

# ENGLISH FOR ACADEMIC PURPOSES (EAP)

*A Comprehensive Study Guide Based on Lesson Plans for UNDERGRADUATE  
and GRADUATE Students*

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## OVERVIEW & PURPOSE

- ❑ To provide a solid foundation for graduate studies.
- ❑ To introduce the organization and planning of academic papers that are coherent, cohesive, logical, and convincing.
- ❑ To develop an active academic vocabulary as well as accurate grammar and usage.
- ❑ To practice important academic skills such as skimming and scanning, summarization, evaluation of sources, conducting searches of reference materials, and use of documentation styles.
- ❑ To help develop academic oral communication skills.
- ❑ To improve critical thinking of writing and reading
- ❑ To demonstrate proficiency in library and research skills.

## LEARNING ACTIVITIES

1. Writing: By way of brainstorming, drafting, and revising skills, the student will write essays based on a variety of rhetorical patterns.
2. Critical thinking: Through written assignments, reading, and classroom participation activities, the student will develop critical thinking and analytical skills.

### Learning Units

#### I. Grammatical Awareness

- Correct use of the parts of speech.
- Correct agreement of subjects and verbs and tense.
- Correct use of punctuation within sentences: period, comma, semicolon, colon dash, exclamation point, question mark and quotation marks.
- Utilization of a dictionary, handbook, or computer for spelling, capitalization, and other

spelling and grammatical problems.

- Revise grammatical errors, as well as revise and rewrite errors in sentence and paragraph logic, clarity and completeness.

## II. Writing

- Generate subject matter for writing essays using a variety of prewriting techniques.
- Write thesis and topic sentences that develop one idea/topic/focus.
- Know and incorporate transitional words and phrases within the paragraphs of an essay.
- Write essays using a variety of rhetorical strategies including description, comparison and contrast, cause and effect, classification or division, process analysis as a means of critically thinking about organizing an essay.
- Identify and revise grammatical errors, as well as revise and rewrite problems in sentence and paragraph logic, clarity and completeness.

## III. Writing Requirements

- Utilize prewriting, drafting, and revising techniques.
- Write essays based on the following:
  - Comparison and Contrast
  - Classification and Division
  - Cause and Effect
  - Process Analysis
  - Persuasion

## Content

### I. Themes – Key recurring concepts that run throughout this course:

- Purpose and Audience
- Rhetorical awareness
- Grammatical accuracy
- Language accuracy

### II. Issues –

- Grammatical accuracy
- Clear, effective sentence, paragraph, and essay development
- Spatial, Emphatic, and Chronological order
- Vocabulary accuracy

### III. Concepts –

- Purpose and focus (thesis)
- Audience
- Rhetorical strategy
- Order
- Significance

### IV. Skills –

- Developing thesis and topical sentence
- Developing essays through a variety of rhetorical strategies
- Writing clear and mechanically accurate sentences

- Varying sentence structures
- Utilize transitions effectively
- Developing a coherent essay consisting of an introduction, body (supporting details and images), and a conclusion
- Using appropriate language

These learning outcomes and skills will be demonstrated by writing a “Research Paper”.

## OBJECTIVES

- ❖ Master pre-writing tasks: generating ideas, identifying the target audience, and evaluating sources.
- ❖ Identify and construct basic academic arguments involving a claim, reasons, evidence, and treatment of possible counterarguments.
- ❖ Describe quantitative data presented in graphs and tables.
- ❖ Recognize and produce common types of academic writing: description, problem and solution, comparison, evaluations, and cause and effect papers.
- ❖ Demonstrate an awareness of academic formatting conventions and rules regarding citations, and provide proper reference to others’ ideas via quotation, paraphrase, and summarization.
- ❖ Use appropriate and meaningful transitions and linking words, qualification of statements, and academic vocabulary
- ❖ Demonstrate your ability to give an oral presentation on an academic topic.

## MATERIALS USED

Hacker, Diana and Nancy Sommers. Rules for Writers. 7th edition. Bedford/St. Martins, 2011.

Lester, Faigley. The Brief Penguin Handbook. 2nd ed. Pearson Longman, 2005.

Memering, Dean and William Palmer. Discovering Arguments, 1st edition. Upper Saddle River: Prentice Hall, 2002.

## VERIFICATION

**Sources:** locate and evaluate academic sources and properly cite in academic writing.

Understand the defining characteristics of plagiarism and the serious nature of ethics infractions involving plagiarism.

**Writing:** understand the entire process of research writing: prewriting, planning, drafting,

revising and editing and identify the paper's audience (e.g., an academic and/or professional audience—*not* just the instructor) and develop a basic understanding of what constitutes an appropriate academic style.

## LESSONS

### LESSON 1 - Introduction to the Paragraph

#### 1.

**Paragraph:** is a group of sentences; the first sentence is indented. The sentences develop one main idea and a paragraph develops a topic. Paragraphs vary in length; generally they are between 5-10 sentences long.

**Topic:** is the subject of the paragraph.

Differences between prewriting and composing are: when you pre write, you come up with ideas that can be developed. When you compose, you decide on a main point and organize your ideas into a complete message or communication.

#### 2.

##### The Topic of a Paragraph

**Prewriting: Planning:** often topics are too general to be adequate, so narrow down your topic to a specific one. **Restrict your topic!** Once you are done with your prewriting, you should look over it and which idea of yours has the most potential.

**Topic sentence:** it introduces the paragraph; also serves to state an idea or an attitude about the topic. It controls what the sentences in the paragraph will discuss. All its sentences should relate to and develop the **controlling idea**. An effective topic sentence is clear and specific.

What makes the topic sentence different from the other sentences in a paragraph? Your topic sentence should express the main idea/point of the whole paragraph.

**Improving the Topic Sentence:** it should be clear and focused on a particular aspect.

A typical topic sentence accomplishes two things: it states the topic clearly, and it suggests the direction or tone of the paragraph. It often reveals the writers' attitude toward the topic.

**Recognizing the Topic Sentence:** generally, the topic and the controlling idea are placed at or near the beginning of the paragraph. It may also be placed near the middle or at the end of the paragraph. It might not be explicitly stated but indirect, clearly suggested in the development of the paragraph. It's the best to state it clearly so it helps control the development.

*Exercise 2.6 (p21-22-23) write out the topic sentence, underline the topic and circle the controlling idea.*

**Formulating the topic sentence:** Having found a manageable topic for a paragraph you may examine the topic more closely and determine your attributes about it. In order to decide your controlling idea you may use one or more of the prewriting techniques for generating ideas. You may brainstorm, and then may expand your list. Several ideas could emerge!

Look through the list for something striking.

3.

### Support

#### **Prewriting: Planning**

Having generated your ideas and formulated a controlling idea, extract the material you wish to use to develop your paragraph using your prewriting notes.

This material is used to support, back up, clarify, illustrate, explain or prove your point in your topic sentence. Use factual details to support.

Examine your notes to find support; you may add materials to them if necessary. WH-questions are useful and could serve as a foundation for the support for your paragraph.

When all the material is grouped, you may determine which group is the strongest and has the most specific and detailed examples.

**Make a paragraph outline:** always write out your topic sentence; the supporting sentences in outline form, group the related details together. Look at your outline! Do ALL your sentences deal with the topic? All the material should directly support the view you express in your topic sentence. Are they logically arranged?

**Transition:** its main function is to provide a link in the sentences, joins sections within the paragraph.

**Concluding sentence:** summarizes the main idea in the paragraph. Not all paragraphs need

concluding sentences; however, they are useful for ending the development of your support.

**Audience:** expect you reader to have only a little specialized knowledge about most topics.

4.

### Unity

All your sentences within a paragraph must relate to the topic and develop the controlling idea! Sentences that sound good/interesting but are not related and do not discuss your main idea are irrelevant, out of place and must be omitted. You may develop some of those ‘out-of-place’ sentences (other ideas) in another paragraph.

5.

### Coherence

**Order of your sentences:** Besides a topic, a controlling idea, support and unity; a paragraph also needs coherence. Arrange the sentences **logically**; make sure that they flow smoothly. The order of your sentences depends on your purpose (e.g. chronological order, spatial order, emphatic order, etc.).

Your paragraph can be incoherent when you throw in a few sentences as an afterthought. These ‘out-of-place’ sentences should be revised. After revising the order of your sentences, make sure that they flow smoothly as well.

**Smooth flow:** in order to make your idea or sentence lead into another, you may use transitions. They provide the links between ideas (see: Transitional Expressions handout).

A paragraph is **incoherent** if sentences are not logically arranged and do not connect smoothly.

**Hint:** once you have grouped your ideas and examples in your prewriting, you should divide them into categories. You should then figure out how to present them in the best order. Keep your ideas together in a logical way. Build your paragraph so it has the strongest possible ending.

### **Practice:**

*Exercise 1: Choose at least 2 out of the 5 topic sentences and list 3 ideas to support each.*

- Consumers have to be careful to avoid telemarketing scams.
- An insensitive teacher can have a terrible effect on young children.

- In most cases, the families of Alzheimer's patients suffer more than the patients themselves.
- The behavior of adults at youth league games is often offensive.
- The public is often more honest than the media would have us believe.

*Exercise 2: look at the topic sentences, circle the topic and underline the writer's attitude.*

1. Most people don't spend enough time planning for their future.
2. Poor highway design is a major reason for auto accidents.
3. Both major political parties in the United States seem out of touch with the average person.
4. Not all top high school athletes are poor students.
5. The fierce winter weather is particularly hard on the poor and elderly.
6. Better communication is the key to an improved personal relationship.
7. Raising the driving age to eighteen may be one way to reduce the number of car accidents.
8. A thorough employee training program translates into a far better environment for workers and customers.
9. Popular music today is stale and unimaginative, with each new artist sounding like the other.
10. A laptop computer's size and portability makes it a great choice for college students.

*Exercise 3: turn each topic into a topic sentence.*

1. an increase in the number of fatal car accidents
2. special effects in movies
3. investing in the stock market
4. a better understanding of world geography
5. a reduction in tuition and fees
6. a course in public speaking
7. the amount of money the government allots for education
8. life as a vegetarian
9. interest in astrology
10. the unique landscape of the desert

*Exercise 4: revise and rewrite the following vague and general topic sentences.*

1. I enjoy physical activities.

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2. Being laid off is bad.

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3. Computers are amazing.

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4. Television programming isn't challenging.

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5. Science is interesting.

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6. Skateboarding is exciting.

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7. Public transportation is important.

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8. Personal counseling can be helpful.

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9. Energy conservation is important.

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10. Working as a construction laborer is hard.

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*Exercise 5: evaluate the topic sentences below – are they **Weak** or **Effective**?*

*Rewrite the weak sentences after you finished the revision. Then choose 3 or more of the above mentioned topics and write at least 3 supporting sentences for each.*

1. \_\_\_\_\_ Working in a nursing home has helped me learn the true meaning of dignity.
2. \_\_\_\_\_ Housebreaking animals is necessary.
3. \_\_\_\_\_ My uncle's best decision ever was to get his general equivalency diploma (GED).
4. \_\_\_\_\_ Oil spills are environmental nightmares affecting the world for years.
5. \_\_\_\_\_ Many of today's movies are bad.
6. \_\_\_\_\_ Golf has increased in popularity.
7. \_\_\_\_\_ I trace my decision to major in music education to Ms. Souza, my first music



teacher.

8. \_\_\_\_\_ The parking situation in campus needs attention.
9. \_\_\_\_\_ Winter can be a difficult time.
10. \_\_\_\_\_ My friend Alexei knows the secret to having a great party.

### **The process of composing a draft:**

- Focus on a topic
- Create a topic sentence
- Prewriting
- Organize prewriting ideas and examples
- Develop supporting sentences
- Restate the topic sentence

## **LESSON 2 - Paragraph and Essay Basics**

### **A PARAGRAPH**

Definition: A paragraph is a group of related sentences that express a single idea; it's a unit of thought. It can be part of a long composition, or it can stand alone as a short composition, complete within itself.

Main parts:

- a) Topic sentence: it states the controlling idea, which is limited and specific. It usually but not necessarily stands at the beginning of a paragraph.
- b) Supporting sentences: they expand on the main idea with specific facts, examples, details or reasons
- c) Concluding sentence: it provides a strong ending by summarizing, referring to the main idea or adding an insight

Characteristics:

- a) Unity: all the supporting sentences relate to the main idea expressed in the topic sentence.
- b) Coherence: ideas are presented in *logical order* by using transitional/linking words or phrases.
  - Chronological order (in order they occur, mainly in narratives)
  - Spatial order (left to right/ top to bottom/ inside to outside/ near to far, mainly in description)
  - Deductive arrangement (topic sentence contains the general idea, specific details follow)
  - Inductive arrangement (first part of the paragraph contains details, last sentence is the topic sentence including a general statement)
  - Order of importance (Degree or Interest; details are arranged from: the most important/sizeable/interesting etc. to the least...or the reverse)

**Coherence** can also be accomplished by: using parallel structures / repeating words or expressions / using pronouns / **being consistent** / using transitional words or expressions.

### **AN ESSAY pp.18-33**

**Definition: An academic essay is a critical writing, a composition of three or more paragraphs that presents and develops one main idea.**

**Subject: Choose a subject you are interested in *and* will interest your readers *and* you know enough about *or* you can learn enough about later to develop it well at least in three paragraphs.**

**Purpose: The main reason for writing is to communicate. Therefore you should determine your purpose before writing. Helpful hints:**

- **To inform my audience about a subject they do not know and would be interested in knowing**
- **To show my audience a new way to look at my subject, a way they might not have thought before**
- **To persuade my audience to agree with my point of view on my subject**
- **To demonstrate that I know about this subject**

- To entertain by writing something funny/ beautiful/ dramatic

### **Main parts of a Paragraph:**

#### **Introduction**

**Topic Sentence**

#### **Body**

**Supporting sentences and details**

#### **Conclusion**

**Concluding statement**

### **Main parts of an Essay:**

#### **Introduction**

- ★ Attention-getting sentences
- ★ Thesis statement(s)
- ★ Sentence(s) of method

#### **Body**

##### **Paragraph 1**

- ❖ Topic sentence
- ❖ Support
- ❖ Conclusion/Transition

##### **Paragraph 2**

##### **Paragraph 3**

#### **Conclusion**

- Restatement of thesis
- Main topics tied together
- Closing sentence

### III. Reading

#### Reading Actively and Critically:

- Looking over the headings
- Figuring out the meanings of unfamiliar words by using a dictionary or examining the context
- Writing in the margins
- Underlining
- Adding checkmarks and asterisks
- Raising significant questions, etc.

#### Reading Strategies:

- ❑ Preview (Look to see what the text might be trying to tell you by looking at the title, headings, author, etc.)
- ❑ Annotate (Pose questions in the margins, draw arrows to connect ideas, jot down questions, disagreements and comments.)
- ❑ Summarize (Summarize by establishing the author's purpose, audience, main point, support.)
- ❑ Connect (Connect emotionally or intellectually, find a relationship with the text; e.g.: disagreeing strongly, being bored by it, feeling unconnected or connected, etc.)
- ❑ Respond (Record your responses somewhere, comment by talking or writing about it.)
- ❑ Review (Having finished reading go back to the top and reconsider the title, author, headings, etc.)

#### Basic methods of communication or Rhetorical methods:

- ★ Description,
- ★ Narrative,
- ★ Classification and Division,
- ★ Comparison and Contrast,
- ★ Process Analysis,
- ★ Cause and Consequence,
- ★ Definition,
- ★ Argument

Each of these methods is *rhetorical*, meaning that it uses language for a specific purpose so that it leads to the creation of knowledge.

### **An Overview of the Writing Process:**

- Purpose: once you have a general idea think more specifically, do you need to give your readers a general understanding or to explain all the details...? also see above
- Audience: crucial element of the rhetorical situation; specific audience that you know? An academic assignment? Have a sense of who your readers are, (age, sex, education, values, beliefs, attitude, expectation, knowledge about your topic).
- Subject: **should not be too broad, vague; narrow it down as much as possible, move from a general subject to a specific topic.**
- Rhetorical situation: in any given oral, written, electronic communication, the intended audience, purpose, topic, medium, time, place. Communication can only take place when writer, subject and audience intersect!!!
- Writing Strategies:
  - ◆ Journal writing (record ideas, thoughts, feelings, responses)
  - ◆ Brainstorming (jot down all the ideas that come to mind, as they come, random thoughts as details)
    - Clustering (map out your ideas, put your subject or topic in the center of a paper and circle it, jot down related ideas around it draw line to show connections)
    - Freewriting (write whatever comes to your mind for a few minutes nonstop)
    - Looping (combine freewriting and clustering: freewrite, circle the dominant idea, loop back do it again until you land on an idea that might be the purpose and subject of your essay)
    - Questioning (pose WH- and How questions to answer)
- Thesis Statement: **the main idea you will develop while writing**
  - ◆ **Your intro is your thesis statement**
  - ◆ **Formulate a thesis at an early stage to serve as a guide in organizing and drafting. p.28-29 Exercise on p.31**
- Outline: **draft a very specific and detailed outline which includes ideas for the introduction plus the thesis statement, ideas for each body paragraph plus the topic**

**sentence of each, and finally the conclusion (p.20-21 study the outline given in the book, although it includes quite a few sentences, you really do not need to do that)**

- Response to a Draft: group mates respond to each other's draft--annotate the text (highlight where to add, delete or revise) also summarize their reaction to the draft
- Revising: "seeing again", is the rhetorical situation well achieved?
- Editing: focus on issues that are small but important such as length, structure, paragraph and sentences, transitional words and phrases, effectiveness of ideas, accuracy and punctuation
- Proofreading: typos, misspellings and spacing, print your work out if you can to have a visual impression
- Group work: students are to organize one if possible, can be very useful

### **American Style**

- Conciseness: effective academic and public writing is concise, eliminate extra/unnecessary words!
- Clearly announces topic: in the opening paragraph or near the beginning of the paper
- Tight organization: stay on topic and do not digress/go off the point
- Clearly cited sources: cite all the sources of information that is generally not known by most people, avoid plagiarism

## LESSON -- 3 Style, Voice and Emphasis

### Effective Style and Language - Write with Power

#### Sentence Clarity:

- ❖ Begin your sentences with something that is generally known/familiar.
- ❖ Move from familiar information to new.
- ❖ Use positive/affirmative statements instead of negative ones.
- ❖ Use only one negative in your sentences at a time. (Double negatives are hard to understand)
- ❖ Express actions as verbs instead of naming them as nouns.
- ❖ Avoid buried subjects.
- ❖ Use active voice instead of passive whenever you can.

#### Active and Passive Voice

*Underline verb phrases in each sentence and indicate the voice of verb by writing “active” or “passive.”*

(1) Fun and unique training programs await this year’s college graduates. (2) Interactive computer simulations are the newest method for training the Nintendo generation. (3) The realization by corporate trainers that new employees in the 21-to-30 age group performed best when interacting with a computer or video game led to the invention of these special training programs. (4) Designers were informed that it is important for an employee to be comfortable when new material and methods are being presented. (5) “Play the game and learn the trade” is the motto of many companies recruiting young college graduates. (6) The transformation brought about by interactive training systems is just beginning.

#### Vary Sentence Structures -- Build the patterns into your own sentences

**The Sentence** - There are 3 different types of sentences:

- **Simple sentence:** a sentence consisting of a subject and a verb and their modifiers
  - e.g.: *He stole my backpack 2 weeks ago.*
- **Complex sentence:** a sentence consisting of a main clause and a subordinate clause
  - e.g.: *While I was taking a shower, the phone rang.*
- **Compound sentence:** a sentence containing 2 or more independent clauses joined by a connector
  - e.g.: *The heavy rain flooded the streets, and lightning started two small fires.*

### Add a second complete thought

- When you add a second complete thought to a simple sentence, the result is a **compound sentence**.
- You may connect two or more complete sentences/thoughts/independent clauses by using the technique called **coordination**.
- The parts of a compound sentence are called **independent clauses** because each part is a simple sentence and can stand on its own.
  - You may join independent clauses/simple sentences by
    - Inserting a comma and a *coordinating conjunction* between the independent clauses (e.g., and, but, for, nor, or, so, yet)
    - Inserting a semicolon between the independent clauses (;)
    - Inserting a semicolon and a *common conjunctive adverb* (;however ;meanwhile ;similarly ;moreover ;also ;besides ;thus, etc.)
      - *E.g. Joey has stopped smoking cigarettes; however, he is now addicted to chewing tobacco.*

### Add a dependent thought

- When you add a dependent thought to a simple sentence, the result is a **complex sentence** including an independent/main clause and a dependent clause.
- A dependent/**subordinate clause** begins with a subordinating word called **subordinating conjunction** (e.g. since, though, because, unless, while, whether, if, as soon as, although, etc.).
- Statements in a complex sentence are not of equal importance. The technique is called **subordination**.
  - You may join a main clause/independent clause and a dependent/subordinate clause by:
    - by means of subordinate conjunctions (listed above)
    - by means of relative pronouns (that/what/which/who/whom/whose)
      - *E.g. Although I lowered the thermostat, my heating bill remained high.*

### Vary sentence length and structure

- ...by doing that paragraphs or essays become clearer and more readable.
  - *E.g. The Moon is now drifting away from the Earth. It moves at a rate of about one inch a year.*
  - *Revised: The Moon is now drifting away from the Earth, moving at the rate of about one inch a year.*

### Special openers can be: -ing, -ed, -ly words, to word groups, and prepositional phrases.

- ❖ *Tired from a long day of college, Sam fell asleep on the sofa.*
- ❖ *Using a sharp knife, Bill chopped the tomatoes quickly.*
- ❖ *Reluctantly, I agreed to visit them.*
- ❖ *To get to the lesson on time, you must leave now.*





*With my teacher's help, I managed to get an A.*

### Emphasize important information in sentences

- ★ **Inverting** the normal order of subject, verb and complement can make a sentence emphatic. Inverted sentences without need; however, are artificial!
  - *E.g. Jack had once been a dog lover. Then his neighbor's barking dog twice chased him. Now all dogs, especially barking dogs, Jack detests.*
- ★ The **active voice** is more emphatic than the passive. Use the passive only if the agent (doer of the action) is unknown or unimportant.
  - *Passive: For energy conservation it is urged that all lights be turned off when not being used.*
  - *Revised, active: To save energy, students should turn off all lights they are not using.*
- ★ **Careful repetition** can be very effective

### Mix different types of sentences:

- You may also increase variety by using questions, commands or exclamations occasionally.

### Place adjectives or verbs in series RW 30 h p.285

### Write Concisely

- **Eliminate Wordiness**
- **Use positive constructions**
- **Write Concisely**
  - Redundancy—eliminate unnecessary, empty words
  - Reduce wordy phrases—do not say “I think”, “in my opinion” “in my essay”, etc...unless you're citing a source, it is obvious that the ideas are yours
  - Wordy phrases
  - Eliminate empty intensifiers (such as “very”, “absolutely”) use intensifiers wisely
  - Use long sentences seldom—they reflect wandering thoughts and lack of revision (long sentences are hard to read!)
  - Use negative constructions when it's absolutely necessary—writing positive sentences make an argument direct and unambiguous

*Exercise: revise the paragraph as it has several problems with clarity and conciseness—use the suggestions from*

*above!*

Little attention was paid to Y2K until the time when analysts began to think about how the year 2000 would affect computers. The panic that was caused by Y2K revolved around the idea that systems won't hardly work right when the year turned from 1999 to 2000. The 00 would be understood by the computer to be 1900 and could cause major chaos. The majority of the problem was expected to affect bank accounts, telephone service, utilities, and food supply. It seemed that crashing computers is something that most experts expected. The discovery of this problem actually took place more than fifty years ago, but nobody didn't want to address something that was fifty years in the future. Consequently, companies raced against the clock to rid their systems of the Y2K problem.

### **Write with Emphasis**

- **Use parallel structures**

1. Steve Martin is an actor, a comedian, and he writes plays a playwright.
2. The weather this summer has been hot, rainy, and a steam bath steamy.
3. Every time I stop smoking, I gain weight, get headaches, or irritability takes over become irritated.

*Practice:*

- 1) You need a good education and to be ambitious to get a decent job today.
- 2) A few decades ago, people could find employment as long as they were willing to work hard and learning on the job.
- 3) Even if people had weak writing skills or lacking strong reading skills, they could still find regular work.
- 4) I know from experience that employers in the 21<sup>st</sup> century want employees who are intelligent, enthusiastic, and they want them to be well educated.
- 5) As a result, I will have some specific knowledge, confidence, and I will also have experience to offer an employer.
- 6) The explosion affected people living near the house, around the neighborhood, and the entire city was involved.
- 7) When she is not in art class, she is busy sketching animals, painting nature scenes, or to draw portraits.
- 8) I had been having trouble with math and reading was troublesome for me, so I spent time with a tutor.
- 9) I intended to study hard in college and earn my degree in elementary education.
- 10) Then I can begin working with children in a community center or maybe to get a job in an elementary school.
- 11) I left that classroom with a different perspective on racism and my attitude about guest speakers was new.

12) I tried to sneak into the club by both trying the back door and I showed the guard a fake ID.

- 1) By the time I get to the shower in the morning, either all the hot water is used up or \_\_\_\_\_
- 2) The fire at my neighbor's apartment last Christmas was terrifying not only for my friend but also \_\_\_\_\_
- 3) At first I couldn't tell whether the smoke was coming from her apartment or \_\_\_\_\_
- 4) Fortunately, my neighbor was able to collect insurance money and \_\_\_\_\_
- 5) Regardless of the cause, the damage was heavy, not only to the apartment itself but also \_\_\_\_\_

- **Recognize the difference between formal and informal language**

- **Diction:** word choice.

- Your diction depends on the writing situation (audience).
- Inappropriate language may distort a writer's intent.

➤ Informal language: I'm broke.

➤ Formal language: I am out of funds.

➤ Clarity and accuracy: two criteria of careful writing; pay attention to diction!

➤ Monosyllabic words: one-syllable words can sound down to earth and real.

- They can often replace multisyllabic words.
- 'Less is more.'
- Short words are easier to understand.
- They can give power and clarity.
- Simplicity can also be elegant.
- However, your writing can sound elementary if you include nothing but monosyllabic words.

- *Example: Write 3 sentences using monosyllabic words.*

➤ Multisyllabic words: scientific language is often multisyllabic.

- They are often used to create distance between writer and audience, for the sake of objectivity and seriousness.
- They are also used to create intentional ambiguity and to exclude a general audience.

- *Example: Write 3 sentences using multisyllabic words*

- Pretentious writing: does not represent your natural voice, you might think that you sound intellectual...but your voice can actually be extremely artificial.
  - Using big words to impress readers is a sure sign of amateur writing.
  - Your tone can easily sound superior and elitist.
- Solution: choose words to express thoughts and to persuade your audience.
  - Replace difficult words with simpler ones.
  - Choose words to express yourself clearly and concisely.
  - Careful writers want their voice to be heard NOT suffered through!!!
  - Credibility is easy to lose and difficult to recover!
  
- General language: generalizing robs your writing of clarity and power.
  - It suggests that writers do not respect their readers.
  - It often causes your readers to ask: ‘What do you mean?’, ‘Can you give an example?’
- Specific language: giving specific examples makes you/ your writing sound informed.
  - Specific words refer to particular things, persons, and events.
  - It involves precise details that help readers visualize and comprehend information.
- Concrete: it means physical or sensory. They bring to mind images.
  - Concrete diction is similar to specific diction. They both provide supporting evidence.
- Abstract: means ideas, qualities that we cannot detect with our senses. Abstract is harder to read and understand.
  - To clarify abstractions you must use specific and concrete evidence: use similes and metaphors, narration, description.
- Literal language: the literal meaning of a word is its plain sense.
  
- Denotative meaning: the objective or dictionary meaning of a word. *E.g. House, accommodation, dwelling*
  
- Connotative meaning: implied or associative meanings.
  - Positive connotation – Negative connotation *e.g.: home, birthplace*
  
- Figurative language: literal comparisons
  - Simile: direct comparison: as / like + noun phrase
  - Metaphor: indirect / implied comparison: to be + noun phrase
  
- Avoid clichés: old familiar expressions that are no longer forceful.
  - Clichés are signs of weak or lazy thinking.
  - It reflects that the writer is inexperienced.
  
- Precise words: pay fresh attention to the ways use words and the ways other people use them.

- Never use a word you have not learned thoroughly or you are not familiar with.
  - It is easy to make yourself sound pretentious and foolish.
- Language and thought: the style of a message is part of the message.
- Sentences are thoughts.
  - All writing requires choices about language.
  - Choose words carefully to convey your message.
  - Your writing can easily become wordy and carelessly written.
  - Be concerned about your audience.

**Voice**: it is the sound of a writer's personality on the page.

- ★ Objective voice: in which writers can present themselves as knowledgeable and authoritative; it is mostly information-dominated.
- Information-dominated writing tends to sound serious (academic, scientific): writers avoid anything that might enlighten their presentation. It is impersonal.
  - Objective writing can sound false.
  - Difficult language is not necessarily sophisticated writing.
- ★ Subjective voice: can sound more specific and more credible. It can show that the writer is familiar with the subject, and can sound well-informed.
- Subjective writing often sounds more simple and natural.
  - Change your voice when you write different papers.
  - Your voice depends on the writing situation.
  - The elements of a writing situation:
    - Your motivation
    - Your audience
    - Your subject
    - Your purpose
- ★ Tone: your attitude toward your subject and self
- Communicate with the readers and anticipate their reactions.
  - Your tone reflects your attitude toward your subject – taking it seriously or lightly
  - Your words and sentences create your tone / voice.

*Exercise: Write 2 5-sentence paragraphs. First use objective language, then working with the same paragraph use subjective language.*

## Sentence Tools

- Simple sentences: complete thoughts containing a verb and a subject
  - ◆ Help readers stop and think
  - ◆ Add variety and vitality to your writing
  - ◆ Add emphasis and surprise to the reader's thoughts
  - ◆ Can say a lot – 'less is more'
  - ◆ Often have persuasive power
  - ◆ Help writers make points clearly and concisely
  - ◆ Might contain monosyllabic words at a glance readers can see and comprehend them
  - ◆ Use them occasionally – for more variety, emphasis and power
    - *Exercise: write 3 simple sentences*
  
- Coordination: a compound sentence contains two complete thoughts. Patterns:
  - ◆ Combine two complete thoughts with a coordinating conjunction (and, but, so, yet...)
  - ◆ Put the comma before the connecting word
  - ◆ Combine 2 complete thoughts with a semicolon
  - ◆ Put the semicolon between the complete thoughts
  - ◆ Combine two complete thoughts with a transitional word (however, although)
  - ◆ Put a transitional word between a comma before and a semicolon.
    - *Exercise: write 3 compound sentences (coordination)*
  
- Subordination: combining a complete and an incomplete thought = a complex sentence.
  - ◆ Pattern: combine a complete and an incomplete thought with a subordinating conjunction or relative pronoun.
  - ◆ If you begin a sentence with an incomplete thought, place a comma AFTER it.
  - ◆ Complex sentences add variety and clarity to your writing.
  - ◆ If you use simple, complex and compound sentences with different patterns, you show control with your writing.
    - *Exercise: write 3 complex sentences (subordination)*

### **Things to Avoid:**

Comma splices: a comma cannot separate two complete thoughts: you need to use a semicolon, or you need to add a comma and a connecting word.

Run-on sentences: two complete thoughts fused together without punctuation or a connecting

word.

### ❖ **Strategies of Repetition:**

#### ➤ Diction and repetition – repeating words for emphasis:

- By repeating a key word or phrase, you can emphasize an idea and your tone toward your audience.
- It is an easy and explicit kind of emphasis.
- If you repeat unusual words they might cause distraction.
- Do not rely on this effect too often – you may lose the emphasis.
- Remember the paradox: ‘less is more’!

#### ➤ Parallelism: a stylistic pattern, attention-catching pattern

- Intentional repetition of a word ending, a single word, a phrase or a clause
- Use parallelism for emphasis; make sentences clearer, smoother and easier to read
- You may repeat: words ending -ing / infinitive verb phrases that begin with to / of phrases, etc.

### ❖ **The power of threes in sentences:**

- Elements of 3 are persuasive in thought and style.
- Your readers’ mind easily processes three.

### ❖ **Sentence Beginnings:**

#### ➤ -ing phrases

- Present participle used like adjectives to describes nouns and pronouns
- Using this stylistic tool writers can omit needless words – achieve concise writing
- It can give flexibility and variety to the writing
- Sentence variety keeps readers’ attention and strengthens the writer’s ethos
- Use the –ing phrase after a preposition or an introductory word
- An initial –ing phrase requires a comma after it

#### ➤ Past participle –en or –ed phrases:

- They function as adjectives: they modify nouns and pronouns
- Place a comma after the –en / -ed phrase
  - *Write similar sentences using –ed, -en, -ing, phrases*

### ❖ **Style and Contraries**

#### ➤ Loose sentence: is structured with the main thought first followed by description or explanation.

#### ➤ Periodic sentence: is structured so description or explanation comes first and the main thought comes last.

- Building up to an idea
- You can convert loose sentences into periodic sentences and also the other way around.

#### ➤ False Starts: beginning sentences with empty, needless words

- Avoid starting sentences with: There are, there is, It is, I think, Personally, I feel...





## LESSON 4 – Introductory Paragraphs

There are several ways to introduce an essay. You must start with an introductory paragraph even if you use various techniques in order to achieve that goal.

- Provide historical background
- With an anecdote, story
- Provide general information, definitions or statistics

Whichever you do, make sure you “hook” your audience, get their attention.

Remember, that you also have to add a thesis statement at the end of that paragraph and it has to be concrete. Your readers must be able to guess what the main idea or the main points of the essay will be.

*Below you can read several introductory paragraphs – some more formal than others. Study them before you compose your own:*

Narration:

Any change is difficult to handle. Beginning a new job is no different, especially when the job involves more responsibility than the last one. My first day as a dietary aide at City Hospital was such an ordeal, I don't think I will ever forget it. By the end of that first workday, I was so frustrated and embarrassed that I never wanted to return.

Description:

If someone invited you to a planetarium show, what would you expect? You are probably thinking of seeing pictures of stars and constellations. You may even be thinking, “Boring!” At first, that's what I thought when two friends invited me to a show at the Hayden Planetarium in New York City, But I was mistaken. On that night my eyes and ears were exposed to more sensation and stimulation than they had ever been exposed to at one time.

Comparison:

Several years ago, I returned to Washington D.C., and visited one of my old neighborhoods. I had not been on Nash Street for more than 20 years and as I walked along the street, my mind was flooded by waves of nostalgia. I saw the old apartment building where I had lived and the playground where I had played. As I viewed these once-familiar surroundings, images of myself

as a child there came to mind. However, what I saw and what I remembered were not the same. I sadly realized that the best memories are those left undisturbed.

Turnabout:

“We live in an era where television is the national pastime. Since the invention of the television set, people have been spending more of their free time watching television than doing anything else. Many of the television addicts feel that this particular pastime is not a bad one; indeed, they argue that people can learn a great deal watching television. I am sure that if you look long and hard enough, you can probably find some programs that are educationally motivating. But, for the most part, I say that watching television is a waste of time.”

Classification/Division:

Hotels are found in every country and city of the world and even in communities with few inhabitants. That’s why the hotel industry ranks high among the largest worldwide industries. Today, the lodging industry offers many new alternatives for the traveling public. Some properties offer luxury accommodations; others offer budget accommodations; while still others accommodate the need of travelers to be away from home. Whatever the reason, there are many different kinds of hotels and they can be classified according to their size, facility, type, price, or service. Generally, we can classify these hotels into three large groups based on location.

Process:

At one time, if you wanted to play recorded music, you listened to a vinyl record. Then came eight track tapes and then cassette tapes. These innovations improved sound quality and made listening more convenient. But the development of the compact disk has taken sound quality and convenience to an even higher level. At the cost of about \$18, however, CDs can be expensive, especially if you aren’t interested in all the songs. Now there’s a solution to this problem. The answer is to create or burn your own CD, a simple process that requires a computer, a CD burner, a blank CD, and a little bit of your time.

Dramatic:

“The rain pours down as if running from a faucet, lightning streaks across the dark restless sky, and thunder pounds the roof and walls of the house. All of a sudden the wind kicks up. Trees sway madly back and forth; loose objects are picked up and thrown all around. The house creaks and moans with every gust of wind. Windows are broken by pieces of shingle from a neighbor’s roof or by loose objects picked up by the wind. Power lines snap like thread. The unprepared house and its occupants are in grave danger as the awesome hurricane approaches. Had they prepared for the hurricane, they might not be in such danger. Indeed, careful preparation before a hurricane is essential to life and property.

Definition:

You've probably witnessed the behavior yourself. You are in a car someplace and you are stalled in traffic. After a minute or two, someone behind you begins honking the horn, revving the engine, and yelling and swearing out the window. In some cases, the driver gets out of the car and walks up to where the traffic is stalled and begins yelling and gesturing. Sometimes the behavior escalates until the driver is pounding or kicking the other car and perhaps physically fighting with other drivers. This kind of behavior occurs often enough that it has a name. It's called road rage.

## LESSON 5 -- Consistency! Misplaced and Dangling Modifiers

### Strategies to avoid misplaced modifiers:

- ❖ Place words as close as possible to what they describe.
- ❖ Place single-word modifiers (nearly, almost, hardly, just, only, simply, merely, even) immediately before the words they modify.

#### ■ Misplaced modifiers:

- *They could see the twinkling stars sitting on the front lawn.*
- *When trying to lose weight, all snacks are best avoided.*
- *Sam returned the hamburger to the supermarket which was bad.*
- *Kicked carelessly under the bed, Jack finally found his slippers.*
- *Our phone almost rang 10 times last night.*

- E.g.: *'While smoking a pipe, my dog sat with me by the warm fire.'*

1. While **I** was smoking a pipe, I sat with my dog by the warm fire.
2. While smoking a pipe, **I** sat with my dog by the warm fire.

### Missing Parallelism:

- *Frank spends his free time reading, listening to music, and he works in the garden.*
- *After the camping trip I was exhausted, irritable and wanted to eat.*
- *My hope for retirement is to be healthy, to live in a comfortable house, and having plenty of money.*
- *Nightly, Rob puts out the trash, checks the lock on the doors, and the alarm is turned on.*
- *Please feed the dog, the heat must be turned down, and lock the doors.*
- *Both his attitude also the way he dressed were unacceptable.*

**Homework: Rules for Writers Ch 12 pp 127-134 Exercise 12-1/2, 13-1**

## LESSON 6 -- Punctuation: Hyphens, Dashes, Parentheses, Brackets Hyphens

### 1. Use a hyphen to join two or more words serving as a single adjective before a noun:

a one-way street

chocolate-covered peanuts

well-known author

**However, when compound modifiers come after a noun, they are not hyphenated:**

The peanuts were chocolate covered.

The author was well known.

### 2. Use a hyphen with compound numbers:

forty-six

sixty-three

Our much-loved teacher was sixty-three years old.

### 3. Use a hyphen to avoid confusion or an awkward combination of letters:

re-sign a petition (vs. resign from a job)

semi-independent (but semiconscious)

shell-like (but childlike)

### 4. Use a hyphen with the prefixes *ex-* (meaning *former*), *self-*, *all-*; with the suffix *-elect*; between a prefix and a capitalized word; and with figures or letters:

ex-husband

self-assured

mid-September

all-inclusive

mayor-elect

anti-American

T-shirt

pre-Civil War

mid-1980s

**5. Use a hyphen to divide words at the end of a line if necessary, and make the break only between syllables:**

pref-er-ence

sell-ing

in-di-vid-u-al-ist

**For line breaks, divide already hyphenated words only at the hyphen:**

mass-produced

self-conscious

**For line breaks in words ending in *-ing*, if a single final consonant in the root word is doubled before the suffix, hyphenate between the consonants; otherwise, hyphenate at the suffix itself:**

plan-ning

run-ning

driv-ing

call-ing

**Never put the first or last letter of a word at the end or beginning of a line, and don't put two-letter suffixes at the beginning of a new line:**

lovely (Do not separate to leave *ly* beginning a new line.)

eval-u-ate (Separate only on either side of the *u*; do not leave the initial *e-* at the end of a line.)

**Hyphens are like trailer hitches; they join two words to make them one. Hyphenation rules are in flux- to be safe, consult a recently published standard dictionary.**

**Use hyphens to link compound nouns and verbs:**

son-in-law best-seller president-elect cold-shoulder double-up strong-arm blue-collar

**Tip:** Many compound expressions don't use a hyphen. When in doubt, consult a dictionary.

Here are few that don't require hyphens:

cabdriver schoolchildren waterproof crosswalk best man floppy disk high school nurse practitioner

**Use hyphens to connect words that function as adjectives, describing a noun:**

There's a hot-blooded horse. He refused to travel in any English-speaking countries. That fourteenth-century tapestry is priceless. The well-known politician spoke at many rubber-chicken banquets.

**Tip:** Do not use hyphens with adverbs that end in "ly."

Her sharply honed gift of public speaking got her the nod.

Do not use hyphens to link words that follow the noun:

There's a horse that's hot blooded. He refused to travel in any countries that were English speaking. That tapestry from the fourteenth century is priceless. The politician, who is well known spoke at many banquets that served rubber chicken.

**Use hyphens with some prefixes and suffixes: "self-," "all-," "ex-" (when it means former), "quasi-," and with the suffix 'elect.'**

self-esteem all-encompassing ex-husband vice president-elect

**Hyphenate prefixes when either the word or prefix begins with a capital letter:**

anti-American post-Clinton era A-bomb

**Use hyphens when writing out fractions and numbers.**

Use a hyphen for a two-word number under one hundred:

fifty-five seventy-two

**When writing out a fraction, place a hyphen between the numerator and the denominator— except if either of them already has a hyphen:**

two-thirds sixty-five hundredths

**Use hyphens to make compound phrases:**

holier-than-thou attitude once-in-a-lifetime opportunity

**Use hyphens if there is a chance a word could be misread:**

co-op co-worker

**Use hyphens in technical expressions:**

uranium-235 T-square light-year

### **Parentheses (...)**

Parentheses are occasionally and sparingly used for extra, nonessential material included in a sentence. For example, dates, sources, or ideas that are subordinate or tangential to the rest of the sentence are set apart in parentheses. Parentheses always appear in pairs.

Before arriving at the station, the old train (someone said it was a relic of frontier days) caught fire.

**Parentheses are like polite back seat drivers. (They interrupt to explain additional information that the reader should know.) Parentheses can hold explanations, illustrations, or clarifications.**

*According to legend, the Greek playwright Aeschylus was killed when an eagle dropped a tortoise on his bald head (mistaking it for a rock).*

*Many great writers died before the age of forty (Byron was 36; Nathanael West, Rimbaud, and Robert Burns were 37; Thomas Wolfe and Pushkin were 38; and Dylan Thomas was 39).*

*I told him I absolutely believe in marriage (as a cure for the temporary insanity of infatuation).*

**Parentheses are also used to set off dates, provide reference information, and to enumerate**



**a list.**

*Angela Merici (1470-1540), an Italian, founded the Ursulines in 1535, an unconventional religious order in which women took vows but lived at home and taught in the community.*

*The Chinese poet Li Po (c.700-762), a "lighthearted winebibber," fell out of a boat and was drowned when he tried to kiss and embrace the moon's reflection in the water (Hendrickson 111).*

*The reason there are so many popular bike trails outside of Washington, D.C., is that the land is mostly flat (see contour map on page 6).*

*If your toddler does not sleep through the night there are several questions to ask: (1) Have you developed a soothing bedtime ritual? (2) When checking on your child, do you accidentally wake him or her? (3) Is your toddler afraid of the dark? (4) Is your toddler waking regularly in the night hungry or thirsty? (5) Does your toddler use a pacifier or "cuddly" so he or she is able to comfort himself or herself?*

**Note:** Punctuate correctly in and around parentheses. If a whole sentence is inside parentheses, then put the period inside the end parenthesis. If only part of the sentence is in parentheses, then the period goes outside of the end parenthesis.

**Dashes --**

Use a dash (represented on a typewriter, a computer with no dashes in the type font, or in a handwritten document by a pair of hyphens with no spaces) . . .

<b>in the following situations:</b>	<b>for example:</b>
to emphasize a point or to set off an explanatory comment; but don't overuse dashes, or they will lose their impact.	To some of you, my proposals may seem radical--even revolutionary. In terms of public legitimation--that is, in terms of garnering support from state legislators, parents, donors, and university administrators--English departments are primarily places where advanced literacy is taught.
for a phrase that already includes commas	The boys--Jim, John, and Jeff--left the party early.

As you can see, dashes function in some ways like parentheses (used in pairs to set off a comment within a larger sentence) and in some ways like colons (used to introduce material illustrating or emphasizing the immediately preceding statement). But comments set off with a pair of dashes appear less subordinate to the main sentence than do comments in parentheses. And material introduced after a single dash may be more emphatic and may serve a greater variety of rhetorical purposes than material introduced with a colon.

**Dashes--typed as two unspaced hyphens--are like detour signs. They tell you that you're still on your way, but you'll have a delay. You place pertinent but not essential information or commentary inside dashes or parentheses.**

1. Dashes tell the reader additional information in an emphatic way. (Parentheses) can be used for this purpose but dashes are a more dramatic way to set off the information.

*My mother-in-law suddenly became ill--she turned red, clutched her throat, and began to wheeze--and all I could think was that I was killing her.*

*There was only one outstanding pianist--Gonzalez.*

*The cat--with its eerie light eyes and pure white coat barely visible--stayed in our memories like an apparition.*

2. Dashes set off an abrupt turn of thought within a sentence.

*I served my new mother-in-law a cake with ground walnuts in it and then--good grief!--discovered she is deathly allergic to walnuts.*

**Tip:** Dashes are not used frequently in formal writing.

### Brackets [..]

**Brackets are like back seat drivers who constantly give directions--they have to get their "two cents" in. Unlike parentheses, which are "polite" backseat drivers, brackets yell their information by causing your eye to notice them.**

**Brackets are used in two cases:**

#### 1. to add explanation, correction, or comment within a direct quotation

*Mamet said, "Another reason I want to go there [Turkey] is that my ancestors lived there for many generations."*

**Note:** You cannot add anything in brackets that changes the original meaning of the quotation.

**correct:**

*Ivins states, "We know pre-school works. An 18-year follow-up study on pre-school done in Michigan [from 1978 through 1996] shows significantly lower rates of teen pregnancy, unemployment and incarceration" (A9).*

**incorrect:**

*Ivins states, "We know pre-school works [in the best case scenario and among certain populations]. An 18-year follow-up study on pre-school done in Michigan shows significantly lower rates of teen pregnancy, unemployment and incarceration" (A9).*

**Note:** Use the word "sic" in brackets (which is Latin for "thus it is written in the original") to show that you are reproducing a word or phrase exactly as it was written, despite an error.

*The ancient Tartars ate books "to aquire [sic] the knowledge therein."*

**2. To act as parentheses within parentheses if you need to add information inside of the parentheses.**

*Most doctors hail the good results the drug Prozac is producing in people struggling with depression. (But a recent study [1997] suggests that the drug's side effects are debilitating for many.)*

Practice: Study the following chapters in the textbook (RW): 39a, 39b, 39c, 44 and do the related exercise in 39-1

## LESSON 7 – Cause and Effect (Consequence) Analysis

Cause-and-effect analysis is an important analytical skill to develop.

It requires examining the topic carefully in order to be **complete** and **logical**.

In cause and effect writing, you explain why something happened (the cause) and what result it had (the effect).

*Cause is the reason something occurred.*

*Effect is the result of what occurred.*

The topic sentence in each paragraph often identifies whether the focus of the writing will be on cause or effect.

You must distinguish between direct causes and effects and related ones.

Thesis statement:

*Unemployment in the U.S. has had negative effects on families regarding birth rates and divorce rates.*

### **Problem in reasoning—Coincidence:**

Be certain that your analysis is logical. One of the logical fallacies (post hoc ergo propter hoc: “after this, therefore because of this”) occurs when the writer assumes that an incident that precedes the other is the cause of that incident.

*“ President X was elected in January. Three weeks later, our nation suffered a severe depression. Therefore, President X caused that depression.”*

You must make sure not to confuse cause and effect with coincidence, which refers to events, ideas, or experiences that occur at the same time but purely by accident.

A coincidence means that two things happen, often close together in time, but are not related. A cause and effect relationship means that one thing happens as a result of another.

*If you drop the telephone and suddenly the sky darkens, that’s a coincidence.*

*If you drop the phone and then you can’t get a dial tone, that’s a cause and effect relationship.*

### **Oversimplification:**

When you write, be sure to avoid oversimplification of either one.

Rarely does an event or situation have a single cause or a single effect!!!

Avoid oversimplifying by carefully examining the issue and considering all the possible reasons leading to it or results springing from it.

### **Transitional expressions for Cause and Effect writing:**

#### Cause:

- Because
- Cause
- Reason
- Since
- So that
- Unless

#### Effect:

- As a result
- Consequently
- Effect
- If
- Therefore
- Thus

### 1. **Causes:**

When you analyze the causes of something, you might find that there are numerous contributing factors/multiple causes.

How many factors are there? It depends on the complexity of the problem.

Each cause may or may not be sufficient to produce the effect.

You might find that it is a combination of the causes that produces the result.

When writing your analysis, you could plan to spend about one paragraph on each of the causes.

Each paragraph should provide an explanation of the cause to show how it contributes to the effect.

*Statement: By 1900, bison nearly became extinct.*

Cause 1: In the late 19<sup>th</sup> century, hunters killed hundreds of thousands of bison for thrills or just for their tongues.

Cause 2: In the late 19<sup>th</sup> century, settlers took over much of the bison's grassland habitat.

Cause 3: In the late 19<sup>th</sup> century, smaller bison populations could not reproduce quickly enough to replace herd members killed by hunters.

*What causes obesity?*

Usually, there's not a single cause; rather, a combination of factors/causes leads to obesity.

Obesity: hereditary influences

Lack of exercise

Slow metabolic rate

Overeating

You might find that behind it lies a deeper cause: emotional problems. A person must overeat to satisfy emotional deprivation.

“ A lack of exercise is one of the major factors contributing to obesity. When we eat we consume energy (measured as calories). When we exercise, we expend energy or burn up calories. For example, when we run for an hour, we burn up approximately 450 calories, depending on our body size. When the number of calories we consume exceeds the number we burn up, the excess energy is stored in the body in the form of fat. If a person is inactive, it is more likely that he will not burn up all the calories consumed, so obesity can result. Moreover, studies have shown that inactivity can cause an obese person to expend less energy during a certain activity than a nonobese person. This is because inactivity lowers the basal energy rate (the basic minimum rate at which the body burns up energy). Therefore, if an obese person and a nonobese person try to run one mile, the obese person unused to activity will expend less energy because he has lower basal energy rate.”

### **The thesis statement for the Causal Analysis essay:**

It doesn't have to be persuasive; it can simply state briefly the causes to be discussed, or it may express the most significant cause.

Thesis Statement: *“Conflicts over money, interfering relatives, and career problems all contributed to the demise of their relationship.”*

The topic: The demise of their relationship

The central idea: (3) reasons for its demise

## 2. Effects:

A cause can have multiple effects.

When an analysis is primarily of effects, devote a paragraph to each effect.

The paragraph has to explain the relationship between the cause and the effect.

Identify the quality of the effect (immediate, major, and so on) to the reader to clarify the type of effect being discussed.

*Statement: The drinking age is lowered to eighteen.*

Effect 1: The number of fatal accidents involving teenagers doubles.

Effect 2: The rate of teen alcoholism increases.

Effect 3: Rates of truancy and unemployment among teens increase.

*Statement: Excessive consumption of sugar has some unpleasant and serious effects:*

Blood sugar imbalances

Tooth decay

Hyperactivity in children

Weight gain

“ One of the major effects of eating too much sugar is a high incidence of tooth decay. When we eat something with sugar in it, particularly refined sugar, enzymes in the saliva in the mouth begin to work immediately to change that sugar into a type of carbohydrate. As one eats, particles of the sugary food get lodged between the teeth and around the gums. As the food changes its chemical composition, the resultant carbohydrate provides food for bacteria that begin to eat away at the enamel on the outside of our teeth. This is actually the decaying of the tooth. Now, if this process happens each time we eat sugar, we can see that eating excessive amounts of sugar causes more and more tooth decay. It is true that some tooth decay can be avoided with immediate brushing after eating, dislodging all the particles of food trapped in the teeth. However, sweets are often eaten as snacks between meals during the day, times when people generally do not brush after eating. Therefore, the dangerous process of tooth decay is allowed to continue...”

**The thesis statement for the Effect Analysis essay:**

It can have a simply stated central idea:

The thesis statement: “*The tax increase will bring the following benefits to our city:....*”

Topic: tax increase

Central idea: will bring X benefits

### **Organizing the essay:**

When discussing multiple causes/effects, be aware of the types of causes/effects you are analyzing.

If the causes/effects are *unrelated*, arrange the paragraphs according to your own preference. You may choose the **order of familiarity** (obvious to less obvious) or the **order of interest** (less interesting to more interesting).

These two organizational patterns are useful when the causes/effects are of equal significance.

If there’s a difference in their significance you may choose a different organizational pattern: **the order of importance** (place the most important cause/effect last).

Causes/effects aren’t always unrelated!

Causes that directly precede the effect are called **immediate causes** (direct causes). Those causes that are further removed from the effect are called **remote causes** (indirect causes).

Remote causes/effects are also often the most important or the most reasonable ones.

Organize the paragraph so that you begin with the immediate and proceed to the remote, or follow the order of importance.

### 3. **The Causal Chain:**

It is a type of cause-and-effect analysis.

The causes and effects in a causal chain are always directly related; in fact, they are linked. One effect can become a cause of another effect, and so on....

“The most obvious cause of obesity is overeating. But why do people overeat? One reason is emotional problems. For example, consider the case of Debbie. When Debbie was a child, her parents rewarded her for good behavior with candy and other sweet things. As she grew older, she began to reward herself quite regularly. As a result, she began to gain weight. By the time



she was a teenager, Debbie had become rather heavy. Her weight then became a target for the other young people at school. They teased her unmercifully, as youngsters will do. She was teased so much that she started feeling sorry for herself and consoled herself by eating more and more. She gained more weight, and the vicious cycle continued until her self-image was so bad that she could not really perceive herself as anything but fat; therefore, diets were unsuccessful because she would inevitably get depressed during or after a diet and go on an eating binge to soothe her feelings.”

## LESSON 8 – Comparison and Contrast

**Comparison:** considering how two or more things are alike.

**Contrast:** considering how two or more things are different.

**The purpose of using comparison and contrast:** You may use comparison and contrast as the overall organizational pattern for a piece of your writing or as a supporting passage within a different organizational pattern.

1. Establish your *main purpose* for which this method is used from the very beginning.

· **Explaining:**

Explain similarities and differences.

· **Evaluating or making choices:**

Analysis

· **Persuading or making a point:**

Consider advantages and disadvantages.

2. Establish the *basis for comparison*: the shared aspect(s) of the two or more things you are comparing (what they have in common).

**Points/features of the comparison:** the aspects that you decide on to compare and contrast. Your points of comparison grow out of your initial basis of comparison. In every comparison and contrast you should identify several appropriate and well-supported points of comparison so that your thesis is sufficiently supported and your conclusion is unquestionable.

3. Compose the *thesis statement*:

· It contains the purpose and the basis for comparison.

· An effective thesis statement answers the question: “What do I want this comparison and contrast to do?”

· The thesis statement also indicates if you concentrate on similarities, differences or both.

· It makes a point about your subjects. (A thesis statement can be more than one sentence long.)

Examples (composed in class as a result of class discussion):

- o *Working for a large corporation like Starbucks is more beneficial than working for a small company like Joe's Coffee Shop as a regional manager, regarding the salary, the benefits and personal advancement.*
- o *Living on campus is less comfortable than living off campus based on the size of dorm rooms, the available facilities, and the noise.*
- o *International students might find living on campus easier than off campus because they can save money, meet new friends more easily, and get lost less frequently.*

#### 4. **Arrange and develop the comparison essay:**

##### **Point by point analysis/method (Alternating format)**

You should choose this organizational pattern: Compare and contrast each point of subject A with the matching point of subject B. . . thus the emphasis is on the point of comparison rather than the subject.

- § Use this method when developing a longer, more complicated paper.
- § Discuss each of the points of comparison one at a time in relation to both subjects.
- § Use the points of comparison as the main ideas of your topic sentences and introduce each point.
- § Use transitional expressions (words and phrases) to move between one subject and the other.

Thesis statement: it includes the subjects, the basis for comparison and the points of comparison

Subjects: A. working for a large vs. B. a small corporation

Basis for comparison: which one is more beneficial?

Points of comparison: 1. salary, 2. benefits, 3. personal advancement

*Working for a large corporation like Starbucks is more beneficial than working for a small company like Joe's Coffee Shop as a regional manager regarding the salary, the health insurance and personal advancement.*

1. Point 1. Salary -- (subject A and subject B)

Large corp. (+) vs small company (+)

Exact offers

2. Point 2. Health insurance/benefits -- (subject A and subject B)

Large corp (+) vs small company (-)

Figures, how much, what kind

3. Point 3. Personal advancement -- (subject A and subject B)

Promotion, conference, workshops, professional development

### **Another option to organize your essay: the Block Format**

Make a case in subject A, and then do the same for subject B (and subject C, and so on) and emphasize each subject.

§ Use this method when you write a short and simple paper with only a few points of comparison.

§ Open with an introduction including a thesis statement and move quickly to your first subject.

§ It requires the readers to hold all the points of subject A in their minds while waiting to read about those of subject B.

Thesis statement: “*The Honda Jazz and the Ford C-Max differ in cost of maintenance. The Ford C-Maxis a better car than the Honda Jazz.*”

Subjects: Subject A –Honda and Subject B – Ford

Basis for comparison: cost of maintenance

Points of comparison: mileage, tune-ups, oil changes, average maintenance

Subject A: The Honda is rather expensive to maintain.

1. Mileage
2. Tune-ups
3. Oil changes

4. Average cost of maintenance

Subject B: The Ford is better because it is economical to maintain.

1. Mileage
2. Tune-ups
3. Oil changes
4. Average cost of maintenance

While you are working on **the outline and then the rough draft**, pay attention to the following:

- ❖ Support all your points with a sufficient but not necessarily equal amount of detail.
- ❖ Relevant details make your paper purposeful.
- ❖ Try to use some variation: give more detail for points that are more important, complex or unexpected.
- ❖ Acknowledge that your subjects are alike in some ways and different in others.
- ❖ Think about your arrangement decision and the logic behind it.
- ❖ Map out your organizational strategy the one in which your draft progresses.

**Use a 2-Way Venn Diagram to determine possible similarities and differences**

**Transitional expressions** give writing coherence; a variety of transitions adds interest to an essay:

- *In contrast to American universities*, Lebanese universities have stricter admissions requirements.
- American and Lebanese universities *also differ* in graduation requirements.
- In Lebanon, *on the other hand*, only one limit exists.
- *Whereas* American students may go part time, Lebanese students must attend school full-time.
- *Unlike before*, the apartment building was now rundown and disrepair.
- *Even though* both systems provide a good education, one system makes earning a college degree much easier than the other.

**Use transitions to indicate differences and similarities:**

- Similar to
- Like
- Different from
- In contrast to
- Compared with
- Unlike
- On the other hand
- However

- In contrast
- Conversely
- Likewise
- Similarly
- In the same way

**Coordinating conjunctions indicating the opposite of what is/was expected:**

- But
- Yet

**Transitional expressions between sentences:**

- In addition
- Moreover
- Also
- Besides
- Furthermore
- On the contrary (in fact)

*I will grade your paper based on this rubric—so study it carefully:*

Criteria for Comparison or Contrast Essay	Unsatisfactory (0-11)	Limited (21-28)	Proficient (39-50)	Score (max. 50)
1. The <b>thesis statement</b> identifies the <b>topic (the 2 subjects), 2-3 characteristics of similarities OR differences and the focus</b>	0-1	2-3	4-5	
2. Each body paragraph has a <b>strong topic sentence</b> with a clear focus	0-1	2-3	4-5	
3. The <b>support</b> for the comparison is <b>specific AND complete</b> : specific examples and precise explanation	0-2	3-4	5-7	
4. Grammar: there is <b>sentence variety</b> : modals, conditionals, joining words and verb tenses, adjective-noun-adverb clauses	0-3	4-6	7-10	
5. There is <b>little repetition</b> (one key word repeated 2-3 times max) synonyms and antonyms used well instead	0	1	2	

6. The writer <b>finished his/her thoughts and made clear transition</b> between thoughts (sentence patterns or transitions used – the language of comparison or contrast)	0-1	2-3	4-5	
7. Vocabulary: <b>Collocations</b> and <b>Word forms</b> (parts of speech) are used correctly	0-1	2-3	4-5	
8. There is <b>little awkwardness</b> (sounding un-English) in the writing	0-1	2-3	4-5	
9. <b>Punctuation</b> is mostly correct (commas periods)	0	1-2	3	
10. <b>Spelling</b> is mostly correct	0	1-2	3	

*Your peers will evaluate your essay based on the following checklist:*

<u>Reader Assessment Checklist</u>	<u>Writer:</u>
<u>Evaluator:</u>	
Do you understand the point I am making? What is it?	
Does my thesis statement clearly state the topic along with my perspective on it?	
Do I stick to that point all the way through—unity?	
Does the topic sentence of each paragraph relate to the thesis?	
Are all my ideas and examples clearly connected and easy to follow—coherence?	
Are the words I've used specific and concise—effective language?	
Are my introduction and conclusion effective?	

Is my outline an efficient guideline?	
What changes do you think I should make (annotate my text please)?	
<p><b><u>Proofreading Checklist:</u></b></p> <p>Are there any sentence fragments?</p> <p>Comma splices?</p> <p>Run-on sentences?</p> <p>Is the spelling correct throughout?</p> <p>Is the verb tense correct throughout?</p> <p>Do all subjects agree with their verbs—subject/verb agreement?</p> <p>Are there any shifts in verb tense, person and number?</p>	
<b><u>Additional Comments:</u></b>	

**Assignment prompt: Writing a Comparison and Contrast Essay**

Using the following topic “*Compare the concept of superheroes in the American and the Asian cultures*” and the comparison/contrast writing method, write an essay of 500 words.

***Writing Objectives:***

- Write a 4 or 5-paragraph essay according to the essay writing criteria that were taught and discussed in class.
- Effectively use the 2-way Venn Diagram to determine the points of comparison and the basis for comparison of the 2 subjects.
- Write a thesis statement which is attention grabbing and precise at the same time
- Write well-developed paragraphs: 5-8 sentences, with strong topic sentences, supporting arguments and conclusion.
- Fully describe each point of comparison making sure that they are specific and complete.
- Organize the categories logically following either the alternating (point-by-point) or the block format
- Use a combination of simple, compound, and complex sentences in each paragraph while discussing each category.
- Use noun, adjective and adverb clauses correctly in composition with appropriate connectors.
- Use of modals to emphasize degree of certainty in the composition.



- ❑ Effectively edit written work while focusing on helping verbs, connectors, sentence variety, collocations, punctuation and spelling so that the errors are reduced in the final draft.
- ❑ Read and analyze two other essays (group members) based on the checklist provided by your instructor.
- ❑ Underline the basic criteria found in each and list the missing elements.
- ❑ Identify the basic elements of a comparison/contrast essay in your comments during peer review using notes and textbook in order to provide feedback to 2 other students.

### *Purpose:*

This writing assignment is partially in a group work setting, but mainly it is an individual effort. It is designed to allow you to practice the **Comparison/Contrast writing method**, and **provide peer feedback** while engaging in a meaningful discussion with others in your group.

### *Directions to compose the essay:*

- Review the class handout in order to fully prepare for the new assignment
- Draw a Two-way Venn Diagram and find similarities and differences
- Determine the 3 points of comparison (the basis for comparison: the concept of superheroes)
- Compose the working thesis statement (subject A, B, basis for comparison, points of comparison, focus, parallel structure if possible)
- Prepare the detailed outline which includes the working thesis statement, the topic sentences and relevant supporting details – no other sentences please! The outline must show a clear organizational pattern: block or alternating format
  - ◆ Compose the introductory paragraph – provide background or general information about superheroes, and then place the thesis statement at the end of it
  - ◆ Compose the body paragraphs – each should have a strong topic sentence
  - ◆ Compose the conclusion – what are the main points? Summarize them please.
- Study the evaluation rubric and the checklist and see if you can add to/improve your essay!
- Once you are happy with your first draft, print 3 copies for your group members, and your instructor to review and comment on
- Read the essays written by the 2 other participants.
- Evaluate each addressing the criteria listed on the checklist and be very thorough.
- Closely monitor and read the responses to your own essay.
- Revise and rewrite your original essay considering that feedback.

### *Grading*

This assignment is worth 50 points. My role will be to let you know when you are on or off track in the process, (in interpreting and applying the cited research), and in providing useful feedback to your group members. I may also add direct feedback on your essay when I think it would be helpful. I will grade your essay using the rubric in the handout.

**Due Date *first/rough draft*:**

**Due Date *final draft*:**

**Sample: A Comparison and Contrast plan on *Princess Diana and Princess Stephanie***

*Generating materials by brainstorming and working on the basis of comparison:*

**Princess Diana:**

- *An aristocrat*
- *Married a prince – Prince Charles*
- *Ex-wife of the future king of England*
- *Arranged marriage*
- *Divorced because Charles did not love her and cheated on her*
- *Devoted and loving mother of her two sons*
- *Died in a car accident*
- *Very fashionable*
- *Helped the poor*
- *Attended official functions and events*
- *Had many friends*
- *Very popular, well-known and loved*
- *A cultural icon*
- *Had grace, beauty, charm*
- *Was bulimic for a while*
- *Had several lovers*
- *“The uncrowned queen”*
- *Modern princess*
- *A rebel*
- *Had one brother and two sisters*
- *Worldwide charity*

**Princess Stephanie:**

- *Princess of Monaco*
- *Father is Prince Rainier of Monaco*
- *Mother Princess Grace (Hollywood actress Grace Kelly)*
- *A brother and a sister*
- *She is the youngest child*
- *Mother died when she was a teenager*
- *Had several lovers*
- *Married to her bodyguard*
- *Had a son and a daughter with the husband*
- *Divorced because husband cheated on her*
- *Her third child a daughter was born out of wedlock, father is unknown*
- *Monaco’s wild princess*
- *A royal rebel*
- *Very modern*

- *Devoted and loving mother*
- *Married again – a circus acrobat*
- *Attends official functions and events*

**Similarities:**

**Princess Diana:**

*Royalty*

*Devoted and loving mother (2 sons)  
kids)*

*Divorced – husband had an affair*

*A brother and two sisters*

*Had several lovers*

*Modern princess*

*A rebel*

*Mother left the family when she was a child*

*More similarities after doing a research on both of them:*

**Princess Diana:**

*Took part in worldwide charities*

*Dysfunctional marriage*

*Sense of fashion*

*Born in 1961*

*Dreamed of being a ballerina as a child*

*She was excelled at sports*

*Attended private boarding schools*

*After her painful marriage she found love  
married again*

**Differences:**

**Princess Diana:**

*Had grace, beauty, charm*

*Her husband was the future king of the UK*

**Princess Stephanie:**

*Royalty*

*Devoted and loving mother (3*

*Divorced – husband had an affair*

*A brother and a sister*

*Had several lovers*

*Modern princess*

*A royal rebel*

*Mother died when she was a teen girl*

**Princess Stephanie:**

*Created an AIDS foundation*

*Dysfunctional marriage*

*Sense of fashion (designer)*

*Born in 1965*

*Took ballet lesson as a child*

*Was a huge fan of gymnastics*

*Attended a Catholic private school*

*After her divorce she got*

**Princess Stephanie:**

*Rather a tomboy*

*Husband was her bodyguard*

*Was bulimic for a while*

*Almost died in a car crash*

*“The uncrowned queen”*

*Had many friends*

*Her third child a daughter*

*was born out of wedlock, father is unknown*

*Monaco’s wild princess*

*Very popular, well-known and loved  
acrobat*

*Recently married a circus*

*A cultural icon*

*Died in 1997*

After careful planning and sorting - write the essay.

- The purpose of comparison and contrast: explain/entertain/evaluate/persuade
- The points of comparison: e.g.: to concentrate on similarities
- Thesis: modern princesses have a similar destiny, or constant battle wears them out
- Enough relevant information to support the thesis or further search required
- How to organize the comparison and contrast pattern

### **Writing a Comparison and Contrast Essay - Sample:**

Choose subjects with evident similarities or differences

Provide a thesis that specifies the focus – comparison or contrast

#### **Possible thesis statements:**

Basic/simple: *Although Asian and American superheroes fight for similar causes, they gain their superpowers and use their weapons differently.*

Advanced/complex:

*A comparison of the concept of superheroes between Asian and American cultures shows/ reveals that while there are obvious similarities regarding their goals, there are distinct differences regarding attaining their skills and using their weapons.*

Determine the bases for comparison (the aspects, characteristics or elements to be examined for both subjects)

Consider the organizational pattern to arrange your ideas

The Block Format:

Introduction

Subject A

- Point 1
- Point 2
- Point 3...

Subject B

- Point 1
- Point 2
- Point 3...
- Conclusion

The Alternating Format:

Introduction

Point 1

Subject A

Subject B

Point 2

Subject A

Subject B

Point 3

Subject A

Subject B

Conclusion

An Essay Sample:

### **My Old Neighborhood**

*Several years ago, I returned to Washington D.C., and visited one of my old neighborhoods. I had not been on Nash Street for more than 20 years and as I walked along the street, my mind was flooded by waves of nostalgia. I saw the old apartment building where I had lived and the playground where I had played. As I viewed these once-familiar surroundings, images of myself as a child there came to mind. However, what I saw and what I remembered*

were not the same. I sadly realized that the best memories are those left undisturbed.

As I remember my old apartment building, it was bright and alive. When I was a child, the apartment building was more than just a place to live. It was a medieval castle, a pirate's den, a space station, or whatever my young mind could imagine. I would steal away with my friends and play in the basement. This was always exciting because it was so cool and dark, and there were so many things there to hide among. Our favorite place to play was the coal bin. We would always use it as our rocket ship because the coal chute could be used as an escape hatch out of the basement into "outer space."

All of my memories were not confined to the apartment building, however, I have memories of many adventures outside of the building, also. My mother restricted how far we could go from the apartment building, but this placed no restrictions on our exploring instinct. There was a small branch in back of the building where my friends and I would play. We enjoyed it there because honeysuckles grew there. We would go there to lie in the shade and suck the sweet-smelling honeysuckles. Our biggest thrill in the branch was the day the police caught an alligator there. I did not see the alligator, and I was not there when they caught it, but just the thought of an alligator in the branch was exciting.

*This is how I remembered the old neighborhood, however, as I said, this is not how it was when I saw it.*

Unlike before, the apartment building was now rundown and in disrepair. What was once more than a place to live looked hardly worth living in. The court was dirty and broken up, and the windows in the building were all broken out. The once-clean walls were covered with graffiti and other stains. There were no medieval knights or pirates running around the place now, nor spacemen; instead, there were a few tough looking adolescents who looked much older than their ages.

As for the area where I used to play, it was hardly recognizable. The branch was polluted and the honeysuckles had died. Not only were they dead, but they had been trampled to the ground. The branch itself was filled with old bicycles, broken bottles, and garbage. Now, instead of finding something as romantic as an alligator, one would expect to find only rats. The once sweet-smelling area now smelled horrible. The stench from my idyllic haven was heart wrenching.

*I do not regret having seen my old neighborhood. However, I do not think my innocent childhood memories can ever be the same. I suppose it is true when they say, "You can never go home again."*

--Floyd Bonner



## LESSON 9 - Summary Writing

### Summary writing

- Title of the source: article, essay, book, etc
- The author
- Main idea (similar to a topic sentence)
- Relevant support

Do not quote or "borrow" complete sentences from the original source. Use your own words and paraphrase the sentences/content.

Criteria- Summary writing	Unsatisfactory (5)	Limited (10)	Proficient (15)	Comments
There summary is 10% of the original text in length				
The summary opens with <b>the title and the author</b>				
The summary opens with the <b>main idea</b> of the text				
The <b>summary</b> of the text is <b>full/complete</b> : all relevant details and examples are added				
There is little <b>repetition</b> (one key word repeated 2-3 times max) synonyms and antonyms used well instead to <b>paraphrase</b>				
Grammar: there is <b>sentence variety</b> : modals, conditionals,				



joining words and verb tenses, adjective-noun-adverb clauses				
Vocabulary: <b>the key words of the text</b> are used properly: Collocations and Word forms				
There is <b>little awkwardness</b> (sounding un-English) in the writing e.g.				
<b>Punctuation</b> is mostly correct (commas periods), max. 2 errors				
<b>Spelling</b> is mostly correct (2-3 errors are OK).				

## LESSON 10 – Arguments

**Argument** is not a mode but an aim or purpose.

- Fight / way of reasoning / a body of convincing evidence...
- Giving reasons for or against an opinion (or for some middle perspective)
- It is a writing that seeks to persuade a reader to accept the writer's point of view.
- With argument you use a variety of modes to persuade your audience to accept a point of view.
- It refers to expressing a point of view and then using logical reasoning to try to get an audience to accept that point of view as true or valid.

**Persuasion:**

Use emotion as well as reasoning to change an audience's point of view and often to move them to action.

**Assumption:** Assume = take for granted

**Controversy:**

- Involves two or more conflicting views for which there is no easy agreement
- The more controversial is the issue the more extreme the disagreement
- It affects many people – often has profound implications for society

What not to argue: Arguments of preference, belief or faith, and facts are NOT the type of arguments one can effectively and logically deal with in the formal argumentative essay.

What to argue: You can argue logically an issue that is based on an opinion that can be supported by evidence such as facts, examples, the opinion of experts, or logical reasoning.

Present your ideas in a persuasive way:

- Convince your reader that you have something worthwhile to say
- Find the strongest support for your point of view
- Consider what an opposing view might say

Basic requirements for writing an effective argument:

- Express a clear stance on the issue in the introductory paragraph
- Provide sufficient support
- Use a tone that is reasonable and convincing
- Avoid errors in logic
- Arrange your support in emphatic order

**Rhetorical appeals:** Use strategies that appeal to your audience

Ethos: the appeal of your own trustworthiness

Ethical appeal, it demonstrates your character, credibility and integrity as a writer and thinker

Show that you are knowledgeable about the issue – present opposing viewpoints fairly

Pathos: appeal to the audience’s emotions

Pathetic appeal, emotional appeals that clarify the issue by touching its human elements

Logos: the appeal of the reasoning in your argument

Logical appeal, the reasons and evidence – facts, statistics, comparisons, anecdotes, expert opinions, personal experiences and observations (illustrations)

(Personal anecdotes can be powerful evidence; however, they should not be the only evidence for your argument.)

## 1. Prewriting

### **Planning and writing an argument:**

First, list points that support your position

These points will form the framework for your argument

“One thing I strongly believe is \_\_\_\_\_.”

List every reason you can support your view with.

Next, list points that the opposite point of view might raise

“Mine is not the only opinion on this subject, though, because other people believe \_\_\_\_\_ or \_\_\_\_\_.”

List all the reasons these people might hold different opinions.

Exercise: List as many reasons as you can for both sides of the ideas listed below – an example is made for you:

Working thesis statement:

*Marijuana smoking should be legalized.*

*Pro:*

- *It is a harmless, enjoyable relaxer*
- *The government does not have the right to tell us what we can or cannot consume*
- *It is useful as medicine*
- *Many people already use it*

*Con:*

- *It is an addictive drug*

- *The government should not allow harmful drugs to circulate without control*
- *People under its influence can harm others*
- *Its use leads to use of dangerous drugs*
  1. *College students should have freedom to choose their own courses.*
  2. *A student convicted of cheating on an exam should automatically be expelled from college.*
  3. *A university education should be free to all high school students with a B grade average.*
  4. *The production and sale of cigarettes should be made illegal.*
  5. *Air bags should not be required in cars.*

## **2. Taking a Stand / Making a Claim– Thesis Statement:**

What is your opinion on or belief about the subject?

The claim: the position you want to take; it must be one of the several claims that could be made with regard to this subject.

- Your claim will become the basis of your thesis statement – it must be arguable.
- It proposes a course of an action (often expressed with the modal verb: should)
- An argumentative essay attempts to be highly persuasive and logical.
- The thesis takes a side of an issue.

## **3. Audience:**

Your audience is almost inseparable from your purpose

1. Do they already agree with you – you want their beliefs to be confirmed?
  2. Are they willing to consider opinions, beliefs, practices that differ from their own?
  3. Are they hostile or deaf to your opinion and will be looking for faults in it?
- Be acutely aware of your audience – the reader
  - Establish a common ground with them
  - Your purpose is to convince the audience that your position is the better one!
  - Avoid attacking the audience (“you must be irresponsible to think...”)
  - Address your audience by writing objectively, logically and respectfully.

(With college writing it can be hard to decide your audience – since it is your instructor..., however, you can just imagine the person/people you need to convince)

## **4. Tone:**

- A factor that will affect your audience’s acceptance of your point of view
  - The attitude you express about your subject
  - Be sincere / respectful – your view will be favorably received
- Avoid being: sarcastic / superior / patronizing – you may alienate a reader

Absolute terms: (to avoid)

- All
- Always
- Every
- Never

Moderate Substitute:

- Frequently
- Many
- Rarely
- Commonly

**5. Purpose:**

There are 3 general – often overlapping – purposes you may use arguments for.

1. To express or defend your own position / opinion
2. To question or argue against an established belief or course of action
3. To invite or convince readers to change their position on an issue

**6. Line / Patterns of reasoning:**

An argument must feature logical reasoning leading to a valid conclusion

There are two reasoning processes: Induction and Deduction

The goal of these two processes is the same – they come at the subject from opposite directions.

Induction: you move from a series of specific instances / pieces of evidence to a general conclusion / generalization.

Deduction: a system of reasoning that moves from a general statement / claim to a specific conclusion via a series of supporting examples.

**7. Logical Fallacies:**

Faulty logic / faulty reasoning / errors of logic – common errors in reasoning

It is a warning flag to your readers that your thinking is not entirely trustworthy.

**8. Introduction/Introductory paragraph:**

It should clearly state the stance you are taking on the issue.

It should indicate if you are in favor of or against the point being raised.

It should provide evidence of your good will, good sense, and good character.

Orient your readers to your topic – get their attention.

Open:

- With a dramatic anecdote
- A startling fact or statistics
- A brief historical overview

Close your introduction with your thesis statement.

### **9. Body/Developmental paragraphs:**

v This is where you present the argument itself providing reasons for your belief or opinion.

v EACH reason MUST be supported with clear, relevant and representative evidence that enhances the logic of your argument.

v Mention, and refute (disprove) any opposing views – admit their strong points.

v Use transitional words and phrases as you move on to from one evidence to the next, and between your own views and opposing ones.

*No absolute guideline exists about the amount of information needed to develop a sound argument.*

### **10/a Types of support – Convincing Evidence for Arguing:**

A **fact** is a verifiable truth (there is no room for discussion)

Facts include: data that have been objectively proved and are generally accepted (historical facts, scientific data, statistics, etc.)

**Examples:** they should be typical, selected from a sufficient number of examples to prove the case.

- The most basic, specific form of evidence
- Specific examples and details persuade readers – help readers pay attention and understand
- Bring examples from your personal experiences – something that you witnessed, read, heard, etc. (make sure that the example is generalizable to a larger group).
- Examples can be hypothetical: imagined in order to suggest or demonstrate an idea that have not yet happened but likely could or will (they must be fully explored and described)
- Explain an example to show its relevance to the generalization, how it supports the thesis.

An **opinion** is a belief, founded on impressions, experiences or a person's base of knowledge.

- The validity of an opinion depends on how well it is supported by facts.
- Include facts as often as possible to support your examples.
- Authorities / Opinion of experts: an expert is a person who is particularly knowledgeable about a

topic because of his/her research, profession or experience.

- They are experts who are respected, reliable, and trustworthy in a given field
- Carry weight and can be persuasive
- Authorities might disagree on your subject – present both sides
- Cite a professor from X University (highly respected university) who examined how...
- Cite experts who conducted researches on your topic...
- Cite a book on your topic

You must consider, though:

- The person's credentials – achievements that he/she is well known for
- What others say about that person
- Whether that person is an expert or not in your particular topic – area
- Whether the authority is biased or not
- The reference is truly contribute to your argument
- Do not overuse authority – your audience wants to hear your argument not the opinion of experts alone

#### **Reasons:**

- Statements that support or explain an opinion
- Because...
- Reasons can be a topic sentence - for a developmental paragraph in the body – which you then explain further with specific examples and details in your supporting sentences

#### **Statistics:**

- Numeral facts
- You may find them in libraries or on the Web
- Express information clearly and concisely
- They must be used appropriately otherwise the ethos is in danger
- They must be interpreted
- The effects of statistics: illuminate a problem, arouse concern, draw differences, etc.
- Too many numbers can easily overload the readers
- You may present them in charts or tables to condense them
- Your attitude toward statistics (diminishing seriousness, exaggerating a fact) can be expressed by using proper diction: “Just under 5 percent, only 15 percent, an enormous 20 percent of...”
- Question statistics before using them, though:

§ Credentials and bias of the authority

§ Misleading

§ Reliable, credible, trustworthy sources

#### **10/b Refuting and Conceding the opposition:**

The best arguments make points openly and honestly, addressing any opposition straight on and working for clarity and understanding all around.

Refute opposing arguments: to prove wrong by argument / to show that something is untrue-erroneous

There are at least two sides of an issue and your aim is to convince your audience that yours is the better – you must prove your own case **ALSO** prove that the opponent is wrong

Deal with the opponent's reasons and show that yours are more valid or superior

If the opponent makes some valid points, concede them – agree that they are valid – then go on and argue your own points

To present others' arguments:

- Briefly acknowledge them
- Summarize other positions
- Fully and fairly present other positions - (point out the merits and weaknesses)
- Be objective and fair-minded
- Convey your disagreement and opinion

By addressing some of these points you could refute them completely / turn them to your advantage:

E.g.:

- Yes it is true...but...
- And, yes...but...
- Some may say...
- On the other hand
- Opponents argue...
- While it is true that...the fact is that...or the actual number is...
- Moreover, while it is also true that...this does not necessarily have to...
- In fact...

## **11. Organizing the Argumentative Essay**

**Emphatic order:** Arrange your details and examples in such a way that each point builds in greater importance

- This way, the reasons induce your audience to continue on.
- Your initial point should be lively enough to spark and hold your audience's interest and to begin cultivating acceptance of your point of view.
- Initial reason – a compelling reason
- The second point – even stronger
- The final point – the strongest of all
- Each point should grow increasingly stronger so that your argument builds to a forceful, convincing conclusion.
- Present yourself as fair and unbiased – convince others that you understand their side of the argument

Form A-Rogerian



- Introduction and thesis statement
- Present other's views
- Present your supporting evidence
- Conclusion and restatement of the thesis

Form B standard

- Introduction and thesis statement
- Present your supporting evidence
- Present other views
- Conclusion and restatement of thesis

Rogerian argument:

- Carl Rogers – a well known psychologist developed a method of argumentation (Form A)
- Present an opposing side before presenting your own
- Show others that you understand the opposing position
- Point out what is valid in the opponent's reasoning
- Present the opposing view well – be fair and reasonable
- Fully acknowledge the other's position
- By following the Rogerian method you start off with a positive ethos!

**Patterns in college papers:**

Pattern 1:

- Par 1: Introductory paragraph – introduce the issue/problem and your thesis statement
- Developmental paragraphs:

Background information – define terms, explain whatever the audience needs to know to understand the issue

- Par 2: Reason 1
- Par 3: Reason 2 *2 to 4 reasons are typical for an argumentative essay*
- Par 4: Reason 3
- Par 5: Reason 4
- Par 6: Refutation – refute your opponent's most important reason (you may place this paragraph before you begin your reasons)
- Par 7: Conclusion paragraph – summarize, demand action, suggest solution, predict an outcome

Pattern 2:

- Par 1: Introductory paragraph – introduce issue/problem + thesis statement
- Par 2: Background information
- Par 3: Opponent's argument 1 – refutation: a short summary of your opponent's argument then

you should spend most of the paragraph refuting it

- Par 4: Opponent's argument 2 with refutation
- Par 5: Opponent's argument 3 with refutation
- Par 6: Opponent's argument 4 with refutation
- Par 7: Conclusion paragraph - summarize, demand action, suggest solution, predict an outcome

### **Outlining an essay:**

- A useful tool for critical thinking
- A skeletal view of an argument helps you understand the thesis and supporting evidence
- Be objective (do not show agreement / disagreement with the author)
- Use your own wording – direct quotes if necessary
- You do not include it in your paper it is just an aid for you!

### **Claim:**

- The proposition / assertion / thesis that you are trying to prove / you want others to believe
- Types of claims: fact, value, policy (that the argument is trying to prove, "should")
- It can appear anywhere in a paper (What does the writer want me to believe?)
- The thesis statement includes an arguable claim – a combination of the topic and your comment. ("because of... ' / "If...then..." statements)

### **Support:**

- Grounds; the material evidence to convince your audience: facts, data, examples, statistics, and the testimony of experts (authority), personal experience.
- It also includes appeals to our emotion.

### **Warrant:**

- An underlying assumption, reason, belief or principle in an argument
- It can be explicit or unstated.
- The warrant is the link that connects the claim to the support and leads the audience to accept the claim.
- It should be stated as a law/rule that can be applied not only in individual cases
- Sometimes it needs additional support – backing can be any kind of evidence or support that will help your readers believe the argument
- Examine the warrants in the opposing arguments as well – challenge it if you do not think it's well made!

### **Arguing by Narration (anecdotes):**

- Telling events usually in chronological order
- Narratives can be personal experiences and historical accounts (they can be objective)
- Stories are useful strategies for stating a claim and supporting it

- It can stir curiosity and feelings in the audience – it can keep them interested
- However, narratives can be difficult to verify – anecdotal evidence
- Personal experiences are hearsay

### **Arguing by Description:**

- Making visual pictures with words
- Use concrete/sensory details that appeal to our senses
- It can stir an audience's emotions and thoughts
- Through description you can imply your attitude toward your subject
- You can engage the readers' interest and make a point

### **Arguing by Refutation:**

- You can show that the opponent is wrong
- Show weaknesses in the opponent's argument
- Pointing out counterarguments and flaws requires careful analysis and tact
- It influences ethos

### **Arguing from Comparison–Contrast:**

- To compare is to point out and analyze similarities and differences
- Focus on comparison, contrast or both
- It might help you to discover significant ideas
- Using this strategy appeals to logos and ethos – cleared and structured reasoning
- *Block Pattern* *Alternating Pattern*

### **Arguing from Cause and Effect:**

- It helps you analyze and interpret what happened and why...
- By identifying and analyzing causes you can make a convincing case
- You may acknowledge if you do not know the cause but might list a few possible causes

- You may focus more on causes or on effects or both
- Trace major cause and effects

## **12. Achieving coherence:**

Repetition of keywords, synonyms and pronouns

Coordinating conjunctions (and/but/nor/or/yet/so) and correlative conjunctions (not only...but also either...or, neither...nor, both... also...)

Subordinate clauses:

- ❖ Adjective/Relative clauses (who, whom, which, that, whose, when, where)
- ❖ Adverbial clauses (while, as, when, whenever, before, after, until, as soon as, since, from the moment that)
- ❖ Adverbial clauses of comparison-contrast (while, whereas)
- ❖ Adverbial clauses of concession/acknowledgement (although, though, even though)
- ❖ Adverbial clauses of purpose (so that)
- ❖ Adverbial clauses of condition (if)
- ❖ Adverbial clauses of cause (because, since)
- ❖ Adverbial clauses of result (so/such...that)

Transitional words and phrases

- ❖ Chronological Order: first, second, next / after that, last, finally
- ❖ Example: for example, for instance, to illustrate
- ❖ Addition: also, furthermore, in addition, besides that
- ❖ Conclusion: in conclusion, finally, to conclude, in summary
- ❖ Comparison-contrast: likewise, similarly, in the same way, on the other hand, similar to, like, conversely, in contrast, however, on the contrary, different from, in contrast to

## **13. Conclusion:**

- ★ The end of your essay should be the point of your essay
- ★ Explain briefly the arguments and points of agreement on both sides
- ★ Save some material for the end – do not use all the material you have in the body!
- ★ Use emotional appeals (pathos) in order to connect with your audience.
- ★ If you foresee potentially harmful/dangerous or beneficial/wonderful consequences now you can describe them in a last attempt to encourage your readers to consider a course of an action.
- ★ You may offer what seems to be a sensible solution
- ★ Offer a solution that seems to be beneficial to you and not harmful to the other party (opponent)

## **14. Documentation:**

It is the process of acknowledging the source of supporting information taken from another document or individual.

## **15. Essay Analysis**

**Reading tools:**

- You might need to read a text more than once when you analyze it
- You may try out ideas - from the text - on you (e.g.: Do I argue that way? Do I know anyone who argues that way?)
- Notice and inquire while you read/analyze a text – ask questions
- Notice insights – statements that surprise you with their wisdom and concise expression
- Notice assumptions – unstated beliefs or values that people take for granted (p82)
- Notice overgeneralizations – extremely broad statements that cover too many cases without considering exceptions
- To refute overgeneralizations you need only one exception; search for absolutes such as always, any-, all, every-, no-, most

**Summarizing an essay:**

It requires analysis and synthesis

When writing a persuasive essay you may present summaries of other sources opposing/supporting your view (it strengthens your ethos)

- Start by referring to the author’s name and the title of the source – state what you think the author’s thesis is
- Do not show your agreement or disagreement with the author – your opinion does not matter at this point
- Use your own wording – direct quotes if necessary
- Follow the organization of the source – note the main reasons and examples the writer uses
- The length of a well-developed paragraph is enough
- Be careful and accurate presenting someone else’s thesis and evidence

**Analysis and Evaluation**

- ★ Consider the following criteria:
- ★ The writing situation
- ★ The writer’s thesis
- ★ The introduction
- ★ Insights, Assumptions, Overgeneralizations
- ★ Opposing arguments included / responded to
- ★ Appeal to Logos, Pathos, Ethos
- ★ Solution of the problem
- ★ Conclusion
- ★ Overall rating: excellent, good, so-so, weak – Why?

**Persuasive essay Grading Rubric:** *I will grade your paper based on this rubric—so study it vigilantly:*

<b>The student’s work exhibits:</b>	<b>Exceptional</b>	<b>Strong</b>	<b>Acceptable</b>	<b>Unacceptabl</b>
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				e
<b>Writing-</b> knowledge of <b>standard English wording and phrasing (formal/academic words)</b>	3	2.5	2	1.5
knowledge of standard English <b>spelling and punctuation</b>	2	1.5	1	0
thought, and <b>effective style</b> in the writing of the essay which <b>supports a central idea, viewpoint, or perspective</b>	5	4.5	3.5	2.5
use of topical, chronological, and/or spatial <b>organizational strategies</b>	2	1.5	1	0
effective fulfillment of a specific <b>purpose</b>	1.5	1.25	1	0.5
effective addressing of a specific <b>audience</b>	2	1.7	1.5	1
an appropriate <b>use of vocabulary: colorful, meaningful and informative</b>	1.5	1.25	1	0.5
<b>Critical Thinking-</b> accurate <b>awareness of the topic</b> to be <b>analyzed</b>	3	2.5	2	1.5
the consideration of <b>relevant/applicable information</b> before decision making	2	1.5	1.0	0
relevant, specific, and interesting <b>detail</b> related to the central idea and <b>avoids generalizations</b>	3	2.5	2	1.5
abilities of summarizing, paraphrasing, and <b>quoting from at least two</b> primary and/or secondary <b>sources</b> of information	3	2.5	2	1.5
use of an <b>analytical process</b>	3	2.5	2	1.5

drawing <b>logical conclusions</b>	5	4.5	3.5	2.5
<b>application of previously learned theories/concepts</b> to the current topic	3	2.5	2	1.5
The <b>outline</b> clearly shows the <b>writer's objective</b>	3	2.5	2	1.5
deliberate <b>sentence structure</b> with <b>accurate vocabulary</b> revealing insight and originality	3	2.5	2	1.5
knowledge and understanding of what research is and use of documentation techniques specified by <b>APA guidelines</b>	5	4.5	3.5	2.5
<b>Total: 50 points</b>				

### *Key Terms*

**Exceptional**= The student's work exhibits a virtually flawless level of achievement for an individual completing work in English Composition II and/or an exceptional level of preparation for success college-level work;

**Strong**= The student's work exhibits an outstanding or more than adequate level of achievement for an individual completing English Composition II and/or a strong level of preparation for success in college-level work;

**Acceptable**= The student's work exhibits an adequate level of achievement for an individual completing work in English Composition II and/or an adequate level of preparation for success college-level work;

**Unacceptable**= The student's work exhibits an unacceptable or a less-than acceptable level of achievement for an individual completing work in English Composition II and/or an unacceptable level of preparation for success college-level work

## LESSON 11 – Purposes & Audiences

### Purposes

- to convince/persuade the audience
- to inform
- to educate
- to inspire
- to show a new way to look at something
- to evaluate
- to explain
- to entertain
- to set a mood
- to argue a point

### Purposes to use narration:

- Reporting information: newspaper articles, history books, scientific reports, etc.
- Providing powerful and convincing support for an argument, narrating a series of events to support the main point
- Providing examples to support or illustrate a generalization e.g.: series of anecdotes as illustration
- Setting a mood or suggesting an impression

### Purposes to use description:

Your attitude toward your subject: when you tell you merely inform, when you show you write exactly what you mean and how you feel

- Objective description: no evaluation or revealing emotion or feelings (reports by journalist, scientists); also feedback to sensory details in objective description
- Subjective description: turns the emphasis from facts to reactions/responses to facts; (figurative language)

### The purpose of using comparison and contrast:

- ❖ Explaining: Explain similarities and differences
- ❖ Evaluating or making choices
- ❖ Persuading or making a point: Consider advantages and disadvantages
- ❖ Entertaining: Newspaper articles, magazines, passages...

### Purposes to use classification:

- ❖ Informative purpose, to explain or to educate
- ❖ To entertain
- ❖ To argue a point or to persuade

### 3 types of Process writing:

- ❑ Process Analysis – how something is done or occurs
- ❑ Process Narrative – how you did something
- ❑ A set of instructions – how to do something



- Directive Process Analysis
- Informative Process Analysis

**Purposes to use definition--**

- ★ To connect with your audience by clarifying for them what you are (not) talking about in your paper
- ★ When your audience is not entirely familiar with your subject insert a brief definition or two...
- ★ You also filter out related ideas that you do not wish to go into.
- ★ Definition might help you explain or understand an idea or a problem.
- ★ Definitions are part of descriptions, comparisons and contrast, classifications and divisions, arguments, examples...

**Writing methods:**

1. Narration
2. Description
3. Comparison/contrast
4. Classification
5. Definition
6. Example
7. Process analysis
8. Cause and effect analysis
9. Argument

**Audiences:**

**Simple audience:** when it's easy to characterize the knowledge and attitudes of the audience

**Multiple audience:** more complex audience with different backgrounds (they read the same document for different reasons)

**Argue/persuade:** 'to fight or dispute with words', 'to offer reasons or evidence'...

An argument can mean: theory / hypothesis / writing a paper in which you construct an argument for or against, or BOTH for and against / thesis by giving reasons, examples, facts, other evidence.

All writing is to some degree persuasive; writers attempt to create effects with their words and sentences.

General theory: most arguments are similar, make some claim and support it by credible evidence.

**Writing a Paper**

**Finding your Subject:**

(Keep a journal or a notebook where you can record things that you see, experience, observe.)

*Read: "How to Say Nothing in 500 Words" by Paul Roberts*

- Write about something that matters to you, you honestly care about, you are genuinely interested in, concerns not only you but other people as well.
- Tell the readers some truth, something new, different, interesting, entertaining, and enlightening.
- Essays do not have to be about big unusual events, they can be based on small events.
- The more reasons, facts, examples and details you have is the better.
- The quantity of evidence, though, depends on the writing situation.
- The writers must decide how much information is enough.
- The quality of the evidence will help decide as well (primary – secondary source, personal experience, etc.)

**Developing your Thesis:**

- You need to make a point in a well-developed essay.
- A thesis statement is the writer’s opinion (personal preferences) about the subject.
- A thesis statement limits your writing to only one aspect of the subject.
- A thesis statement presents and clarifies your position.
- You may write a thesis statement that commits you to only one side OR both sides.

**A thesis statement is an arguable opinion that can be supported with evidence.**

- It must be clearly worded without ambiguous language.
- It should be worth thinking and arguing about.
- Try to get your readers to say: ‘I have never thought about it that way...you may be right.’
- You should place your thesis statement in the introductory paragraph.
- You may restate your thesis statement in the conclusion.
  - It cannot be broad and pointless.
  - It should not argue the obvious.
  - You should not commit to more than you can deliver.

**The subject:**

**Point of View / Central Idea**

Our need for immediate gratification well.

produces time-saving addicts who ironically don’t use time

Being biracial in our society brown, or yellow.

is a tug-of-war between being white or black...or red,

Television commercials

should not insult competing brands or companies.

Effective document design more clearly.

helps technical writing present complex material

Investigators are finding stopping the growth of flu viruses.

that elderberry root shows the promise of reducing or

**The Title:**

- ★ It should suggest or state the point of an essay
- ★ It should catch the reader's attention
- ★ It should raise small questions for readers: 'How can that be?'
- ★ Be concise and informative
- Avoid too many or too few words
- Avoid general, boring titles
- Avoid renaming the assignment 'Essay 1', 'A Classification Essay'
- Avoid titles that try hard for effect

**Introduction:**

- ➔ It should catch the readers' attention and interest
- ➔ It presents the thesis statement and what the essay will illustrate
- ➔ An informal essay may spend 2-3 paragraphs on description or narration before introducing the thesis.
- ➔ It should reveal the sound of your personality, the tone: humorous, sad, angry, concerned...it must be consistent throughout your essay!

**Strategies to start the introduction with:**

- A dramatic incident (description, narration)
- A story relevant to the subject
- A description
- A contrast
- A question or problem
- Explaining the thesis
- A historical review
- Unusual facts
- A quotation
- A definition
- An idea to be refuted (a misconception)
- Avoid vague introductions about the subject
- Avoid one sentence introduction
- Avoid boring, conventional openings 'In this paper I will...'
- Avoid apologizing

**Concluding Strategies:**

- Reflect on the importance or implications of your thesis
- End with a hook, referring back to an idea, image, and question
- End with a vivid image or picture
- A quotation – that reinforces your thesis
- A question – leaves readers thinking about the significance of your essay
- Offer a solution to a problem
- Strike a note of reasonable hope – the issue will get better
- A prediction – that logically follows your thesis / evidence
- Avoid one-sentence or very brief conclusions
- Avoid merely summarizing your points
- Avoid merely restating your thesis
- Avoid the overused phrase: 'in conclusion', 'to sum up'
- Avoid raising any new or irrelevant subjects
- Be original when reflecting your purpose in your conclusion!!!

### **Actively reading an essay/a source – How to Annotate:**

The way the writer communicates his message

...the title works

...the thesis is presented

...the introduction works

...the conclusion works

...words and sentences

- Underline important sentences
- Write brief or expansive comments on the margins
- Note any clues of logos / pathos / ethos
- Put question marks if you are confused
- Put exclamation marks if you are surprised

### Evaluate your / others' essays

- For content (thesis / evidence)
- For style (word choice and sentences)
- For appeals (logos / pathos / ethos)

## AUDIENCE ANALYSIS

One of the grading criteria of the research paper is whether or not it had a well-targeted/specific audience and if the paper met its audience or not.

### Audience: who are they?

- Gender
- Religious affiliation
- Political affiliation
- Married
- Married with children
- Couples
- Pet owners
- Homeowners – where do they live?
- Adults
- Children
- Scholars
- Education level
- Economic status – their wages...

*The diction will depend on your answers!*

## LESSON 12 -- The Proposal

Length: no more than 2 pages and in these 2 pages

You must discuss the following:

1. What you want to do
2. How you will do it – explain your methods and procedures, anticipate problems
3. What you will do with it

Your research process:

- How will the research take place?
- What might you find especially helpful during the process? (Specific resources, library personnel...)
- What may be especially troublesome during the process?

An indication of your research status:

Do you feel that you can easily have at least 7 -10-quality sources or will you need to conduct further research in order to write the long paper?

Your topic:

(In great length - 1 paragraph at least!!! as you should have narrowed it significantly throughout this process.)

- What, specifically, are you interested in writing the research paper on?
- What subtopics of your topic might be included in the paper?

A working thesis:

- Note that this is “working” and your argument and discussion may change during the course of the writing process.
- Discuss how you might support this thesis.

An audience analysis:

- To whom are you writing your argument?
- What do they know about this topic?
- Who are they?

An analysis of author, purpose and subject:

- What persona will you adopt when writing this paper?
- Why should the audience believe your argument?
- What do you hope you achieve with this paper?
- Why will the audience interested in your subject?
- What preconceived notions will you have to overcome?

(You may use the pronoun “I” in your paper if you have experienced the topic/issue you are dealing with. If you have not, however, you must use the third person!)

Any other issues, questions, comments that you’d like to include in your proposal...

## LESSON 13 -- Source Evaluation

**The Argument--3 parts:**

**Claim:**

- ★ The proposition/assertion/thesis that you are trying to prove/you want others to believe
- ★ Types of claims: fact, value, policy (that the argument is trying to prove, “should”)
- ★ It can appear anywhere in a paper (What do I/the writer want the audience to believe?)
- ★ The thesis statement includes an arguable claim – a combination of the topic and your comment. (“because of...” “If...then...” statements)

**Data/Support:**

- ★ Grounds; the material evidence to convince your audience: facts, data, examples, statistics, and the testimony of experts (authority), personal experience.
- ★ It also includes appeals to our emotion.

**Warrant:**

- ★ An underlying assumption, reason, belief or principle in an argument
- ★ It can be explicit or unstated.
- ★ The warrant is the link/bridge that connects the claim to the support and leads the audience to accept the claim.
- ★ It should be stated as a law/rule that can be applied not only in individual cases
- ★ Sometimes it needs additional support – backing can be any kind of evidence or support that will help your readers believe the argument
- ★ Examine the warrants in the opposing arguments as well – challenge it if you do not think it’s well made!

*Example:* <https://owl.english.purdue.edu/owl/resource/588/03/>

*Claim:* Hybrid cars are an effective strategy to fight pollution.

*Data 1:* Driving a private car is a typical citizen's most air polluting activity.

*Warrant 1:* Because cars are the largest source of private, as opposed to industry produced, air pollution switching to hybrid cars should have an impact on fighting pollution.

*Data 2:* Each vehicle produced is going to stay on the road for roughly 12 to 15 years.

*Warrant 2:* Cars generally have a long lifespan, meaning that a decision to switch to a hybrid car will make a long-term impact on pollution levels.

*Data 3:* Hybrid cars combine a gasoline engine with a battery-powered electric motor.

*Warrant 3:* This combination of technologies means that less pollution is produced. According to [ineedtoknow.org](http://ineedtoknow.org) "the hybrid engine of the Prius, made by Toyota, produces 90 percent fewer harmful emissions than a comparable gasoline engine."

**Sources:**

- Library - reference sources: encyclopedias, books, (newspaper, and magazine articles)
- Online sources – Internet (newspaper, and magazine articles)
- Community sources – in your local city hall, public records, local government information, community service workers, social service agencies, school teachers, community leaders, religious leaders, local newspaper, museums, and your campus!
- Interviews or Surveys– collect information without distorting it and be aware of your filtering your own material
- Search engines

**Primary sources:**

- Original or first hand materials
- Any creative work by the original author: surveys, studies, speeches, interviews, first hand accounts of events, autobiographies
- They are accurate: they have not been distorted by others / filtered through someone else's mind / interpreted – misinterpreted from someone else's viewpoint
- When you are planning to conduct an interview:
  - Prepare a list of questions
  - Make an appointment with the person
  - Prepare open ended questions

**Secondary source:**

- A study/review about a primary source,
- Secondhand accounts, reports, documentaries, encyclopedia articles, a biography: material interpreted / studied by others
- Interpretations might be BIASED, inaccurate, and incomplete
- Use secondary sources to support your own thinking and your own conclusions based on primary sources

### Source Evaluation

Be aware that your sources might have very uneven quality!

Is your source reliable (e.g.: newspapers such as the New York Times, The Economist, The Wall Street Journal, statistics: government census documents, on government Web sites, archives of local government offices, Websites of organizations: '.org' – is the organization's goal to be objective or to gain support for its viewpoint?)?

**Author:**

- How reputable is the person?
- What is his/her educational background?
- Is it appropriate for the kind of expertise you want?
- What (else) has the author written about this topic?
- Can the authority be considered bias or an objective expert?
- Does the author present differing views – fairness: ETHOS?
- Provide information about the expert: previous works, awards, and notes about the author
- Let your audience know – convince them – that the authority is reliable (and of course be convinced yourself as well).

**Timeliness:**

- When was the source published?
- Is it the latest edition?
- Do you want to compare several editions about the same topic/
- Is it an outdated material?
- Is the data still reliable, valid for interpretation?

**Publisher:**

- Is it reputable?
- Is it a university press or a government agency – likely to be a reputable source!
- Is there a chance that the publisher is biased (different publishers / publications have different biases: editorial bias such as liberal, conservative, democratic...)?

**Audience:**



- Who is the intended audience?
- Are you the intended audience?
- Is it appropriate for your purposes?
- Is your material for a too specialized audience or too brief to be useful?

**Content:**

- Is the language objective or subjective / emotional?
- How closely related is the material to your topic? (Is it too general, too specific, or too technical?)
- Read the *preface* – what did the author want to accomplish?
- Look at the *table of contents* – is the topic covered in enough depth?
- Are the facts accurate?
- Are there sources for the data given?
- Is the topic covered in adequate depth length?
- Is the content: fact, opinion or propaganda? Are the facts clearly indicated? Enough evidence is offered?
- Does it promote a particular viewpoint?
- Is it too superficial, limited to one aspect, overemphasizes only one part of the topic?
- Are there broad generalizations?
- How are opposing views presented? Are various perspectives presented fairly?
- Does the author use a mixture of primary and secondary sources?
- Can you find the same information elsewhere?

**Integrating Sources:**

- Explain how the source material is connected to the rest of the paragraph (show a logical link or add a follow-up comment).
- Show the connection between the reference and the point you are making.
- Include the names of the sources, (provide the person's credentials as an authority).
- Use signal words that prepare your readers for the quotation that will follow.
- Limit the uses of quotations!!!

**Quotation** - the record of the exact words of a written or spoken source, and this is indicated by surrounding the words with quotation marks. You must always acknowledge the source!

- Use quotations as evidence, support or further explanation (they are NOT substitutes for stating your point in your own words)
- Use quotations to illustrate the author's own viewpoint or style
- Quote excerpts if they would not be as effective rewritten in different words, or a paraphrase would be less clear - (they must be brief or particularly well phrased).

**Summary** - a brief restatement of the main ideas in a source, using your OWN words.

Summarize if:

- The source has unnecessary details, facts, examples, illustrations, direct quotations...
- The author's phrasing is not particularly memorable
- You want to keep your writing concise
- Cite the source to give credit to the writer!!!
- Summaries are shorter than the original source
- Include only the major points
- Do not follow the organization of the source
- Be objective and do not include your own interpretation on the material

**Paraphrase** – restates information from a source using your own words

- It has approximately the same number of words as the source (the same length)
- Keep the same organization as the source
- It is more detailed than summaries
- It is objective – do not include your own interpretation!
- If you find a phrase worth quoting in your own writing use quotation marks in the paraphrase to identify that

## LESSON 14 – Annotated Bibliography

**Annotated bibliography** is a list of sources related to your topic for your paper. It is based on source evaluation. Include a variety of sources in your bibliography: books, journals, Internet, newspapers, and reference works.

- Pick 15-20 sources then narrow the number down to 10.
- Pick 10 sources at least (Primary sources: books, electronic database, online, TED, pictures, etc.)
- Use only 7-10 sources in your final paper.
- You may use additional research (sources) while you are writing your paper.
- Be very flexible when you type in words/expressions in any search engines.
- Don't forget you use sources to support your thesis/point!

### Parts:

- Citation of the source (APA format)
- Summary - (2-3 sentences) Objective voice
- Evaluation - (2-3 sentences) Subjective voice
- Application - (1-2 sentences)

---

Total: 5-8 sentences

**Application:** forward thinking to the paper itself; how you will be using the given source.

- “I will be using this source in order to ...”
- “I will not be using this source because...e.g.: it's outdated or I realized it's irrelevant, I am changing the focus of my paper”

### Source Evaluation:

#### **Rhetorical context:**

- ★ **Content** – is it applicable to your topic/thesis?
- ★ **Author** – education, experience, credible source? Are there any other publications by the author, his/her sources? Google him/her!
- ★ “Because XY has been teaching ...for 20 years his experience gives ...credibility/approaches both ... well.”
- ★ **Audience** – is it written for other professors, students, or public? Their education, race, religion, political affiliation, gender, age, profession, WHY would they read this paper?
- ★ **Purpose** – to inform, persuade, entertain, convince...?
- ★ **Subject** – author's knowledge, depth, appropriateness to audience?
- ★ **Date** – relevant source? Outdated/new releases?
- ★ **Refutation:** you may use a source as a NEGATIVE example!
- ★ **Code words:** stunning, interesting, good, bad etc. (a.k.a colorless words) – these words do not evaluate! Don't use them.

Watch the tutorials: [http://youtu.be/Il\\_1Q3HZLhA](http://youtu.be/Il_1Q3HZLhA) and <http://youtu.be/PhWhRIEWtI>

*Sample annotation: RW p.449*

Read RW Chapters 53, 54, 55, 64b for narrowing your research ideas, source evaluation, annotated bibliography and avoiding plagiarism.

## LESSON 15 – Synthesis

**Synthesis is a review of your research.**

- Length: 3 pages
- In these 3 pages you will examine the perspectives of your sources as they relate to your issue.
- Essentially, this is an extended comparison/contrast paper, except you are dealing with 7-10 elements (a.k.a. your sources) instead of two.
- The process is based on such rhetorical methods as classification/division, comparison/contrast and the ruling principle in each.
- Ruling principle: the bases of comparison/contrast or classification/division
- Do not quote in your synthesis – it's just a summary.

*Synthesis Example:*

**Source:** 1      2      3      4      5      6      7      8      9      10

---

**Pro thesis:**

**Contra:**

**Common:**

- ★ Chart your sources on the grid then group them – conceptualizing
- ★ Use relevant criteria for synthesis: can be grouped thematically, topically, etc...
  - 3-4 criteria is ideal
- ★ Paragraphs may be arranged:
  - Most similar ideas
  - Middle
  - Least but still similar

*Watch the tutorials:*

<http://youtu.be/c7HtCHtQ9w0>

<http://youtu.be/S75d2AIXgU4>

<http://www.youtube.com/watch?v=mugMvUI5P8Y&feature=share&list=SPFECDB3D9B772FB9E>

## **LESSON 16 – Problems in Reasoning**

**Facts:** are verifiable reality, truths you can detect with your own senses or testimony from witnesses or wit instruments and rules of science. Without them we have only guessing.

First, you must collect and evaluate the facts: then you can attempt to put them together to reach your conclusion.

To mislead yourself is the worst problem because it means your reasoning is not trustworthy. It means you can never be certain whether you have reached a valid conclusion or are merely accepting the answer you want to hear.

**Implication:** is a suggestion, idea expressed with indirect words (tone of voice—sarcasm). Implications may be accurate or inaccurate. They can lead your research off track.

**Assumptions:** an idea or belief you take for granted. Assumption can be carelessly or carefully made. Pose the question: Could there be any other reason for it?

**Inferences:** is a conclusion, a logical deduction. It is usually based on something you can see or hear, some evidence that you can detect with your senses or through premises you believe to be true.

**The rule of simplicity:** when there are competing possibilities, chose the answer that requires the fewest assumptions.

**Fallacies:** word you statements carefully; draw your conclusions according to the rules of logic. Fallacies are pseudo (fake) statements that may seem logical but actually contain some error in reasoning.

#### Insufficient evidence—overgeneralizing

Red flag for: all, everyone, everybody, no one, nothing, everything, anything, always.

#### **Card Stacking—biased, unfair thinking**

Electing data that supports your own point of view and ignoring contradictory data.

#### **Ad ignorantium—ignorance**

The writer states that something is true because it cannot be proven otherwise. (Something must be true if you cannot prove it false or something is false if you cannot prove it true.)

#### Problems of ambiguity

**Amphiboly—ambiguity** a statement has more than one meaning; sentences are very vague and capable of more than one interpretation

**Begging the question—circular reasoning:** not answering the question—the conclusion simply restates the premises.

**Equivocation—quibbling over the meanings of the words** you need to define your terms, but eventually your argument needs to proceed towards your main point.

**Loaded language:** it is biased language; the language itself suggests an impression/opinion already. The thesis of an argument should be stated as clearly and objectively as possible!!!

**False analogy: a false comparison**

Critical thinkers undermine their credibility if their use exaggeration to make a point. (“smoking tobacco is like drinking poison”—not everyone suffers who smokes, but most likely everyone who drinks poison dies).

**Faulty Reasoning**

**False dilemma (either/or thinking)**

Are you discussing a real dilemma? Are there only two alternatives? Be very thorough.

**Non sequitur—“it doesn’t follow”**

Ideas are not connected; there is a leap in logic. It’s a faulty conclusion.

**Rationalization: a self-serving explanation**

Writers tend to rationalize their way out of any difficulty by inventing some self-serving excuse.

**Reductio Ad Absurdum: reduce to an absurdity**

It uses the opponent’s reasoning against itself.

By extending that you show some ridiculous conclusion it leads to. Revealing absurdity is a good tactic if it’s true.

**Slippery Slope—one thing leads to another**

It’s a false an oversimplified assumption. (“Trying a cigarette would cause youngsters to become addicted to tobacco”.)

**Problems Based on Irrelevant Information**

**Ad Hominem:** ignoring the facts entirely and instead attacking the person presenting them

### **Bandwagon: an appeal to peer pressure**

Critical thinkers should not do something just because others do them. (Everyone quotes X so I should do the same in my research paper)

### **Red Herring: irrelevant point or a side issue** leads away from the main point

(Opponent X isn't a credible person because he is unfaithful to his wife.)

### **Oversimplification: to overlook complexity in an argument**

Are there other legal, moral, financial, philosophical, religious, psychological, racial, etc., implications of the question you're dealing with? Reducing an argument to simple pro and con positions could lead to oversimplification: a failure to understand the complexity of a question.

### **Using Footnotes:**

APA does not recommend the use of footnotes because they are often expensive for publishers to reproduce. However, if explanatory notes still prove necessary to your document, APA details the use of footnotes: content footnote.

When using footnote, insert a number formatted in superscript following almost any punctuation mark. Footnote numbers should not follow dashes ( — ), and if they appear in a sentence in parentheses, the footnote number should be inserted within the parentheses.

Scientists examined—over several years<sup>1</sup>—the fossilized remains of the woolly-wooly yak.<sup>2</sup> (These have now been transferred to the Chauan Museum.<sup>3</sup>)

When using the footnote function in a word-processing program like Microsoft Word, place all footnotes at the bottom of the page on which they appear. Then, follow normal paragraph spacing rules. Double-space throughout. *Click on References, then click Insert footnote.*

<sup>1</sup> While the method of examination for the woolly-wooly yak provides important insights to this research, this document does not focus on this particular species.

<https://owl.english.purdue.edu/owl/resource/560/04/>

## **RUBRICS**

## Essay Outline Grading Rubric

Criteria	15 Excellent	13 Average	10 Needs Improvement	8 Unacceptable	Score
<b>Uniqueness of thesis statement and introduction</b>  2	New ideas, new connections made with depth and detail	New ideas of connections lack depth and/or detail	Few, if any new ideas or connections made	No new ideas, uses “I agree with...” statement	
<b>Body paragraphs topic sentences (topic/focus)</b> 4	Catch readers’ interest because all of them are informative and express a specific topic	Only some of the topic sentences are informative and specific	Only one of the topic sentences is informative and specific	Topic sentences are not informative, have no clear focus and/or specific topic	
<b>Body paragraphs supporting details: names, figures...</b>  4	Paragraphs include interesting and relevant supporting details expressed clearly in words and phrases	The supporting details sound somewhat incomplete	Uses supporting details but there is inconsistency – uses it incorrectly	Does not use any of the discussed techniques	
<b>Timeliness of postings (original posting, replies and rewrite)</b>  2	All required postings are made early (by Sat/Sunday) and throughout the discussion	All required postings are made (by Monday)  Some not in time for others to read and respond	All required postings are made (by Tuesday)  Most at the last minute without allowing for response time	Some, or all, required postings missing	
<b>Sentence level accuracy</b>  3	Submits posts that contain grammatically correct sentences without any spelling errors. Uses a variety of sentence structures correctly	Submits posts that have few (1-2) grammatically incorrect sentences and two spelling errors. Uses a variety of sentence structures and most of them are correct	Submits posts that have several (3-4) grammatically incorrect sentences and three spelling errors.  Uses a variety of sentence structures but most of them are incorrect	Obvious grammatical errors (5 or more)  Makes understanding impossible Does not use a variety of sentence structures	
<b>Total Score</b>					
<b>Maximum Points Possible</b>					<b>15</b>

## Cause and Effect Essay Rubric



<i>Criteria Cause and/or Effect Paragraph and thesis statement</i>	Unsatisfactory (0-9)	Limited (10-12)	Proficient (13-15)	Comments
1. The assignment was <b>posted on time</b> , replied to two other posts and <b>reposted</b> after the comments.				
2. The paragraph has a <b>strong topic sentence</b> that identifies the <b>topic, and the focus: causes/effects</b>				
3. The <b>support</b> for the effect/cause is <b>specific AND complete</b> : specific examples and precise explanation. There are <b>5-8 sentences</b> at least in the paragraph				
4. Grammar: there is <b>sentence variety</b> : modals, conditionals, joining words and verb tenses, adjective-noun-adverb clauses				
5. There is <b>little repetition</b> (one key word repeated 2-3 times max) synonyms and antonyms used well instead				
6. The writer <b>finished his/her thoughts and made clear transition</b> between thoughts (sentence patterns or transitions used – the language of cause or effect)				
7. The <b>Thesis Statement</b> is clear, specific and foreshadows the focus.				
8. There is <b>little awkwardness</b> (sounding un-English) in the writing <b>Word forms</b> are used correctly				
9. <b>Punctuation</b> is mostly correct, max. 2 errors				
10. <b>Spelling</b> is mostly correct (2-3 errors are OK).				

### Research Paper Abstract - Rubric

Objective: Abstracts typically serve these main goals:

- ❖ Help readers decide if they should read the entire text
- ❖ Help readers and researchers remember key findings on a topic
- ❖ Help readers understand a text by acting as a pre-reading outline of key points

*Note: The abstract is written in third person. No references or quotations are allowed.*

Component & Criteria	Novice	Proficient	Advanced
Topic & Purpose	Author describes main idea & purpose of the research or project	...& research or project question(s)	... & reasons behind this research or project.
Scope	Author describes the focus of this research or project	... & where the author concentrates his/her attention	... & foundation for this work.
Method	Author describes what he/she did	...& the kinds of evidence provided (and how it was created/collected/analyzed)	... & how author convinces the reader of the validity of his/her main idea.
Results	Author describes what he/she learned	... & the major results	... & the consequences of the problem or issue that the author is discussing.
Recommendations	Author describes solutions to the reader to resolve the problem or issue in the piece	... & recommend action or change based on the research findings or the completed project	... & explain why this matters - Point to at least one significant implication.
Conclusions	Author describes the cause and effect relationship of the problem/issue	... & the conclusions that he/she draws from the research or project	... & how this work will contribute to the field

(Adapted from information from <http://papyr.com/hypertextbooks/comp2/abstract.htm>)

Watch these videos for more on Abstract writing:

[http://youtu.be/ C7YhazRhtA](http://youtu.be/C7YhazRhtA) 1:00-4:00min.and 6:00-6:35min

<http://youtu.be/MADC23TAHTg> (you are writing a Summary Abstract)

## **Research Essay Grading Rubric**

*I will grade your paper based on this rubric—so study it vigilantly:*

<b>The student's work exhibits:</b>	<b>Exceptional</b>	<b>Strong</b>	<b>Acceptable</b>	<b>Below standard</b>
<i>Writing-</i> knowledge of <b>standard English wording and phrasing (formal/academic words)</b>	25	20	20	10
Knowledge of standard English <b>spelling and punctuation</b>	15	10	10	5
Thought, and <b>effective style</b> in the writing of the essay which <b>supports a central idea</b> , viewpoint, or perspective	40	35	30	20
Use of topical, chronological, and/or spatial <b>organizational strategies</b>	15	10	10	5
Effective fulfillment of a specific <b>purpose</b>	10	10	5	0
Effective addressing of a specific <b>audience</b>	15	10	10	0
An appropriate <b>use of vocabulary: colorful, meaningful and informative</b> also deliberate <b>sentence structure</b> with <b>accurate vocabulary</b> revealing insight and originality	10	10	5	0
<i>Critical Thinking-</i> accurate <b>awareness of the topic</b> to be <b>analyzed</b>	25	20	20	10
The consideration of <b>relevant/applicable information</b> before decision making	15	15	10	5
Relevant, specific, and interesting <b>detail</b> related to the central idea and <b>avoids generalizations</b>	25	20	20	10
Abilities of summarizing, paraphrasing, and <b>quoting from at least ten credible primary</b> and/or secondary <b>sources</b> of information	25	20	15	10
Drawing <b>logical conclusions</b> and <b>discussing them in the conclusion paragraphs</b>	40	35	30	20

<b>Application of previously learned theories/concepts</b> to the current topic	25	20	15	10
The <b>introduction</b> clearly shows the <b>writer's objective</b>	25	20	15	10
The <b>writer's thoughts-opinion</b> and that of the <b>outside sources</b> can be clearly distinguished/separated	30	25	25	15
Knowledge and understanding of what research is and use of documentation techniques specified by <b>APA guidelines</b>	60	50	45	30
<b>Total: 400 points</b>	400	325	275	160

### *Key Terms*

**Exceptional**= The student's work exhibits a virtually flawless level of achievement for an individual completing work in English Composition and/or an exceptional level of preparation for success college-level work;

**Strong**= The student's work exhibits an outstanding or more than adequate level of achievement for an individual completing English Composition and/or a strong level of preparation for success in college-level work;

**Acceptable**= The student's work exhibits an adequate level of achievement for an individual completing work in English Composition and/or an adequate level of preparation for success college-level work;

**Unacceptable**= The student's work exhibits an unacceptable or a less-than acceptable level of achievement for an individual completing work in English Composition and/or an unacceptable level of preparation for success college-level work

## Summary Writing Rubric

- ★ Title of the source: article, essay, book, etc
- ★ The author
- ★ Main idea (similar to a topic sentence)
- ★ Relevant support
- ★ Do not quote or "borrow" complete sentences from the original source. Use your own words and paraphrase the sentences/content.

Criteria- Summary writing	Unsatisfactory (5)	Limited (10)	Proficient (15)	Comments
There summary is 10% of the original text in length				
The summary opens with <b>the title and the author</b>				
The summary opens with the <b>main idea</b> of the text				
The <b>summary</b> of the text is <b>full/complete</b> : all relevant details and examples are added				
There is little <b>repetition</b> (one key word repeated 2-3 times max) synonyms and antonyms used well instead to <b>paraphrase</b>				
Grammar: there is <b>sentence variety</b> : modals, conditionals, joining words and verb tenses, adjective-noun-adverb clauses				
Vocabulary: <b>the keywords of the text</b> are used properly: Collocations and Word forms				
There is <b>little awkwardness</b> (sounding un-English) in the writing e.g.				
<b>Punctuation</b> is mostly correct (commas periods), max. 2 errors				
<b>Spelling</b> is mostly correct (2-3 errors are OK).				

## Academic Speech on Research Topic - Rubric

Name : \_\_\_\_\_

Final: *Speech Evaluation*

### Rating System

3 = excellent

2 = satisfactory

1 = weak/needs improvement

### Content/Organization/Preparation

- \_\_\_ Introduction attracted listeners' attention and provided sufficient background (5 pts.)
- \_\_\_ Speaker's point of view was clear
- \_\_\_ Arguments were clear with strong supporting evidence
- \_\_\_ Opposing arguments were presented and countered well
- \_\_\_ References to source materials were adequate
- \_\_\_ Conclusion was effective
- \_\_\_ Visual aids were used well and supported the presentation (5 pts.)
- \_\_\_ Content followed time limit (8-10 min)
- \_\_\_ Research Paper submitted on time

### Presentation/Delivery

- \_\_\_ Eye contact and use of body language, dressed properly (4 pts.)
- \_\_\_ Spoke freely with good use of note cards or outline
- \_\_\_ Spoke convincingly with vitality and conviction
- \_\_\_ Pronunciation
- \_\_\_ Grammar
- \_\_\_ Voice Control (volume, intonation, rate, pausing)

Score: \_\_\_ out of 50 points

COMMENTS:

**Discussion Board Grading Rubric**

Criteria	15 Excellent	13 Average	10 Needs Improvement	8 Unacceptable	Score
<b>Uniqueness</b> 4	New ideas, new connections made with depth and detail	New ideas of connections  lack depth and/or detail	Few, if any new ideas or connections made  Rehash or summarize other postings	No new ideas, uses “I agree with...” statement	
<b>Timeliness of postings (original posting, replies and rewrite)</b> 2	All required postings are made early (by Monday) and throughout the discussion	All required postings are made (by Wednesday)  Some not in time for others to read and respond	All required postings are made (by Friday)  Most at the last minute without allowing for response time	Some, or all, required postings missing	
<b>Introductory paragraph – Style/Technique</b> 4	Uses one of the techniques discussed to catch readers’ interest (hook) in paragraph	Uses one of the techniques but sounds somewhat incomplete	Uses one of the techniques but there is inconsistency – uses it incorrectly	Does not use any of the discussed techniques	
<b>Spelling and Mechanics</b> 2	Submits posts that contain grammatically correct sentences without any spelling errors.	Submits posts that have few (1-2) grammatically incorrect sentences and two spelling errors.	Submits posts that have several (3-4) grammatically incorrect sentences and three spelling errors.	Obvious grammatical errors (5 or more)  Makes understanding impossible	
<b>Grammatical structures</b> 3	Uses a variety of sentence structures correctly	Uses a variety of sentence structures and most of them are correct	Uses a variety of sentence structures but most of them are incorrect	Does not use a variety of sentence structures	
<b>Total Score</b>					
<b>Maximum Points Possible</b>					<b>15</b>

## Peer Review Guide

Being a peer reviewer includes:

- Having only relevant discussion with partner while reviewing essay
- Giving guidance and suggestions on grammar, punctuation, sentence variety, content, originality...
- Giving guidance and suggestions on “catch,” thesis, development of selected content, and conclusion, plus logical development, unity and coherence
- Giving honest criticism
- Showing compassion and understanding
- Writing **at least** one positive comment about the content
- Writing **at least** one comment for improving weak points in grammar, punctuation, sentence structures
- Writing **at least** one comment for improving content
- Checking all suggestions and criticisms for correctness when peer reviewer returns my essay.

Assignment: Don't forget to number your answers, use APA or MLA Format



## **Evaluation Criteria for Annotated Bibliography and Synthesis**

### **Evaluation criteria for the Annotated Bibliography:**

Total: 25 points

- 5 - Alphabetical ordering
- 5 - APA style - formatting
- 15 (5/5/5) - full annotation (summary/evaluation/application of the source)

### **Evaluation criteria for the Synthesis:**

Total: 25 points

- 5 - APA style/format
- 5 - logical organization of sources (properly grouped or linked)
- 15- full explanation of the relationship of sources and the writer's analysis of the sources

# QUIZZES

## Effective Style and Language Quiz/1-2 answers

Sentence Clarity- rewrite it so that it sounds clear!

- Designers were informed that it is important for an employee to be comfortable when new material and methods are being presented.

The company informed the designers that the employees find it important to be comfortable when they are presenting new material and methods.

- The discovery of this problem actually took place more than fifty years ago, but nobody didn't want to address something that was fifty years in the future.

but nobody wanted to address...

- The 00 would be understood by the computer to be 1900 and could cause major chaos.

The computer would understand the 00 to be 1900 and could cause major chaos.

Vary Sentence Structures – write 2 or 3 short simple sentences then combine them in 2 different ways:

*Punctuation is important in writing. Sentence variety also makes it more readable.*

While punctuation is important in writing, sentence variety also makes it more readable.

Punctuation is important in writing; at the same time, sentence variety also makes it more readable.

Special openers: -ing, -ed, -ly words, to word groups, and prepositional phrases – write at least 3 sentences with special openers to emphasize information:

**Happily**, I agreed to revise my paragraph for the fifth time.

**Exhausted** from all the writing, I decided to take a quick nap.

**Asking** all those questions from my instructor and visiting her during office hours helped me improve my skills.

Revise the parallel structures:

1. I know from experience that employers in the 21<sup>st</sup> century want employees who are intelligent, enthusiastic, and **they want them to be** well educated.
2. As a result, I will have some specific knowledge, confidence, and **I will also have** experience to offer an employer.
3. I had been having trouble with math and reading **was troublesome for me**, so I spent time with a tutor.
4. Then I can begin working with children in a community center or maybe **to get a job** in an elementary school.
5. I left that classroom with a different perspective on racism and **my attitude** about guest speakers **was new**.
6. I tried to sneak into the club by both trying the backdoor and **I showed showing** the guard a fake ID.

- 1) By the time I get to the shower in the morning, either all the hot water is used up or **\_the soap is gone**\_\_\_\_\_
- 2) At first I couldn't tell whether the smoke was coming from her apartment or \_\_\_\_\_ **from outside**.
- 3) Regardless of the cause, the damage was heavy, not only to the apartment itself but also \_\_\_\_\_ **to the park nearby**.\_\_\_\_\_

## Misplaced and Dangling Modifiers Quiz/3 answers

### Consistency! Misplaced and Dangling Modifiers

E.g.: 'While smoking a pipe, my dog sat with me by the warm fire.'

1. While I was smoking a pipe, I sat with my dog by the warm fire.
2. While smoking a pipe, I sat with my dog by the warm fire.

### Strategies to avoid misplaced modifiers:

1. Place words as close as possible to what they describe.
  2. Place single-word modifiers (nearly, almost, hardly, just, only, simply, merely, even) immediately before the words they modify.
- They could see the twinkling stars sitting on the front lawn.
  - They could see the twinkling stars as they were sitting on the front lawn.
  - When trying to lose weight, all snacks are best avoided.
  - When trying to lose weight, avoid all snacks/ the best for you is to avoid all snacks.
  - Sam returned the hamburger to the supermarket which was bad.
  - Sam returned the bad hamburgers to the supermarket.
  - Kicked carelessly under the bed, Jack finally found his slippers.
  - Jack kicked carelessly under the bed and found his slippers.
  - Our phone almost rang 10 times last night.
  - Our phone rang almost 10 times last night.
  
  - Frank spends his free time reading, listening to music, and working in the garden.
  - After the camping trip I was exhausted, irritable and hungry.
  - My hope for retirement is to be healthy, to live in a comfortable house, and to have plenty of money.
  - Nightly, Rob puts out the trash, checks the lock on the doors, and turns on the alarm.
  - Please feed the dog, turn down the heat, and lock the doors.
  - Both his attitude also his style were unacceptable.

## Quiz/3-4 Structures and Punctuation - Answers

Exercise 1. Revise the paragraph (sentence clarity and variety, reduce wordiness):

I have made taking a two-mile walk in the park near my apartment a top priority in my daily routine. My walk is important to me for many reasons. First, the exercise helps me deal with stressful situations that may come up at work because/as/since I have many responsibilities, including preparing the work schedule for all workers. Some mornings it is cold or raining, but/however, I refuse to give up the most important hour of my day. All in all, my morning walk is an invigorating way to start my day.

*Exercise 2. Use coordinating conjunctions (long joining words) to finish off the sentences:*

The restaurant that I wanted to go to was closed; **therefore, we** had to choose another one. \_\_\_\_\_

The wait at the bus stop was long; **however,** my friends made the time fly by. \_\_\_\_\_

\_\_\_\_\_ I found a cracker in my purse; **otherwise,** I would have fainted from hunger.

She intended to pay for her pass with a check; **consequently,** the line behind her kept growing. \_\_\_\_

\_\_\_\_\_ Starbucks was being renovated; **on the other hand,** there was the coffee shop open down the street.

*Exercise 3. By adding a dependent thought finish the sentences:*

The waiting room at the clinic was crowded **since it** was the flu season. \_\_\_\_\_

Washington D.C.'s Metro system is clean and **efficient because the** city takes care of it. \_\_\_\_\_

My vision is so much better now **after** the surgery went well. \_\_\_\_\_

I don't want to make decisions **quickly before I** actually visit the potential colleges. \_\_\_\_\_

He overslept yesterday and missed class **which** made him feel guilty for the rest of the day. \_\_\_\_

## USEFUL SOURCES

ADDITIONAL WEBSITES FOR EAP OR COMPOSITION CLASSES:

**This certificate shows that you FULLY understand what plagiarism is and you know how to avoid it.**

**You must take the tutorials and successfully complete them and receive a certificate by clicking on this link:**

<https://www.indiana.edu/~istd/>

**Study the following essay:** “How to Say Nothing in 500 Words”

<http://higinbotham.lmc.gatech.edu/wp-content/uploads/2014/08/How-to-Say-Nothing-in-500-Words.pdf>

**TAKE THESE QUIZZES - PRINT YOUR RESULT SHEETS AND EMAIL THEM TO ME.**

**1. APA citation quiz:**

<http://www.proprofs.com/quiz-school/story.php?title=apa-citation-practice-quiz>

**2. Sentence fragments:**

[http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/fragments\\_add1.htm](http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/fragments_add1.htm)

**3. Combining sentences:**

[http://grammar.ccc.commnet.edu/grammar/quizzes/combining\\_quiz2.htm](http://grammar.ccc.commnet.edu/grammar/quizzes/combining_quiz2.htm)

**4. Concise sentences:**

[http://grammar.ccc.commnet.edu/grammar/quizzes/wordy\\_quiz.htm](http://grammar.ccc.commnet.edu/grammar/quizzes/wordy_quiz.htm)

**5. Punctuation: if the answers don't show, print the page and bring your answers to me!**

[http://grammar.ccc.commnet.edu/grammar/quizzes/punct\\_fillin.htm](http://grammar.ccc.commnet.edu/grammar/quizzes/punct_fillin.htm)

**6. Topic sentences:**

<http://www.quia.com/quiz/1351271.html>

[http://www.laflemm.com/dynamic/online\\_practice.php?practice\\_id=19](http://www.laflemm.com/dynamic/online_practice.php?practice_id=19)

**7. Conclusions quiz:**

<http://www.quia.com/quiz/880034.html>

**8. Introduction, Support, Conclusion:**

<http://www.niu.edu/writingtutorial/organization/quizzes/introduction.htm>

**9. Paragraphs:**

<http://www.cliffsnotes.com/writing/writing/writing-from-introduction-to-conclusion/quiz-paragraphs>

**10. Paraphrasing: (do not provide your information in the first box)**

<http://library.sdsu.edu/quiz/quiz.php?id=36>

[http://www.proprofs.com/quiz-school/story.php?title=paraphrasing\\_1](http://www.proprofs.com/quiz-school/story.php?title=paraphrasing_1)

**Paraphrasing and Summarizing Tutorials:**

- [http://youtu.be/o\\_Zb7BhgIEM](http://youtu.be/o_Zb7BhgIEM)
- [http://youtu.be/dvgd0\\_jkSOI](http://youtu.be/dvgd0_jkSOI)
- <http://youtu.be/6vFOX-8tCjE>
- <http://youtu.be/DwQIcVW0NYE>
- <http://youtu.be/No5ZAOuHUBA>
- <http://youtu.be/X2-O3QsKCmM>

**The following section lists some useful expressions for critically presenting other writers' ideas.**

<http://www.monash.edu.au/lis/lionline/writing/general/lit-reviews/3.4.xml>