For some time now educationalists have been discussing the advantages of single sex schools, in which girls and boys could be educated more effectively and individually. In the past, single sex schools were more widespread than today, but in the 1960s experts decided that equality in education could only be achieved by coeducation, with the result that many single sex schools were closed. Nowadays, the arguments of the 1960s in favor of mixed schools are no longer accepted and single-sex schools should be reinstated as they contribute to more conducive learning environments and student interest in both non-traditional subject areas and extra-curricular activities.

First of all, it must be said that girls tend to suffer under the present system of education as teachers generally pay more attention to boys than girls. The presence of boys in the classroom prevents girls from behaving in a confident, relaxed manner. In single sex schools girls would become more sure of themselves if boys were no longer able to tease and embarrass them. In their desire to impress and be accepted by boys, many girls suppress their own individuality and personality. In single sex schools this would no longer be the case. Similarly, boys in single sex schools would not have to worry about what girls might think of them and would perhaps become less competitive and more cooperative. Hence, single-gender education supports the academic achievement of both genders by allowing girls the opportunity to take more risks and providing boys with the benefits of a collaborative learning environment.

Additionally, single-sex schooling supports interest in subjects that students would normally avoid because of the gender stereotypes associated with said subjects. Traditionally girls are thought to be more suited for subjects involving expression, such as language arts, because they tend to be more emotionally driven. Similarly, boys are encouraged to develop their logical thinking skills in the sciences. Single-gender classes would eliminate these socially

Comment [E1]: this is an example of a historical introduction. it doesn't discuss any arguments, but rather looks at the history and current state of the issue.

Comment [E2]: this topic sentence, complete with an introductory phrase, could be simplified, however, it clearly contains the topic (coeducational system) and controlling idea (harmful to girls' learning)

Comment [E3]: the development and illustration work together in this paragraph so there is no clear separation between the two. Also note that the paragraph takes the argument is bit further as well by bringing boys into the argument. This is ok as long as it is still the same idea, not a new one.

Comment [E4]: in this case, the author has used the wrap up as an opportunity to summarize the different aspects of the controlling idea

Comment [E5]: this topic sentence already states the reason for students to avoid certain subject, so the reader can expect to find a heavily illustrated argument.

imposed barriers and give each sex the chance to explore all subjects equally. For example, girls would be much more likely to become interested in science, computer studies and technology, whereas boys could be encouraged to develop an interest in the arts and languages without appearing to be `sissies`. Therefore, rather than furthering gender biases, these classes would result in well-rounded students with interest in non-typical content areas.

Moreover, it must be stressed that single sex school encourage active participation in a wider variety of extra-curricular activities. Girls who are normally not as active in sports because they are worried about not appearing feminine enough, would be more likely to become more competitive in sports and generally more assertive. Boys, on the other hand, might also feel relaxed enough to participate in less "manly" activities like choirs or theatre. Participation in these different types of after school activities not only allows for students to receive a more well-rounded education, but is also something that colleges and universities look for in applicant for their programs of study. Clearly, the choices made available as a result of the other gender's presence introduce more opportunities for both boys and girls.

In conclusion, it must be said that single sex schools allow girls and boys to develop their individuality and reach their full potential more effectively than mixed schools. It is particularly important for students to learn in a relaxed environment, free from gender stereotypes and the inhibiting presence of the opposite sex. As a result, interest in content areas as well as after school activities is also expanded. Thus it would appear to be advisable to introduce some form of single sex education in our schools.

Comment [E6]: this is a classic example of development. it merely elaborates on the topic sentence

Comment [E7]: this is a classic example of illustration.

Comment [E8]: this wrap up is very much like the final thoughts you could find in a conclusion. it explores the consequences of the proposed change.

Comment [E9]: of the three, this is the simplest, most straight forward topic sentence.

Comment [E10]: As with the first body paragraph, illustration is needed to develop the idea, so the two are intermingled. to drive home the idea, the author finishes of the

Comment [E11]: this wrap up states the point that the paragraph came to in a more general way

Comment [E12]: this straight forward conclusion restates the main ideas in new ways (varied vocabulary choice, different word classes, different phrasing). the author has done a nice job connecting the ideas to each other. finally, the assertion from the thesis is restated in the last sentence.