

English Composition I

English Composition I

*KIMBERLY MILLER-DAVIS, SAN JACINTO
COLLEGE*



English Composition I Copyright © 2014 by Lumen Learning is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.

Cover Image: <http://mrg.bz/pqHoUU>

Contents

Part I. Faculty Resources

1. Narrative Essay Materials	3
2. Narrative Essay: Introduction Letter	10
3. Reading Response Essay	12
4. Cause and Effect Essay Materials	14
5. Letter to the Editor: Proposing a Policy using Cause/Effect	25
6. Student Sample: Compare/Contrast Essay	27
7. I Need Help	30

Part II. Module One: Context, Audience, & Purpose

8. Defining the Writing Process	33
9. Audience	36
10. Comparative Chart of Writing Strategies	43
11. Videos: Prewriting Techniques	55
12. Introduction to Narrative Essay	57
13. Writing for Success: Narration Anonymous	59
14. "Sixty-nine Cents" by Gary Shteyngart	67
15. Style Guide	68

Part III. Module Two: Critical Reading

16. Reading to Write	71
17. Introduction to Writing	76
18. "The Case Against Torture," by Alisa Solomon	99
19. "The Case for Torture" by Michael Levin	100
20. How to Write a Summary by Paraphrasing Source Material	101

Part IV. Module Three: Writing Process

21. Defining the Writing Process	107
22. Organizing an Essay	110
23. Paragraphs	116
24. Conclusions	126
25. Outlines	132
26. Thesis Statements	137
27. Creating Paragraphs	144
28. Topic Sentences	147
29. Transition Words	151
30. Editing and Proofreading	156
31. Peer Review Checklist	159
32. Revising	161
33. A Strategy for Revising: Concision, Precision, Revision	179

Part V. Module Four: Persuasive Writing

34. Writing for Success: Argument Anonymous	189
35. Evidence	201

36. Quoting, Paraphrasing, and Avoiding Plagiarism	214
37. Student Sample: Cause and Effect Essay	227
38. "Cultural Baggage" by Barbara Ehrenreich	229

PART I

FACULTY RESOURCES

I. Narrative Essay Materials

Narrative Essay Prompt

Choose one of the following topics to write your own narrative essay. The topic you decide on should be something you care about, and the narration should be a means of communicating an **idea** that ties to the essay's theme. Remember in this essay, the narration is not an end in itself.

FRIENDS

1. Gaining independence
2. A friend's sacrifice
3. A significant trip with your family
4. A wedding or a funeral
5. A incident from family legend

THE WORLD AROUND YOU

1. A storm, a flood, an earthquake, or another natural event
2. A school event
3. The most important minutes of a sporting event

LESSONS OF DAILY LIFE

1. A time you confronted authority
2. A time you had to deliver bad news
3. Your biggest social blunder

FIRSTS

1. Your first day of school
2. The first performance you gave

3. A first date

Writing Your Narrative Essay

To get started writing your essay:

1. Review “What is an Essay?”
2. Take time to review possible subjects
3. Use prewriting to help you narrow your topic to one experience.

Remember that “story starters” are everywhere. Think about it—status updates on social media websites can be a good place to start. You may have already started a “note” on Facebook, and now is your chance to develop that idea into a full narrative. If you keep a journal or diary, a simple event may unfold into a narrative. Simply said, your stories may be closer than you think!

When drafting your essay:

1. Develop an enticing title – although don’t let yourself get stuck on the title. A great title might suggest itself after you’ve begun the prewriting and drafting processes.
2. Use the introduction to establish the situation the essay will address.
3. Avoid addressing the assignment directly. (For example, don’t write “I am going to write about my most significant experience,” because this takes the fun out of reading the work!)
4. Think of things said at the moment this experience started for you—perhaps use a quote, or an interesting part of the experience that will grab the reader.
5. Let the story reflect your own voice. (Is your voice serious? Humorous? Matter-of-fact?)

6. Organize the essay in a way that
 - Establishes the situation [*introduction*];
 - Introduces the complication(s) [*body*]; and
 - States the lesson you learned [*conclusion*]
7. To avoid just telling what happens, make sure your essay takes time to reflect on why this experience is significant.

Prewriting and Draft

For this assignment, you will work through the prewriting and drafting stages of your writing process in a narrative essay.

Directions:

1. Choose a writing prompt on the “Narrative Essay Assignment: Writing Prompt” page.
2. Create a prewriting in the style of your choice for the prompt. Review the prewriting videos on the “My Writing Process: Prewriting and Draft” page if needed.
3. Develop a draft essay according to the following formatting guidelines: (Papers submitted that do not meet these formatting requirements will be returned to you ungraded.)
 1. Minimum of 3 typed, double-spaced pages, Times New Roman, 12 pt font size
 2. MLA formatting (see the “Formatting Style for Papers” page as needed)
 3. Submit as Microsoft Word doc

Be sure to:

- Decide on something you care about so that the narration is a means of communicating an **idea**.
- Include *characters, conflict, sensory details*.
- Create a *sequence of events* in a *plot*.
- Develop an enticing title.
- Use the introduction to pull the reader into your singular experience.
- Avoid addressing the assignment directly. (don't write "I am going to write about..." – this takes the fun out of reading the work!)
- Let the essay reflect your own voice (Is your voice serious? Humorous? Matter-of-fact?)
- Avoid telling just what happens by making sure your essay reflects on why this experience is significant.

Writing Community Review

For this assignment, you will need to share your Narrative Essay draft with your writing community via the discussion. Then you will choose a peer's essay from your writing community and conduct a review.

Directions:

Develop your response to your peer's writing by focusing on each of these points:

- What makes the essay memorable? What did you like best?
- What is the meaning of the story? Why was the experience important to the audience?
- How did the writer structure the essay? Is there a beginning (problem), a middle (complication), an end (transformation)?
- What details may be missing and are needed for clarity? Is there something that the writer implies but does not actually carry out in the narrative?

- Does the essay focus on one event only? Is the topic narrowed enough to support a well-focused essay?
- What specific places in the essay did your peer succeed in narrating a singular experience?
- Where might the essay need cuts, adds, or reorders?
- Using the 6+1 Traits Rubric, are there any weaknesses in the essay that stand out?
- Using the Dartmouth Writing Program “Attending to Grammar” link, do you recognize a grammar problem with the essay? If so, where?
- What other supportive suggestions can you identify to improve the writing

Narrative Essay Final Draft

For this assignment, review the feedback posted from your writing community in the prior assignment: *Narrative Essay – Writing Community Review*. Work your way through the revising and proofreading stages of your writing process, and submit your final version of the essay.

Directions:

1. Review the grading rubric as listed on this page.
2. Review the feedback posted on your Google Doc from the *Narrative Essay – Writing Community Review*.
3. Work through the revise stage of the writing process.
4. Work through the proofread stage of the writing process.
5. Create a final version of your Narrative Essay according to the following formatting guidelines*:

- 3-4 typed, double-spaced pages (about 600-750 words), 12 pt font size, Times New Roman;
- MLA formatting (see the “Formatting Style for Papers” page as needed); and

- Submitted as a Microsoft Word document

*Papers submitted that do not meet these requirements will be returned to you ungraded.

6. Submit your final version of your Narrative Essay as a single file upload.

Reflection

Now that you have completed your Narrative Essay, take a few minutes to reflect on the experience and write about your process and what you learned. Write a reflection on your Narrative Essay writing experience using complete sentences.

Directions:

1. Consider the following questions.
 - What was most the challenging aspect of creating this essay?
 - What did you learn about yourself as a writer?
 - What might you do differently the next time you write this type of essay knowing what you know now after writing this essay?
2. Write your reflection on each question listed above, using complete sentences. Your final reflection assignment should fit the following guidelines:
 - 1-1.5 typed, double-spaced pages, 12 pt font size, Times New Roman;
 - Submitted as a Microsoft Word document
3. Submit your reflections as a single file upload.

2. Narrative Essay: Introduction Letter

As you know by now, narrative writing plays a role in a variety of situations, and takes on multiple forms for diverse audiences and purposes. For this assignment, you will be using the narrative letter to introduce yourself to your fellow classmates in a professional, academic environment. Before you begin writing, take time to think about context, audience, and purpose.

Context: Our interactive classroom environment, which is characterized by small-group activities and assignments.

Audience: This group includes the instructor and the other students in the class.

Purpose: To introduce oneself in a manner that facilitates enough knowledge that all group members feel a basic level of comfort upon which to build productive working relationships.

Content: The following is a list of possible topics to include in your letter. However, it is important to remember that these are only starting ideas. You don't need to talk about all of these and you are certainly free to discuss other items.

Potential topics=hobbies; goals; description of family; reasons for attending college; feelings about English class; reading preferences; tv, movie, and/or social media preferences; amount of time on the internet and/or cellphone; previous places you've lived or traveled; travel goals; favorite people; preferred types of exercise; eating habits (especially if they are unique); personality traits; pet peeves; political affiliation; favorite teachers; best/worse school experiences; learning needs; bucket list items; other languages; educational strengths or challenges; embarrassing stories, role models or heroes, etc.

- Type your introduction in letter format with date, salutation,

and closing

- Use 12-point Times New Roman font
- Margins should not be greater than 1 inch all around (top, bottom, left, and right)
- **Minimum Length Requirement: 2 pages double-spaced**
- You should talk informally (use of 1st and 2nd person is fine), but you should not use slang or text speak
- Be as detailed as possible, but do not reveal things that you do not want others to know

Remember: This is a professional, academic environment

- Use paragraphs appropriately including indentations
- Double-check for spelling and punctuation errors

3. Reading Response Essay

In this unit, we have been reading essays in which authors propose solutions for problematic situations. As readers, you have been asked to make purposeful, specific comparisons as a preliminary step in the analytical process.

Prompt: Writers will respond to three different essays about the same problem. Writers should assess the proposed solutions by comparing them to personal experiences, other texts, and historical events.

Purpose: Writers will demonstrate their ability to make specific, detailed connections to the reading material.

Content: Writers should make the following comparisons to each essay: text-to-self, text-to-text, and text-to-world.

Format: This is a reading response essay in which you are able to use 1st person, but it should be organized so that it shows the trajectory of your ideas and the reasons you arrived at your conclusion.

Introduction=You should provide some brief background information about the problematic situation, identify each author, essay title, and solutions proposed by each author. Thesis: Identification of your most preferred solutions.

Body Paragraphs=In each body paragraph, assess author's proposed solutions through a comparison to self, text, and world events.

–Text-to-Self Connection=Discuss the ways in which an aspect of the problem or solution connects to a personal experience.

–Text-to-Text Connection=Discuss the ways in which an aspect of the problem or solution is similar to one found in a fictional literary work, a movie, or show.

–Text-to-World Connection=Explain the similarities between the current problem and a historical situation. Apply the author's

proposed solutions to the historical situation and describe the resolution as productive or ineffective.

Conclusion= Re-summarize problematic situation & authorial proposals, Restate thesis (identification of best proposal) & explain reasons for thesis (how your comparisons helped you assess the validity of the proposed solutions).

You **MUST**:

- Type
- Double-space
- Respond to the Prompt in a manner that shows critical thinking about the material
- Follow MLA guidelines
- Use 12 Point Times New Roman Font
- Use One-inch Margins top, bottom, and sides
- Use MLA guidelines for headings, headers (including page #s), and titles
- Use correct spelling, punctuation, and capitalization
- Use academic language (Only use 1st person in text-to-self area, no 2nd person, no questions, no contractions, and no informal language)
- Use specific textual examples to back up your arguments

4. Cause and Effect Essay Materials

Cause and Effect Essay Prompt

Choose one of the following questions, and answer it in an essay developed by analyzing causes or effects. The question you decide on should concern a topic you care about so that the examples are a means of communicating an **idea**; not an end in themselves.

PEOPLE AND THEIR BEHAVIOR

1. Why did one couple you know marry or divorce?
2. Why is a particular friend or relative always getting into trouble?
3. Why do people root for the underdog?
4. How does a person's alcohol or drug dependency affect others in his or her family?

ART AND ENTERTAINMENT

1. Why do teenagers like rock music?
2. Why is a particular television show so popular?

CONTEMPORARY ISSUES

1. Why is a college education important?
2. Why do marriages between teenagers fail more often than marriages between people in other age groups?

EDUCATION

1. The best courses are the difficult ones.

2. Students at schools with enforced dress codes behave better than students at schools without such codes.

POLITICS AND SOCIAL ISSUES

1. Drug and alcohol addiction does not happen just to “bad” people.

MEDIA AND CULTURE

1. The Internet divides people instead of connecting them.
2. Good art can be ugly.
3. A craze or fad reveals something about the culture it arises in.
4. The best rock musicians treat social and political issues in their songs.

RULES FOR LIVING

1. Lying may be justified by the circumstances.
2. Friends are people you can't always trust.

Writing Your Cause and Effect Essay

To get started writing your essay:

1. Review “What Is An Essay?”
2. Take time to review possible subjects.
3. Use prewriting to help you narrow your topic to an appropriate level of focus.

Remember that “story starters” are everywhere. Think about it—status updates on social media websites can be a good place to

start. You may have already started a “note” on Facebook, and now is your chance to develop that idea into a full narrative. If you keep a journal or diary, a simple event may unfold into a narrative. Simply said, your stories may be closer than you think!

When drafting your essay:

1. Develop an enticing title.
2. Use the introduction to pull the reader into your thesis with a singular experience.
3. Avoid addressing the assignment directly. (Don't write “I am going to write about the causes and effects of _____” – this takes the fun out of reading the work!)
4. Think of things said at the moment your perspective on the topic became clear. Perhaps use a quote, or an interesting part of the experience that will grab the reader.
5. Let the story reflect your own voice. Is your voice serious? Humorous? Matter-of-fact?
6. Organize the essay in a way that may capture the reader, but don't string the reader along too much with “next, next, next.”
7. To avoid just telling what happens, make sure you take time to show significant details and reflect on why topic – and your experience with it – is significant.

Prewriting and Draft

For this assignment, you will work through the prewriting and drafting stages of your writing process in a cause and effect essay.

Directions:

1. Review the grading rubric as listed on this page.
2. Choose the writing prompt on the “Cause And Effect Essay: Writing Prompt” page.
3. Create a prewriting in the style of your choice for the prompt.

Review the prewriting videos on the “My Writing Process: Prewriting and Draft” page if needed.

4. Develop a draft according to the following:

- Minimum of 3 typed, double-spaced pages (about 600-750 words), Times New Roman, 12 pt font size
- MLA formatting (see the “Formatting Style for Papers” page as needed)
- Submitted as either a .doc, .docx, .rtf file

*Papers submitted that do not meet the requirements will be returned to you ungraded.

Be sure to:

- Develop an essay developed by analyzing causes or effects or the prompt
- Decide on something you care about so that the narration is a means of communicating an **idea**
- Include *characters, conflict, sensory details* as appropriate to help your essay come alive
- Create a *sequence of events* in a plot to support the logical flow of your essay
- Develop an enticing title
- Use the introduction to pull the reader into your singular experience
- Avoid addressing the assignment directly (Don’t write “I am going to write about...” – this takes the fun out of reading the work!)
- Let the essay reflect your own voice (Is your voice serious? Humorous? Matter-of-fact?)
- Avoid “telling” your reader about what happened. Instead, “show” what happens using active verbs and/or concrete and descriptive nouns and details.

5. Submit your prewriting and draft as a single file upload.

*If you developed your prewriting by hand on paper, scan or take a picture of your prewriting, load the image onto your computer, and then insert the image on a separate page after your draft.

Grading Rubric: Cause and Effect Essay Prewriting and Draft

Criteria	Ratings
Ideas	15 pts: The paper demonstrates outstanding idea development. 12 pts: The paper demonstrates above average idea development. 11 pts: The writer sufficiently defines the topic, even though the idea is not fully developed. 9 pts: The paper has an idea that needs to be developed. 0 pts: There is no coherent idea.
Content	15 pts: The paper demonstrates outstanding evidence of support. 12 pts: The paper demonstrates above average evidence of support. 11 pts: The paper demonstrates sufficient support of the main idea. 9 pts: The paper requires more supporting evidence of the main idea. 0 pts: There is little content supporting the main idea.
Organization	15 pts: The organization is outstanding and showcases the central idea. 13 pts: The organizational structure is above average. 10 pts: The organizational structure is strong enough to move the reader through the paper. 8 pts: The writing needs a clearer sense of direction. The ideas are not fully developed. 0 pts: The organization is poor.
Word Choice, Sentence Fluency, Conventions	5 pts: The writer demonstrates an outstanding word choice and strong grasp of standard writing conventions. 3 pts: The writer demonstrates above average word choice and strong grasp of standard writing conventions. 2 pts: The writer demonstrates sufficient selection of words and errors of standard writing conventions. 1 pts: The writer demonstrates a limited vocabulary and language usage and grammar repeatedly distract the reader and make the writing difficult to read. 0 pts: No marks.

Writing Community Review

For this assignment, you will need to share your Cause and Effect Essay draft with your writing community via the discussion. Then you will choose a peer's essay from your writing community and conduct a review.

Directions:

1. View the grading rubric for this assignment as listed on this page (see below).

To post your Cause and Effect Essay draft to the discussion:

1. Copy and paste your draft in a new Google Doc. If you aren't familiar with Google Docs, try this resource by Google to assist you.
2. Title the Google Doc with your first initial, last name, and Cause Effect Essay, example: RSmith Cause Effect Essay
3. Set the share and edit permissions of the Google Doc to "Anyone with the link."
4. Copy and paste the URL address of the Google Doc into a new discussion post.

To review a peer's Cause and Effect Essay in your writing community:

1. Select the URL address of the peer's essay from the discussion you want to review.
2. Develop your response to your peer's writing by focusing on each of these talking points:
 - What makes the essay memorable? What did you like best?
 - What is the meaning of the story? Why was the experience important to the writer?
 - How did the writer structure the essay? Is there a beginning, middle, and end?
 - What details may be missing and are needed for clarity? Is

there something that the writer implies but does not actually carry out in the narrative?

- Is the essay focused at an appropriate level? Is the topic narrowed enough?
- What specific places in the essay did your peer succeed in describing a singular event or vivid, memorable details or experiences?
- Where might the essay need cuts, adds, or reorders?
- Using the 6+1 Traits Rubric, are there any weaknesses in the essay that stand out?
- Using the Dartmouth Writing Program “Attending to Grammar” link, do you recognize a grammar problem with the essay? If so, where?
- What other supportive suggestions can you identify to improve the writing?

3. Copy and paste your response at the end of the peer’s Cause and Effect Essay in their Google Doc.

Grading Rubric: Cause and Effect Essay – Writing Community Review

Criteria

Student shares their essay with the class via
Google Doc URL posted in the discussion

Student chooses a peer's essay to review

Student addresses what makes the essay
memorable

Student addresses the theme or meaning of the essay

Student addresses essay structure

Student addresses essay details to enhance clarity

Student addresses singular event or vivid details in essay

Student addresses whether essay might need cuts,
adds, reorders

Student applies 6+1 Writing Rubric and Grammar

Student makes supportive suggestions for
improving the essay

Cause and Effect Final Draft

For this assignment, review the feedback posted from your writing community in the prior assignment: *Cause and Effect Essay – Writing Community Review*. Work your way through the revising and proofreading stages of your writing process, and submit your final version.

Directions:

1. Review the grading rubric as listed on this page.
2. Review the feedback posted on your Google Doc from the *Cause and Effect Essay – Writing Community Review*.
3. Work through the revise stage of the writing process.
4. Work through the proofread stage of the writing process.
5. Create a final version of your Cause and Effect Essay according to the following:

- 3-4 typed, double-spaced pages (about 600-750 words), 12 pt font size, Times New Roman;
- MLA formatting (see the “Formatting Style for Papers” page as needed); and
- Submitted as either a .doc, .docx, .rtf file.

*Papers submitted that do not meet the requirements will be returned to you ungraded.

6. Submit your final version of your Cause and Effect Essay as a single file upload.

Grading Rubric: Cause and Effect Essay – Final

Criteria	Ratings
Ideas	30 pts: The paper demonstrates outstanding idea development. 24 pts: The paper demonstrates above average idea development. 22 pts: The writer sufficiently defines the topic, even though the idea needs to be developed. 18 pts: The paper has an idea that needs to be developed. 0 pts: There is no coherent idea.
Content	30 pts: The paper demonstrates outstanding evidence of support. 24 pts: The paper demonstrates above average evidence of support. 22 pts: The paper demonstrates sufficient support of the main idea. 18 pts: The paper requires more supporting evidence of the main idea. 0 pts: There is little content supporting the main idea.
Organization	30 pts: The organization is outstanding and showcases the central idea. 26 pts: The organizational structure is above average. 20 pts: The organizational structure is strong enough to move the reader forward. 16 pts: The writing needs a clearer sense of direction. The ideas are not clearly connected. 0 pts: The organization is poor.
Word Choice, Sentence Fluency, Conventions	10 pts: The writer demonstrates an outstanding word choice and strong grasp of standard writing conventions. 6 pts: The writer demonstrates above average word choice and strong grasp of standard writing conventions. 4 pts: The writer demonstrates sufficient selection of words and errors of standard writing conventions. 2 pts: The writer demonstrates a limited vocabulary and lack of usage and grammar repeatedly distract the reader and make the writing difficult to read. 0 pts: No marks.

Reflection

Now that you have completed your Cause and Effect Essay, take a few minutes to reflect on the experience and write about your

process and what you learned. Write a reflection on your Cause and Effect Essay writing experience using complete sentences.

Directions:

1. Review the grading rubric as listed on this page.
2. Consider the following questions.
 - What was most the challenging aspect of creating this essay?
 - What did you learn about yourself as a writer?
 - What might you do differently the next time you write this type of essay knowing what you know now after writing this essay?
3. Write your reflection on each question listed above, using complete sentences. Your final reflection assignment should fit the following guidelines:
 - 1-1.5 typed, double-spaced pages, 12 pt font size, Times New Roman;
 - Submitted as either a .doc, .docx, .rtf file.
4. Submit your reflections as a single file upload.

Grading Rubric: Cause and Effect Essay – Reflection

Criteria

Student writes a thoughtful response to each question using complete sentences.
Assignment adheres to formatting guidelines.

5. Letter to the Editor: Proposing a Policy using Cause/Effect

Letter to the Editor: Write an argumentative letter to the editor in which you recommend a specific policy about a current issue.

- **Read** a variety of current articles in local newspapers. Decide which current issue you would like to fix through a policy change or new policy implementation.
- **Identify** a specific article to reference in your letter. If the article does not contain the opposing side's viewpoints/statements, you should access other materials or use current information to make inferences about possible opposition to your recommendation.
- **Plan your Thesis Statement.** Ask yourself these questions to make sure that your thesis is solid: —Is the thesis written as a policy statement? (contains one of the following: *should*, *should not*, *must*, *ought to*, *needs*) —Is the thesis written as a full sentence? —Is the thesis written in active voice? —Is the thesis written in academic voice? —Is the thesis written clearly and concisely? —Is the thesis written as a logical argument that can be reasonably opposed?
- **Plan your ideas—Possible opposition to your policy**
 - Refutation of opposition
 - Factors that caused situation
 - Results of your policy
- **Draft** your letter using the following organizational guide.

Note: The structure for this assignment is different than a typical 5 paragraph essay.

Your letter should contain:

Introduction=Reference to specific article in which the issues was discussed*, brief description of the issue using your own ideas, Clear Thesis Statement of Policy Recommendation

Cause/Effect: Identification and explanation of factors that led to the current situation.

Proposal: Explain ways in which the implementation of your policy recommendation will improve the situation.

Refutation= Raise any major opposing ideas and explain why those arguments are invalid

Conclusion=Restate thesis statement & major points & provide statement of resonance

6. Student Sample: Compare/Contrast Essay

Compare and Contrast Essay

Comparing and Contrasting London and Washington, DC

Both Washington, DC, and London are capital cities of English-speaking countries, and yet they offer vastly different experiences to their residents and visitors. Comparing and contrasting the two cities based on their history, their culture, and their residents show how different and similar the two are.

Both cities are rich in world and national history, though they developed on very different time lines. London, for example, has a history that dates back over two thousand years. It was part of the Roman Empire and known by the similar name, Londinium. It was not only one of the northernmost points of the Roman Empire but also the epicenter of the British Empire where it held significant global influence from the early sixteenth century on through the early twentieth century. Washington, DC, on the other hand, has only formally existed since the late eighteenth century. Though Native Americans inhabited the land several thousand years earlier, and settlers inhabited the land as early as the sixteenth century, the city did not become the capital of the United States until the 1790s. From that point onward to today, however, Washington, DC, has increasingly maintained significant global influence. Even though both cities have different histories, they have both held, and continue to hold, significant social influence in the economic and cultural global spheres.

Both Washington, DC, and London offer a wide array of museums

that harbor many of the world's most prized treasures. While Washington, DC, has the National Gallery of Art and several other Smithsonian galleries, London's art scene and galleries have a definite edge in this category. From the Tate Modern to the British National Gallery, London's art ranks among the world's best. This difference and advantage has much to do with London and Britain's historical depth compared to that of the United States. London has a much richer past than Washington, DC, and consequently has a lot more material to pull from when arranging its collections. Both cities have thriving theater districts, but again, London wins this comparison, too, both in quantity and quality of theater choices. With regard to other cultural places like restaurants, pubs, and bars, both cities are very comparable. Both have a wide selection of expensive, elegant restaurants as well as a similar amount of global and national chains. While London may be better known for its pubs and taste in beer, DC offers a different bar-going experience. With clubs and pubs that tend to stay open later than their British counterparts, the DC night life tend to be less reserved overall.

Both cities also share and differ in cultural diversity and cost of living. Both cities share a very expensive cost of living—both in terms of housing and shopping. A downtown one-bedroom apartment in DC can easily cost \$1,800 per month, and a similar “flat” in London may double that amount. These high costs create socioeconomic disparity among the residents. Although both cities' residents are predominantly wealthy, both have a significantly large population of poor and homeless. Perhaps the most significant difference between the resident demographics is the racial makeup. Washington, DC, is a “minority majority” city, which means the majority of its citizens are races other than white. In 2009, according to the US Census, 55 percent of DC residents were classified as “Black or African American” and 35 percent of its residents were classified as “white.” London, by contrast, has very few minorities—in 2006, 70 percent of its population was “white,” while only 10 percent was “black.” The racial demographic differences between the cities is drastic.

Even though Washington, DC, and London are major capital cities of English-speaking countries in the Western world, they have many differences along with their similarities. They have vastly different histories, art cultures, and racial demographics, but they remain similar in their cost of living and socioeconomic disparity.

7. I Need Help



Need more information about this course? Have questions about faculty resources? Can't find what you're looking for? Experiencing technical difficulties?

We're here to help! Contact oeer@achievethecore.org for support.

PART II

MODULE ONE: CONTEXT, AUDIENCE, & PURPOSE

8. Defining the Writing Process

On the surface, nothing could be simpler than writing: You sit down, you pick up a pen or open a document on your computer, and you write words. But anyone who has procrastinated or struggled with writer's block knows that the writing process is more arduous, if not somewhat mysterious and unpredictable.

People often think of writing in terms of its end product—the email, the report, the memo, essay, or research paper, all of which result from the time and effort spent in the act of writing. In this course, however, you will be introduced to writing as the recursive process of planning, drafting, and revising.

Writing is Recursive

You will focus as much on the process of writing as you will on its end product (the writing you normally submit for feedback or a grade). *Recursive* means circling back; and, more often than not, the writing process will have you running in circles. You might be in the middle of your draft when you realize you need to do more brainstorming, so you return to the planning stage. Even when you have finished a draft, you may find changes you want to make to an introduction. In truth, every writer must develop his or her own process for getting the writing done, but there are some basic strategies and techniques you can adapt to make your work a little easier, more fulfilling and effective.

Developing Your Writing Process

The final product of a piece of writing is undeniably important, but the emphasis of this course is on developing a writing process that works for you. Some of you may already know what strategies and techniques assist you in your writing. You may already be familiar with prewriting techniques, such as freewriting, clustering, and listing. You may already have a regular writing practice. But the rest of you may need to discover what works through trial and error. Developing individual strategies and techniques that promote painless and compelling writing can take some time. So, be patient.

A Writer's Process: Ali Hale

Read and examine *The Writing Process* by Ali Hale. Think of this document as a framework for defining the process in distinct stages: Prewriting, Writing, Revising, Editing, and Publishing. You may already be familiar with these terms. You may recall from past experiences that some resources refer to prewriting as planning and some texts refer to writing as drafting.

What is important to grasp early on is that the act of writing is more than sitting down and writing something. Please avoid the “one and done” attitude, something instructors see all too often in undergraduate writing courses. Use Hale’s essay as your starting point for defining your own process.

A Writer's Process: Anne Lamott

In the video below, Anne Lamott, a writer of both non-fiction and fiction works, as well as the instructional novel on writing *Bird by Bird: Instructions on Writing*, discusses her own journey as a writer,

including the obstacles she has to overcome every time she sits down to begin her creative process. She will refer to terms such as “the down draft,” “the up draft,” and “the dental draft.”

As you watch, think about how her terms, “down draft,” “up draft,” “dental draft,” work with those presented by Hale’s *The Writing Process*. What does Lamott mean by these terms? Can you identify with her process or with the one Hale describes? How are they related?

Also, when viewing the interview, pay careful attention to the following timeframe: 11:23 to 27:27 minutes and make a list of tips and strategies you find particularly helpful. Think about how your own writing process fits with what Hale and Lamott have to say. Is yours similar? Different? Is there any new information you have learned that you did not know before exposure to these works?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://library.achievingthedream.org/sanjacenglishcomp1/?p=26#oembed-1>

9. Audience

What this handout is about

This handout will help you understand and write for the appropriate audience when you write an academic essay.

Audience matters

When you're in the process of writing a paper, it's easy to forget that you are actually writing to someone. Whether you've thought about it consciously or not, you always write to an audience: sometimes your audience is a very generalized group of readers, sometimes you know the individuals who compose the audience, and sometimes you write for yourself. Keeping your audience in mind while you write can help you make good decisions about what material to include, how to organize your ideas, and how best to support your argument.

To illustrate the impact of audience, imagine you're writing a letter to your grandmother to tell her about your first month of college. What details and stories might you include? What might you leave out? Now imagine that you're writing on the same topic but your audience is your best friend. Unless you have an extremely cool grandma to whom you're very close, it's likely that your two letters would look quite different in terms of content, structure, and even tone.

Isn't my instructor my audience?

Yes, your instructor or TA is probably the actual audience for your paper. Your instructors read and grade your essays, and you want to keep their needs and perspectives in mind when you write. However, when you write an essay with only your instructor in mind, you might not say as much as you should or say it as clearly as you should, because you assume that the person grading it knows more than you do and will fill in the gaps. This leaves it up to the instructor to decide what you are really saying, and she might decide differently than you expect. For example, she might decide that those gaps show that you don't know and understand the material. Remember that time when you said to yourself, "I don't have to explain communism; my instructor knows more about that than I do" and got back a paper that said something like "Shows no understanding of communism"? That's an example of what can go awry when you think of your instructor as your only audience.

Thinking about your audience differently can improve your writing, especially in terms of how clearly you express your argument. The clearer your points are, the more likely you are to have a strong essay. Your instructor will say, "He really understands communism—he's able to explain it simply and clearly!" By treating your instructor as an intelligent but uninformed audience, you end up addressing her more effectively.

How do I identify my audience and what they want from me?

Before you even begin the process of writing, take some time to consider who your audience is and what they want from you. Use the following questions to help you identify your audience and what you can do to address their wants and needs.

- Who is your audience?
- Might you have more than one audience? If so, how many audiences do you have? List them.
- Does your assignment itself give any clues about your audience?
- What does your audience need? What do they want? What do they value?
- What is most important to them?
- What are they least likely to care about?
- What kind of organization would best help your audience understand and appreciate your? What do you have to say (or what are you doing in your research) that might surprise your audience?
- What do you want your audience to think, learn, or assume about you? What impression do you want your writing or your research to convey?

How much should I explain?

This is the hard part. As we said earlier, you want to show your instructor that you know the material. But different assignments call for varying degrees of information. Different fields also have different expectations. For more about what each field tends to expect from an essay, see the Writing Center handouts on writing in specific fields of study. The best place to start figuring out how much you should say about each part of your paper is in a careful reading of the assignment. We give you some tips for reading assignments and figuring them out in our handout on how to read an assignment. The assignment may specify an audience for your paper; sometimes the instructor will ask you to imagine that you are writing to your congressperson, for a professional journal, to a group of specialists in a particular field, or for a group of your peers. If the assignment doesn't specify an audience, you may find it most

useful to imagine your classmates reading the paper, rather than your instructor.

Now, knowing your imaginary audience, what other clues can you get from the assignment? If the assignment asks you to summarize something that you have read, then your reader wants you to include more examples from the text than if the assignment asks you to interpret the passage. Most assignments in college focus on argument rather than the repetition of learned information, so your reader probably doesn't want a lengthy, detailed, point-by-point summary of your reading (book reports in some classes and argument reconstructions in philosophy classes are big exceptions to this rule). If your assignment asks you to interpret or analyze the text (or an event or idea), then you want to make sure that your explanation of the material is focused and not so detailed that you end up spending more time on examples than on your analysis. If you are not sure about the difference between explaining something and analyzing it, see our handouts on reading the assignment and argument.

Once you have a draft, try your level of explanation out on a friend, a classmate, or a Writing Center tutor. Get the person to read your rough draft, and then ask her to talk to you about what she did and didn't understand. (Now is not the time to talk about proofreading stuff, so make sure she ignores those issues for the time being). You will likely get one of the following responses or a combination of them:

- If your listener/reader has **tons of questions** about what you are saying, then you probably need to explain more. Let's say you are writing a paper on piranhas, and your reader says, "What's a piranha? Why do I need to know about them? How would I identify one?" Those are vital questions that you clearly need to answer in your paper. You need more detail and elaboration.
- If your reader seems **confused**, you probably need to explain more clearly. So if he says, "Are there piranhas in the lakes

around here?” you may not need to give more examples, but rather focus on making sure your examples and points are clear.

- If your reader **looks bored and can repeat back to you more details than she needs to know** to get your point, you probably explained too much. Excessive detail can also be confusing, because it can bog the reader down and keep her from focusing on your main points. You want your reader to say, “So it seems like your paper is saying that piranhas are misunderstood creatures that are essential to South American ecosystems,” not, “Uh... piranhas are important?” or, “Well, I know you said piranhas don’t usually attack people, and they’re usually around 10 inches long, and some people keep them in aquariums as pets, and dolphins are one of their predators, and...a bunch of other stuff, I guess?”

Sometimes it’s not the amount of explanation that matters, but the word choice and tone you adopt. Your word choice and tone need to match your audience’s expectations. For example, imagine you are researching piranhas; you find an article in *National Geographic* and another one in an academic journal for scientists. How would you expect the two articles to sound? *National Geographic* is written for a popular audience; you might expect it to have sentences like “The piranha generally lives in shallow rivers and streams in South America.” The scientific journal, on the other hand, might use much more technical language, because it’s written for an audience of specialists. A sentence like “*Serrasalmus piraya* lives in fresh and brackish intercoastal and proto-arboreal sub-tropical regions between the 45th and 38th parallels” might not be out of place in the journal.

Generally, you want your reader to know enough material to understand the points you are making. It’s like the old forest/trees metaphor. If you give the reader nothing but trees, she won’t see the forest (your thesis, the reason for your paper). If you give her a big forest and no trees, she won’t know how you got to the forest (she

might say, “Your point is fine, but you haven’t proven it to me”). You want the reader to say, “Nice forest, and those trees really help me to see it.” Our handout on paragraph development can help you find a good balance of examples and explanation.

Reading your own drafts

Writers tend to read over their own papers pretty quickly, with the knowledge of what they are trying to argue already in their minds. Reading in this way can cause you to skip over gaps in your written argument because the gap-filler is in your head. A problem occurs when your reader falls into these gaps. Your reader wants you to make the necessary connections from one thought or sentence to the next. When you don’t, the reader can become confused or frustrated. Think about when you read something and you struggle to find the most important points or what the writer is trying to say. Isn’t that annoying? Doesn’t it make you want to quit reading and surf the web or call a friend?

Putting yourself in the reader’s position

Instead of reading your draft as if you wrote it and know what you meant, try reading it as if you have no previous knowledge of the material. Have you explained enough? Are the connections clear? This can be hard to do at first. Consider using one of the following strategies:

- Take a break from your work—go work out, take a nap, take a day off. This is why the Writing Center and your instructors encourage you to start writing more than a day before the paper is due. If you write the paper the night before it’s due,

you make it almost impossible to read the paper with a fresh eye.

- Try outlining after writing—after you have a draft, look at each paragraph separately. Write down the main point for each paragraph on a separate sheet of paper, in the order you have put them. Then look at your “outline”—does it reflect what you meant to say, in a logical order? Are some paragraphs hard to reduce to one point? Why? This technique will help you find places where you may have confused your reader by straying from your original plan for the paper.
- Read the paper aloud—we do this all the time at the Writing Center, and once you get used to it, you’ll see that it helps you slow down and really consider how your reader experiences your text. It will also help you catch a lot of sentence-level errors, such as misspellings and missing words, which can make it difficult for your reader to focus on your argument.

These techniques can help you read your paper in the same way your reader will and make revisions that help your reader understand your argument. Then, when your instructor finally reads your finished draft, he or she won’t have to fill in any gaps. The more work you do, the less work your audience will have to do—and the more likely it is that your instructor will follow and understand your argument.

10. Comparative Chart of Writing Strategies

Structuring Specialized Paragraphs

Many of the same common patterns of organizing your writing and thinking are available at the paragraph level to help you make your case to support your thesis. Using these common patterns helps readers understand your points more easily.

Pattern	Explanation	Example
Analogy	Analogies are used to draw comparisons between seemingly unlike people, items, places, or situations. Writers use analogies to help clarify a point.	Walking down an aisle at a farmers' market is like walking down the rows in a garden. Fresh mustard greens might be on one side and fresh radishes on another. The smell of green beans meshes with the smell of strawberries and the vibrant colors of nature are everywhere. You might find that you even have a little garden dirt on your shoes.
Cause and effect	Cause-and-effect paragraphs point out how one thing is caused by another and are used to clarify relationships.	You will find that your meals benefit greatly from shopping at the farmers' market. You will eat fewer unnatural foods, so you will feel better and have more energy. The freshness of the foods will make your dishes taste and look better. The excitement of finding something new at the market will translate to eagerness to try it out within a meal. It won't be long until you anticipate going to the farmers' market as a way to enhance the quality of your meals.

Pattern	Explanation	Example
Comparison and contrast	Comparison and contrast is simply telling how two things are alike or different. You can choose to compare and contrast by selecting a trait, explaining how each thing relates, and then moving on to another trait (alternating organization, as here). Or for more complex comparisons and contrasts, you can describe all the features of one thing in one or more paragraphs and then all the features of the other thing in one or more paragraphs (block organization).	<p>Tomatoes purchased at the farmers' market are almost totally different from tomatoes purchased in a grocery store. To begin with, although tomatoes from both sources will mostly be red, the tomatoes at the farmers' market are a brighter red than those at a grocery store. That doesn't mean they are shinier—in fact, grocery store tomatoes are often shinier since they have been waxed. You are likely to see great size variation in tomatoes at the farmers' market, with tomatoes ranging from only a couple of inches across to eight inches across. By contrast, the tomatoes in a grocery store will be fairly uniform in size. All the visual differences are interesting, but the most important difference is the taste. The farmers' market tomatoes will be bursting with flavor from ripening on the vine in their own time. The grocery store tomatoes are often close to flavorless. Unless you have no choice, you really should check out a farmers' market the next time you're shopping for fresh produce.</p> <p>If you see a "pluot" at the farmers' market, give it a try. It might seem odd to see a fruit you have never heard of before, but pluots are relatively new in the fruit world. A pluot is a hybrid fruit created from joining an apricot and a plum. Pluots range in size from that of a small apricot to that of a large plum. The outer skin varies in color from sort of cloudy golden to cloudy purplish. Overall, a pluot looks and tastes more like a plum than an apricot, although the skins are less tart than those of typical plums.</p>
Definition	Definition paragraphs are used to clarify key word or concepts.	

Pattern	Explanation	Example
Description	You can use description to bring something to life so that the readers can get a clear impression of it.	The farmers who sell their wares at the farmers' market near my house are as natural as their foods. They are all dressed casually so that they look more like they are hanging out with friends than trying to entice people to purchase something from them. The women aren't wearing makeup and the men have not necessarily shaved in a few days. They are eager to share information and samples without applying any sales pressure. They are people with whom you would likely enjoy sitting around a campfire and trading stories.
Examples	Examples are commonly used to clarify a point for readers.	You will find some foods at the farmers' market that you might not typically eat. For example, some farmers bring pickled pigs' feet or mustard greens that taste like wasabi. Some vendors sell gooseberry pies and cactus jelly. It is not uncommon to see kumquat jam and garlic spears. The farmers' market is truly an adventuresome way to shop for food.
Narration	Narration is writing that sounds like a story. You might use narration within a nonfiction paper as a means of personalizing a topic or simply making a point stand out.	Sauntering through the farmers' market on a cool fall day, I happened upon a small lizard. Actually, my foot nearly happened upon him, but I stopped just in time to pull back and spare him. As I stooped to look at him, he scampered up over the top of a watermelon and out of sight. Glancing behind the melon, I saw that the lizard had a friend. I watched them bopping their heads at each other and couldn't help but wonder if they were communicating. Perhaps the one was telling the other about the big brown thing that nearly crashed down upon him. For him, I expect it was a harrowing moment. For me, it was just another charming trip to the farmers' market.

Pattern	Explanation	Example
Problem-solution	A problem-solution paragraph begins with a topic sentence that presents a problem and then follows with details that present a solution for the problem.	Our farmers' market is in danger of closing because a building is going to be constructed in the empty lot where it has been held for the past ten years. Since the market is such an asset to our community, a committee formed to look for a new location. The first idea was to close a street off for a few hours each Saturday morning. Unfortunately, the city manager nixed that idea since he believed that too many people would complain. Barry Moore suggested that the market could be held in the state park that is just a few miles out of town. Again, a government worker struck down the idea. This time, the problem was that for-profit events are not allowed in state parks. Finally, I came up with the perfect idea, and our government blessed the idea. Since the high school is closed on Saturday, we will be having the market in the school parking lot.

Using a Clear Organizational Pattern

Depending on your writing topic, you might find it beneficial to use one of these common organizational patterns.

Pattern	Explanation	Example
Process analysis	A process analysis paragraph is used to describe how something is made or to explain the steps for how something is done.	The first key to growing good tomatoes is to give the seedlings plenty of room. Make sure to transplant them to small pots once they get their first leaves. Even when they are just starting out in pots, they need plenty of light, air, and heat. Make sure to warm up the ground in advance by covering it in plastic sheeting for a couple of weeks. When you are ready to plant them in soil, plant them deeply enough so they can put down some strong roots. Mulch next, and once the stems of the tomato plants have reached a few inches in height, cut off the lower leaves to avoid fungi. Carefully prune the suckers that develop in the joints of the developing stems.

Pattern	Explanation	Example
Chronological	Chronological arrangement presents information in time order.	<p>As soon as I arrived at the farmers' market, I bought a large bag of lettuce. I walked around the corner and saw the biggest, most gorgeous sunflower I had ever seen. So I bought it and added it to my lettuce bag. The flower was so big that I had to hold the bag right in front of me to keep it from being bumped. At the Wilson Pork Farm booth, I tasted a little pulled pork. You guessed it—I had to buy a quart of it. I went on with a plastic quart container in my left hand and my lettuce and flower in my right hand. I was handling it all just fine until I saw a huge hanging spider plant I had to have. Ever so gently, I placed my pulled pork container inside the spider fern plant pot. Now I was holding everything right in front of me as I tried to safely make my way through the crowd. That's when I met up with little Willie. Willie was about seven years old and he was playing tag with his brother. I'm not sure where their mother was, but Willie came running around the corner and smacked right into me. You are probably thinking that poor Willie had pulled pork all over his clothes and an upside-down plant on his head. But no, not at all. That was me. Willie didn't even notice. He was too busy chasing his brother.</p>

Pattern	Explanation	Example
General-to-specific	A common paragraph format is to present a general idea and then give examples.	<p>The displays at the farmers' market do not lack for variety. You will see every almost every kind of fresh, locally grown food you can imagine. The featured fruits on a given day might be as varied as pomegranates, persimmons, guava, jackfruit, and citron. Vegetables might include shiitake mushrooms, artichokes, avocados, and garlic. Some vendors also sell crafts, preserves, seeds, and other supplies suitable for starting your own garden.</p>
Specific-to-general	The reverse of the above format is to give some examples and then summarize them with a general idea.	<p>Your sense of smell is awakened by eighteen varieties of fresh roma tomatoes. Your mouth waters at the prospect of sampling the fresh breads. Your eye catches a glimpse of the colors of handmade, embroidered bags. You linger to touch a perfectly ripe peach. Your ears catch the strain of an impromptu jug band. A walk up and down the aisles of your local farmers' market will engage all of your senses.</p>

Pattern	Explanation	Example
Spatial	A paragraph using spatial organization presents details as you would naturally encounter them, such as from top to bottom or from the inside to the outside. In other words, details are presented based on their physical location.	From top to bottom, the spice booth at our farmers' market is amazing. Up high they display artwork painstakingly made with spices. At eye level, you see at least ten different fresh spices in small baggies. On the tabletop is located an assortment of tasting bowls with choices ranging from desserts to drinks to salads. Below the table, but out of the way of customers, are large bags of the different spices. Besides being a great use of space, the spice booth looks both professional and charming.

Maintaining Internal Integrity of Paragraphs

A paragraph is more than just a group of sentences thrown together. You need to make linkages between your ideas, use parallelism, and maintain consistency.

Pattern	Explanation	Example
Linkages	<p>Paragraphs with linkages flow well so that readers can follow along easily. You need to present an idea and then link the rest of the ideas in the paragraph together. Do not leave any pulling together for your readers to do mentally. Do it all for them.</p>	<p>Not all the booths at a farmers' market feature food. One couple has a booth that sells only fresh flowers. They display some flowers in antique containers and sell the flowers, the containers, or both. A clothesline above our heads displays a variety of dried flowers. A table holds about fifty vases of varying sizes, and they are all full of flowers. Some vases hold only one kind of long-stem flowers. Others hold mixtures of uncut flowers. Still others showcase gorgeous arrangements. Both the man and the woman wear a wreath of flowers on their heads. The whole display is so attractive and smells so fabulous that it really draws people in.</p>
Parallelism	<p>Parallelism means that you maintain the same general wording and format for similar situations throughout the paragraph so that once readers figure out what is going on, they can easily understand the whole paragraph.</p>	<p>The history of this farmers' market followed a fairly typical pattern. It started out in the 1970s as a co-op of local farmers, featuring a small city block of modest tables and temporary displays every Saturday morning from April to October from 9 a.m. to 1 p.m. In the early 1990s, with the help of a grant from the city, the market expanded its footprint to a larger, more centrally located city block with ample parking. It benefited greatly from the installation of permanent booths, electrical outlets, and a ready water supply. These amenities drew far more customers and merchants. Its popularity reached unprecedented levels by 2000, when the city offered to help with the staffing needed to keep it open from 9 a.m. to 5 p.m. on Saturdays and from noon to 5 p.m. on Sundays. Recently, discussions began about how to open the market on weeknights in the summer from 5 p.m. to 8 p.m.</p>

Pattern	Explanation	Example
Consistency	A paragraph with consistency uses the same point of view and the same verb tense throughout. In other words, if you are using third person in the beginning of the paragraph, you use it throughout the paragraph. If you are using present tense to start the paragraph, you stick with it.	There comes a time each year when you must begin the all-important step of actually harvesting your vegetable garden. You will want to pick some of your vegetables before they are fully ripe. Eggplants, cucumbers, and squash fall into this category because they can further ripen once you have picked them. On the other hand, you will find that tomatoes, pumpkins, and most melons really need to ripen fully before you harvest them. You should also keep in mind that you will need plenty of storage space for your bounty. And if you have a good harvest, you might want to have a few friends in mind, especially as recipients for your squash and cucumbers.

Using Transitions

Transitions within paragraphs are words that connect one sentence to another so that readers can easily follow the intended meanings of sentences and relationships between sentences. The following table shows some commonly used transition words:

Commonly Used Transition Words

To compare/contrast	after that, again, also, although, and then, but, despite, even though, finally, first/second/third/etc., however, in contrast, in the same way, likewise, nevertheless, next, on the other hand, similarly, then
To signal cause and effect	as a result, because, consequently, due to, hence, since, therefore, thus
To show sequence or time	after, as soon as, at that time, before, during, earlier, finally, immediately, in the meantime, later, meanwhile, now, presently, simultaneously, so far, soon, until, then, thereafter, when, while
To indicate place or direction	above, adjacent to, below, beside, beyond, close, nearby, next to, north/south/east/west, opposite, to the left/right
To present examples	for example, for instance, in fact, to illustrate, specifically
To suggest relationships	and, also, besides, further, furthermore, in addition, moreover, too

II. Videos: Prewriting Techniques

Brainstorming

Brainstorming is a technique of listing as many ideas as possible about your writing topic. The greatest rule of brainstorming is to keep the process as broad and open as possible. This video suggests several things that you DON'T want to do.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://library.achievingthedream.org/sanjacenglishcomp1/?p=29#oembed-1>

Mindmapping

Mindmapping is similar to brainstorming, but it is much more visual. It allows you to create connections between ideas. It can be a useful step after brainstorming, or it may match your style better if brainstorming seems too random. This video provides a good overview:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://library.achievingthedream.org/sanjacenglishcomp1/?p=29#oembed-2>

Freewriting

Freewriting is a process of simply writing. It helps you get started and can expand your thinking. Watch this video to learn more about this technique:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://library.achievingthedream.org/sanjacenglishcomp1/?p=29#oembed-3>

12. Introduction to Narrative Essay

Narrative Essay

Reflect for a moment on the last memorable story you heard, told, or read. What made the story remain with you? Was it a compelling character or participant in the action? An interesting set of circumstances? Was it told in an amusing or serious manner, and did it make you react emotionally?

Everyone loves a good story, and each day we seek out good stories in a variety of media: novels, short stories, newspapers, works of fine art, blogs, even notes and posts on social media pages.

Narration is the art of storytelling, and in this module, you will investigate the ways in which writers employ common narration strategies to engage readers from the beginning to the end of a significant event. You will also look critically at some examples of effective narration as you draft your narrative essay.

Module Outcomes

After successfully completing this module, you should be able to:

1. Describe the purpose, basic components, characteristics, and structure of narrative writing
2. Demonstrate writing techniques of a narrative essay

13. Writing for Success: Narration

ANONYMOUS

This section will help you determine the purpose and structure of narration in writing.

The Purpose of Narrative Writing

Narration means the art of storytelling, and the purpose of narrative writing is to tell stories. Any time you tell a story to a friend or family member about an event or incident in your day, you engage in a form of narration. In addition, a narrative can be factual or fictional. A factual story is one that is based on, and tries to be faithful to, actual events as they unfolded in real life. A fictional story is a made-up, or imagined, story; the writer of a fictional story can create characters and events as he or she sees fit.

The big distinction between factual and fictional narratives is based on a writer's purpose. The writers of factual stories try to recount events as they actually happened, but writers of fictional stories can depart from real people and events because the writers' intents are not to retell a real-life event. Biographies and memoirs are examples of factual stories, whereas novels and short stories are examples of fictional stories.

Know Your Purpose

Because the line between fact and fiction can often blur, it is helpful to understand what your purpose is from the beginning. Is it important that you recount history, either your own or someone else's? Or does your interest lie in reshaping the world in your own image—either how you would like to see it or how you imagine it could be? Your answers will go a long way in shaping the stories you tell.

Ultimately, whether the story is fact or fiction, narrative writing tries to relay a series of events in an emotionally engaging way. You want your audience to be moved by your story, which could mean through laughter, sympathy, fear, anger, and so on. The more clearly you tell your story, the more emotionally engaged your audience is likely to be.

The Structure of a Narrative Essay

Major narrative events are most often conveyed in chronological order, the order in which events unfold from first to last. Stories typically have a beginning, a middle, and an end, and these events are typically organized by time. Certain transitional words and phrases aid in keeping the reader oriented in the sequencing of a story. Some of these phrases are listed here:

Chronological Transitional Words

after/afterward	as soon as	at last	before
currently	during	eventually	meanwhile
next	now	since	soon
finally	later	still	then
until	when/whenever	while	first, second, third

Other basic components of a narrative are:

- Plot – The events as they unfold in sequence.
- Characters – The people who inhabit the story and move it forward. Typically, there are minor characters and main characters. The minor characters generally play supporting roles to the main character, also known as the protagonist.
- Conflict – The primary problem or obstacle that unfolds in the plot that the protagonist must solve or overcome by the end of the narrative. The way in which the protagonist resolves the conflict of the plot results in the theme of the narrative.
- Theme – The ultimate message the narrative is trying to express; it can be either explicit or implicit.

Writing a Narrative Essay

When writing a narrative essay, start by asking yourself if you want to write a factual or fictional story. Then freewrite, brainstorm, or mindmap about topics that are of general interest to you. For more information about pre-writing, review the materials in “My Writing Process – Prewriting and Draft.”

Once you have a general idea of what you will be writing about, you should sketch out the major events of the story that will

compose your plot. Typically, these events will be revealed chronologically and climax at a central conflict that must be resolved by the end of the story. The use of strong details is crucial as you describe the events and characters in your narrative. You want the reader to emotionally engage with the world that you create in writing.

Keep the Senses in Mind

To create strong details, keep the human senses in mind. You want your reader to be immersed in the world that you create, so focus on details related to sight, sound, smell, taste, and touch as you describe people, places, and events in your narrative.

As always, it is important to start with a strong introduction to hook your reader into wanting to read more. Try opening the essay with an event that is interesting to introduce the story and get it going. Finally, your conclusion should help resolve the central conflict of the story and impress upon your reader the ultimate theme of the piece.

Narratives Tell A Story

Every day, you relate stories to other people through simple exchanges. You may have had a horrible experience at a restaurant the night before, or you may have had some good news you are ready to share. In each one of these experiences there's a story, and when you begin to share a personal experience, you often communicate in a narrative mode.

Although narratives can vary widely, most share several common features. Generally, storytellers establish:

- *Characters*, the person/people (sometimes they are animals) the story is about, which may include the storyteller
- *Conflict*, or struggle in the story, that builds their audience's interest
- *Details*, or descriptions, that appeal to the senses of sight, sound, smell, touch, and taste
- A *sequence of events* in a *plot*, or order of what happens in the story, that keeps the audience engaged as the story unfolds
- Reflection of events around a *theme*, or unifying idea, for telling the story

Narratives of Love and War

Consider two narratives that couldn't be more different—a tale of love and a story of war: John Hodgman's sweet, geeky tale of falling in love and Emmanuel Jal's story of being a child soldier and learning to forgive his enemies. Review these videos below then engage in a discussion following the directions as listed.

John Hodgman: *A Brief Digression on Matters of Lost Time*



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacenglishcomp1/?p=31#oembed-1>

Emmanuel Jal: *The Music of a War Child*



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://library.achievingthedream.org/sanjacenglishcomp1/?p=31#oembed-2>

Narrative Essay Example

Read the following example of a narrative essay. Note how it reflects the basic components and common features of narratives, as discussed above.

My College Education

By Scott McLean, in *Writing for Success*

The first class I went to in college was philosophy, and it changed my life forever. Our first assignment was to write a short response paper to the Albert Camus essay “The Myth of Sisyphus.” I was extremely nervous about the assignment as well as college. However, through all the confusion in philosophy class, many of my questions about life were answered.

I entered college intending to earn a degree in engineering. I always liked the way mathematics had right and wrong answers. I understood the logic and was very good at it. So when I received my first philosophy assignment that asked me to write my interpretation of the Camus essay, I was instantly confused. What is the right way to do this assignment, I wondered? I was nervous about writing an incorrect interpretation and did not want to get my first assignment wrong. Even more troubling was that the professor refused to give us any guidelines on what he was

looking for; he gave us total freedom. He simply said, “I want to see what you come up with.”

Full of anxiety, I first set out to read Camus’s essay several times to make sure I really knew what it was about. I did my best to take careful notes. Yet even after I took all these notes and knew the essay inside and out, I still did not know the right answer. What was my interpretation? I could think of a million different ways to interpret the essay, but which one was my professor looking for? In math class, I was used to examples and explanations of solutions. This assignment gave me nothing; I was completely on my own to come up with my individual interpretation.

Next, when I sat down to write, the words just did not come to me. My notes and ideas were all present, but the words were lost. I decided to try every prewriting strategy I could find. I brainstormed, made idea maps, and even wrote an outline. Eventually, after a lot of stress, my ideas became more organized and the words fell on the page. I had my interpretation of “The Myth of Sisyphus,” and I had my main reasons for interpreting the essay. I remember being unsure of myself, wondering if what I was saying made sense, or if I was even on the right track. Through all the uncertainty, I continued writing the best I could. I finished the conclusion paragraph, had my spouse proofread it for errors, and turned it in the next day simply hoping for the best.

Then, a week or two later, came judgment day. The professor gave our papers back to us with grades and comments. I remember feeling simultaneously afraid and eager to get the paper back in my hands. It turned out, however, that I had nothing to worry about. The professor gave me an A on the paper, and his notes suggested that I wrote an effective essay overall. He wrote that my reading of the essay was very original and that my thoughts were well organized. My relief and newfound confidence upon reading his comments could not be overstated.

What I learned through this process extended well beyond how to write a college paper. I learned to be open to new challenges. I never expected to enjoy a philosophy class and always expected to

be a math and science person. This class and assignment, however, gave me the selfconfidence, critical-thinking skills, and courage to try a new career path. I left engineering and went on to study law and eventually became a lawyer. More important, that class and paper helped me understand education differently. Instead of seeing college as a direct stepping stone to a career, I learned to see college as a place to first learn and then seek a career or enhance an existing career. By giving me the space to express my own interpretation and to argue for my own values, my philosophy class taught me the importance of education for education's sake. That realization continues to pay dividends every day.

Key Takeaways

- Narration is the art of storytelling.
- Narratives can be either factual or fictional. In either case, narratives should emotionally engage the reader.
- Most narratives are composed of major events sequenced in chronological order.
- Time transition words and phrases are used to orient the reader in the sequence of a narrative.
- The four basic components to all narratives are plot, character, conflict, and theme.
- The use of sensory details is crucial to emotionally engaging the reader.
- A strong introduction is important to hook the reader. A strong conclusion should add resolution to the conflict and evoke the narrative's theme.

14. "Sixty-nine Cents" by Gary Shteyngart

In "Sixty-nine Cents," author Gary Shteyngart describes a coming-of-age experience as a first-generation Russian-Jewish immigrant in modern America.

Click on the link to view the essay: "Sixty-nine Cents" by Gary Shteyngart

As you are reading, identify the following:

- The "situation"
- The "complications"
- The "lesson" the author learned from the experience.

15. Style Guide

<https://courses.lumenlearning.com/sanjacinto-styleguide/>

PART III

MODULE TWO: CRITICAL READING

16. Reading to Write

WHAT THIS HANDOUT IS ABOUT

This handout suggests reading, note-taking, and writing strategies for when you need to use reading assignments or sources as the springboard for writing a paper.

READING STRATEGIES

- **Read (or at least skim) all parts of the reading.** Sometimes the cover, title, preface, introduction, illustrations, appendices, epilogue, footnotes and “about the author” sections can provide you with valuable information.
- **Identify the genre of the reading.** What kind of a reading is it? (Journal article? Mass media? Novel? Textbook?) Why was it written? Who does the author assume is going to read this work? (Books about politics written for an audience of political scientists, for example, might be very different from books about politics written for the general public, for historians, or for sociologists.)
- **Consider the author.** What do you know or what can you learn about this person? Why did he or she write the book? What sources of information and/or methods did he or she use to gather the information presented in the book?
- **Guess why your instructor assigned the reading.** How does it fit in with other readings, class discussions, major course themes, or the purpose of the class?
- **Get out a calendar and plan your reading.** Get out a calendar and plan your reading. Plot the number of days or hours that it

may take you to complete the reading. Be realistic. It may help to read one chapter of the reading and then revise your calendar—some readings take longer than others of a similar length. Visit the Learning Center if you'd like to learn more about scheduling your work or reading more quickly and effectively.

- **As you read, record your reactions and questions.** Any reaction or question is valid, from the specific ("What's that word mean?") to the general ("What's her point?"). Write them down now so that you'll remember them later. These reactions and questions can serve as material for class discussion, or they can be the jumping off point for brainstorming a paper.
- **Read with a friend.** Find someone else who is reading the same book. Set reading goals together and plan to share your reactions to sections of the reading before class, after class, over e-mail, and so on.
- **Visit your instructor during office hours to discuss the reading.** Your instructor will set aside hours when he or she will be available to meet with students. This is a great time to talk about the reading, ask questions, share your reactions, and get to know your instructor. You can do this with a friend or in a small group as well.
- **Think about what is missing in the reading.** Issues, events, or ideas that are missing, left out, avoided, or not discussed/ addressed in the book might be important. Thinking about these omissions can give you a critical perspective on the reading by showing you what the author (consciously or unconsciously) doesn't want to deal with.
- **If you know you will have to answer a particular question in response to the reading, read with that question in mind.** Sometimes faculty will give you essay questions in advance. As you read the text, refer back to those questions and think about your emerging answers to them.

WRITING STRATEGIES

While reading

- **Write as you read.** Record your reactions informally and briefly after you've read for a while. When you're done reading a section, write for five minutes to capture your personal thoughts, reactions, and questions as you go along.
- **Keep your notes with your book.** Tuck a few sheets of paper or a notepad inside the book to record your ideas as you read.
- **Share your informal writing with a friend.** Trade notes/questions/reactions to the book. Write five-minute responses to one another about the reading. This can be done by e-mail.
- **Draw while you read.** Drawing pictures, maps or diagrams of relationships or important issues that you see emerging from the reading can help you understand them. Be willing to revise or redraw the map as you read.

After you read

- **React to the whole reading.** Take twenty minutes to record your reactions to the reading as a whole. (Return to the reading strategies list to get you started if you need to.) Don't be afraid to guess, hypothesize, or follow a tangent.
- **Reread the writing assignment.** The Writing Center has a useful handout on understanding assignments that may help.
- **Get out a calendar and schedule the time you will need to write your paper.** Working backwards from the due date, plot a timeline for producing the paper. Include time for at least one rough draft and one chance to receive feedback from others (a friend, your teaching assistant, your professor, the

Writing Center, etc.) before turning it in.

- **Plan your research and think about citation.** If the assignment requires library research, decide upon a strategy for collecting and citing sources as you research and write. Be sure to cite any quoted information or information that was not generated by your own analysis. Your instructor can answer all of your questions about this important step.
- **Write a draft, preferably a few days before the paper is due.** Instructors can usually tell the difference between papers that have been carefully drafted and revised and papers that have been hurriedly written the night before they are due. Papers written the night before often receive disappointing grades.
- **Get feedback from at least one person, and preferably several people, before you finalize your draft.** When possible, give your readers a copy of the assignment, too. E-mail can make this process easier. See the Writing Center's handout on getting feedback.
- **Proofread your paper to catch errors before handing it in.** Taking the time to spell-check and proofread will make your paper easier to read and show your reader that you cared about the assignment. The Writing Center's handout on editing and proofreading may help.

When you get your paper back

- **Read all of your instructor's comments.** Assess your strengths and weaknesses in completing this reading/writing assignment. Plan what adjustments you'll make in the process for the next reading/writing assignment you will undertake. It may help to save all of your old papers so that you can refer back to them and look for patterns in your instructor's comments. You may also want to keep a small notebook for your own assessment—writing down that you didn't leave

ample time for revision on one paper, for example, may help you remember to schedule your time more effectively for the next paper.

17. Introduction to Writing

Reading and Writing in College

LEARNING OBJECTIVES

By the end of this section, you will be able to:

- Understand the expectations for reading and writing assignments in college courses.
- Understand and apply general strategies to complete college-level reading assignments efficiently and effectively.
- Recognize specific types of writing assignments frequently included in college courses.
- Understand and apply general strategies for managing college-level writing assignments.
- Determine specific reading and writing strategies that work best for you individually.

As you begin this section, you may be wondering why you need an introduction. After all, you have been writing and reading since elementary school. You completed numerous assessments of your reading and writing skills in high school and as part of your application process for college. You

may write on the job, too. Why is a college writing course even necessary?

When you are eager to get started on the coursework in your major that will prepare you for your career, getting excited about an introductory college writing course can be difficult. However, regardless of your field of study, honing your writing skills—and your reading and critical-thinking skills—gives you a more solid academic foundation.

In college, academic expectations change from what you may have experienced in high school. The quantity of work you are expected to do is increased. When instructors expect you to read pages upon pages or study hours and hours for one particular course, managing your work load can be challenging. This chapter includes strategies for studying efficiently and managing your time.

The quality of the work you do also changes. It is not enough to understand course material and summarize it on an exam. You will also be expected to seriously engage with new ideas by reflecting on them, analyzing them, critiquing them, making connections, drawing conclusions, or finding new ways of thinking about a given subject. Educationally, you are moving into deeper waters. A good introductory writing course will help you swim.

Table 1.1 “High School versus College Assignments” summarizes some of the other major differences between high school and college assignments.

Table 1.1 High School versus College Assignments

High School	College
Reading assignments are moderately long. Teachers may set aside some class time for reading and reviewing the material in depth.	Some reading assignments may be very long. You will be expected to come to class with a basic understanding of the material.
Teachers often provide study guides and other aids to help you prepare for exams.	Reviewing for exams is primarily your responsibility.
Your grade is determined by your performance on a wide variety of assessments, including minor and major assignments. Not all assessments are writing based.	Your grade may depend on just a few major assessments. Most assessments are writing based.
Writing assignments include personal writing and creative writing in addition to expository writing.	Outside of creative writing courses, most writing assignments are expository.
The structure and format of writing assignments is generally stable over a four-year period.	Depending on the course, you may be asked to master new forms of writing and follow standards within a particular professional field.
Teachers often go out of their way to identify and try to help students who are performing poorly on exams, missing classes, not turning in assignments, or just struggling with the course. Often teachers will give students many “second chances.”	Although teachers want their students to succeed, they may not always realize when students are struggling. They also expect you to be proactive and take steps to help yourself. “Second chances” are less common.

This chapter covers the types of reading and writing assignments you will encounter as a college student. You will also learn a variety of strategies for mastering these new challenges—and becoming a more confident student and writer.

Throughout this chapter, you will follow a first-year student named Crystal. After several years of working as a saleswoman in a department store, Crystal has decided to pursue a degree in

elementary education and become a teacher. She is continuing to work part-time, and occasionally she finds it challenging to balance the demands of work, school, and caring for her four-year-old son. As you read about Crystal, think about how you can use her experience to get the most out of your own college experience.



Reading Strategies

Your college courses will sharpen both your reading and your writing skills. Most of your writing assignments—from brief response papers to in-depth research projects—will depend on your understanding of course reading assignments or related readings you do on your own. And it is difficult, if not impossible, to write effectively about a text that you have not understood. Even when you do understand the reading, it can be hard to write about it if you do not feel personally engaged with the ideas discussed.

This section discusses strategies you can use to get the most out of your college reading assignments. These strategies fall into three broad categories:

1. **Planning strategies.** To help you manage your reading assignments.

2. **Comprehension strategies.** To help you understand the material.
3. **Active reading strategies.** To take your understanding to a higher and deeper level.

Planning Your Reading

Have you ever stayed up all night cramming just before an exam? Or found yourself skimming a detailed memo from your boss five minutes before a crucial meeting? The first step in handling college reading successfully is planning. This involves both managing your time and setting a clear purpose for your reading.

Managing Your Reading Time

For now, focus on setting aside enough time for reading and breaking your assignments into manageable chunks. If you are assigned a seventy-page chapter to read for next week's class, try not to wait until the night before to get started. Give yourself at least a few days and tackle one section at a time.

Your method for breaking up the assignment will depend on the type of reading. If the text is very dense and packed with unfamiliar terms and concepts, you may need to read no more than five or ten pages in one sitting so that you can truly understand and process the information. With more user-friendly texts, you will be able to handle longer sections—twenty to forty pages, for instance. And if you have a highly engaging reading assignment, such as a novel you cannot put down, you may be able to read lengthy passages in one sitting.

As the semester progresses, you will develop a better sense of how much time you need to allow for the reading assignments in different subjects. It also makes sense to preview each assignment well in advance to assess its difficulty level and to determine how much reading time to set aside.

Tip

College instructors often set aside reserve readings for a particular course. These consist of articles, book chapters, or other texts that are not part of the primary course textbook. Copies of reserve readings are available through the university library; in print; or, more often, online. When you are assigned a reserve

reading, download it ahead of time (and let your instructor know if you have trouble accessing it). Skim through it to get a rough idea of how much time you will need to read the assignment in full.

Setting a Purpose

The other key component of planning is setting a purpose. Knowing what you want to get out of a reading assignment helps you determine how to approach it and how much time to spend on it. It also helps you stay focused during those occasional moments when it is late, you are tired, and relaxing in front of the television sounds far more appealing than curling up with a stack of journal articles.

Sometimes your purpose is simple. You might just need to understand the reading material well enough to discuss it intelligently in class the next day. However, your purpose will often go beyond that. For instance, you might also read to compare two texts, to formulate a personal response to a text, or to gather ideas for future research. Here are some questions to ask to help determine your purpose:

- **How did my instructor frame the assignment?** Often your instructors will tell you what they expect you to get out of the reading:

- Read Chapter 2 and come to class prepared to discuss current teaching practices in elementary math.
- Read these two articles and compare Smith's and Jones's perspectives on the 2010 health care reform bill.
- Read Chapter 5 and think about how you could apply these guidelines to running your own business.
- **How deeply do I need to understand the reading?** If you are majoring in computer science and you are assigned to read Chapter 1, "Introduction to Computer Science," it is safe to assume the chapter presents fundamental concepts that you will be expected to master. However, for some reading assignments, you may be expected to form a general understanding but not necessarily master the content. Again, pay attention to how your instructor presents the assignment.
- **How does this assignment relate to other course readings or to concepts discussed in class?** Your instructor may make some of these connections explicitly, but if not, try to draw connections on your own. (Needless to say, it helps to take detailed notes both when in class and when you read.)
- **How might I use this text again in the future?** If you are assigned to read about a topic that has always interested you, your reading assignment might help you develop ideas for a future research paper. Some reading assignments provide valuable tips or summaries worth bookmarking for future reference. Think about what you can take from the reading that will stay with you.

Improving Your

Comprehension

You have blocked out time for your reading assignments and set a purpose for reading. Now comes the challenge: making sure you actually understand all the information you are expected to process. Some of your reading assignments will be fairly straightforward. Others, however, will be longer or more complex, so you will need a plan for how to handle them.

For any expository writing—that is, nonfiction, informational writing—your first comprehension goal is to identify the main points and relate any details to those main points. Because college-level texts can be challenging, you will also need to monitor your reading comprehension. That is, you will need to stop periodically and assess how well you understand what you are reading. Finally, you can improve comprehension by taking time to determine which strategies work best for you and putting those strategies into practice.

Identifying the Main Points

In college, you will read a wide variety of materials, including the following:

- **Textbooks.** These usually include summaries, glossaries, comprehension questions, and other study aids.

- **Nonfiction trade books.** These are less likely to include the study features found in textbooks.
- **Popular magazine, newspaper, or web articles.** These are usually written for a general audience.
- **Scholarly books and journal articles.** These are written for an audience of specialists in a given field.

Regardless of what type of expository text you are assigned to read, your primary comprehension goal is to identify the main point: the most important idea that the writer wants to communicate and often states early on. Finding the main point gives you a framework to organize the details presented in the reading and relate the reading to concepts you learned in class or through other reading assignments. After identifying the main point, you will find the supporting points, the details, facts, and explanations that develop and clarify the main point.

Some texts make that task relatively easy. Textbooks, for instance, include the aforementioned features as well as headings and subheadings intended to make it easier for students to identify core concepts. Graphic features, such as sidebars, diagrams, and charts, help students understand complex information and distinguish between essential and inessential points. When you are assigned to read from a textbook, be sure to use available comprehension aids to help you identify the main points.

Trade books and popular articles may not be written specifically for an educational purpose; nevertheless, they also include features that can help you identify the main ideas. These features include the following:

- **Trade books.** Many trade books include an introduction that presents the writer's main ideas and purpose for writing. Reading chapter titles (and any subtitles within the chapter) will help you get a broad sense of what is covered. It also helps to read the beginning and ending paragraphs of a chapter closely. These paragraphs often sum up the main ideas

presented.

- **Popular articles.** Reading the headings and introductory paragraphs carefully is crucial. In magazine articles, these features (along with the closing paragraphs) present the main concepts. Hard news articles in newspapers present the gist of the news story in the lead paragraph, while subsequent paragraphs present increasingly general details.

At the far end of the reading difficulty scale are scholarly books and journal articles. Because these texts are written for a specialized, highly educated audience, the authors presume their readers are already familiar with the topic. The language and writing style is sophisticated and sometimes dense.

When you read scholarly books and journal articles, try to apply the same strategies discussed earlier. The introduction usually presents the writer's thesis, the idea or hypothesis the writer is trying to prove. Headings and subheadings can help you understand how the writer has organized support for his or her thesis. Additionally, academic journal articles often include a summary at the beginning, called an abstract, and electronic databases include summaries of articles, too.

Monitoring Your Comprehension

Finding the main idea and paying attention to text features as you read helps you figure out what you should know. Just as important,

however, is being able to figure out what you do not know and developing a strategy to deal with it.

Textbooks often include comprehension questions in the margins or at the end of a section or chapter. As you read, stop occasionally to answer these questions on paper or in your head. Use them to identify sections you may need to reread, read more carefully, or ask your instructor about later.

Even when a text does not have built-in comprehension features, you can actively monitor your own comprehension. Try these strategies, adapting them as needed to suit different kinds of texts:

1. **Summarize.** At the end of each section, pause to summarize the main points in a few sentences. If you have trouble doing so, revisit that section.
2. **Ask and answer questions.** When you begin reading a section, try to identify two to three questions you should be able to answer after you finish it. Write down your questions and use them to test yourself on the reading. If you cannot answer a question, try to determine why. Is the answer buried in that section of reading but just not coming across to you? Or do you expect to find the answer in another part of the reading?
3. **Do not read in a vacuum.** Look for opportunities to discuss the reading with your classmates. Many instructors set up online discussion forums or blogs specifically for that purpose. Participating in these discussions can help you determine whether your understanding of the main points is the same as your peers'.

These discussions can also serve as a reality check. If everyone in the class struggled with the reading, it may be exceptionally challenging. If it was a breeze for everyone but you, you may need to see your instructor for help.

As a working mother, Crystal found that the best time to get her reading done was in the evening, after she had put her four-year-old to bed. However, she occasionally had trouble concentrating

at the end of a long day. She found that by actively working to summarize the reading and asking and answering questions, she focused better and retained more of what she read. She also found that evenings were a good time to check the class discussion forums that a few of her instructors had created.

Tip

Students are often reluctant to seek help. They feel like doing so marks them as slow, weak, or demanding. The truth is, every learner occasionally struggles. If you are sincerely trying to keep up with the course reading but feel like you are in over your head, seek out help. Speak up in class, schedule a meeting with your instructor, or visit your university learning center for assistance.

Deal with the problem as early in the semester as you can. Instructors respect students who are proactive

about their own learning. Most instructors will work hard to help students who make the effort to help themselves.

Taking It to the Next Level: Active Reading

Now that you have acquainted (or reacquainted) yourself with useful planning and comprehension strategies, college reading assignments may feel more manageable. You know what you need to do to get your reading done and make sure you grasp the main points. However, the most successful students in college are not only competent readers but active, engaged readers.

Using the SQ₃R Strategy

One strategy you can use to become a more active, engaged reader is the SQ₃R strategy, a step-by-step process to follow before, during, and after reading. You may already use some variation of it. In essence, the process works like this:

1. **Survey** the text in advance.
2. Form **questions** before you start reading.
3. **Read** the text.
4. **Recite** and/or **record** important points during and after reading.
5. **Review** and **reflect** on the text after you read.

Before you read, you survey, or preview, the text. As noted earlier, reading introductory paragraphs and headings can help you begin to figure out the author's main point and identify what important topics will be covered. However, surveying does not stop there. Look over sidebars, photographs, and any other text or graphic features that catch your eye. Skim a few paragraphs. Preview any boldfaced or italicized vocabulary terms. This will help you form a first impression of the material.

Next, start brainstorming questions about the text. What do you expect to learn from the reading? You may find that some questions come to mind immediately based on your initial survey or based on previous readings and class discussions. If not, try using headings and subheadings in the text to formulate questions. For instance, if one heading in your textbook reads "Medicare and Medicaid," you might ask yourself these questions:

- When was Medicare and Medicaid legislation enacted? Why?
- What are the major differences between these two programs?

Although some of your questions may be simple factual questions, try to come up with a few that are more open-ended. Asking in-depth questions will help you stay more engaged as you read.

The next step is simple: read. As you read, notice whether your first impressions of the text were correct. Are the author's main points and overall approach about the same as what you predicted—or does the text contain a few surprises? Also, look for answers to your earlier questions and begin forming new questions. Continue to revise your impressions and questions as you read.

While you are reading, pause occasionally to recite or record important points. It is best to do this at the end of each section or when there is an obvious shift in the writer's train of thought. Put the book aside for a moment and recite aloud the main points of the section or any important answers you found there. You might also record ideas by jotting down a few brief notes in addition to, or instead of, reciting aloud. Either way, the physical act of articulating information makes you more likely to remember it.

After you have completed the reading, take some time to review the material more thoroughly. If the textbook includes review questions or your instructor has provided a study guide, use these tools to guide your review. You will want to record information in a more detailed format than you used during reading, such as in an outline or a list.

As you review the material, reflect on what you learned. Did anything surprise you, upset you, or make you think? Did you find yourself strongly agreeing or disagreeing with any points in the text? What topics would you like to explore further? Jot down your reflections in your notes. (Instructors sometimes require students to write brief response papers or maintain a reading journal. Use these assignments to help you reflect on what you read.)



Using Other Active Reading Strategies

The SQ3R process encompasses a number of valuable active reading strategies: previewing a text, making predictions, asking and answering questions, and summarizing. You can use the following additional strategies to further deepen your understanding of what you read.

- **Connect what you read to what you already know.** Look for ways the reading supports, extends, or challenges concepts you have learned elsewhere.
- **Relate the reading to your own life.** What statements, people, or situations relate to your personal experiences?
- **Visualize.** For both fiction and nonfiction texts, try to picture what is described. Visualizing is especially helpful when you are reading a narrative text, such as a novel or a historical account, or when you read expository text that describes a process, such as how to perform cardiopulmonary resuscitation (CPR).
- **Pay attention to graphics as well as text.** Photographs, diagrams, flow charts, tables, and other graphics can help make abstract ideas more concrete and understandable.
- **Understand the text in context.** Understanding context means thinking about who wrote the text, when and where it was written, the author's purpose for writing it, and what assumptions or agendas influenced the author's ideas. For instance, two writers might both address the subject of health care reform, but if one article is an opinion piece and one is a news story, the context is different.
- **Plan to talk or write about what you read.** Jot down a few questions or comments in your notebook so you can bring

them up in class. (This also gives you a source of topic ideas for papers and presentations later in the semester.) Discuss the reading on a class discussion board or blog about it.

As Crystal began her first semester of elementary education courses, she occasionally felt lost in a sea of new terms and theories about teaching and child development. She found that it helped to relate the reading to her personal observations of her son and other kids she knew.

Writing at Work

Many college courses require students to participate in interactive online components, such as a discussion forum, a page on a social networking site, or a class blog. These tools are a great way to reinforce learning. Do not be afraid to be the student who starts the discussion.

Remember that when you interact with other students and teachers online, you need to project a mature, professional image. You may be able to use an informal, conversational tone, but complaining about the work load, using off-color language, or “flaming” other participants is inappropriate.

Active reading can benefit you in ways that go beyond just earning good grades. By practicing these strategies, you will find yourself more interested in your courses and better able to relate your academic work to the rest of your life. Being an interested, engaged student also helps you form lasting connections with your instructors and with other students that can be personally and professionally

valuable. In short, it helps you get the most out of your education.

Common Writing Assignments

College writing assignments serve a different purpose than the typical writing assignments you completed in high school. In high school, teachers generally focus on teaching you to write in a variety of modes and formats, including personal writing, expository writing, research papers, creative writing, and writing short answers and essays for exams. Over time, these assignments help you build a foundation of writing skills.

In college, many instructors will expect you to already have that foundation.

Your college composition courses will focus on writing for its own sake, helping you make the transition to college-level writing assignments. However, in most other college courses, writing assignments serve a different purpose. In those courses, you may use writing as one tool among many for learning how to think about a particular academic discipline.

Additionally, certain assignments teach you how to meet the expectations for professional writing in a given field. Depending on the class, you might be asked to write a lab report, a case study,

a literary analysis, a business plan, or an account of a personal interview. You will need to learn and follow the standard conventions for those types of written products.

Finally, personal and creative writing assignments are less common in college than in high school. College courses emphasize expository writing, writing that explains or informs. Often expository writing assignments will incorporate outside research, too. Some classes will also require persuasive writing assignments in which you state and support your position on an issue. College instructors will hold you to a higher standard when it comes to supporting your ideas with reasons and evidence.

Table 1.2 “Common Types of College Writing Assignments” lists some of the most common types of college writing assignments. It includes minor, less formal assignments as well as major ones. Which specific assignments you encounter will depend on the courses you take and the learning objectives developed by your instructors.

Table 1.2 Common Types of College Writing Assignments

Assignment Type	Description	Example
Personal Response Paper	Expresses and explains your response to a reading assignment, a provocative quote, or a specific issue; may be very brief (sometimes a page or less) or more in-depth	For an environmental science course, students watch and write about President Obama's June 15, 2010, speech about the BP oil spill in the Gulf of Mexico.
Summary	Restates the main points of a longer passage objectively and in your own words	For a psychology course, students write a one-page summary of an article about a man suffering from short-term memory loss.
Position Paper	States and defends your position on an issue (often a controversial issue)	For a medical ethics course, students state and support their position on using stem cell research in medicine.
Problem-Solution Paper	Presents a problem, explains its causes, and proposes and explains a solution	For a business administration course, a student presents a plan for implementing an office recycling program without increasing operating costs.
Literary Analysis	States a thesis about a particular literary work (or works) and develops the thesis with evidence from the work and, sometimes, from additional sources	For a literature course, a student compares two novels by the twentieth-century African American writer Richard Wright.
Research Review or Survey	Sums up available research findings on a particular topic	For a course in media studies, a student reviews the past twenty years of research on whether violence in television and movies is correlated with violent behavior.

Assignment Type	Description	Example
Case Study or Case Analysis	Investigates a particular person, group, or event in depth for the purpose of drawing a larger conclusion from the analysis	For an education course, a student writes a case study of a developmentally disabled child whose academic performance improved because of a behavioral-modification program.
Laboratory Report	Presents a laboratory experiment, including the hypothesis, methods of data collection, results, and conclusions	For a psychology course, a group of students presents the results of an experiment in which they explored whether sleep deprivation produced memory deficits in lab rats.
Research Journal	Records a student's ideas and findings during the course of a long-term research project	For an education course, a student maintains a journal throughout a semester-long research project at a local elementary school.
Research Paper	Presents a thesis and supports it with original research and/or other researchers' findings on the topic; can take several different formats depending on the subject area	For examples of typical research projects, see Chapter 12 "Writing a Research Paper".

WRITING AT WORK

Part of managing your education is communicating well with others at your university. For instance, you might need to e-mail your instructor to request an office appointment or explain why you will need to miss a class. You might need to contact administrators with questions about your

tuition or financial aid. Later, you might ask instructors to write recommendations on your behalf.

Treat these documents as professional communications. Address the recipient politely; state your question, problem, or request clearly; and use a formal, respectful tone. Doing so helps you make a positive impression and get a quicker response.

Key Takeaways

- College-level reading and writing assignments differ from high school assignments not only in quantity but also in quality.
- Managing college reading assignments successfully requires you to plan and manage your time, set a purpose for reading, practice effective comprehension strategies, and use active reading strategies to deepen your understanding of the text.
- College writing assignments place greater emphasis on learning to think critically about a particular discipline and less emphasis on personal and creative writing.

18. "The Case Against Torture," by Alisa Soloman

In "*The Case Against Torture*," author and professor Alisa Soloman enumerates the reasons torture should never be practiced or justified in a civil society.

Click on the link to view the essay: "*The Case Against Torture*" by Alisa Soloman

As you read, look for the following:

- What is the author's thesis?
- What key points does the author use to argue the thesis?
- How does the author use reasoning, research and/or examples to affirm her viewpoint?
- How does the author attempt to refute opposing arguments?

19. "The Case for Torture" by Michael Levin

In "*The Case for Torture*," philosophy professor Michael Levin argues the circumstances under which torture may be justified in a civil society.

Click on the link to view the essay: "*The Case for Torture*" by Michael Levin

As you read, look for the following:

- What is the author's thesis?
- What key points does the author use to argue the thesis?
- How does the author use reasoning, research and/or examples to affirm his viewpoint?
- How does the author attempt to refute opposing arguments?

20. How to Write a Summary by Paraphrasing Source Material

When you paraphrase material from a source, you restate the information from an entire sentence or passage in your own words, using your own original sentence structure. A paraphrased source differs from a summarized source in that you focus on restating the ideas, not condensing them.

It is important to check your paraphrase against the source material to make sure it is both accurate and original. Inexperienced writers sometimes use the thesaurus method of paraphrasing—that is, they simply rewrite the source material, replacing most of the words with synonyms. This constitutes a misuse of sources. A true paraphrase restates ideas using the writer's own language and style.

Review the videos below about developing paraphrasing skills with writing:

Instruction on how to paraphrase:



One or more interactive elements has been excluded from this version of the text. You can view them online

here: <https://library.achievingthedream.org/sanjacenglishcomp1/?p=39#oembed-1>

How to avoid plagiarism when paraphrasing a text:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://library.achievingthedream.org/sanjacenglishcomp1/?p=39#oembed-2>

Paraphrase Writing Format

- **REMEMBER: IN THIS ASSIGNMENT, YOU SHOULD PARAPHRASE THE “WORD FOR WORD” PASSAGES THAT YOU CHOOSE. Follow the instructions below:**
- Write a Summary the way you always have, i.e., selecting “word-for-word” passages from the essay included in this module. Cite the page numbers in parentheses as you have up to now.
- Make a copy of your summary and place it below the original. Go into the copy of your summary and try to *paraphrase each “word-for-word” passage that you cited.*
- When writing a summary, remember that it should be in the form of a paragraph.
- A summary begins with an introductory sentence that states the text’s title, author and main point of the text as you see it.
- A summary is written in your own words.
- A summary contains only the ideas of the original text. Do not insert any of your own opinions, interpretations, deductions or comments into a summary.
- Identify in order the significant sub-claims the author uses to defend the main point.
- Using source material from the essay is important. Why?

Because defending claims with source material is what you will be asked to do when writing papers for your college professors.

- Write a last sentence that “wraps” up your summary; often a simple rephrasing of the main point.

Example Paraphrase Writing Format

In the essay *Santa Ana*, author Joan Didion’s main point is (*state main point*). According to Didion ...PARAPHRASE 1...”. Didion also CLAIMS... PARAPHRASE 2...”. Finally, she CLAIMS “...PARAPHRASE 3...” Write a last sentence that “wraps” up your summary; often a simple rephrasing of the main point.

PART IV

MODULE THREE: WRITING PROCESS

21. Defining the Writing Process

On the surface, nothing could be simpler than writing: You sit down, you pick up a pen or open a document on your computer, and you write words. But anyone who has procrastinated or struggled with writer's block knows that the writing process is more arduous, if not somewhat mysterious and unpredictable.

People often think of writing in terms of its end product—the email, the report, the memo, essay, or research paper, all of which result from the time and effort spent in the act of writing. In this course, however, you will be introduced to writing as the recursive process of planning, drafting, and revising.

Writing is Recursive

You will focus as much on the process of writing as you will on its end product (the writing you normally submit for feedback or a grade). *Recursive* means circling back; and, more often than not, the writing process will have you running in circles. You might be in the middle of your draft when you realize you need to do more brainstorming, so you return to the planning stage. Even when you have finished a draft, you may find changes you want to make to an introduction. In truth, every writer must develop his or her own process for getting the writing done, but there are some basic strategies and techniques you can adapt to make your work a little easier, more fulfilling and effective.

Developing Your Writing Process

The final product of a piece of writing is undeniably important, but the emphasis of this course is on developing a writing process that works for you. Some of you may already know what strategies and techniques assist you in your writing. You may already be familiar with prewriting techniques, such as freewriting, clustering, and listing. You may already have a regular writing practice. But the rest of you may need to discover what works through trial and error. Developing individual strategies and techniques that promote painless and compelling writing can take some time. So, be patient.

A Writer's Process: Ali Hale

Read and examine *The Writing Process* by Ali Hale. Think of this document as a framework for defining the process in distinct stages: Prewriting, Writing, Revising, Editing, and Publishing. You may already be familiar with these terms. You may recall from past experiences that some resources refer to prewriting as planning and some texts refer to writing as drafting.

What is important to grasp early on is that the act of writing is more than sitting down and writing something. Please avoid the “one and done” attitude, something instructors see all too often in undergraduate writing courses. Use Hale’s essay as your starting point for defining your own process.

A Writer's Process: Anne Lamott

In the video below, Anne Lamott, a writer of both non-fiction and fiction works, as well as the instructional novel on writing *Bird by Bird: Instructions on Writing*, discusses her own journey as a writer,

including the obstacles she has to overcome every time she sits down to begin her creative process. She will refer to terms such as “the down draft,” “the up draft,” and “the dental draft.”

As you watch, think about how her terms, “down draft,” “up draft,” “dental draft,” work with those presented by Hale’s *The Writing Process*. What does Lamott mean by these terms? Can you identify with her process or with the one Hale describes? How are they related?

Also, when viewing the interview, pay careful attention to the following timeframe: 11:23 to 27:27 minutes and make a list of tips and strategies you find particularly helpful. Think about how your own writing process fits with what Hale and Lamott have to say. Is yours similar? Different? Is there any new information you have learned that you did not know before exposure to these works?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://library.achievingthedream.org/sanjacenglishcomp1/?p=41#oembed-1>

22. Organizing an Essay

There are many elements that must come together to create a good essay. The topic should be clear and interesting. The author's voice should come through, but not be a distraction. There should be no errors in grammar, spelling, punctuation, or capitalization. Organization is one of the most important elements of an essay that is often overlooked. An organized essay is clear, focused, logical and effective.

Organization makes it easier to understand the thesis. To illustrate, imagine putting together a bike. Having all of the necessary tools, parts, and directions will make the job easier to complete than if the parts are spread across the room and the tools are located all over the house. The same logic applies to writing an essay. When all the parts of an essay are in some sort of order, it is both easier for the writer to put the essay together and for the reader to understand the main ideas presented in the essay.

Although organization makes tasks easier to complete, there is not just one way of organizing. For example, there are hundreds of ways to organize a kitchen. The glasses

Photo of a white kitchen lit with windows. Rows of glass jars line shelves over the countertop, and a hanging rack of pans and pots appears beneath that.

can go in the cupboard to the right of the sink or to the left of it. The silverware can be placed in any number of drawers. Pots and pans can be hung on hooks over the island in the center of the kitchen or hidden in cupboard space beneath the counter. It does not matter as much where these items are placed, but that they are organized in a logical manner. Essays, like kitchens, can also be organized in different ways. There are three common strategies; however, it is important to note that these are broad categories. Variations of

these strategies can be used, and they may be combined with one another.¹

Strategy 1. Reverse Outlining

If your paper is about Huckleberry Finn, a working thesis might be: “In Huckleberry Finn, Mark Twain develops a contrast between life on the river and life on the shore.” However, you might feel uncertain if your paper really follows through on the thesis as promised.

This paper may benefit from reverse outlining. Your aim is to create an outline of what you’ve already written, as opposed to the kind of outline that you make before you begin to write. The reverse outline will help you evaluate the strengths and weaknesses of both your organization and your argument.

Read the draft and take notes

Read your draft over, and as you do so, make very brief notes in the margin about what each paragraph is trying to accomplish.

Outline the Draft

After you’ve read through the entire draft, transfer the brief notes to a fresh sheet of paper, listing them in the order in which they appear. The outline might look like this:

- Paragraph 1: Intro
- Paragraph 2: Background on Huck Finn
- Paragraph 3: River for Huck and Jim
- Paragraph 4: Shore and laws for Huck and Jim
- Paragraph 5: Shore and family, school
- Paragraph 6: River and freedom, democracy

1. Organizing an Essay

- Paragraph 7: River and shore similarities
- Paragraph 8: Conclusion

Examine the Outline

Look for repetition and other organizational problems. In the reverse outline above, there's a problem somewhere in Paragraphs 3-7, where the potential for repetition is high because you keep moving back and forth between river and shore.

Re-examine the Thesis, the Outline, and the Draft Together

Look closely at the outline and see how well it supports the argument in your thesis statement. You should be able to see which paragraphs need rewriting, reordering or rejecting. You may find some paragraphs are tangential or irrelevant or that some paragraphs have more than one idea and need to be separated.

Strategy 2. Talk It Out

If your paper is about President Roosevelt's New Deal, and your working thesis is: "The New Deal was actually a conservative defense of American capitalism." This strategy forces to explain your thinking to someone else.

Find a Friend, your T.A., your Professor, a relative, a Writing Center tutor, or any sympathetic and intelligent listener.

People are more accustomed to talking than writing, so it might be beneficial to explain your thinking out loud to someone before organizing the essay. Talking to someone about your ideas may also relieve pressure and anxiety about your topic.

Explain What Your Paper Is About

Pay attention to how you explain your argument verbally. It is likely that the order in which you present your ideas and evidence to

your listener is a logical way to arrange them in your paper. Let's say that you begin (as you did above) with the working thesis. As you continue to explain, you realize that even though your draft doesn't mention "private enterprise" until the last two paragraphs, you begin to talk about it right away. This fact should tell you that you probably need to discuss private enterprise near the beginning.

Take Notes

You and your listener should keep track of the way you explain your paper. If you don't, you probably won't remember what you've talked about. Compare the structure of the argument in the notes to the structure of the draft you've written.

Get Your Listener to Ask Questions

As the writer, it is in your interest to receive constructive criticism so that your draft will become stronger. You want your listener to say things like, "Would you mind explaining that point about being both conservative and liberal again? I wasn't sure I followed" or "What kind of economic principle is government relief? Do you consider it a good or bad thing?" Questions you can't answer may signal an unnecessary tangent or an area needing further development in the draft. Questions you need to think about will probably make you realize that you need to explain more your paper. In short, you want to know if your listener fully understands you; if not, chances are your readers won't, either.²

Strategy 3. Paragraphs

Readers need paragraph breaks in order to organize their reading. Writers need paragraph breaks to organize their writing. A paragraph break indicates a change in focus, topic, specificity, point

2. Reorganizing Your Draft

of view, or rhetorical strategy. The paragraph should have one main idea; the topic sentence expresses this idea. The paragraph should be organized either spatially, chronologically, or logically. The movement may be from general to specific, specific to general, or general to specific to general. All paragraphs must contain developed ideas: comparisons, examples, explanations, definitions, causes, effects, processes, or descriptions. There are several concluding strategies which may be combined or used singly, depending on the assignment's length and purpose:

- a summary of the main points
- a hook and return to the introductory “attention-getter” to frame the essay
- a web conclusion which relates the topic to a larger context of a greater significance
- a proposal calling for action or further examination of the topic
- a question which provokes the reader
- a quote
- a vivid image or compelling narrative³

Put Paragraphs into Sections

You should be able to group your paragraphs so that they make a particular point or argument that supports your thesis. If any paragraph, besides the introduction or conclusion, cannot fit into any section, you may have to ask yourself whether it belongs in the essay.

Re-examine each Section

Assuming you have more than one paragraph under each section, try to distinguish between them. Perhaps you have two arguments in favor of that can be distinguished from each other by author,

3. Parts of an Essay

logic, ethical principles invoked, etc. Write down the distinctions — they will help you formulate clear topic sentences.

Re-examine the Entire Argument

Which section do you want to appear first? Why? Which Second? Why? In what order should the paragraphs appear in each section? Look for an order that makes the strongest possible argument.⁴

4. Reorganizing Your Draft

23. Paragraphs

What this handout is about

This handout will help you understand how paragraphs are formed, how to develop stronger paragraphs, and how to completely and clearly express your ideas.

What is a paragraph?

Paragraphs are the building blocks of papers. Many students define paragraphs in terms of length: a paragraph is a group of at least five sentences, a paragraph is half a page long, etc. In reality, though, the unity and coherence of ideas among sentences is what constitutes a paragraph. A paragraph is defined as “a group of sentences or a single sentence that forms a unit” (Lunsford and Connors 116). Length and appearance do not determine whether a section in a paper is a paragraph. For instance, in some styles of writing, particularly journalistic styles, a paragraph can be just one sentence long. Ultimately, a paragraph is a sentence or group of sentences that support one main idea. In this handout, we will refer to this as the “controlling idea,” because it controls what happens in the rest of the paragraph.

How do I decide what to put in a paragraph?

Before you can begin to determine what the composition of a particular paragraph will be, you must first decide on a working

thesis for your paper. What is the most important idea that you are trying to convey to your reader? The information in each paragraph must be related to that idea. In other words, your paragraphs should remind your reader that there is a recurrent relationship between your thesis and the information in each paragraph. A working thesis functions like a seed from which your paper, and your ideas, will grow. The whole process is an organic one—a natural progression from a seed to a full-blown paper where there are direct, familial relationships between all of the ideas in the paper.

The decision about what to put into your paragraphs begins with the germination of a seed of ideas; this “germination process” is better known as brainstorming. There are many techniques for brainstorming; whichever one you choose, this stage of paragraph development cannot be skipped. Building paragraphs can be like building a skyscraper: there must be a well-planned foundation that supports what you are building. Any cracks, inconsistencies, or other corruptions of the foundation can cause your whole paper to crumble.

So, let’s suppose that you have done some brainstorming to develop your thesis. What else should you keep in mind as you begin to create paragraphs? Every paragraph in a paper should be

- **Unified**—All of the sentences in a single paragraph should be related to a single controlling idea (often expressed in the topic sentence of the paragraph).
- **Clearly related to the thesis**—The sentences should all refer to the central idea, or thesis, of the paper (Rosen and Behrens 119).
- **Coherent**—The sentences should be arranged in a logical manner and should follow a definite plan for development (Rosen and Behrens 119).
- **Well-developed**—Every idea discussed in the paragraph should be adequately explained and supported through evidence and details that work together to explain the paragraph’s controlling idea (Rosen and Behrens 119).

How do I organize a paragraph?

There are many different ways to organize a paragraph. The organization you choose will depend on the controlling idea of the paragraph. Below are a few possibilities for organization, with brief examples.

- **Narration:** Tell a story. Go chronologically, from start to finish. (See an example.)
- **Description:** Provide specific details about what something looks, smells, tastes, sounds, or feels like. Organize spatially, in order of appearance, or by topic. (See an example.)
- **Process:** Explain how something works, step by step. Perhaps follow a sequence—first, second, third. (See an example.)
- **Classification:** Separate into groups or explain the various parts of a topic. (See an example.)
- **Illustration:** Give examples and explain how those examples prove your point. (See the detailed example in the next section of this handout.)

5-step process to paragraph development

Let's walk through a 5-step process to building a paragraph. Each step of the process will include an explanation of the step and a bit of “model” text to illustrate how the step works. Our finished model paragraph will be about slave spirituals, the original songs that African Americans created during slavery. The model paragraph uses illustration (giving examples) to prove its point.

Step 1. Decide on a controlling idea and create a topic sentence

Paragraph development begins with the formulation of the controlling idea. This idea directs the paragraph's development. Often, the controlling idea of a paragraph will appear in the form of a topic sentence. In some cases, you may need more than one sentence to express a paragraph's controlling idea. Here is the controlling idea for our "model paragraph," expressed in a topic sentence:

Model controlling idea and topic sentence— *Slave spirituals often had hidden double meanings.*

Step 2. Explain the controlling idea

Paragraph development continues with an expression of the rationale or the explanation that the writer gives for how the reader should interpret the information presented in the idea statement or topic sentence of the paragraph. The writer explains his/her thinking about the main topic, idea, or focus of the paragraph. Here's the sentence that would follow the controlling idea about slave spirituals:

Model explanation—*On one level, spirituals referenced heaven, Jesus, and the soul; but on another level, the songs spoke about slave resistance.*

Step 3. Give an example (or multiple examples)

Paragraph development progresses with the expression of some type of support or evidence for the idea and the explanation that

came before it. The example serves as a sign or representation of the relationship established in the idea and explanation portions of the paragraph. Here are two examples that we could use to illustrate the double meanings in slave spirituals:

Model example A— *For example, according to Frederick Douglass, the song “O Canaan, Sweet Canaan” spoke of slaves’ longing for heaven, but it also expressed their desire to escape to the North. Careful listeners heard this second meaning in the following lyrics: “I don’t expect to stay / Much longer here. / Run to Jesus, shun the danger. / I don’t expect to stay.”*

Model example B— *Slaves even used songs like “Steal Away to Jesus (at midnight)” to announce to other slaves the time and place of secret, forbidden meetings.*

Step 4. Explain the example(s)

The next movement in paragraph development is an explanation of each example and its relevance to the topic sentence and rationale that were stated at the beginning of the paragraph. This explanation shows readers why you chose to use this/or these particular examples as evidence to support the major claim, or focus, in your paragraph.

Continue the pattern of giving examples and explaining them until all points/examples that the writer deems necessary have been made and explained. NONE of your examples should be left unexplained. You might be able to explain the relationship between the example and the topic sentence in the same sentence which introduced the example. More often, however, you will need to explain that relationship in a separate sentence. Look at these explanations for the two examples in the slave spirituals paragraph:

Model explanation for example A— *When slaves sang this song, they could have been speaking of their departure from this life and*

their arrival in heaven; however, they also could have been describing their plans to leave the South and run, not to Jesus, but to the North.

Model explanation for example B—*[The relationship between example B and the main idea of the paragraph's controlling idea is clear enough without adding another sentence to explain it.]*

Step 5. Complete the paragraph's idea or transition into the next paragraph

The final movement in paragraph development involves tying up the loose ends of the paragraph and reminding the reader of the relevance of the information in this paragraph to the main or controlling idea of the paper. At this point, you can remind your reader about the relevance of the information that you just discussed in the paragraph. You might feel more comfortable, however, simply transitioning your reader to the next development in the next paragraph. Here's an example of a sentence that completes the slave spirituals paragraph:

Model sentence for completing a paragraph— *What whites heard as merely spiritual songs, slaves discerned as detailed messages. The hidden meanings in spirituals allowed slaves to sing what they could not say.*

Notice that the example and explanation steps of this 5-step process (steps 3 and 4) can be repeated as needed. The idea is that you continue to use this pattern until you have completely developed the main idea of the paragraph.

Here is a look at the completed “model” paragraph:

Slave spirituals often had hidden double meanings. On one level, spirituals referenced heaven, Jesus, and the soul, but on another level, the songs spoke about slave resistance. For example, according to Frederick Douglass, the song “O Canaan, Sweet Canaan” spoke of slaves’ longing for heaven, but it also expressed their desire to escape to the North. Careful listeners heard this second meaning in the

following lyrics: “I don’t expect to stay / Much longer here. / Run to Jesus, shun the danger. / I don’t expect to stay.” When slaves sang this song, they could have been speaking of their departure from this life and their arrival in heaven; however, they also could have been describing their plans to leave the South and run, not to Jesus, but to the North. Slaves even used songs like “Steal Away to Jesus (at midnight)” to announce to other slaves the time and place of secret, forbidden meetings. What whites heard as merely spiritual songs, slaves discerned as detailed messages. The hidden meanings in spirituals allowed slaves to sing what they could not say.

Troubleshooting paragraphs

1) Problem: the paragraph has no topic sentence. Imagine each paragraph as a sandwich. The real content of the sandwich—the meat or other filling—is in the middle. It includes all the evidence you need to make the point. But it gets kind of messy to eat a sandwich without any bread. Your readers don’t know what to do with all the evidence you’ve given them. So, the top slice of bread (the first sentence of the paragraph) explains the topic (or controlling idea) of the paragraph. And, the bottom slice (the last sentence of the paragraph) tells the reader how the paragraph relates to the broader argument. In the original and revised paragraphs below, notice how a topic sentence expressing the controlling idea tells the reader the point of all the evidence.

Original paragraph

Piranhas rarely feed on large animals; they eat smaller fish and aquatic plants. When confronted with humans, piranhas’ first instinct is to flee, not attack. Their fear of humans makes sense. Far more piranhas are eaten by people than people are eaten by piranhas. If the fish are well-fed, they won’t bite humans.

Revised paragraph

Although most people consider piranhas to be quite dangerous, they are, for the most part, entirely harmless. Piranhas rarely feed on large animals; they eat smaller fish and aquatic plants. When confronted with humans, piranhas' first instinct is to flee, not attack. Their fear of humans makes sense. Far more piranhas are eaten by people than people are eaten by piranhas. If the fish are well-fed, they won't bite humans.

Once you have mastered the use of topic sentences, you may decide that the topic sentence for a particular paragraph really shouldn't be the first sentence of the paragraph. This is fine—the topic sentence can actually go at the beginning, middle, or end of a paragraph; what's important is that it is in there somewhere so that readers know what the main idea of the paragraph is and how it relates back to the thesis of your paper. Suppose that we wanted to start the piranha paragraph with a transition sentence—something that reminds the reader of what happened in the previous paragraph—rather than with the topic sentence. Let's suppose that the previous paragraph was about all kinds of animals that people are afraid of, like sharks, snakes, and spiders. Our paragraph might look like this (the topic sentence is underlined):

Like sharks, snakes, and spiders, piranhas are widely feared. Although most people consider piranhas to be quite dangerous, they are, for the most part, entirely harmless. Piranhas rarely feed on large animals; they eat smaller fish and aquatic plants. When confronted with humans, piranhas' first instinct is to flee, not attack. Their fear of humans makes sense. Far more piranhas are eaten by people than people are eaten by piranhas. If the fish are well-fed, they won't bite humans.

2) Problem: the paragraph has more than one controlling idea.

If a paragraph has more than one main idea, consider eliminating sentences that relate to the second idea, or split the paragraph into two or more paragraphs, each with only one main idea. In the following paragraph, the final two sentences branch off into a different topic; so, the revised paragraph eliminates them and

concludes with a sentence that reminds the reader of the paragraph's main idea.

Original paragraph

Although most people consider piranhas to be quite dangerous, they are, for the most part, entirely harmless. Piranhas rarely feed on large animals; they eat smaller fish and aquatic plants. When confronted with humans, piranhas' first instinct is to flee, not attack. Their fear of humans makes sense. Far more piranhas are eaten by people than people are eaten by piranhas. ~~A number of South American groups eat piranhas. They fry or grill the fish and then serve them with coconut milk or tucupi, a sauce made from fermented manioc juices.~~

Revised paragraph

Although most people consider piranhas to be quite dangerous, they are, for the most part, entirely harmless. Piranhas rarely feed on large animals; they eat smaller fish and aquatic plants. When confronted with humans, piranhas' first instinct is to flee, not attack. Their fear of humans makes sense. Far more piranhas are eaten by people than people are eaten by piranhas. *If the fish are well-fed, they won't bite humans.*

3) Problem: transitions are needed within the paragraph. You are probably familiar with the idea that transitions may be needed between paragraphs or sections in a paper (see our handout on this subject). Sometimes they are also helpful within the body of a single paragraph. Within a paragraph, transitions are often single words or short phrases that help to establish relationships between ideas and to create a logical progression of those ideas in a paragraph. This is especially likely to be true within paragraphs that discuss multiple examples. Let's take a look at a version of our piranha paragraph that uses transitions to orient the reader:

Although most people consider piranhas to be quite dangerous, they are, except in two main situations, entirely harmless. Piranhas rarely feed on large animals; they eat smaller fish and aquatic plants. When confronted with humans, piranhas' instinct is to flee, not attack. But there are two situations in which a piranha bite is likely. The first is

when a frightened piranha is lifted out of the water—for example, if it has been caught in a fishing net. The second is when the water level in pools where piranhas are living falls too low. A large number of fish may be trapped in a single pool, and if they are hungry, they may attack anything that enters the water.

In this example, you can see how the phrases “the first” and “the second” help the reader follow the organization of the ideas in the paragraph.

Works consulted

We consulted these works while writing the original version of this handout. This is not a comprehensive list of resources on the handout’s topic, and we encourage you to do your own research to find the latest publications on this topic. Please do not use this list as a model for the format of your own reference list, as it may not match the citation style you are using. For guidance on formatting citations, please see the UNC Libraries citation tutorial.

Lunsford, Andrea and Robert Collins. *The St. Martin’s Handbook, Annotated Instructor’s Edition*. 5th Ed. New York: St. Martin’s, 2003.

Rosen, Leonard and Laurence Behrens. *The Allyn and Bacon Handbook, Annotated Instructor’s Edition*. 4th Ed. Boston: Allyn and Bacon, 2000.

24. Conclusions

What this handout is about

This handout will explain the functions of conclusions, offer strategies for writing effective ones, help you evaluate your drafted conclusions, and suggest conclusion strategies to avoid.

About conclusions

Introductions and conclusions can be the most difficult parts of papers to write. While the body is often easier to write, it needs a frame around it. An introduction and conclusion frame your thoughts and bridge your ideas for the reader.

Just as your introduction acts as a bridge that transports your readers from their own lives into the “place” of your analysis, your conclusion can provide a bridge to help your readers make the transition back to their daily lives. Such a conclusion will help them see why all your analysis and information should matter to them after they put the paper down.

Your conclusion is your chance to have the last word on the subject. The conclusion allows you to have the final say on the issues you have raised in your paper, to summarize your thoughts, to demonstrate the importance of your ideas, and to propel your reader to a new view of the subject. It is also your opportunity to make a good final impression and to end on a positive note.

Your conclusion can go beyond the confines of the assignment. The conclusion pushes beyond the boundaries of the prompt and allows you to consider broader issues, make new connections, and elaborate on the significance of your findings.

Your conclusion should make your readers glad they read your paper. Your conclusion gives your reader something to take away that will help them see things differently or appreciate your topic in personally relevant ways. It can suggest broader implications that will not only interest your reader, but also enrich your reader's life in some way. It is your gift to the reader.

Strategies for writing an effective conclusion

One or more of the following strategies may help you write an effective conclusion.

- Play the “So What” Game. If you're stuck and feel like your conclusion isn't saying anything new or interesting, ask a friend to read it with you. Whenever you make a statement from your conclusion, ask the friend to say, “So what?” or “Why should anybody care?” Then ponder that question and answer it. Here's how it might go:

You: *Basically, I'm just saying that education was important to Douglass.*

Friend: *So what?*

You: *Well, it was important because it was a key to him feeling like a free and equal citizen.*

Friend: *Why should anybody care?*

You: *That's important because plantation owners tried to keep slaves from being educated so that they could maintain control. When Douglass obtained an education, he undermined that control personally.*

You can also use this strategy on your own, asking yourself “So What?” as you develop your ideas or your draft.

- Return to the theme or themes in the introduction. This

strategy brings the reader full circle. For example, if you begin by describing a scenario, you can end with the same scenario as proof that your essay is helpful in creating a new understanding. You may also refer to the introductory paragraph by using key words or parallel concepts and images that you also used in the introduction.

- Synthesize, don't summarize: Include a brief summary of the paper's main points, but don't simply repeat things that were in your paper. Instead, show your reader how the points you made and the support and examples you used fit together. Pull it all together.
- Include a provocative insight or quotation from the research or reading you did for your paper.
- Propose a course of action, a solution to an issue, or questions for further study. This can redirect your reader's thought process and help her to apply your info and ideas to her own life or to see the broader implications.
- Point to broader implications. For example, if your paper examines the Greensboro sit-ins or another event in the Civil Rights Movement, you could point out its impact on the Civil Rights Movement as a whole. A paper about the style of writer Virginia Woolf could point to her influence on other writers or on later feminists.

Strategies to avoid

- Beginning with an unnecessary, overused phrase such as "in conclusion," "in summary," or "in closing." Although these phrases can work in speeches, they come across as wooden and trite in writing.
- Stating the thesis for the very first time in the conclusion.
- Introducing a new idea or subtopic in your conclusion.
- Ending with a rephrased thesis statement without any

substantive changes.

- Making sentimental, emotional appeals that are out of character with the rest of an analytical paper.
- Including evidence (quotations, statistics, etc.) that should be in the body of the paper.

Four kinds of ineffective conclusions

1. The “That’s My Story and I’m Sticking to It” Conclusion. This conclusion just restates the thesis and is usually painfully short. It does not push the ideas forward. People write this kind of conclusion when they can’t think of anything else to say. Example: In conclusion, Frederick Douglass was, as we have seen, a pioneer in American education, proving that education was a major force for social change with regard to slavery.
2. The “Sherlock Holmes” Conclusion. Sometimes writers will state the thesis for the very first time in the conclusion. You might be tempted to use this strategy if you don’t want to give everything away too early in your paper. You may think it would be more dramatic to keep the reader in the dark until the end and then “wow” him with your main idea, as in a Sherlock Holmes mystery. The reader, however, does not expect a mystery, but an analytical discussion of your topic in an academic style, with the main argument (thesis) stated up front. Example: (After a paper that lists numerous incidents from the book but never says what these incidents reveal about Douglass and his views on education): So, as the evidence above demonstrates, Douglass saw education as a way to undermine the slaveholders’ power and also an important step toward freedom.
3. The “America the Beautiful”/“I Am Woman”/“We Shall Overcome” Conclusion. This kind of conclusion usually draws

on emotion to make its appeal, but while this emotion and even sentimentality may be very heartfelt, it is usually out of character with the rest of an analytical paper. A more sophisticated commentary, rather than emotional praise, would be a more fitting tribute to the topic. Example: Because of the efforts of fine Americans like Frederick Douglass, countless others have seen the shining beacon of light that is education. His example was a torch that lit the way for others. Frederick Douglass was truly an American hero.

4. The “Grab Bag” Conclusion. This kind of conclusion includes extra information that the writer found or thought of but couldn’t integrate into the main paper. You may find it hard to leave out details that you discovered after hours of research and thought, but adding random facts and bits of evidence at the end of an otherwise-well-organized essay can just create confusion. Example: In addition to being an educational pioneer, Frederick Douglass provides an interesting case study for masculinity in the American South. He also offers historians an interesting glimpse into slave resistance when he confronts Covey, the overseer. His relationships with female relatives reveal the importance of family in the slave community.

Works consulted

We consulted these works while writing the original version of this handout. This is not a comprehensive list of resources on the handout’s topic, and we encourage you to do your own research to find the latest publications on this topic. Please do not use this list as a model for the format of your own reference list, as it may not match the citation style you are using. For guidance on formatting citations, please see the UNC Libraries citation tutorial.

All quotations are from:

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an*

American Slave, edited and with introduction by Houston A. Baker, Jr., New York: Penguin Books, 1986.

Strategies for Writing a Conclusion. Literacy Education Online, St. Cloud State University. 18 May 2005 <<http://leo.stcloudstate.edu/acadwrite/conclude.html>>.

Conclusions. Nesbitt-Johnston Writing Center, Hamilton College. 17 May 2005 <<http://www.hamilton.edu/academic/Resource/WC/SampleConclusions.html>>.

25. Outlines

Most students see outlines as a royal pain. But not only are they often central to writing-intensive courses, they are frequently required on the job; for example, a project manager may require each individual team member to outline and compose different portions of a joint report. Do not be seduced by the belief that an outline is totally useless or simply mechanical; this will only be true if you make it so.

Self-Study

Plenty of tips on writing outlines are available on the web on university webpages. Here are two recommended sites:

“Types of Outlines and Samples” article from Purdue’s Online Writing Lab (OWL)

“Using Outlines” article from Indiana University, Bloomington

The Value of Outlining

Outlines foster coherence by helping the writer to:

- plan both the sequence and hierarchy of information.
- make decisions about organization and content without the distraction of all the details of composition.
- avoid repetition, digression, poor emphasis, and poor flow.
- improve general organizational skills.

Considered in the light of the above ideal, outlines can be as fundamental to the writer as a flowchart is to the computer programmer. Good writers use outlines to flesh out their ideas, organize their thoughts, and discover their gaps.

Outlines can be writer-centered, of course, to aid you in

expressing your ideas, but the material presented here assumes a reader-centered outline—i.e., one written for the eyes of a professor who will use the outline to provide you with some written feedback. As long as the mechanics of the outline are correct and the details concrete, most professors will not be too finicky about the quality of your outlining skills, and will simply take the opportunity to give you quick feedback on your ideas and organization.

Style for Outlines

When drafting an outline, keep the following stylistic tips in mind:

- Compose a thorough working title for your paper, with the title offering a window into the paper's purpose and content.
- Double-space your type to allow room for comments.
- Present headings as scientific categories and assertions rather than as informal speculations (i.e., “How Manganese Oxides Trap Heavy Metals” rather than “Just How Do Manganese Oxides Trap Heavy Metals?”).
- Avoid presenting section headings as questions unless the questions themselves are especially compelling.
- Be certain that headings work in relation to one another.
- Avoid the use of acronyms in headings—write the material out.

When writing an outline for a class, even if you are unsure of what material to provide under each heading, include a draft of each major heading to demonstrate your overall plan and to encourage professor feedback.

Mechanics of Outlining

The mechanics of outlining are simple when stripped down to their essential elements. The two most common forms used are the Arabic System and the Decimal System. Indentations of a tab (1/2-inch or five spaces) are used to designate hierarchy of material, and order is indicated by sequential numbers, letters, or Roman numerals. Headings at the left margin are typically referred to as first-level headings, those indented one tab as second-level headings, and so on. The Decimal System requires a period between numbers, and note that, for both systems, the rising sequence of the numbers, letters, or Roman numerals is determined by the level of the heading under which a character falls.

[Click here to download a pdf of a simple depiction of two outline systems, without the outline text.](#)

A Simple Depiction of Two Outline Systems

DECIMAL SYSTEM

1.0 _____

1.1 _____

1.2 _____

2.0 _____

2.1 _____

2.1.1 _____

2.1.2 _____

2.1.1.1 _____

2.1.1.2 _____

2.2 _____

etc.

ARABIC SYSTEM

I. _____

A. _____

B. _____

II. _____

A. _____

1. _____

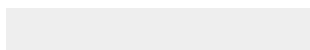
2. _____

a. _____

b. _____

B. _____

etc.



26. Thesis Statements

What this handout is about

This handout describes what a thesis statement is, how thesis statements work in your writing, and how you can discover or refine one for your draft.

Introduction

Writing in college often takes the form of persuasion—convincing others that you have an interesting, logical point of view on the subject you are studying. Persuasion is a skill you practice regularly in your daily life. You persuade your roommate to clean up, your parents to let you borrow the car, your friend to vote for your favorite candidate or policy. In college, course assignments often ask you to make a persuasive case in writing. You are asked to convince your reader of your point of view. This form of persuasion, often called academic argument, follows a predictable pattern in writing. After a brief introduction of your topic, you state your point of view on the topic directly and often in one sentence. This sentence is the thesis statement, and it serves as a summary of the argument you'll make in the rest of your paper .

What is a thesis statement?

A thesis statement:

- tells the reader how you will interpret the significance of the subject matter under discussion.
- is a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper.
- directly answers the question asked of you. A thesis is an interpretation of a question or subject, not the subject itself. The subject, or topic, of an essay might be World War II or Moby Dick; a thesis must then offer a way to understand the war or the novel.
- makes a claim that others might dispute.
- is usually a single sentence somewhere in your first paragraph that presents your argument to the reader. The rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader of the logic of your interpretation.

If your assignment asks you to take a position or develop a claim about a subject, you may need to convey that position or claim in a thesis statement near the beginning of your draft. The assignment may not explicitly state that you need a thesis statement because your instructor may assume you will include one. When in doubt, ask your instructor if the assignment requires a thesis statement. When an assignment asks you to analyze, to interpret, to compare and contrast, to demonstrate cause and effect, or to take a stand on an issue, it is likely that you are being asked to develop a thesis and to support it persuasively. (Check out our handout on understanding assignments for more information.)

How do I get a thesis?

A thesis is the result of a lengthy thinking process. Formulating a thesis is not the first thing you do after reading an essay assignment. Before you develop an argument on any topic, you have to collect and organize evidence, look for possible relationships between known facts (such as surprising contrasts or similarities), and think about the significance of these relationships. Once you do this thinking, you will probably have a “working thesis,” a basic or main idea, an argument that you think you can support with evidence but that may need adjustment along the way.

Writers use all kinds of techniques to stimulate their thinking and to help them clarify relationships or comprehend the broader significance of a topic and arrive at a thesis statement. For more ideas on how to get started, see our handout on brainstorming.

How do I know if my thesis is strong?

If there's time, run it by your instructor or make an appointment at the Writing Center to get some feedback. Even if you do not have time to get advice elsewhere, you can do some thesis evaluation of your own. When reviewing your first draft and its working thesis, ask yourself the following:

- *Do I answer the question?* Re-reading the question prompt after constructing a working thesis can help you fix an argument that misses the focus of the question.
- *Have I taken a position that others might challenge or oppose?* If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.
- *Is my thesis statement specific enough?*

Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like “good” or “successful,” see if you could be more specific: *why* is something “good”; *what specifically* makes something “successful”?

- Does my thesis pass the “So what?” test? If a reader’s first response is, “So what?” then you need to clarify, to forge a relationship, or to connect to a larger issue.
- Does my essay support my thesis specifically and without wandering? If your thesis and the body of your essay do not seem to go together, one of them has to change. It’s o.k. to change your working thesis to reflect things you have figured out in the course of writing your paper. Remember, always reassess and revise your writing as necessary.
- Does my thesis pass the “how and why?” test? If a reader’s first response is “how?” or “why?” your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.

Examples

Suppose you are taking a course on 19th-century America, and the instructor hands out the following essay assignment: Compare and contrast the reasons why the North and South fought the Civil War. You turn on the computer and type out the following:

The North and South fought the Civil War for many reasons, some of which were the same and some different.

This weak thesis restates the question without providing any additional information. You will expand on this new information in the body of the essay, but it is important that the reader know where you are heading. A reader of this weak thesis might think, “What reasons? How are they the same? How are they different?”

Ask yourself these same questions and begin to compare Northern and Southern attitudes (perhaps you first think, “The South believed slavery was right, and the North thought slavery was wrong”). Now, push your comparison toward an interpretation—why did one side think slavery was right and the other side think it was wrong? You look again at the evidence, and you decide that you are going to argue that the North believed slavery was immoral while the South believed it upheld the Southern way of life. You write:

While both sides fought the Civil War over the issue of slavery, the North fought for moral reasons while the South fought to preserve its own institutions.

Now you have a working thesis! Included in this working thesis is a reason for the war and some idea of how the two sides disagreed over this reason. As you write the essay, you will probably begin to characterize these differences more precisely, and your working thesis may start to seem too vague. Maybe you decide that both sides fought for moral reasons, and that they just focused on different moral issues. You end up revising the working thesis into a final thesis that really captures the argument in your paper:

While both Northerners and Southerners believed they fought against tyranny and oppression, Northerners focused on the oppression of slaves while Southerners defended their own right to self-government.

Compare this to the original weak thesis. This final thesis presents a way of interpreting evidence that illuminates the significance of the question. *Keep in mind that this is one of many possible interpretations of the Civil War—it is not the one and only right answer to the question.* There isn’t one right answer; there are only strong and weak thesis statements and strong and weak uses of evidence.

Let’s look at another example. Suppose your literature professor hands out the following assignment in a class on the American novel: Write an analysis of some aspect of Mark Twain’s novel *Huckleberry Finn*. “This will be easy,” you think. “I loved *Huckleberry Finn*!” You grab a pad of paper and write:

Mark Twain's Huckleberry Finn is a great American novel.

Why is this thesis weak? Think about what the reader would expect from the essay that follows: you will most likely provide a general, appreciative summary of Twain's novel. The question did not ask you to summarize; it asked you to analyze. Your professor is probably not interested in your opinion of the novel; instead, she wants you to think about *why* it's such a great novel— what do Huck's adventures tell us about life, about America, about coming of age, about race relations, etc.? First, the question asks you to pick an aspect of the novel that you think is important to its structure or meaning—for example, the role of storytelling, the contrasting scenes between the shore and the river, or the relationships between adults and children. Now you write:

In Huckleberry Finn, Mark Twain develops a contrast between life on the river and life on the shore.

Here's a working thesis with potential: you have highlighted an important aspect of the novel for investigation; however, it's still not clear what your analysis will reveal. Your reader is intrigued, but is still thinking, "So what? What's the point of this contrast? What does it signify?" Perhaps you are not sure yet, either. That's fine—begin to work on comparing scenes from the book and see what you discover. Free write, make lists, jot down Huck's actions and reactions. Eventually you will be able to clarify for yourself, and then for the reader, why this contrast matters. After examining the evidence and considering your own insights, you write:

Through its contrasting river and shore scenes, Twain's Huckleberry Finn suggests that to find the true expression of American democratic ideals, one must leave "civilized" society and go back to nature.

This final thesis statement presents an interpretation of a literary work based on an analysis of its content. Of course, for the essay itself to be successful, you must now present evidence from the novel that will convince the reader of your interpretation.

Works consulted

We consulted these works while writing the original version of this handout. This is not a comprehensive list of resources on the handout's topic, and we encourage you to do your own research to find the latest publications on this topic. Please do not use this list as a model for the format of your own reference list, as it may not match the citation style you are using. For guidance on formatting citations, please see the UNC Libraries citation tutorial.

Anson, Chris M. and Robert A. Schwegler. *The Longman Handbook for Writers*. 2nd ed. New York: Longman, 2000.

Hairston, Maxine and John J. Ruskiewicz. *The Scott, Foresman Handbook for Writers*. 4th ed. New York: HarperCollins, 1996.

Lunsford, Andrea and Robert Connors. *The St. Martin's Handbook*. 3rd ed. New York: St. Martin's, 1995.

Rosen, Leonard J. and Laurence Behrens. *The Allyn & Bacon Handbook*. 3rd ed. Boston: Allyn & Bacon, 1997.

27. Creating Paragraphs

A paragraph is a self-contained portion of your argument. Paragraphs will begin by making a claim that connects back to your thesis. The body of the paragraph will present the evidence, reasoning and conclusions that prove that claim. Usually, paragraphs will end by connecting their claim to the larger argument or by setting up the claim that the next paragraph will contain.

How Many Paragraphs Do You Need?

There is no set number for how many paragraphs a paper should have. You will need one for an introduction and one for a conclusion, but after that the number can vary. However, you will need one paragraph for every claim that makes up your argument.

Paragraphs should be used to develop one idea at a time rather than contain many different ideas and claims. If you have a lot of ideas and claims to address, you may be tempted to combine related claims into the same paragraph. Combining different points in the same paragraph cuts down on how much space you have to argue each point. This will divide your reader's attention and make your argument less thorough.

By dedicating each paragraph to only one part of your argument, you will give the reader time to fully evaluate and understand each claim before going on to the next one. Think of paragraphs as a way of guiding your reader's attention – by giving them a single topic, you force them to focus on it. When you direct their focus, they will have a much easier time following your argument.

Some writing manuals will direct you to have one paragraph for every point made in your thesis. The general idea behind this rule is a good one – you need to address every point, and you will need

at least a paragraph for each. However, do not feel like you can only devote one paragraph to each point. If your argument is complex, you may need to have subsections for each of your main points. Each one of those supporting points should be its own paragraph.

Using Topic Sentences

Every paragraph of argument should begin with a topic sentence that tells the reader what the paragraph will prove. By providing the reader with expectations at the start of the paragraph, you help them understand where you are going and how the paragraph fits in with the overall structure of your argument. Topic sentences should always connect back to your thesis statement – if you cannot find a way to describe a paragraph in relation to your thesis, you probably do not need it for your argument.

Creating Good Paragraphs

If the thesis contains multiple points or assertions, each body paragraph should support or justify them, preferably in the order the assertions were originally stated in the thesis. Thus, the topic sentence for the first body paragraph will refer to the first point in the thesis sentence and the topic sentence for the second body paragraph will refer to the second point in the thesis sentence. Each body paragraph is something like a miniature essay in that they each need an introductory sentence that makes an important and interesting argument, and that they each need a good closing sentence in order to produce a smooth transition between one point and the next. Transitions from one argument to the next, as well as within paragraphs, are important to add coherence to your paper.

28. Topic Sentences

Most paragraphs, especially in technical fields, rely on solid topic sentences to convey their meaning clearly. Remember that topic sentences come in many forms and need not be the first sentences in paragraphs. However, if you have a paragraph that must be tidied up or you are composing a paragraph from scratch, offering a clear topic sentence as your opening statement is a good way to begin.

In technical writing, topic sentences take a number of forms. They often simply provide a general statement for the paragraph to support:

The role of coal in the hydrology of strip mines receives little attention in the literature. Most groundwater analyses of potential or current strip mines are simply concerned with .

..

Sometimes topic sentences simply kick off a list of examples:

There are obvious advantages associated with the real-time information that a measurement-while-drilling system supplies. The first advantage is . . .

Other topic sentences supply background or announce scenarios:

Ceramic tubes are now being used in the most aggressive environments. In industry . . .

Some topic sentences combine the listing of examples and background material:

Three points about the geologic activity of wind and the development of landscapes in dry lands are relevant here.
First . . .

A simple, straightforward topic sentence is usually the best way to introduce general background, examples, scenarios, arguments, or even to establish a direct linkage to the preceding paragraph. Good writers use concrete and efficient topic sentences to control

and unify their paragraphs. If you make it a practice to use the topic sentence as a tool to organize your thoughts, your paragraph content will fall into place more readily.

Self-Study

For more on topic sentences and some excellent practice exercises, visit the following sites:

[“Practice in Composing Topic Sentences” page from about.com](#)

“Tutorial on Topic and Topic Sentences” page from Cerritos College

29. Transition Words

The best stylists become masters at artfully placing transition words in pivotal positions—i.e., places where the sentence or paragraph meaning “shifts” slightly. What follows is a handy list of common transition words and their functions. If you open sentences appropriately with these words it will help your writing to flow. One caveat though: Always keep the literal meaning of a transition word in mind as you use it—therefore, do not use “for example” unless you are introducing an example that links to the preceding information; do not use “nevertheless” unless you are offering a contrasting point. Note how this paragraph has required a minimal use of transition words; they should not be forced in where they do not belong. When you do use them, keep their broader functions (i.e., “causality,” “emphasis,” etc.) directly in mind.

Causality	Emphasis	Amplification
Accordingly	Above all	Again
Consequently	Certainly	Also
For this reason	Clearly	Apparently
Hence	Indeed	Besides
Therefore	In fact	Equally important
Thus	In short	Finally
	Obviously	First, Second, etc.
	Of course	Further
Intention		In addition
For this purpose		Moreover
In order to do this	Closure	
To this end	In conclusion	
With this in mind	In sum	Detail
	On the whole	Especially
Location	To summarize	In particular
Beyond		In regard to
Here	Similarity	Namely
Nearby	Likewise	Specifically
Opposite	Similarly	To enumerate
Overlying (underlying)		
There	Time	Comparison/Contrast
To the right (left)	Afterward	However
	At the same time	In contrast
Concession	Before	In relation to
At any rate	Earlier	Nevertheless
At least	Eventually	On the other hand
	In the meantime	Still
Example	Sometimes	
For example	Later	Interpretation
For instance	Next	Fortunately

To demonstrate	Preceding this	Interestingly
To illustrate	Simultaneously	Significantly
	Soon	Surprisingly

Self-Study

For more transition word lists, check out these URLs:

“Transitional Words and Phrases” list from the University of Richmond Writing Center

“Transition Words” page from Michigan State University

30. Editing and Proofreading

When revising written work within a writing community, it is a good idea to visualize the process and workflow before you get started in earnest. While revision is a recursive (circling back) practice and writers frequently move back and forth between editorial stages, the flowchart below is designed to help you follow and appreciate the general progression of revision.

EditingProofing_Process

Revising After Writing Community Feedback

After submitting and receiving your peer reviews in your writing community, return to your own work and take a long, hard look at the recommendations your instructor and classmates have made regarding your draft. Remember that you are seeking ways to make the meaning clear in your essay. Do not be afraid of changing the essay in radical ways, especially if the ideas and organization haven't conveyed the meaning you intended. Build on the strengths and add, cut, reorder, or start over where needed.

Use a Writing Rubric

After you have incorporated some of the recommendations into your revision, review the 6+1 Traits Rubric, which features the five areas (below) by which the final draft of your essay will be graded. Make sure that you are fully editing and proofreading your draft.

By *editing*, you are reviewing and revising the big picture items:

1. Ideas—Are my ideas and content developed?

You are looking for ideas to be clear and focused, remaining on topic throughout the essay. Make sure your details support the central focus of the narrative.

2. Organization—Does my essay provide a logical organization, demonstrating an order or structure that supports the ideas clearly?

Give your narrative a creative title and provide an inviting introduction. Craft thoughtful transitions as the the essay progresses, making sure that the structure is logical.

3. Word Choice—Have I provided language that sounds natural and conveys the intended message of the essay?

Your essay should flow naturally from your own choice of words and phrases. Use action verbs and avoid linking verbs. Don't forget to read aloud to see if your voice comes through in this essay.

4. Sentence Fluency—Are my sentences well-built, demonstrating a strong sense of varied structure?

One quick editing technique you can use to test for fluency is to circle the first word of every sentence. Do you see initial words repeating? Do you start sentences with articles (a, an, the) or with pronouns (or names of characters)? If so, try to incorporate some prepositional phrases and introductory clauses so you incorporate sentence variety and create a rhythm to your sentences that avoid chopiness.

By *proofreading*, you are taking into consideration standard writing conventions:

5. Conventions—Have I demonstrated a good grasp of standard writing conventions? Have I checked the essay for any misspellings? Is my punctuation accurate? Have I avoided the pitfalls of many common grammar errors? Did I meet the word counts required for this essay? Do I have proper paragraph structure? Have I made sure that what I mean to say is not undermined or impeded by grammatical, mechanical, or stylistic errors?

Proofread Your Writing Backward

While there are a number of ways to proofread written content for errors, it is often useful to review your writing “backward.” That is, you read the last sentence of the essay first, then backward, sentence by sentence, until you finish your proofreading with the first sentence. This kind of reading isolates individual sentences from the essay’s context, so that you are not reading for meaning within a paragraph but for errors that may appear in individual sentences.

Apply the backward review to the *Revision Practices within a Writing Community* flowchart above: did you find the error?

Writing to the Final Version: Suit Up!

Writing a polished paper is, in and of itself, an intellectual challenge and following formatting guidelines in this and other college courses signals to your readers that your paper should be taken seriously as a contribution to a particular course or a given academic or professional field. Think of presenting your essay in the correct format like wearing a tailored suit to a job interview.

Of course, there’s more to making a narrative presentable than its format. The narrative should be presentable in terms of its grammar, mechanics, and style. If you would like to get a little practice with sentence-by-sentence proofreading, feel free to try either of the proofreading exercises made available by Pen and Page:

- Proofreading Exercise 1
- Proofreading Exercise 2

31. Peer Review Checklist

Each essay is made up of multiple parts. In order to have a strong essay each part must be logical and effective. In many cases essays will be written with a strong thesis, but the rest of the paper will be lacking; making the paper ineffective. An essay is only as strong as its weakest point.

One of the most important steps for creating a strong essay is to have others review it. By completing a peer review you will be able to create a better thesis statement and supporting arguments.

Clip art of a checklist. No writing is visible, just lines where item text would appear.

Using a checklist to complete your review will allow you to rate each of the parts in the paper according to their strength. There are many different peer review checklists, but the one below should be helpful for your assignment.

1. Is the thesis clear?
2. Does the author use his or her own ideas in the thesis and argument?
3. Is the significance of the problem in the paper explained? Is the significance compelling?
4. Are the ideas developed logically and thoroughly?
5. Does the author use ethos effectively?
6. Does the author use pathos effectively?
7. Are different viewpoints acknowledged?
8. Are objections effectively handled?
9. Does the author give adequate explanations about sources used?
10. Are the sources well-integrated into the paper, or do they seem to be added in just for the sake of adding sources?
11. Is the word choice specific, concrete and interesting?

12. Are the sentences clear?
13. Is the overall organization of the argument effective?
14. Are the transitions between paragraphs smooth?
15. Are there any grammatical errors?

Sources

Based on the rubric found at: Grading Rubric Template (Word)

32. Revising

Reviewing, Editing, Proofreading, and Making an Overview

Every time you revise your work substantially, you will be conducting three distinct functions in the following order: reviewing for purpose, editing and proofreading, making a final overview.

Reviewing for Purpose

LEARNING OBJECTIVES

By the end of this section, you will be able to:

- Understand why and when to review for purpose.
- Be prepared to use self-questioning in the purpose review process.

Although you will naturally be **reviewing for purpose** throughout the entire writing process, you should read through your first complete draft once you have finished it and carefully reconsider all aspects of your essay. As you review for purpose, keep in mind that your paper has to be clear to others, not just to you. Try to read through your paper from the point of view of a member of your

targeted audience who is reading your paper for the first time. Make sure you have neither failed to clarify the points your audience will need to have clarified nor overclarified the points your audience will already completely understand.

Figure 8.1

A vertical flowchart: The top segment is "Review for Purpose"; the middle segment is "Edit and Proofread"; and the third segment is "Make a Final Overview." The top segment, Review for Purpose, is highlighted to show the current stage.

Revisiting Your Statement of Purpose

Self-questioning is a useful tool when you are in the reviewing process. In anticipation of attaching a writer's memo to your draft as you send it out for peer or instructor review, reexamine the six elements of the triangle that made up your original statement of purpose (voice, audience, message, tone, attitude, and reception):

Voice: Does it sound like a real human being wrote this draft? Does my introduction project a clear sense of who I am? Honestly, would someone other than my paid instructor or assigned peer(s) read beyond the first paragraph of this essay?

Audience: Does my writing draw in a specific set of readers with a catchy hook? Do I address the same audience throughout the essay? If I don't, am I being intentional about shifting from one audience to another?

Message: Are my main points strong and clear? Do I have ample

support for each of them? Do my supporting details clearly support my main points?

Tone: Am I using the proper tone given my audience? Is my language too casual or not professional enough? Or is it needlessly formal and stiff sounding? Does my tone stay consistent throughout the draft?

Attitude: Will my organization make sense to another reader? Does my stance toward the topic stay consistent throughout the draft? If it doesn't, do I explain the cause of the transformation in my attitude?

Reception: Is my goal or intent for writing clear? How is this essay likely to be received? What kind of motivation, ideas, or emotions will this draft draw out of my readers? What will my readers do, think, or feel immediately after finishing this essay?

Handling Peer and Instructor Reviews

In many situations, you will be required to have at least one of your peers review your essay (and you will, in turn, review at least one peer's essay). Even if you're not required to exchange drafts with a peer, it's simply essential at this point to have another pair of eyes, so find a classmate or friend and ask them to look over your draft. In other cases, your instructor may be intervening at this point with ungraded but evaluative commentary on your draft. Whatever the system, before you post or trade your draft for review, use your answers to the questions in "Reviewing for Purpose" to tweak your original statement of purpose, giving a clear statement of your desired voice, audience, message, tone, attitude, and reception. Also, consider preparing a **descriptive outline** showing how the essay actually turned out and comparing that with your original plan, or consider writing a brief narrative describing how the essay developed from idea to execution. Finally, include any other questions or concerns you have about your draft, so that your peer reader(s) or instructor can give you useful, tailored feedback. These reflective statements and documents could be attached with your draft as part of a writer's memo. Remember, the more guidance

you give your readers, regardless of whether they are your peers or your instructor, the more they will be able to help you.

When you receive suggestions for content changes from your instructors, try to put aside any tendencies to react defensively, so that you can consider their ideas for revisions with an open mind. If you are accustomed only to getting feedback from instructors that is accompanied by a grade, you may need to get used to the difference between **evaluation** and **judgment**. In college settings, instructors often prefer to intervene most extensively after you have completed a first draft, with evaluative commentary that tends to be suggestive, forward-looking, and free of a final quantitative judgment (like a grade). If you read your instructors' feedback in those circumstances as final, you can miss the point of the exercise. You're supposed to do something with this sort of commentary, not just read it as the justification for a (nonexistent) grade.

Sometimes peers think they're supposed to "sound like an English teacher" so they fall into the trap of "correcting" your draft, but in most cases, the prompts used in college-level peer reviewing discourage that sort of thing. In many situations, your peers will give you ideas that will add value to your paper, and you will want to include them. In other situations, your peers' ideas will not really work into the plan you have for your paper. It is not unusual for peers to offer ideas that you may not want to implement. Remember, your peers' ideas are only suggestions, and it is your essay, and you are the person who will make the final decisions. If your peers happen to be a part of the audience to which you are writing, they can sometimes give you invaluable ideas. And if they're not, take the initiative to find outside readers who might actually be a part of your audience.

When you are reviewing a peer's essay, keep in mind that the author likely knows more about the topic than you do, so don't question content unless you are certain of your facts. Also, do not suggest changes just because you would do it differently or because you want to give the impression that you are offering ideas. Only

suggest changes that you seriously think would make the essay stronger.

Key Takeaways

- You should review for purpose while you are writing, after you finish your first draft, and after you feel your essay is nearly complete.
- Use self-questioning to evaluate your essay as you are revising the purpose. Keep your voice, audience, message, tone, attitude, and reception in mind as you write and revise.
- When you are reviewing a peers' essay, make only suggestions that you think will make the essay stronger. When you receive reviews from instructors or peers, try to be open minded and consider the value of the ideas to your essay.

Exercises

1. Find multiple drafts of an essay you have recently completed. Write a descriptive outline of at least two distinct drafts you wrote during the process.
2. For a recently completed essay, discuss how at least one element of your statement of purpose (voice, audience, message, tone, attitude, or reception) changed over the course of the writing process.

3. With your writing group, develop five questions you think everyone in your class should have to answer about their essay drafts before submitting them for evaluation from a peer or your instructor.

Editing and Proofreading

LEARNING OBJECTIVES

By the end of this section, you will be able to:

- Understand why editing and proofreading is important even for careful writers.
- Recognize the benefits of peer editing and proofreading and the similarities between editing and proofreading your work and the work of others.
- Know how to edit and proofread for issues of both mechanics and style.

When you have made some revisions to your draft based on feedback and your recalibration of your purpose for writing, you may now feel your essay is nearly complete. However, you should plan to read through the entire final draft at least one additional time. During this stage of editing and proofreading your entire essay, you should be looking for general consistency and clarity. Also, pay particular attention to parts of the paper you have moved around or changed in

other ways to make sure that your new versions still work smoothly.

Although you might think editing and proofreading isn't necessary since you were fairly careful when you were writing, the truth is that even the very brightest people and best writers make mistakes when they write. One of the main reasons that you are likely to make mistakes is that your mind and fingers are not always moving along at the same speed nor are they necessarily in sync. So what ends up on the page isn't always exactly what you intended. A second reason is that, as you make changes and adjustments, you might not totally match up the original parts and revised parts. Finally, a third key reason for proofreading is because you likely have errors you typically make and proofreading gives you a chance to correct those errors.

Figure 8.2



Editing and proofreading can work well with a partner. You can offer to be another pair of eyes for peers in exchange for their doing the same for you. Whether you are editing and proofreading your work or the work of a peer, the process is basically the same. Although the rest of this section assumes you are editing and proofreading your work, you can simply shift the personal issues, such as “Am I...” to a viewpoint that will work with a peer, such as “Is she...”

As you edit and proofread, you should look for common problem

areas that stick out. There are certain writing rules that you must follow, but other more stylistic writing elements are more subjective and will require judgment calls on your part.

Be proactive in evaluating these subjective, stylistic issues since failure to do so can weaken the potential impact of your essay. Keeping the following questions in mind as you edit and proofread will help you notice and consider some of those subjective issues:

- **At the word level:** Am I using descriptive words? Am I varying my word choices rather than using the same words over and over? Am I using active verbs? Am I writing concisely? Does every word in each sentence perform a function?
- **At the sentence level:** Am I using a variety of sentence beginnings? Am I using a variety of sentence formats? Am I using ample and varied transitions? Does every sentence advance the value of the essay?
- **At the paragraph and essay level:** How does this essay look? Am I using paragraphing and paragraph breaks to my advantage? Are there opportunities to make this essay work better visually? Are the visuals I'm already using necessary? Am I using the required formatting (or, if there's room for creativity, am I using the optimal formatting)? Is my essay the proper length?

Key Takeaways

- Edit and proofread your work since it is easy to make mistakes between your mind and your typing fingers, as well as when you are moving around parts of your essay.
- Trading a nearly final version of a draft with peers

is a valuable exercise since others can often more easily see your mistakes than you can. When you edit and proofread for a peer, you use the same process as when you edit and proofread for yourself.

- As you are editing and proofreading, you will encounter some issues that are either right or wrong and you simply have to correct them when they are wrong. Other more stylistic issues, such as using adequate transitions, ample descriptive words, and enough variety in sentence formats, are subjective. Besides dealing with matters of correctness, you will have to make choices about subjective and stylistic issues while you proofread.

Exercises

1. Write a one-page piece about how you decided which college to attend. Give a copy of your file (or a hard copy) to three different peers to edit and proofread. Then edit and proofread your page yourself. Finally, compare your editing and proofreading results to those of your three peers. Categorize the suggested revisions and corrections as objective standards of correctness or subjective matters of style.
2. Create a “personal editing and proofreading guide” that includes an overview of both objective and subjective issues covered in this book that are

common problems for you in your writing. In your guide, include tips from this book and self-questions that can help you with your problem writing areas.

Making a Final Overview

LEARNING OBJECTIVES

By the end of this section, you will be able to:

- Understand the types of problems that might recur throughout your work.
- Know when you should conduct isolated checks during a final overview.
- Understand how to conduct isolated checks.

While you are managing the content of your essay and moving things around in it, you are likely to notice isolated issues that could recur throughout your work. To verify that these issues are satisfactorily dealt with from the beginning to the end of your essay, make a checklist of the issues as you go along. Conduct isolated checks of the whole paper after you are finished editing and proofreading. You might conduct some checks by flipping through the

hard-copy pages, some by clicking through the pages on your computer, and some by conducting “computer finds” (good for cases when you want to make sure you’ve used the same proper noun correctly and consistently). Remember to take advantage of all the editing features of the word processing program you’re using, such as spell check and grammar check. In most versions of Word, for instance, you’ll see red squiggly lines underneath misspelled words and green

squiggly lines underneath
misuses of grammar. Right
click on those underlined
words to examine your
options for revision.

Figure 8.3



The following checklist shows examples of the types of things that you might look for as you make a final pass (or final passes) through your paper. It often works best to make a separate pass for each issue because you are less likely to miss an issue and you will probably be able to make multiple, single-issue passes more quickly than you can make one multiple-issue pass.

- All subheadings are placed correctly (such as in the center or at the beginning of a page).
- All the text is the same size and font throughout.
- The page numbers are all formatted and appearing as intended.
- All image and picture captions are appearing correctly.
- All spellings of proper nouns have been corrected.
- The words “there” and “their” and “they’re” are spelled correctly. (Or you can insert your top recurring error here.)
- References are all included in the citation list.
- Within the citation list, references are all in a single, required format (no moving back and forth between Modern Language Association [MLA] and American Psychological Association [APA], for instance).
- All the formatting conventions for the final manuscript follow the style sheet assigned by the instructor (e.g., MLA, APA, Chicago Manual of Style [CMS], or other).

This isn’t intended to be an all-inclusive checklist. Rather, it simply gives you an idea of the types of things for which you might look as you conduct your final check. You should develop your unique list that might or might not include these same items.

Key Takeaways

- Often a good way to make sure you do not miss any details you want to change is to make a separate pass through your essay for each area of concern. You can conduct passes by flipping through hard copies, clicking through pages on a computer, or using the “find” feature on a computer.

- You should conduct a final overview with isolated checks after you are finished editing and proofreading the final draft.
- As you are writing, make a checklist of recurring isolated issues that you notice in your work. Use this list to conduct isolated checks on the final draft of your paper.

Exercise

Complete each sentence to create a logical item for a list to use for a final isolated check. Do not use any of the examples given in the text.

1. All the subheadings are...
2. The spacing between paragraphs...
3. Each page includes...
4. I have correctly spelled...
5. The photos are all placed...
6. The words in the flow charts and diagrams...

33. A Strategy for Revising: Concision, Precision, Revision

Professors who care about writing will always make a strong plea for concision, precision, and revision (CPR). After college, the probability that your writing will be read is inversely proportional to its length and clarity. In the workplace, good writers are rapidly noticed and usually land in management positions; in academia, good writers eventually earn publication, and the best of these writers actually gain a readership who follows their work.

By applying CPR to whatever you write, you will reap maximum benefits. Some advice from *The Elements of Style*, by Strunk and White, drives the point home beautifully:

A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts.

This sentence is important because it affirms that writing has utility—it performs a function. The sentence also demonstrates that, like a well-drawn photograph or a well-designed machine, a good sentence has stylistic elegance. Many good writers have memorized the above sentence and consciously apply it to their writing. You should too.

With the advice from Strunk and White in mind, read the poorly written paragraph that follows:

Increasing foreign competition and technological change, in a variety of forms, are now, as they always have been, disrupting various well-established patterns in terms of industrial organization. An apparent growing quality in the upward movement of economic change is also causing geographers' interest in regional adjustment problems to grow as well: problems that often focus concern on regional economic decline in a context of low rates of national productivity improvement, on loss of international competitiveness in sectors such as automobiles and primary metals.

Perhaps we can sort out the meaning of this paragraph if we work hard enough, but why bother? The paragraph is simply not designed to communicate its message clearly; the writer seems to be more concerned with supplying text-based zones of terminology than with clearly analyzing a trend. This paragraph exemplifies the kind of obtuse writing that appears in the sciences, even in print, regularly. But let us improve this paragraph by applying principles of concision, precision, and revision.

Concision

We can begin by cutting the needless and virtually meaningless words from the first few sentences in the example paragraph above—words including “in a variety of forms,” “as they always have been,” “various,” and “in terms of.” These words are needless because their meaning is already understood in context by the thinking reader. If trends “always have been,” for instance, the reader does not need to have their ongoing existence emphasized. By definition, “well-established patterns” would obviously be “various”; therefore we can strike the modifier “various” as unnecessary.

By beginning with concision, we strip away what is needless before we attempt actual revision. Our task of effective tinkering thus becomes much easier.

Precision

Next, more precision can be created in those phrases that are the least exact in their meaning—for example, “an apparent growing quality.” Most importantly, we must find a way to make the meaning of the final sentence of the paragraph more precise. In its original form, that sentence is over 50 words long and includes 10 prepositions. Note also the imprecise clusters of nouns in this

sentence, including “problems that often focus concern on regional economic decline” and “a context of low rates of national productivity improvement, on loss of international competitiveness.” It is extremely difficult to fit such mouthfuls into the sentence’s context.

Overall, the key to making the paragraph’s meaning more precise is to choose clear, meaningful, representative nouns (e.g., “regional economic decline”), place them at the head of each sentence, and follow them with verbs that describe each noun’s meaning in the sentence. As a rule, readers rely on one manageable noun, rather than several lengthy noun clusters, to carry the weight of a sentence’s meaning.

Revision

After stripping away the needless words and phrases and refining the meaning of the nouns and verbs, we are poised to revise the sentence and improve its style. We can now begin to provide clearer connections from one sentence to the next via simple, standard transition words and thoughtful repetition of key terms. In the revision process, we can also begin to recognize how transitions as simple as “recently,” “this,” and “also” provide connective tissue, and how effective repetition of the key terms “decline” and “change” can bolster the reader’s understanding of the material.

Here is a revised version of the paragraph after CPR.

Recently, increasing foreign competition and technological change have disrupted well-established patterns of industrial organization. This acceleration in economic change has heightened geographers’ interest in regional adjustment problems, drawing attention to regional economic decline in such sectors as automobiles and primary metals. Regional economic decline often manifests

itself through low rates of national productivity improvement and a loss of international competitiveness.

Now the paragraph's intended topic (regional economic decline) is much clearer, and each sentence's meaning is clearly designed to relate to the sentence next to it. In a word, the paragraph is now designed to be graceful; before revision, it was at best untidy, at worst unfathomable.

Further Training in CPR

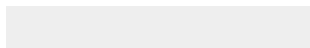
To further your skills in concision, precision, and revision, I strongly suggest two texts by Joseph Williams: *Style: Lessons in Clarity and Grace* and *Style: Toward Clarity and Grace*. The former sells for about \$40 and includes writing exercises, while the latter retails for about \$11. Both books are popular for their practicality and clarity, and because the author so effectively practices what he preaches. Applying the lessons you will learn from these books, you cannot help but improve your style.

Also, I urge you to buy *The Elements of Style*, by Strunk and White, which I originally referenced at the head of this section. The book is easy to use and can be read in just a few hours. Most bookstores sell it for about ten bucks, and if there's one style handbook that most of your professors probably have, this is it. Scientists and engineers recommend and use this book, because it covers the elements of good writing with concision and precision. I highly recommend that you spend a few dollars and purchase the print version. Your readers will be grateful.

Self-Study

You can visit an early version of *The Elements of Style*, by Strunk, for free at the following web page:

“Elements of Style” webpage from bartleby.com



PART V

MODULE FOUR:

PERSUASIVE WRITING

34. Writing for Success: Argument

ANONYMOUS

This section will help you determine the purpose and structure of an argumentative essay.

The Purpose of Argument in Writing

The idea of an argument often conjures up images of two people yelling and screaming in anger. In writing, however, an argument is very different. An argument is a reasoned opinion supported and explained by evidence. To argue in writing is to advance knowledge and ideas in a positive way. Written arguments often fail when they employ ranting rather than reasoning.

A Tip: Most of us feel inclined to try to win the arguments we engage in. On some level, we all want to be right, and we want others to see the error of their ways. More times than not, however, arguments in which both sides try to win end up producing losers all around. The more productive approach is to **persuade** your audience to consider your opinion as a valid one, not simply the right one.

The Structure of an Argumentative Essay

The following five features make up the structure of an argumentative essay:

1. Introduction and thesis
2. Opposing and qualifying ideas
3. Strong evidence in support of claim
4. Style and tone of language
5. A compelling conclusion

Creating an Introduction and Thesis

The argumentative essay begins with an engaging introduction that presents the general topic. The thesis typically appears somewhere in the introduction and states the writer's point of view.

A Tip: Avoid forming a thesis based on a negative claim. For example, “The hourly minimum wage **is not** high enough for the average worker to live on.” This is probably a true statement, but arguments should make a positive case that affirms something. Instead of arguing something “**is not...**,” an argument essay is stronger when it asserts something “**is...**” Returning to the example above, a stronger thesis could focus on how the hourly wage **is** low or insufficient.

Acknowledging Opposing Ideas and Limits to Your Argument

Because an argument implies differing points of view on the subject, you must be sure to acknowledge those opposing ideas. Avoiding ideas that conflict with your own gives the reader the impression that you may be uncertain, fearful, or unaware of opposing ideas. Thus it is essential that you not only address counterarguments but also do so respectfully.

Try to address opposing arguments earlier rather than later in your essay. Rhetorically speaking, ordering your positive arguments last allows you to better address ideas that conflict with your own, so you can spend the rest of the essay countering those arguments. This way, you leave your reader thinking about your argument rather than someone else's. You have the last word.

Acknowledging points of view different from your own also has the effect of fostering more credibility between you and the audience. They know from the outset that you are aware of opposing ideas and that you are not afraid to give them space.

It is also helpful to establish the limits of your argument and what you are trying to accomplish. In effect, you are conceding early on that your argument is not the ultimate authority on a given topic. Such humility can go a long way toward earning credibility and trust with an audience. Audience members will know from the beginning that you are a reasonable writer, and audience members will trust your argument as a result. For example, in the following concessionary statement, the writer advocates for stricter gun control laws, but she admits it will not solve all of our problems with crime:

Although tougher gun control laws are a powerful first step in decreasing violence in our streets, such legislation alone cannot end these problems since guns

are not the only problem we face.

Such a concession will be welcome by those who might disagree with this writer's argument in the first place. To effectively persuade their readers, writers need to be modest in their goals and humble in their approach to get readers to listen to the ideas. Certain transitional words and phrases aid in keeping the reader oriented in the sequencing of a story. Some of these phrases are listed here:

Phrases of Concession

although

granted that

of course

still

though

yet

Bias in Writing

Everyone has various biases on any number of topics. For example, you might have a bias toward wearing black instead of brightly colored clothes or wearing jeans rather than formal wear. You might have a bias toward working at night rather than in the morning, or working by deadlines rather than getting tasks done in advance. These examples identify minor biases, of course, but they still indicate preferences and opinions.

Handling bias in writing and in daily life can be a useful skill. It will allow you to articulate your own points of view while also defending

yourself against unreasonable points of view. The ideal in persuasive writing is to let your reader know your bias, but do not let that bias blind you to the primary components of good argumentation: sound, thoughtful evidence and a respectful and reasonable address of opposing sides.

The strength of a personal bias is that it can motivate you to construct a strong argument. If you are invested in the topic, you are more likely to care about the piece of writing. Similarly, the more you care, the more time and effort you are apt to put forth and the better the final product will be.

The weakness of bias is when the bias begins to take over the essay—when, for example, you neglect opposing ideas, exaggerate your points, or repeatedly insert yourself ahead of the subject by using I too often. Being aware of all three of these pitfalls will help you avoid them.

The Use of I in Writing

The use of I in writing is often a topic of debate, and the acceptance of its usage varies from instructor to instructor. It is difficult to predict the preferences for all your present and future instructors, but consider the effects it can potentially have on your writing.

Be mindful of the use of I in your writing because it can make your argument sound overly biased. There are two primary reasons:

- Excessive repetition of any word will eventually catch the reader's attention—and usually not in a good way. The use of I is no different.
- The insertion of I into a sentence alters not only the way a sentence might sound but also the composition of the sentence itself. I is often the subject of a sentence. If the subject of the essay is supposed to be, say, smoking, then by inserting yourself into the sentence, you are effectively displacing the subject of the essay into a secondary position. In

the following example, the subject of the sentence is underlined:

Smoking is bad.

I think smoking is bad.

In the first sentence, the rightful subject, *smoking*, is in the subject position in the sentence. In the second sentence, the insertion of *I* and *think* replaces *smoking* as the subject, which draws attention to *I* and away from the topic that is supposed to be discussed. Remember to keep the message (the subject) and the messenger (the writer) separate.

Developing Sound Arguments

Use the following checklist to develop sound arguments in your essay:

- An engaging introduction
- A reasonable, specific thesis that is able to be supported by evidence
- A varied range of evidence from credible sources
- Respectful acknowledgement and explanation of opposing ideas
- A style and tone of language that is appropriate for the subject and audience
- Acknowledgement of the argument's limits
- A conclusion that will adequately summarize the essay and reinforce the thesis

Fact and Opinion

Facts are statements that can be definitely proven using objective data. The statement that is a fact is absolutely valid. In other words,

the statement can be pronounced as true or false. For example, $2 + 2 = 4$. This expression identifies a true statement, or a fact, because it can be proved with objective data.

Opinions are personal views, or judgments. An opinion is what an individual believes about a particular subject. However, an opinion in argumentation must have legitimate backing; adequate evidence and credibility should support the opinion. Consider the credibility of expert opinions. Experts in a given field have the knowledge and credentials to make their opinion meaningful to a larger audience.

For example, you seek the opinion of your dentist when it comes to the health of your gums, and you seek the opinion of your mechanic when it comes to the maintenance of your car. Both have knowledge and credentials in those respective fields, which is why their opinions matter to you. But the authority of your dentist may be greatly diminished should he or she offer an opinion about your car, and vice versa.

In writing, you want to strike a balance between credible facts and authoritative opinions. Relying on one or the other will likely lose more of your audience than it gains.

The word prove is frequently used in the discussion of argumentative writing. Writers may claim that one piece of evidence or another proves the argument, but proving an argument is often not possible. No evidence proves a debatable topic one way or the other; that is why the topic is debatable. Facts can be proved, but opinions can only be supported, explained, and persuaded.

Using Visual Elements to Strengthen Arguments

Adding visual elements to a persuasive argument can often strengthen its persuasive effect. There are two main types of visual elements: quantitative visuals and qualitative visuals.

Quantitative visuals present data graphically and visually. They allow the audience to see statistics spatially. The purpose of using quantitative visuals is to make logical appeals to the audience. For

example, sometimes it is easier to understand the disparity in certain statistics if you can see how the disparity looks graphically. Bar graphs, pie charts, Venn diagrams, histograms, line graphs and infographics are all ways of presenting quantitative data in visual and/or spatial dimensions.

Qualitative visuals present images that appeal to the audience's emotions. Photographs and pictorial images are examples of qualitative visuals. Such images often try to convey a story, and seeing an actual example can carry more power than hearing or reading about the example. For example, one image of a child suffering from malnutrition will likely have more of an emotional impact than pages dedicated to describing that same condition in writing.

Writing an Argumentative Essay

Choose a topic that you feel passionate about. If your instructor requires you to write about a specific topic, approach the subject from an angle that interests you. Begin your essay with an engaging introduction. Your thesis should typically appear somewhere in your introduction.

Start by acknowledging and explaining points of view that may conflict with your own to build credibility and trust with your audience. Also state the limits of your argument. This too helps you sound more reasonable and honest to those who may naturally be inclined to disagree with your view. By respectfully acknowledging opposing arguments and conceding limitations to your own view, you set a measured and responsible tone for the essay.

Make your appeals in support of your thesis by using sound, credible evidence. Use a balance of facts and opinions from a wide range of sources, such as scientific studies, expert testimony, statistics, and personal anecdotes. Each piece of evidence should be fully explained and clearly stated.

Make sure that your style and tone are appropriate for your subject and audience. Tailor your language and word choice to these two factors, while still being true to your own voice.

Finally, write a conclusion that effectively summarizes the main argument and reinforces your thesis.

Argumentative Essay Example

Universal Health Care Coverage for the United States

By Scott McLean

The United States is the only modernized Western nation that does not offer publicly funded health care to all its citizens; the costs of health care for the uninsured in the United States are prohibitive, and the practices of insurance companies are often more interested in profit margins than providing health care. These conditions are incompatible with US ideals and standards, and it is time for the US government to provide universal health care coverage for all its citizens. Like education, health care should be considered a fundamental right of all US citizens, not simply a privilege for the upper and middle classes.

One of the most common arguments against providing universal health care coverage (UHC) is that it will cost too much money. In other words, UHC would raise taxes too much. While providing health care for all US citizens would cost a lot of money for every tax-paying citizen, citizens need to examine exactly how much money it would cost, and more important, how much money is “too much” when it comes to opening up health care for all. Those who have health insurance already pay too much money, and those without coverage are charged unfathomable amounts. The cost of publicly funded health care versus the cost of current insurance premiums is unclear. In fact, some Americans, especially those in lower income brackets, could stand to pay less than their current premiums.

However, even if UHC would cost Americans a bit more money each year, we ought to reflect on what type of country we would like to live in, and what types of morals we represent if we are more willing to deny health care to others on the basis of saving a couple hundred dollars per year. In a system that privileges capitalism and rugged individualism, little room remains for compassion and love. It is time that Americans realize the amorality of US hospitals forced to turn away the sick and poor. UHC is a health care system that aligns more closely with the core values that so many Americans espouse and respect, and it is time to realize its potential.

Another common argument against UHC in the United States is that other comparable national health care systems, like that of England, France, or Canada, are bankrupt or rife with problems. UHC opponents claim that sick patients in these countries often wait in long lines or long wait lists for basic health care. Opponents also commonly accuse these systems of being unable to pay for themselves, racking up huge deficits year after year. A fair amount of truth lies in these claims, but Americans must remember to put those problems in context with the problems of the current US system as well. It is true that people often wait to see a doctor in countries with UHC, but we in the United States wait as well, and we often schedule appointments weeks in advance, only to have onerous waits in the doctor's "waiting rooms."

Critical and urgent care abroad is always treated urgently, much the same as it is treated in the United States. The main difference there, however, is cost. Even health insurance policy holders are not safe from the costs of health care in the United States. Each day an American acquires a form of cancer, and the only effective treatment might be considered "experimental" by an insurance company and thus is not covered. Without medical coverage, the patient must pay for the treatment out of pocket. But these costs may be so prohibitive that the patient will either opt for a less effective, but covered, treatment; opt for no treatment at all; or attempt to pay the costs of treatment and experience unimaginable financial consequences. Medical bills in these cases can easily rise

into the hundreds of thousands of dollars, which is enough to force even wealthy families out of their homes and into perpetual debt. Even though each American could someday face this unfortunate situation, many still choose to take the financial risk. Instead of gambling with health and financial welfare, US citizens should press their representatives to set up UHC, where their coverage will be guaranteed and affordable.

Despite the opponents' claims against UHC, a universal system will save lives and encourage the health of all Americans. Why has public education been so easily accepted, but not public health care? It is time for Americans to start thinking socially about health in the same ways they think about education and police services: as rights of US citizens.

Key Takeaways

- The purpose of argument in writing is to convince or move readers toward a certain point of view, or opinion.
- An argument is a reasoned opinion supported and explained by evidence. To argue, in writing, is to advance knowledge and ideas in a positive way.
- A thesis that expresses the opinion of the writer in more specific terms is better than one that is vague.
- It is essential that you not only address counterarguments but also do so respectfully.
- It is also helpful to establish the limits of your argument and what you are trying to accomplish through a concession statement.
- To persuade a skeptical audience, you will need to use a wide range of evidence. Scientific studies, opinions from experts, historical precedent, statistics, personal anecdotes, and current events are all types of evidence that you might use in

explaining your point.

- Make sure that your word choice and writing style is appropriate for both your subject and your audience.
- You should let your reader know your bias, but do not let that bias blind you to the primary components of good argumentation: sound, thoughtful evidence and respectfully and reasonably addressing opposing ideas.
- You should be mindful of the use of I in your writing because it can make your argument sound more biased than it needs to.
- Facts are statements that can be proven using objective data.
- Opinions are personal views, or judgments, that cannot be proven.
- In writing, you want to strike a balance between credible facts and authoritative opinions.
- Quantitative visuals present data graphically. The purpose of using quantitative visuals is to make logical appeals to the audience.
- Qualitative visuals present images that appeal to the audience's emotions.

35. Evidence

WHAT THIS HANDOUT IS ABOUT

This handout will provide a broad overview of gathering and using evidence. It will help you decide what counts as evidence, put evidence to work in your writing, and determine whether you have enough evidence. It will also offer links to additional resources.

INTRODUCTION

Many papers that you write in college will require you to make an argument; this means that you must take a position on the subject you are discussing and support that position with evidence. It's important that you use the right kind of evidence, that you use it effectively, and that you have an appropriate amount of it. If, for example, your philosophy professor didn't like it that you used a survey of public opinion as your primary evidence in your ethics paper, you need to find out more about what philosophers count as good evidence. If your instructor has told you that you need more analysis, suggested that you're "just listing" points or giving a "laundry list," or asked you how certain points are related to your argument, it may mean that you can do more to fully incorporate your evidence into your argument. Comments like "for example?," "proof?," "go deeper," or "expand" in the margins of your graded paper suggest that you may need more evidence. Let's take a look at each of these issues—understanding what counts as evidence, using evidence in your argument, and deciding whether you need more evidence.

WHAT COUNTS AS EVIDENCE?

Before you begin gathering information for possible use as evidence in your argument, you need to be sure that you understand the purpose of your assignment. If you are working on a project for a class, look carefully at the assignment prompt. It may give you clues about what sorts of evidence you will need. Does the instructor mention any particular books you should use in writing your paper or the names of any authors who have written about your topic? How long should your paper be (longer works may require more, or more varied, evidence)? What themes or topics come up in the text of the prompt? Our handout on understanding writing assignments can help you interpret your assignment. It's also a good idea to think over what has been said about the assignment in class and to talk with your instructor if you need clarification or guidance.

WHAT MATTERS TO INSTRUCTORS?

Instructors in different academic fields expect different kinds of arguments and evidence—your chemistry paper might include graphs, charts, statistics, and other quantitative data as evidence, whereas your English paper might include passages from a novel, examples of recurring symbols, or discussions of characterization in the novel. Consider what kinds of sources and evidence you have seen in course readings and lectures. You may wish to see whether the Writing Center has a handout regarding the specific academic field you're working in—for example, literature, sociology, or history.

WHAT ARE PRIMARY AND SECONDARY SOURCES?

A note on terminology: many researchers distinguish between primary and secondary sources of evidence (in this case, “primary” means “first” or “original,” not “most important”). Primary sources include original documents, photographs, interviews, and so forth. Secondary sources present information that has already been processed or interpreted by someone else. For example, if you are writing a paper about the movie “The Matrix,” the movie itself, an interview with the director, and production photos could serve as primary sources of evidence. A movie review from a magazine or a collection of essays about the film would be secondary sources. Depending on the context, the same item could be either a primary or a secondary source: if I am writing about people’s relationships with animals, a collection of stories about animals might be a secondary source; if I am writing about how editors gather diverse stories into collections, the same book might now function as a primary source.

WHERE CAN I FIND EVIDENCE?

Here are some examples of sources of information and tips about how to use them in gathering evidence. Ask your instructor if you aren’t sure whether a certain source would be appropriate for your paper.

Print and electronic sources

Books, journals, websites, newspapers, magazines, and

documentary films are some of the most common sources of evidence for academic writing. Our handout on evaluating print sources will help you choose your print sources wisely, and the library has a tutorial on evaluating both print sources and websites. A librarian can help you find sources that are appropriate for the type of assignment you are completing. Just visit the reference desk at Davis or the Undergraduate Library or chat with a librarian online (the library's IM screen name is [undergradref](#)).

Observation

Sometimes you can directly observe the thing you are interested in, by watching, listening to, touching, tasting, or smelling it. For example, if you were asked to write about Mozart's music, you could listen to it; if your topic was how businesses attract traffic, you might go and look at window displays at the mall.

Interviews

An interview is a good way to collect information that you can't find through any other type of research. An interview can provide an expert's opinion, biographical or first-hand experiences, and suggestions for further research.

Surveys

Surveys allow you to find out some of what a group of people thinks about a topic. Designing an effective survey and interpreting the

data you get can be challenging, so it's a good idea to check with your instructor before creating or administering a survey.

Experiments

Experimental data serve as the primary form of scientific evidence. For scientific experiments, you should follow the specific guidelines of the discipline you are studying. For writing in other fields, more informal experiments might be acceptable as evidence. For example, if you want to prove that food choices in a cafeteria are affected by gender norms, you might ask classmates to undermine those norms on purpose and observe how others react. What would happen if a football player were eating dinner with his teammates and he brought a small salad and diet drink to the table, all the while murmuring about his waistline and wondering how many fat grams the salad dressing contained?

Personal experience

Using your own experiences can be a powerful way to appeal to your readers. You should, however, use personal experience only when it is appropriate to your topic, your writing goals, and your audience. Personal experience should not be your only form of evidence in most papers, and some disciplines frown on using personal experience at all. For example, a story about the microscope you received as a Christmas gift when you were nine years old is probably not applicable to your biology lab report.

USING EVIDENCE IN AN ARGUMENT

Does evidence speak for itself?

Absolutely not. After you introduce evidence into your writing, you must say *why* and *how* this evidence supports your argument. In other words, you have to explain the significance of the evidence and its function in your paper. What turns a fact or piece of information into evidence is the connection it has with a larger claim or argument: evidence is always evidence *for* or *against* something, and you have to make that link clear.

As writers, we sometimes assume that our readers already know what we are talking about; we may be wary of elaborating too much because we think the point is obvious. But readers can't read our minds: although they may be familiar with many of the ideas we are discussing, they don't know what we are trying to do with those ideas unless we indicate it through explanations, organization, transitions, and so forth. Try to spell out the connections that you were making in your mind when you chose your evidence, decided where to place it in your paper, and drew conclusions based on it. Remember, you can always cut prose from your paper later if you decide that you are stating the obvious.

Here are some questions you can ask yourself about a particular bit of evidence:

1. O.k., I've just stated this point, but so what? Why is it interesting? Why should anyone care?
2. What does this information imply?
3. What are the consequences of thinking this way or looking at a problem this way?
4. I've just described what something is like or how I see it, but why is it like that?
5. I've just said that something happens-so how does it happen?

How does it come to be the way it is?

6. Why is this information important? Why does it matter?
7. How is this idea related to my thesis? What connections exist between them? Does it support my thesis? If so, how does it do that?
8. Can I give an example to illustrate this point?

Answering these questions may help you explain how your evidence is related to your overall argument.

HOW CAN I INCORPORATE EVIDENCE INTO MY PAPER?

There are many ways to present your evidence. Often, your evidence will be included as text in the body of your paper, as a quotation, paraphrase, or summary. Sometimes you might include graphs, charts, or tables; excerpts from an interview; or photographs or illustrations with accompanying captions.

Quotations

When you quote, you are reproducing another writer's words exactly as they appear on the page. Here are some tips to help you decide when to use quotations:

1. Quote if you can't say it any better and the author's words are particularly brilliant, witty, edgy, distinctive, a good illustration of a point you're making, or otherwise interesting.
2. Quote if you are using a particularly authoritative source and you need the author's expertise to back up your point.
3. Quote if you are analyzing diction, tone, or a writer's use of a

specific word or phrase.

4. Quote if you are taking a position that relies on the reader's understanding exactly what another writer says about the topic.

Be sure to introduce each quotation you use, and always cite your sources. See our handout on quotations for more details on when to quote and how to format quotations.

Like all pieces of evidence, a quotation can't speak for itself. If you end a paragraph with a quotation, that may be a sign that you have neglected to discuss the importance of the quotation in terms of your argument. It's important to avoid "plop quotations," that is, quotations that are just dropped into your paper without any introduction, discussion, or follow-up.

Paraphrasing

When you paraphrase, you take a specific section of a text and put it into your own words. Putting it into your own words doesn't mean just changing or rearranging a few of the author's words: to paraphrase well and avoid plagiarism, try setting your source aside and restating the sentence or paragraph you have just read, as though you were describing it to another person. Paraphrasing is different than summary because a paraphrase focuses on a particular, fairly short bit of text (like a phrase, sentence, or paragraph). You'll need to indicate when you are paraphrasing someone else's text by citing your source correctly, just as you would with a quotation.

When might you want to paraphrase?

1. Paraphrase when you want to introduce a writer's position, but his or her original words aren't special enough to quote.
2. Paraphrase when you are supporting a particular point and

need to draw on a certain place in a text that supports your point—for example, when one paragraph in a source is especially relevant.

3. Paraphrase when you want to present a writer's view on a topic that differs from your position or that of another writer; you can then refute writer's specific points in your own words after you paraphrase.
4. Paraphrase when you want to comment on a particular example that another writer uses.
5. Paraphrase when you need to present information that's unlikely to be questioned.

Summary

When you summarize, you are offering an overview of an entire text, or at least a lengthy section of a text. Summary is useful when you are providing background information, grounding your own argument, or mentioning a source as a counter-argument. A summary is less nuanced than paraphrased material. It can be the most effective way to incorporate a large number of sources when you don't have a lot of space. When you are summarizing someone else's argument or ideas, be sure this is clear to the reader and cite your source appropriately.

Statistics, data, charts, graphs, photographs, illustrations

Sometimes the best evidence for your argument is a hard fact or visual representation of a fact. This type of evidence can be a solid backbone for your argument, but you still need to create context for your reader and draw the connections you want him or her to

make. Remember that statistics, data, charts, graph, photographs, and illustrations are all open to interpretation. Guide the reader through the interpretation process. Again, always, cite the origin of your evidence if you didn't produce the material you are using yourself.

DO I NEED MORE EVIDENCE?

Let's say that you've identified some appropriate sources, found some evidence, explained to the reader how it fits into your overall argument, incorporated it into your draft effectively, and cited your sources. How do you tell whether you've got enough evidence and whether it's working well in the service of a strong argument or analysis? Here are some techniques you can use to review your draft and assess your use of evidence.

Make a reverse outline

A reverse outline is a great technique for helping you see how each paragraph contributes to proving your thesis. When you make a reverse outline, you record the main ideas in each paragraph in a shorter (outline-like) form so that you can see at a glance what is in your paper. The reverse outline is helpful in at least three ways. First, it lets you see where you have dealt with too many topics in one paragraph (in general, you should have one main idea per paragraph). Second, the reverse outline can help you see where you need more evidence to prove your point or more analysis of that evidence. Third, the reverse outline can help you write your topic sentences: once you have decided what you want each paragraph to be about, you can write topic sentences that explain the topics of

the paragraphs and state the relationship of each topic to the overall thesis of the paper.

For tips on making a reverse outline, see our handout on organization.

Color code your paper

You will need three highlighters or colored pencils for this exercise. Use one color to highlight general assertions. These will typically be the topic sentences in your paper. Next, use another color to highlight the specific evidence you provide for each assertion (including quotations, paraphrased or summarized material, statistics, examples, and your own ideas). Lastly, use another color to highlight analysis of your evidence. Which assertions are key to your overall argument? Which ones are especially contestable? How much evidence do you have for each assertion? How much analysis? In general, you should have at least as much analysis as you do evidence, or your paper runs the risk of being more summary than argument. The more controversial an assertion is, the more evidence you may need to provide in order to persuade your reader.

Play devil's advocate, act like a child, or doubt everything

This technique may be easiest to use with a partner. Ask your friend to take on one of the roles above, then read your paper aloud to him/her. After each section, pause and let your friend interrogate you. If your friend is playing devil's advocate, he or she will always take the opposing viewpoint and force you to keep defending yourself. If your friend is acting like a child, he or she will question every sentence, even seemingly self-explanatory ones. If your friend

is a doubter, he or she won't believe anything you say. Justifying your position verbally or explaining yourself will force you to strengthen the evidence in your paper. If you already have enough evidence but haven't connected it clearly enough to your main argument, explaining to your friend how the evidence is relevant or what it proves may help you to do so.

COMMON QUESTIONS AND ADDITIONAL RESOURCES

- I have a general topic in mind; how can I develop it so I'll know what evidence I need? And how can I get ideas for more evidence? See our handout on brainstorming.
- Who can help me find evidence on my topic? Check out UNC Libraries.
- I'm writing for a specific purpose; how can I tell what kind of evidence my audience wants? See our handouts on audience, writing for specific disciplines, and particular writing assignments.
- How should I read materials to gather evidence? See our handout on reading to write.
- How can I make a good argument? Check out our handouts on argument and thesis statements.
- How do I tell if my paragraphs and my paper are well-organized? Review our handouts on paragraph development, transitions, and reorganizing drafts.
- How do I quote my sources and incorporate those quotes into my text? Our handouts on quotations and avoiding plagiarism offer useful tips.
- How do I cite my evidence? See the UNC Libraries citation tutorial.
- I think that I'm giving evidence, but my instructor says I'm using too much summary. How can I tell? Check out our

handout on using summary wisely.

- I want to use personal experience as evidence, but can I say “I”? We have a handout on when to use “I.”

WORKS CONSULTED

We consulted these works while writing the original version of this handout. This is not a comprehensive list of resources on the handout’s topic, and we encourage you to do your own research to find the latest publications on this topic. Please do not use this list as a model for the format of your own reference list, as it may not match the citation style you are using. For guidance on formatting citations, please see the UNC Libraries citation tutorial.

Lunsford, Andrea A., and John J. Ruszkiewicz. John J. Everything’s an argument. Boston: Bedford/St. Martin’s, 1999

Miller, Richard E., and Kurt Spellmeyer. The New Humanities Reader Home Page. 22 Feb. 2005 http://www.newhum.com/for_students/tutorama/index.html.

http://www.lib.umd.edu/UES/library_guides_subject.html

36. Quoting, Paraphrasing, and Avoiding Plagiarism

- How to Summarize: An Overview
- How to Quote and Paraphrase: An Overview
- When to Quote, When to Paraphrase
- Four Examples of Quotes and Paraphrases
- How to Avoid Plagiarism in the Research Process
- Plagiarism and the Internet

Learning how to effectively quote and paraphrase research can be difficult and it certainly takes practice. Hopefully, your abilities to make good use of your research will improve as you work through the exercises in part two and three of *The Process of Research Writing*, not to mention as you take on other research writing experiences beyond this class. The goal of this chapter is to introduce some basic strategies for summarizing, quoting and paraphrasing research in your writing and to explain how to avoid plagiarizing your research.

How to Summarize: An Overview

A summary is a brief explanation of a longer text. Some summaries, such as the ones that accompany annotated bibliographies, are very short, just a sentence or two. Others are much longer, though summaries are always much shorter than the text being summarized in the first place.

Summaries of different lengths are useful in research writing because you often need to provide your readers with an explanation of the text you are discussing. This is especially true when you are going to quote or paraphrase from a source.

Of course, the first step in writing a good summary is to do a thorough reading of the text you are going to summarize in the first place. Beyond that important start, there are a few basic guidelines you should follow when you write summary material:

- Stay “neutral” in your summarizing. Summaries provide “just the facts” and are not the place where you offer your opinions about the text you are summarizing. Save your opinions and evaluation of the evidence you are summarizing for other parts of your writing.
- Don’t quote from what you are summarizing. Summaries will be more useful to you and your colleagues if you write them in your own words.
- Don’t “cut and paste” from database abstracts. Many of the periodical indexes that are available as part of your library’s computer system include abstracts of articles. Do not “cut” this abstract material and then “paste” it into your own annotated bibliography. For one thing, this is plagiarism. Second, “cutting and pasting” from the abstract defeats one of the purposes of writing summaries and creating an annotated bibliography in the first place, which is to help you understand and explain your research.

How to Quote and Paraphrase: An Overview

Writers quote and paraphrase from research in order to support their points and to persuade their readers. A quote or a paraphrase from a piece of evidence in support of a point answers the reader’s question, “says who?”

This is especially true in academic writing since scholarly readers are most persuaded by effective research and evidence. For example, readers of an article about a new cancer medication published in a medical journal will be most interested in the

scholar's research and statistics that demonstrate the effectiveness of the treatment. Conversely, they will not be as persuaded by emotional stories from individual patients about how a new cancer medication improved the quality of their lives. While this appeal to emotion can be effective and is common in popular sources, these individual anecdotes do not carry the same sort of "scholarly" or scientific value as well-reasoned research and evidence.

Of course, your instructor is not expecting you to be an expert on the topic of your research paper. While you might conduct some primary research, it's a good bet that you'll be relying on secondary sources such as books, articles, and Web sites to inform and persuade your readers. You'll present this research to your readers in the form of quotes and paraphrases.

A "quote" is a direct restatement of the exact words from the original source. The general rule of thumb is any time you use three or more words as they appeared in the original source, you should treat it as a quote. A "paraphrase" is a restatement of the information or point of the original source in your own words.

While quotes and paraphrases are different and should be used in different ways in your research writing (as the examples in this section suggest), they do have a number of things in common.

Both quotes and paraphrases should:

- be "introduced" to the reader, particularly the first time you mention a source;
- include an explanation of the evidence which explains to the reader why you think the evidence is important, especially if it is not apparent from the context of the quote or paraphrase; and
- include a proper citation of the source.

The method you should follow to properly quote or paraphrase depends on the style guide you are following in your academic writing. The two most common style guides used in academic writing are the Modern Language Association (MLA), and the

American Psychological Association (APA). I discuss both of these different style guides in some detail in the Appendix of this book.

Your instructor will probably assign one of these styles before you begin working on your project, however, if he/she doesn't mention this, be sure to ask.

When to Quote, When to Paraphrase

The real “art” to research writing is using quotes and paraphrases from evidence effectively in order to support your point. There are certain “rules,” dictated by the rules of style you are following, such as the ones presented by the MLA or the ones presented by the APA. There are certain “guidelines” and suggestions, like the ones I offer in the previous section and the ones you will learn from your teacher and colleagues.

But when all is said and done, the question of when to quote and when to paraphrase depends a great deal on the specific context of the writing and the effect you are trying to achieve. Learning the best times to quote and paraphrase takes practice and experience.

In general, **it is best to use a quote when:**

- **The exact words of your source are important for the point you are trying to make.** This is especially true if you are quoting technical language, terms, or very specific word choices.
- **You want to highlight your *agreement* with the author's words.** If you agree with the point the author of the evidence makes and you like their exact words, use them as a quote.
- **You want to highlight your *disagreement* with the author's words.** In other words, you may sometimes want to use a direct quote to indicate exactly what it is you disagree about. This might be particularly true when you are considering the antithetical positions in your research writing projects.

In general, **it is best to paraphrase when:**

- **There is no good reason to use a quote to refer to your evidence.** If the author's exact words are not especially important to the point you are trying to make, you are usually better off paraphrasing the evidence.
- **You are trying to explain a particular a piece of evidence in order to explain or interpret it in more detail.** This might be particularly true in writing projects like critiques.
- **You need to balance a direct quote in your writing.** You need to be careful about directly quoting your research too much because it can sometimes make for awkward and difficult to read prose. So, one of the reasons to use a paraphrase instead of a quote is to create balance within your writing.

Tips for Quoting and Paraphrasing

- **Introduce** your quotes and paraphrases to your reader, especially on first reference.
- **Explain** the significance of the quote or paraphrase to your reader.
- **Cite** your quote or paraphrase properly according to the rules of style you are following in your essay.
- **Quote when** the exact words are important, when you want to highlight your agreement or your disagreement.
- **Paraphrase when** the exact words aren't important, when you want to explain the point of your evidence, or when you need to balance the direct quotes in your writing.

Four Examples of Quotes and Paraphrases

Here are four examples of what I mean about properly quoting and paraphrasing evidence in your research essays. In each case, I begin with a **BAD** example, or the way **NOT** to quote or paraphrase.

Quoting in MLA Style

Here's the first **BAD** example, where the writer is trying to follow the rules of MLA style:

There are many positive effects for advertising prescription drugs on television. "African-American physicians regard direct-to-consumer advertising of prescription medicines as one way to educate minority patients about needed treatment and healthcare options" (Wechsler, Internet).

This is a potentially good piece of information to support a research writer's claim, but the researcher hasn't done any of the necessary work to explain where this quote comes from or to explain why it is important for supporting her point. Rather, she has simply "dropped in" the quote, leaving the interpretation of its significance up to the reader.

Now consider this revised **GOOD** (or at least **BETTER**) example of how this quote might be better introduced into the essay:

In her *Pharmaceutical Executive* article available through the Wilson Select Internet database, Jill Wechsler writes about one of the positive effects of advertising prescription drugs on television. "African-American physicians regard direct-to-consumer advertising of prescription medicines as one way to educate minority patients about needed treatment and healthcare options."

In this revision, it's much more clear what point the writer is trying to make with this evidence and where this evidence comes from. In this particular example, the passage is from a traditional print journal called *Pharmaceutical Executive*. However, the writer needs to indicate that she actually found and read this article through

Wilson Select, an Internet database which reproduces the “full text” of articles from periodicals without any graphics, charts, or page numbers.

When you use a direct quote in your research, you need to indicate the page number of that direct quote or you need to indicate that the evidence has no specific page numbers. While it can be a bit awkward to indicate within the text how the writer found this information if it's from the Internet, it's important to do so on the first reference of a piece of evidence in your writing. On references to this piece of evidence after the first reference, you can use just the last name of the writer. For example:

Wechsler also reports on the positive effects of advertising prescription drugs on television. She writes...

Paraphrasing in MLA Style

In this example, the writer is using MLA style to write a research essay for a Literature class. Here is a **BAD** example of a paraphrase:

While Gatsby is deeply in love with Daisy in *The Great Gatsby*, his love for her is indistinguishable from his love of his possessions (Callahan).

There are two problems with this paraphrase. First, if this is the first or only reference to this particular piece of evidence in the research essay, the writer should include more information about the source of this paraphrase in order to properly introduce it.

Second, this paraphrase is actually not of the entire article but rather of a specific passage. The writer has neglected to note the page number within the parenthetical citation.

A **GOOD** or at least **BETTER** revision of this paraphrase might look like this:

John F. Callahan suggests in his article “F. Scott Fitzgerald’s Evolving American Dream” that while Gatsby is deeply in love with Daisy in *The Great Gatsby*, his love for her is

indistinguishable from his love of his possessions (381). By incorporating the name of the author of the evidence the research writer is referring to here, the source of this paraphrase is now clear to the reader. Furthermore, because there is a page number at the end of this sentence, the reader understands that this passage is a paraphrase of a particular part of Callahan's essay and not a summary of the entire essay. Again, if the research writer had introduced this source to his readers earlier, he could have started with a phrase like "Callahan suggests..." and then continued on with his paraphrase. If the research writer were offering a brief summary of the entire essay following MLA style, he wouldn't include a page number in parentheses. For example:

John F. Callahan's article "F. Scott Fitzgerald's Evolving American Dream" examines Fitzgerald's fascination with the elusiveness of the American Dream in the novels *The Great Gatsby*, *Tender is the Night*, and *The Last Tycoon*.

Quoting in APA Style

Consider this **BAD** example in APA style, of what **NOT** to do when quoting evidence:

"If the U.S. scallop fishery were a business, its management would surely be fired, because its revenues could readily be increased by at least 50 percent while its costs were being reduced by an equal percentage." (Repetto, 2001, p. 84).

Again, this is a potentially valuable piece of evidence, but it simply isn't clear what point the research writer is trying to make with it.

Further, it doesn't follow the preferred method of citation with APA style.

Here is a revision that is a **GOOD** or at least **BETTER** example:

Repetto (2001) concludes that in the case of the scallop industry, those running the industry should be held

responsible for not considering methods that would curtail the problems of over-fishing. “If the U.S. scallop fishery were a business, its management would surely be fired, because its revenues could readily be increased by at least 50 percent while its costs were being reduced by an equal percentage” (p. 84).

This revision is improved because the research writer has introduced and explained the point of the evidence with the addition of a clarifying sentence. It also follows the rules of APA style. Generally, APA style prefers that the research writer refer to the author only by last name followed immediately by the year of publication. Whenever possible, you should begin your citation with the author’s last name and the year of publication, and, in the case of a direct quote like this passage, the page number (including the “p.”) in parentheses at the end.

Paraphrasing in APA Style

Paraphrasing in APA style is slightly different from MLA style as well. Consider first this **BAD** example of what NOT to do in paraphrasing from a source in APA style:

Computer criminals have lots of ways to get away with credit card fraud (Cameron, 2002).

The main problem with this paraphrase is there isn’t enough here to adequately explain to the reader what the point of the evidence really is. Remember: your readers have no way of automatically knowing why you as a research writer think that a particular piece of evidence is useful in supporting your point. This is why it is key that you introduce and explain your evidence.

Here is a revision that is **GOOD** or at least **BETTER**:

Cameron (2002) points out that computer criminals intent on committing credit card fraud are able to take advantage of the fact that there aren’t enough officials working to enforce

computer crimes. Criminals are also able to use the technology to their advantage by communicating via email and chat rooms with other criminals.

Again, this revision is better because the additional information introduces and explains the point of the evidence. In this particular example, the author's name is also incorporated into the explanation of the evidence as well. In APA, it is preferable to weave in the author's name into your essay, usually at the beginning of a sentence. However, it would also have been acceptable to end an improved paraphrase with just the author's last name and the date of publication in parentheses.

How to Avoid Plagiarism in the Research Process

Plagiarism is the unauthorized or uncredited use of the writings or ideas of another in your writing. While it might not be as tangible as auto theft or burglary, plagiarism is still a form of theft.

In the academic world, plagiarism is a serious matter because ideas in the forms of research, creative work, and original thought are highly valued. Chances are, your school has strict rules about what happens when someone is caught plagiarizing. The penalty for plagiarism is severe, everything from a failing grade for the plagiarized work, a failing grade for the class, or expulsion from the institution.

You might not be aware that plagiarism can take several different forms. The most well known, **purposeful plagiarism**, is handing in an essay written by someone else and representing it as your own, copying your essay word for word from a magazine or journal, or downloading an essay from the Internet.

A much more common and less understood phenomenon is what I call **accidental plagiarism**. Accidental plagiarism is the result of improperly paraphrasing, summarizing, quoting, or citing your evidence in your academic writing. Generally, writers accidentally

plagiarize because they simply don't know or they fail to follow the rules for giving credit to the ideas of others in their writing. Both purposeful and accidental plagiarism are wrong, against the rules, and can result in harsh punishments. Ignoring or not knowing the rules of how to not plagiarize and properly cite evidence might be an *explanation*, but it is not an excuse. To exemplify what I'm getting at, consider the examples below that use quotations and paraphrases from this brief passage:

Those who denounce cyberculture today strangely resemble those who criticized rock music during the fifties and sixties. Rock started out as an Anglo-American phenomenon and has become an industry. Nonetheless, it was able to capture the hopes of young people around the world and provided enjoyment to those of us who listened to or played rock.

Sixties pop was the conscience of one or two generations that helped bring the war in Vietnam to a close. Obviously, neither rock nor pop has solved global poverty or hunger. But is this a reason to be "against" them? (ix).

And just to make it clear that I'm not plagiarizing this passage, here is the citation in MLA style:

Lévy, Pierre. *Cyberculture*. Trans. Robert Bononno. Minneapolis: U of Minnesota P, 2001.

Here's an obvious example of plagiarism:

Those who denounce cyberculture today strangely resemble those who criticized rock music during the fifties and sixties.

In this case, the writer has literally taken one of Lévy's sentences and represented it as her own. That's clearly against the rules.

Here's another example of plagiarism, perhaps less obvious:

The same kind of people who criticize cyberculture are the same kind of people who criticized rock and roll music back in the fifties and sixties. But both cyberculture and rock music inspire and entertain young people.

While these aren't Lévy's exact words, they are certainly close enough to constitute a form of plagiarism. And again, even though

you might think that this is a “lesser” form of plagiarism, it’s still plagiarism.

Both of these passages can easily be corrected to make them acceptable quotations or paraphrases.

In the introduction of his book *Cyberculture*, Pierre Lévy observes that “Those who denounce cyberculture today strangely resemble those who criticized rock music during the fifties and sixties” **(ix).**

Pierre Lévy suggests that the same kind of people who criticize cyberculture are the same kind of people who criticized rock and roll music back in the fifties and sixties.

But both cyberculture and rock music inspire and entertain young people **(ix).**

Note that changing these passages from examples of plagiarism to acceptable examples of a quotation and a paraphrase is extremely easy: properly cite your sources.

This leads to the “golden rule” of avoiding plagiarism:

Always cite your sources. If you are unsure as to whether you should or should not cite a particular claim or reference, you should probably cite your source.

Often, students are unclear as to whether or not they need to cite a piece of evidence because they believe it to be “common knowledge” or because they are not sure about the source of information. When in doubt about whether or not to cite evidence in order to give credit to a source (“common knowledge” or not), you should cite the evidence.

Plagiarism and the Internet

Sometimes, I think the ease of finding and retrieving information on the World Wide Web makes readers think that this information does not need to be cited. After all, it isn’t a traditional source like

a book or a journal; it is available for “free.” All a research writer needs to do with a web site is “cut and paste” whatever he needs into his essay, right? Wrong!

You need to cite the evidence you find from the Internet or the World Wide Web the same way you cite evidence from other sources. To not do this is plagiarism, or, more bluntly, cheating.

Just because the information is “freely” available on the Internet does not mean you can use this information in your academic writing without properly citing it, much in the same way that the information from library journals and books “freely” available to you needs to be cited in order to give credit where credit is due.

It is also not acceptable to simply download graphics from the World Wide Web. Images found on the Internet are protected by copyright laws. Quite literally, taking images from the Web (particularly from commercial sources) is an offense that could lead to legal action. There are places where you can find graphics and clip art that Web publishers have made publicly available for anyone to use, but be sure that the Web site where you find the graphics makes this explicit before you take graphics as your own. In short, you can use evidence from the Web as long as you don’t plagiarize and as long as you properly cite it; don’t take graphics from the Web unless you know the images are in the public domain.

37. Student Sample: Cause and Effect Essay

Cause and Effect Essay Example

Effects of Video Game Addiction

Video game addiction is a serious problem in many parts of the world today and deserves more attention. It is no secret that children and adults in many countries throughout the world, including Japan, China, and the United States, play video games every day. Most players are able to limit their usage in ways that do not interfere with their daily lives, but many others have developed an addiction to playing video games and suffer detrimental effects.

An addiction can be described in several ways, but generally speaking, addictions involve unhealthy attractions to substances or activities that ultimately disrupt the ability of a person to keep up with regular daily responsibilities. Video game addiction typically involves playing games uncontrollably for many hours at a time—some people will play only four hours at a time while others cannot stop for over twenty-four hours. Regardless of the severity of the addiction, many of the same effects will be experienced by all.

One common effect of video game addiction is isolation and withdrawal from social experiences. Video game players often hide in their homes or in Internet cafés for days at a time—only reemerging for the most pressing tasks and necessities. The effect of this isolation can lead to a breakdown of communication skills and often a loss in socialization. While it is true that many games, especially massive multiplayer online games, involve a very real form of e-based communication and coordination with others, and these virtual interactions often result in real communities that can be healthy for the players, these communities and forms of

communication rarely translate to the types of valuable social interaction that humans need to maintain typical social functioning. As a result, the social networking in these online games often gives the users the impression that they are interacting socially, while their true social lives and personal relations may suffer.

Another unfortunate product of the isolation that often accompanies video game addiction is the disruption of the user's career. While many players manage to enjoy video games and still hold their jobs without problems, others experience challenges at their workplace. Some may only experience warnings or demerits as a result of poorer performance, or others may end up losing their jobs altogether. Playing video games for extended periods of time often involves sleep deprivation, and this tends to carry over to the workplace, reducing production and causing habitual tardiness.

Video game addiction may result in a decline in overall health and hygiene. Players who interact with video games for such significant amounts of time can go an entire day without eating and even longer without basic hygiene tasks, such as using the restroom or bathing. The effects of this behavior pose significant danger to their overall health.

The causes of video game addiction are complex and can vary greatly, but the effects have the potential to be severe. Playing video games can and should be a fun activity for all to enjoy. But just like everything else, the amount of time one spends playing video games needs to be balanced with personal and social responsibilities.

38. "Cultural Baggage" by Barbara Ehrenreich

Click on the link to view the essay: "Cultural Baggage" by Barbara Ehrenreich

As you read, first identify the author's primary thesis or theme. Then identify the "causes" and/or "effects" that help reinforce the author's thesis.