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Lectures

***Written Expression and comprehension
Third year Licence- English(LMD)***

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General Introduction

Throughout this academic handbook, teachers and students in English faculty, some of whom are still paying back the student loans that paid for textbooks and degrees!— are the we who compiled this textbook. We did so because we believe that a college education should be engaging, enlightening, informative, life-affirming, worldview-upturning and affordable. We believe it shouldn't cost money to learn how to write, and that is why we are making this book available to you. This handbook will cover ways to communicate effectively as you develop insight into your own style, writing process, grammatical choices, and rhetorical situations. With these skills, you should be able to improve your writing talent regardless of the discipline you enter after completing this course. Knowing your rhetorical situation , or the circumstances under which you communicate, and knowing which tone , style, and genre will most effectively persuade your audience , will help you regardless of whether you are enrolling in history, biology, theater, or music next semester—because when you get to college, you write in every discipline. To help undertake our introduction this chapter includes a section from the open access textbook *Successful Writing*. As you begin this chapter, 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 begin 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. signaling the English teachers who compiled and developed sections of the text. 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 workload 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.

Overarching Principles of Academic Writing According to Boundless Writing, academic writing comes in many forms and can cover a wide range of subject matter; however, successful writing will demonstrate certain conventions, no matter what is being written about. “Academic writing” is a broad term that covers a wide variety of genres across disciplines. While its features will vary, academic (or scholarly) writing generally tries to maintain a professional tone while arguing for (or against) a specific position or idea. There are many different approaches to academic research since each discipline has its own conventions that dictate what kinds of texts and evidence are permissible. Scholarly writing typically takes an objective tone, even though it argues in favor of a specific position or stance. Academic writing can reach a broader audience through more informal venues, such as journalism and public speaking. The Thesis Statement: Making and Supporting a Claim Strong academic writing takes a stance on the topic it is covering—it tries to convince the reader of a certain perspective or claim. This claim is known as the “thesis statement.” The majority of an academic paper will be spent using facts and details to “prove” to the reader that the claim is true. How this is done depends on the discipline; in the sciences, a research paper will present an original experiment and data to support the claim; in a literature class, an essay will cite quotations from a text that weave into the larger argument. Regardless of discipline, the overarching goal of most academic writing is to persuade the reader to agree with the claim.

Concision

Concision is the art of using the fewest words possible to convey an idea. Some students mistakenly think that longer words and more complicated sentence structures make their writing “better” or make it sound more sophisticated. In reality, however, the longer and more complicated a sentence gets, the harder it is for a reader to interpret that sentence, and the harder it is to keep them engaged with your argument. For example, if you find yourself using a phrase like “due to the fact that,” you can simplify your wording and make your sentence more powerful by saying “because” instead. Similarly, say “now” or “currently” rather than “at this point in time.” Unnecessarily complicated wording distracts your reader from your argument; simpler sentence structures let your ideas shine through. Objectivity Most academic writing uses objective language. That is, rather than presenting the argument as the writer’s opinion (“I believe that ...”, “I think this means ...”), it tries to convince the reader that the argument is necessarily true based on the supporting facts: “this evidence reveals that ...” Breaking the Rules There are countless examples of respected scholarly pieces that bend these principles—for instance, the “reader response” school of literary criticism abandons the

objective stance altogether. However, you have to know the rules before you can break them successfully. Think of a chef putting chili powder in hot chocolate, a delicious but unexpected bending of a rule: typically, desserts are not spicy. In order to successfully break that rule, the chef first had to understand all the flavors at work in both ingredients, and make the choice knowing that it would improve the recipe. It's only a good idea to break these rules and principles if there is a specific, good reason to do so. Therefore, if you plan to dispense with one of these conventions, it is a good idea to make sure your instructor approves of your stylistic choice. Building Academic Writing Skills Academic work is an excellent way to develop strong research and writing skills. Try to use your undergraduate assignments to build your reading comprehension, critical and creative thinking, research and analytical skills. Having a specific, "real" audience will help you engage more directly with the reader and adapt to the conventions of writing in any given genre.

Many students feel intimidated asking for help with academic writing; after all, it's something you've been doing your entire life in school. However, there's no need to feel like it's a sign of your lack of ability; on the contrary, many of the strongest student writers regularly seek help and support with their writing (that's why they're so strong). College instructors are familiar with the ups and downs of writing, and most universities have support systems in place to help students learn how to write for an academic audience. The following sections discuss common on campus writing services, what to expect from them, and how they can help you. Writing Mentors Learning to write for an academic audience is challenging, but colleges offer various resources to guide students through the process. Most instructors will be happy to meet with you during office hours to discuss guidelines for writing about their particular discipline. If you have any doubts about research methods, paper structure, writing style, etc., address these uncertainties with the instructor before you hand in your paper, rather than waiting to see the critiques they write in the margins afterward. If you have questions, ask them. For example, if you're not sure about which point of view is appropriate for a specific paper, raise your hand in class and ask your teacher. Your peers may have a similar question, but they may be too afraid to ask. Lastly, you are not bothering your instructor by showing up for office hours; they'll be glad to see you

Chapter 1: Writing a Paragraph

Steps in the writing process described in this chapter are

- Stating the Main Idea
- Organizing Supporting Ideas • Mapping • Outlining
- Drafting
- Revising • Peer Feedback • Instructor Feedback • Self-Evaluation
- Editing

This chapter will lead you through the process of organizing, drafting, revising, and editing a paragraph. It is intended as an overview of the process for writing a paragraph and not as detailed instruction on the parts of the paragraph. The Structure of the Paragraph analyzes each part of the paragraph and provides practice exercises and multiple student examples. In this chapter we use one example, Beth's paragraph "Ready for the Junk Heap," to illustrate the steps of the writing process. Because the best way to learn the writing process is to practice it, we suggest that for each step of the process, you respond to the prompt in Writing Practice to develop a topic you have chosen or been assigned.

➤ Stating the Main Idea

The main idea of a paragraph is expressed in a topic sentence. In this sentence you state simply and clearly the main point of your paragraph. To generate a topic sentence, you must narrow your writing topic, formulate a tentative main idea, and brainstorm supporting ideas for the main idea. Once you have a good idea of what information you will use in your paragraph, you should revise your tentative main idea statement into a topic sentence. As you formulate and refine your main idea statement, keep your assignment, audience, purpose, and tone in mind. Make sure your main idea statement is appropriate for the length and type of assignment you are completing and for the audience to whom you are directing your writing. Make sure your topic sentence indicates your purpose, whether it is to inform, persuade, or entertain. Also, make sure your topic sentence matches your desired tone, whether it is serious, sarcastic, or humorous.

1.1. Turning a Discussion Question into a Topic Sentence:

Many college writing assignments are given in the form of discussion questions. A discussion question can often be turned into a topic sentence. There are many ways to use the important words in the discussion question in a topic sentence.

-Assignment: Analyze the effects of Hurricane Katrina.

-Topic sentence: Hurricane Katrina devastated the Gulf Coast. OR There were two primary effects of Hurricane Katrina. --Assignment: Explain the advantages or disadvantages of a car you own.

-Topic sentence: My car has lots of disadvantages for me. OR I enjoy the advantages of my car.

a- Writing Prompts or Discussion Questions: choose a mode of transportation, and explain its advantages or disadvantages. Discuss a place of business in your community. Prove that an electronic device, such as a computer, cell phone, or PDA, is useful. Using the tentative main idea you developed or one of the discussion questions above, formulate a topic sentence for your paragraph.

b- Generating Ideas to Support the Topic Sentence: You will develop your topic sentence with a number of sentences that support the main idea. The process for writing supporting sentences begins with generating ideas using the techniques we discussed in Chapter 3 of brainstorming, free writing, listing, clustering, and dividing. You should generate three to seven supporting ideas. On scrap paper, use a brainstorming technique to generate ideas to support or develop your topic sentence.

➤ Organizing Supporting Ideas

Organizing your ideas before you start writing is a crucial step in creating a successful paragraph. First, you must make sure that your topic sentence can be developed with the ideas that you have generated. Sometimes you will need to revise the topic sentence to make sure it covers all the supporting ideas that you want to use. Other times you may need to brainstorm more supporting ideas before you begin writing. Secondly, you should think carefully about each supporting idea and write down specific details such as concrete information and examples that you may want to use in your paragraph. You may also want to consider how each supporting idea relates to or helps develop the topic sentence. Using a map or outline can help you plan your supporting sentences so that you don't leave out important ideas or wander away from your main idea. Some writers like to use a map because it shows supporting ideas on one line. Others are familiar with the outline form and prefer it. What matters is that you find a way to plan and organize your ideas before you start writing. As you work on creating a map or outline for your paragraph, you may find that you haven't generated enough ideas to support your topic sentence adequately. If so, use one of the generating techniques to generate additional ideas and details to support your main idea.

➤ Mapping

A paragraph map is like a road map; it shows you how to get from point A to point B without getting lost. A map can take many forms, but in it you plan and order your supporting ideas and details. A map takes only a few minutes to complete, and yet it can make the difference between a well organized paragraph and a disorganized one. A basic paragraph map consists of a topic sentence, a list of supporting ideas in the order they will be presented, and a list of the specific details that will be used to develop each supporting idea. A more detailed map may contain an indication of the reasoning behind each support or a statement of how or why your supports relate to the topic sentence. Making your reasoning explicit ensures that both you and the reader clearly understand how your supporting ideas relate to your topic sentence.

E.g. Writing a Paragraph “ ” I started my map by placing my topic sentence at the top and listing my supporting ideas in the order I plan to use them. Topic sentence: My car has lots of disadvantages for me.

Supporting Ideas: 1. reliability 2. expenses 3. appearance Next, I included some of the details I came up with when I generated ideas.

Supporting Ideas Specific Details

1. Reliability breakdowns

2. Expenses tires, brakes headlights, gas 3. appearance dented door rusted fender Then I tried to spell out for myself and for the reader how each supporting idea will prove my topic sentence by explaining the disadvantages.

Supporting Ideas Specific Details Relation to Topic Sentence

1. Reliability breakdowns anxiety, safety

2. Expenses tires, brakes hard on budget headlights, gas

3. Appearance dented door kids embarrassed rusted fender Outlining An outline is a formal structure that helps you organize topics of support and subtopics. Outline form is broken down into main headings (I, II, III, IV); supporting idea headings (A, B, C); and details (1, 2, 3). Use as many main headings, supporting idea headings, and details as you need to develop your topic. However, each heading that is broken down should have at least two subheadings. For example, if you have an A, you need a B; if you have a 1, you need a Writing Practice

2. Remember that the number of main topics, supporting ideas, and details is up to you and will vary depending on the ideas you have generated. Many students find it difficult to outline a paragraph because outline form is somewhat rigid.

First, examine the ideas you have generated and consider revising your tentative topic sentence. 2. Select your strongest supporting ideas and place them in the map or outline template in the order you would like to use them. Do more brainstorming if you do not have enough supporting ideas to develop your topic sentence. Then, generate specific details for each of your supports. You may wish to state how each supporting idea relates to or proves the topic sentence. Many writers find it easiest first to draft the body paragraphs, and then to go back and write an introduction and conclusion that seem appropriate. Others prefer to draft the introduction first. Either way, you will probably find that you need to generate additional ideas for your body and introduction.

➤ Drafting

Supporting Paragraphs in the Body of the Essay Writing a first draft is easier if you have a well-developed outline. If you've done a phrase outline, all you need to do is to write a sentence or two for each supporting idea on your outline. If you've done a sentence outline, transfer your sentences into paragraphs. Write one body paragraph at a time, incorporating the information from your outline into your paragraph. In writing my first draft, I focused on trying to get as much information from my outline into my sentences as possible. I wanted to get it all out on paper so I could evaluate what I had and what I needed.

1.2 The Outline:

The biggest problem with my car is that it is unreliable.

- Strange noises
- Break down in rain
- Fear, safety issue

The biggest problem with my car is that it's unreliable. Because it's always making strange noises, I feel like I can't rely on it to get me where I'm going. Drafting 79 “ ” Peer Example Draft of Introduction Beth safely. Last week I broke down in a rainstorm, and I got to work soaking wet and late, and got yelled at by my boss. I'm constantly afraid of breaking down in places where it would not only be an inconvenience, but downright dangerous—on the interstate or on the long dark road home at night. These days breaking down could mean more than being late for work; it could mean never showing up for work at all. At some point I have to start asking myself how much my safety and peace of mind are worth.

1.2.1 Drafting the Introduction

The introduction to an essay should get the reader interested in the topic, provide background information about the topic, and state the thesis of the essay. The introduction is the most important part of the essay because it establishes the reader's attitude toward the topic and

toward the writer. An interesting introduction will make the reader want to read the rest of the essay. Essays generally don't begin immediately with the thesis. Instead, they start gradually by getting the reader ready for the thesis. Background information, like background music in a movie, gets the reader in the mood to read the essay. Lesson 8, "The Structure of the Essay," provides specific techniques and examples that can be used to get the reader's attention and provide background information.

-Since my paper is personal, I decided to introduce myself and establish how important a car is to me. A car is a necessity to most people nowadays, so readers should be able to identify with me. My car is indispensable to me. I'm a single mother of two children and I live ten miles out of town, also I work twenty hours a week and I'm taking classes at the community college. Without a car, I'd be lost. Lots of the kids I see at school have new cars, but I don't see how they can afford them. I know I can't even though nothing would make me or my kids happier than owning a new car.

-My car has lots of disadvantages because it's unreliable, costs me too much for repairs, and its appearance. Drafting the Conclusion When you have finished the introduction and body, read through your draft before writing the conclusion.

Some writers like to generate ideas for the introduction and conclusion together so that the introduction and conclusion serve as bookends that hold the essay together. Whichever way you choose, spend a few minutes thinking through how you want to end your essay before you begin writing.

The purpose of the conclusion is to bring the essay to a close. The length of the conclusion depends on the length and complexity of the essay. These two techniques are most common for conclusions:

- ✓ Refer back to the story, problem, question, or quote that began the introduction.
- ✓ Emphasize the important points: remind the reader of the essay's thesis and how its major details are developed.

Since my essay is about me, perhaps my conclusion should refer back to me and to what I've concluded as a result of writing the paper, which is that I desperately need a new car. My car is a junker. Even though I hate the thought of spending the money, I guess it's about time to start looking for a later model used car. I'll have to work more hours to make the payments, but it'll be worth it to have a car that I'll feel safe in. I'd also like a car that won't cost an arm and a leg in repairs and that my kids won't be embarrassed to be seen in.

1.2.2. Drafting the Body

Write a draft for each of your supporting paragraphs, incorporating the information from your outline into your sentences. Focus on communicating your main ideas as clearly as possible.

Introduction Use a technique such as brainstorming, freewriting, listing, clustering, or dividing to generate ideas for your introduction. How can you get your reader's attention? Can you think of a story or anecdote to dramatize the point of your essay? What background information does the reader need to understand your thesis?

1.2.3 Drafting the Conclusion

Generate ideas for your conclusion. Can you refer back to something in your introduction to conclude your paper? Can you emphasize or restate the main points of your essay?

➤ **Revising**

Revising is the process of examining the content and organization of your writing to see how they could be improved. Whenever possible, it's a good idea to let someone else read your first draft and give you feedback on what works and what doesn't work, what is and isn't clear. If you can't get feedback, use the Essay Revision Checklist to help you revise your own writing. In revising, you focus on developing and clarifying your ideas. You may decide you need more supporting details, or you may decide to delete details that don't relate to your main idea. When you revise, you also work on polishing the presentation of your ideas. You may want to consider using precise language, active verbs, appropriate vocabulary, and transitions. The more specific your writing, the better. Therefore, you should try to avoid general nouns such as people and things, and avoid weak verbs such as is/are, has/have, does/do. It's much more effective to use specific concrete nouns and active verbs.

Word Choice: it provides instruction on improving your word choice. Polishing your writing may also mean improving your sentence structure. It's a good idea to vary the length and pattern of your sentences. Try to alternate long and short sentences, and try to use a variety of sentence types. For example, use some compound and some complex sentences.

Writing, like music, depends on rhythm, and varying the rhythm of your sentences can help you both convey your ideas effectively and keep the reader's attention.

Peer Feedback: Your peers can give you a good idea of what is and isn't working in your draft. If anything in your draft isn't clear to a reader, you will probably want to go back and re-examine or revise it. Listen carefully to the comments of your peer reviewers, but remember that in the end you are the one who decides what to include or not include in your paper. If questions about the assignment or mechanical errors arise, consult your instructor "Writing Elements and Skills." For example, if you aren't sure whether your reviewer was right to say you need a comma before and in your essay.

Note to peer reviewers: When giving feedback on someone else's essay, remember that you are trying to help the writer communicate his or her ideas as clearly and effectively as possible. It won't help the writer to be polite and say only that everything is fine, especially if you have trouble following the meaning or the logic of the paragraph. It's your responsibility to pay careful attention as you read or listen to your classmate's draft and then to be as helpful as possible. The questionnaire below can help you let the writer know where you have trouble following the ideas or logic in the paragraph.

1.3 Essay DIRECTIONS:

Read the essay carefully and answer the following questions as specifically as possible. Remember, your goal is to help your peer improve his or her paper. Wherever possible, provide suggestions for improvement.

1. Is the introduction well developed? Interesting?
2. Is the thesis clear? Restate it in your own words.
3. For each body paragraph, indicate whether or not there is a clear topic sentence that supports the thesis. Restate the main idea in your own words.
4. Are body paragraphs well developed?
5. What additional information or supporting ideas could the writer have included?
6. Does the essay develop in a logical order?
7. Does the essay adequately develop the thesis?
8. What did you like most about the essay?
9. What seemed most unclear about the essay?
10. What mechanical errors did you notice in the essay?

You may have an opportunity to submit a draft for review, or you may be able to use your instructor's office hours to get feedback. Instructors generally comment on the strength or weakness of the content and structure of a piece of writing. They may or may not mark errors or list the types of errors they've noticed in your paragraph. Know your instructor's grading symbols (the marks he or she uses to indicate mechanical errors in your writing). If you don't understand your instructor's comments (whether verbal or written), ask him or her to explain. Both seeking feedback on your draft and making sure that you understand it show your instructor that you are serious about improving your writing.

Self-Evaluation:

If peer or instructor feedback isn't available, or if you prefer self-evaluation, you can use the Essay Revision Checklist below to get ideas on how to revise your essay. First, it's a good

idea to give yourself some distance from what you've written by putting your essay aside for as long as you can before coming back to revise it. You may be able to put it aside for an hour or two, or overnight, but if you're writing an in-class paper, you may only have a minute or two before you need to start revising. However much time you have, getting some distance from your ideas will help you spot problems more easily. In revising, you should read your essay as critically as possible, looking for areas that could be improved.

a-Introduction

Is the background information interesting? Does it engage the reader? Does it prepare the reader for the thesis? Does the introduction provide a logical progression toward the thesis? Does it focus on, provide background for, or lead into the thesis? Is the introduction adequately developed? Thesis: Is the thesis a clear statement of the main idea of the essay? Does it fit the assignment?

b-Body Paragraphs Organization:

If there is a blueprinted thesis, do the body paragraphs develop points in the same order as they are listed in the thesis? Even if the thesis is not a blueprint, do the body paragraphs follow a logical order? Is the relationship between paragraphs clear? Are appropriate transitions used between paragraphs? Topic Sentences: Is each topic sentence clear? Does it make one point that supports the thesis? Are there enough supporting sentences (three to five supporting sentences, depending on the assignment) to explain or prove the topic sentences? Does each supporting sentence clearly develop the topic sentence? Do any supporting sentences wander away from the topic? Are any supporting ideas repeated? Is the relationship between supporting sentences clear? Are there clear transitions between sentences? Is there enough specific detail in each sentence to convince the reader? Is the order of supporting sentences clear and logical? Are the sentences varied in length and structure? Is the vocabulary appropriate? Is the language clear and precise? (Are there strong verbs, specific nouns, colorful adjectives and adverbs?)

c-Conclusion

Does the conclusion summarize or tie together the essay? Does it relate back to the hook or story used in the introduction? Does it introduce any new ideas or arguments that would confuse the reader? 4. Entire Essay Does the essay make sense? Does the essay develop in a logical order? Does the essay adequately develop the thesis? Does the essay deliver everything promised in the thesis? Does the essay repeat itself?

E.g.

I'm a single mother of two children and I live ten miles out of town. I also work twenty hours a week, and I'm taking classes at the community college. Without a car, I'd be lost. Lots of the kids I see at school have new cars, but I don't see how they can afford them. I know I can't even though nothing would make me or my kids happier than owning a new car. My car has lots of disadvantages because its unreliable, costs me too much for repairs, and its appearance. The biggest problem with my car is that it's unreliable. Because it's always making strange noises, I feel like I can't rely on it to get me where I'm going safely. Last week I broke down in a rainstorm, and I got to work soaking wet and late, and got yelled at by my boss. I'm constantly afraid of breaking down in places where it would not only be an inconvenience, but downright dangerous on the interstate or on the long dark road home at night. These days breaking down could mean more than being late for work; it could mean never showing up for work at all. At some point I have to start asking myself how much my safety and peace of mind are worth. Next, my car is expensive. In the last two months, I've had to fix the brakes and replace the ignition. Now the air conditioner has given out, and I can't afford the \$700 it will cost to repair it. Even when my car isn't eating up money in repairs, it costs me a lot to cover maintenance. My car only gets twelve miles to a gallon and burns a quart of oil a week, so it's expensive. Sometimes I wonder how a car this worthless can be so expensive. My car's appearance is pathetic. There are patches of rust around the wheel wells and fenders. There is a dent in the passenger door that someone left while I was grocery shopping last year. Ever since another student hit my car in the school parking lot, the trunk latch hasn't worked, and I've had to tie it down with a bungee cord. Also, the upholstery and carpet are stained from years of carrying around two kids and a dog and the headliner is coming loose in several places. Who can blame my kids for not wanting their friends to ride in such a car? My car is about ready for the junk pile. Even though I hate the thought of spending the money, I guess it's about time to start looking for a later model used car. I'll have to work more hours to make the payments, but it'll be worth it to have a car that I'll feel safe in. I'd also like a car that won't cost an arm and a leg in repairs and that my kids won't be embarrassed to be seen in.

In revising my essay, I eliminated material that didn't seem to fit, added new material, and improved the parallelism of my thesis. I also tried to add more specific detail and added transitions to relate ideas within and between the paragraphs. Changes are italicized. Ready for the Junk Heap Because of the way most people today live, cars are no longer luxuries but necessities.

I'm a single mother of two active children, and I live ten miles out of town. I also work twenty hours a week and take classes at the community college. Needless to say, without a car, I'd be lost. Unfortunately, my car is no longer as reliable as it once was, and the older it gets, the more of a cause of anxiety and concern it becomes. It was originally a wedding present from my folks ten years ago, but now that my husband and I are divorced, it's an unhappy reminder of the past. But that's just the beginning of the drawbacks to my old clunker of a car. My car has lots of disadvantages because it is unreliable, expensive, and unattractive. The biggest problem with my car is that it is unreliable. Because it is always making strange noises, I feel like I can't rely on it to get me where I'm going safely. Last week, I broke down in a rainstorm, and as a result, I got to work soaked and late, and got yelled at by my boss. I'm constantly afraid of breaking down in places where it would not only be an inconvenience, but also downright dangerous—on the interstate or on the long dark road home at night. These days breaking down could mean more than being late for work; it could mean never showing up for work at all. At some point I have to start asking myself how much my safety and peace of mind are worth. Not only is my car unreliable, but it is a constant drain on my budget. In the last two months, I've had to fix the brakes and replace the ignition. Now the air conditioner has given out, and I can't afford the \$700 it will cost to repair it. Even when my car isn't eating up money in repairs, it costs me between thirty and fifty dollars a week to cover maintenance costs such as insurance, oil changes, and tune-ups. My dinosaur of a car only gets twelve miles to a gallon and burns a quart of oil a week, so I'm always pumping money into it. Sometimes I wonder how a car this worthless can be so expensive. I might as well be making payments on a car I can rely on. Worst of all, my kids are embarrassed to be seen in our car because it looks so terrible. The once-shiny paint is now dull and bleached from road salt and there are patches of rust around the wheel wells and fenders. There is a dent in the passenger door that someone left while I was grocery shopping last year and ever since another student hit my car in the school parking lot, the trunk latch hasn't worked and I've had to tie it down with a bungee cord. The interior of my car is no better than the exterior. The upholstery and carpet are stained from years of carrying around two kids and a dog and the headliner is coming loose in several places. Who can blame my kids for not wanting their friends to ride in such a car? My car is about ready for the junk pile. Even though I hate the thought of spending the money, I guess it's about time to start looking for a later model used car. Even if I have to work more hours to make the payments, it'll be worth it to have a car that won't leave me stranded, that won't cost an

arm and a leg in repairs, and that my kids won't be embarrassed to be seen in.

➤ Editing Checklist ✓

If possible, get feedback on your essay from peers or your instructor. If you cannot get feedback from someone else, analyze the strengths and weaknesses of your essay by using the Essay Revision Checklist. Editing Once you are satisfied with the content and form of your writing, edit your essay for mechanical errors. Editing is one of the most important skills in writing. All too often, writers receive low grades on their work because they have neglected to edit carefully. No one intends to turn an essay in with errors, but finding errors takes time and attention to detail. Using an editing checklist like the one below can help you catch and correct errors in your English because it can help you focus on one type of error at a time. When you edit, you should read your essay five or six times, focusing on one type of error each time—fragments, verb errors, comma errors, spelling errors, and so on—paying particular attention to errors you have had trouble with in the past. One reason it is so hard to spot errors is that we tend to read what we intended to write down rather than what is actually on the page. A technique that you might want to try is reading your paragraph backward, starting at the bottom and moving to the top.

Reading backward forces you to focus on the words rather than on the content.

Another technique that may be helpful is called tracking. Tracking means using a pencil to point to each word as you read it. Tracking can help slow your reading down and help you focus on one word at a time. All of these techniques are intended to help you find errors so that you can correct them before you turn in your essay. As you learn about the following skills, add them to your editing checklist.

1. Check for run-ons and fragments. Is there one complete sentence—and one complete sentence only—between every two periods? (Identify the subject and the verb, and make sure the word group makes sense.)
2. Check every verb. Do subjects and verbs agree? Is proper verb tense used? Be sure to check the problem phrases such as there is/there are and pay attention to singular subjects such as everyone.
3. Use the dictionary or computer spell check to catch capitalization errors and misspellings. Remember, though, that the spell check will not catch errors with problem words such as there/their.
4. Remember your personal list of errors. Check your writing for any of these errors.

5. Check for apostrophes in contractions and possessives.
6. Check commas.
7. Check pronouns. Do they agree with their antecedents? Is the reference clear?
8. Look for any missing words or letters by reading the writing slowly from the last sentence to the first.
9. Check for parallelism in pairs, series, and comparisons.
10. Check for dangling and misplaced modifiers.
11. Check semicolon and colon use. Worst of all, my kids are embarrassed to be seen in our car because it looks so terrible. The once-shiny paint is now dull and bleached from road salt and there are patches of rust around the wheel wells and fenders. There is a dent in the passenger door that someone left while I was grocery shopping last year and ever since another student hit my car in the school parking lot, the trunk latch hasn't worked and I've had to tie it down with a bungee cord. The interior of my car is no better than the exterior. The upholstery and carpet are stained from years of carrying around two kids and a dog and the headliner is coming loose in several places. Who can blame my kids for not wanting their friends to ride in such a car? Use the Editing Checklist to edit your essay for errors. As you write future essays, refer to Rules and Tools for a copy of the Essay Writing Process Prompts.

➤ Getting the Essay Back

Contrary to popular belief, the writing process isn't over when you get your graded paper back from your instructor. Part of the process of improving your writing is learning from your mistakes. The last thing most students want to do when they get back a paper is pay attention to the errors that have been marked, but understanding your mistakes is the key to improving your performance. Just as in sports, you need to listen to your coach if you hope to play your best.

➤ Think of your instructor's marks and comments as a way of helping you improve.

First, you need to make sure you understand the errors your instructor has marked. If you don't understand the marks, ask your instructor to explain them. Next, you need to know how to correct the errors. Detailed instruction and practices are available for common grammar and punctuation errors. Next, record the errors your instructor has marked in your essay on a personal error list (found in Rules and Tools, page 554).

➤ Recording your errors each time you get a paper returned will help you keep track of the types of errors you have made so that you can avoid repeating them.

Although it may take several minutes to record errors on your personal error list, learning to correct past errors is the best way to avoid making those same errors again. A

template for your personal error list is available in Rules and Tools at the end of this book. Your completed personal error list also serves as a great way to review before a test or before an in-class writing assignment. Simply take your error list out and review it for a few minutes before you begin writing. That way your past errors are fresh in your mind and you are less likely to repeat them.

- ✓ Received spelling
- ✓ Use to go used to go spelling
- ✓ Alot of spelling
- ✓ Always being I am always late fragment late for class.

This lecture will show you how the essay follows the same format as the paragraph. You will learn about the parts of the essay and investigate lots of examples written by student peers and professional writers. These examples will help you use the essay form in your writing. Most of the writing you do in college will be in the format of an essay. The word “essay” comes from a French word meaning “to attempt or try.”

The essay is an attempt at developing a main idea in a number of paragraphs. An essay can be four or five paragraphs long or it can be as long as an entire book. Although there is nothing special about the five-paragraph essay, short essays of from four to seven paragraphs are commonly used in college because they can be written in a class period. Most beginning college writers dread the idea of having to write an essay. They fear that they won’t have enough to say to fill up four or more paragraphs, and they worry that they won’t know how to organize their writing. As you go through the lessons in this chapter, you will notice a number of differences between the student essays and the professional essays used as examples. The classic five-paragraph essay is a good learning tool, but in order to interest their audience and make their point, professional writers usually use shorter paragraphs and a less formal organization that lacks overt thesis statements and topic sentences. Writers and editors deliberately keep the paragraphs in newspaper and magazine articles short because the column format makes short paragraphs easier to read.

Academic writing, however, in which students practice supporting and developing their ideas, requires longer, more structured paragraphs. Academic Essays Professional Essays formal structure informal structure thesis overt thesis sometimes implied topic sentences overt topic sentences sometimes implied paragraphs well developed short paragraphs used to retain attention.

1.4 From Paragraph to Essay

The overall design or form of the essay is similar to the paragraph. Both the essay and the paragraph develop a main idea with supporting ideas and end the writing with a conclusion. However, the essay uses paragraphs to support the main idea and conclude the writing whereas the paragraph uses sentences. Moreover, the essay presents the main idea or thesis statement at the end of the first paragraph, which is called the introduction. The support for the main idea comes in paragraphs in the body of the essay. Finally, the essay is summed up in the last paragraph, called the conclusion. I used the same main idea in my essay that I used in my paragraph, and I chose as body paragraphs the three areas from my paragraph that seem the most important kinds of information that the newspaper provides. I was then able to give much more specific detail about these kinds of information than I was in the one paragraph I wrote about the newspaper. Read my paragraph, and then see how I expanded it into the essay that follows.

a-Read All About It

The daily newspaper provides a valuable source of information. As everyone knows, a town's daily paper reports the news from around the world. Readers gain knowledge of world affairs by reading about wars starting and stopping, the national economy, and tragedies that befall people everyday like auto accidents and home fires. Readers also acquire background information that is needed to be an informed citizen such as the workings of congress and the geography of places all around the world. For instance, when the Pope visited Cuba, Americans learned about the history and geography of the island. Most importantly, the newspaper connects us to our community by publishing important announcements like births, deaths, weddings and the events occurring in town like fairs and government meetings. Reading the newspaper helps us develop our intelligence as citizens by providing us with important information about our world. Our Daily Tutor Around six o'clock in the morning, a loud thump can be heard at many front doors. For millions of Americans, it is one of the most cherished sounds of the day, for it heralds the arrival of the daily newspaper. Some of us enjoy the ritual of reading the paper as we sip our coffee while others take the paper to work and read it along the way. A few even have the patience to wait until they come home from work at the end of the day. Of course, not every American reads the paper every day, but most of us do spend the twenty-five cents to one dollar when some important event occurs. In fact, newspaper readership has been falling steadily for many years. Many people avoid the news because they find it depressing. However, what all Americans should realize is that citizens of a democracy need to be informed in order to make intelligent choices at the ballot box and to participate in the public debates that help shape our country's course. The daily newspaper

provides a valuable source of information. Not only does it report the news, but it provides valuable background information that helps us understand how our world works, and it connects us to our community and culture. Reading the daily news makes us better citizens by informing us about what is happening in the world around us. First, the international news alerts us to developments around the world that may have profound consequences. For example, when another country tests a nuclear weapon or a region erupts in violence, the news may not be pleasant, but our understanding is crucial because such events affect all of us and perhaps even the future of the planet. In addition, our awareness of current events can get us involved in causes such as stopping the spread of nuclear weapons or righting the wrongs that create regional hatreds. Second, the national news keeps us in touch with events closer to home. We learn of political developments in Washington that may change the way we live, and we make judgments about our leaders' actions that will influence the way we vote in the next election. Last but not least, the state and local news keeps us in touch with our regional politicians and with issues like economic development that affect our area. All this information goes into our personal data bank and informs our voice in the great chorus of American democracy. Almost as important as the news is the background information the newspaper supplies in order to give the news an understandable context.

We are shown detailed maps of regions that are experiencing a conflict or natural disaster, and we are given the historical background to news events like the fighting in the Middle East. When the El Niño weather system emerged, newspapers ran detailed accounts of the weather system's causes, effects, and possible future. In addition, the workings of government institutions like Congress and the Supreme Court are regularly explained. The newspaper gives us not only the information but also the understanding we need to make sense of developments in our world. Most importantly, the newspaper offers us a vivid connection to our community. By reading the paper, we learn of important civic meetings that offer us the opportunity to get involved on the local level to help improve our neighborhoods. Moreover, our local newspaper helps give our town an identity and connects us to our neighbors. We keep abreast of the activities of local clubs and teams, and we learn of births, marriages, and deaths in our town. We read letters to the editor that tell us what our neighbors think of issues big and small, and we also participate in the pride of ownership when we read of local residents who win awards or gain recognition for outstanding accomplishments. After reading the paper over breakfast, we walk out the door feeling more engaged in our community. Our world is becoming more complex each day, and it is often a

struggle to make sense of such rapidly changing times. Luckily, we have an ally in the newspaper that is delivered to us every morning. The daily newspaper deserves our time and attention, for it brings us the information we need to better understand our world and to be engaged citizens. Armed with knowledge of current affairs, the background information to make sense of the affairs, and appreciation for our community, we are better equipped to participate as responsible citizens in a democratic nation.

b-The Introduction

Because it establishes the reader's attitude toward the topic and toward the writer, the introduction is the most important part of the essay. An interesting introduction will make the reader want to read the rest of the essay. The introduction to an essay should:

- ✓ Get the reader interested in the topic (attention-getter).
- ✓ Provide background information about the topic (factual material).
- ✓ State the thesis of the essay (main idea).

In the following example, professional writer John E. Obedzinski creates interest by telling about a family he counseled who was not the sort of happy family that he will define in his article. This anecdote raises readers' curiosity about what makes a happy family. Remember that professional writers often prefer a number of short paragraphs to grab the reader's attention. In an academic essay, the attention getter is usually located at the beginning of the introductory paragraph.

From "Why Happy Families Are Different" By John E. Obedzinski, M.D.

The couple in my office looked bewildered. Well-educated, they had raised their children according to the most "progressive" thinking. Emphasizing feelings rather than behavior, the parents allowed the kids to express themselves openly and loudly, offered them an equal voice in family decisions and gave them freedom to pick their clothes, friends and TV shows. They sprang to their children's defense when the kids collided with school authorities, and absolved them of household chores. Sitting with the couple were the results of all that dedicated effort—a sullen, arrogant 15-year-old boy and a totally self-absorbed 13-year-old girl. The four of them were the opposite of the strong, loving family the parents believed their attitudes were helping to build. The Attention-Getter and Background Information Most essays don't begin immediately with the thesis. Instead, they start gradually by getting the reader ready for the thesis. Background information, like background music in a movie, gets the reader in the mood to read the essay. The introduction almost always begins with an

attention-getter and background information about the topic to prepare for the thesis that will come afterward.

Essays can begin with a specific fact in order to develop a general idea, or they can start with a generality and develop particular examples. Attention-getters and background information can take many forms, some of which are listed below. You can use any of these strategies alone or in combination. Remember that the purpose of the introduction is to prepare the reader to read, understand, and agree with the thesis, so it's important to provide whatever information is necessary to get the reader on the same wavelength as the writer. Imagine you were going to read your essay—what would get you interested?

➤ ***A story or anecdote:***

A good story is like a picture, and as the old saying goes, a picture is worth a thousand words. A story that illustrates the point you plan to make in the essay will get the reader interested and predisposed in favor of your slant on the topic.

➤ ***History, facts, or information about the topic:***

Sometimes a topic is so complex that a review of what has happened legally, socially, medically, or politically with the topic must be reported before the reader can appreciate the significance of the thesis your essay will develop. Facts can also help define the significance and the implications of your topic

➤ ***An appropriate quotation***

Sometimes a quote from a historical figure or an authority in the field can get the reader's attention. Peer Example: "How to End a Relationship," Alicia Martinez (page 136)

➤ ***A problem the reader should know about concerning the topic***

Sometimes the reader needs to be alerted to a problem or to the scope of the problem in order to understand your thesis Professional Example: "A Brother's Murder," Brent Staples (page 482)

➤ ***A question that limits your topic***

The answer to the question is your thesis. • A statement that popular ideas about your topic are wrong State popular ideas about your topic and show how you intend to disprove them. Peer Example: "Put Away the Paddle,"

➤ ***A reference*** to something historical, something in the news, a current event, or a literary work Establish common ground with the reader by referring to something well known that is related to the topic.

➤ ***A strong opinion***

Sometimes the writer gets the reader's attention by shocking him or her through a strong statement of opinion. Appeal to Audience Effective background information addresses the audience of the essay. Because background information is directed at the reader, it is important to consider your audience and what will get readers interested in your essay. For example, what would get my mother interested in an essay about dating would be different from the kind of information that would get teenagers interested. Even among teenagers, boys would be interested in different background information than girls. In this example by a professional writer, Grace Bennet appeals to her audience, which is clearly parents of young children, by telling a story that any parent can identify with. This technique gets readers involved and makes them want to find out why telling white lies to children is not a good idea.

From "Why White Lies Hurt" By Grace Bennet "Where's my doll? We lost Baby!" cried five-year-old Ariel Rosen of Millwood, New York. Ariel, her mom Shari, my daughter Anna, and I were standing in line at a bagel place. Shari had apparently left Ariel's doll at our local community center, where the girls had just finished a late morning class. Now all hell threatened to break loose. Then, as I watched, Shari pulled a cellular phone from her purse, pretended to dial the center, and embarked on a make-believe conversation with the "lady at the desk." "You see my daughter's doll on the table? Oh, good. We'll come pick it up in a little while. Thank you. Bye! . . . You see, Ariel, they'll hold Baby for us until later." Ariel smiled broadly. Her whole body seemed to relax. Satisfied with her mom's fib, she was content enough now to sit down to lunch. "That sure did the trick!" I commented. "I'm the queen of white lies." Shari smiled, but she looked slightly embarrassed. "Anyway, I know exactly where we left the doll. I'm not worried about finding it later." "Oh, you don't have to explain," I told her. "I've used white lies with Anna." In fact, most parents can empathize with another mother's or father's decision to tell a "little white lie" to avoid an unpleasant scene with their preschooler, particularly in public. "It's important to pick your battles," more than one parent told me. And telling an occasional untruth seems like a small price to pay for family harmony.

➤ *Length and Placement*

How much background information to provide depends upon the length of the essay and the strategy the writer uses to get the reader prepared for the thesis. In general, an essay of five paragraphs should include three to six sentences of background before the thesis. All the

background information must come before the thesis is presented to point the reader toward the main idea that the essay will develop.

In my essay about the newspaper, I was nervous about making the background too long because my essay is only five paragraphs. I wanted to begin with an attention-getter and decided to start by setting the scene of the paper arriving and people reading it at different times of the day. Then I explained why this topic should be important to the reader. I gave all the background information before I presented my thesis.

➤ ***Thesis or Thesis Statement***

The thesis or thesis statement of the essay presents the main idea that the essay will develop. The thesis creates a focus for the essay and should not be too broad or too narrow for the assignment. A thesis that is too broad is a statement that is too large to be adequately developed in the length essay you have been assigned. A thesis that is too narrow is a statement that is not large enough to be developed into an essay. A well-focused thesis presents a main idea that can be adequately developed in the number of paragraphs or pages you have been assigned to write.

✗ Too broad: People are unhealthy for many reasons. Adequate focus: The diet of many American teenagers is unhealthy. If you've been assigned to write a short essay, you wouldn't even be able to list all the reasons people are unhealthy. You'd be much better off focusing on a specific group of people and/or a specific reason or reasons why they are unhealthy.

✗ Too narrow: American teenagers consume too much salt. Adequate focus: The diet of many American teenagers is unhealthy. While you might be able to develop a good paragraph about the diet of American teenagers being loaded with salt, unless you are taking a nutrition class that requires in-depth reporting, it's unlikely you'd have enough information to develop an entire essay around this topic. Blueprinted Thesis A blueprinted thesis lists in a series the major points the essay will develop. The points should be listed in the order that they will appear in the body paragraphs. The list may appear in the thesis or in a separate sentence after the thesis. The major points in the series must be parallel. In other words, areas listed in the thesis should be expressed in the same grammatical form. Because some instructors prefer a blueprinted thesis and some do not, you should check with your instructor to find out whether a list of main points should be included or not. In the introduction to my essay on Raintree, I state in one sentence my thesis and list the main points I use to develop the thesis. In the essay, I develop the points in the same order as I list them. All three points are nouns, and the

pronoun “its” is repeated with all three elements to emphasize their symmetry. Raintree is a great place to take the entire family out to dinner because of its convenience, its menu, and its atmosphere.

- ✚ Avoid a boring or uninteresting introduction.
- ✚ Avoid placing the thesis before background information.
- ✚ Avoid a too broad or too narrow thesis.
- ✚ Avoid faulty parallelism in a blueprinted thesis.
- ✚ Avoid discussing main points in any order other than the order they are listed in a blueprinted thesis.

c-Body Paragraphs:

Each paragraph in the body of the essay develops one main point (topic sentence) that supports the thesis of the essay. The topic sentence should present an idea that can be developed in one paragraph, and the topic sentence should support the thesis of the essay. The body paragraphs in an essay follow the traditional paragraph pattern of topic sentence, supporting sentences, and conclusion. Of course, not every paragraph begins with the topic sentence, especially in professional writing, but for most academic writing, it is a good idea to place the topic sentence first in order to make sure that there is no room for confusion as to the main idea of the paragraph. Each body paragraph should directly support the thesis statement. In other words, each body paragraph is a separate reason why the thesis of the essay is true.

A body paragraph usually has a minimum of three supporting sentences that develop the topic sentence. These supporting sentences are often developed with examples. Most writers organize the ideas for their essay using an outline. As explained previously, an outline is a formal structure that helps you organize support topics and subtopics. Outline form is broken down into main headings, support headings, and details. Use as many main headings, support headings, and details as you need to develop your topic. Main headings are indicated with Roman numerals (I, II, III, IV, V). Support headings are indicated with capital letters (A, B, C). Details are indicated with numbers (1, 2, 3). Each heading that is broken down should have at least two subheadings. If you have an A, you need a B; if you have a 1, you need a 2. I wanted to explain in this essay how my new van meets my needs as a parent. I decided to cover three main points: the van’s exterior, the van’s interior, and the van’s performance. Each body paragraph covers one main point. I begin each body paragraph with a topic sentence that supports the essay’s thesis, and I supply at least three supporting details to develop or Body Paragraphs, explain the topic sentence in each body paragraph. Notice that I

ended each of my body paragraphs with a conclusion. I've included my outline to the essay to show how I planned my ideas before writing.

A Luxury Ride My son had a big grin on his face as I got ready to drive him to Cub Scouts yesterday. When I asked him what I did to deserve that smile, he pointed gleefully at our new vehicle. We had traded in Miss Debbi, an ancient station wagon that I received as a gift from my parents in the late 80s, for a sleek, teal green minivan. Even though I was grateful to our old car for getting me through those early years as a mother, as my babies became youngsters, Miss Debbi got creakier and rustier and uglier, and my son and daughter were plainly embarrassed to be seen in her. What took Miss Debbi to her grave, though, were the credit card bonus points that my father contributed toward a new vehicle. Dear old dad was the hit of our family when he suggested that we look for something larger and safer than my old clunker. As I gathered up my son and his gear to take him to scouts, I realized how perfectly this new minivan meets my needs as a parent. First, the exterior of the van offers me style, safety, and convenience. Compared to my old clunker, the minivan is the height of style with its teal green exterior and sleek aerodynamic design. Surprisingly, the van is not much longer than my old sedan, and with the cab forward design, it has the appearance of a sleek bullet train. The steel frame and advanced bumpers offer safety in the event of a crash, and the latest development in impact resistant skin panels means my van won't get dented every time someone's shopping cart bounces against it in a parking lot. In addition, the van isn't much higher than my old sedan, which makes it easy for me to stash lawn chairs, cooler, and tent on the roof racks when we go camping. I also like the side door that slides wide open to load kids and dogs. For groceries, the hatch back allows me to stuff bags and cartons in the rear compartment without upsetting the kids camped in the middle seats. Finally, the keyless entry is a fabulous feature for a single woman with her arms full of packages and children. Not only does the exterior of the new minivan perfectly suit my needs as a parent, but the interior is designed for the driver's safety and comfort. When a motorist enters the vehicle, she is offered choices for adjusting the seat's height, distance from the steering wheel, and lower back support, which ensures that every driver is properly positioned to operate the vehicle without straining, stretching, or hunching down. In front of the driver of a minivan, there is a beautifully displayed instrument panel with a digital display that is lit in bright colors for easy reading.

Moreover, the console next to the driver anticipates her needs with its cup holders and organizer tray for tapes or CDs. When the van is moving, a computerized voice warns of

unlocked doors or unfastened seat belts, which puts a driver at ease when carrying a vanload of kids. The driver can even control the mirror on the passenger door to get a better look at the lanes of traffic, and the mirror on the back gate lets the driver feel confident when backing into a parking space. Finally, the van's performance features make it a pleasure to drive. The engine provides the power of six cylinders, which gives me the acceleration

The Structure of the Essay

I. Introduction " A. Background Info 1. Anecdote of son loving new van

2. Story of Debby, the old car B. Thesis: I realized how perfectly this new minivan meets my needs as a parent.

II. The exterior of my van offers me style, safety, and convenience. A. Style B. Safety C. Convenience

III. The interior of new minivans are designed for the driver's safety and comfort. A. Seats B. Instrument panel C. Console D. Doors E. Mirrors IV.

The van's performance features make it a pleasure to drive. Peer Example Dan to enter freeway traffic effortlessly. I also enjoy the cruise control out on the highway for my long drives from home to school. Last week, I discovered the benefits of the anti-lock brakes when I had to avoid a fender bender ahead. My old car's brakes would have locked up, and I would have skidded into that huge truck in my path. Instead, the van's brakes didn't grab, so I kept control and was able to maneuver around the crack-up. Probably the feature of my new van that I appreciate most often is the fuel economy because I'm not spending any more on fuel than I was on my old heap. The power and economy of my new minivan are an exceptional combination. My son just informed me that he volunteered me to drive half his scout troop to its jamboree in our new van, which he has nicknamed Miss Betty, and he gave me a big hug. Outside sits the best gift I've ever received and one of the most important tools for a parent like me. My sleek new minivan is stylish and convenient outside, safe and comfortable inside, and powerful and economical on the road. Miss Betty is the best vehicle I could ever drive as a parent.

➤ *The Conclusions in the Body Paragraphs*

Body paragraphs may end with a strong supporting detail or may end with a conclusion that sums up the ideas presented in the paragraph. The necessity for a conclusion, or summary statement, depends on the length and complexity of the paragraph. If a paragraph is short or the main idea of the paragraph is simple, a conclusion may not be needed. Transitions Within and Between Body Paragraphs Effective body paragraphs use transitions within paragraphs to

create coherence. Because I had three primary supporting details in this paragraph, I signaled the move to each major supporting idea with the transitions first, second, and last but not least. Within the first supporting idea, I showed the relationship between the sentences with for example and in addition.

Reading the daily news makes us better citizens by informing us about what is happening in the world around us. First, the international news alerts us to developments around the world that may have profound consequences. For example, when another country tests a nuclear weapon or a region erupts in violence, the news may not be pleasant, but our understanding is crucial because such events affect all of us and perhaps even the future of the planet. In addition, our awareness of current events can get us involved in causes such as stopping the spread of nuclear weapons or righting the wrongs that create regional hatreds. Second, the national news keeps us in touch with events closer to home. We learn of political developments in Washington that Body Paragraphs 103 A. Six cylinders for power B. Cruise control C. Anti-lock brakes D. Fuel economy “ ” Peer Example Beth may change the way we live, and we make judgments about our leaders’ actions that will influence the way we vote in the next election. Last but not least, the state and local news keeps us in touch with our regional politicians and with issues like economic development that affect our area. All this information goes into our personal data bank and informs our voice in the great chorus of American democracy.

Effective body paragraphs also provide transitions between paragraphs of support. I used transitions at the beginning of each of my body paragraphs to help lead the reader through my essay. In the second paragraph, I announced my first supporting sentence with the word first. In my third paragraph, I referred back to the first point I had made and then introduced my second point, and in my fourth paragraph I announced my final support.

Thesis:

As I gathered up my son and his gear to take him to scouts, I realized how perfectly this new minivan meets my needs as a parent.

Topic sentence #1: First, the exterior of the van offers me style, safety, and convenience.

Topic sentence #2: Not only does the exterior of the new minivan perfectly suit my needs as a parent, but the interior is designed for the driver’s safety and comfort.

Topic sentence #3: Finally.

The van’s performance features make it a pleasure to drive.

➤ **Number of Body Paragraphs:**

The number of body paragraphs in an essay will depend on the number of points needed to develop the thesis. The length of your essay may be determined by your assignment, or it may be left up to you. Even though we show you lots of five-paragraph essay models, the number of paragraphs in your essays may vary depending on what you have to say and how many points you wish to present.

➤ **Order of Body Paragraphs**

The body paragraphs should be presented in a logical order. You can choose to organize your body paragraphs in a number of ways; the important consideration is to make the order clear and logical to the reader. If the areas the essay will develop are spelled out in a blueprinted thesis, the body paragraphs should be developed in the same order that they are listed in the thesis. The body paragraphs could be presented:

- ✓ In chronological order,
- ✓ In order of importance,
- ✓ According to some other structuring principle, or
- ✓ With a combination of these plans.

In my essay about what happened on the night of my prom, I decided to organize my essay chronologically according to what happened first, second, and third that night. Thesis: Unfortunately, my senior prom was a disaster.

Topic sentence #1: I thought I had everything arranged well in advance of the night of the prom.

Topic sentence #2: My date was forgiving enough until we arrived fifteen minutes late at the four star French restaurant where I had made reservations months in advance.

Topic sentence #3: By the time we arrived at the prom, my date was barely speaking to me.

In my essay about reading the newspaper, all my points about the newspaper are important, so I chose to base the order of importance upon most obvious to least obvious importance. I started with the most obvious benefit of the newspaper, which most people would agree is the news. Less obvious, but just as important, is the background information the newspaper provides. Least obvious, but most important to me, is the connection to the community the newspaper provides.

Thesis: The daily newspaper provides a valuable source of information. Not only does it report the news, but it provides valuable background information that helps us understand how our world works, and it connects us to our community and culture.

Topic sentence #1: Reading the daily news makes us better citizens by informing us about international, national, and local news.

Topic sentence #2: Almost as important as the news is the background information the newspaper supplies in order to give the news an understandable context.

Topic sentence #3: Most importantly, the newspaper offers us a vivid connection to our community.

I suppose my essay was organized spatially. I started with the exterior of the van, then discussed the interior, and ended up with performance.

Thesis: As I gathered up my son and his gear to take him to scouts, I realized how perfectly this new minivan meets my needs as a parent.

Topic sentence #1: First, the exterior of the van offers me style, safety, and convenience.

Topic sentence #2: Not only does the exterior of the new minivan perfectly suit my needs as a parent, but the interior is designed for the driver's safety and comfort.

Topic sentence #3: Finally, the van's performance features make it a pleasure to drive. In my essay on General Colin Powell, I chose to discuss General Powell's military career first because that's what he is best known for. His concern and affection for his family became known when, at his wife's urgings, he declined to run for vice president. His career as a statesman is his most recent and perhaps his most important success. So my essay is a combination of chronological order and order of importance.

Thesis: This distinguished man is an excellent role model for African-American men. Topic sentence #1: Colin Powell's military career shows African-American males that they can succeed in a traditionally white institution like the armed services.

Topic sentence #2: Colin Powell serves as an example of the power a strong family has to anchor us in enduring values.

Topic sentence #3: After retiring from the military, General Powell has taken his place as a senior statesman, a new role for an African-American male. You should watch out for these common errors when writing body paragraphs

 Avoid topic sentences that don't support the thesis.

- ✚ Avoid topic sentences that are too broad or too narrow to be developed in a paragraph.
Avoid poorly developed body paragraphs.
- ✚ Avoid body paragraphs that do not use transitions within and between paragraphs.
- ✚ Avoid body paragraphs that are not presented in logical order.

➤ ***The Conclusion***

The conclusion to the essay is the final paragraph of the essay. If the essay is very long, the conclusion might be more than one paragraph, but essays of five to ten paragraphs generally have only one paragraph of conclusion. The two most common techniques for concluding an essay are to

- ✓ Refer back to the story, problem, question, or quote that began the introduction.
- ✓ Emphasize the important points.
- ✓ Remind the reader of the thesis of the essay and how its major details are developed.

I decided to end my essay by referring back to the story I used in the introduction about taking my son to Boy Scouts. The fact that my son is volunteering me to drive and that he has named our new van says how he feels about this new member of our family. A Luxury Ride My son just informed me that he volunteered me to drive half his scout troop to its jamboree in our new van, which he has nicknamed Miss Betty, and he gave me a big hug. Outside sits the best gift I've ever received and one of the most important tools for a parent like me. My sleek new minivan is stylish and convenient outside, safe and comfortable inside, and powerful and economical on the road. Miss Betty is the best vehicle I could ever drive as a parent. In my essay on the newspaper, I wanted to emphasize the points I make in the essay and show once again how important the information we get through the newspaper is if we are to participate responsibly in the decisions we have to make as voters. Daily Tutor Our world is becoming more complex each day, and it is often a struggle to make sense of such rapidly changing times. Luckily, we have an ally in the newspaper that is delivered to us every morning. The daily newspaper deserves our time and attention, for it brings us the information we need to better understand our world and to be engaged citizens. Armed with knowledge of current affairs, the background information to make sense of the affairs, and appreciation for our community, we are better equipped to participate as responsible citizens in a democratic nation.

➤ ***Length of the Conclusion***

The conclusion is generally not as long as the introduction. The length of the conclusion depends upon the length and complexity of the essay. An essay of five or six paragraphs

should present a conclusion of three to ten sentences. You should watch out for these common errors when writing conclusions.

- ✚ Avoid beginning the conclusion with *in conclusion*, *finally*, or *to summarize* because it is obvious to the reader that you are going to conclude your essay in the last paragraph.
- ✚ Avoid sounding mechanical in summarizing the essay; for example, do not repeat the thesis statement and list of major details word-for-word from the introduction.
- ✚ Avoid beginning a new argument in the conclusion.

The title of an essay gives the reader a clue as to the topic of the paragraph and the main idea. It is a sentence fragment, or sometimes a question, and is written above the essay in the middle of the page. The title is capitalized according to standard rules.

- ✚ Remember that the title that accompanies your own writing should not be underlined, italicized, or placed within quotation marks.
- ✚ Your title should not be the same as the subject or topic you have been assigned, but should be a unique name for your specific essay.

My focus in this essay is on how the newspaper teaches us, so as I wrote the first draft in the writing lab and heard someone call for a tutor, I knew I had my title. A Luxury Ride BETH: “Luxury” was a word I wanted in my title, and I played around with van in the title but decided to use A Luxury Ride. Circle the best answer.

1. What is the main idea of an essay called? A. introduction B. topic sentence C. thesis
2. Where is background information in an essay placed?
A. after the thesis B. at the beginning of introduction before thesis C. anywhere in the introduction
3. What is the main purpose of background information? A. introduce the reader to the subject of the essay B. present the thesis C. give background about the writer
4. What should paragraphs in the body of the essay include?
A. at least five supporting details B. a topic sentence C. background about the paragraphs
5. How does the topic sentence in a body paragraph relate to the thesis statement?
A. It supports the thesis statement of the essay. B. It states a fact about the subject of the essay. C. It concludes the introduction.
6. The number of sentences within body paragraphs should be consistent throughout the essay.
7. The number of body paragraphs in an essay may vary in number.

8. The concluding paragraph should remind the reader of the thesis and the main points in the body of the essay.
9. The title of your essay should be underlined.
10. The first word and all important words in the title should be capitalized.

Identify each paragraph as (I) for Introduction, (B) for Body paragraph, or (C) for Conclusion. One of the best things about Raintree is its convenience. We live five minutes away, so it's easy to jump in the car at the last minute and be there in no time. I for one certainly appreciate not having to drive across town and fight traffic after a hard day at the office. The Title: restaurant also offers plenty of parking. I've never had to circle the lot looking for a parking space as I have in other restaurants. Best of all, the service is fast and friendly. We're generally seated immediately, and the waitress takes our orders quickly. She brings our drinks and bread before the kids have a chance to get antsy. She also checks in periodically throughout our meal to see if we need anything and to refill our drinks. All of these qualities make Raintree a hassle-free dining experience.

1. We're lucky our whole family can agree on a restaurant we all like. I don't dare think about what their favorite restaurant may be when they're in their teens—The Hard Rock Cafe or some diner with waitresses on roller skates. For now, I'm grateful we can all agree on Raintree where we can enjoy a good meal, friendly service, and comfortable surroundings at a price I can afford. Raintree makes it easy to enjoy each other's company.
2. Going out to eat with kids can be an enjoyable or not so enjoyable experience depending on the kids and depending on the restaurant. When my two kids were little, the restaurants they liked were not exactly high on my wife Diane's and my list. For years, the only place they wanted to go was McBurger. My wife and I suffered through many Big Burger meals just to make the kids happy. Luckily, our kids have grown up, and their tastes have changed. Now when I ask where they want to go for dinner, they vote for Raintree, and Diane and I smile because we are as happy with their choice as they are. Raintree is a great place to take the entire family out to dinner because of its convenience, its menu, and its atmosphere.
3. The atmosphere in Raintree is one the whole family can enjoy. The lighting is low and peaceful and the music is low enough to provide background without being obnoxious. The restaurant has mostly booths, which provide intimate seating, unlike the barn-like dining rooms of some restaurants. The restaurant is decorated with sports and

entertainment paraphernalia such as team pennants and movie posters, which gives it a casual but adult atmosphere. They also have TV monitors hung from the ceiling, so if anyone gets bored, they can watch a game. My kids like it because they think it's cool because they might run into one of their friends, and from our point of view, there is plenty to keep the kids amused during dinner. Anything that keeps them happy, keeps Diane and me happy.

Not only is Raintree convenient, but it also has great food. The menu offers a variety of dishes to please the entire family. There are steaks, ribs, and fajitas for me; burgers, grilled cheese sandwiches, and fries for the kids; and all kinds of salads for Diane. The quality of the food is also excellent, and the portions are large. No one has ever complained about leaving Raintree hungry. Best of all, the bill won't break the bank. Kids' meals are under \$3, the sandwich platters and salads are around \$5, and full dinners are around \$8. Diane appreciates the fact that the kids get a nutritious meal that they like, and I appreciate not having to spend an arm and a leg on it.

Let's practice! Activity1:

1. Determine the correct order for the thesis, topic sentences, and conclusion by correctly placing the number for each sentence into the outline.

1. Not only is Raintree convenient, but it also has great food.
2. The atmosphere in Raintree is one the whole family can enjoy.
3. Raintree is a great place to take the entire family out to dinner because of its convenience, its menu, and its atmosphere.
4. We're lucky our whole family can agree on a restaurant we all like.
5. One of the best things about Raintree is its convenience.

I. Thesis:

II. Topic sentence

III. Topic sentence

IV. Topic sentence

V. Conclusion:

Activity2:

Determine the correct order for the thesis and topic sentences of the body paragraphs by placing 1 next to the thesis and 2, 3, and 4 next to the topic

sentences in the most logical order.

1. A Good Health Club ____ In addition to a modern, well-maintained facility, a good club will boast the latest in exercise equipment and classes. ____ A good health club can be recognized by examining its component parts: facilities, programs, and staff. ____ One of the most obvious qualities of a good health club is its facilities. ____ What makes a good club outstanding, however, is its staff and amenities.

2. Corporal Punishment ____ Corporal punishment aggravates antisocial behavior. ____ Finally, corporal punishment instills fear rather than respect. ____ Corporal punishment is counterproductive because it aggravates antisocial behavior in the student, breaks down communication between teacher and student, and instills fear rather than respect. ____ In addition to aggravating antisocial behavior, corporal punishment blocks the opportunity for communication between teacher and student. The Title 111 Writing Assignment

3. How to Break Off a Relationship ____ First, I try not to break up with a boyfriend unless I'm sure the relationship can't be saved. ____ I try to follow the guidelines I learned as a child in Sunday school: I try to treat others the way I would want to be treated myself. ____ Once it's clear that a breakup is inevitable, I try to tell my soon-to-be ex-boyfriend as quickly and kindly as I can. ____ Even though following this process may take longer than the cruel and quick method, the results are worth it.

4. An Admirable Man ____ Not only was my Dad honest, but he was also the hardest-working man I've ever known. ____ My father showed me the meaning of honesty. ____ By setting a good example for me, my father showed me the meaning of honesty, hard work, and generosity. ____ My father was also an enormously generous man.

5. Repetition in Teletubbies ____ First, the characters themselves, Tinky Winky, Dipsy, Laa-Laa, and Po, are four variations on a theme. ____ Not only are the Teletubbies repetitions of one another, but sequences of actions are repeated within each show. ____ The show is Teletubbies, a British show aimed specifically at toddlers, and the repetition I noticed is no accident. Teletubbies uses repetition in a number of ways to appeal to toddlers and help

them learn. ____ Similarly, the repetition of sequences from previous shows provides predictability, familiarity, and pleasure.

Activity3:

Try writing an essay for one of the following topics:

1. Choose a sport you enjoy and explain how it teaches important values. Or which sport best reflects the American character?
2. Explain why you like or dislike owning your car, or choose a brand and type of car that you would like to own and explain why.
3. Choose a favorite natural wonder like a lake, park, or river and prove that it should be preserved.
4. Should the United States be involved in peacekeeping missions around the world?

Chapter 2: Writing Essays

2.1 Introduction:

College demands a very particular kind of writing. You will be required to write paragraphs and short essays both in class and out of class. You will be graded on how correct your writing is, as well as on the content of your writing. In this section of the textbook, you will learn to write the paragraphs and short essays that will be required of you in your first years of college.

2.2 The Formats for College Writing: The Paragraph and the Essay:

The paragraph and the essay are the formats you will use to write college papers. The paragraph is the building block for all college writing. The essay is comprised of a number of paragraphs. You must understand the structure of the paragraph before tackling the essay. In fact, the structure of the paragraph and essay are similar. Both state a main idea and support the main idea. The paragraph focuses on a main idea that can be developed or explained in five or more sentences, while the essay focuses on a main idea that requires a number of paragraphs to develop. You will sometimes be able to explain an idea in one paragraph, especially on short answer exams. More often, you will be asked to develop your idea in an essay of four or more paragraphs. The length of your writing is determined by your main idea, the amount of support you will use to explain the main idea, and your instructor's assignment as to the length of the paper.

Structure of the Paragraph and the Essay

- Main idea (topic sentence or thesis)
- Support for the main idea (a number of supporting details in a paragraph or a number of paragraphs in an essay)
- Conclusion (summary of the main points of support for the main idea)

2.3 The Writing Process for Paragraphs and Essays:

The first steps in writing a paragraph or an essay are important to understand before you begin writing. Most beginning writers assume that good writers have some magic “folder” in their brains that they can open when they are given a writing assignment and pull out a completed “A” paper without having to agonize or struggle to produce it. Nothing is further from the truth. Over the years, successful writers have developed an effective writing process—how

they come up with ideas, organize ideas, and produce a finished product. At first, this process may seem time consuming and awkward. The truth is that good writers follow these same steps to develop a successful piece of writing. They adapt the steps to fit the assignments and their deadline. They use the process during in-class writings too. It helps to think of writing as a process like any other—like baking bread or building a house. When you see the finished product—a loaf of bread or a house or an “A” paper—it’s hard to imagine all the steps that went into producing it. Nevertheless, good writing is the product of a process, and you won’t succeed if you skip important steps in the process any more than a recipe would succeed if you left out ingredients or a construction project would succeed without a blueprint. The writing process describes the steps successful writers follow from the time they get an assignment until the time they turn in the final draft. The first steps involve determining what to write about and generating ideas to use in the writing. The next step is organizing the ideas you have generated, followed by writing a draft of the paragraph or essay. Finally, good writers revise their writing to improve the communication and edit their writing to make it correct. You will learn to use the writing process in the following chapters. “First Steps: Generating Ideas” (Chapter 1) will introduce you to the writing process and show you a number of techniques for generating ideas. “Writing a Paragraph” (Chapter 2) will show you how to use the writing process to write a paragraph. “The Structure of the Paragraph” (Chapter 5) will explain the parts of the paragraph and how to use them to write strong paragraphs. “Writing an Essay” will show you how to use the writing process to write an essay. “The Structure of the Essay” (Chapter 4) will explain the parts of the essay and how to use them to write successful essays.

Understanding the assignment ,narrowing the topic ,determining the writing context, formulating a main idea ,stating the main idea ,brainstorming, free writing ,listing ,clustering and dividing are the main steps for generating ideas ,organizing Ideas ,drafting ,revising and editing The biggest mistake most beginning writers make is to start writing on the topic they have been given without doing the mental work necessary to ensure a successful outcome. Nothing is worse than getting halfway through an assignment only to find out that your writing is off topic, too general, or not adequately developed. Don’t jump the gun! Experienced writers know that before they can begin writing they have to examine the topic carefully to make sure they understand what is being asked. They must then narrow the topic; determine the writing context (which includes deciding on purpose, audience, and tone); formulate a main idea; and, finally, generate supporting ideas for developing the topic successfully. We illustrate these first steps of the writing process by following one of the

student peers, Beth, as she tackles an assignment. The topic she has been given, “modes of transportation,” is a very general one, and she demonstrates both individual and group brainstorming techniques to narrow her topic. Beth also tries out each of the techniques for generating ideas in order to illustrate how the techniques differ. We suggest that you follow Beth’s example and try each of the techniques with your own topic so that you get a “feel” for each method. Remember that you are learning to use a process to construct a piece of writing, perhaps for the first time. Don’t let yourself get bogged down with what you don’t know or with details. (Later you will learn in detail about the structure of the paragraph and essay in Chapters 5 and 7.)

2.4.Your First Steps: Generating Ideas

In this chapter, we describe the first steps in the writing process:

- Understanding the Assignment
- Choosing a Topic
- Narrowing the Topic • Using a Narrowing Tree • Brainstorming
- Determining the Writing Context • Purpose • Audience • Tone
- Formulating a Main Idea
- Generating Supporting Ideas • Brainstorming • Freewriting • Listing • Clustering • Dividing

There is no better way to learn the writing process than by doing it. Also, remember that you will come back to the writing process with each assignment you complete, and each time you will understand more about the paragraph or essay form and how to develop and refine your writing. Once you have completed the initial steps of the writing process described in “First Steps,” you will continue the process in “Writing a Paragraph” in Chapter 1 or “Writing an Essay” in Chapter 2, depending on the assignment you have been given. Beth continues to develop her topic as both a paragraph and an essay in those chapters, and you may continue developing your topic, too. Afterward, we advise you to read the chapter on the structure of the paragraph or the structure of the essay (Chapters 3 or 4) to learn more about the structure for the kind of college writing you are doing. Understanding the Assignment It’s important that you understand your assignment before you begin writing because each college assignment is likely to have different requirements. First, make sure you are clear on requirements such as: • due date • length • format of paper • topic restrictions Choosing a Topic Usually you will be given a writing topic, or a choice of topics, to write about. Instructors choose topics that lead to good papers. It is your job to think carefully about the

topic and find an area of the topic that you can write about. Sometimes the writing topic is a word or phrase such as “modes of transportation,” and sometimes the topic is a writing prompt or discussion question such as “Discuss a mode of transportation that you are familiar with.” Understanding the following words, commonly used in assignments, will help you focus your writing: Analyze: Examine one or more of the parts of a topic. Compare: Examine the similarities and differences in two topics, with the emphasis on similarities. Contrast: Examine the differences in two topics. Discuss: Present various sides of, focus on, or explain one topic. Explain: Make clear, give the reasons for, or analyze a topic in a step-by-step fashion. Prove: Provide evidence to persuade the reader that a statement is true.

Summarize: Restate the main points of an issue or article in a shortened form.

I am going to write about a mode of transportation. In this chapter, I will show you how I narrowed the topic to a tentative main idea. In Chapter 4, I will use the writing process to write a paragraph, and in Chapter 6, I will use the writing process to write a short essay. Writing topic or prompt: modes of transportation Length (paragraph or essay): a paragraph (shown in Chapter 4) and an essay (shown in Chapter 6) Due date: next Friday Using one of the writing topics above or a topic assigned by your instructor, determine the following for your topic: Writing topic or prompt: Length (paragraph or essay): Due date: Narrowing the Topic Depending on your assignment, your first step may be to narrow the topic. If you are given a general topic such as “modes of transportation,” you will want to narrow the topic to a subject you can develop in a paragraph or short essay. The following brainstorming techniques for narrowing the topic will help you get your mind working. Use scrap paper to record your ideas, and don’t worry about what you write down. This is a process or exploration, so nothing is right or wrong. Just relax, focus on the topic, and explore what you know and discover what you want to write about. Using a Narrowing Tree Use a narrowing tree to divide a general topic or subject into more specific parts until you find a specific topic of interest.

2.5. Generating Ideas Writing: Practice

Use either a narrowing tree or group or individual brainstorming to narrow your topic to one that can be developed to fit the length of your assignment. Topic: Narrowed topic: Determining the Writing Context Determining the writing context means examining your purpose in writing, your audience, and the tone you wish to use. As the writer, you have lots of options to choose from in how to present your ideas. Ask yourself questions such as these:

- Do you want to inform your readers or persuade them?
- Is your audience predetermined or can you choose who you want your readers to be?

- Do you want this to be a serious piece or a humorous one?

Purpose

Your purpose includes why you are writing, what your goals are, and what you hope to accomplish. Understanding your purpose will help you determine what to include and what to leave out of your writing and will help you shape your topic sentence or thesis. The purpose of most college writing is to inform, to persuade, or to entertain. If your topic is “a place of business” and your purpose is to inform, you might provide factual information on a particular business such as a restaurant and provide its name, location, type of food, hours of operation, and prices.

Topic: Place of business **Purpose:** To inform Ernesto’s Restaurant Ernesto’s Restaurant, located at 2100 South University Avenue, specializes in Mexican food. Some of the most popular dishes are fajitas, burritos, chimichangas, and chiles rellenos, and the prices for entries range from four to six dollars. Ernesto’s also offers a children’s menu (priced two to three dollars) with items such as chicken bites, hamburgers, and grilled cheese sandwiches. The restaurant is decorated with tropical plants and travel posters of Mexico. The atmosphere is casual, and the clientele is mostly students and families. If your purpose instead is to persuade, you might wish to convince your audience that the restaurant you have chosen is a good or bad place to go. You might include much of the same information, but you would also include details that slant the information as either positive or negative.

Peer Example: Tony Notice in the following example how the favorable adjectives and adverbs help persuade the reader that this is a good restaurant.

Topic: Place of business **Purpose:** To persuade A Great Mexican Restaurant Ernesto’s Restaurant, located at 2100 South University Avenue, offers superb Mexican cuisine. Ernesto’s specializes in authentic south-of-the-border dishes such as sizzling fajitas, ample burritos, succulent chimichangas, and flavorful chiles rellenos. The portions are large and delivered to the table piping hot. All entrées are reasonably priced, between four and six dollars. In addition, the kids’ menu, priced between two and three dollars, offers traditional kid favorites such as chicken bites, hamburgers, and grilled cheese sandwiches. The restaurant is tastefully decorated with lush tropical plants and travel posters of exotic Mexican locations; mariachi music completes the atmosphere. Ernesto’s casual atmosphere makes it a popular spot with both students and families. Word of mouth has quickly spread about this great dining establishment.

Audience

Your audience is the reader or readers with whom you are communicating. We tend to be more aware of audience when we speak than when we write because the audience for the spoken word is right in front of us. We make decisions unconsciously about what to say and how to say it, tailoring our statements to the person or group to whom we are speaking. Although we have plenty of experience in choosing words for an audience, we sometimes forget this intuitive knowledge when it comes to writing—which we usually do alone rather than face to face with our audience. Good writers tailor what they have to say and how they say it to fit what they know about their audience. Keep in mind your audience's interests, concerns, values, educational backgrounds, and attitudes in determining what information to include and how to present it.

2.5.1 Individual Brainstorming:

One person can generate supporting ideas on a narrowed topic by focusing on the topic and writing down all the ideas that come to mind. Don't worry about spelling, punctuation, or grammar at this point. Most people get ideas about their topic by visualizing the topic or picturing it in their minds. Try to be aware of all the senses—sight, hearing, taste, smell, and touch. Imagine what the person, place, or thing looks like. Imagine you are in the scene. Imagine you are walking through it or experiencing it. Here's an example of my brainstorming ideas on the topic of the disadvantages of my car. I tried to picture my car and the experience of driving it, and I wrote down everything that came to mind. The more I focused on my car, the more ideas I came up with. Topic: Disadvantages of my unreliable car ugly unreliable always breaking down stuck in the rain or on the way home safety towing mechanic what's wrong with it? how much will it cost? embarrassing my kids I wish I could afford a new car.

2.5.2 Group Brainstorming:

Two or more people can help each other generate ideas by brainstorming together. The group focuses on each individual's narrowed topic and tentative main idea statement, and everyone contributes as many ideas as possible. One person's ideas might stimulate other ideas, and before you know it, the group has generated enough ideas to get the writer started. The group then focuses on another writer's tentative main idea statement next, and so on. We suggest you take notes as the group helps you brainstorm ideas. When it comes to generating ideas, two heads are definitely better than one.

The important thing is to get ideas on paper without stopping to think about or be distracted by what is correct or incorrect. I hate my car. Always afraid of breaking down and being late for work and then not being able to pay to get it towed or get it fixed. I hate dealing with

mechanics and never knowing whether to trust what they're telling me about what is wrong with the car and what needs to be fixed. The worst part is the fear of being stranded on the road by myself or with one of the kids, and these days it's not paranoia, but a realistic fear. The kids would say, you worry for nothing mom. For them the worst part is the way the car looks, rusted fenders and scratched paint, not shiny and new like most of their friends parents cars.

2.5.3 Listing:

Another way to generate ideas is listing. Don't worry about trying to write in sentences; just list words or phrases that come to mind when you focus on your topic. Focus on your topic by visualizing it, and write a list of everything that comes to mind. Try to see the topic in your mind's eye and be aware of all the senses—sight, hearing, taste, smell, touch. Here is an example of the list I came up with for the topic “the disadvantages of my car.” —breaking down—late for work —Mr. Rains angry at me and not believing my car broke down —then having to deal with the car —towing it —the cost, and where to take it —which garage to trust—who to believe when I don't know if it's the ignition or a hose —fear of being stranded —long dark road home —afraid of crazy person —kids embarrassed when I drop them off at school —they want new car —I can't afford the payments

2.5.4 Peer Example -Beth Clustering :

Clustering is a visual representation of ideas. Because you cluster related ideas together, clustering begins the process of grouping or organizing your ideas. Many writers begin by free writing or listing and then cluster those ideas into related groups that generate further ideas. When you cluster, you write down words or images you associate with your topic. These words may be parts of your topic. Then cluster related ideas together by drawing lines between them. I seemed to have three major complaints about my car: how unreliable it is, how expensive it is, and how terrible it looks. Once I came up with those three areas, I was able to generate specific details or problems I'd had in each of those areas.

2.5.5 Dividing:

Dividing generates ideas by breaking the topic into its component parts. Use the journalistic questions of who, what, where, when, why, and how in order to divide a topic. Ask yourself, “What are the parts of my topic?” One technique is to imagine yourself in your topic—at school, on the job, playing a sport—and move through the event or the experience chronologically. What happens first, second, third? What issues do you have to face at each moment of the task or situation? Dividing a topic is useful in generating supporting ideas for your main idea. “ ” Writing Practice 4 Peer Example Beth Once you have divided a topic into

its component parts, you will be able to generate specific ideas about each part. Focus on each part and think of specifics that will support your point of view about your topic. Here's an example of how I divided the topic "car" into its component parts. Let's see, what are the typical parts of a car? There's appearance, what it looks like. There's performance, how it handles and accelerates and parks; there's reliability, whether you can count on it not to leave you stranded; there's cost, for me that would be the cost of repairs; then there's the cost of insurance and gas and maintenance like oil changes. There's also the issue of how safe the car is. That gives me enough areas to start developing.

Chapter3:Basics in Essay Writing

3.1Introduction:

Much of your university work will be assessed by essay, whether that's an essay you prepare in your own time over a period of days or weeks, or one you concoct in an examination hall in the space of an hour. It therefore follows that if you learn how to prepare, organize and present essays, you will do much better in your degree overall.

3.2The Essay:

Kathleen McWhorter, author of *The Writer's Express*, defines an essay as "a group of paragraphs about one subject." Aldous Huxley called the essay "a literary device for saying almost everything about almost anything." Just as a unified paragraph has a stated or implied topic to which each sentence contributes, a unified composition has a central idea to which each paragraph contributes. Therefore, many of the techniques used to write paragraphs (e.g., developing a major idea, arranging supporting details logically and effectively, and making appropriate transitions) are applicable to the essay as a whole.

3.2.1 The Short Essay and the Five-Paragraph Essay

A short essay has three basic parts: an introduction, one or two body paragraphs, and a conclusion. Each part is a separate paragraph. The first sentence of each paragraph is indented.

- The introduction is the first paragraph of the essay. It contains the thesis of the essay, which states what the entire essay is about.
- The body paragraphs develop the idea presented in the introduction. Each body paragraph has a topic sentence and details that support the thesis in the introduction. The topic sentence of a body paragraph also states what that body paragraph is about.
- The conclusion is the last paragraph. It brings the essay to a close. Advanced academic studies often require five-paragraph essays that are longer and more sophisticated. These essays have greater elaboration, which may include examples, statistics, questions, definitions, quotations, and anecdotes. They are more analytical in nature. A good essay

should be focused centering around one major idea (The Thesis Statement), It should be well developed, and it should be organized following a certain order.

3.2.2 Essay Structure:

Like a short essay, a five-paragraph essay has three basic parts: an introduction, a body, and a conclusion. However, unlike a short essay that may contain only one or two body paragraphs, a five-paragraph essay has three body paragraphs. Each body paragraph contains a topic sentence that supports the thesis statement.

3.2.2.1 The Introduction: An introduction to a five-paragraph essay must have a hook, background information, and a thesis statement.

- Hook : A hook is a statement that begins the introduction. It includes one or two interesting sentences that engage the readers' attention and stimulate their curiosity. The sentences below provide the hook for an essay about a wedding celebration.

- Background Information: Background information in most cases follows the hook. The background information contains a general statement or statements that give a broader picture of the subject matter to be discussed. The sentences below provide the context (situation) for the essay on a wedding celebration.

- Thesis Statements: The thesis statement is the heart of every paper. It is a focused statement that summarizes the main argument and broadcasts the order in which the ideas will be discussed. A thesis statement usually comes at the end of the introduction. It contains the topic and the controlling idea for the whole essay. The topic is the theme or subject matter of the essay. The controlling idea defines the purpose of the essay and sets its direction.

3.2.2.2 Developing a Working Thesis Statement:

Developing a solid thesis statement takes time. It begins with reading and responding to a prompt or assignment to develop a basic claim, brainstorming the supporting arguments for that claim, creating a solid argumentative framework for the paper, and even predicting how you will conclude the essay. It allows you, the writer, to go through the process of focusing, brainstorming, and ordering information as you work toward a statement that will not only convey to the audience the theme of the essay but also allow you to organize your thoughts and predict body paragraphs. 3

Example 1: The Japanese automobile industry has been invigorated by foreign competition, which has forced it to create more economical production techniques and creative, targeted branding for its cars.

Topic: The relationship between the Japanese car industry and the foreign car industry
Claim: The outside car industry caused the Japanese industry to change.

Points: The paper will examine two areas: first production techniques and second branding (to support the claim).

Example 2: Stress in the fast-food workplace has led to serious physical, psychological, and emotional problems for employees.

Topic: Work place stress for fast-food workers
Claim: Stress causes problems

Points: The paper will examine three areas: physical, psychological and emotional (to support the claim).

3.2.2.3 Body Paragraphs: The three body paragraphs of a five-paragraph essay contain the supporting details of the essay. The topic sentence clearly states the content of each paragraph. It supports and expands on an aspect of the topic and controlling idea of the thesis statement. The topic sentence is often the first sentence of a body paragraph. Each body paragraph must develop a point presented in the topic statement. All the supporting details in a body paragraph must clearly relate to each other. They can be description, definitions, examples, anecdotes, statistics, or quotations. Quotations may come from a published work or from a personal interview. The concluding sentence may either bring the idea of the paragraph to a close or suggest the content of the next paragraph.

3.3.3.4 The Conclusion

All five-paragraph essays end with a conclusion that brings the essay to a close. • It restates the thesis of the introduction in different words. This restatement connects the conclusion to the introduction. • It may give advice or a warning. • It may make a prediction or ask a question. • It can provide new insights and discoveries that the writer has gained through writing the essay; this involves: Coherence and Unity

Effective writing must have unity. Unity occurs when all the ideas in a paragraph or an essay support each other. Without unity, the paragraph loses focus. The topic sentence of the paragraph should focus on one topic and controlling idea. The supporting details of the paragraph must support the topic and controlling idea of the topic sentence. If they do not, they will be irrelevant and destroy the unity of the essay. An essay has unity when all the body paragraphs contain a topic sentence and supporting sentences that reinforce the thesis of the essay. Without unity, the essay loses focus and goes off the topic. Example 1: The

paragraph below contains sentences that do not support the topic and controlling idea expressed in the topic sentence.

These irrelevant sentences have been crossed out in order to preserve unity. Jay Gatsby was my favorite character in the novel *The Great Gatsby* by F. Scott Fitzgerald. This is a classic American novel. One of the qualities I valued most about him was his generosity and loyalty to his friends and neighbors. For example, he gave many extravagant parties and never thought about the cost. He invited anyone he knew and liked regardless of their social status. His large home was situated on the wafer on Long Island. In fact, he befriended a struggling young man and offered to help him earn more money. This book is required-reading-in many college courses because it-reveals the lifestyles of the 1920s. Although this young man remained faithful to Gatsby, others took advantage of his good nature.

Coherence in a paragraph means that all the ideas fit together in a logical flow. In a coherent paragraph, the relationship between ideas is clear, and one idea connects logically to the next. Coherence can be achieved by using transition expressions, logical order, pronouns, and parallel forms. • Using Transition Expressions for Coherence Transition expressions show how one sentence relates to another and create a logical flow. The example below shows how the transition expression *however* serves to set up two contrasting ideas.

Transition expressions are separated from the rest of the sentence by commas. I enjoy writing in my journal. However, I do not like writing letters. I enjoy writing in my journal. I do not like writing letters, however Transition expressions can be used with a semicolon and a comma to form a compound sentence. His first novel was not a success; however, his second work became a bestseller.

➤ **Ordering Ideas for Coherence:**

it is imperative in an essay is to arrange ideas in a logical order, such as chronological order or order of importance. When arranging ideas in chronological order, use expressions such as in the beginning, next, then, first, second, or finally. E.g. First, I went to the bank. Next, I visited my mother in the hospital.

When arranging ideas in order of importance, you order items from the most important to the least important or vice versa. Use expressions such as the most/least important thing, the next priority/most important thing, or the third/final priority/goal. E.g. The most important thing for me was to understand the assigned topic.

➤ **Using Pronoun Reference for Coherence:**

A pronoun is a word that can replace a noun. I, you, he, it, this, that, those, and these are some examples of pronouns. Pronouns can be used to create coherence in an essay. E.g. What is revision and why is it necessary? Pronouns can also replace whole phrases or ideas. E.g. I left my dictionary in the library. I do not know how I did that.

➤ **Using Parallel Forms for Coherence:**

Another strategy to achieve coherence is by using parallel forms. This means that all items in a list have the same grammatical form. I like playing tennis, swimming, and dancing. I like playing tennis, swimming, and to dance, (incorrect) She cooked dinner, set the table, and arranged the flowers.

➤ **Reading a five-paragraphs essay**

Becoming an Academic Writer Learning how to write an academic essay is essential for students who are planning to attend college. Most professors require critiques of books and films, research papers, and formal reports related to the content of their courses. When I first started college, I was excited about facing these challenges and pursuing my major, media and communications.

I was determined to improve my writing. To achieve this goal, the focus is on three points: the content of an essay, correct grammar, and advanced level vocabulary. As soon as students started to write for college, they realized that college writing was different from the writing they were used to doing. In high school, most of the writing dealt with personal experiences. They wrote mainly about my family, childhood, and friends. In contrast, college writing focused on a variety of issues that they were unfamiliar with, such as reacting to a piece of literature or writing about the community. Therefore, the most important thing for them was to understand the assigned topic before attempting their first draft. In some cases, they would have to read and do research to build a foundation. They wanted to include examples, statistics, and direct quotations whenever possible to support their opinions. By giving specific examples, it is realized that students' essays became more detailed, easier to read, and much more interesting. However, grammatical problems in their writing were still an issue it has been noticed that they had to improve their understanding of grammar in order to write for college. Before they came to college, grammar was not their strong point. For example, they often created run-on sentences or sentence fragments. They were more concerned with what they wanted to say than with how it was said. In fact, their professors would not accept this type of writing and made them revise many times. Consequently, they

made grammar their second priority. They reviewed the basic grammatical structures such as subjects and verbs and checked all my work for verb tense consistency and punctuation. As a result, their sentences became more complex because they included transitional words, gerunds, and embedded clauses. The more they wrote, the more their writing improved. Furthermore, because they were accustomed to writing letters and informal essays, they usually wrote the way they spoke with their family and friends. It was quite common for them to include slang and abbreviated terms, which were appropriate in social contexts but were unacceptable in formal essays. They soon realized that academic writing required a much more sophisticated vocabulary. Not surprisingly, improving vocabulary became their third and final goal. Thus, they bought a new dictionary and thesaurus to help expand their knowledge. They became more aware of how often I repeated the same words and phrases.

It is often searched for synonyms to replace words that I thought were too simple for a college essay. I also focused more on the rules of spelling and corrected any errors I found before submitting my assignment to the instructor. Academic writing requires critical thinking skills, an understanding of the topic, high level vocabulary, and correct grammar. Having these skills is empowering since it has made me a better communicator and student. I have come a long way since I started college, and I am now proud of the writing that I produce.

Let's practice!

1. Underline the Thesis Statement in the introduction.
.....
2. How do the topic sentences written in bold relate to the thesis statement?
.....
3. Do the supporting sentences further develop the topic sentences of each paragraphs?
.....
4. How do the concluding sentences of the body paragraphs relate to the next paragraphs?
.....
5. Underline the sentence in the conclusion that restates the thesis statement.

Chapter 4: Outlining/Drafting an Essay

4.1 Starting the essay:

An academic essay aims to persuade readers of an idea based on evidence. It should answer a question or a task. Basic steps in writing an essay. Although there are some basic steps to writing an assignment, essay writing is not a linear process.

You might work through the different stages a number of times in the course of writing an essay.

- § Start work early You can't write a successful essay unless you give yourself enough time to read, research, think, and write. Don't procrastinate or leave it until the last minute; start as early as possible.
- § Define the question and analyze the task Writing down everything you know about a topic is not enough to make a good academic essay. Analysing, then answering the essay's question or task is central.
- Be sure that you understand exactly what the question requires you to do.
- Identify the key words (like discuss or analyze) and clarify the approach you are required to take.

4.2 Brainstorming:

Brainstorming is the first step to any writing assignment or activity you do. It is when you begin generating ideas, exploring those ideas, and developing what will become your topic, thesis, and, ultimately, your essay.

Important Tips to Remember before you Begin:

- First and foremost, don't panic! Brainstorming, like all aspects of writing, is a process. Allow yourself some time to sit and think about what you would like to see in your assignment.
- Write everything down. Even if it doesn't seem like it is important, it might lead you to a great idea later. Trust yourself and put it on paper.
- Remove distractions from your work area (cell phones, computers, mp3 players, etc.). This will help you focus on the task at hand.

Brainstorming Strategies:

1. Brain Dump A "Brain Dump" is exactly what it sounds like. After reading your assignment, give yourself a few minutes to absorb it. Then, set a timer for five minutes and grab a pencil and paper. Start your timer, and don't stop writing until it goes off. Even if things that are unrelated to your paper cross your mind, write them down. The

purpose of this exercise is to prevent you from over thinking. After your timer goes off, reflect on what you have. Go through what's written and cross out anything that isn't relevant to your topic, then look at what is left. Do you have some possible body paragraph topics? What about the start of a topic sentence or thesis? You can repeat this process numerous times and then, when you feel like you have enough information, you can consider starting to develop and outline.

4.2.1 Outline

You have probably seen an outline before,, but no matter what those outlines looked like, remember every outline is different and there is no right or wrong way to do one. However, if your professor has asked for a specific set-up to your outline, try to make sure you complete the outline following their guidelines.

4.2.2 Word Web: This strategy is a great resource if you find that you relate to things better by seeing the connections between them. Start with a word that either is your topic or relates to it, and write it in the inner circle. From that point, try to think of things (words, images, current events, ect.) that would relate to what you want to focus on. If one of your related points makes you think of additional ideas, you can add new bubbles and continue to explore the idea further. After you feel that you have exhausted your topic, look for similarities or differences in the ideas that you wrote down, interesting connections that you made, or unexpected ideas that you thought of that you could discuss in your paper. As you narrow down your thesis, you can use this exercise to examine your paper's sub-claims or counter-arguments as well.

4.2.3. Researching your essay: Researching is the foundation of any essay. It is an important study skill in order to familiarize yourself with the subject matter so that your writing is well informed. A feature of most academic writing is that it draws on the work of other writers and researchers. Therefore, reading and researching are vital to essay writing. Researching provides the knowledge and evidence that allows you to develop a thesis and argument to answer the essay question. When investigating your topic, it is essential to bear in mind that you are not expected to know (and cannot know) all there is about the subject, nor should you try to cover everything in your essay. Target your research to what is relevant from the outset and always try to keep focused on the essay question and what it is asking you to do.

4.2.4 Reading skills:Most of us spend hours reading texts that we need not have read. To avoid this you must read purposefully: you need to be clear why you're reading a particular

text, what questions you need to answer, and what reading strategy is the most relevant for this purpose.

4.2.5 Making notes: The key to good note-taking is to make the structure clear. The mind remembers structures, not lists nor paragraphs of continuous prose. So, keep it free and uncluttered. Don't convince yourself that unless you include this one fact you'll never remember it. You will. The structure will act as a net bringing to the surface of your mind more than you ever thought you could remember. But it has to be a good net - well constructed, with clear logical connections and free of all unnecessary material. Don't take notes during your first reading. If you are reading photocopies, underline or highlight relevant information. You can return to it when you re-read and take notes. Always make notes with the question clearly in mind. You must use evidence to support your argument, so look carefully for relevant information. This can include summaries or direct quotes from texts, useful examples, case studies or statistics. Make a note of any sources of information. Copy down the bibliographic details of everything you read. Include author, date, title, publisher and place of publication. For journal articles, include volume and issue numbers. This will help with referencing.

4.3 Outlining the Essay: An outline is a direct and clear map of your essay. It shows what each paragraph will contain, in what order paragraphs will appear, and how all the points fit together as a whole. Most outlines use bullet points or numbers to arrange information and convey points. Outlining is a vital part of the essay planning process. It allows the writer to understand how he or she will connect all the information to support the thesis statement and the claims of the paper. It also provides the writer with a space to manipulate ideas easily without needing to write complete paragraphs. Your outline can be done whenever you feel prepared to write your essay. For instance, you might feel confident with just several words in your outline. However, some people might need significantly more detailed outlines before feeling confident. Remember that the outline is used to develop your paper and help you understand how your thoughts and ideas relate before you write.

- ✓ The first step to develop an outline is establishing a working thesis statement.
After completing this step, you will have basic ideas for your body paragraphs. In addition, you should have already gathered the evidence you need to develop and support the claims in your paper.
- ✓ Next, you have to define the topic sentences or main ideas you need to develop in each paragraph. Each idea should be expressed as a topic sentence.

- ✓ Last, write a concluding sentence to sum up your main points or reiterate the thesis statement. Remember that your conclusion may change as you write your paper and process the specific information you have gathered into paragraphs. As this revision happens, you should change the conclusion section in your outline. Basic five-paragraph outline frame (Blank sample)

I. Introduction (write the thesis statement)

.....

II. Main idea (write a topic sentence (Nr.one) supporting the thesis statement)

.....

A. Supporting detail / Example

.....

B. Supporting detail /

Example

C. Supporting detail/

Example

III. Main idea (write a topic sentence (Nr.two) supporting the thesis statement)

A. Supporting detail /

Example

B. Supporting detail/

Example

B. Supporting detail /

Example

IV. Main idea (write a topic sentence (Nr.three) supporting the thesis statement)

A. Supporting detail /

Example

B. Supporting detail /

Example

C. Supporting detail /

D. Example

E. Conclusion (write a topic sentence based on the purpose of the paper or speech: summarize main points, reiterate thesis statement, offer a solution to a problem, or pose a question)

-
-
- F. Sample Essay Outline • Introduction - Hook - Working thesis statement: “The thrill of pursuing happiness, the experiences along the way, and the knowledge that comes from trial and error provide people with more pleasure and satisfaction than the mere attainment of desires, despite the common perception that attainment is the final goal.”
- Body paragraph one: The thrill of pursuing happiness
 - Topic sentence: The thrill of pursuing happiness provides people with more pleasure and satisfaction than merely attaining desires.
 - Supporting information: Small gains along the way & Setting and reaching minor goals & Many less important desires attained along the way
 - Transition sentence: In addition to the thrill of the chase, people enjoy the experiences that occur along the way.
 - Concluding sentence: Yet, the thrill of pursuing happiness is not the only element to provide people with pleasure.
 - Body paragraph two: Experiences while pursuing happiness
 - Topic sentence: The experiences gained from pursuing happiness provide people with more pleasure and satisfaction than merely attaining desires.
 - Body paragraph three: The knowledge that comes from trial and error - Topic sentence: The knowledge that comes from trial and error provides people with more pleasure and satisfaction than merely attaining desires.
 - Conclusion - Synthesized point: Because of the thrill of pursuing happiness, the experiences along the way, and the knowledge gained from trial and error, the attainment of goals is less satisfying than many believe.

Prompts: develop a thesis statement and an outline for one of the following prompts - Challenges and failures are fundamental to achieving success. - Describe a problem you’ve solved or a problem you’d like to solve. - Learning More languages is beneficial on many levels.

4.4. Drafting an Essay: Once you have collected your ideas and thought about how to organize them, you are ready to write a first draft. A draft is a preliminary or tentative version of your essay. Drafting is a process of putting your ideas into sentence and paragraph form. It provides an opportunity to try out your ideas and see if and how they work together. Expect to write several drafts before you end up with one you are satisfied with. When drafting your essay, you need to decide which method of organization you

are going to use. Your argument and ideas can be organized following a Least-to-most/most-to-least method where you start either with the least important idea and end up with the most important, or you could do the opposite. Your paragraphs could also follow a chronological, spatial, or logical order. In all cases, your essay should be organized in a certain order to maintain unity, clarity, and coherence.

N.B. While you write an essay, you don't have to start with the title and introduction and write straight through to the end. Some students prefer to write the body of the essay first and then the introduction and the conclusion. Others prefer to write an introduction as a way of getting started. Some students think of a title before they start writing; others find it easier to write the title when the essay is finished. Regardless of when you write them, the introduction, conclusion, and title are important components of a well-written essay.

4.5. Editing and Proofreading Your Essay: Now that you have a first draft of your essay it is necessary to revise any possible mistakes or language and grammar issues. It is necessary to fix and proofread fragments, run-on sentences, dangling and misplaced modifiers, punctuation, and tense consistency.

Check the overall structure of your essay; does it have a clear introduction, body, and conclusion?

- ✓ Make sure that each paragraph has a clear main point that relates to the argument. Make sure that the paragraphs are arranged in logical sequence.
- ✓ Revise sentences.
- ✓ Make sure the words you use mean what you think they mean.
- ✓ Check punctuation and spelling. A good dictionary is a useful tool.
- ✓ Check transition signals.
- ✓ Be sure that a reader can follow the sequence of ideas from sentence to sentence, and from paragraph to paragraph.

4.5.1. Revising Redundancy: Redundancy occurs when you repeat information in your writing. Effective writing and concise writing are one in the same, so repeating yourself is both distracting and inefficient. Example: The job market is limited for uneducated candidates (sentence one). Individuals who have never attended school have fewer skills to offer to potential employers and, therefore, are granted fewer opportunities for employment (sentence two). The above excerpt contains two examples of redundancy. The job market is limited (in sentence one) = fewer opportunities for employment (in sentence two) Uneducated candidates (in sentence one) = individuals who have never attended school (in sentence two) How to Eliminate Redundancy? As you can see below,

deleting the second sentence eliminates the redundancy from the passage. The job market is limited for uneducated candidates. Individuals who have never attended school have fewer skills to offer to potential employers and, therefore, are granted fewer opportunities for employment. Removing the entire sentence solves the redundancy problem. However, upon a closer look, deleting the entire sentence creates a new problem. We have completely lost the information about how having fewer skills to offer employers leads to fewer opportunities for work. How do we eliminate the redundant phrases without losing important information? The answer is to strain out the redundancy and keep the information you need. Then Rewrite the sentence preserving only the important information. When we put our passage through the strainer, we are able to preserve the important pieces of information and send the redundant portions down the drain. After we take the remaining words out of the strainer and dry them off, we are left with a concise and complete version of our passage: The job market is limited for uneducated candidates who have fewer skills to offer to potential employers.

4.5.2. Revising for clarity/Coherence: A complete sentence may not necessarily be a clear sentence. To achieve clarity, writers must consider the characters and their actions. Characters are people or concrete elements that initiate actions or trigger events, but they may also be abstract (e.g., happiness, freedom). Actions describe what characters do or what events they trigger. Compare the following sentences:

A) There is fear among students that there will be fewer class sections offered by the university.

B) Students fear that the university will offer fewer class sections. While sentence A is a complete sentence, it is not as clear and direct as sentence B. In sentence B, the characters (e.g., students and university) are the subjects of their clauses; their actions (e.g., fear and will offer) are the verbs. The cause of some businesses' bankruptcy is not knowing how to adapt well to this recession.

Chapter 5: Thesis Development

5.1 Introduction:

After developing an outline, a good next step is refining your thesis statement. The textbook *Successful Writing* explains that writers need a thesis statement to provide a specific focus for their essay and to organize what they will discuss in the body of their writing. A thesis statement is an argumentative central claim in a paper; the entire paper is focused on demonstrating that claim as a valid perspective. Your thesis statement should be in your introduction because you must make sure that the audience is aware of your paper's intent so that there is clarity from the outset. Consider placing the thesis toward the bottom of your introduction. This allows you a few sentences to introduce the concept and prepare the reader for your purpose. Just like a topic sentence summarizes a single paragraph, the thesis statement summarizes an entire essay. You should form your thesis before you begin to organize an essay, but you may find that it needs revision as the essay develops.

5.2 Elements of a Strong Thesis Statement:

A thesis is not your paper's topic, but rather your interpretation of the question or subject. For whatever topic your professor gives you, you must ask yourself, "What do I want to write about it?" Asking and then answering this question is vital to forming a thesis that is precise, forceful, and confident. A thesis is generally one to two sentences long and appears toward the end of your introduction. It is specific and focuses on one to three points of a single idea—points that will be demonstrated in the body. The thesis forecasts the content of the essay and suggests how you will organize your information. Remember that a thesis statement does not summarize an issue but rather dissects it. A strong thesis statement contains the following qualities.

a-Specificity: A thesis statement must concentrate on a specific area of a general topic. As you may recall, the creation of a thesis statement begins when you choose a broad subject and then narrow down its parts until you pinpoint a specific aspect of that topic. For example, health care is a broad topic, but a proper thesis statement would focus on a specific area of that topic, such as options for individuals without health-care coverage.

b-Precision :A strong thesis statement must be precise enough to allow for a coherent argument and to remain focused on the topic. If the specific topic is options for individuals without health-care coverage, then your precise thesis statement must make an exact claim about it, such as that limited options exist for those who are uninsured by their employers. You must further pinpoint what you are going to discuss regarding these limited effects, such as whom they affect and what the cause is.

C-Ability to be argued: A thesis statement must present a relevant and specific argument. A factual statement often is not considered arguable. Be sure your thesis statement contains a point of view that can be supported with evidence.

D-Ability to be demonstrated: For any claim you make in your thesis, you must be able to provide reasons and examples for your opinion. You can rely on personal observations in order to do this, or you can consult outside sources to demonstrate that what you assert is valid. A worthy argument is backed by examples and details.

E-Assertiveness: A thesis statement that is assertive shows readers that you are, in fact, making an argument. The tone is authoritative and takes a stance that others might oppose. Confidence In addition to using force in your thesis statement, you must also use confidence in your claim. Phrases such as “I feel” or “I believe” actually weaken the readers’ sense of your confidence because these phrases imply that you are the only person who feels the way you do. In other words, your stance has insufficient backing. Taking an authoritative stance on the matter persuades your readers to have faith in your argument and open their minds to what you have to say. Tip Even in a personal essay that allows the use of first person, a thesis should avoid phrases such as “in my opinion” or “I believe.” These statements reduce your credibility and weaken your argument. Your opinion is more convincing when you use a firm attitude.

5.3 Examples of Appropriate Thesis Statements

Each of the following thesis statements meets several of the following requirements:
Specificity Precision Ability to be argued Ability to be demonstrated Assertiveness
Confidence

1. The societal and personal struggles of Troy Maxon in the play “Fences” symbolize the challenge of black males who lived through segregation and integration in the United States.

2. Shakespeare's use of dramatic irony in *Romeo and Juliet* spoils the outcome for the audience and weakens the plot.
3. J. D. Salinger's character in *Catcher in the Rye*, Holden Caulfield, is a confused rebel who voices his disgust with phonies, yet in an effort to protect himself, he acts like a phony on many occasions.
4. Compared to an absolute divorce, no-fault divorce is less expensive, promotes fairer settlements, and reflects a more realistic view of the causes for marital breakdown.
5. Exposing children from an early age to the dangers of drug abuse is a sure method of preventing future drug addicts.
6. In a crumbling job market, a high school diploma is not significant enough. Now that you have read about the contents of a good thesis statement and have seen examples, take a look at the pitfalls to avoid when composing your own thesis: A thesis is weak when it is simply a declaration of your subject or a description of what you will discuss in your essay. Avoid creating an announcement. A thesis is weak when it makes an unreasonable or outrageous claim or insults the opposing side. A thesis is weak when it contains an obvious fact or something that no one can disagree with or provides a dead end. education to land a stable, lucrative job.

➤ Weak thesis statement:

My paper will explain why imagination is more important than knowledge. Weak thesis statement: Religious radicals across America are trying to legislate their Puritanical beliefs by banning required high school books. Weak thesis statement: Advertising companies use sex to sell their products. A thesis is weak when the statement is too broad.

➤ Ways to Revise Your Thesis:

Your thesis will probably change as you write, so you will need to modify it to reflect exactly what you have discussed in your essay. Your thesis statement begins as a working thesis statement, an indefinite statement that you make about your topic early in the writing process for the purpose of planning and guiding your writing. Working thesis statements often become stronger as you gather information and form new opinions and reasons for those opinions. Revision helps you strengthen your thesis so that it matches what you have expressed in the body of the paper. The best way to revise your thesis statement is to ask

questions about it and then examine the answers to those questions. By challenging your own ideas and forming definite reasons for those ideas, you grow closer to a more precise point of view, which you can then incorporate into your thesis statement. You can cut down on irrelevant aspects and revise your thesis by taking the following steps: Weak thesis statement: The life of Abraham Lincoln was long and challenging.

1. Pinpoint and replace all non-specific words, such as people, everything, society, or life, with more precise words in order to reduce any vagueness. The revised thesis makes a more specific statement about success and what it means to work hard. The original includes too broad a range of people and does not define exactly what success entails. By replacing those general words, like people and work hard, the writer can better focus his or her research and gain more direction in his or her writing.

2. Clarify ideas that need explanation by asking yourself questions that narrow your thesis. A joke means many things to many people. Readers bring all sorts of backgrounds and perspectives to the reading process and would need clarification for a word so vague. This expression may also be too informal for the selected audience.

3. Replace any linking verbs with action verbs. Linking verbs are forms of the verb to be, a verb that simply states that a situation exists. The linking verb in this working thesis statement is the word are. Linking verbs often make thesis statements weak because they do not express action. Rather, they connect words and phrases to the second half of the sentence. Readers might wonder, “Why are they not paid enough?” But this statement does not compel them to ask many more questions. the linking verb with an action verb, thus forming a stronger thesis statement, one that takes a more definitive stance on the issue: Who is not paying the teachers enough? What is considered “enough”? What is the problem? What are the results? 4. Omit any general claims that are hard or impossible to support. While it is true that some young women in today’s society are more sexualized than in the past, that is not true for all girls. The writer of this thesis should ask the following questions: Which teenage girls? What constitutes “too” sexualized? Why are they behaving that way? Where does this behavior show up? What are the repercussions?

You have the structure of your paper figured out, and the main idea you will support, you can start with the introduction and conclusion. Not all people like to begin writing their introduction. Some writers like to begin the body paragraphs and then return to the

introduction and conclusion once they know what it is they would like to focus on. There is no one right process. Find the process that works for you.

The following information from *Successful Writing*, explains how to support your thesis statement within your body paragraphs. Without primary support, your argument is not likely to be convincing. Primary support can be described as the major points you choose to expand on as you prove your thesis. Your primary support is the most important information you select to argue for your point of view. Each point you choose will be incorporated into the topic sentence for each body paragraph you write. Your primary supporting points are further supported by supporting details within the paragraphs. Identify the Characteristics of Strong Primary Support In order to fulfill the requirements of strong primary support, the information you choose must meet the following standards: Be specific. The main points you make about your thesis and the examples you use to expand on those points need to be specific, for example using quotes or detailed paraphrases. Use specific examples to provide the evidence and to build upon your general ideas. These types of examples give your reader something narrow to focus on, and if used properly, they leave little doubt about your claim .

General examples, while they convey the necessary information, are not nearly as compelling or useful in writing because they are too obvious and typical. Be relevant to the thesis. Primary support is considered strong when it relates directly to the thesis. Primary support should show, explain, or prove Integrating Evidence When you support your thesis, you are revealing evidence. Evidence includes anything that can help support your stance. The following are the kinds of evidence you will encounter as you conduct your research : your main argument without delving into irrelevant details. When faced with lots of information that could be used to prove your thesis, you may think you need to include it all in your body paragraphs. But effective writers resist the temptation to lose focus. This idea is so important, here it is again: effective writers resist the temptation to lose focus. Choose your examples wisely by making sure they directly connect to your thesis. Be detailed. Remember that your thesis, while specific, should not be overly detailed. The body paragraphs are where you develop the discussion that a thorough essay requires. Using detailed support shows readers that you have considered all the facts and chosen only the most precise details to enhance your point of view.

Facts: they are the best kind of evidence to use because they often cannot be disputed. They can support your stance by providing background information or a solid foundation for your point of view. However, some facts may still need explanation. For example, the sentence

“The most populated state in the United States is California” is a pure fact, but it may require some explanation to make it relevant to your specific argument. Judgments are conclusions drawn from the given facts. Judgments are more credible than opinions because they are founded upon careful reasoning and examination of a topic.

Testimony: it consists of direct quotations from either an eyewitness or an expert witness. An eyewitness is someone who has direct experience with a subject; he adds authenticity to an argument based on facts. An expert witness is a person who has extensive experience with a topic. This person studies the facts and provides commentary based on either facts or judgments, or both. An expert witness adds authority and credibility to an argument.

Once you have your evidence organized, and the evidence relates to the points you have outlined for yourself, you have the scaffolding that you need to begin constructing strong body paragraphs. Now it’s time to begin constructing the building blocks that will help you create strong and developed body paragraphs. Next we have a chapter from *Writing* published by Boundless, on the topic of writing effective paragraphs: Topic Sentences

When you created your outline, you wrote your thesis statement and then all the claims you need to support it. Then you organized your research, finding the evidence to support each claim. You’ll be grateful to have done that sorting now that you’re ready to write your paragraphs. Each of these claims will become a topic sentence, and that sentence, along with the evidence supporting it, will form a paragraph. Personal observation. Personal observation is similar to testimony, but personal observation consists of your own testimony. It reflects what you know to be true because you have experiences and have formed either opinions or judgments about those experiences. For instance, if you are one of five children and your thesis states that being part of a large family is beneficial to a child’s social development, you could use your own experience to support your thesis.

Keep in mind that your evidence should complement your ideas rather than overshadow them. Each piece of evidence should become a paragraph in the body of the paper. Paragraph Structure While you’re writing, think of each paragraph as a self-contained portion of your argument. Each paragraph will begin by making a claim (your topic sentence) that connects back to your thesis. The body of the paragraph will present the evidence, reasoning, and conclusions that pertain to 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. Paragraphs should be used to develop one idea at a time. If you have several ideas and claims to address, you may be tempted to combine

related claims into the same paragraph. Don't do it! Combining different points in the same paragraph will divide your reader's attention and dilute your argument. If you have too many claims, choose the strongest ones to expand into paragraphs, or research the counterarguments to see which of your claims speak most powerfully to those. 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 your readers' focus, they will have a much easier time following your argument.

Creating Topic Sentences Topic sentence: summarizes the main idea of the paragraph; presents a claim that supports your thesis.

Supporting sentences: examples, details, and explanations that support the topic sentence (and claim). Concluding sentence: gives the paragraph closure by relating the claim back to the topic sentence and thesis statement. Every paragraph of your argument should begin with a topic sentence that tells the reader what the paragraph will address—that is, the paragraph's claim. By providing the reader with expectations at the start of the paragraph, you help him or her 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 and support your thesis statement.

Mistakes to Avoid in Your Topic Sentence Referring to the Paper or Paragraph Itself You do not have to make announcements like, "This paragraph is about ..." There is no need to remind your reader that he or she is reading a paper. The focus should be on the argument. This kind of announcement is like riding with training wheels in the Tour de France. You don't need this crutch, and seeing it in a paper can be somewhat startling to the reader, who's expecting a professional presentation.

Offering Evidence or an Example Stick with your claim in your topic sentence, and let the rest of the paragraph address the evidence and offer examples. Keep it clear by stating the topic and the main idea. Instead of stating the following: "On one occasion, another EMT and I were held at gunpoint." Consider a more precise example: "Twenty-first century emergency-services personnel face an ever-increasing number of security challenges compared to those working fifty to a hundred years ago." **Not Being Specific Enough** The topic may relate to your thesis statement, but you'll need to be more specific here. Consider a sentence like this: "Cooking is difficult." The claim is confusing because it is not clear for whom cooking is difficult and why. A better example would be, "While there are food pantries in place in some low-income areas, many recipients of these goods have neither the time nor the resources to

make nutritionally sound meals from what they receive.” (Stylistically speaking, if you wanted to include “Cooking is difficult,” you could make it the first sentence, followed by the topic sentence. The topic sentence should be precise.) In expository writing, each paragraph should articulate a single main idea that relates directly to the thesis statement. This construction creates a feeling of unity, making the paper feel cohesive and purposeful. Connections between each idea—both between sentences and between paragraphs—should enhance that sense of cohesion. Why Use Transitions? Following the parts of a poorly constructed argument can feel like climbing a rickety ladder. Transition words and phrases add the girders and railings, smoothing the journey of reading your paper, so it feels more like climbing a wide, comfortable staircase. Using transitions will make your writing easier to understand by providing connections between paragraphs or between sentences within a paragraph. A transition can be a word, phrase, or sentence—in longer works, they can even be a whole paragraph. The goal of a transition is to clarify for your readers exactly how your ideas are connected. Transitions refer to both the preceding and ensuing sentence, paragraph, or section of a written work. They remind your readers of what they just read, and tell them what will come next. By doing so, transitions help your writing feel like a unified whole.

5.4 Transitions between Paragraphs

In Topic Sentences: Using transitions in your topic sentences can explain to the reader how one paragraph relates to the previous one. Consider this set of topic sentences from a paper about metrical variation in the poem “Caliban Upon Setebos”: The transitions help the reader understand how the argument is progressing throughout the paper, beginning with the poem’s basic meter, then explaining different ways in which the pattern shifts. The word “though” in the second topic sentence lets the reader know that the pattern explained in the first paragraph is going to change in the second paragraph. The use of “further” in the third topic sentence alerts the reader that the pattern is shifting again in the third paragraph. These simple words are the handrail for the steps the reader is climbing.

In Concluding Sentences: A paragraph’s concluding sentence also offers an excellent opportunity to begin the transition to the next paragraph—to wrap up one idea and hint at the next. “Browning begins the poem by establishing a correspondence between metrical variation and subversive language.” “Once Caliban begins his exploration of the nature of Setebos, though, the pattern established earlier in the poem begins to break down.” “Browning further subverts the metrical conventions established in the opening stanza by ... switching to iambic pentameter when acknowledging that unmotivated events can and do

occur.” You can use a question to signal a shift: Alternatively, you could conclude by comparing the idea in the current paragraph with the idea in the next: An “if–then” structure is a common transition technique in concluding sentences: Here, you’re relying on the point you’ve just proven in this paragraph to serve as a springboard for the next paragraph’s main idea.

5.5 Transitions Within Paragraphs

Transitions within a paragraph help readers to anticipate what is coming before they read it. Within paragraphs, transitions tend to be single words or short phrases. Words like while, however, nevertheless, but, and similarly, as well as phrases like on the other hand and for example, can serve as transitions between sentences and ideas. Signal Phrases “It’s clear, then, that the band’s biggest selling original compositions were written early in their career, but what do we know about their later works?” “While the Democratic Republic of Congo is rich in natural resources, it has led a troubled political existence.” “If we are decided that climate change is now unavoidable, then steps must be taken to avert complete disaster.” Another transitional option within a paragraph is the use of signal phrases, which alert the reader that he or she is about to read referenced material, such as a quotation, a summation of a study, or statistics verifying a claim. Ideally, your signal phrases will connect the idea of the paragraph to the information from the outside source. Such phrases prepare the reader to receive information from an authoritative source and subconsciously signal the reader to process what follows as evidence in support of the point being made. Table 9.1, “Common Signal-Phrase Verbs” displays common action words you can use to introduce quotes and evidence. “In support of this idea, Jennifer Aaker of the Global Business School at Stanford University writes that ...” “In fact, the United Nations Environmental Program found that ...” “However, ‘Recycling programs,’ the Northern California Recycling Association retorts ...” “As graph 3.2 illustrates, we can by no means be certain of the outcome.” Table 9.1 Common Signal-Phrase Verbs acknowledges confirms implies rejects adds contends insists reports admits declares notes responds argues denies observes suggests asserts disputes points out things believes emphasizes reasons writes claims grants refutes Transition Paragraphs In longer pieces of writing, you might need an entire paragraph to connect the ideas presented in two separate sections. The purpose of a transitional paragraph is to summarize the information in the previous paragraph, and to tell your reader how it is related to the information in the next paragraph. Transition paragraphs are good places to review where you have been and how it relates to the next step of your argument. Appropriate Use of Transition Words and

Phrases Before using a particular transitional word or phrase, be sure you completely understand its meaning and usage. For example, if you use a word or phrase that indicates addition (“moreover,” “in addition,” “further”), you must actually be introducing a new idea or piece of evidence. A common mistake with transitions is using such a word without actually adding an idea to the discussion. That confuses readers and puts them back on rickety footing, wondering if they missed something. Whenever possible, stick with transition words that actually have meaning and purpose. Overusing transition words, or using them as filler, is distracting to the reader. “It is further concluded that,” for example, sounds unnatural and a little grandiose because of the passive voice. “Also,” or “Furthermore” would be clearer choices, less likely to make the reader’s eyes roll. With that said, here are some examples of transitional devices that might be useful once you’ve verified their appropriateness.

To indicate addition and, again, and then, besides, equally important, finally, further, “Strength of idea is indeed a factor in entrepreneurial success, furthermore, nor, too, next, lastly, what’s more, moreover, in addition, still, first (second, etc.) but equally important is economic viability.” To indicate comparison whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, although, conversely, in contrast, although this may be true, likewise, while, whilst, although, even though, on the one hand, on the other hand, in contrast, in comparison with, but, yet, alternatively, the former, the latter, respectively, all the same “In contrast to what we now consider his pedantic prose, his poetry seemed set free to express what lies in every human heart.” To indicate a logical connection because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is “The Buddha sat under the bodhi tree for the same reason Jesus meditated in the desert: to vanquish temptation once and for all.”

To show exception yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes “Advocates of corporate tax incentives cite increased jobs in rural areas as an offset; still, is that sufficient justification for removing their financial responsibilities? To show time immediately, thereafter, soon, after a while, finally, then, later, previously, formerly, first (second, etc.), next, and then “First, the family suffered a devastating house fire that left them without any possessions, and soon thereafter learned that their passage to the New World had been revoked due to a clerical error.” To summarize or indicate repetition in brief, as I have said, as I have noted, as has been noted, as we have seen, to summarize “We have seen, then, that not only are rising temperatures and increased

weather anomalies correlated with an increase in food and water shortages, but animal-migration patterns, too, appear to be affected.” To indicate emphasis definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, notwithstanding, only, still, it cannot be denied “Obviously, such a highly skilled architect would not usually be inclined to give his services away, and yet this man volunteered his services over and over again to projects that paid him only through appreciation.”

To indicate sequence first, second, third, and so “So, finally, the author Adapted from “Chapter 7” of Writing, 2015, used under creative commons CC-BY-SA 4.0 forth, next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently offers one last hint about the story’s true subject: the wistful description of the mountains in the distance.” To indicate an example for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, consider. “Take, for example, the famous huckster P. T. Barnum, whose reputation as ‘The Prince of Humbugs’ belied his love and support of the finer things of life, like opera.” To qualify a statement under no circumstances, mainly, generally, predominantly, usually, the majority, most of, almost all, a number of, some, a few, a little, fairly, very, quite, rather, almost “Generally, we can assume that this statement has merit, but in this specific case, it behooves us to dig deeper.”

Throughout this academic handbook, you have looked at the basic parts of your essay, and now we have a sample formula to help you expand your ideas about your evidence. Between the Introduction (and thesis) and the Conclusion (and reflection on the thesis) comes the body of the essay. For your essay’s body to be solid and focused, it needs to have clear, well-developed paragraphs. Even paragraphs need to have a beginning, middle, and end. To help you think about paragraph organization, think about TEAR: T = Topic Sentence This is like a little thesis for your paragraph. It tells the reader what that paragraph is all about. If your reader were only to read the topic sentences in your essay, he/or she should have a general idea of what you’re talking about. Of course, he/she can’t get a complete picture unless you provide... E = Evidence This is the “how do you know?” part of your paragraph. Evidence comes from the real world. You may present your evidence in the form of statistics, direct quotes, summaries, or paraphrases from a source, or your own observations. Evidence is available to us all. What your reader needs is for you to make sense of that evidence so that s/he understands what all this has to do with your thesis or claim. That is why you provide... A = Analysis This is the ‘so what?’ part of your paragraph. You say what is important and

why. This isn't just personal taste or opinion. You have to provide good reasons to support your conclusions. And just to make sure you're still on track, you... R = Reflection This sentence concludes the paragraph, relates to the topic sentence and the thesis. Ideally, it should also prepare us for the next paragraph. Note Transitions are like the mortar between the bricks. Transitions hold our ideas together and move us gracefully from point to point. Some common transition words or phrases may include although, therefore, because, in fact, for example, on the other hand, while, in addition, in contrast, then again, furthermore, but back to our main point... To help you think about TEAR, imagine your snarky little brother looking over your shoulder as you compose asking you: T = "What's all this about?" E = "How do you know?" A = "Why should I care?" R = "What does this have to do with anything?"

Chapter 6: Summarizing and Paraphrasing

6.1. What is a summary?

A summary is a technique used in academic writing that takes a large amount of information, and reduces it to a small number of phrases, to paint a picture of the original text for the reader. Summaries are not used to detail or expand; they are used to succinctly capture important information in a manageable way; so that the reader doesn't have to sift through irrelevant information. Summarising is like paraphrasing, so it still requires a reference when conducted in your academic work. It is an excellent technique to apply when you want to avoid being too descriptive in your essay writing (Day, 2018). Summarising can be a useful tool for condensing large amounts of information. In an academic reading and writing context: if you come across an entire chapter that covers a topic to perfection, then summarising it will not only allow you to absorb a major chunk of information, but also present that information to your reader, should they wish to peruse it.

6.2. Components of a good summary: it transforms a large amount of information into a smaller volume; captures the points that are salient to your argument; and demonstrates your understanding of a concept in a succinct way.

6.2.1. How to summarise: Here are a few techniques to use to create a good summary. It is important to note that summarising can be applied in your essays in order to provide your reader with a brief background on a concept, theory or study. However, these techniques can also be applied when you have been asked to write a summary on a topic, text or theme. Map a concept with bullet points Try reading a chunk of text (or an entire research paper) without taking notes. Once complete, write the three main things that you have remembered about the reading, and use that to craft your summary, or use the suggested framework below:

Introduction Sentence: In [name of book], [author] explains [insert main idea]

Supporting Arguments: [Author] supports this view by pointing out [insert author's supporting arguments].

Final Point: In addition, [insert author's overarching argument and point]. Summary: In "My Favorite Shoe," Treyvon Jones explains that Nike shoes are the best brand of running shoe for serious track athletes. Jones supports this view by pointing out that Nike shoes are more comfortable, last longer, and provide more cushioning for the feet. In addition, Jones points

out that most professional runners use Nike (2006, p. 45). (Example taken from Kearny, 2018)

6.2.2. True Summary or Interpretive Summary?

The difference between true summary and interpretive summary is as follows: True summary concisely recaps the main point and key supporting points of an analytical source or the main subject and key features of a visual source. . . Interpretive summary simultaneously informs your reader of the content of your source and makes a point about it . . . giving the reader hints about your assessment of the source. . . It is thus best suited to descriptions of primary sources that you plan to analyse. (The Harvard Writing Center, 2000) Example 2.1 demonstrates a true summary.

When writing an essay, it is likely that you will need to use one, if not both kinds of summary techniques; particularly to achieve a balance between description, analysis and evaluation. The interpretive summary is a critical summary, as you condense and assess a source as a whole. This can be particularly helpful when you need to critique or discuss a theory, as you can outline the main features, whilst highlighting any flaws or areas for further discussion. However, it is important to note that if you produce an interpretive summary, you should be mindful when placing this kind of ‘spin’ on the summary, as there is the potential for the original meaning to become distorted (The Harvard Writing Center, 2000).

6.3 Paraphrasing

Paraphrasing is the expression of meaning or ideas using different words, especially in order to achieve greater clarity. In academic writing, paraphrasing is a technique that should be employed regularly, as we use the ideas of others, but need to present them in a way that emphasises our argument or purpose, whilst not detracting from the content. If you paraphrase in your academic work, you still need to include a reference, as although the words have changed, the underlying idea or concept is still the intellectual property of the original author.

The majority of evidence from the literature used in your essays should be paraphrased: you should reserve direct quotes for those key points that you need to use for emphasis or other specific purposes. A paraphrase, or an indirect quotation, is a rewording of an author’s text, explanation, argument, or narrative. When cited correctly, paraphrasing is a legitimate way to borrow from a source to restate its essential ideas and information. As opposed to summarizing (briefly overviewing the main points of a passage) or directly quoting

(reproducing a passage word for word), paraphrasing conveys the same information as a given passage but uses your own words.

6.4 Key Aspects of a Paraphrase

There are some key components to a proper paraphrase.

- ❖ Citation of the original source:

If you do not properly cite the original source of your paraphrased material, it is considered plagiarism because you are presenting the material as your own.

- ❖ Significant changes to the original source while preserving the meaning of the original text:

A proper paraphrase must feature significant structural changes to the original source without changing its meaning or omitting essential information from it, not simply minor adjustments such as switching out a handful of key words for synonyms.

- ✓ Flexibility in the paraphrase:

There is no single, “correct” way to paraphrase a given passage. How to paraphrase ?

- ✓ Use synonyms:

Synonyms are words that have similar meanings, so can be used interchangeably. It is worth consulting a Thesaurus for this technique, to look at a variety of alternative words, and to ensure that the replacements are suitable to the style and tone of the essay. Example 1.1 Soller states that ‘Companies that show a genuine interest in charitable activities can earn the respect of the buying public.’

- ✓ Paraphrased:

Businesses that demonstrate a real interest in not-for-profit activities can gain the respect of consumers (Soller, 2010). (Example taken from Harrison, Jakeman & Paterson, 2016)

- ✓ Change the form of words:

In the English language, certain words can be expressed as nouns, adjectives, verbs or adverbs; depending on their morphology. You can change the form of a word to enable an effective paraphrase. Example 1.2 Michaels states that: ‘Some charities owe their success to the selective use of consultants.’ Paraphrased: Some charities are more successful as consultants are employed selectively (Michaels, 2009). (Example taken from Harrison, Jakeman & Paterson, 2016)

- ✓ Change the grammatical structure of the original text:

This includes changing positive constructions into negative constructions (as below), swapping the order of information, and changing active sentences into passive sentences or varying clause structure.

It is worth noting that the tense might change in your paraphrase, but you should always make sure that the tense in use is appropriate for your purposes. Example 1.3 Polson states: ‘Persuading the public to sign up to monthly donations is a more cost- effective policy than collecting single contributions.’ Paraphrased: Collecting single contributions is not as effective as persuading the public to sign up to monthly donations (Polson, 2009). (Example taken from Harrison, Jakeman & Paterson, 2016)

✓ Combine all three:

An effective paraphrase will combine all three techniques, so that the words and structure of the original text is changed, but the essence and the meaning of the original text is still intelligible. You will not need to make substitutions for subject-specific terminology when you paraphrase, as you are expected to demonstrate your use of these terms and apply them in the essay writing context. Here is an example of a good paraphrase, that makes use of all the aforementioned techniques. You will note that certain words have not been substituted to retain subject-specific vocabulary or collective terminology (underlined): Example 1.4 “The police already use social media as a direct channel for engagement with the public. It is currently being used as a constant and reassuring contact, sharing accurate information and dispelling rumours. It can also allow citizens and the police to work together to make society safer” (DEMOS, 2013, p.6).

✓ Paraphrased:

The police force utilises social media as a way of communicating directly with citizens. At present, this tool is used for many purposes, such as the reinforcement of community support, the distribution of information essential to the public, and the dismissal of potential disinformation. It also encourages a partnership between the police and the public, to achieve community safety (DEMOS, 2013, p. 6). Unacceptable Paraphrasing Additionally, you should take certain measures to avoid creating an unacceptable paraphrase.

- Do not keep the same structure as the original document, only making minor changes in specific vocabulary: Merely making surface-level changes to the original document both displays laziness in the author and also constitutes plagiarism.
- Do not distort the meaning of the original document through a poor choice of synonyms or a misleading message: Creating an inaccurate paraphrase signals to the reader that the author failed to understand the original document.

- Do not change the facts presented in the original document: Altering the facts of the original document not only shows a failure to comprehend that document, but it also misrepresents an author's claims.

Let's practice! Identify Appropriate Paraphrases

The following are sample paraphrases, but which is acceptable, and which is not? Why? -

Original: "Color blindness is a visual defect resulting in the inability to distinguish colors. About 8% of men and 0.5% of women experience some difficulty in color perception. Color blindness is usually an inherited sex-linked characteristic, transmitted through, but recessive in, females" (Columbia Encyclopedia, 2000).

- Sample 1: Color blindness is a visual impairment resulting in the disability to distinguish colors. About 8 percent of men and a half percent of women experience problems in color viewing. Color blindness is usually a hereditary sex-linked characteristic, transmitted through, but usually recessive in, women.

Sample 2: Color blindness, affecting approximately 8% of men and 0.5% of women, is a condition characterized by difficulty in telling one color from another, most often hereditary (Columbia Encyclopedia, 2000).

Activity 2:

Highlight the important information in the passage, then summarize it. In the year 1439 the city in which Gutenberg lived was planning to exhibit its large collection from Emperor Charlemagne (a famous ruler who had united much of Western Europe around 800 AD). The exhibit was expected to bring many visitors to the town, so Gutenberg took investments and created polished metal mirrors which were to be sold to the visitors (it was a common belief at that time that mirrors were able to capture holy light from religious relics). The mirrors which

Gutenberg produced probably would have sold well, but due to severe flooding the event was delayed by one year. The impatient investors demanded that Gutenberg return their investments, but he had already spent the money on producing the unsaleable mirrors. He was trapped in a difficult situation. Gutenberg decided to share his greatest secret with them.

Activity1: Identify Appropriate Paraphrases The following are sample paraphrases, but which is acceptable, and which is not? Why? - Original: "Color blindness is a visual defect resulting in the inability to distinguish colors. About 8% of men and 0.5% of women experience some difficulty in color perception. Color blindness is usually an inherited sex-linked characteristic, transmitted through, but recessive in, females" (Columbia Encyclopedia, 2000). - Sample 1: Color blindness is a visual impairment resulting in the disability to distinguish colors. About 8 percent of men and a half percent of women experience problems in color viewing. Color blindness is usually a hereditary sex-linked characteristic, transmitted through, but usually recessive in, women.

_____ - Sample 2: Color blindness, affecting approximately 8% of men and 0.5% of women, is a condition characterized by difficulty in telling one color from another, most often hereditary (Columbia Encyclopedia, 2000).

_____ Activity 2: Highlight the important information in the passage, then summarize it. In the year 1439 the city in which Gutenberg lived was planning to exhibit its large collection from Emperor Charlemagne (a famous ruler who had united much of Western Europe around 800 AD). The exhibit was expected to bring many visitors to the town, so Gutenberg took investments and created polished metal mirrors which were to be sold to the visitors (it was a common belief at that time that mirrors were able to capture holy light from religious relics). The mirrors which Gutenberg produced probably would have sold well, but due to severe flooding the event was delayed by one year. The impatient investors demanded that Gutenberg return their investments, but he had already spent the money on producing the unsaleable mirrors. He was trapped in a difficult situation. Gutenberg decided to share his greatest _____ secret _____ with _____ them.

Activity 03: write a paraphrase for the following passage. Try not to look back at the original passage. Matisse is the best painter ever at putting the viewer at the scene. He's the most realistic of all modern artists, if you admit the feel of the breeze as necessary to a landscape and the smell of oranges as essential to a still life. "The Casbah Gate" depicts the well-known gateway Bab el Aassa, which pierces the southern wall of the city near the sultan's palace. With scrubby coats of ivory, aqua, blue, and rose delicately fenced by the liveliest gray outline in art history, Matisse gets the essence of a Tangier afternoon, including the subtle presence of the bowaab, the sentry who sits and surveys those who pass through the gate. From Peter Plagens, "Bright Lights." Newsweek (26 March 1990): 50.

Activity 04:

Read the following original passage, then summarize and paraphrase it in the provided space. Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international universal language which all people could speak and understand. The arguments in favor of a universal language are economic ties might be much closer, and good will might increase between countries (Kispert).

Paraphrase: _____

Summarize: _____

Chapter 7: Types of Essays - Argumentative

7.1 The Argumentative Essay:

Creating strong arguments is a necessary skill both inside and outside of college. It is necessary to be able to recognize different sides of controversial issues, to be able to defend one's opinion, and to persuade the audience of that opinion. An argumentative essay is an attempt to convince the readers that a certain point-of-view on a topic is or is not correct. It expresses an opinion about a controversial issue, and the writer must take a position and persuade the reader to agree with the opinion by using strong logical arguments, evidence, and examples to support that opinion. To convince the audience, your essay must be balanced—it must include your viewpoint and the opposing viewpoint, or counterargument. Even though you are arguing only one side of an issue, you must think about what the other side would say about your opinion. After you give the counterargument, you must refute it by showing that it is wrong. If your essay is balanced, a reader is more likely to agree with you. In an argumentative essay: You have to (1) state your opinion, (2) give reasons to support your opinion, and (3) argue against the opposite opinion.

7.2. The Argumentative Essay Structure:

a-Introduction or the hook: introduces the issue. • Background information: gives a broader picture of the issue and why it is important. It can give details about the history of the people involved, what they want, and how it affects them. • Thesis Statement: It should provide a clear statement of the writers' argument position about the issue at hand.

b-Body Paragraphs :The topic sentence in each body paragraph presents one distinct reason for the writer's point of view stated in the thesis. All supporting details in each paragraph must support the topic sentence. These details can be facts, examples, statistics, definitions, causes and effects, quotations, anecdotes, or questions. The writer often presents an opposing opinion (a counter-argument); however, the writer may then express some agreement with the opposing view (a concession), but will show evidence that the argument is stronger (a refutation).

c- Conclusion: The conclusion restates the argument that appeared in the thesis. It can end with a prediction, a warning, or other type of comment that reinforces the writer's viewpoint. It can also be a synthesis, or a call to action.

The counter-argument is the writer's opinion about the opposing point of view. It gives reasons why the writer's point of view makes sense. By including the counter-argument, the writer shows an understanding of the opposing point of view. •In a concession the writer

agrees that the opposing point of view is valid, but emphasizes how his or her argument is still stronger.

The refutation is the writer's response to the counter-argument. In the refutation, the writer shows why the counter-argument is weak and his or her position is strong. The refutation may also address doubts the reader may have about the writer's position. Example: Counter-argument: Some students may argue that because of their situation, they sometimes have no choice but to buy essays off the Internet. Concession: I understand that students are under a lot of pressure to produce well-written essays in order to pass their classes, but this does not justify plagiarism. Refutation: If they plagiarize, they will not develop their own writing and critical thinking skills. As a result, they may not be prepared to pass their final exams. In the end, plagiarizing is harmful to the student's own

7.3. Organization of an argumentative Essay:

a- Block organization: In this type of organization, the introduction explains the controversy surrounding the topic, and states your position concerning the topic (Thesis statement). The first block of paragraphs presents the counter-argument, and its supporting evidence and explanation, while the second block should present the writer's argument, evidence, and examples. The conclusion should present a summary of your own argument. This approach suits shorter papers (essays) and issues that are not very complex.

b- point-by-point Organization: The introduction explains the controversy surrounding the topic, and states your position concerning the topic (Thesis statement). In each paragraph you state a claim from the other side (counter-argument), followed by your own argument and refutation. The conclusion should restate your view points and sum up your arguments and often includes a call to action. This suits best longer papers or essays where it is necessary to examine the issue in depth

7.4. Language Focus: Connectors to Show Addition and Contrast

In order to construct a strong argument, it may be necessary to provide additional information, or to contrast different pieces of information. Addition and contrast connectors link ideas between two main clauses and clarify the relationships between ideas.

a -Connectors that show Addition :Use the connectors furthermore, in addition, or moreover, etc to indicate additional information.

b-Connectors That Show Contrast: In order to make your argumentative essay as persuasive as possible, you will need to contrast two points of view effectively.

- Use the connectors nevertheless, however, whereas, etc. to show contrast.

- When the clauses are joined in one sentence, the connector is always preceded by a semicolon and followed by a comma. E.g. Students who struggle with their writing might be tempted to plagiarize.

However, it is crucial that they do their own work. •A contrast connector may also begin a separate sentence. In this case it is followed by a comma. E.g. Nevertheless, Students who struggle with writing their papers might be tempted to plagiarize. Breaking the Rules College and high school students often look for shortcuts to make their work easier.

To achieve a good grade, students are sometimes tempted to cheat. One of the most frequent ways of cheating is to buy essays off the Internet. This may result in a good grade. However, plagiarism is irresponsible from a social and an academic standpoint. First, plagiarism is socially unacceptable. Students are expected by teachers and their classmates to do their own work. If a student plagiarizes, he or she violates that trust. This may damage the relationship between the student and the teacher, as well as the relationship with classmates. I remember once when a student was discovered to have plagiarized his essay. We were mad that our classmate had lied to us. It was an embarrassment for everyone—the institution, the instructor and the student—to discover that he had been cheating all along.

Plagiarism is also wrong because it is against academic policy. Even though buying essays and presenting them as your own may save time initially, this practice is against university rules. In fact, universities have ways to prove if students have plagiarized. Instructors can use software that compares a student essay and material on the Internet. This way, instructors can detect if a particular essay was copied. The consequences are very serious. I remember when one of my classmates started buying essays to prove that he was an excellent student. After the final exam, our instructor found his essay on a website and the student was expelled. It is true that many students at community colleges have busy schedules and may have trouble completing their assignments on time.

Some students may argue that because of their situation, they sometimes have no choice but to buy essays off the Internet. However, buying essays off the Internet should never be the solution. Instead, students might try to negotiate the deadline with their instructor. Furthermore, while writing may be a struggle for some students who feel that their writing is not good enough to receive an A, it is crucial that they do their own work. They may go to a writing center for help. Otherwise, if they plagiarize, they will not develop their own writing and critical thinking skills. As a result, they may not be prepared to pass their final exams. In the end, plagiarizing is harmful to a student's own academic success. I believe that university authorities should discourage plagiarism by making students more aware of the

problems it causes. Plagiarism damages classroom relationships. It also violates school policies and prevents students from realizing their own potential. If we do not stop plagiarism, many students will lose out on their education.

Let's practice! Answer the following:

- How would you describe the writer's personal feelings about people who plagiarize? What makes _____ you _____ say _____ that?

.....
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.....
.....

- Do you agree or disagree with the writer? Write your opinion and reasons below.

.....
.....
.....
.....
.....
.....

- Did the writer influence your position? If so, which point influenced you the most ?

.....
.....

- Circle and label the hook. - Underline the thesis Statement. Then rewrite it in your own words.

.....
.....

- What kind of supporting details are used in body paragraph 2? a. facts b. causes and effects c. statistics d. an anecdote - In body paragraph 3, the writer presents an opposing opinion. Rewrite it in your own words.

- How many reasons has the writer restated in the conclusion? Underline the reasons.

Chapter 8: Types of Essays

8.1 Literary Analysis

Literary analysis means closely studying a text, interpreting its meanings, and exploring why the author made certain choices. It can be applied to novels, short stories, plays, poems, or any other form of literary writing. A literary analysis essay is not just a summary of the plot or a book review. Instead, you need to analyze elements such as the language, perspective, and structure of the text, and explain how the author uses literary devices to create effects and convey ideas.

8.2 . Definition: A literary analysis essay is a type of essay which includes an argumentative analysis of a piece of literature. In this kind of essay, the author examines the book, novel, play, etc. analyzing the idea, plot, characters, tone, writing style, devices which the writer uses to narrate his story.

a. Writing Tips: As any other assignment, this type of task requires some preparations, careful meticulous work. However, having a good plan you can make the process easier.

b. Reading the text and identifying literary devices: The first step is to carefully read the text and take initial notes. As you read, pay attention to the things that are most intriguing, surprising, or even confusing in the writing – these are things you can dig into in your analysis. Your goal in literary analysis is not simply to explain the events described in the text, but to analyze the writing itself and discuss how the text works on a deeper level. Primarily, you're looking out for literary devices – textual elements that writers use to convey meaning and create effects. To get started with your analysis, there are several key areas that you can focus on. As you analyze each aspect of the text, try to think about how they all relate to each other. You can use highlights or notes to keep track of important passages and quotes.

c- Language choices :Consider what style of language the author uses. Are the sentences short and simple or more complex and poetic? What word choices stand out as interesting or unusual? Are words used figuratively to mean something other than their literal definition? Figurative language includes things like metaphor (e.g. “her eyes were oceans”) and simile (e.g. “her eyes were like oceans”). Also keep an eye out for imagery in the text – recurring images that create a certain atmosphere or symbolize something important. Remember that language is used in literary texts to say more than it means on the surface.

d- Narrative voice :Ask yourself: • Who is telling the story? • How are they telling it? Is it a first-person narrator (“I”) who is personally involved in the story, or a third-person narrator who tells us about the characters from a distance? Consider the narrator’s perspective. Is the narrator omniscient (where they know everything about all the characters and events), or do

they only have partial knowledge? Are they an unreliable narrator who we are not supposed to take at face value? Authors often hint that their narrator might be giving us a distorted or dishonest version of events. The tone of the text is also worth considering. Is the story intended to be comic, tragic, or something else? Are usually serious topics treated as funny, or vice versa? Is the story realistic or fantastical (or somewhere in between)?

e- Structure: Consider how the text is structured, and how the structure relates to the story being told:

-Novels are often divided into chapters and parts.

- Poems are divided into lines, stanzas, and sometime cantos.

- Plays are divided into scenes and acts.

Think about why the author chose to divide the different parts of the text in the way they did. There are also less formal structural elements to take into account. Does the story unfold in chronological order, or does it jump back and forth in time? Does it begin in medias res – in the middle of the action? Does the plot advance towards a clearly defined climax? With poetry, consider how the rhyme and meter shape your understanding of the text and your impression of the tone. Try reading the poem aloud to get a sense of this. In a play, you might consider how relationships between characters are built up through different scenes, and how the setting relates to the action. Watch out for dramatic irony, where the audience knows some detail that the characters don't, creating a double meaning in their words, thoughts, or actions.

8.3. Coming up with a thesis: Your thesis in a literary analysis essay is the point you want to make about the text. It's the core argument that gives your essay direction and prevents it from just being a collection of random observations about a text.

8.3.1. Example thesis statement for a literary analysis essay : Mary Shelley uses shifting narrative perspectives to portray Frankenstein in an increasingly negative light as the novel goes on. While he initially appears to be a naive but sympathetic idealist, after the creature's narrative Frankenstein begins to resemble – even in his own telling – the thoughtlessly cruel figure the creature represents him as. Remember that you can revise your thesis statement throughout the writing process, so it doesn't need to be perfectly formulated at this stage. The aim is to keep you focused as you analyze the text.

8.3.2. Finding textual evidence: To support your thesis statement, your essay will build an argument using textual evidence – specific parts of the text that demonstrate your point. This evidence is quoted and analyzed throughout your essay to explain your argument to the reader. It can be useful to comb through the text in search of relevant quotations before you start writing. You might not end up using everything you find, and you may have to return to

the text for more evidence as you write, but collecting textual evidence from the beginning will help you to structure your arguments and assess whether they're convincing.

8. 3.3. *Writing a title and introduction* :To start your literary analysis paper, you'll need two things: a good title, and an introduction. The title Your title should clearly indicate what your analysis will focus on. It usually contains the name of the author and text(s) you're analyzing. Keep it as concise and engaging as possible. A common approach to the title is to use a relevant quote from the text, followed by a colon and then the rest of your title. If you struggle to come up with a good title at first, don't worry – this will be easier once you've begun writing the essay and have a better sense of your arguments.

Here is an example title for a literary analysis essay "Fearful symmetry": The violence of creation in William Blake's "The Tyger"

The introduction :The essay introduction provides a quick overview of where your argument is going. It should include your thesis statement and a summary of the essay's structure. A typical structure for an introduction is to begin with a general statement about the text and author, using this to lead into your thesis statement. You might refer to a commonly held idea about the text and show how your thesis will contradict it, or zoom in on a particular device you intend to focus on. Then you can end with a brief indication of what's coming up in the main body of the essay. This is called signposting. It will be more elaborate in longer essays, but in a short five-paragraph essay structure, it shouldn't be more than one sentence.

The Example introduction for a literary analysis essay Mary Shelley's *Frankenstein* is often read as a crude cautionary tale about the dangers of scientific advancement unrestrained by ethical considerations. In this reading, protagonist Victor Frankenstein is a stable representation of the callous ambition of modern science throughout the novel. This essay, however, argues that far from providing a stable image of the character, Shelley uses shifting narrative perspectives to portray Frankenstein in an increasingly negative light as the novel goes on. While he initially appears to be a naive but sympathetic idealist, after the creature's narrative Frankenstein begins to resemble – even in his own telling – the thoughtlessly cruel figure the creature represents him as. This essay begins by exploring the positive portrayal of Frankenstein in the first volume, then moves on to the creature's perception of him, and finally discusses the third volume's narrative shift toward viewing Frankenstein as the creature views him.

Some students prefer to write the introduction later in the process, and it's not a bad idea. After all, you'll have a clearer idea of the overall shape of your arguments once you've

begun writing them! If you do write the introduction first, you should still return to it later to make sure it lines up with what you ended up writing, and edit as necessary.

8.4. Writing the body of the essay: The body of your essay is everything between the introduction and conclusion. It contains your arguments and the textual evidence that supports them.

Paragraph structure : A typical structure for a high school literary analysis essay consists of five paragraphs: the three paragraphs of the body, plus the introduction and conclusion. Each paragraph in the main body should focus on one topic. In the five-paragraph model, try to divide your argument into three main areas of analysis, all linked to your thesis. Don't try to include everything you can think of to say about the text – only analysis that drives your argument. In longer essays, the same principle applies on a broader scale. For example, you might have two or three sections in your main body, each with multiple paragraphs. Within these sections, you still want to begin new paragraphs at logical moments – a turn in the argument or the introduction of a new idea.

-Topic sentences: To keep your points focused, it's important to use a topic sentence at the beginning of each paragraph. A good topic sentence allows a reader to see at a glance what the paragraph is about. It can introduce a new line of argument and connect or contrast it with the previous paragraph. Linking words like "however" or "moreover" are useful for creating smooth transitions

- Using textual evidence: A key part of literary analysis is backing up your arguments with relevant evidence from the text. This involves introducing quotes from the text and explaining their significance to your point. Good literary analysis essays contain an explanation of your ideas and evidence from the text (short story, poem, play) that supports those ideas.

Textual evidence consists of summary, paraphrase, specific details, and direct quotations. The skillful use of textual evidence - summary, paraphrase, specific detail, and direct quotations can illustrate and support the ideas you are developing in your essay. However, textual evidence should be used judiciously and only when it directly relates to your topic. The correct and effective use of textual evidence is vital to the successful literary analysis essay.

8.5. Writing a conclusion: The conclusion of your analysis shouldn't introduce any new quotations or arguments – instead, it's about wrapping up the essay. Here, you summarize your key points and try to emphasize their significance to the reader. 5 A good way to approach this is to briefly summarize your key arguments, and then stress the conclusion they've led you to, highlighting the new perspective your thesis provides on the text as a whole. Here is an example conclusion for a literary analysis essay:

By tracing the depiction of Frankenstein through the novel's three volumes, I have demonstrated how the narrative structure shifts our perception of the character. While the Frankenstein of the first volume is depicted as having innocent intentions, the second and third volumes – first in the creature's accusatory voice, and then in his own voice – increasingly undermine him, causing him to appear alternately ridiculous and vindictive. Far from the one-dimensional villain he is often taken to be, the character of Frankenstein is compelling because of the dynamic narrative frame in which he is placed. In this frame, Frankenstein's narrative self-presentation responds to the images of him we see from others' perspectives. This conclusion sheds new light on the novel, foregrounding Shelley's unique layering of narrative perspectives and its importance for the depiction of character.

8.6. Examples of Literary Essay

Topic1.

Joseph Conrad's *Heart of Darkness* is the chilling tale of young Marlow's voyage up the Congo River. There he meets the wicked ivory trader Kurtz. The book explores the themes of imperialism and racism. It also questions the civility of Western society over supposedly savage indigenous people.

Topic 2.

Mark Twain is one of the great American writers and satirists. But his masterpiece *The Adventures of Huckleberry Finn* delved into themes and topics that are among the most serious of any literary analysis essay topics. These include freedom versus slavery and man versus nature.

Topic 3.

Fate in Romeo and Juliet: We all know that Romeo and Juliet were the archetypal star-crossed lovers. Throughout the text of this famous work, Shakespeare makes it quite clear that their love is doomed by fate.

Topic 4.

Social standing and wealth are the two key themes of one of Austen's most beloved novels, *Pride and Prejudice*. In this book, the protagonist, Elizabeth Bennet must choose between two suitors. One is a personable man. The other is better established in society, although less kind.

Chapter 9: Types of Essays – Compare and Contrast

9.1. Comparison and Contrast

Using comparison and contrast involves looking at similarities (comparison), differences (contrast), or both. You analyze similarities and differences when you make everyday decisions (when you shop for a pair of jeans or select a sandwich in the cafeteria), as well as when you make important decisions (deciding which college to attend for example). These essays require written development exploring the similarities and differences, usually between two concepts. The thesis highlights the main points that will be explored. In the body paragraphs, it is helpful to introduce both concepts briefly before writing about the similarities and differences. Depending on their purpose and audience, writers using comparison and contrast may focus on similarities, differences, or both. An essay focusing on similarities often mentions a few differences, usually in the introduction, to let readers know the writer is aware of the differences. Conversely, an essay that focuses on differences might mention a few similarities. Whether you cover similarities, differences, or both in an essay, you should strive to treat your subjects fairly. Relevant information should not be purposely omitted to show one subject in a more favorable light. N.B. Compare and contrast can be a pattern of development on its own (essay), or, as a technique, it can be integrated with other patterns of development/essays: narrative, argumentative, literary analysis, etc.

9.2. Why Compare and Contrast?

A comparison and contrast essay usually has one of three purposes:

- To express ideas: The purpose of an essay about playing Rockband could be to express the writer's love of the game, rock music, or both. The audience for this essay might be the readers of an online forum for the discussion of video games:

✓ To inform:

The purpose of an essay about playing Rockband could be to inform readers new to the game how playing Rockband differs from playing in a real band. The audience for this essay might be dedicated amateur musicians looking for an electronic alternative to joining a band.

✓ To persuade:

The purpose of an essay about playing Rockband could be to persuade readers that Rockband is much more challenging in some ways than playing in an actual band. The audience for this essay might be musicians who think the game seems easy.

9.3. Basis of Comparison: You cannot compare or contrast two things unless they have something in common. When making a comparison, a writer needs to choose a basis of comparison — a fairly broad common characteristic on which to base the essay. Example: the

basis of comparison between an email and Messenger is that they are both means of communication. *Car and train: both are means of transportation. A successful comparison and contrast essay has a main point that sparks readers' interest in the subjects rather than boring them with a mechanical listing of similarities or differences. This main point can serve as the thesis for the essay, or the thesis can be implied in the writer's choice of details. An explicit thesis statement has three functions:

1. To identify the subjects being compared or contrasted.
2. To suggest whether the focus is on similarities, differences, or both.
3. To state the main point of the comparison or contrast.

Example: The following thesis statement example meets all three criteria. Note, too, that it suggests why the comparison or contrast is meaningful and worth reading about.

---- focus on similarities----Subject: basis of comparison--- -----Main point-----

Similar appeals in commercials for three popular breakfast cereals reveal America's obsession with fitness and health.

9.4.Organizational patterns: Most comparison and contrast essays use one of these two primary methods of organization:

- Point-by-point organization: The writer moves back and forth between two or more subjects, comparing them on the basis of several key points or characteristics.
- Subject-by-subject organization: The author describes the key points or characteristics of one subject before moving on to those aspects of a second subject.
- Transition Expressions to Use in a Compare and Contrast Essay:

Comparison	Contrast:
in the same way by the same token similarly in like manner likewise in similar fashion	Yet, but, nevertheless, nonetheless on the contrary, in contrast, on the other hand notwithstanding however, though, unlike.

a-Analysis of a Sample Compare and Contrast Essay

Subject by Subject organization:

Introduction and Thesis: items to be compared, reason for comparison, and main points.

Body Paragraphs: 1- Cost of attending high school and college 2- Workload in high school and college 3- Social aspects of high school and college

Conclusion: it should summarize or restate the main points and may indicate a preference for one of the two items being compared. The leap from high school to college is a large one. Many students enter post-secondary education expecting the experience to be the same as the one they had while at secondary school. These students are wrong to make this assumption, and they very quickly realize just how different college is. College costs more, presents more academic challenges, and offers a more social environment than high school. First, in terms of cost, college is more expensive than high school because of tuition, living expenses, and books. Anyone who wishes to attend college must pay fees, whereas it is free to attend high school as it is the government that funds high schools. In addition to tuition, college students must also worry about the residence or rental costs for living close to the college's campus.

In contrast, high school students have no living expenses because the majority of high school students live at home with their parents for free. College is also more expensive than high school when it comes to the cost of learning materials, such as textbooks. In college, students may have to buy textbooks for each course they take. These books are not cheap, and they often wind up costing students a lot of money once they have purchased the books for all their classes. High school students, on the other hand, don't have to spend much on textbooks. Not only do college students have to pay more money than high school students for their education, the college students also have much more work to do once their bills have been paid. Second, the workload in college is more challenging than the workload in high school. College students are faced with the task of having to complete an average of three to five assignments per week, whereas high school students average only one to three assignments per week.

There are more assignments in college, and they are also more challenging and can take up to eight hours to complete successfully. In contrast, high school students do not have to commit as much time and effort to their assignments and can often finish all of their homework in the same amount of time it takes a college student to complete a single assignment. In addition to the extra time that college students put into their work, students experience extra pressure because their final grades are based on each assignment. In high school, however, an assignment is not worth much of a student's final grade. In college, an assignment is worth 25% or as much as 50% of a student's final grade. College students are consistently placed under more academic pressure than high school students. Third, in college, there are more activities, sports, and clubs for students to participate in than in high school. College students have both the benefits of being able to join varsity sports teams as

well as being able to use any athletic facilities the college has to offer, such as gyms, pools, and weight rooms. In contrast, most high schools often offer non-varsity sports teams, but very few high schools boast athletic facilities similar to those of a college. Colleges also host social events that are unavailable in high schools. Examples of these events are orientation week and pub nights. Furthermore, colleges offer more clubs than high schools do. High schools may have some clubs or groups that students can join; however, because high schools are smaller with fewer students, the variety of clubs is limited. Colleges are guaranteed to have a club for everyone because the population base is so large.

Athletic facilities, social events, clubs and special interest groups show the college environment to be much more social than the high school environment. On the basis of financial, academic, and social aspects, college is more costly, more academically challenging, and more socially stimulating than high school. These differences need to be taken into account by those students who are entering college from high school. If new post-secondary students are conscious of these differences, they will be more adequately prepared for the challenges that college can present.

Chapter 10: Writing Letters for Academic Purposes Motivation Letter**10.1 What is a Motivation Letter?**

A motivation letter is a document detailing your professional skills and reasons for applying for a course of study, a scholarship or volunteer job. This letter accompanies your application and supporting documents, such as a transcript of your grades or a resume. A motivation letter is sometimes called a "statement of purpose" or a "motivational letter". Motivation letters are not commonly used for paid job applications, which are typically accompanied by cover letters. Generally, motivation letters are required for post-graduation scholarships. However, it may be required sometimes while applying for an undergraduate program.

10.2 Why is a cover letter important?

The objective of a motivation letter is to explain to the authorities why should you be chosen for the degree program and what plans do you have for the education you will receive. In other words, the letter of motivation speaks out some of the important aspects of your research proposal that connects it up with your academic competence and personality. To contract the list of candidates, selection panels frequently use motivation letters. Then the candidates considered best are finally selected for the program. The motivation letter is the most significant part of your application. The success of your application mainly counts on the motivation letter.

10.3 Take the following into consideration when writing a motivation letter

Following these tips can help make your motivation letters stand out and convince decision-makers to consider your application further.

- Follow any guidelines. Follow any formatting, length and content guidelines provided by your prospective school or non-profit organization. If the organization does not provide any details, write approximately 1/2 to one page of text with a basic 12-point font, such as Times New Roman or Arial.

- ✓ Write with personality:

Your interests, feelings and perspectives are unique, so writing about them is a good way to separate your letter from others.

- ✓ Write in a natural voice that reflects how you would speak to your recipient if they were in a room with you. Include interesting details that help your motivation letter stand out from others. Humor can be misinterpreted, so opt for a more serious tone.
- ✓ Use accessible language:

Accessible language that readers can easily understand is best for motivation letters. Identify any unnecessarily complex terms or jargon when you are 2 proofreading and replace them with simpler words. Write short, active sentences that cannot be misinterpreted.

- Focus on

your strengths. Write about your personal strengths, rather than your challenges or limitations. Writing about your strengths helps the recipients of your motivation letters understand your value to their organization and keeps your letter's tone positive.

10.4 How to write a motivation letter

Generally speaking, there are two ways to write your motivation letter in terms of organization: - Classical Way of Writing a Motivation Letter: Classical way guides writing a letter of motivation in three parts; introduction, body, and conclusion. Using the classical way is not a bad idea. You can use it if you want to write the body of the letter as a story.

Hence, not breaking the reading flow. No matter what method you chose, the letter basically contains an introduction, a body, and a conclusion.

- Modern Way of Writing a Motivation Letter:

While another way of composing a letter of motivation is to use 5-7 paragraphs, where the body is divided into 3-4 paragraphs. It completely depends on your choice. However, dividing the body into more paragraphs is considered beneficial, as each paragraph highlights a completely different point. In all cases, writing a good motivation letter takes time, so make sure you methodically work through the steps to make yours the best possible. Allowing plenty of time to write your motivation letter ensures you include all the necessary content and follow each important step, including the following:

1. Write an outline Write a point-form outline noting the content of your motivation letter and its order. Write points covering the following topics:
 - Why you want to study the course or volunteer with the program
 - Your skills or qualities that will benefit the school or non-profit
 - Why you are interested in the school or non-profit organization
 - Think critically about whether you are including all relevant details.

A motivation letter for a Ph.D. program will need more details about your experiences and specific future plans than a motivation letter for a bachelor's program, for example.

2. Cross-reference your outline with information from the school or non-profit organization to show you have the qualities and qualifications they are looking for. Assess your format and structure and determine whether moving points around would create a more logical flow. Revise your outline until you are satisfied with it. You can reference your completed outline when writing your polished motivation letter to stay on track.
3. Write an introduction that introduces yourself to the recipient. Address your recipient by name, if possible, to give your motivation letter a personal touch. Your introduction should capture your recipient's attention and encourage them to read on, so include details

about your achievements in this section. Expand the points in your outline to form your motivation letter's body. Take a new paragraph for every new topic. Remember, your motivation letter aims to convince your recipient of your value, so use compelling facts to be persuasive.

1. Conclude your motivation letter Write a conclusion to your motivation letter that summarizes your goal and leaves a positive final impression. You should also thank your recipient for considering your application and encourage them to contact you if they have any questions.
2. Proofread your motivation letter

Proofread your motivation letter to make it more concise and professional. Correct any spelling and grammatical errors and awkward phrasing. Edit information already listed in your application form or resume to ensure your motivation letter contains only unique information. You may need to proofread your motivation letter several times to identify all problem areas. If time permits, complete this step two days or more after writing your motivation letter as time away from your work allows you to view it more objectively. To help ensure your letter has professional grammar and spelling, ask a trusted friend or colleague to proofread your motivation letter after you.

10.5 Motivation Letter Format Guidelines:

Formatting includes factors such as page margins, font type and size, line, paragraph and section spacing, and document type. For example, a letter without the correct spacing between paragraphs, or with too much text on a page, is going to look cluttered, or a letter saved as a file type that is not meant for a text document (such as a .jpg or a .png) may prevent the reader from opening and viewing it. A motivation letter that is saved correctly and uses sufficient white space, a simple, reasonably sized font, and an appropriate salutation and closing will make a positive impression. Use the correct spacing: 1 or 1.5. • Don't be tempted to use justification. Left side align is easy on the eye.

- There should be one - inch margins for some white space and friendly impression.
- When it comes to the paragraph, there should be double spacing between them.
- Fonts like Calibri, Arial and Times New Roman are welcome.

10.6. What is the difference between a motivation and a cover letter?

The motivation letter is usually used when applying for something e.g. for acceptance to a university, to a student programme, to a non-profit organization for voluntary work etc. The cover letter, in contrast, is used when you apply for a job. You send both a letter and your detailed CV. In the cover letter, you must state clearly the position you are applying

for and explain why your profile matches the position. To put it simply, it must answer the question “Why you?” Usually, people mix up a letter of motivation and a cover letter. It’s obvious because the main purpose of both is to persuade a person who is going to read the letter that you’re the most suitable candidate for a given position. But remember, a cover letter frames you more for the job position, whereas a motivation letter highlights your motives for applying to a certain scholarship or an educational program.

A Sample Scholarship Motivation

Letter Owlle McScholar 9876 Smith St. Stillwater, OK 74074

The Scholarship Committee 123 Learning Rd.

Suite 4A Oklahoma City, OK 73127

Dear Scholarship committee,

My name is Owlle McScholar and I am a third year student at Oklahoma State University. I am currently pursuing a five-year Bachelor of Architecture Degree, and I plan to follow up with a one-year master's degree after I graduate. While in high school, I worked extensively with my local Habitat for Humanity branch to help build homes for low income families. I learned about the construction process from the ground up, and I discovered the importance of function in architectural design. The homes we built during my four years as a volunteer were never extravagant, but they served their purpose and became a beacon of hope for their owners. My education is largely focused on this mindset: function over form, stability over showmanship. I have enrolled in several classes that crossover to the Architectural Engineering major because I want to have a comprehensive view of how design meets structure. I have worked on three extra-credit residential design projects under the supervision of my architecture professors (Dr. X and Dr. Y) to accelerate my research and education. I wanted to become an architect to create accessible, affordable housing opportunities in underprivileged communities. Living in a college town, I have seen countless rental properties available, but there are few homes for sale that are priced affordably enough for college students and first-time buyers. This is the case in many towns throughout America, especially areas with a low standard of living. My goal is to build neighborhoods of sufficient starter homes that can help adults build equity, avoid excessive debt, and create financial stability for their futures. I have an internship scheduled with LMNOP Architectural Firm in the summer, and I will continue my on-the-job training there after my master's degree. After working under acclaimed residential architects Suzan Craft and Peter Wood, I would like to open my own architectural firm focused on developing inexpensive, high-quality housing. Also, I would like to work with Habitat for Humanity again, this time as an architect instead of a general laborer. I believe firmly in their mission to build "a world where everyone has a decent place to live." I appreciate your consideration. With your assistance, I can continue my schooling in architecture and design to bring accessible homes to those in need. Sincerely, Owlle McScholar

Signature

Chapter11: Description**11.1.Definition:**

In a description, the writer paints a word picture of a person, place, or object by appealing to one or more of the five senses (smell, taste, hearing, touch, and sight). Description is useful in many kinds of writing because it helps the reader see the people, places, or objects being described. Good description depends on the effective use of specific detail. Writing “There was a flower in a vase” doesn’t help the reader see the flower as clearly as writing “There was a long-stemmed red rose in a slender crystal vase.” The more specific you can be, the more you will help the reader see the scene you have in mind. Use concrete and specific nouns and verbs, descriptive adjectives and adverbs, and vivid images. (For additional help in choosing effective language, consult Chapter 23, “Word Choice”.)

11.2 Examples of description:

My grandmother is a special person and has played a big role in my life. It was fun and a little frustrating trying to describe her. I tried to focus on her spiritual qualities but convey them through her appearance. Grandma Anderson My grandmother is a special lady. She stands barely five feet tall and weighs under a hundred pounds, but her will is as strong and fierce as a lion’s. As long as I’ve known her, her gray hair has been pulled into a tight braid at the back of her head, and she has worn the same simple cotton dresses she has worn all her life. Only on Sunday, when she goes to church, does she put on the lace-trimmed black dress that is shiny with starch and ironing. Her face is small and lined with her years, but her eyes are as bright and attentive as a hawk’s. She misses nothing in the world or in you. When I was young, I believed she could read my mind because she would take one look at me and know what I was feeling. I still sometimes believe she can read my mind today. Although her frame is bent slightly with her more than eighty years, her smile is as warm and free as a teenager’s. Because I love and respect my grandmother, nothing gives me greater pleasure than to sit down at her dinner table and see her face light up when I ask for a second helping of her famous peach cobbler. One of my favorite places to spend time is Clearwater Lake. I seem to relax and leave my troubles behind whenever I’m there. One of the problems I had in describing the lake was settling on a time of year to describe it. I go there all year long, so I know what it looks like in the spring, summer, fall, and winter. I finally decided that the lake is at its most spectacular in the fall.

-Clearwater Lake Fishing on Clearwater Lake puts me in touch with nature. Clearwater Lake is a small lake nestled in the Adirondack Mountains. The glassy lake is ringed with aspen, larch, birch, and fir trees, and in the fall, the mountainsides are on fire with brilliant oranges, reds, and yellows. I arrive at the lake early, with mist still clinging to the surface of the water like smoke. I slide my canoe silently into the clear, cold water, step in, and push off the sandy bank. Each stroke of the paddle pulls me farther out into the lake, the wind crisp and cold against my cheeks. The world seems to go silent around me; only the sound of my paddle moving through the water breaks the silence. Once on the lake, I am cut off from the world of work and school and family, and I'm free to meditate on the beauty and tranquility of the spot. “ ” Peer Example Description of an Object Beth My grandmother's rocking chair sits in my living room today, and even though she's dead, her rocking chair reminds me of her and brings her back to life for me. Sometimes special objects can represent the person we associate with them, and the rocker comforts me today just as my grandmother comforted me when I was a child. Memaw's Rocker My grandmother's rocking chair sits empty in the corner of the living room. The simple unpainted cane rocker would be of little interest to an antique dealer, but I wouldn't part with it for the world. The seat is cupped slightly from years of use: afternoons and evenings when she sat shelling peas, darning socks, or knitting sweaters. The arms are sanded smooth from the constant motion of her thin arms. The chair is silent now, but if I close my eyes, I can still hear the squeak of the rocker against the pine floor and hear the click of her knitting needles. They were sounds that always comforted me and made me feel as if everything were right with the world. Even today, I can't look at the rocker without seeing my Memaw smiling at me over the rim of her glasses and hearing her say she loves me. Organization of Description Descriptions can be organized spatially (left to right, top to bottom, etc.); chronologically (in time order); or in order of importance (the thing that strikes you first or that is dominant about what you are describing).

The subject and purpose of your description will guide your choice and organization of details. Thesis Statements The thesis or topic sentence generally presents the subject of the description and/or establishes the tone or mood of the description. It controls the details you will include.

My room reflects my personality. Big Shoals is a place I go to escape the stress of everyday life. My biology professor, Mr. Mathews, is a distinguished man. My 1974

Dodge station wagon is a beauty.

The subject of the description is Pop, and the attitude is positive. The subject of the description is both the writer's room and the writer. The subject of the description is Big Shoals and the attitude is that it is relaxing. The writer announces the subject of the description, her biology professor, and her attitude toward him. The writer announces the subject of the description and his attitude toward it.

11.3.Transitions

Because there are no transitions that relate specifically to description, you would use the transitions that best show the relationship between the ideas you are expressing.

a-Tips on Planning Description

1. Have a purpose in mind for the description. Are you trying to give an objective description, or are you trying to convey an attitude, opinion, or mood about your subject?
2. Because descriptions of people, places, and objects are different, you will have different considerations for each.
 - a. If you are describing a person, try to help the reader see the person and his or her character by describing appearance, dress, mannerisms, actions, and/or speech. Descriptive details can be used to suggest personality or character.
 - b. If you are describing a place, scene, or activity, you will need to select a physical perspective or viewpoint on the subject and stick to it. For example, if you were describing a room from the perspective of someone standing on a ladder looking in a window, you would notice certain things and not others. Your perspective might also include the time of day and season of the year of your description. You would notice different things in the fall and spring, in the morning and at night. You should remain consistent with the perspective you select.
 - c. If you are describing an object, try to help the reader see the object and its meaning to you. Descriptions of objects rely on the five senses (sight, sound, touch, taste, and smell) to evoke the physical appearance and emotional associations of the object.
3. Decide on an emotional perspective or attitude toward your subject and keep it in mind as you select details. Do you like or dislike this subject? What is the dominant impression or mood you wish to evoke? This mood or feeling will be a unifying element in your description. By keeping it in mind, you can reject all details that do not fit. Try not to confuse the reader by giving some positive and some negative details.

4. Make a list of things seen, heard, smelled, tasted, and felt, choosing those things that fit your physical and/or emotional perspective.

1. Avoid disorganized descriptions. If your description is haphazard or jumps around, you will confuse the reader. For example, if you describe something on the outside of a house, then something on the inside, and then something on the outside again, the reader will have trouble picturing your subject.

2. Avoid inconsistent descriptions. A description that is not consistent in physical perspective or emotional perspective will confuse the reader. For example, if you are describing a place, you will confuse the reader if you combine descriptions from two different seasons of the year. If you are describing a person, do not switch back and forth between positive and negative details about a person because this inconsistency will confuse the reader.

3. Avoid generalizations and abstractions. General statements and abstractions don't create an image in the reader's mind and therefore don't help the reader see the subject of your description. Abstract words such as beautiful, lovely, and wonderful mean different things to different people, so they won't help your reader visualize what you have in mind. You should also avoid describing something as average or boring because such words don't help the reader see your subject and may stop the reader from reading further. Select one of the topics below to develop as a paragraph or an essay.

1. Describe one of your favorite relatives. What makes him or her so special? Make sure you include mannerisms, patterns of speech, and anything that reveals his or her personality.

2. Choose a place that is important to you and decide on an adjective that describes the emotion or feeling of the place (peaceful, frightening, etc.). Don't use this descriptive word in the description, but select details that elicit that mood or feeling in the reader. When the reader finishes your description, he or she should be able to name the emotion you had in mind when you wrote it.

Let's practice!

1. Write a description of a favorite object (ring, car, item of clothing). Try to appeal to all of the senses in your description and include how the object makes you feel.

2. Describe the place you most loved to spend time as a child.

Chapter12: Narration

12.1 Introduction:

In narration, the writer tells a story about a series of events. That may sound easy, but storytelling isn't as easy as it sounds. First, the writer has to tell the story clearly enough for the reader to follow what happened when. Second, the writer has to tell the story dramatically enough to keep the reader's attention and interest. One way to keep a reader's attention is by describing the people and places in the story vividly. Generally, narratives are told chronologically, and they answer the six basic journalistic questions: Who? What? When? Where? Why? and How? Narration often uses the first person (I, we) because the writer is recounting personal experience.

12.2Peer Example Narration Essay

The memory of my prom night is still fresh in my mind, so it was easy to write about. It was one of those nights when everything that could go wrong did. Disaster Prom My senior prom was a disaster. I had arranged to borrow my brother's new Camaro, but he didn't get home until right before I was supposed to leave, and in my rush, I neglected to check the gas gauge. As a result, I ran out of gas and had to hitchhike in my tux to the nearest filling station. I arrived at my date's house sweaty and was met by her scowling father, who clearly disapproved of anyone who would keep his precious daughter waiting on such an important night. My date was forgiving enough until we arrived fifteen minutes late at the four-star French restaurant where I had made reservations months in advance. We were informed by a surly maître d' that we had lost our reservations and would have a one-hour wait if we wanted to stay. Instead, we opted for a local restaurant that offered a fancy seafood buffet, but we felt ridiculous in our formal clothes when everyone else was dressed casually. My date's dress was so tight that she could barely eat a bite of food, and I was so miserable that I ate too much and ended up feeling queasy. By the time we arrived at the prom, my date was barely speaking to me. The prom was held in the gym, which had been only superficially decorated by potted plants and a canopy of balloons, and the band played mostly punk rock, which was impossible to dance to. Then, someone bumped my elbow, and I sloshed my drink all over the front of my date's blue satin dress, which sent her running to the bathroom in tears. I suppose that was the last straw because by the time I dropped her off, she was so furious that she refused to kiss me goodnight, and she never went out with me again. All in all, my senior prom was an experience I would just as soon have skipped. In writing an essay

on my prom night, I divided the night into major chunks of time and tried to include as many details as I could about what happened and how I was feeling. Disaster Prom For some people, the senior prom is the culmination of four years of high school and is more important and certainly more memorable than graduation. They proudly display their prom pictures on their mantels, and they remember prom night as one of the best in their lives. It didn't quite work that way for me. I changed schools my senior year because my parents moved from one area of Atlanta to another. As a result, my date for the prom was a girl I had met in my English class but barely knew. I still have the picture of the two of us that night, but I don't have the heart to display it because even though I look good in my tux and she looks beautiful in her blue satin dress and orchid corsage, I can't look at the picture without remembering that just after the flash went off, she turned away in anger. Unfortunately, my senior prom was a disaster. I thought I had everything arranged well in advance of the night of the prom. I had persuaded my brother to lend me his shiny new red Camaro in exchange for mowing his lawn for two months. At the time, it seemed like the trade was well worth it because I could just imagine the look in my date's eyes when I picked her up in my brother's cool car. Unfortunately, my brother didn't show up until right before I was supposed to leave, and in my rush I neglected to check the gas gauge. As a result, I ran out of gas and had to hitchhike in my tux to the nearest filling station. I arrived at my date's house twenty minutes late and sweaty. When her father opened the door, it was clear from the scowl on his face that he was not pleased with anyone who would keep his precious daughter waiting on such an important night. My date was forgiving enough until we arrived fifteen minutes late at the four-star French restaurant where I had made reservations months in advance. We were informed by a surly maître d' that we had lost our reservations and would have a one-hour wait if we wanted to stay. Instead, we opted for a local restaurant that offered a fancy seafood buffet, but we felt ridiculous in our formal clothes when everyone else was dressed casually. It was already clear that the evening was not going well, and my date didn't have much to say. Her dress was so tight that she could barely eat a bite of food, and I was so miserable that I ate too much. The tension and the greasy fried food combined to make me feel slightly queasy. By the time we arrived at the prom, my date was barely speaking to me. The prom was held in the gym, which still looked very much like a gym in spite of the potted plants and canopy of balloons. To make matters worse, the band the prom committee had hired played mostly punk rock music, which was impossible to dance to. Everyone just milled around awkwardly and didn't know what to do. The music was too loud to hear yourself talk,

and the strobe lights at once blinded me and made me feel dizzy. Not an hour after we arrived, someone bumped my elbow, and I sloshed my drink all over the front of my date's blue satin dress, which sent her running to the bathroom in tears. I suppose for her that was the last straw. By the time I dropped her off, she was so furious that she refused to say goodnight, let alone kiss me goodnight. Needless to say, she never went out with me again. I spent two hot summer months mowing my brother's lawn to pay for borrowing his car, and when my prom picture arrived in the mail, I put it in a drawer without looking at it. All in all, my senior prom was an experience I would just as soon forget.

12.3 Organization of Narration

Narratives are generally told in chronological order, meaning the events are told in the order that they happened, so the story you are telling will dictate the organization of your paragraph or essay. Try to structure your essay around logical divisions in the events you are recounting. Thesis Statements for Narration: The thesis or topic sentence presents the subject of the narration and its significance.

My car accident was the most terrifying experience of my life. Our family's Christmas vacation turned into a disaster. My trip out west with my girlfriend ended our relationship. This thesis tells us that the subject is the writer's car accident and reveals the writer's attitude toward the events. This thesis also announces the subject, Christmas vacation, and indicates an opinion about it, that it was a disaster. The subject is the writer's trip out west, and its significance is that it ended his relationship with his girlfriend. Sometimes the topic sentence of a narrative paragraph begins telling the story.

On the morning of my graduation from high school, I woke feeling sick. We began our Christmas vacation as we always did, by leaving for Grandma's house before dawn. This thesis tells us that the subject is the writer's high school graduation and reveals that it did not go as planned. The writer begins telling the story of her Christmas vacation by starting when her family left the house. Notice that she lets the reader know what the story will be about and gives us a clue that things will not go as normal in the story she is about to tell.

Transition words used in narration are generally time markers: afterward in the end at last meanwhile at the same time next at this point soon after by this time subsequently eventually then finally to begin with first, second, third, etc.

12.4 Tips on Planning Narration:

1. Decide on the story you want to tell, and think about what the story means to you. Did you learn something through the experience? What Writing Assignment [Pitfalls would you like the reader to learn by reading your story? What feeling or attitude would you like the reader to have about the story you are telling?
2. Think through (or outline) what happened first, second, third, and so on. Try not to leave out anything the reader will need to understand the story. For example, if you were telling the story of your car accident, you wouldn't want to neglect to mention who was driving or what caused the accident.
3. Try to divide the action into major blocks. You may find, however, that you have to write out the entire story to see where the logical breaks in the action are. For example, you might want to divide a narrative about a car accident into what happened before the accident, what happened during the accident, and what happened after.
4. Focus on the people involved in your narrative, and try to describe them accurately and colorfully.
5. Focus on the feelings you experienced at different times in your story.

Try to make these feelings clear to the reader.

1. Avoid stringing together a series of events without dramatizing any of them or showing their significance. For example, no one wants to read a mere series of "this happened and then this happened and then we did this."
2. Avoid a list. Make sure the events are logically connected with appropriate transitions to help the reader follow the sequence of events. For example, the following list isn't particularly interesting: "We arrived at my grandmother's. We put our bags away. We spent the afternoon cooking Thanksgiving dinner." If you link the events together with transitions, the sequence makes more sense for the reader: "We arrived at my grandmother's around 1 pm. After putting our bags away, we spent most of the afternoon preparing all the family's favorite Thanksgiving dishes."

Let's practice!

Select one of the topics below to develop as a paragraph or an essay.

1. How did you meet your best friend, girl/boyfriend, or spouse? Tell the story of how you met. Include details about the place, the events, and your first impressions.
2. Tell the story of how you made a significant decision in your life (going to school, getting married, quitting a job, applying for a scholarship, etc.).

Try to dramatize who you were at the time, what factors influenced your decision, and how the decision has affected you.

3. Did you ever get in trouble as a kid or as an adult? Tell the story of what happened and what you learned as a result.

4. Retell a story your family tells about you or some other member of the family. What does the story or the way it is told reveal about your family's attitude toward the event or person? Does the story say something about what your family values?

5. Make up a dramatic story or a news story to explain what has happened in the picture below. Try to answer the six journalistic questions (who, what, when, where, why, and how) in your story.

Chapter13: Example or Illustration

13.1Definition:

The writer uses examples or illustration to develop a general idea or prove a general statement. Examples are specific and concrete, not general or abstract. They explain, clarify, or demonstrate a general idea. An illustration is an extended, developed example. Examples help readers understand the writer's ideas by making abstract ideas concrete and easier to understand. Just as a picture or illustration helps the reader see and understand the writer's ideas, examples or illustrations help the reader understand a general idea. Examples are also more memorable than abstractions. Most students remember the examples an instructor used in class long after they've forgotten the point the instructor was trying to make. Examples keep the reader's attention and make writing vivid and memorable.

13.2 Example or Illustration

Having to come up with concrete examples of my father's honesty helped me appreciate this remarkable man. **An Honest Man** My father showed me the meaning of honesty. I never heard him tell a lie, even the kind of white lie we tend to use to save ourselves time or money or hassle. Once when a cashier gave him change for a twenty rather than the ten he had given her, he handed back the extra ten dollars and told her she'd made a mistake. Needless to say, she was astounded by his unexpected honesty. Another time when he accidentally backed into a car in a parking lot and put a small scratch on its fender, he left a note on the windshield with his name and phone number. Most important, he always took responsibility for his actions, and if something went wrong, he was the first to admit his mistake. When the crops failed or an animal died, if it was his fault, he admitted it. He always said it takes a man to admit his mistakes rather than run away from them. By watching my father, I learned what it means to be honest. **An Admirable Man** My dad didn't have a college degree, but he was an intelligent man. He could fix most things, from cars to toasters to radios, and he had a knack for nurturing growing things such as crops and animals and children. My father was well liked and well respected in our community, and nobody deserved his reputation more than he did. Most of the things I learned of value in my childhood came from watching my father and learning from him. By setting a good example for me, my father showed me the meaning of honesty, hard work, and generosity. My father showed me the meaning of honesty. I never heard him tell a lie, even the kind of white lie we tend to use to save ourselves time or money or hassle. Once when a cashier gave him change for a twenty rather than the ten he had given her, he handed back the extra ten dollars and told her she'd made a mistake. Needless to say, she was astounded by his unexpected honesty. Another time when he accidentally backed into a car in a parking lot and left a small scratch on its fender, he left a note on the windshield with his name and phone number. He always

took responsibility for his actions, and if something went wrong, he was the first to admit his mistake. When the crops failed or an animal died, if it was his fault, he admitted it. He always said it takes a man to admit his mistakes rather than run away from them. By watching my father, I learned what it means to be honest. Not only was my dad honest, but he was also the hardest-working man I've ever known. His day began before daylight when he got up to feed and water the animals and take care of household chores. In winter, he had to get up a half an hour earlier to bring in wood for the stoves and shovel the snow out of the driveway. After helping Mom get the kids off to school, he headed out the driveway in his pickup truck to drive thirty miles to his job working for the physical plant of a large corporation. Rain or snow, he never missed a day of work. At work he did everything from installing desks to fixing electrical problems. His job kept him on his feet most of the day, and when he came home at five, he was tired, but he was never too tired to help with dinner or to complete whatever jobs needed doing around the house. My father was also an enormously generous man. He helped out whenever anyone in our community needed a roof repaired, a fence mended, or a crop brought in. He also volunteered his time to coach our Little League baseball team and to serve as a volunteer firefighter. Not only was he generous with others, but also with his kids. He was never too busy to help out with a school project, toss a baseball with us in the front yard, or just sit on the porch swing and talk. I don't know how he found the time to do everything he did, but he believed it was his responsibility to help others. There aren't many men like my dad, and the older I get, the more I appreciate and admire him. The old saying "Actions speak louder than words" is certainly true of my father. He didn't preach about how to be a good person, but he was one. I learned good values from watching him and from the example he set. I only hope I can set as good an example for my children.

13.3 Organization of Example or Illustration

Example or illustration paragraphs and essays begin with a general or abstract idea, which is then supported by individual examples or an extended illustration and details. In a paragraph, the supporting sentences give examples of the general idea stated in the topic sentence. In an essay, the supporting paragraphs give examples of the general idea stated in the thesis.

13.4 Thesis Statements for Example or Illustration

The thesis or topic sentence is the general statement that the examples or illustration are intended to support or illustrate.

My mother was always generous with her children. Experience is the best teacher. The writer will give examples that illustrate the generosity of his or her mother. The writer will support the belief that experience is the best teacher by giving examples or by giving one long

illustration. Transitions In example or illustration, many transitions may be appropriate depending on the content. The following are common transitions that relate specifically to example or illustration: Example or Illustration as a matter of fact in fact certainly in other words for example likewise for instance specifically indeed to illustrate Transitions that show order or sequence are often useful, as are transitions that show addition. Order or Sequence first last second most important next Addition also in addition as a matter of fact in fact besides likewise for instance moreover furthermore similarly

13.5 Tips on Planning an Example or Illustration:

1. Decide on the general statement or idea you would like to support or illustrate.
2. Formulate a tentative thesis or main idea statement.
3. Decide which form will work best for your topic, exemplification (several short examples) or illustration (one or more long examples).

Example or Illustration Beauty is only skin deep. I've learned from my mistakes. The writer will show the truth of the abstract statement that beauty is only skin deep by giving examples or illustrations. The writer will illustrate the statement that he has learned from his mistakes by giving examples.

13.6 Writing Assignment

If you chose exemplification, generate a list of specific examples that support or prove your thesis. Example: Using examples to support the statement "My uncle was a good role model," you would develop a list that might include the time he helped your father financially, the time he lost his job and started his own business, and the time he broke his favorite fly rod and didn't lose his temper. If you are writing an essay, you will need to generate a more extensive list and look for areas of similarity around which to structure paragraphs.

If you chose illustration, generate one or more concrete examples that support or prove your thesis and develop them in as much detail as possible. Example: Using illustration to support the statement "Jackson Hole offers many recreational opportunities," you might recount a day you spent skiing, horseback riding, shopping, and eating in Jackson Hole. If you are writing an essay, you will need to divide your illustration into major blocks around which to structure paragraphs.

1. Avoid giving disconnected examples. Make sure each example is tied directly to your topic sentence or thesis. Examples are of little value if the reader doesn't see the connection between the example and the idea it is intended to illustrate. For example, if you are supporting the statement that your roommate is a neatnick, it would not be enough to state that

her clothes are hung up. You might want to add that the clothes in her closet are arranged by color and are hung precisely one inch apart.

2. Avoid trying to prove a controversial opinion with one example. Even if it is well developed and interesting, one example is unlikely to convince your reader to share your opinion. For example, if you are trying to persuade the reader to support an optional attendance policy in college, giving an example of someone you knew who passed a class without attending regularly will not convince the reader that the majority of students could succeed without attending classes.

Let's practice!

Select one of the topics below to develop as a paragraph or an essay.

1. Choose someone you admire and use examples or illustration to show that he/she is an excellent role model for a specific group of people such as children, athletes, musicians, businesspeople, and so on.
2. What have you learned or did you learn about being a successful student during your first semester in college? Make a statement about what you learned and then support it with specific examples.
3. Use examples or illustration to show that the Internet can be a great tool for medical research, shopping, or entertainment.
4. Use examples or illustration to show that adversity can strengthen character.
5. Do the facial expressions and the body language of the couple in the photo give you any clues about how easy it is for them to communicate with one another? Make a statement about how easy or difficult it is for men and women to communicate with the opposite sex and support it with examples.

Chapter14: Process Analysis

14.1 Introduction

In process analysis, the writer describes how to do something or how something happens by describing the steps or stages in the process. The writer breaks down the process into steps and describes them in detail in order to inform or persuade the reader about that process. Process analysis may be used to describe a simple process such as how to bake a cake or change the oil in a car, or it may be used it to describe a complex process such as how a scientist conducts an experiment or how Congress passes a law.

14.2 Examples of Process Analysis

In both my paragraph and essay, I analyzed the process I follow when breaking up with a boyfriend, and I also tried to persuade my audience that there is no point in hurting someone unnecessarily.

How to End a Relationship

When it comes to breaking off a relationship, I try to follow the golden rule I learned as a child in Sunday school: I try to treat others the way I would want to be treated myself. First, I try not to break up with a boyfriend until I'm sure the relationship can't be saved. I tell my boyfriend if one of his behaviors is bothering me, and I try to work out conflicts before they get out of hand. Even if he chooses not to change his behavior, at least I have given him a chance. If nothing else, giving a boyfriend a chance to change makes me feel less guilty about breaking up. Once it's clear that a break up is inevitable, I try to tell him as quickly and kindly as I can. There is no point in hurting someone unnecessarily, so I try to be firm but kind. I let him know that he's a great person and I still care for him, but I'm no longer in love with him and I'm not interested in continuing the relationship. Even though following this process may take longer than the cruel-and-quick method, the results are worth it. I feel good about myself, and I've managed to remain friends with many of my ex-boyfriends. Unless a woman intends to marry the first man she goes out with, breaking up with a boyfriend is inevitable. Methods of breaking off a relationship are as different as the people who practice them and can range from cruel to kind. One of my girlfriends swears by her quick-and-dirty method. She starts going out with her boyfriend's best friend if she wants to break up. She swears it works every time. Even though her technique may be fast and sure, I prefer a slower, kinder method. I try to follow the guidelines I learned as a child in Sunday school: I try to treat others the way I would want to be treated myself. First, I try not to break up with a boyfriend unless I'm sure the relationship can't be saved. I try to work out conflicts and problems before they get out of hand. I let my boyfriend know if one of his behaviors such as smoking bothers me, and I tell him if I am feeling ignored when he watches football for three hours on Saturday night. Even if he chooses not to change his behavior, at least I have given him a chance. It's a technique I learned at work from a supervisor who said she never fired anyone without giving her a chance to improve her shortcomings. If nothing else, giving a boyfriend a chance to change makes me feel less guilty about breaking up. 136 Chapter 11 Process Analysis “ ” Once it's clear that a breakup is inevitable, I try to tell my soon-to-be exboyfriend as quickly and kindly as I can. My mother always told me, “What goes around,

comes around,” and I’ve tried to take her advice into consideration in the way I tell a boyfriend that I’m not interested in continuing the relationship. There is no point in hurting someone unnecessarily, so I try to be firm but kind. I avoid saying things like “I’m breaking up with you because you’re a jerk or a slob.” Instead I try to let him know that he’s a great person, but that I’m no longer in love with him and I’m not interested in continuing the relationship. Even though following this process may take longer than the cruel-and-quick method, the results are worth it. First of all, I feel good about myself and feel like I’ve lived up to my own standards by not hurting anyone unnecessarily. Second, by being kind, I can often remain friends with my ex-boyfriends. It’s always better to keep a friend than to make an enemy. My ex-boyfriends have helped me fix a flat tire and repair the gutters on my mother’s house. Especially in a small town like this one, it’s wise not to have everyone you ever dated saying mean things about you behind your back.

Organization of Process Analysis

The process you are analyzing will dictate the structure of your paragraph or essay. Break the process down into its component parts (or steps) and structure your writing around logical divisions in the process you are analyzing.

Thesis Statements for Process Analysis

The thesis or topic sentence names the process that will be described or analyzed. Often the thesis contains an attitude or opinion about the process.

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Changing a tire is easy if you follow the right steps. You don’t have to be Italian to make pasta carbonara. Anyone can fail a class if she tries hard enough. Bathing a dog doesn’t have to be a miserable experience for either party.

This thesis lets us know that the process to be analyzed is changing a tire, and it gives us an opinion that it is easy if you follow the right steps. This thesis also announces the process and indicates an opinion. The subject is failing a class, and the opinion is that you have to make an effort to do it. It’s a good bet the tone of this paper is going to be sarcastic. The topic is bathing a dog, and the opinion is that it doesn’t have to be unpleasant. Transitions for process analysis are generally time and sequence markers: afterward in the end at last meanwhile at the same time next at this point soon after by this time subsequently eventually then finally to begin with first, second, third, etc.

14.3 Tips on Planning Process Analysis

1. First, divide the process into logical major parts. For example, if you are describing how to buy a car, you might want to divide the process into the actions you take before you go to a dealership (consult Consumer Reports, talk to friends, prepare a list of questions, etc.), actions you take when you are looking at the car, and actions you take when you are negotiating.

2. Next, list the individual steps or stages in the process, making sure not to leave out any steps, including any preparation that might be necessary. For example, if you were describing how to change a tire, you would want to include directions on how to jack up the car properly before changing the tire.
3. Describe each step in detail. Try not to leave anything out. Remember that your readers may not be familiar with the process you are describing, so your directions will have to be explicit and complete. For example, if you are writing to a general audience about how to change a tire and include the direction “Remove the lug nuts,” you shouldn’t assume the reader knows what lug nuts are or how to remove them; you will have to explain these details.
4. Anticipate any problems that might arise at each step in the process, and tell the reader how to avoid or remedy the problem. For example, if you are describing how to change a tire, you would want to explain what to do if any of the lug nuts stick.
5. Avoid incomplete directions. For example, if you forgot to tell your reader to add baking powder to the cake batter, more than likely the cake will not rise. If you forget to tell your reader to engage the parking brake before he or she jacks up the car, your reader could be seriously injured.

Let’s practice!

Select one of the topics below to develop as a paragraph or an essay.

1. Choose something you know how to do well, analyze the process you follow, and write directions that would allow someone else to complete the process.
2. Explain the process of preparing for a difficult test, completing a difficult assignment, or passing a difficult class.
3. Explain the process you followed in deciding to get married, get divorced, or make any other major life choice.
4. What is the best way to go about buying or selling a DVD or CD player, used or new car, guitar, or some other product? Explain the process someone should follow to complete a sale or purchase successfully.
5. How do you go about making a good impression on a teacher, a date, or anyone you meet for the first time? Write a paper in which you explain in detail the process of making a good first impression on someone. You might want to include how you dress, how you behave, and what you say in order to make a good first impression?

Chapter15: Comparison and contrast

15.1 Definition:

In comparison and contrast, the writer places two subjects side by side and examines their similarities and/or differences in order to clarify the qualities of each (inform) or to make a point (persuade). Comparison and contrast can be used independently (just similarities or differences) or in combination (both similarities and differences). Comparison and contrast are frequently called for in essay exams because they allow you to show your knowledge of two subjects while analyzing the relationship between them.

15.2 Examples of Comparison/Contrast

I wrote this paragraph to point out the interesting similarities I saw in two TV sitcom characters I used to watch in reruns as a kid. It fascinated me to realize how similar these two characters were in spite of the different settings of the shows. Flintstone and Kramden: Two Peas in a Pod Fred Flintstone of *The Flintstones* and Ralph Kramden of *The Honeymooners* are remarkably similar. The first of these similarities is their appearance. Both have black hair and five o'clock shadows; in addition, both have large paunches and wear loud, baggy clothes. Their personalities are also similar. Both have large appetites, boisterous personalities, and a tendency to act before they think. Moreover, they both have best friends who play second fiddle to them: Barney Rubble for Fred and Ed Norton for Ralph. Additionally, both Fred's and Ralph's favorite activity on a Friday night is to go out bowling with the guys. Finally, when Fred and Ralph put down their bowling balls, they earn their living by working remarkably similar jobs. Fred drives a truck in a gravel pit, and Ralph drives a city bus. In spite of the differences in the two shows' settings, the main characters share a number of similarities.

I wrote this paragraph to show the differences between two popular kids' sports, soccer and football, and to persuade the reader that soccer is preferable because it's less expensive and less dangerous than football. All Sports Are Not Created Equal Although football and soccer are both popular sports for kids, football is more expensive and more dangerous than soccer. Because of the specialized equipment necessary for football, parents must pay well over one hundred dollars for a two-month season of peewee football. In addition to this fee, the shoes and protective gear each child must purchase can easily cost upwards of fifty dollars. On the other hand, a season of youth soccer, which runs for two months in the fall and two months in the spring, costs only seventy-five dollars. Soccer shoes, which generally cost between fifteen and twenty-five dollars, are recommended but not required. Not only is football more expensive than soccer, but it is also more violent and therefore more dangerous. Children tackle and block one another, and these maneuvers result in frequent bruises, strains, and pulls. More serious injuries such as fractures, broken bones, and concussions are not unusual. Soccer, on the other hand, is not a contact sport and is therefore less likely to result in injury. Children can fall and bump into one another, but these accidental contacts rarely result in anything more serious than grass stains or loss of breath. Given the differences in these two sports, there is no question that I would prefer my son to play soccer rather than football. When I look back at my childhood, one of my fondest memories is racing home from school

to settle down for an afternoon of watching television. My mother would fix me a snack, and I would flip through the channels until I located my favorite programs. I would start the afternoon with cartoons and end the evening with situation comedies. Two of my favorite programs were reruns of *The Flintstones* and *The Honeymooners*. *The Flintstones* was a cartoon set in the Stone Age while *The Honeymooners* was a situation comedy performed by live actors and set in the 1950s. Although *The Flintstones* was intended to appeal to kids and *The Honeymooners* was intended to appeal to adults, I enjoyed them both. Despite the two shows' obvious differences in form and setting, the main characters of the shows share a number of similarities. Fred Flintstone of *The Flintstones* and Ralph Kramden of *The Honeymooners* are similar in appearance, habits, and occupations. The most striking similarity between Fred Flintstone and Ralph Kramden is their appearance. Both are large men with potbellies who wear colorful, baggy clothes. Both have dark hair, and because they both hate shaving, they have heavy five o'clock shadows. Not only do they look alike, but also they act alike as well. Fred and Ralph have boisterous personalities, and they both tend to act before they think. As a result, both men are forever getting in trouble because of their big mouths. As well as having similar appearances, Fred and Ralph engage in similar social activities. Both men's favorite pastime is to go bowling on Friday nights with the guys. They both belong to bowling teams, and both take their bowling seriously. Their favorite bowling partners are their best friends, Barney Rubble and Ed Norton. Interestingly, Barney and Ed have similar personalities and both play second fiddle to their larger, more adventuresome friends. Finally, when Fred Flintstone and Ralph Kramden put down their bowling balls, they earn their living by working similar jobs. Fred drives a truck in a gravel pit where he is responsible for moving boulders from one side of the pit to another. Similarly, Ralph drives a city bus; the only difference is that he moves people instead of boulders. Both men work 8:00 to 5:00 jobs that require little education and for which they are paid relatively low wages. As a result, they are both living middle-class lifestyles. As a kid I enjoyed *The Flintstones* and *The Honeymooners*. It wasn't until I was an adult that I noticed the similarities in the shows' main characters. The similarities are so strong that it's almost as if they are the same story recast in different formats and settings. Both shows reflect a conventional 50s ideal of the American family and a certain type of conventional male role. Despite the differences in their settings, Fred and Ralph were cut from the same cloth.

15.3 Organization of Comparison/Contrast

Paragraphs and essays that compare and/or contrast two subjects use either a subject-by-subject or a point-by-point structure. In a subject-by-subject structure, the writer describes one

subject first and then moves on to the second subject. In such a structure, the writer would discuss everything about subject A before moving on to discuss subject B. This structure results in larger blocks devoted to each subject. In a point-by-point structure, the writer organizes his or her writing around points of similarity or difference between the two subjects, so each subject is discussed in relation to a point of similarity or difference. This structure results in both subject A and B being discussed within a paragraph.

15.3.1 Subject-by-Subject Pattern: Comparison and Contrast Topic Sentence:

- I. Introduction Thesis: Fred Flintstone of The Flintstones and Ralph Kramden of The Honeymooners are similar in appearance, habits, and occupations.
- II. II. The most striking similarity between Fred Flintstone and Ralph Kramden is their appearance.
 - A. Appearance: Large - Potbellies -Colorful clothes - Dark hair - Five o'clock shadow
 - B. Personality: Boisterous- Act before they think- Big mouths
- III. As well as having similar appearances, Fred and Ralph engage in similar social activities. A. Bowling with guys B. Bowling teams C. Bowling partners 1. Barney Rubble 2. Ed Norton D. Similarity of friends
- IV. Finally, when Fred Flintstone and Ralph Kramden put down their bowling balls, they earn their living by working similar jobs. A. Fred drives truck B. Ralph drives bus C. Hours D. Pay
- V. Conclusion: Thesis Statements for Comparison/Contrast: The topic sentence of a paragraph or the thesis of an essay should name the subjects (A and B) and announce the focus on contrast and/or comparison. In a blueprinted thesis, the writer spells out the main points the essay will cover. In a general thesis, the writer states a general opinion but leaves the enumeration of points to the body of the essay.

15.3.2 Comparison and Contrast

Fred Flintstone of The Flintstones and Ralph Kramden of The Honeymooners are remarkably similar. When we moved from Chapel Hill to Richmond, I discovered my new and old neighborhoods were not as different as I had expected. My neighborhoods in Chapel Hill and Richmond had similar kinds of kids and similar activities. (blueprinted thesis) The topic sentence names the subjects of the comparison, Fred and Ralph, and announces the focus on similarities. This topic sentence names the subjects, Chapel Hill and Richmond, and announces comparison as the focus. Notice how this topic sentence names the subjects, Chapel Hill and Richmond, and spells out the areas of similarity.

15.4. Contrast Thesis Examples

Although football and soccer are both popular sports for kids, football is more expensive and more dangerous than soccer. My junior and senior years in high school were as different as night and day. My junior and senior years in high school differed in the amount of work expected of me and the amount of freedom I had. (blueprinted thesis) The topic sentence names the subjects, football and soccer, and spells out the areas of difference. This topic sentence names the subjects, my junior and senior years, and announces contrast as the focus. Notice that this main idea statement names the two subjects to be compared, my junior and senior years, and spells out the differences that the writer will develop.

Despite the two shows' obvious differences in form and setting, the main characters of the shows share a number of similarities. Fred Flintstone of The Flintstones and Ralph Kramden of The Honeymooners are similar in appearance, habits, and occupations. The thesis names the subjects of the comparison, Fred and Ralph, and lists their similarities. Transitions Transitions used in comparison generally show similarity or addition, and transitions used in contrast generally show difference or dissimilarity, but many transitions can be appropriate in comparison or contrast depending on the content. Common Transitional Devices Used for Comparison also in addition as a matter of fact in fact besides likewise for instance moreover furthermore similarly

15.5. Common Transitional Devices Used for Contrast

Conversely, nonetheless, however, otherwise instead, on the contrary, nevertheless, on the other hand are some tips on Planning Comparison/Contrast?

1. Select the subjects for your comparison/contrast with a purpose and audience in mind. There should be a reason for bringing the two topics together. Are you trying to help the reader understand the subjects or persuade the reader that one subject is preferable to the other? There wouldn't be any good reason to compare/contrast knives and forks, for example, because such a comparison would serve no useful purpose for the reader. There should also be a basis for your comparison. For example, it wouldn't make sense to compare apples and Star Trek because they aren't in the same category and therefore the comparison wouldn't make sense. Try to compare/contrast two things that share a basis for comparison (two teachers, two cars, two players, two air conditioners, etc.). Transitions
2. Although ultra light and single-engine planes are visually similar, they differ in construction, flight requirements, and cost. Although Shakespeare's Hamlet and Steve

Martin's L.A. Story are from different periods and are different genres, they are similar in plot, theme, and characterization. (blueprinted thesis) The thesis announces the subjects of the essay, ultralight and single-engine planes, and spells out their differences. This essay will emphasize similarities. List similarities and differences in your subjects, making sure you discuss the same topics for subject A and subject B.

3. Decide if your subjects share more similarities or differences. You will want to emphasize either similarities or differences so that you leave a clear impression with your reader.
4. Avoid obvious comparisons. It's not very interesting to hear what we already know, so try examining similarities or differences that aren't obvious to the reader.
5. Avoid incomplete comparisons. A comparison that does not discuss the same elements for both subjects (A and B) would confuse the reader. For example, if you were contrasting two jobs and discussed the pay, hours, and responsibilities of one job and the hours, responsibilities, and benefits of the second job, the reader would wonder why you didn't discuss the pay and benefits of both jobs.
6. Avoid confusing comparisons. A comparison that evenly balances the similarities and differences in two subjects or a comparison that balances positive and negative elements of two subjects can confuse the reader. The writer should emphasize either the similarities or the differences in two subjects and emphasize either the positive or the negative elements of the subjects. For example, if you are contrasting two teachers and you include an equal number of similarities and differences, the reader may wonder if the teachers are more alike or more different. If you include both positive and negative qualities of each teacher, the reader will be confused about whether you feel the teachers are good or bad.

Let's practice!

Select one of the topics below to develop as a paragraph or an essay. 1. Choose two TV shows, magazines, or movies that you know well and compare or contrast them. If you select two items of the same type (two soap operas, two sports magazines), you would probably want to focus on differences. Comparisons are most effective with two items the reader would expect to be different, such as two different types of movies or TV shows. 2. Choose two entertainers, athletes, or leaders and compare/contrast them. You might want to use contrast to show that one provides a good example and the other does not.

You might want to use comparison to show how two people who the reader would expect to be different have similar behaviors, attitudes, mannerisms, and so forth.

3. Do you notice a difference in your spouse, boss, child, or yourself on a good day and a bad day? Compare their or your behaviors, attitudes, speech, and so forth on a good and bad day.

4. Choose two products you are familiar with (cell phones, stereos, guitars) and compare and contrast them.

5. What are the differences between your generation and your parents' or grandparents' generation? You might want to consider differences in dress, behavior, beliefs, and attitudes towards such things as money, responsibility, honesty, work, and education.

Chapter16: Cause and Effect

16.1Definition

Causes and effects focus on why things happen and what their results or consequences are. Causes are the reasons why something happened; they answer the question "Why did the event happen?" The causes of a car accident might be bad weather conditions, inattention on the driver's part, or faulty brakes. Causes occur before the event and make the event happen. Effects are the direct results or consequences of an event; they respond to the question "What happened because of the event?" The effects of a car accident might be injury, litigation, or increased insurance premiums. Effects come after the event and are the direct results of the

event. The study of causes and effects is central to many disciplines. For example, historians analyze causes and effects of historical events. What were the causes of the Civil War? What were the results of the Treaty of Versailles? Scientists attempt to unravel causes and effects as well. What causes cancer cells to multiply in the body? What effect do they have on healthy cells? What effect does shade have on plant growth? What are the effects of overfishing, pollution, or dams on the salmon population?

16.2 Cause and Effect: Peer Example

Effect Paragraph Beth Peer Example Cause Paragraph Beth Examples of Cause and Effect Writing about the reasons I decided to return to school helped me remember how much I want a degree and helped me stay motivated. Going Nowhere My decision to return to school was motivated by my desire to better myself. After working for minimum wage for two years, I realized that without a degree, I couldn't earn enough money to support myself, let alone support a family. My salary barely covered my living expenses, and I had nothing left over for emergencies, extras, or savings. Without a degree, I had no hope of getting a promotion or a raise. My job and my life were going nowhere, and I was beginning to feel like a loser. I needed to make a change; I needed to do something to turn my life around and have a brighter future. When I found out I could take classes part-time and still keep my job, I decided that going back to school was the perfect solution. It would allow me to work toward a degree while supporting myself. Returning to school has changed my life, and writing this paragraph helped me analyze the effects, both good and bad. Poor but Proud My decision to return to school has had a big impact on my life. First, because of the added expense of books and tuition, I have even less spending money than I did before I came back to school. This has meant that I've had to postpone making big purchases such as replacing the dishwasher when it broke, and I've had to cut back on small expenses such as going out to eat and going to the movies. Not only do I have less money than before I went back to school, but I also have less time. Rather than watching TV after dinner, I now study. Gone are the days when I could spend hours hanging out with my friends. These days most of my free time is spent studying and completing reading and writing assignments for my classes. By far the most important effect on my life, however, has been the change in the way I see myself. Through my experiences in school, I have gained a new respect for myself. I have learned I can set my mind to something and do it, and this new confidence in me far outweighs the temporary inconveniences of not having as much time or money as I once did.

16.3. Organization of Cause/Effect

Cause/effect paragraphs and essays generally focus on the causes or the effects of an event, problem, or phenomenon. Some longer essays examine both causes and effects. The topic sentence or thesis announces whether cause, effects, or both will be examined, and the supporting sentences or paragraphs develop those causes or effects. Thesis Statements for Cause/Effect The topic sentence or thesis should present the event or phenomenon that will be analyzed and announce whether causes, effects, or both will be examined.

16.3.1 Transitions

Salmon populations have dwindled due to overfishing, pollution, and the presence of dams on spawning runs. World War II devastated the economy of Germany. Acid rain is an environmental catastrophe with complex causes and devastating effects. This thesis examines the causes of the decline in the salmon population. Since it announces the three causes the essay will examine, we call it a blueprinted thesis. This thesis announces a focus on the effects of World War II on the German economy. This essay will examine both the causes and effects of acid rain in an attempt to persuade the reader to do something about the problem. Transitions There are no transitions specific to cause. Use those transitions that show you are adding causes to the ones already discussed or those that show sequence. Addition also in addition as a matter of fact in fact besides likewise for instance moreover furthermore similarly Sequence afterward in the end at last meanwhile at the same time next at this point soon after by this time subsequently eventually then finally to begin with first, second, third, etc. [Pitfalls There are three transitions especially useful in effect: as a result consequently therefore

16.3.2 Tips on Planning Cause or Effect

1. Keep the purpose and length of your paper in mind as you decide whether to focus on causes, effects, or both. It would be difficult to do justice to the causes and effects of World War I in a short essay.
2. List all the causes and/or effects you can think of for your event or phenomenon.
3. Examine each cause or effect to determine whether it is a direct cause or effect of your event. If you can discuss the cause or effect without having to discuss any other causes or effects, then more than likely it is a direct cause. For example, the direct causes of your car accident might be the slick road, the bad condition of your brakes, and your slow reaction to the car stopping in front of you. Indirect causes might be the lack of funds that led to your not getting your brakes fixed and the fact that you stayed up all night writing a paper. You may wish to discuss secondary or indirect causes in your essay, but do not present them as direct or primary causes.

4. If there are numerous causes and/or effects to discuss, group them into related categories (political, economic, social, physical, emotional, etc.).
5. Clearly establish or demonstrate the cause or effect relationship present. Make sure the reader can understand how A caused B or how C was the result of B.
6. Avoid mistaking coincidence (two unrelated things happening together) for cause or effect. Just because something happened before an event doesn't mean it caused the event to happen. Similarly, just because something happened after an event doesn't mean it is a result or consequence of the event.
7. Avoid oversimplification. Many problems have complex causes and complex effects. It would be an oversimplification to say that any one change would solve all the problems we face in our country. Politicians often want to convince the public that they have the solutions to all the problems of society while their opponents are the cause of all the problems.
8. Don't confuse affect and effect. Affect is a verb meaning "to influence." Example: The movie seriously affected my mood. The prescription drug did not affect his driving. Effect is usually used as a noun meaning "result."

Example: The effects of the flood devastated the community. The drug seemed to have no effect. When used as a verb, effect means "to make or to cause to happen." Example: He effected changes in his routine. I will affect the changes as soon as possible.

Let's practice!

Select one of the topics below to develop as a paragraph or an essay.

1. What causes stress in students? How does stress affect students? Develop a paper in which you analyze either the causes or effects of stress on students.
2. Discuss the effects of being raised by liberal, authoritarian, or conservative parents.
3. Have you ever quit a job? Discuss why you decided to quit your job or how quitting the job affected your life.
4. Why did you decide to enroll in college? How did that decision change your life? Discuss either the causes or effect of starting college or of dropping out of college.
5. What has been most influential in determining who you are? Has your cultural heritage, race, gender, religion, education, friends, or a particular family member influenced you the most? Explain how this factor or person has influenced who you are (your values, beliefs, actions, and dreams).

Chapter17: Definition

17.1 Introduction:

In a definition, the writer defines or puts boundaries around a term, concept, or idea in order to clarify its meaning. Definitions answer the question “What is it?” Definitions can be as short as a few words or as long as an essay or an entire book. A simple dictionary definition might be enough to clarify an unfamiliar term, but an extended definition might be needed to define the meaning of liberty or Generation X. The goal of a good definition is to help the reader understand the subject. An extended definition is a long definition that employs a number of techniques to limit, distinguish, or clarify a term or concept. In an extended

definition, the writer might use several rhetorical patterns to clarify a subject. For example, a writer might describe, give examples, compare and contrast, analyze (break the subject down into component parts), or examine causes and effects in order to clarify the subject of the definition.

17.2. Peer Example Definition

My purpose in writing this definition was to persuade the reader that fathers should take responsibility for their children. **Deadbeat Dads** A deadbeat dad is a biological father who refuses to live up to his financial responsibilities to his child. Any man who fathers a child and fails to support that child financially, whether or not mandated by a court to pay child support, is considered a deadbeat dad. A biological father can be classified as deadbeat regardless of whether he is or ever was married to the mother of his child because fatherhood, not marriage, determines responsibility. A deadbeat dad can be distinguished from other deadbeat citizens who default on their legal debts because the deadbeat dad harms those for whom he is morally responsible. The effects of a deadbeat father extend beyond the material realm of financial deprivations, for children of deadbeat dads often suffer from feelings of low self-worth and abandonment. Long after a child has grown up, he may still harbor resentment and hostility toward male authority figures as a result of his deadbeat dad. **Deadbeat Dads** In 1996, President Bill Clinton signed into law legislation that would make it easier for states to track down fathers who fail to make their child support payments. As a result of this legislation, the paychecks of delinquent fathers can be garnished in order to recover child support payments. The problem of deadbeat dads is larger than most people suspect. Nationwide, millions of men have defaulted on their court-mandated child support payments. And this number doesn't include the millions of men who have fathered children whom they have never acknowledged or taken responsibility for. Any man who fathers a child and fails to support that child financially, whether or not he was married to the mother of his child, and whether or not he was mandated by a court to pay child support, should be considered a deadbeat dad. A deadbeat dad is a biological father who refuses to live up to his financial responsibilities to his child. Contrary to popular belief, most deadbeat dads are gainfully employed and are unwilling rather than unable to make child support payments. They choose not to support their children for a variety of reasons, many of which are understandable but not excusable. Sending part of their paycheck each month to support children they may no longer have contact with reduces the amount of money they have to meet their personal expenses. Additionally, many absent fathers feel it is unfair that they should be burdened by their past, especially if they have taken on the responsibility of a second family. What these

delinquent fathers fail to realize is that even if their children are out of sight and out of mind, the needs of the children are no less real.

A deadbeat dad is different from someone who is merely irresponsible or who has defaulted on other types of debt. In these days of easy credit, many people find themselves overextended financially, and as a result, they default on loans and/or credit card payments. However, these people hurt only themselves. They may lose the car or house they were unable to pay for, their credit is affected (making it more difficult for them to borrow again), and they may lose face in their community. On the other hand, the father who fails to make child support payments hurts not himself, but those for whom he is morally responsible. Rather than inconvenience or deprive himself, he deprives those who are unable to support themselves and who are therefore dependent on him. To make matters worse, a father who defaults on his financial responsibility to his children has, up until now, gone largely unpunished. Society has failed to stigmatize deadbeat dads, and courts have failed to enforce even court-mandated child support payments. The effect of a deadbeat dad on his children is devastating. Most children suffer doubly for having been abandoned emotionally and financially. Not only do they suffer the emotional deprivation of not having a father present, but they may also suffer physical deprivation as well. Many of these children lack adequate shelter, heat, food, and clothing because their mother is unable to earn enough money to cover these expenses. As a result, they grow up with feelings of low self-esteem because they were abandoned. They frequently do poorly in school and get in trouble with the law. Long after these children have grown up, they may still harbor resentment and hostility toward male authority figures as a result of their deadbeat dads. The problem of deadbeat dads will not disappear any time soon, despite the recent legislation signed by the President. The legislation does nothing to address the hundreds of thousands of biological fathers who never married the mothers of their children and who take no responsibility, either emotionally or financially, for their offspring. Society needs to broaden the definition of what constitutes a deadbeat dad and understand the harmful effects deadbeat dads have on their children if we are to put legislative muscle behind the requirement that fathers help care for their children, at the very least financially.

17.3 Organization of Definition

Definition paragraphs and essays use a variety of patterns to limit or define a term or concept. The strategies employed to define the term will determine the structure of the essay. Thesis Statements for Definition The topic sentence or thesis names the subject of the definition and

makes it apparent that the term will be defined. Sometimes, a thesis names the class to which the subject belongs and gives particular features that distinguish it from others. In addition, a thesis may reflect the writer's purpose or attitude toward the term.

17.3.1 Thesis Statements for Definition

Because definition can be done in so many ways, there are no transitions specific to this pattern. Use the transitions that are appropriate for the rhetorical patterns you use in defining your subject.

17.3.2 Tips on Planning Definition

1. Examine the other rhetorical patterns in Part III (description, narration, example/illustration, process analysis, comparison/contrast, cause/effect, classification, summary, analysis/division, and argument/persuasion) and decide which would help clarify the meaning of your subject.
2. Consider examples of what your subject is not. Often it is useful to include a sentence or a paragraph that distinguishes your subject from something with which it might be confused. For example, in a definition of a slang term such as computer nerd, you would want to distinguish between a computer nerd and someone who is merely interested in computers.
3. Explore concrete ways to explain abstract terms. For example, if you are defining an abstraction such as friendship, you will need to give lots of concrete examples of what friendship means to you.
4. If you are defining a type of person, consider describing the type's appearance and behavior; providing examples of the type; and differentiating this type from other, similar types.

Definition A fanatic is a person who becomes obsessed with his or her beliefs. A demolition derby is a contest in which drivers ram old cars into one another until only one car is left running. A good doctor is a doctor who puts patients first. My family's definition of acceptable behavior is a hard one to meet. This thesis names the term that will be defined, fanatic; it names the class, a type of person; and it gives the person's distinguishing characteristics. This thesis places the subject, demolition derby, into a general class, contest, and then gives its distinguishing characteristics. This thesis also names the term, the class, and the distinguishing characteristics. This thesis names the term or concept to be defined and gives an opinion about it.

17.4 Writing Assignment

1. Avoid giving only the denotation, or dictionary definition, of the term. Often the dictionary definition is limited and unclear, and dictionaries don't address connotations, or the emotional

associations, of words. For example, defining a cheat simply as “a dishonest person” misses the intensity of the word’s negative connotations. The writer could address those connotations of the word by defining a cheat as the worst sort of dishonest person.

2. Avoid circular definitions. Don’t use the term itself in the definition. For example, you wouldn’t want to define a mystery novel as a novel about a mystery. A better definition of a mystery novel would be “A novel that centers on the suspense of solving an unexplained, unknown, or secret event.”

3. Avoid oversimplification. If you are defining an abstract term, a single example or explanation will not adequately explain your term because abstract terms tend to have different meanings for different people. For example, a term such as beauty or friendship would require numerous examples and explanations.

Let’s practice!

Select one of the topics below to develop as a paragraph or an essay.

1. Define the role you play in your family (caretaker, peacemaker, rebel, etc.).
2. Choose a slang term (tight, trippin’, skeezy, etc.) and define it.
3. Define a type of person (jock, wimp, punk, computer nerd, macho, etc.).
4. Define a good doctor, a good health club, a good tennis racket, or a good running shoe.
5. Define your cultural heritage and the role it plays in determining who you are. In defining your cultural heritage, you might want to consider describing it, giving examples of it, comparing and contrasting it with another heritage that is similar but not the same, analyzing it (break the subject down into component parts), or examining causes and effects of your heritage (who you get it from and how it affects you).

Chapter18: Classification

18.1Definition:

Classification has to do with sorting things into categories. Children do it when they sort objects by color or shape. Grocery stores do it when they group dairy products or meats or produce together. Music stores do it when they sort CDs by musical genre—rock, jazz, classical. Botanists and biologists use elaborate classification systems when they sort plants and animals into groups based on similar characteristics. Classification is a part of everyday life, and it can be a useful tool in organizing information. In classifying, the writer sorts

subjects into groups or categories. The subject for classification is plural (movies, books, pain medications, etc.). The writer generally classifies or sorts the subject into three or more groups. If the writer sorted the subject into only two categories, the essay might be confused with comparison and contrast.

18.2 Classification : Peer Example

I had a lot of fun trying to come up with categories for the types of campers I have encountered. Campers can be classified as weekend partyers, family vacationers, or true outdoorsmen or -women based on their motivations, general preparedness, and attitudes toward nature. Weekend partyers see camping as an opportunity for an extended outdoor party. They arrive at the campsite laden with lawn chairs, games, coolers full of their favorite beverage, and plenty of party snacks. Unfortunately, they often neglect such essential items as appropriate clothing, insect repellent, and food, and they frequently demonstrate ignorance of basic camping techniques such as how to set up a tent. They frequently party late into the night, preventing those around them from getting any sleep, and they leave behind a campsite littered with their trash. The second type of camper, the family vacationer, is motivated by a desire for inexpensive accommodations that also provide educational and entertainment opportunities for the entire family. They bring along trunk loads of tents, chairs, lanterns, and toys, turning their campsites into miniature villages, from which they organize expeditions to nearby natural or manmade attractions. The best parents go out of their way to set a good example for their children by picking up trash and not harming plants or animals. The true outdoorsmen and -women, unlike other campers, are interested in the opportunity to appreciate nature, and they are the least visible and obtrusive type of camper. They are the minimalists of the camping world, arriving with carefully packed essential equipment, and they typically spend their days hiking, fishing, and taking pictures. The clean campsites they leave behind reflect their respect for nature. Campers say a lot about themselves by the way they behave while camping. Campers I've enjoyed camping most of my life. When I was a child, my family camped when we went on vacation because we couldn't afford motels. Through those early experiences, I learned to love being close to nature and roughing it. When I was old enough, I went camping on my own or with friends. Now that I have my own family, I've tried to teach my children to enjoy the great outdoors while respecting and protecting it for their children to enjoy as well. In all my years of camping, I've had plenty of opportunity to observe other campers. Whether I'm camping in a local park or at Yellowstone, I've noticed that campers tend to fall into three categories: weekend partyers, vacationing families, and true outdoorsmen or -women. These types of campers can be

differentiated based on their motives for camping, their preparedness, their activities, and their attitudes toward nature. The least conventional campers are the partyers. The partyers are usually young people who want to socialize away from the watchful eyes of parents and police, and they see camping as an opportunity for an extended outdoor party. They arrive at the campsite laden with lawn chairs, boom boxes, games, coolers full of their favorite beverage, and plenty of party snacks. Unfortunately, they often neglect such essential items as appropriate clothing, insect repellent, tent stakes, cooking utensils, and food, and they frequently demonstrate a characteristic ignorance of basic camping techniques such as how to set up a tent. They frequently party late into the night, preventing those around them from getting any sleep, and they leave behind a campsite littered with their trash. They see nature as little more than a backdrop for their parties, and they act as if a professional cleaning crew will clean up behind them. Everyone but the partyers themselves is happy to see these folks pack up their coolers and go home. The largest and most traditional group of campers is the vacationing families. These families are motivated by their desire for inexpensive accommodations that also provide educational and entertainment opportunities for the entire family. They generally see their campsite as a base from which to organize expeditions to nearby natural or manmade attractions. They bring along trunk loads of tents, chairs, lanterns, and toys, turning their campsites into miniature villages. At their worst, these families arrive in air-conditioned camper vans or trailers, and they bring along TVs, mopeds, and other noisy diversions. These mobile home campers have little awareness, appreciation, or respect for nature, and in order to accommodate them, parks have had to install water and electrical hookups, waste dumping sites, and paved campsites. At their best, camping families go out of their way to teach their children to appreciate and respect nature. They participate in the park's organized nature programs, and parents set a good example for their children by picking up trash and by not harming plants or animals. The true outdoorsmen and -women are the least obtrusive or visible type of camper. They are motivated by a desire to learn from and appreciate the pristine natural beauty of the areas in which they camp. These campers generally choose wilderness campsites, and they often arrive on foot, carrying carefully packed essential equipment on their backs. Although they are the minimalists of the camping world, they are well prepared for any emergency. They carry lightweight tents, freeze-dried food, compact utensils, insect repellent, first-aid equipment, rain gear, and cold-weather gear. They come so well prepared because they know that the weather can turn quickly and they must be prepared to survive on their own. These campers spend their days hiking wilderness trails, observing and perhaps photographing the flora and fauna of the area. Because they try

not to disturb either habitat or animals, they take nothing but pictures and leave nothing but footprints. The clean campsites they leave behind and the spectacular images they carry out with them reflect their reverence for nature. These three types of campers perceive and make use of nature in different ways. The partyers see nature as a beautiful backdrop for their parties, but they take no responsibility for keeping it beautiful. The family campers wish to be comfortable while being entertained by nature as they might be by a tourist attraction. Last but not least, the true outdoorsmen and -women want to enjoy the pristine beauty of nature on its own terms. If more people shared the attitude of the true outdoorsmen and -women, the natural beauty of our parks and wild areas would stand a better chance of surviving for future generations to enjoy.

18.3 Organization of Classification

Classification is a relatively easy pattern to use because it is so structured. Once you've determined your categories and their differentiating characteristics, it's just a matter of plugging in the differentiating characteristics in the same order for each category. If you're careful to keep everything in the same order as you listed it in your thesis, the essay almost writes itself. Classification essays are structured first by category (classes or types you have divided your subject into) and then by differentiating characteristics (the ways your categories can be distinguished from one another). Categories should be developed in the same order as in the thesis, and the same differentiating characteristics should be discussed in the same order for each category.

The topic sentence of a paragraph or the thesis of an essay should name the subject (what is being classified); the method (classify, group, kinds); and the categories (three or more groups). The thesis often includes the differentiating characteristics. Electricians [subject] are classified [method] as foremen, journeymen, and apprentices [categories] based on their education, experience, and salary [differentiating characteristics]. This thesis classifies electricians into three groups (foremen, journeymen, and apprentices) and gives the characteristics that distinguish them (education, experience, and salary).

Because there are no transitions that relate specifically to classification, you would use the transitions that best show the relationship between the ideas you are expressing.

18.4 Tips on Planning Classification

1. Determine the purpose of your classification. Are you intending to inform your reader about the differences in the categories or persuade him or her that one category is superior to the others?

2. Determine the categories of your classification, making sure that there is no overlap in the categories. Make sure a group won't fit into more than one category.

3. Determine the differentiating characteristics of your categories. 4. Outline your essay, making sure that you discuss the same topics for each class or category and that you discuss them in the same order.

For instance, Tennis enthusiasts should be aware that there are three types [method] of racquets [subject]: wood, graphite, and steel [categories]. These racquets differ in price, flexibility, size, and durability [differentiating characteristics].

Nurses [subject] can be classified [method] as registered nurses, licensed practical nurses, or nurse assistants [categories]. These nurses can be differentiated based on their education, salary, and duties [differentiating characteristics]. Blind dates [subject] fall into three categories [method]: the total loser, the octopus, and the overachiever [categories]. These types can be differentiated based on their appearance and behavior [differentiating characteristics]. This thesis sorts tennis rackets into three groups (wood, graphite, and steel) and gives the differentiating characteristics as price, flexibility, size, and durability. This thesis gives the three categories of nurses and lists their differentiating characteristics as education, salary, and duties. This humorous thesis classifies blind dates into three categories based on appearance and behavior.

18.5 Writing Assignment

1. Avoid oversimplification. Be careful not to stereotype or misrepresent the subjects of your classification.

2. Avoid overlapping categories. Make sure your types fit into only one category. For example, you wouldn't want to classify responses to stress as self-destructive, destructive to others, and annoying because annoying responses could be either self-destructive or destructive to others.

3. Avoid missing categories. Make sure your categories account for all the types of your subject. For example, it wouldn't be accurate to classify horses as only Appaloosas, quarter horses, or thoroughbreds because there are many other types of horses such as palominos, Clydesdales, and so on.

Let's practice!

Select one of the topics below to develop as a paragraph or an essay.

1. Choose a product you know well (guitars, stereos, bikes, etc.) and classify the various types of the product.

2. Classify types of athletes or sports fans in a particular sport.

3. Classify types of rock music, types of country music, types of rap, or types of some other music genre.
4. Describe a classification system used in one of your classes and explain the purpose of the system.
5. How would you describe the various lifestyles among your peers? You might choose to focus on a particular group such as your high school, your church group, or your co-workers. Write a paper in which you classify the most common lifestyles.

Chapter19: Summary

19.1Definition

When you summarize, you use your own words to briefly report on or explain the ideas from a source such as a book or an essay. You reproduce the contents of a source in a condensed form, focusing on the author's main ideas and reporting them accurately and objectively. You report on the author's ideas but do not evaluate or judge them, so your opinions or ideas shouldn't be included. You must use your own words to express the ideas in the source. If you

wish to use the author's words, you must use quotation marks around any words, phrases, and sentences that are the author's.

19.2Peer Example Summary Essay

Summarizing an article full of technical information is difficult because you have to understand the article thoroughly in order to condense it. Bernstein's "Class Society" In "Is America Becoming More of a Class Society?" Aaron Bernstein argues that the U.S. economy is becoming more stratified based on a worker's educational level. America has traditionally been a land of opportunity in which steady upward mobility was available to everyone. In the period up until the 1980s, all workers, regardless of education or class, made similar economic gains. However, new economic data shows that in the 80s, the American economy began to stratify, with mobility decreasing for workers with low skills and mobility increasing for educated workers. The same patterns of inequality continued into the early 1990s. Today, the salaries of workers with low skills are losing ground to inflation while the salaries of workers with college degrees are increasing. The mobility for low-income groups in the United States is now as low as, if not lower than, that of similar groups in many European countries. Many working families in this country are being forced to rely on food aid to make ends meet. The outlook for the 90s is no different, and the author concludes that the continued division between the classes threatens our democratic identity. Bernstein's "Class Society" America has traditionally been a land of opportunity in which steady upward mobility was available to everyone. Workers who started at the bottom and worked hard could rise through the ranks to the top of a company. As long as such opportunities were available, Americans have been willing to tolerate wide gaps between rich and poor. However, new economic studies show that mobility is decreasing for the poor while increasing for the affluent and well educated. The American dream of working hard and moving up is no longer a reality for many Americans who find themselves trapped in a series of menial jobs with low pay and no chance for advancement. In "Is America Becoming More of a Class Society?," Aaron Bernstein argues that the U.S. economy is becoming more stratified based on a worker's educational level. In the period up until the 1980s, the majority of workers, regardless of education or class, made similar economic gains. In the period from 1947 to 1973, the incomes of poor families rose faster than the incomes of rich families, and most economists agree that mobility was significantly greater in the 50s and 60s than it is today. Even as recently as the 70s, however, workers made similar gains regardless of educational level. For example, the ten-year earnings of high school dropouts increased 45 percent, while the earnings of high school graduates increased 42 percent, and the earnings of college graduates

increased 53 percent. However, even in the 70s, a growing disparity between the incomes of very poor and the very rich was evident. While the pay of men in the bottom fifth fell behind inflation by 11 percent, the pay of men in the top fifth gained 29 percent. The same trend was evident in the incomes of poor families, which gained only 16 percent, compared to 60 percent for rich families. In spite of this disparity between the top and bottom, the majority of families, 61 percent, were considered middle class. In the 1980s, the American economy began to stratify, with mobility decreasing for workers with low skills and mobility increasing for educated workers. The earnings of less educated workers dropped behind that of college graduates, with the incomes of high school dropouts gaining only 14 percent, the incomes of high school grads gaining 20 percent, and the incomes of college grads gaining 55 percent. In addition, the disparity between rich and poor that became apparent in the 70s escalated during the 80s. The wages of workers on the bottom lost 34 percent to inflation while the wages of men on the top increased 56 percent over the ten-year period. The same patterns of inequality continue into the early 1990s. Although most workers lost ground in the early 1990s, the wages of those at the top fell less than those at the bottom, continuing to widen the gap between the rich and poor. For example, wages for men in the top fifth fell by only 1 percent, and that of men with college degrees lost only 0.4 percent, whereas the wages of high school grads fell by 4 percent, and wages of high school dropouts fell by 11 percent. Perhaps most startling, the middle class had shrunk to 50 percent by 1992, and more than one-fourth of the workforce has fallen below the poverty line. This figure doesn't include the 5 to 10 percent of the population that is permanently unemployed. As opportunities for workers at the bottom have decreased, the poor have begun to take on the characteristics of a permanent lower class. The need for emergency food aid has increased dramatically, and American workers at the bottom have less mobility than workers in many European countries. The outlook for the future is no different, and the author concludes that the continued division between the classes threatens our democratic identity. Our democracy has been based on a stable middle class and on the ideal of economic and social mobility for all. If the gap between rich and poor continues to widen, our democratic identity may suffer.

Organization of Summary The organization of a summary is based on the organization of the source. A summary presents the main points of the source in the same order they appear in the source.

19.3 Organization of Summary:

Transitions that show addition and sequence are often used in summary. Addition also in addition as a matter of fact in fact besides likewise for instance moreover furthermore similarly Sequence afterward in the end at last meanwhile at the same time next at this point

soon after by this time subsequently eventually then finally to begin with first, second, third, etc.

In “A Case for Poetry,” Marjorie Abrams argues that children should study poetry in grade school. In the March 1, 2006, Weekly Gazette, Mark Cuffy argues that increasing funding for education will provide long-term solutions to the crime problem. In his essay “The Black and White Truth About Basketball,” Jeff Greenfield argues that “black” and “white” styles of play are an outgrowth of different economic and social conditions. This thesis announces the thesis of the article that is being summarized. This thesis contains the author, title, and source of the article as well as a restatement of the author’s thesis. The writer states the thesis of the essay he will summarize. [Pitfalls Tips on Planning a Summary Writing a summary involves two things: thoroughly understanding the content of the source and reporting it accurately and objectively.

1. Look up unfamiliar vocabulary and make sure you understand the meaning of each word in context. Also make sure you understand any charts, graphs, or illustrations the author uses.
2. Take notes on and/or outline the source. Depending on the length of the original, it may be useful to state the main point of each paragraph in a sentence.
3. Determine the author’s thesis and the main points used to support it.
4. Write your summary, reproducing the author’s ideas in the order they were presented.
5. Check your summary for accuracy, balance, and coherence.
6. Avoid mistaking details for main ideas. Most examples, quotes, and statistics are support for main ideas. Although they may be interesting and memorable, don’t confuse them with main ideas.
7. Avoid including your opinion. Remember that a summary condenses but does not evaluate the author’s ideas. A summary shouldn’t make judgments about the source. It should report objectively on the content. This is an improved thesis for a summary essay.

19.4 Writing Assignment

1. Avoid using the wording of the source. Remember to use your own words when you summarize. It’s a good idea to take notes from the source and use your notes to write the summary. Example Original: “After all, the U.S., unlike more rigid economies in Europe, has always been dynamic enough to provide steady upward mobility for workers.”

Summary Unacceptable paraphrase:

The U.S. has a dynamic economy that provides steady upward mobility for workers, unlike the more rigid economies in Europe. Acceptable paraphrase: In the United States, unlike in

Europe, workers have always been able to advance. This would be an unacceptable paraphrase because it uses the same sentence structure and much of the same phrasing as the original. This is an acceptable summary or paraphrase of the original writing.

Let's practice!

Select one of the topics below to develop as a paragraph or an essay.

1. Choose an essay or chapter from one of your textbooks and write a summary that explains the main points covered.
2. Pick up a local newspaper, choose a news story, article, or editorial, and summarize its contents.
3. Choose a movie or a TV show you know well and summarize the storyline. Remember that a summary is objective, so don't include your opinion of the show.
4. Use your class notes to summarize a class or lecture you attended.
5. Do you use the Internet to get information? Choose an Internet article or Web site that you know well and summarize the contents

Chapter20: Analysis and Division**20.1Introduction:**

Both analysis and division can help you divide a large and complicated subject into manageable parts. Just as in a process analysis, where you divide a process into parts, in analysis and division you divide your subject (anything from your neighborhood to the Congress) into its component parts. In analysis, the writer breaks down a subject into its component parts and examines one or more of the parts in order to clarify the meaning of the whole. For example, a writer might analyze the role of the shortstop in baseball, the role of a character in a short story, or the role of low interest rates in a bull market. In division, the writer divides a single subject into its component parts, the way a pie is divided into pieces, and examines each of the components in order to clarify the meaning of the whole. For example, a writer might divide the components of a luxury hotel into rooms, service, restaurants, and amenities (pool, sauna, etc.) in order to demonstrate a point about what it takes to be a good luxury hotel or to show that Hotel X is a superb luxury hotel. The same subject could be divided in multiple ways depending on your interests or purpose. For example, the subject apartment might be divided into rooms (kitchen, bedrooms, bathroom, living room, porch) or into aspects an apartment hunter might consider (rent, facilities, size, amenities). Similarly, a book could be divided by physical parts (table of contents, chapters,

bibliography, index) or by writing elements (characterization, setting, conflict, and resolution).

20.2 Analysis and Division : Peer Example

I chose to analyze how, on the television show *The Magic School Bus*, Ms. Frizzle's appearance and attitude encourage students to be creative. Ms. Frizzle's appearance and attitude are central to the message the TV show *The Magic School Bus* teaches about learning. First, Ms. Frizzle's appearance encourages creativity. Her outfits always mirror her lessons; for example, if she intends to have students learn about weather, her dress is covered with thunderclouds, lightning bolts, and rain showers. Next, her attitude is the opposite of that of the traditional elementary school teacher who wants children to be orderly, neat, and quiet. The Frizz, as the students affectionately call her, encourages her students to explore, take risks, be creative, make mistakes, and get dirty. As far as she's concerned, it's all part of the process of learning. In keeping with her attitude, she never lectures to students but instead sets up adventures that allow them to learn firsthand about natural phenomena. Everything about the Frizz, including her clothing and her attitude, encourages students to be creative and learn. By dividing a good health club into its component parts, I came up with a definition of what a good club should be.

A Good Health Club

A good health club can be recognized by examining its component parts. First and foremost, a good club should offer adequate facilities including large, well-lit exercise and aerobic rooms, dressing rooms, and a pool, sauna, steam room, and whirlpool. Moreover, well-maintained exercise equipment including weight machines, stair machines, bicycles, and rowing machines is a component that should not be overlooked. Next, a good club should offer a full range of classes including high- and low-impact aerobics, step aerobics, and yoga, as well as specialized classes on such topics as diet and nutrition. A well-trained, experienced, and helpful staff is also an essential element in a good club. Finally, a good club will offer such amenities as a nursery for children and a snack bar serving healthy, high-protein refreshments. If a club offers these elements at a price the patron can afford, he or she can't go wrong.

20.3 Thesis Statements for Analysis and Division

The thesis or topic sentence for analysis often states an opinion about the subject and names the parts to be analyzed. The thesis or topic sentence for division names the subject and its component parts. The tone, imagery, and rhythm all contribute to the impact of "The Love Song of J. Alfred Prufrock." (literary analysis) Music plays a key role in establishing the mood of *The Piano*. The role of the hero in a traditional western movie is clear-cut. The writer

will analyze the use of tone, imagery, and rhythm in the poem “The Love Song of J. Alfred Prufrock.” The writer will analyze the role played by music in the movie *The Piano*. The writer will analyze the role of the hero in traditional western movies. Our local government is divided into three primary components: the commissioners, the staff, and the volunteer committees. A reputable builder will provide a potential customer with a quote that contains a completion schedule and a breakdown of the costs of permits, fees, materials, and labor. Blueprints for a typical house are divided into materials lists, exterior elevations, foundation plans, framing schedules, and electrical diagrams. The writer will divide local government into three component parts. The writer will divide a construction bid into its component parts. The writer divides the blueprints for a house into their component parts. Organization of Analysis and Division Analysis and division paragraphs and essays are structured around the parts of the subject the writer wishes to examine. Each supporting sentence of a paragraph examines one of the parts or divisions of the subject.

Transitions used in analysis and division can vary widely, but analysis often makes use of transitions that relate to sequence and/or addition. Sequence afterward in the end at last meanwhile at the same time next at this point soon after by this time subsequently eventually then finally to begin with first, second, third, etc. Addition also in addition as a matter of fact in fact besides likewise for instance moreover furthermore similarly

20.4 Tips on Planning Analysis or Division Analysis

1. Brainstorm a list of some of the component parts of your subject.
2. Decide which elements seem most interesting or important, and select a limited number for your analysis.
3. Develop each element for your analysis by examining the role it plays in your subject. How does it function in the whole? How does it affect the whole?
4. Choose a subject that lends itself to division, one that can be broken down into component parts.
5. List the component parts of your subject, making sure there is no overlap in the parts.
6. If you are writing an essay, decide how you will divide your subject into paragraphs. If there are many parts to your subject, see whether the parts can be divided into larger categories that could be discussed in paragraphs. For example, if you were dividing a political party’s platform into its parts, you might be able to divide the parts into economic policy, social policy, and foreign policy.

7. Avoid obvious or purposeless analysis or divisions. Keep your audience and purpose in mind when choosing a subject. Remember that analysis and division are supposed to clarify a complex subject. Therefore, choose a subject that needs explanation or clarification. For example, dividing table utensils into forks, knives, and spoons would bore readers because you aren't telling them anything they don't already know.

8. Avoid incomplete divisions. Make sure the sum of the parts equals the whole in division, and make sure not to leave out components. For example, you would confuse your reader if you divided the components of a good restaurant into service, atmosphere, and price—but left out food.

9. Avoid overlapping parts in a division. Each part of a division should be unique. For example, if you divided the parts of an action movie into the actors, the plot, the special effects, the music, and the stars, you would run into trouble because the actors and stars are overlapping categories. Select one of the topics below to develop as a paragraph or an essay.

Let's practice!

1. Analyze one or more elements of a good restaurant, hotel, or club.
2. Analyze one or more common elements of a certain type of movie (horror, sci-fi, western, comedy, etc.).
3. Analyze one or more elements of a performance you have attended (ballet, opera, rock concert, etc.).
4. How do advertisers appeal to consumers? Analyze a specific TV, magazine, or Internet ad to determine the elements used appeal to the target audience. What do those elements tell you about the intended audience?
5. Analyze one or more elements of your favorite reality television program to show how it or they make the program interesting. For example, you might choose to break American Idol into footage of the early competition, performances, judges' comments, audience participation, and so forth, and discuss what role one or more of those parts plays in making the show interesting.

Chapter 21: Persuasion

21.1 Definition:

Persuasion is really a purpose, not a pattern, and all the rhetorical patterns can be used to help persuade a reader. In persuasion, the writer attempts to convince the reader to share an opinion or point of view on an issue. Facts, statistics, examples, testimony from authority, and logical reasoning can all be used to support an opinion. In formal arguments, the writer not only presents evidence to support his or her opinion but also refutes the opposition. To refute the opposition means to show why the opposite side of an argument (the logic or evidence used by those who oppose your position) is not valid. Persuasion is useful in many college classes because many assignments require you to present evidence to support your opinion or point of view.

21.2 Persuasion: Peer Example

Put Away the Paddle Corporal punishment should not be used in secondary schools. First, corporal punishment aggravates antisocial behavior. Most parenting books advise parents to teach their children to solve conflicts using words rather than resorting to physical violence. When schools resort to physical punishment to resolve problems, they teach children it is acceptable to solve problems by hitting. Second, corporal punishment blocks the opportunity for communication between teacher and student. Many students who are behavior problems in school are acting out because of real or perceived injustices at home or in society. The teacher may be the only person in the student's life who is able and willing to help him. If, however, the teacher resorts to paddling, any chance at communication and positive growth is lost. Finally, corporal punishment instills fear rather than respect. Respect comes from the fair and even-handed use of authority, not from punitive measures that rob an individual of dignity. A faculty or an administration that uses paddling to solve discipline problems is relying on brute force and fear rather than on respect. Corporal punishment is worse than useless; it aggravates the very problems it is intended to solve. Put Away the Paddle Corporal punishment is once again being accepted in many high schools. In an age when students are less orderly and less disciplined than ever before, parents and teachers perceive paddling as an effective way to instill orderliness in the student body. However, it is only a good solution for an authority too calloused or too frustrated to examine the problem and come up with constructive solutions. Our school administrations must not abdicate their responsibility to model constructive problem-solving behavior. Corporal punishment is counterproductive because it aggravates antisocial behavior in the student, breaks down communication between teacher and student,

and instills fear rather than respect. Corporal punishment aggravates antisocial behavior. Most parenting books advise parents to teach their children to solve conflicts using words rather than resorting to physical violence. Surely, solving problems with words rather than force is a value we wish to instill in our children if we wish them to be nonviolent members of society. However, when schools resort to physical punishment to resolve problems, they teach children that it is acceptable to solve problems by hitting. Not only is corporal punishment a bad example, but it aggravates the problem because it makes the student angrier than he was in the first place. As a result, the student will become even more rebellious against a system he sees as unfair and hypocritical. Additionally, other students may see the student who was paddled as a kind of hero or martyr to authority, thus gaining the student the attention and respect of his peers. In addition to aggravating antisocial behavior, corporal punishment blocks the opportunity for communication between teacher and student. Many students who are behavior problems in school are acting out because of real or perceived injustices at home or in society. The teacher may be the only person who can be objective and helpful to the student. Rather than recommending that the student be paddled or doing the paddling himself, the teacher should sit down with the student and attempt to discover the reasons for the inappropriate behavior. The teacher may be the only person in the student's life who is able and willing to help him. These are the hardest years of the student's emotional life, the years in which he will establish his emotional identity and his relation to society. The teacher is in an excellent position to help him grow. If, however, the teacher resorts to paddling, any chance at communication and positive growth are lost. Finally, corporal punishment instills fear rather than respect. Everyone would agree that students need to learn respect for authority if they are to be productive, nonviolent members of society. Respect, however, comes from the fair and even-handed use of authority, not from punitive measures that rob an individual of dignity. It is impossible to respect someone or something that treats you unfairly or with disrespect, and it would be impossible to respect someone who is paddling you. Paddling is the most primitive way of saying, "I can enforce my power over you with disrespect." Nothing can come from this attitude but continued discord. A faculty or an administration that uses paddling to solve discipline problems is relying on brute force and fear rather than on respect. Corporal punishment is worse than useless; it aggravates the very problems it is intended to solve. Paddling a secondary school student compounds the anger and alienation in a young person who is living through the most difficult and crucial years of his life. It robs the teacher of the opportunity to help the student by modeling constructive problem-solving

strategies, and it instills fear of authority rather than respect for authority. A school system that relies on paddling is abdicating its responsibility.

21.3 Organization of Persuasion Arguments

It is structured around the evidence or reasons the writer presents to prove the opinion. Each supporting sentence or paragraph develops one main point used to support the opinion expressed in the topic sentence or thesis. Thesis Statements for Persuasion The thesis should state an opinion (a statement of belief, point of view, feeling, or attitude that can be discussed or argued about). A blueprinted thesis lists the major support areas (the reasons why the opinion is valid). The list of supports in a blueprinted thesis should be parallel. The elements should Thesis Statements for Persuasion 183 be in the same form: all nouns, all prepositional phrases, all verb phrases, and so on.

21.4 Tips on Planning Persuasion

In writing a persuasive paragraph or essay, the writer states the idea or belief he or she is trying to convince the reader to share and then backs that idea up with supports, evidence, or reasons why that belief is valid.

1. Decide on the opinion you want your specific audience to share.
2. Formulate a tentative thesis statement.
3. Generate ideas to support your opinion. Focus on the reasons why your opinion is valid. Examine each of the rhetorical patterns to see which might be useful in helping to prove your thesis.
4. In a formal argument essay, you may be required to refute the opposition case. To do so, generate a list of supports for the opposition and think of reasons why their points are not valid. Smokers should stop smoking because smoking damages their health, their appearance, and their pocketbook. (blueprinted thesis) Students who plagiarize should be expelled from college because they hurt the institution, they hurt other students, and they hurt themselves. (blueprinted thesis) Fairhope College should computerize its registration process in order to save time, money, and frustration. (blueprinted thesis) Return of the Swamp Monster is a terrible movie. This blueprinted thesis announces the opinion that smokers should kick the habit and the three major reasons why smokers should quit. Notice that the list of reasons is parallel because each element is a noun. This blueprinted thesis states the reasons why students who plagiarize should be expelled. Again notice the parallelism in the list of major details: all are independent clauses that begin with “they hurt.” This blueprinted thesis states the reasons why Fairhope College should computerize its registration process. Again notice

that the list of reasons is parallel because each element is a noun. The thesis states a clear opinion but does not list supports in the thesis.

1. Avoid factual topics. If a topic is either true or false, the answer can be looked up or researched, but there is no purpose for argument. For example, there would be no point arguing that the New England Patriots won the Super Bowl in 2005 because the statement is either true or false, and no amount of arguing will alter the facts.
2. Avoid obvious topics. If everyone would agree with a statement, then there is little point in building a careful argument to support it. For example, since most people would agree with the statement that smoking damages a person's health, you would have to work very hard to get an audience's attention with this argument. (You can do it, but you have to find a way to make an argument that your audience has not already heard many times.) A more interesting and controversial topic for a general audience would be the statement that smoking should be banned in the workplace or in public places.
3. Avoid oversimplification. Don't oversimplify a complex problem or you will lose credibility. For example, if you argue that the planet's pollution problems could be solved if we all recycled, you will lose your audience's trust—most people know that our pollution problems cannot be solved so easily.
4. Avoid unfair arguments. Don't distort the truth or mislead your audience, and don't unfairly characterize the opposition or its case. For example, it would be unfair to characterize the opposition as a bunch of fools or dismiss their case as flimsy or ridiculous without presenting evidence.

21.5 Writing Assignment

Select one of the topics below to develop as a paragraph or an essay.

1. How important should attendance be in determining a student's grade? Argue for or against attendance requirements at your school.
2. More and more states are instituting graduation requirements. Argue for or against the requirement that students pass a skills test before graduation from high school, college, or a technical program.
3. Argue for or against strict penalties for academic dishonesty.
4. How far should the government be allowed to go to protect against terrorism? At what point do we lose the individual liberties we are supposedly protecting?
5. Argue for the legalization of something that is currently illegal or the criminalization of something that is currently legal.

All the writing you do, in fact every sentence you write in letters, e-mails, and school papers, requires you to use many different skills. You must choose the appropriate words and spell

them correctly, combine the words into clauses and phrases, and connect all the parts so that they make sense and read smoothly. This section of Writer's Resources covers the elements and skills you need to write college-level sentences.

All of the concepts and skills in this part of Writer's Resources will help you become a better writer. You should read the chapters in the order assigned by your instructor, and you should complete all exercises and practices—they will help you make the concepts and skills part of your working knowledge of the written word.

Although there are many groups of problem words, the two lists in this lesson contain some of the most common word groups that give writers problems. There are two easy ways to remember the differences between the words in these groups:

1. Use a memory hook: an easy way to remember something because it hooks your memory.
2. Remember an example for each word that illustrates the difference between the words.

Problem Words Chapter 21 List 1 Accept means "take" or "receive what is offered." With accept, think of acceptance. I accept your invitation. Except means "what is left out or excluded." X in except means "not." Everyone is here except Joaquin. An is a word meaning "one" or "any" and is used in front of words that begin with a vowel or silent h. An airline pilot must fly for an hour before taking a break. And means "plus." Jean and Takela went to the store. Its is the singular possessive pronoun meaning "belonging to it." Its has lost its apostrophe ('). The car lost its antennae. It's is the contraction of it is or it has. It's it'(i)s. It's a beautiful day. Know means "to have knowledge of." I know how to sew very well. No means "zero." There is no water in the dry well. Passed is the past tense of the verb to pass. Passed ends in -ed because it's a verb. I have passed the test. Past is an adverb meaning "by" or "beyond," or an adjective or noun meaning "time that has already gone by." The bus went past the bus stop every day this past week.

Problem Words Peace means "tranquility." "Peace on Earth!" There was peace after the war. Piece means "a part of something." "Piece of pie." A piece of thread is hanging from your sleeve. Principal is an adjective meaning "main" or "most important," or a noun meaning "main person or thing." Principal main. The principal road into town is Main Street. Principle is a noun meaning "rule" or "law." Principle rule. One principle of math is addition. Right can refer to something that is due to a person by law. "Might does not make right." My neighbor has a right to park in the driveway to his house. Write means "put words on paper." "The w in write looks like a scribble." Please write your name clearly. Steal means "rob." To steal is illegal. A robber could steal the bicycle. Steel refers to a hard metal. The ee in steel is doubled to make it strong like the metal. The part for the machine was made of steel. List 1 213

Suppose means “assume.” No d means that suppose is a verb in the present tense. I suppose I will go to the dance unless I am sick. Supposed to means “ought to” or “should.” Supposed to is always preceded by a form of to be and followed by to plus a verb. Children are supposed to respect their parents. Than is used to make comparisons. Than comparison. Jackie is taller than Raphael. Then means “for a moment in time.” Then time. First, we will go to the movie; then we will go to eat. Their is a possessive pronoun meaning “belonging to them.” Their heir. The neighbors should cut their lawn. There can mean a place. There not here. There is a car over there in the parking lot that looks brand new. They’re is the contraction of they are. They’re they are. The children are quiet because they’re watching a movie. Thorough means “complete” or “entire.” Thorough has an o for complete. The house needs a thorough cleaning. Through can mean “in one side and out the other” or “finished.” The last person went through the door after the movie was through. 214 Chapter 21 Problem Words Throw means “launch” or “send.” The mayor will throw out the first ball at the baseball game. Threw is the past tense of the verb throw. The pitcher threw the last pitch. To is either a preposition that indicates direction or a part of the infinitive verb form (to be, to go, to do). I am going to the store to buy groceries. Too means “excessively,” “extremely,” or “also.” Too too many o’s. It’s too hot to play outside. Two is the number. Two boys are fishing on the bridge. Use to means “utilize” and is present tense. That wood I will use to make a fire. Used to means “having the habit” and is past tense. Used to is always followed by a verb (used to eat). The postal carrier used to arrive before lunch. Weather means “outdoor air conditions.” The rainy weather is almost over. Whether indicates alternatives. I don’t know whether I can come or not. Woman is the opposite of “man” in the singular form. One woman left already. Women is the plural form of “woman.” Two women are staying to hear the last speaker. Would have, could have, should have, and must have are verb phrases; have is a helping verb. The contraction forms are would’ve, could’ve, should’ve, and must’ve. The garbage should have been taken out last night. The garbage should’ve been taken out last night. Would of, could of, should of, and must of: The of that follows the verbs begins a prepositional clause. Of is almost never used after these verbs. (Have is almost always used after these verbs.) You would, of all people, be the first to know my secret. Your is the possessive pronoun meaning “belonging to you.” Your uncle just called. You’re is the contraction of you are. You’re the most interesting person that I know. Circle the correct words in each sentence.

1. We past / passed a soft drink machine an / and stopped to get a drink.
2. The neighbors use to / used to park they’re / their / there cars over they’re / their / there by the pool.

3. When she went thorough / through the rain she got a thorough / through soaking.
 4. They're / Their / There trying to / too / two hard for them to fail the writing / righting exam.
 5. The truck should of / should have driven past / passed the car to avoid an / and accident.
- Identify the sentences as correct (C) or incorrect (I), and then correct all problem word errors.
1. A woman in my dorm is suppose to help me find a new roommate.
 2. West End Apartments has a nice pool, but its rooms are too small.
 3. I will be through this school sooner then I thought.
 4. Some of my friends are attending summer school, and they're working part time to.
 5. Change is a principle of life that I have trouble accepting sometimes.

Exercise 3

Identify the sentences as correct (C) or incorrect (I), and then correct all problem word errors.

1. I don't no weather there are any tickets left for the concert.
2. Your suppose to treat men and woman equally.
3. My class should of taken its test today.
4. The bus went past the children without stopping.
5. I loved the movie, and my date enjoyed it, too.

List 2 Advice is a noun that means "a recommendation." My father has given me good advice about my finances. Advise is a verb that means "counsel." The doctor will advise you to stop smoking. Affect is a verb that means "influence" or "bring about a change." Affect is an action. The temperature can affect plants. Effect is a noun that means "result." Effect is a result. One effect of exercising is weight loss. All ready means that everyone or everything is prepared. If the sentence makes sense without all, write all ready. My children are all ready for school. Already means "before," "previously," or "by this time." If the sentence does not make sense without all, write already. Dinner has been served already.

Problem Words All together means that everything or everyone is together. If the sentence makes sense without all, write all together. The camping gear is all together in the closet. Altogether means "completely" or "entirely." If the sentence does not make sense without all, write altogether. I have altogether too much work to do tonight. Bare means "uncovered" or "just enough." There is barely time to reach the airport before our plane leaves. Bear means the wild animal OR "to carry, to hold up, or to endure." I can't bear the thought of school starting again after our vacation. Blew is the past tense of blow. The wind blew all night long. Blue is a color. Blue color or hue. Her eyes are blue. Brake means "a device to stop movement." The car's brakes needed to be replaced. Break means "an interruption." I must

take a break before I continue working. By is a preposition. My sister will stop by our apartment with cookies. Buy means “to purchase.” You need to buy milk.

Capital means “the main or most important.” The capital city of New York is Albany. Capitol means the government building. Capitol dome. Congress meets in the Capitol in Washington. Choose means “pick out”; it is present tense. “Choose has two o’s to choose from.” I will choose a new car. Chose is the past tense of choose and is pronounced with a long o. The dinner I chose last night gave me food poisoning. Complement is a verb meaning “make complete” or a noun meaning “something that completes or makes perfect.” The blue shirt complements your tan slacks. Compliment is a verb or a noun meaning “praise.” My teacher gave me a compliment about my paper. Fair means “just,” “good,” blond,” “pale,” or “carnival.” “Fair” is used for almost all meanings except money. It’s not fair when someone takes advantage of an elderly person. Fare means the ticket price. The bus fare was only five dollars. Hear means “to perceive by ear.” Hear ear. I can’t hear you when you are in the next room. Here means location. Here not there. Please come here right now. 220 Chapter 21 Problem Words Hole means “an opening.” The workman used a shovel to dig the hole. Whole means “entire or complete.” I can’t believe that you ate the whole pie. Lay means “place or put.” If you can substitute place or put for lay, then lay is correct. Please lay the book on the table. Lie means “recline.” My grandfather always lies down before dinner. Loose is an adjective meaning “not tight,” or a verb meaning “set free.” The doorknob is loose and wobbles when I turn it. Lose is a verb meaning “suffer loss.” Remember: lose lost. People can lose a lot of money gambling. Stationary means “not movable.” The car was stationary when it was hit by the bus. Stationery means “writing paper.” Er in stationery er in paper. The letter came on blue stationery. Weak means the opposite of strong. A muscle can be weak after an injury. Week means seven days. The meeting is next week. Exercise 6 Exercise 5 Exercise 4 Circle the correct words in each sentence. 1. By the time she blew / blue out the candles, she was all ready / already out of breath. 2. Exercising on the stationary / stationery bike complemented / complimented the weightlifting the athlete was doing for conditioning. 3. The setback was hard to bare / bear, but he was all together / altogether sure he could win. 4. The table was bare / bear before the waiters began to lay / lie the dishes down for the meal. 5. Don’t loose / lose any more time taking shortcuts because we are all ready / already late for the appointment. Identify the problem words in the following sentences as correct (C) or incorrect (I) and then correct the errors.

1. I can’t bear to hurt my friend’s feelings.
2. I need to buy some new stationary.

3. My brother chose to go to work rather than go to college.
4. I am all together certain I am right.
5. Will you drive me through the capital? Identify the sentences as correct (C) or incorrect (I), and then correct all problem word errors.
 1. Workmen have been using a stationary ladder to repair the capitol's roof.
 2. I used my coffee brake to buy some stationery.
 3. The weatherman advised everyone to get all ready to evacuate low-lying areas before the storm struck.
 4. I paid the bus fair with my lose change.
 5. Three weeks ago, the hole family met here for my birthday.

Exercise 1 Correct the problem words in each sentence.

1. I could of changed my answer, but I was all together sure that I choose the right one.
2. That women over their use to be my neighbor before she got married.
3. When I get a brake from my job, I will build a house made of steal and glass that will stay stationery in any kind of weather.
4. Over spring break, I visited our nation's capitol, Washington, D.C.
5. The women in the last row past her test even through she didn't study.
6. Though it wasn't lose and comfortable, I choose to wear the shirt my grandmother gave me to the picnic.
7. The plane and train rides at the amusement park were not a hole lot of fun because they remained stationery.
8. The principle reason I want to lay down for a rest is that I am suppose to stay up late tonight to study.
9. The dog's owner choose it's name from a comic strip.
10. The school's principle bearily had time to finish his speech before the band started playing.

Identify the problem words in the following sentences as correct (C) or incorrect (I) and then correct the errors.

1. Julio has already seen the movie.
2. I can't bear to hurt my friend's feelings.
3. My principal reason for going to the store is to buy new stationary.
4. My brother chose to go to work and go to college too.
5. I am all together certain I am right.
6. There is a whole in my new blue folder.
7. The train fair to New York is sixty-four dollars.

8. Her ring fell off because it was too loose.

9. Will you drive me through the capital to see the beautiful capitol building?

10. I blew my horn and then slammed on my brakes.

Problem Words Editing Exercise 1

Alone or with a partner, proofread the paragraph and correct any errors with problem words.

Fun Fair This passed weekend, my friend Jeremy and I decided to take a trip too an amusement park that I use to go to when I was a child. When we got there, I told Jeremy I wanted to ride the roller coaster. Since Jeremy likes to ride a roller coaster less then I do, he said that I should go on it by myself. Maybe I should of taken his advise, but I told him, “Know way! Your coming too because its to scary alone.” Jeremy was fine while the ride was stationery, but as soon as it began too move, Jeremy began screaming at the top of his lungs. When the ride was over, Jeremy said that it had been altogether to long. Jeremy choose to sit the next ride out, so I had to go on it alone. When that ride was over, Jeremy had all ready decided that we should go shopping for souvenirs. I bought a teddy bear, and Jeremy chose to get a cup with his name on its side. I had to lend him money for the tax because he said that all of his lose change had fallen out of his pockets on the roller coaster. While we were shopping, the whether began to get cloudy, so I thought that we should have some lunch and wait for the sun to come out again. However, Jeremy said he couldn’t bare to eat right after the roller coaster. Their was a man doing magic tricks, an we stopped to watch him. I was just about to complement him on his trick when it started to rain, and the hole crowd ran indoors accept for the magician. When the rain finally stopped, I was starving, and I convinced Jeremy to go for a peace of pizza. Our day at the amusement park was a lot of fun, and Jeremy and I are already planning to go back next weak.

Editing Exercise 2

Alone or with a partner, proofread the paragraph and correct any errors with problem words.

Cleaning Up Is there to much clutter in your life? Do you often hear yourself saying, “I know I must of put it here somewhere, if I could just find it”? Well, according to clutter-buster experts, their is hope for people whose homes are less than orderly. Although its hard to brake certain habits (like throwing your clothes near the closet instead of hanging them up), the first step to a more organized home is to have a plan. Chose the one room that especially screams “Help!” every time you walk in, and take a through look around to see what needs organizing. A kitchen, for example, should not have more then one junk drawer, and cleaning supplies should be kept altogether. A drawer near the telephone is suppose to hold only one pad of paper, twelve pens or pencils, one kind of stationary, and the most current telephone book.

For the bedroom closet that use to close, you can buy closet organizers to double the space. Even with no money to spend on organizers, though, a fair amount of determination will go a long way. The hardest but most important thing about organizing your clutter is to throw away what you don't use. Most experts recommend keeping only one box of memories you just can't bare to live without. It may take a hole weekend or more to undo the months or years of clutter, but if you clean your house, your life will have more peace and quiet within a week.

Chapter 22 :Problem Words

Capital letters announce to the reader that a word has special importance. You probably know many of the rules for capitalization, but this lesson will acquaint you with all the rules and give you practice testing your knowledge. Sentence Beginnings

- Capitalize the first word of a sentence.
- Proper Nouns: Names of specific people, places, and things are considered proper nouns, and all proper nouns should be capitalized.
- Proper names of people should be capitalized.

Exercise 1

• Proper titles are capitalized if they are used to replace someone's name. Are we going shopping on Friday, Mom? Please, Professor, don't give us more homework. Do not capitalize titles if they are not used to replace someone's name in a sentence. (If a word like my or the comes before the title, the title is not replacing a proper name.) I told my uncle that I would come.

• The pronoun I is considered a proper name and should be capitalized. Juan and I will return soon. Correct all capitalization errors.

1. My wife and i believe that aunt mary will come to the party with mr. jackson.
2. A neighbor suggested that i ask mom to tell my dad that jenny will be late.
3. Would you like to talk to ms. zhao, doctor?
4. Please, sir, would you put out your cigarette.
5. The doctor told coach that i can't play this week.

Places • Proper names of specific geographic features and proper place names should be capitalized. Mount Everest, Atlantic Ocean, Lake Superior, Banff National Park, Tiananmen Square, Namib Desert Do not capitalize places that are not proper names. the lake, the desert, an ocean, a mountain

• Names of cities, counties, states, regions, countries, continents, and planets should be capitalized. Budapest, DeKalb County, Illinois, the South, Romania, North America, Venus
Prepositions are not capitalized in proper names unless they are the first or last word of the name. United States of America • Directional words ending in -ern are not capitalized. eastern, northern, southern, western

Exercise 2

Correct all capitalization errors.

1. My parents told me that grandpa came to chicago from the south.
2. The northern united states had record high temperatures.

3. There are mountains on mars and a lake on venus.

4. My brothers and i love to fish in the atlantic ocean and in lake sumpter.

5. Experts predict that dade county in the southern part of florida will experience rapid growth.

Things • Proper names of institutions, businesses, and federal agencies should be capitalized. Central High School, First National Bank, University of Tennessee, Holiday Inn, Environmental Protection Agency, Chicago Bulls

- Proper names of buildings and historical monuments should be capitalized. Statue of Liberty, Parthenon, Kennedy Center, Sistine Chapel

- Names of holidays should be capitalized. Fourth of July, Thanksgiving, Flag Day, Black History Month

- Days and months are capitalized. Monday, Tuesday, Saturday, January, March, December
Names of seasons are not capitalized. spring, summer, fall, winter

- Names of specific school courses should be capitalized. Fundamentals of Algebra, College Composition, Art 101
Subject names that are not part of a course title are not capitalized. math, writing, history

- The first word, last word, and all important words in the titles of books, poems, articles, chapters, academic papers, songs, journals, and magazines should be capitalized. (Prepositions, conjunctions, and articles are not capitalized unless they are the first or last word of the name.) Journal of Education, Paradise Lost,

Exercise 3

- Specific historical events and eras or periods in history should be capitalized; however, centuries should not be capitalized. the Renaissance, the Roaring Twenties, the twenty-first century

- Nationalities and languages should generally be capitalized. Swedish, English, Swiss cheese, French pastries
Some phrases using a nationality have made their way into common use and may not be capitalized; check with a dictionary and use the term consistently throughout your writing. french fries

- Abbreviations for agencies, organizations, trade names, and radio and television stations should be written in all-capital letters. TVA, NASA, NFL, KCAZ, WFHB

- Capitalize only the words of animal and plant names that refer to a specific place or person. German shepherd, Bermuda grass, cardinals, blue whales, roses, oak trees

1. This fall, we have no school on veteran's day.

2. I am enrolled in principles of sociology, math, and english.

3. My father works for ibm, and my mother is employed at nasa.
4. In history class, we are studying the enlightenment.
5. On monday, my golden retriever had puppies.

Exercise 4:

1. My father got mom a dozen thompson roses for mother's day.
2. The movie will be shown on cbs in june.
3. The plumber from ward's plumbing will come on tuesday.

Exercise 5 .

One of the most popular books of the twentieth century is gone with the wind.

The lincoln memorial has been crowded the entire summer.

Quotes • The first word of a quoted sentence should be capitalized. He replied, "Nothing is wrong." 1. I asked, "what have i done wrong, officer?" 2. She replied, "you just ran a red light." 3. I told the officer, "the sun was in my eyes because i was driving west."

4. After writing the citation, officer backus said, "take my advice, son, and wear sunglasses to cut the glare."

5. Before putting the toyota into gear, I thanked the officer for her advice. Correct all capitalization errors.

1. My brother dan is a dentist and lives in eastern new mexico.
2. The new york giants are going to win the nfl football championship.
3. Most people thought that forrest gump was a funny movie.
4. Of all the planets, mars is closest to earth.
5. The southern part of florida is where i live.
6. I called out in my psychology class, "please, professor, depress us by giving another test."
7. She is no longer speaking to her father or aunt julia.
8. On labor day, we might take a trip to the rocky mountains.

Quotes Exercise 6.

My high school, meridian senior high school, has been rated as one of the top high schools in the state. The internal revenue service, which is called the irs, is investigating my boss.

Correct all capitalization errors.

1. The industrial revolution occurred during the nineteenth century.
2. Ford and chevrolet are both american-made cars.
3. The band will be touring the south in february.
4. You can get discount tickets for Disney world and universal studios.
5. The student said, "the statistics in math 201 can be difficult."

6. I wanted mother to plant live oak trees and carolina roses in our yard.
7. The woman graduated from western ohio university and went to work for Nasa.
8. The sailing race followed a path across the eastern pacific ocean to hawaii.
9. A book from the public library, home farming for the whole family, had information about building a chicken coop.
10. At the Fall river mall, children can participate in activities.

Chapter 23 :Capitalization

This chapter will make you aware of some of the issues surrounding word choice: use of concrete, specific language; awareness of denotation and connotation; appeal to the senses; and use of appropriate vocabulary. We also caution you about pitfalls to avoid: unfamiliar synonyms, slang, clichés, and wordiness. Words are the most basic element in how we communicate, and yet, most of us don't spend much time thinking about the words we choose. We often use the first word that comes to mind. Sometimes our choice effectively expresses our idea, and sometimes it doesn't. Since words are the tools we use to communicate our ideas and experiences, it's important to choose the best words. This lesson will make you aware of some of the issues surrounding word choice. The words you select should be concrete and specific enough to create a picture in the reader's mind, appeal to the senses and create images, express your intended meaning, and have the right emotional associations. You should choose vocabulary that is appropriate for your topic so that your reader will have confidence you know what you're writing about, and you should avoid language that might turn readers off or leave them cold— such as worn-out expressions and slang. This means you have a lot of decisions to make about which words fit and which do not. Writing is hard work, but the more aware you are of words, the better chance you'll have of picking language that is clear and precise. Deciding which words to choose is important in two stages of the writing process—drafting and revising. In your first draft, you want to choose concrete, specific language that you are familiar with—nothing fancy, just clear language that communicates your meaning. Then when you are revising, you

Word Choice Exercise 1: you can go back and focus on language again. Take a look at your nouns and verbs; are they concrete and specific enough? Take a look at your vocabulary; is it appropriate for the topic? Get rid of slang, clichés, and unnecessary words and expressions. Start thinking about the language you use, and be aware of the language used in the essays you read. Nine times out of ten, what makes writing work, what makes it effective, is the language the author chooses to use.

Clear Language Abstract and Concrete Words

- Words can be divided into abstract and concrete words. We know concrete words through our senses. You can see, touch, taste, hear, and smell a flower or a car. Abstract words, on the other hand, we know through our minds. You can't touch or see abstractions like love and loyalty. We have to use abstract words to convey concepts like beauty and truth, but when we want to create a picture in the reader's mind, we should choose specific, concrete words. If you are describing ideas and concepts, then abstract language is appropriate, as in the first examples below. However,

if you are trying to help the reader see what you are describing, abstract language won't do the trick. In the concrete examples below, the specific, concrete language creates a picture that helps the reader see the scene.

Word Choice Exercise 2

General and Specific Words • Concrete words vary from general to specific. General nouns, even if they are concrete, won't help the reader see a picture of what you have in mind. After all, there are all kinds of cars, flowers, and bridges. Specific nouns communicate a clearer image of what the writer has in mind. General Specific car Rolls Royce flower tulip bridge Golden Gate Bridge shark great white shark cake German chocolate cake • Very specific nouns create a clearer image than general nouns. very general → very specific is meant to convey a continuum. Very General Very Specific tree oak red oak southern red oak people students college students college scholarship students humans children toddlers hyperactive toddlers General More Specific She owns a dog. She owns a Dachshund. We drove our car. We drove our Mustang convertible. The animals went wild. The gorillas, cheetahs, and polar bears went wild. Identify the following words as general or specific. 1. movie 6. waffles 2. alligator 7. actor 3. food 8. bluebird 4. Mt. Everest 9.dog 5. tulip 10. boat Vivid Adjectives Even when we use specific nouns, we sometimes need adjectives to create a more specific picture of what we have in mind.

Clear Language • When appropriate, use vivid adjectives to describe nouns, other adjectives, and adverbs. Specific nouns More specific noun phrases Rolls Royce white convertible Rolls Royce tulip blood red tulip great white shark ten-foot, 1,000-pound great white shark To generate a clear picture of the dog in the following sentences, we have added increasingly specific words. She has a dog. She has a long-haired dog. She has a long-haired Dachshund. She has a long-haired Dachshund with a white patch over one eye. Comma Usage with Adjectives

COORDINATE ADJECTIVES • Commas are needed between coordinate adjectives; these are adjectives that modify the noun separately (that is, each adjective modifies the noun directly). To determine whether a set of adjectives is coordinate, try either rearranging them or placing and between them. She is a sweet, affectionate child. In the sentence above, the adjectives are coordinate; they can be rearranged, and you can place and between them. It means the same to write, "She is an affectionate, sweet child." or "She is a sweet and affectionate child."

CUMULATIVE ADJECTIVES • Commas are not needed between cumulative adjectives, which are adjectives that do not modify the noun separately. He lived in a large brick house.

You don't need commas between large and brick in the above sentence. They can't be rearranged, and you can't place and between them because it wouldn't sound right to say, "He lived in a brick large house," or "He lived in a large and brick house"

Exercise 3

Place commas where needed in the following sentences:

1. I bought a blue velvet dress for the prom.
2. My cousin is a tall handsome basketball player.
3. I've always been afraid of large growling dogs.
4. I love my yellow Mustang convertible.
5. My mother is an honest loving woman.

Specific Verbs • Like nouns, verbs vary from general to specific. General verbs tend to be weak whereas specific verbs communicate an image to the reader and are, therefore, stronger and more powerful. Specific verbs help create an image of an action just as specific nouns help create an image of people, places, and things. Specific verbs are known as strong verbs. General verbs Specific (strong) verbs walk stroll, stride, amble, glide, slink, creep talk yell, scream, whisper, growl, snarl, chatter eat devour, nibble, gulp, inhale When I revised my paragraph, I tried to use specific strong verbs that were right for the topic I was writing about. **Luxury Ride** The interior of the new Supra minivan is designed for the driver's safety and comfort. When a motorist enters the vehicle, she is offered choices for adjusting the seat's height, distance from the steering wheel, and lower back support, which ensures that every driver is properly positioned to operate the vehicle without straining, stretching, or hunching down. In front of the driver of a minivan, there is a beautifully displayed instrument panel with a digital display that is lit in bright colors for easy reading. Moreover, the console next to the driver anticipates her needs with its cup holders and organizer tray for tapes or CDs. When the van is moving, a computerized voice warns of Clear Language

Exercise 5 and Exercise 4 unlocked doors or seat belts that are not fastened, which puts a driver at ease when carrying a vanload of kids. The driver can even control the mirror on the passenger door to get a better look at the lanes of traffic, and the mirror on the back gate lets the driver feel confident when backing into a parking space. The Supra's interior makes driving a pleasure.

TO BE AND TO HAVE • The verbs to be and to have are general (weak) verbs. Often more specific (strong) verbs can be used in their place. Weak Mr. Tirkenhaas is the manager of the Steak House. Strong Mr. Tirkenhaas manages the Steak House. If you often use the verbs to be and to have in your writing, try to find a more specific verb to fit a situation. Weak

The restaurant has a wide selection of desserts. Strong The restaurant offers a wide selection of desserts. When you can replace to be or to have with another verb, your sentence will be stronger and more effective. Identify the following verbs as general or specific. 1. squint 6. yell 2. exclaim 7. slouch 3. say 8. shiver 4. see 9. feel 5. whisper 10. want

Circle the most appropriate verb to replace the italicized word or phrase.

A Difficult Destination

My friend Marianella Rolla is (lives, belongs) at the end of a long, winding dirt road that takes me forever to travel. There are so many potholes and tree roots that Word Choice must go (creep, move) along at under ten miles per hour so I don't harm (snap, hurt) an axle. It is even worse after a hard rain when puddles are in (hide, obscure, fill) the potholes and make me go (crawl, move) along the shoulder of the dirt road, or else my truck and I might get wet (bog down, drown). When the weather is dry, I have to be careful that my truck's tires don't move (slide, turn) in the loose sand and get stuck. Nighttime is (presents, has) the worst danger of getting lost because I can't find (see, locate) the landmarks that tell me where I am, and there is no street sign for the dirt lane that goes (leads, moves) into her driveway. Picking up Marianella is (presents, makes) a real challenge! Colorful Adverbs • When appropriate, use colorful adverbs to describe verbs, adjectives, and other adverbs. He rode along the mountain trail. He rode recklessly along the mountain trail. He rode lightheartedly along the mountain trail. He rode cautiously along the mountain trail. Notice how each adverb creates a completely different image. She stepped in front of the men. She stepped rudely in front of the men. She stepped confidently in front of the men. She stepped quickly in front of the men. The modifying adverb gives you more information about the action.

Exercise 6: Write a sentence by selecting from the list of descriptive words for each symbol and bold word. 1. The ♦ child made a sound ♦. adjective child made a sound adverb spoiled toddler squealed contentedly hyperactive baby cooed angrily fussy infant murmured softly hungry waif yelled happily sleeping youngster whined incessantly 2. The ♦ car went down the ♦ road. adjective car went down adjective road dusty jeep skidded across rain-slick highway shiny limousine slid over crowded interstate rusty truck flew on dusty dirt road huge semi rumbled through muddy city street sleek dragster accelerated reflective track Create your own sentences by substituting specific nouns, vivid adjectives, strong verbs, and colorful adverbs.

1. The tree moved in the wind.
2. The clouds were in the sky.
3. The animal crossed the road.

Exercise 7: The instructor gave an assignment. 5. The man caught the ball. Denotation • Choose words that have the right meaning or denotation, or literal meaning. If you're not absolutely sure the word you have in mind is the right one, look it up in the dictionary to make sure it means what you think it means. You are better off choosing a word you are familiar with rather than one you think sounds sophisticated. Circle the correct word in each sentence.

1. The instructor is liable / likely to put anything on the exam.
2. Sonia looked real / really tired after the hike.
3. Chocolate cake is my favorite dessert / desert.
4. Jeremy wasn't conscious / conscience that he had hurt Alicia's feelings.
5. My brother Ernie refunded / refurbished his money.

Connotation • Choose words that have the right emotional association, or connotation. Words come with their own baggage; they have many shades of meaning. For example, it sounds a lot worse to say someone is a liar than to say someone takes liberties with the truth.

Exercise 8: Circle the word that does NOT have a negative connotation.

1. The garbage had begun to (rot / decompose).
 2. The teacher's dress was (colorful / gaudy).
 3. The job applicant was dressed in a (disorganized / casual) manner.
 4. The auditorium was practically (empty / deserted) for the performance.
 5. The man takes pride in having (an antiseptic / a clean) apartment.
- Writing Style Appeal to the Senses • Descriptive writing appeals to the senses (sight, touch, hearing, smell, and taste) and creates images or mental pictures. In describing my grandmother's rocking chair, I tried to use as much specific detail as possible and to appeal to as many of the senses as possible.
- Memaw's Rocker My grandmother's rocking chair sits empty [sight] in the corner of the living room. The simple unpainted cane rocker [sight] would be of little interest to an antique dealer, but I wouldn't part with it for the world. The seat is cupped slightly [sight] from years of use: afternoons and evenings when she sat shelling peas, darning socks, or knitting sweaters [sight]. The arms are sanded smooth [touch] from the constant motion of her thin arms.

Positive Connotation slender full hurry sociable Negative Connotation skinny cluttered rush chatterbox Describing a person as skinny sounds negative, whereas slender sounds attractive. When my wife tells me that my dresser drawer is cluttered, I know I have to straighten it up. While most of us are in a hurry in the morning, we know that being in a rush can cause accidents. I'll never forget the look on my daughter's face when I remarked that she was a

little chatterbox at the dance. I should have said that she was sociable. “ ” Peer Example Dan The chair is silent now, but if I close my eyes, I can still hear the squeak of the rockers against the pine floor and hear the click of her knitting needles [sound]. They were sounds that always comforted me and made me feel as if everything were right with the world [sound]. Even today, I can’t look at the rocker without seeing my grandmother smiling at me over the rim of her glasses [sight] and hearing her say she loves me [sound]. Figurative Language • Good writers use figurative language to help readers see what they are describing. Figurative language employs figures of speech—such as similes, metaphors, and personification—that compare or identify one subject with another.

- A simile is a comparison that uses like or as. He eats like a pig. Her look penetrated like an X-ray. The sailboat glided through the water like a swan.
- A metaphor is a comparison that likens two things without using like or as. He is a pig. Her look shot a bullet through me. The sailboat was a feather in the wind.
- Personification means to give human characteristics to something nonhuman. Money talks. The sails inhaled and exhaled with each gust of wind. The trees sighed in the wind. Clearwater Lake Clearwater Lake is a small lake nestled [personification] in the Adirondack Mountains. The glassy lake is ringed with aspen, larch, birch, and fir trees, and in the fall, the mountainsides are on fire [metaphor] with brilliant oranges, reds, and yellows. I arrive at the lake early, with mist still clinging like smoke to the surface of the water [simile]. Using the right vocabulary can go a long way toward convincing your audience that you know what you are talking about.

When I wrote this paragraph, I wanted to show the negative health effects smoking has on pregnant mothers, and I wanted the writing to sound authoritative, so I used medical terminology that doctors use. What a Drag While cigarettes create health problems for all smokers, newborn babies are put at great health risk by their smoking mothers. First, smoking can cause damage to the fetus by reducing oxygen that reaches the unborn child in the mother’s womb. During childbirth, smokers are more likely than nonsmokers to suffer heart and lung complications due to their impaired breathing capabilities, and often the stress from childbirth causes injuries to babies. At birth, the babies of mothers who smoke weigh an average of 25% less than other newborns, and low birth weight weakens the babies’ resistance to disease. Also, newborns may suffer respiratory ailments from their mothers’ cigarette smoke. Finally, because the milk of mothers is contaminated by nicotine, a stimulant that overexcites the heart, many affected newborns show signs of high blood pressure. In conclusion, the Surgeon General, the nation’s top health authority, warns on every pack of

cigarettes about the dangers of smoking to pregnant women. Circle the most appropriate word or phrase to replace the italicized word or phrase. A Good Deal Cut-rate (Discount, Cheap) stores meet a lot of our needs today. First of all, the stuff (merchandise, things) you (people, consumers) can get (buy, grab) is cheap (inexpensive, less). For example, there are places (stores, buildings) that have (sell, give) stuff (products, things) for the house that you (people, shoppers) use every day including razors, cereal, and soap that can be had (purchased, gotten) for less than half of the cost at a regular (full-priced, real) store. Factory-reject (Defective, Factory-seconds) clothing stores are a real bargain too. You (Customers, Someone) can get (see, find) fancy clothes from designers (fancy threads, designer wear) for cheap (less, nothing). Finally, cut-rate (discount, secondhand) auto parts stores are a great way to save 242 because these places have things like oil, headlights, and batteries for less than a gas station charges. Try cut-rate places (stores, digs) to save money. Write a paragraph using one of the following prompts. Try to use specific, concrete language that appeals to the senses.

1. Describe one location in winter and summer. Try to give the reader a picture of the place in each season.
2. Describe an image from a magazine and turn in the picture with your description.
3. Describe one location at different times of the day (a stadium before, during, and after a game; downtown at midnight and at rush hour, etc.).
4. Describe the place you most like to spend time. Use words that make the reader want to spend time there too.
5. Write a paragraph that develops one of the following topic sentences. Imagine the place and what might go on there. John Deerfield Memorial Stadium was filled with excited fans. The volcano erupted at two A.M. The mountain path disappeared into a thicket of trees. The desert shimmered with heat. Take care to avoid pitfalls such as using unfamiliar synonyms, slang, clichés, and wordiness in your writing. Pitfall 1: Unfamiliar Synonyms

- Avoid using unfamiliar synonyms (words that have the same or similar meaning). Words listed in a thesaurus as synonyms are not always interchangeable because each word has its own shade of meaning and its own associations. Too often writers use words they aren't familiar with because they think they should use language that sounds impressive or sophisticated. As a result, more often than not, they choose words that have the wrong meaning or the wrong associations. You're much better off using language that you are familiar with than language you've found in a thesaurus. The president of the company appeared before the laborers (workers) and admitted that the company had obfuscated (hidden) its financial difficulties.

Writing Style: The writer tries to use sophisticated vocabulary but winds up changing the meaning of the sentence. Most workers would resent being called laborers, which usually means workers who perform manual labor. Obfuscated means confused or clouded, which has the effect of hiding, but in the context of the sentence, hidden is the clearer word. Pitfall 2: Slang • Avoid slang (informal words that have a specific meaning to a group of people) and profanity (language that is disrespectful or vulgar). Slang may be colorful, but it is generally considered inappropriate for most writing. One of the problems with slang is that the writer runs the risk of the audience not understanding the intended meaning. anyways main squeeze off the hook chillin' gross bummed phat dude dis (disrespect) whackjob hood (neighborhood) fab Pitfall 3: Clichés • Avoid clichés, expressions that have been used so much they have lost their freshness. Many clichés are similes, figures of speech that use like or as to compare two things. Others are simply phrases that we've become so familiar with that they no longer help us see an image. cold as ice poor as a church mouse dumb as an ox mad as a hornet go out on a limb read him like a book happy as a clam sink your teeth into hot as hell red as a rose open and shut case strong as a bear pretty as a picture Wordiness

- Avoid wordiness, the use of words that do not contribute to meaning. Often writers end up using more words than they need to in order to convey their meaning. When we speak, we tend to use lots of extra words. In writing, it's best to be concise and cut out unnecessary expressions. WORDY In my opinion, if politicians were being absolutely honest and straightforward about the actual facts of where they get their money, the people who vote for them would understand whose voice is most important and who gets listened to. The bold words are not needed to understand the idea of the sentence. They are either understood (in my opinion, actual facts) or redundant, meaning they repeat the meaning of the words around them (being absolutely, and straightforward, and who gets listened to). The phrase the people who vote for them is a lot of words that simply mean voters. CONCISE If politicians were honest about where they get their money, voters would understand whose voice is most important.

Exercise 10: Eliminate slang, clichés, and wordiness from the following sentences.

1. It goes without saying that Rico is the best man for the job.
2. An amazingly high number of citizens of the United States are overweight.
3. I absolutely agree with you that your brother is a sly dog who cannot be trusted any farther than you can throw him.
4. Some people who go out to restaurants feel that they need to get their money's worth by eating the whole entire meal even if they feel full to the point of not wanting to eat any more.

5. Last time I went to the beach, I ran into a totally cool dude, and we surfed some awesome waves. Circle the best choice of words in each parenthesis. To eliminate a word or phrase, circle delete.

1. Susie's (bird / parakeet) chirped as we talked.
2. My neighbor's dog (made noise / barked) last night.
3. My roommates and I like (our / are) new apartment.
4. My date (complimented / complemented) me on my new dress.
5. I like to shop in (unconventional / disreputable) stores.
6. I met an interesting (dude / man) in my chemistry class.
7. I'm not going to do (no / any) more homework tonight.
8. My date looked (pretty as a picture / gorgeous) in her prom dress.
9. (It goes without saying / delete) students should not be required to wear uniforms.

10. My botany test was (so / delete) difficult. Editing Exercise 1 Alone or with a partner, circle the most appropriate word or phrase within the parentheses for each italicized word. If a choice is [delete], this means that the best choice is to cut the italicized word or phrase. Sleep is an extremely ([delete] / incredibly) important and very ([delete] / really) troubling part of the lives each of us lives every day (our lives / our everyday lives). The person who is like most people (average person / regular Joe) spends more than 220,000 hours in bed ([delete] / in his own bed) asleep from the time he is born until the time he dies (in his lifetime / his whole entire lifetime). Some people sleep nine to ten hours each and every night ([delete] / a night) while others need as few as three hours of sleep each night of the week ([delete] / every night). Some of us take naps, and some find napping to be very ([delete] / way) difficult and somewhat ([delete] / kind of) disorienting. Sleep is so ([delete] / very) necessary to restore our vitality, reduce stress, and regenerate. Unfortunately, in actual fact, ([delete] / in reality) many people have trouble sleeping really well ([delete] / getting some serious Z's), and Americans spend so ([delete] / many) many millions and millions ([delete] / upon millions) of dollars on sleep aids every year. Experts who understand people who have trouble sleeping ([delete] / who are knowledgeable about this subject) estimate with an educated guess ([delete] / roughly) that each and every (every / every single) night close to ([delete] / close to) approximately one in three people or so ([delete] / thereabouts) has some type of problem or trouble (trouble / some kind of difficulties) sleeping.

Alone or with a partner, circle the most appropriate vocabulary in parentheses for each italicized word or phrase. If a choice is [delete] this means that the best choice is to cut the italicized word or phrase. Lots of Bikes for Free Teenagers in one town are doing something

really cool (awesome, productive) and helping many people who live there (townspeople, folks) get around. These teens are fixing up old bicycles that are ditched (dumped, discarded) around town. Then each of the bikes is put back on the busy streets for people (residents, people who reside there) to use. All the bikes can be spotted as easy as pie (no problem, easily) because they are painted a bright fluorescent color. When a person (a person who rides the bike, bicyclist) is done (finished, completed) using a bike, she just dumps (places, throws) it on a curb for the next person (guy, citizen) who comes along and needs a quick ride. The bikes are popular with lots of school kids and even elderly people on their way to one of the churches in town. There are many good things (benefits, perks) to this program. Teenagers get mechanical training. Some of the volunteers have gained job training that has gotten them a job that pays well. Also, the cops (heat, police) like this program because there are few thefts of bikes anymore since there is a free bike available almost everywhere. One of the best things (advantages, perks) is that most old bicycles are being recycled instead of trashing (corrupting, cluttering) city streets or being thrown away and clogging the town dump. Most importantly, this town and its citizens feel a sense of community.

A sentence is a group of words that contains a subject and a verb and expresses a complete thought. Subjects and verbs are the building blocks of the sentence. To avoid run-ons, sentence fragments, and subject–verb agreement errors in your writing, you should be able to identify subjects and verbs.

- The subject is who or what the sentence is about. S V My neighbor walks his dog every morning. S V In the summer, the bugs are terrible. Finding the Subject
- To find the subject of the sentence, ask who or what the sentence is about. S Jake and Sabrina dance well together. Who or what is the sentence about? Identifying

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