be safe to assume that schools are, in fact, safer places for teenagers.</p>		<p>L Link to topic (Explain)</p>