

Thesis Statements

** Overall design notes: White background.

All typed text should be in a **blue**, serif font unless otherwise described in the script.

When handwriting appears, it should be in cursive. A variety of colors can be used. Any specifics noted in 3rd column.

Visuals in the middle column are provided as examples only, unless otherwise noted.

Narration/voiceover	Visual	Visual explained
Cengage theme music		Screen 1: Cengage Learning logo Hold logo for 5 seconds
Theme music continues.	Thesis Statements	Screen 2: Title shot, in blue type .
<u>A thesis statement explains the topic of your essay. It also tells readers your position on that topic.</u> <u>If you don't have a strong thesis, you risk confusing your readers.</u>	Thesis Statements Topic introduction	Screen 3: Title shot, in blue type . When the narrator says, " <u>A thesis statement explains the topic</u> ," <u>the</u> words "Topic introduction" appear on screen <u>in blue type</u> . When narrator says, " <u>your position on that topic</u> ," <u>the</u> words "Position statement" appear on screen <u>in blue type</u> .
	Position statement	

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In the same way, an essay needs a thesis statement to give it direction. The ¶
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<p><u>A ship needs a captain to give it direction. Without a captain, a ship may drift off-course and run aground.</u></p> <p><u>But a good captain steers a ship safely to its destination. Likewise, a strong thesis keeps your essay on course to its conclusion.</u></p>	 	<p><u>Screen 4:</u></p> <p><u>When narrator says, "a ship may drift off-course and run aground," show image of ship running aground.</u></p> <p><u>When narrator says, "But a good captain...," show image of captain at the helm of ship.</u></p>
<p><u>How do you create a strong thesis statement?</u></p>	<p><u>How do you create a strong thesis statement?</u></p>	<p><u>Screen 5: Words type onto screen in blue type as narrator says the words.</u></p>
<p><u>First, you must identify your topic.</u></p> <p><u>Your professor might assign a topic by creating a prompt for you to answer.</u></p> <p><u>For example, <pause briefly while words appear on screen> "Does our</u></p>	<p>Finding a Topic</p> <p>Prompt: Does our need to document everything in video or image format prevent us from living in the</p>	<p><u>Screen 6: Title shot, in blue type.</u></p> <p>When the narrator says "by creating a prompt for you to answer," the word "Prompt", and the question type onto screen in blue type.</p>

Comment [S1]: The original script had only 8 slides and the info felt kind of jammed together to me, so I revised the structure. Does this work?

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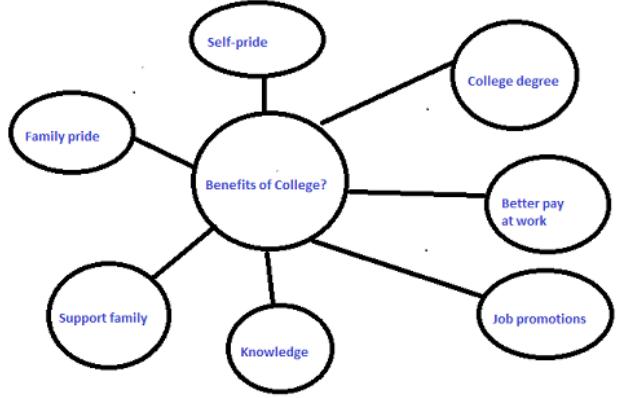
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When narrator says, "asked to write about a broad topic," broad topic and prompt appears on screen. ¶ When narrator says "choose your own topic altogether," choose your own topic and prompt appears on screen. ¶ All should appear

<p><u>need to document everything in video or image format prevent us from living in the moment?"</u></p> <p>▼</p>	<p>moment?</p> <p>▼</p>		<p>Deleted: Broad topic: Write an essay about the state of civil rights today in the United States.¶</p> <p>Choose your own topic: Write a proposal argument about how you would solve a specific issue in today's society.</p>
<p><u>Or your professor might ask you to write about a broad topic, such as <pause briefly while words appear on screen></u></p> <p><u>"Write an essay about the state of civil rights today in the United States."</u></p> <p><u>Your professor might ask you to choose your own topic as well.</u></p> <p><u>For example,</u></p> <p><u><pause briefly while words appear on screen></u></p> <p><u>"Write a proposal argument about how you would solve a specific issue in today's society."</u></p> <p>▼</p>	<p>Finding a Topic</p> <p><u>Broad topic: Write an essay about the state of civil rights today in the United States.</u></p> <p><u>Choose your own topic: Write a proposal argument about how you would solve a specific issue in today's society.</u></p> <p>▼</p>	<p>Screen 7: Title shot, in blue type.</p> <p>When narrator <u>says "a broad topic," the words "Broad topic:" and the topic sentence type onto the screen in blue type.</u></p> <p><u>When narrator says, "choose your own topic," the words "Choose your own topic:" and the topic sentence type onto the screen in blue type.</u></p>	<p>Deleted: , asked to write about a broad topic, or allowed the opportunity to choose your own topic altogether. ¶</p> <p>If you have been given a prompt, you will want to follow the assignment directions closely, making sure to answer all questions asked of you.</p> <p>Deleted: 5</p> <p>Deleted: lists each word, have them appear on screen in list format, starting with "freewriting." All should appear</p> <p>Formatted: Font: Bold</p> <p>Deleted: Generating ideas¶</p> <p>Freewriting¶</p> <p>Clustering¶</p> <p>Brainstorming¶</p> <p>Asking reporter's questions</p> <p>Deleted: However, if you have a bit more freedom to choose, or narrow, your topic, there are some useful techniques you can use to help you generate ideas. These include¶</p> <p>Freewriting¶</p> <p><Pause briefly as word appears on screen>¶</p> <p>Clustering¶</p> <p><Pause briefly as word appears on screen>¶</p> <p>Brainstorming¶</p> <p><Pause briefly as word appears on screen>¶</p> <p>...</p>
<p><u>Here are some tips to generate ideas for a broad topic or your own topic.</u></p> <p><u>The first is freewriting. For 10 to 15 minutes, write down everything you can think of that relates to your topic. Don't worry about perfect sentences.</u></p> <p><u>For example,</u></p> <p><u><Pause for a few moments as sentences type onto screen></u></p>	<p>Generating Ideas: Freewriting</p> <p>What are the benefits of college?</p> <p>When I was a kid nobody I knew went to college. They all just worked, some more than one job and barely making ends meet. My mom, she was a housekeeper during the day and worked at the diner at night. My dad was a mechanic and a truck driver, so was my uncle and cousin. If</p>	<p>Screen 8: Title shot, in blue type.</p> <p>When narrator says, <u>"write down everything you can think of," the sentences type onto the screen in blue type.</u></p> <p>▼</p>	<p>Deleted: ask yourself questions like these</p> <p>Deleted: each question appears on screen as narrator speaks it.</p> <p>Deleted: ¶</p> <p>What am I interested in?¶</p> <p>...</p> <p>Deleted: When narrator says, "When you freewrite, you write for 10-15 minutes about you"...</p> <p>Deleted: If you do not have a topic at all and need to choose one, ask yourself questions like these:¶</p> <p>...</p> <p>Deleted: briefly</p> <p>Deleted: question</p> <p>Deleted: appears</p> <p>Deleted:</p>

<p><u>“What are the benefits of college?</u> <u>When I was a kid nobody I knew went to college. They all just worked, some more than one job and barely making ends meet. My mom, she was a housekeeper during the day and worked at the diner at night. My dad was a mechanic and a truck driver, so was my uncle and cousin. If they had gone to college times woudn’t have been so tough.”</u></p>	<p>they had gone to college times woudn’t have been so tough.</p>	
<p><u>You can use clustering to see how your thoughts relate to a main idea.</u></p> <p><u>First, draw a circle in the center of your paper. Next, write your topic in the circle. Finally, draw lines out to other circles that hold supporting ideas.</u></p>	<h2>Generating Ideas: Clustering</h2>  <pre> graph TD A((Benefits of College?)) --- B((Self-pride)) A --- C((College degree)) A --- D((Better pay at work)) A --- E((Job promotions)) A --- F((Knowledge)) A --- G((Support family)) </pre>	<p>Screen 9: Title shot, in blue type.</p> <p>When narrator says, “First draw a circle,” a circle should appear in the center of the screen.</p> <p>When the narrator says, “Next, write your topic...” the words “Benefits of College?” type into the circle in blue type.</p> <p>When the narrator says, “Finally, draw lines...” each line plus connected circle should appear one after the other on screen, with text inside circles in blue type.</p>
<p><u>You can try brainstorming by jotting down all of the ideas you can think of that relate to your topic.</u></p>	<h2>Generating Ideas: Brainstorming</h2> <p><u>What are the benefits of college?</u></p> <p><u>College degree</u> <u>Better pay at work</u> <u>Job promotions</u></p>	<p>Screen 10: Title shot, in blue type.</p> <p>When narrator says, “by jotting down all of the ideas...” the question “What are the benefits of college?” appears on screen in blue type. Next, each phrase should appear on screen below the question, one after the other.</p>

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¶
 College degree ¶
 Better pay at work ¶
 Job promotions ¶
 Family pride ¶
 Self pride ¶
 Support family ¶
 Knowledge ¶

Deleted: Who do I know who has gone to college? ¶
 What made them decide to attend college? ¶
 When in their life did they decide to attend college? ¶
 Where did they attend college? ¶
 Why did they choose the college path they chose? ¶
 How did their choice to attend college affect their life today?

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¶
 What frustrates or excites me? ¶
 ¶
 <Pause briefly as question appears on screen> ¶
 ¶
 What would I like to see improved or changed? ¶
 ¶
 <Pause briefly as question appears on screen> ¶
 ¶
 Have I learned something interesting lately? ¶
 ¶
 <Pause briefly as question appears on screen> ¶
 ¶
 Once you have a broad topic, it is time to look for more ideas that will help you narrow it down. ¶
 ¶

When you freewrite, you write for 10-15 minutes about your topic, without given thought to grammar, punctuation, or spelling. Write down everything you can think of that relates to your topic. ¶

¶
 <Pause briefly as freewrite appears on screen> ¶
 ¶

Clustering is a more visual way to break down your ideas. Draw a circle in the center of a piece of paper, and in it write your main topic. Then, draw lines, or branches, out to other circles that hold minor or supporting ideas. This way, you can “see” your thoughts as they relate to the main idea. ¶

¶
 <Pause briefly as cluster chart appears on screen> ¶
 ¶

If you’d prefer to make a list, you can use the brainstorming technique. Here, you simply jot do ...

	<p><u>Family pride</u> <u>Self-pride</u> <u>Support family</u> <u>Knowledge</u></p>	
<p><u>You can also ask yourself questions to generate ideas.</u></p> <p><u>You can try reporters' questions, which start with "Who, What, When, Why, Where, How"?</u></p> <p><u>For example,</u></p> <p><u><Pause briefly while sentence appears on screen.></u></p> <p><u>"Who <pronounce: emphasize Who> do I know who has gone to college?"</u></p> <p><u><Pause briefly while sentence appears on screen.></u></p> <p><u>"What <pronounce: emphasize What> made them decide to attend college?"</u></p> <p><u><Pause briefly while sentence appears on screen.></u></p> <p><u>"When <pronounce: emphasize When> in their life did they decide to attend college?"</u></p> <p><u>You can also try more general questions and brainstorm answers.</u></p>	<h2><u>Generating Ideas: Asking Questions</u></h2> <p><u>Reporters' Questions</u></p> <p><u>Who do I know who has gone to college?</u></p> <p><u>What made them decide to attend college?</u></p> <p><u>When in their life did they decide to attend college?</u></p> <p><u>General Questions</u></p> <p><u>What am I interested in?</u></p> <p><u>What would I like to see improved or changed?</u></p> <p><u>Have I learned something really interesting lately?</u></p>	<p><u>Screen 11: Title shot, in blue type.</u></p> <p><u>When the narrator says, "You can use reporters' questions," the subhead "Reporters' Questions" should appear on the screen in blue type. Each reporter question should type onto screen as narrator reads it. The first word should be orange and the rest should be in blue type.</u></p> <p><u>When the narrator says, "You can also try more general questions," the subhead "General Questions" should appear on the screen in blue type. Each general question should type onto screen as narrator reads it.</u></p>

For example,

<Pause briefly while sentence appears on screen.>

"What am I interested in?"

<Pause briefly while sentence appears on screen.>

"What would I like to see improved or changed?"

<Pause briefly while sentence appears on screen.>

"Have I learned something really interesting lately?"

After you find your topic, you'll need to narrow it to a manageable size.

But being too narrow can leave you with little to write about. For example,

<Pause briefly as narrow thesis appears on screen>

"College and how it helps my career at the bank"

This topic is too specific to the writer. Little can be added to make it a full essay.

Narrowing Your Topic

Too narrow: College and how it helps my career at the bank

Screen 12: Title shot, in blue type.

When the narrator says, "But being too narrow can leave you with little to write about," thesis that is too narrow types onto screen in blue type.

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Deleted: It should stay on screen as the narrator discusses it. ¶ After the narrator says, "Being too broad, though, can also be problematic," thesis that is too broad appears on screen. It should stay on screen as the narrator discusses it. ¶ As the narrator says, "Use the ideas you generated from your freewrite, cluster chart, brainstorming, or questioning," broad topic, narrowed topic, and subtopics should appear on screen, one after the other.

Deleted: Too broad: College and success in a person's personal and professional lives¶

Deleted: Broad topic: Benefits of college¶

Deleted: Narrowed topic: The positive effects of college on an individual's personal and professional lives¶

Subtopics: ¶

Personal growth ¶

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<p><u>But being too broad can also be a problem. For example,</u></p> <p><u><Pause briefly as broad thesis appears on screen></u></p> <p><u>"College and success in a person's personal and professional lives"</u></p> <p><u>This topic is too vague. How <pronounce: emphasize How> will college help someone's personal and professional lives? Which parts will benefit and why?</u></p>	<p style="text-align: center;"><u>Narrowing Your Topic</u></p> <p><u>Too broad: College and success in a person's personal and professional lives</u></p>	<p><u>Screen 13: Title shot, in blue type.</u></p> <p><u>When the narrator says, "But being too broad can also be a problem," thesis that is too broad types onto screen in blue type.</u></p>
<p><u>To narrow a broad topic, take the ideas you generated and look for possible subtopics to discuss.</u></p> <p><u>For example,</u></p> <p><u><Pause briefly as broad topic appears on screen></u></p> <p><u>You can narrow the broad topic "Benefits of college"</u></p>	<p style="text-align: center;"><u>Narrowing Your Topic</u></p> <p><u>Broad topic: Benefits of college</u></p> <p><u>Narrowed topic: The positive effects of college on an individual's personal and professional lives</u></p> <p style="text-align: center;"><u>Subtopics:</u></p>	<p><u>Screen 14: Title shot, in blue type.</u></p> <p><u>When the narrator says, "To narrow a broad topic, take the ideas you generated," broad topic, narrowed topic, and subtopics should appear on screen, one after the other, in blue type.</u></p>

<p><Pause briefly as narrowed topic appears on screen></p> <p>to “The positive effects of college on an individual’s personal and professional lives”</p> <p><Pause briefly as subtopics appear on screen></p> <p>Your subtopics could be personal growth, career advancement, and financial freedom.</p>	<p><u>Personal growth</u></p> <p><u>Career advancement</u></p> <p><u>Financial freedom</u></p>	
<p>Now you’re almost ready to write your thesis statement.</p> <p>But first, you need to know what question your essay will answer. And you must know what your answer to this question will be.</p> <p>Research may help you develop your opinion. Once you have an answer, you can <u>write</u> it in thesis form.</p> <p>For example, your question could be</p> <p><Pause while question appears on screen> “How does college benefit an individual’s personal and professional lives?”</p> <p>And your thesis statement could be</p> <p><Pause while question appears on screen></p>	<h2>Developing an Opinion</h2> <p>How does college benefit an individual’s personal and professional lives?</p> <p>Attending college is the most effective way a person can benefit personally and professionally, by providing opportunities for personal growth, career advancement, and financial freedom.</p>	<p>Screen 15: Title shot, in blue type.</p> <p>When the narrator says, “For example, your question could be,” the question “How does college benefit an individual’s personal and professional lives?” appears on screen <u>in blue type</u>.</p> <p>When the narrator says, “And your thesis statement could be,” the thesis statement “Attending college will benefit a person by providing opportunities for emotional and intellectual growth, career advancement, and the ability to live comfortably within his or her financial means” appears on screen <u>in blue type</u>.</p>

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[<Pause briefly as question appears on screen>](#) You may want to do some preliminary research in order to help you answer this question.

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"Attending college is the most effective way a person can benefit personally and professionally, by providing opportunities for personal growth, career advancement, and financial freedom."

Remember that a thesis statement should be arguable. Avoid statements that express opinions most people would share.

With a strong thesis statement, your essay is more likely to stay on course.

Like a ship's captain, the thesis guides you to your destination smoothly.

Thesis Statements



Screen 16: Title shot, in blue type.

When the narrator says, "Like a ship's captain," the image of the captain from Screen 4 reappears on screen.

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Comment [S2]: With the revisions, I timed this as just under 4 minutes.

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