

Study Guide

English Composition

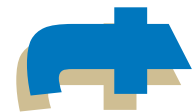
By

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About the Author

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INTRODUCTION

Welcome to English Composition. You may be surprised to find out that, even now, you're already a writer. You've probably done a great deal of writing as a student and perhaps in other roles, as well. Maybe you've kept a diary, tried your hand at poetry, or written a short story. Maybe you have a job or a voluntary position that requires records, reports, or case notes. Even if you've never thought of such activities as writing experience, they are.

This course is designed not to make you a writer but to encourage your growth as one. Both the textbook and the instructors will guide you in developing the skills and techniques of effective writing through practice. You'll learn to make conscious decisions using particular tools to communicate more effectively and efficiently to your reader.

OBJECTIVES

You'll learn to apply different writing strategies in varying arrangements to explore, develop, and refine written work according to your purpose and audience.

When you complete this course, you'll be able to

- Produce high-quality academic papers using various patterns of development
- Use planning strategies such as freewriting and brainstorming to choose and narrow topics for essays
- Use prewriting to explore and develop essay content
- Use drafting as a method to further develop as well as organize ideas into essay form
- Revise essays with a focus on audience and purpose
- Use critical reading strategies to evaluate the content and organization of writing
- Apply the conventions of standard written American English while editing writing

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- Quote, paraphrase and summarize secondary source material correctly and appropriately
- Use appropriate citation and documentation methods to acknowledge secondary sources

YOUR TEXTBOOK

Your primary text for this course is *Successful College Writing*, Brief Fifth Edition, by Kathleen T. McWhorter. Begin reviewing the text by reading the table of contents on pages xxiii–xxxix. Thereafter, follow the study guide for directions on what to read and when to read it. Note the following features of your text:

- The “To the Student” section starting on page xlv provides important tips on how to use the text.
- The “Quick Start” features at the beginning of each chapter are relatively short and are designed to help you get a head start on the material. Make sure you work through the exercises, even though they won’t be formally evaluated.
- Note the organization within the chapters. The major headings and subheadings break down each chapter’s content into manageable sections. Also, note that exercises and illustrative writing are important parts of every chapter.
- Your text includes a complete guide to documenting sources in MLA (Modern Language Association) and APA (American Psychological Association) styles, beginning on page 640 in Chapter 23.

YOUR GRAMMAR SUPPLEMENT

Your grammar supplement for this course is *The Little, Brown Essential Handbook*, by Jane E. Aaron. Begin reviewing the handbook by reviewing the brief contents inside the front cover and the preface on pages v–viii. Thereafter, follow the study guide for directions on what to read and when to read it.

- Your course assignments don't begin in the beginning of the book. You jump to a late part for a review of grammar, spelling, punctuation, and sentence structure. You'll be using the earlier parts of the handbook later in the course.
- Note the organization of the handbook. The parts are divided by colors, and each initial page of a color lists what can be found within that part of the book.
- Near the back of the handbook is a glossary of usage, which provides notes on common words and phrases that often cause problems. There's also a glossary of terms, which defines the main terms and concepts of English grammar. These can both be helpful when you're working through the writing process.

Please also note that the index listings that refer to the glossaries of the *Little, Brown Essential Handbook* are incorrect. If you need to use the glossary, remember that any page number in the index that refers to page 239 or later is off by 32 pages. For example,

Absolute phrases
 comma with, 87
 defined, 87, 249

In this example from the index, the references to page 87 are correct. However, the definition that's listed to be on page 249 is actually on page 281. ($249 + 32 = 281$)

ONLINE SUPPLEMENTS

There are three online supplements for this course. They will help you gain a better understanding of the material and prepare you for the objective exams. The supplements can be found on your My Courses page under English Composition. Be sure to review the supplements before completing the first objective exam, because material from the supplements will be tested on this and other exams. These supplements are

- *The Parts of Speech*
- *Word Usage*
- *Sentence Skills*

COURSE MATERIALS

This course includes the following materials:

1. This study guide, which contains an introduction to your course, plus
 - A lesson assignments page with a schedule of study assignments
 - Assignment lessons emphasizing the main points in the textbook, including the text's grammar handbook
 - Self-checks and answers to help you assess your understanding of the material
2. Your course textbook, *Successful College Writing*, which contains the assigned reading material
3. A grammar supplement, *The Little, Brown Essential Handbook*
4. Online supplements, *The Parts of Speech*, *World Usage*, and *Sentence Skills*, which contain assigned reading, in addition to that of the textbook

A STUDY PLAN

Read this study guide carefully, and think of it as a blueprint for your course. Using the following procedures should help you receive maximum benefit from your studies:

1. Read the lesson in the study guide to introduce you to concepts that are discussed in the textbook and grammar supplement. The lesson emphasizes the important material and provides additional tips or examples.
2. Note the pages for each reading assignment. Read the assignment to get a general idea of its content. Then, study the assignment. Pay attention to all details, especially the main concepts.

3. To review the material, answer the questions and problems provided in the self-checks in the study guide.
4. After answering the questions, check your answers with those in the online *Self-Check Answers* supplement, which you can access on your My Courses page.
5. Complete each assignment in this way. If you miss any questions, review the pages of the textbook or grammar supplement covering those questions. The self-checks are designed to allow you to evaluate your understanding of the material and reveal weak points that you need to review. *Do not* submit self-check answers for grading.
6. After you've completed and corrected the self-checks for Lesson 1, complete the first exam.
7. Follow this procedure for all nine lessons. At any time, you can contact your instructor by e-mail or telephone for information regarding the materials.



Remember to regularly check "My Courses" on your student homepage. Your instructor may post additional resources that you can access to enhance your learning experience. And of course, you always have access to the school's library from your homepage using the links **Student Library** or **Library Services**. The Subject Guides, Reference Room, and Guidebook areas contain additional writing resources.

COURSE INFORMATION

Study pace. You have a study time limit for the semester, but not one specific to English Composition. You must pace yourself wisely through the semester's courses. Allow sufficient time for reading, prewriting, drafting, revising, and grading. Generally, you should allot at least two weeks for each English lesson, with some taking longer than that, and you must complete each exam in order.

Because the course goal is to help you grow as a writer, you'll use the process approach to writing to identify your strengths and improve weaknesses. The prewriting assignments for Lessons 4 and 6 will help you to develop and organize your ideas, and *must be evaluated before your essays for Lessons 5 and 7 will be accepted*. You should, however, move ahead to work on the next lessons while waiting for an exam evaluation. If you have other courses available for study, you may work on those and submit those exams while also working to complete this English course.

Exam submissions. Use the following information for submitting your completed exams:

1. *Multiple-choice examinations* (Lessons 1, 2, 3, and 9):
You'll submit your answers for these exams online.
2. *Written examinations* (Lessons 4–8 and the final exam):
Essays must be typed, double-spaced, using a standard 12-point font and left justification. Use 1-inch margins at the top and bottom and 1.25-inch margins for the left and right sides of the document. Each page must have a properly formatted header containing your name, student number, exam number, page number, mailing address, and e-mail address, as in the following example.

Jane Doe 23456789 05017700 Page 2
987 Nice Street
My Town, AZ 34567
janedoe@yahoo.com

Name each document using your student number first, then the six-digit lesson number, and finally your last name (for example, 23456789_050177 Doe). Save each as **“File Type: Rich Text Format,”** regardless of your word-processing program.

You should take care to check that the document you've uploaded is the one containing your final work for evaluation. To submit by regular postal mail, send your documents to

Penn Foster Student Service Center
925 Oak Street
Scranton, PA 18515-0001

When it's received, your written work will be coded as *RCD* with the date received. To receive e-mailed notification for an evaluated essay, you must type your e-mail address accurately and add **edserv@pennfoster.edu** to the accepted senders list in your e-mail browser.

The Penn Foster Student Service Center is under contract with Penn Foster College.

Evaluation. Evaluation usually occurs within seven business days of receipt (from the RCD date code). Exams are scored according to the parameters of the exam assignment using the associated evaluation chart, located in the study guide. Your instructors will apply the grading criteria, ensuring all essays are evaluated in the same way. They may also include feedback on both the essay and the evaluation chart. Evaluations are monitored by the department chairs of both the General Education Department and Exam Control Department to ensure accuracy and reliability.

Retakes. You're required to complete all assigned work, including a retake for any first-time failing attempt. The evaluation of any first-time failing exam for English Composition will include a Required Retake form. That form must then be included with your retake exam submission to ensure proper handling. If the assigned work isn't provided, submissions will be evaluated according to the criteria, but points will be deducted for not following the instructions. Please review school policy about retakes in the Student Handbook.

Journal entries. Your journal is an ongoing assignment that will be evaluated at the end of the course. It will count as your final exam.

Plagiarism. Carefully review the academic policies outlined in your Student Handbook. The first submission that departs from this policy earns a grade of 1 percent. If it's a first-time submission, the student may retake the exam (as per retake procedures). A second such submission on any subsequent exam results in failure of the English Composition course.

Grammar and mechanics. The focus of this course is to engage you in the writing process so you learn to make deliberate decisions about which writing strategies will best help you accomplish your purpose for your audience.

Essay assignments require you to apply standard conventions of American English (which include correct and appropriate grammar, diction, punctuation, capitalization, sentence structure, and spelling). The course provides various revision exercises throughout the self-checks and lesson examinations so that you can apply these conventions during the editing and proofreading phases of your writing.

If you don't remember the basics of these conventions and wish to gain more skills than you're provided through the course materials, you can investigate Internet sources like these:

■ **Daily Grammar**

<http://www.dailygrammar.com/archive.shtml>

■ **Guide to Grammar and Writing**, sponsored by Capital Community College Foundation

<http://grammar.ccc.commnet.edu/grammar/index2.htm>

■ **Blue Book of Grammar and Mechanics**

<http://www.grammarbook.com/>

■ **Purdue University's Online Writing Lab**

<http://owl.english.purdue.edu/owl/>

These resources and others are also available through your student portal using the school library link Library Services. Once in the library, click the following sequence of links: **Subject Guides > Humanities & Literature > Writing & Grammar > Writing Resources**. Other resources are available by clicking **Guidebooks and Tips**.

Now you're ready to begin Lesson 1.

Good luck!

Course Journal

The course journal is an extremely important file you'll maintain throughout this course. The journal consists of 15 entries that are assigned throughout your study guide. You must keep these entries in *one* document, just as if it were a personal diary or journal. You'll submit that one file at the end of the course as your final exam. Worth 33 percent of your final grade, the journal takes the place of a proctored exam for the course. You won't take a proctored exam for English Composition at the end of the semester.

Read each entry assignment carefully. Some entries are based on textbook exercises, for which the pages are given. Most entries require multiple parts for a complete entry—for instance, both prewriting and a thesis. Assignments generally include a minimum length, a range, or a general format (such as one paragraph), while some allow you to choose the length and format to accomplish the required work. The guidelines list the *minimum* amount of work you may produce, but you should continue writing until you complete your thoughts. As you write the entry, provide sufficient response to show your thinking process.

Keep in mind that your entries will be evaluated for their unique reflections and depth of thought, not for correct sentence or paragraph structure. Points won't be deducted for errors in grammar, spelling, or punctuation, so edit your entries only so that the instructors can understand what's written. For complete scoring information, see the Course Journal Evaluation Rubric.

Use the exam submission instructions already given, except that you should single-space your journal. Use double spacing only between entries. First, type the date, tab once (one-half inch), and type in capital boldface letters the word **ENTRY**, followed by the number and name of that entry. Hit *Enter* once, and then type in and underline the first part label followed by your writing for that part. Then, do the same for any additional parts. Use this example as a guide:

January 19, 2012—**ENTRY 1: ME, A WRITER?**

Attitude: I enjoy writing, but I hate being graded . . .

Inventory: I am a social learner, so a distance education approach may be difficult for me . . .

January 25, 2012—**ENTRY 2: PREWRITING**

Brainstorm: Ways computers affect my life

1. Keeping in touch with friends
2. Typing papers
3. Games
4. . . .
5. . . .
6. . . . [continue listing ideas]

NOTES

Lesson 1: Basic Grammar

For:	Read in the study guide:	Read in <i>The Parts of Speech</i> online supplement:
Assignment 1	Pages 15–17	Pages iii–14, 18–22, 26–34, 38–48, 51–56, and 58–65
		Read in <i>The Little, Brown Essential Handbook</i>:
		Pages 63–76
Assignment 2	Pages 17–19	Read in the <i>Sentence Skills</i> online supplement:
		Pages 1–5, 6–21, 25–31, 34–58, and 60–71
		Read in <i>The Little, Brown Essential Handbook</i>:
		Pages 77–81 and 85–102
Assignment 3	Pages 19–20	Read in the <i>Word Usage</i> online supplement:
		Pages 1–13

Examination 050174RR Material in Lesson 1

Lesson 2: The Reading and Writing Process

For:	Read in the study guide:	Read in the <i>Successful College Writing</i> textbook:
Assignment 4	Pages 22–26	Pages xlv–li and 1–21
Assignment 5	Pages 26–29	Pages 22–43 and 44–65
Assignment 6	Pages 30–33	Pages 66–98
Assignment 7	Pages 34–37	Pages 100–121
Assignment 8	Pages 38–41	Pages 122–139
Assignment 9	Pages 42–48	Pages 140–163
Assignment 10	Pages 49–52	Pages 164–179

Examination 050175RR Material in Lesson 2

Lesson 3: Revising and Editing

For:	Read in the study guide:	Read in the <i>Successful College Writing</i> textbook:
Assignment 11	Pages 54–59	Pages 180–201
Assignment 12	Pages 60–64	Pages 202–224

Examination 050176RR Material in Lesson 3

Lesson 4: Moving from Narration to Process Analysis

For:	Read in the study guide:	Read in the <i>Successful College Writing</i> textbook:
Assignment 13	Pages 65–70	Pages 226–265
Assignment 14	Pages 71–75	Pages 266–303
Assignment 15	Pages 75–78	Pages 304–335
Assignment 16	Pages 79–81	Pages 336–371

Examination 05017700 Process Analysis Essay Prewriting

Lesson 5: A Process Analysis Essay

Examination 05017800 Process Analysis Essay

Lesson 6: Moving from Comparison to Classification and Division

For:	Read in the study guide:	Read in the <i>Successful College Writing</i> textbook:
Assignment 17	Pages 96–101	Pages 372–407
Assignment 18	Pages 102–106	Pages 408–439

Examination 05017901 Classification and Division
Essay Prewriting

Lesson 7: Classification and Division

For:	Read in the study guide:	Read in the <i>Successful College Writing</i> textbook:
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Assignment 19	Pages 111–115	Pages 440–471
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Assignment 20	Pages 116–118	Pages 472–509
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Examination 05018000 Classification and Division Essay

Lesson 8: Writing Arguments

For:	Read in the study guide:	Read in the <i>Successful College Writing</i> textbook:
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Assignment 21	Pages 124–131	Pages 512–541
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Assignment 22	Pages 132–146	Pages 542–571
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Examination 05018100 Argument Essay

Lesson 9: Research and MLA Citation

For:	Read in the study guide:	Read in the <i>Successful College Writing</i> textbook:
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Assignment 23	Pages 152–155	Pages 574–593
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Assignment 24	Pages 155–158	Pages 594–619
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Assignment 25	Pages 159–161	Pages 620–662
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Assignment 26	Pages 161–163	Pages 716–735
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Examination 050182RR Material in Lesson 9

Final Examination 05018300 Course Journal

Note: To access and complete any of the examinations for this study guide, click on the appropriate **Take Exam** icon on your "My Courses" page. You should not have to enter the examination numbers. These numbers are for reference only if you have reason to contact Student Services.

NOTES

BASIC GRAMMAR

INTRODUCTION

Understanding basic grammar can help in all walks of life, from everyday conversation, to e-mails, to formal reports. Correct grammar can help you personally, professionally, and academically.

To become an effective writer, you must first have a strong understanding of English Composition. You should know how words are pronounced, how they're spelled, and how they fit into sentences. Knowing the basics will enable you to be more comfortable and confident when faced with any writing task.

The main topics discussed in this section are grammar, spelling, punctuation, sentence structure, and word usage.

OBJECTIVES

When you complete this lesson, you'll be able to

- Describe the parts of speech and how they work within sentence structure
- Develop effective, structured sentences
- Use a variety of words in your writing
- Discuss the need for a strong understanding of English Composition

ASSIGNMENT 1: GRAMMAR AND THE PARTS OF SPEECH

Read the assignment in this study guide. Then, read pages iii–14, 18–22, 26–34, 38–48, 51–56, and 58–65 in *The Parts of Speech* online supplement and pages 63–76 in *The Little, Brown Essential Handbook*. Test your progress by completing the self-check.



This section covers the various parts of speech and how they work within the structure of a sentence.

Pages 8–14, The Parts of Speech. When we're small children, *nouns* are generally the first words we learn. Any person, place, or thing is a noun. Nouns can be broken down into five categories: common, proper, collective, abstract, and concrete. Understanding the various types of nouns and how they're used in sentences can help you become a stronger writer.

Pages 18–22, The Parts of Speech, and pages 63–70, The Little, Brown Essential Handbook. *Pronouns* substitute for nouns. Like nouns, pronouns can serve many purposes in a sentence. There are six types of pronouns: personal, possessive, demonstrative, interrogative, relative, and indefinite.

Pages 38–48, The Parts of Speech. *Verbs* express action; they tell what the subject of a sentence is doing. Depending on the action and when it's taking place, a verb can appear in many forms, and they can be more than one word. Pay special attention to the figures that give you examples of verbs in various tenses in both singular and plural forms.

In addition, *The Little, Brown Essential Handbook* provides further explanation of verbs. This reading isn't required, but it can help you gain better understanding.

Pages 26–34 and 51–56, The Parts of Speech, and pages 70–76, The Little, Brown Essential Handbook. *Adjectives* describe nouns and pronouns, and they can make your speaking and writing more definite. Adjectives generally help answer a question (What kind? Which one? How many? How much?), and they can indicate color, size, or shape. An *adverb* is generally used to modify a verb, but it can also be used to describe an adjective or other adverb. Adverbs answer other questions: How? When? Where? Why? How much? How long? To what extent? In what direction?

Pages 58–62 and 62–65, The Parts of Speech. A *preposition* shows the logical relationship or placement of a noun or pronoun in relation to another word in a sentence. Many prepositions show placement, but some refer to time or a relationship between two things. A *conjunction* joins words, groups of words, or sentences. There are three kinds of conjunctions: coordinating conjunctions, correlative conjunctions, and subjunctive conjunctions. An *interjection* expresses emotion. It

doesn't relate to the other words within the sentence, but it's used to add an emotional element. A sentence with an interjection often ends in an exclamation point.



Self-Check 1

At the end of each section of *English Composition*, you'll be asked to pause and check your understanding of what you've just read by completing a "self-check" exercise. Answering these questions will help you review what you've studied so far. Please complete *Self-Check 1* now.

1. Complete Practice Exercise 2 on pages 16–17 of *The Parts of Speech*.
2. Complete Practice Exercise 3 on pages 23–25 of *The Parts of Speech*.
3. Complete Practice Exercise 4, items 1–35, on pages 35–37 of *The Parts of Speech*.
4. Complete English in Action 6 on page 47 of *The Parts of Speech*.
5. Complete English in Action 7 on page 56 of *The Parts of Speech*.
6. Complete Practice Exercise 7, items 1–14, on page 61 of *The Parts of Speech*.
7. Complete Practice Exercise 8 on pages 66–67 of *The Parts of Speech*.

Check your answers with those in the online *Self-Check Answers* supplement.

ASSIGNMENT 2: SENTENCE SKILLS

Read the assignment in this study guide. Next, read pages 1–5, 6–21, 25–31, 34–58, and 60–71 of the *Sentence Skills* online supplement and pages 77–81 and 85–102 in *The Little, Brown Essential Handbook*. Then, complete the self-check.

This section covers how to effectively structure and develop sentences.

Pages 1–5, Sentence Skills. A *sentence* is a group of words combined in an organized manner to convey meaning or a message. Understanding what a sentence is, and the different patterns of sentences, can help you become a better reader and writer.

Pages 6–21, Sentence Skills. When writing sentences, you can combine groups of words to convey a single meaning. These groups of words can take on a function in a sentence, and they can act as a particular part of speech. If the group of words has a subject and a verb, it's a *clause*. If the group of words does not have a subject and verb, it's a *phrase*.

Pages 25–31, Sentence Skills. Now that you know the parts of speech and the roles words play within a sentence, it's important to learn and understand how to properly structure sentences. There are three types of sentences: *simple*, *compound*, and *complex*.

Pages 34–43, Sentence Skills, and pages 77–81, The Little, Brown Essential Handbook. People often make mistakes when writing, especially when developing a rough draft. There are four main mistakes that most writers make (and which are easy to fix): *run-ons*, *misplaced/dangling modifiers*, *fragments*, and *mixed constructions*. Understanding what these are, and knowing how to fix them, can help you become more confident when proofreading and editing your work.

Pages 44–58, Sentence Skills, and pages 85–102, The Little, Brown Essential Handbook. *Punctuation marks* help refine a sentence and give the reader signs of how to read the words. Punctuation is referred to as the traffic signals of writing because they alert your reader to pause or stop. They also convey emotion or inflection. When you speak, you naturally pause where a comma would be or stop where a period would be, and our voices are always our emotions. Now that you've learned the different parts of speech and how they work together to structure a sentence, you're ready to gain a stronger understanding of how to refine your writing by using punctuation.

Pages 60–71, Sentence Skills. You know how to structure and punctuate a sentence, but you also need to know how to think in terms of sentences. How does a sentence actually come to be? Most well-written sentences are the product of thought and revision. They have a solid beginning, middle, and end, contain the correct and required parts of speech (in the correct place), and come from a place of confidence.



Self-Check 2

1. Complete Practice Exercise 1 on pages 5–6 of *Sentence Skills*.
2. Complete Practice Exercise 2, items 1–16 and 39–61 on pages 21–24 of *Sentence Skills*.
3. Complete English in Action 3 on page 32 of *Sentence Skills*.
4. Complete Practice Exercise 4 on pages 43–44 of *Sentence Skills*.
5. Complete Practice Exercise 5 on pages 58–60 of *Sentence Skills*.
6. Complete Practice Exercise 6 on pages 72–73 of *Sentence Skills*.

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 3: WORD USAGE

Read the assignment in this study guide. Next, read pages 1–13 of the online supplement *Word Usage*. Then, complete the self-check.

This section covers how to understand the meaning of words and use them effectively in your writing.

Pages 1–5, Word Usage. In your reading, you’ll occasionally come across a word that you may not understand. At these times, consulting a dictionary is helpful. A *dictionary* can give you the word’s meaning, its proper pronunciation and spelling, and knowledge of its background and history. Knowing how to effectively use a dictionary is an important part of being a good reader, and, consequently, a good writer.

Pages 6–13, Word Usage. A dictionary or a thesaurus can help you find *synonyms* and *antonyms* of words. Synonyms are words that have similar meanings. Antonyms are words that have opposite meanings. You can use synonyms to substitute a word you use frequently in the same piece of writing. You can use antonyms to contrast people or ideas.

Although you are not required to read the remainder of the *Word Usage* supplement as part of this assignment, you’ll find that there’s further explanation of the ideas learned in the previous assignments, which may help you gain a better understanding of some of the material. You’ll want to read the remainder of the supplement before you complete the Lesson 3 exam, because material will be tested on that exam.



Self-Check 3

1. Complete Practice Exercise 1 on page 6 of *Word Usage*.
2. Complete Practice Exercise 2 on pages 14–15 of *Word Usage*.

Check your answers with those in the online Self-Check Answers supplement.

The Reading and Writing Process

INTRODUCTION

If you don't particularly enjoy writing, you may ask yourself why you should make the effort to improve your skills. The simple answer is that you can't avoid writing—as a student or an employee, there will always be writing requirements. Learning to write well will give you tools for success no matter what career you choose. That's because logical thinking and effective communication are necessary for advancement, whether you're an accountant, nurse, or newspaper reporter. The better your skills, the more choices you have and the better your chances are for achievement and satisfaction.

OBJECTIVES

When you complete this lesson, you'll be able to

- Effectively use your textbook
- Discuss why writing is an important part of your study program
- Understand your unique learning style
- Use active reading methods to understand and analyze text
- Point out the importance of prewriting in developing a piece of writing
- Apply narrowing strategies to focus your writing
- Develop effective thesis statements
- Support your thesis with appropriate evidence
- Use methods of organization in writing, including topic sentences



ASSIGNMENT 4: GETTING STARTED

Read the assignment in this study guide. Then, read “To the Student” on pages xlv–li, and Chapter 1, “Succeeding in College” on pages 1–21. Be sure to complete the self-check before moving on to the next assignment.

To the Student

This section of your textbook is an introduction and includes guidelines for the exercises and assignments in the book. Don't skip over it because you'll miss valuable information on how to effectively use your textbook. By taking a few minutes now, you'll save time later when you have to complete the assignments.

One of the best ways to be sure you understand and can apply what you've read is by completing each assignment's self-check exercise. As you respond to the questions and activities, you'll accomplish the objectives of both the assignment and the course. *Don't* send your responses to the school. The answers are provided in the online Self-Check Answers supplement.

This study guide will direct you to write in various ways. To keep your work organized, create clearly labeled files in your word-processing program. First, create a primary file folder named “English Composition.” Within that folder, create a file for your course journal and a different file for your essays. Other possible files to keep in the folder include a Notes file, a Practice Writing file, and a self-check file. You must maintain the course journal and essays on a computer, but the others can be done in separate notebooks, if you wish. Establish a clear naming system for each file you add in the Composition folder so that you don't confuse your rough drafts with your final version of each essay.

Succeeding in College

People write for two basic reasons. The first is private and personal. That is, some of us write to express ourselves, to translate thoughts and feelings into words. One example in this context is the poet Emily Dickinson. She wrote for herself and one or two close friends—only a few of her poems were published during her lifetime. Many people keep personal journals that express their feelings and sometimes help them to think through problems or opportunities. Still others find that writing down ideas and rephrasing concepts helps them study and learn.

The second reason people write is to convey feelings and thoughts to others. This purpose covers most other types of writing, from published novels to advertising, to blogs, to essays for school. By sharing ideas through effective language skills, we expand our experiences, make personal connections, and sharpen our communication skills.

For writing to be effective, standard rules must be learned and applied. You'll practice using proper grammar, sentence structure, and organized paragraphs to help you achieve this purpose.

You can practice good writing by paying close attention while you're reading. Pay attention to mistakes, too. If you come across a sentence or headline in a newspaper that you have to read several times before you understand it, try rewriting it to make it clear on the first reading. It may need to be rearranged, divided into two sentences, or have a comma or two added. If you can, keep a file of the poor sentences and your improvements. Note what the problem was and what it took to fix the sentence. Also, when you write, try reading aloud from your paper to see if there are any stumbling places.

The most agile of runners begins with baby steps. Likewise, all learning proceeds in stages, step by step. For a student of English Composition, here are some of the most important principles:

1. Study the rules of effective sentence construction for all types of sentences, so you'll be better able to say what you want to say clearly and concisely.

2. Learn to make your points directly and effectively. Back up your statements with evidence that supports your case and persuades your reader.
3. Keep your reader's interest. Even the most boring subjects can be improved with anecdotes, examples, and clever word choices.
4. Approach different kinds of writing and different audiences in appropriate ways. Letters, memos, academic essays, instructions, and business reports each require a different style of writing. Always consider your audience before you begin writing.
5. Study the techniques used by skilled writers, including brainstorming, free association, outlining, organizing, revision, self-criticism, and editing.

Practical Applications of Writing

As noted earlier, regardless of the career you choose, communication is a key to success. Virtually all job descriptions include some kind of paperwork—record keeping, summaries, analyses—and the higher up the ladder you go, the more communication will matter. The following examples reveal the broad range in the types of writing different career fields require, from using narration to persuasive analysis. Even if your field of interest isn't listed, you can see the importance and variety of writing in any career.

Early Childhood Education

- Narration recording weekly observations of playground behavior among first-grade students
- Case study in early childhood cognitive development analyzing the concepts of Jean Piaget in light of the observed behavior of selected subjects

Health Information Technology

- Process analysis to explain what's involved in a specific medical procedure

- Proposal and illustration of methods by which type-2 diabetes patients may be encouraged to pursue a prescribed health regimen

Accounting

- Analytical essay comparing and contrasting the American double-entry bookkeeping system with the European five-book system
- Comparison and analysis of corporate performance in metals-refining industries based on financial statement data derived from *Moody's Industrials*

Engineering

- Historical and analytical description of the evolution of load-bearing theories in bridge construction
- Process analysis to describe technology and molecular theory for detecting likely metal stress areas in an aircraft prototype

Journal Entry

One of the ways you can hone your writing skills is to keep a journal. In this course, your journal is not only a regular writing activity, but it also counts as a large portion of your course grade—33 percent. You'll turn it in as your final grade for the course.

Before you begin your first journal entry assignment, review the Course Journal evaluation information at the end of this study guide.

Required Journal Entry 1: Me, A Writer?

Attitude: Describe your attitude toward completing this course. As part of the description, explore how your feelings about being required to take a composition course may affect your performance in accomplishing the course objectives. (1 paragraph, 5 sentences)

Inventory: Explain what you learned about yourself as a writer working through the inventory exercise. Discuss two ways you want to improve as a writer and why. (1 paragraph, 5 sentences)



Self-Check 4

1. Complete Exercise 1.2 on page 5. Write a paragraph to describe your academic and professional goals.
2. Complete Exercise 1.5 on page 10. Complete the Stress Mini Quiz.
3. Complete Exercise 1.7 on page 12. Rate your academic image.

There are no correct responses to these exercises. These answers are for practice and personal use only.

ASSIGNMENT 5: WRITING AND READING TEXT

Read the assignment in this study guide. Then, read Chapter 2, “Writing in College,” on pages 22–43 and Chapter 3, “Reading in College,” on pages 44–65. Test your progress by completing the self-check.

Writing in College

Pages 24–34. Academic writing is distinctive from, say, writing a letter (or e-mail) to a friend or expressing sentiments in a birthday card or keeping a personal diary. Here’s a preview of your text’s view of academic writing:

- You can expect your writing to shift from a personal to less personal. You’ll use your “left brain” to take an objective—as opposed to subjective—point of view.

- Academic writing takes different forms, generally depending on particular college courses. Lab reports, critical-analytical essays, book reports, and comparisons of different cultures will call for different perspectives and different writing styles. So, put simply, you'll need to adopt the language of particular disciplines, such as world history, labor relation, art appreciation, social psychology, or organic chemistry.
- In every case, you'll be expected to use standard American English. In many cases you'll be expected to properly document sources, conduct online research, and, quite often, expect to collaborate with fellow students.

You'll review all of the excellent reasons that you'll want to persistently strive to improve your writing skills. That process will include developing strategies for writing. To that end, be assured that you'll get lots of useful tips, from how to make the best use of a course syllabus to discovering the virtues of keeping a writing journal.

TIP: Figure 2.2 on page 34 features “Starting Points for Journal Writing.” Study it, and feel free to refer to it as you work on your Course Journal.

Pages 35–43, Assessing Your Learning Style. Discovering your learning style is a crucial part of this course. After you respond to the Learning Style Inventory on pages 35–38, your text will guide you through the scoring process. You'll discover where you stand in terms of five dichotomies:

- **Independent or Social.** Do you like to work alone, or do you prefer collaborating within a group?
- **Pragmatic or Creative.** Do you like to line up your ducks and follow clear rules or guidelines? Or do you prefer open-ended problems that allow you to bend the rules in interesting and innovative ways?
- **Verbal or Spatial.** Do you rely in language and language skills to analyze a problem? Or do you prefer gathering information from photo images, graphs, charts, and graphic metaphors?

The best way to improve your singing is to sing. The best way to improve your writing is by writing.

- **Rational or Emotional.** In writing an essay, do you prefer a cool and objective weighing of facts and figures? Or do you prefer finding the right words to express your subjective intuitions and feelings?
- **Concrete or Abstract.** In a critical essay, would you focus on observable facts and step-by-step analysis? Or are you inclined to seek out underlying assumptions to reveal the “big picture”?

After you’ve got a sense of your learning style, your text will offer you some handy tips for applying your particular learning style to different kinds of writing challenges.

TIP: Figure 2.3 on page 43, “Your Strengths as a Writer,” offers you a graphic you can use for assessing your learning style.

Reading in College

Following some basic tips on critical reading skills, the heart of this chapter is a guide to active reading. Obviously, active is the opposite of passive. For example, you can stare blankly at an historical landmark, or you can pose questions to yourself. Who was John D. Rockefeller? Who designed this monument? When? How? Why? A key to your active reading guide is found in Figure 3.1 on page 49. You’ll notice a three part framework:

- **Before Reading**—Check out the title and the author. Scan the first paragraph, any headings that organize the piece, and the conclusion.
- **While Reading**—Search for key elements. Highlight key points. Annotate or record your impressions.
- **After Reading**—Review what you’ve read. Use a graphic organizer to create a “map” of the author’s themes, ideas, assumptions, and sources.

Two readings are included in this chapter. “American Jerk: Be Civil, or I’ll Beat You to a Pulp” by Todd Schwartz is a funny piece meant to characterize the attitudinal contradictions in present-day American culture. Enjoy it, but force yourself to crucially analyze the piece. Your text will guide you through that process.

TIP: Spend all the time you need to study Table 3.1 on page 59, and the graphics on pages 60–61 to understand how to create a graphic organizer.

The second reading, “Combat High,” by Sebastian Junger (author of *The Perfect Storm*), is gripping prose from an accomplished writer. It will give you a challenging perspective on the nature of war. It will also allow you to practice your new-found skills in analyzing text.



Self-Check 5

1. Complete Exercise 3.1 on page 52. Answer the five questions as either true or false.
2. In Exercise 3.2 on page 56, reread “American Jerk.” Annotate and provide highlights as you read.

Check your answers to item 1 with those on page 65 of your textbook. Check your answers to item 2 with the sample annotations given on page 56.

ASSIGNMENT 6: RESPONDING TO TEXT AND IMAGES

Read the assignment in this study guide. Then, read Chapter 4, “Responding Critically to Text and Images,” on pages 66–98 of your textbook, *Successful College Writing*. Test your progress using the self-check.

Pages 68–77, Strategies for Thinking and Reading. The primary purpose of this section is sharpening your critical thinking skills as you read and appraise texts. Consider these basics:

Consider the source. Regardless of the medium—TV news, newspapers, magazines, the Internet, or scholarly journals—the same principle applies: Consider the source. We might expect scholarly journals to be more rigorously edited than popular magazine articles because they get published only after they’ve met the standards of peer review. On the other hand, a *New Yorker* article may offer us information scholars have avoided, and often, we may find alternative news sources via the Internet that are less biased than network cable news.

Understand nuance. A *denotative definition* provides the literal meaning of a word. For example, *statuesque* simply means “similar in form to a statue.” However, a *connotative definition* of that word in common speech typically refers to someone’s physical attributes, especially in the context of describing a woman’s figure. A *euphemism* is a word or phrase that veils a more literal meaning. In the sentence, “The CFO told our reporter that Caldwell appears to have engaged in suspect behavior,” “suspect behavior” may veil an assertion that Caldwell is a cheat and a liar.

Distinguish facts from opinions. We can usually distinguish a fact from an opinion in straight forward prose, but not always. Sometimes an opinion is presented as a fact. In other instances, selective approaches to gathering facts (emphasizing the positive or the negative) can thinly veil an opinion. The clearest expression of a fact will be an objective statement that credits a reliable source. Opinions, on the other hand, will tend to express subjective judgment that may or may not be justified—depending on one’s point of

view. In other cases, one may detect purposeful omissions. That is often the case when particular points of view draws on some facts and omits other facts that might weaken an argument.

Reliability refers to the extent to which we feel we can count on the validity of information. Sometimes personal, first person accounts can act like the picture worth a thousand words. They sway our opinion, usually by evoking emotional responses in the reader—none of which may be reliable. In other cases, the seemingly cold rational use of statistics may actually be misleading. That is too often the case when the statistical data is presented is based on flawed approaches to gathering the data. Ultimately, the most reliable data may be derived from the findings of properly conducted experiment.

An author's *tone* refers to the affect (feelings) his or her writing may evoke in a reader. Sometimes we detect bitterness—a sense that the author feels victimized. Sometimes we suspect the author is wearing rose-tinted spectacles. In still other cases, it can be hard to differentiate satire from unfounded cynicism.

Pages 77–86, Interpreting Visuals and Graphics. This section offers you some helpful tips on making sense of visuals, such as photographs or computer-generated images, as well as charts and graphs designed to illustrate relationships between observable datasets. For most readers, interpreting visuals poses two basic challenges. First, you may get stuck on a particularly engaging image; you can get distracted from the flow of the written text. Second, you may simply tend to skip over or ignore the image. Instead, you should stop, look, and reflect on the image consciously. Then, as you study the image, reflect on its message and how it relates to the text. Always assume that the image is there to enhance the author's narrative.

When it comes to graphics such as charts, graphs, or complex tables and figures, readers may be inclined to scan the graphic without analyzing it. That's not a good idea. A better idea can be illustrated by how you should read text material related to mathematics. When you get to an equation, stop. Study it until you actually understand what it means. Apply that same principle to tables, charts, and graphs.

Pages 86–95, A Guide to Responding to Text. Your instructor may ask you to write a response paper—your response to a body of text. That's your topic for this section of the assigned chapter. Figure 4.3 on page 87 offers you a clear graphic that shows you ideal steps for responding to a reading.

1. You can summarize the piece as a way of checking out your understanding of the author's work.
2. You can link what you've read to your own personal experiences. That is, you can anchor ideas in the text to your own life experience.
3. Analyze the reading using one or more techniques that include
 - Devising critical questions
 - Annotating comments directly onto the body of the text
 - Responding to the text in a journal
 - Employing a reading response worksheet

In this context, you'll want to apply your personal learning style. Your text offers you some tips in that regard on pages 93–94.

Pages 96–98. The concluding section of this chapter introduces a “Students Write” essay. It's a student response to the “American Jerk” article. Just preceding this essay, be sure to think about seven guidelines you'll want to apply when reading a student essay. Perhaps the first of these tips should be emphasized. Namely, read an essay several times.



Self-Check 6

1. Complete Exercise 4.1 on page 70. Respond to the 10 questions as you evaluate the reliability of each of the information 10 sources.
2. Complete Exercise 4.2 on page 71. Follow the instructions to work with the concepts of denotation and connotation.
3. Complete Exercise 4.4 on page 73. For two of the four topics, write one statement of fact and one of opinion.
4. Complete Exercise 4.6 on pages 75–76. Read each of the five statements to define its tone
5. Complete Exercise 4.8 on page 77. Follow the instructions regarding each of the three scenarios. Decide what information is being withheld, meaning what more you would need to know to evaluate the situation.
6. Complete Exercise 4.10 on page 81. Using the guideline in pages 78–79, answer each of the five questions.
7. In Exercise 4.13 on page 85, study the table on page 84 and answer each of the six questions.

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 7: PREWRITING: HOW TO FIND AND FOCUS IDEAS

Read the assignment in this study guide. Then, read Chapter 5, “Prewriting: How to Find and Focus Ideas,” on pages 100–121. When you’re done, be sure to check your progress by completing the self-check exercise.

Pages 102–106, Choosing and Narrowing a Topic. When presented with the challenge of writing an essay, assuming the topic hasn’t been established by your instructor, choosing a topic often seems like a formidable obstruction. The author of your text understands this very well and offers handy tips. (1) Devote serious time to choosing your topic. Prethinking should precede prewriting. (2) Search out ideas and questions as a path to discovering a topic that interests you. For example, why do kids drop out of school? Are human beings predisposed to violence? Why was Galileo punished by the powers that be for revealing evidence that the Earth isn’t at the center of the solar system?

If you’re going to be a writer, the first essential is just to write. Do not wait for an idea. Start writing something and the ideas will come. You have to turn the faucet on before the water starts to flow.

—Louis L’Amour

TIPS: Figure 5.1 on page 103 offers an excellent graphic overview of the writing process. You’ll want to study it carefully and use it for refreshing your memory. Table 5.1 on page 104 will help you think about sources for essay topics.

Meanwhile, narrowing your topic is vital. For example, regarding the effects of television exposure on young children, you’ll find lots of approaches. So you might decide to narrow your topic by asking specific questions. For example, how is time watching TV related to obesity? Is time watching TV related to academic performance? Does TV content depict violence as a normal way to handle disputes?

Pages 106–109, Purpose, Audience, and Point of View.

You must determine the purpose of your essay, article, op-ed, or bulletin. Do you want to persuade or simply inform your readers? Do you want to argue for or against a public policy? Do you want to disclose an interesting incident in the history of the Civil War?

In any case, if you haven’t considered your audience, you can’t expect to get your message across. To help you deal with that vital concern, your text offers you a list of salient questions. For example, what does your audience know (or

not know) about your topic? What's the general education or likely back ground of your audience? An article on unions will take a different slant if it's directed to members of a trade union as opposed to anti-union lobbyists. What opinions, biases, or political sentiments are likely to be embraced by your readers?

If you don't have a point of view on a given topic, you're not likely to communicate effectively with your presumed audiences. Indeed, even in deciding whether to write in first person as opposed to third person, you're choosing a point of view.

Pages 110–119, Discovering Ideas to Write About. Here's a preview of this section.

Freewriting. At this point, you've probably grasped the idea of *freewriting*. Basically, you write whatever comes to mind for 5 to 10 minutes. As you do this, you don't need to pay attention to punctuation, spelling, and grammar. After completing a freewriting session, review it to underline or comment on ideas that maybe useful.

Mapping. *Mapping*, also called *clustering*, is a visual technique for discovering ideas and how they're related. Think about a police detective drawing circles, boxes, and arrows on a whiteboard, trying to link possible suspects to locations, other suspects.

TIP: The best way to get the sense of this process is devoting some time to studying Figure 5.2, "A Sample Map," on page 112.

Brainstorming. Brainstorming is different from freewriting in that you write down any or all of the ideas that pop into your head while focused on a specific topic. Also, brainstorming may involve a small group as opposed to a single individual. Quite often, you'll find that your ideas fall into clusters. For example, let's say you written down 12 possible disadvantages of the war on drugs. You might find clusters related to three narrowed topics: (1) the social and economic costs of massive imprisonment of offenders, (2) the social and monetary costs of deflecting law enforcement away from stopping organized and white collar crime, and (3) the impacts on children and families of those most often caught up in the drug war.

Questioning. *Questioning* is a process of raising and writing down all the questions one (or two) individuals may pose related to some topic, such as charter schools or communal vegetable gardening. Prefacing questions with “what if” can be helpful. In any case, the idea is to pose questions that lead to a narrowed topic.

Writing assertions. Writing assertions amounts to viewing a general topic from as many perspectives as possible. Abstract learning types may benefit from this approach because it helps a writer divide a “big picture” frame of reference into limited, manageable topics.

Patterns of development. There are nine approaches to developing an essay: narration, description, illustration, process analysis, comparison and contrast, classification and division, definition, cause and effect, and argument. Each of these can be called a pattern of development.

TIP: Table 5.2, “Using the Patterns of Development to Explore a Topic,” on page 116 gives you a snapshot look at the kinds of questions you might ask while seeking to narrow a topic under specific patterns of development.

Visualizing or sketching. Imagine that you want to write a descriptive essay on the architecture of the Pantheon in Rome. To be sure, you’ll be adding in historical context. But you might benefit greatly from making rough sketches of interior and exterior views of this famous building. In another related approach, say about your descriptive observations of a county fair, you might close your eyes and visualize your impressions of people you saw, kids on a merry-go-round, pie contests, and so on.

Research. It’s typically a good idea to do research. In the age of the Internet and Google, that process can be greatly accelerated. However, it’s also a good idea to conduct some research in the old-fashioned way—in public or college libraries. You may be amazed at how helpful librarians can be. Also, keep in mind that direct fieldwork can be vital to a good essay. If you want to understand the behavior of elementary school kids on playgrounds, you’ll be wise to visit playgrounds and observe children’s actual behavior.

The final two pages of the chapter will explain that, over the following five chapters of your text, the “Students Write” material will follow the work of Christine Lee, a first-year writing student.

Required Journal Entry 2: Prewriting

Brainstorming: Brainstorm about specific positive and negative effects computers have had on your personal, professional, and academic life. Create a one-page list of your ideas.

Thesis: Based on your brainstorming, write a one-sentence working thesis statement that focuses on the impact of computers related to a single area of your life (personal, professional, or academic). The thesis should be one you could develop into an essay of about one page (250–300 words), directed to readers of your local newspaper. Don't draft the essay in your journal, however. You need only your list from brainstorming and your working thesis statement.

See "Essay in Progress 1," page 126, and "Essay in Progress 2," page 198.



Self-Check 7

1. In Exercise 5.1, found on page 105, use branching diagrams to narrow three of the following broad topics to more manageable topics suitable for a three to four-page essay.
2. In Exercise 5.2 on page 106, use questioning to narrow three of the five subjects to topics suitable for a three to four-page essay.
3. In Exercise 5.4 on page 109 determine which point of view (first, second, or third person) would work best for the three writing situations.
4. Turn to Exercise 5.7 on page 113. Select the first topic, "Values of Music." Then, brainstorm to generate ideas about how write about your topic.
5. For Exercise 5.10 on page 117, chose one of the five topics. Then, use the patterns of development—narration, illustration, definition, and so on—to generate ideas about how to write about the topic. Consult Table 5.2 on page 116 to form questions based on each pattern.

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 8: DEVELOPING A THESIS

Read the assignment in this study guide. Then, read Chapter 6, “Developing and Supporting a Thesis,” on pages 122–139. Check your progress by completing the self-check.

A *thesis statement* is the main point of an essay. It tells you what the essay is about and what the author’s position is on the chosen topic.

TIP: Study Figure 6.1, “An Overview of the Writing Process,” on page 124. Think about the six steps:

- Prewriting
- Developing your thesis statement
- Supporting your thesis statement with evidence
- Drafting
- Revising
- Editing and proofing

Refer back to this figure if you forget this sequence.

Pages 125–128, Developing Your Thesis Statement. A guide to writing an effective thesis statement is found on pages 126–127. Here’s a preview:

- **Make an assertion.** An assertion takes a position, expresses a viewpoint, and often suggests your approach to the topic. For example, the state college class registration procedures should be redesigned and simplified.
- **Be specific.** That means providing as much specific information as you can. For example, growing up on the south side of Chicago gave me firsthand experience of the challenges faced by inner city youth.
- **Focus on a central point.** For example, job training programs for single mothers are pointless if the few available jobs don’t provide a living wage.

- **Offer an original perspective on your topic.** Your thesis should be designed to get your reader’s attention. To do that, you should try to provide your readers with an interesting angle or point of view on your topic. Often, you can search your prewriting to come up with a unique, engaging angle.
- **Avoid making an announcement.** Many college essays falter at the outset with opening sentences like this: “The subject of my essay is the minimum wage.” An alternative opening statement might look like this: “Raising the minimum wage may seem like a good idea, but, in fact, a higher minimum wage will reduce the number of available jobs.”
- **Use the thesis to preview the organization of your essay.** For example, you can mention two or three key concepts or ideas that will focus your essay.

Your thesis statement should appear in your opening paragraph as part of your introduction.

Pages 128–133, Supporting Your Thesis Statement with Evidence. Without evidence to support your thesis, your efforts will be reduced to hazy clouds of unsupported surmise and baseless opinion. No evidence means no substance. To provide substance you can use a typical forms of evidence that include examples, explanation of a process, advantages and disadvantages, comparison and contrast, historical background, definitions, and explanation of causes and their effects, among others.

TIP: Study Table 6.1 on page 129, which shows you the types of evidence that can be used to support a specific working thesis. Namely, “Acupuncture, a form of alternative medicine, is becoming more widely accepted in the United States.” Figure 6.2, Worksheet for Collecting Evidence, on pages 131–132 deserves your undivided attention. When working on a thesis statement, you can use this sort of worksheet to think about and organize evidence for your thesis.

As you consider this section of your text you may want to understand that the word *evidence* means different things in different contexts. In the context of law, acceptable evidence offered in a jury trial must conform strictly to statutes and

legal precedents. Evidence is considered circumstantial or hearsay if it's not supported by empirical facts. In the domains of science, evidence that supports a hypothesis must be confirmable by other researchers who can repeat a study or experiment under the same conditions. Even Einstein's theory of relativity wasn't confirmed until it was shown to be consistent with empirical studies. By contrast, a college essay may indeed rely, at least in part, on eye-witness reports, personal narratives, supported definitions, and arguments that may have more than one side. In short, techniques of persuasion and appeals to emotion aren't necessarily out of bounds.

Pages 133–139, Working with Text. Your challenge in this section is reading and analyzing an essay by Greg Beato titled, “Internet Addiction.” You’ll note that the author addresses his fairly amusing piece from a libertarian perspective. *Libertarians* believe that people’s personal rights to do what they wish with their private property shouldn’t be abridged, as long as there’s no infringement on other people’s private property rights. See if you can detect that philosophy in this essay. Meanwhile, given that you or someone you know may be “addicted” to virtual gaming or, at least, often distracted by way of Internet surfing, you may find it interesting to assert your own opinion of the author’s thesis. Do you think there is, in fact, a behavioral profile related to electronic media that should be classified as “addictive” in the Diagnostic and Statistical Manual frequented by mental health experts?



Self-Check 8

In your self-check file or notebook, complete the following exercises.

Thesis exercise: For each of the following sets of sentences, circle the letter of the one that works best as the thesis for a two- to five-page college essay.

1. a. A recent trend in law enforcement known as “community policing” shows much promise in deterring criminal activity.
b. “Community policing” is a recent trend in law enforcement used in many municipalities across the country.
2. a. Because air pollution is of serious concern to people in the world today, many countries have implemented a variety of plans to begin solving the problem.
b. So far, research suggests that zero-emissions vehicles are not a sensible solution to the problem of steadily rising air pollution.
3. a. Because it has become outdated, the Electoral College should be replaced by a system that allows the U.S. president to be elected by direct popular vote.
b. Rather than voting for a presidential candidate, voters in a U.S. presidential election merely choose their state’s Electoral College representatives, who actually vote for the president; in most states, all of the electoral votes go to the candidate who wins the popular vote in that state, no matter how close the outcome.
4. a. This paper presents the results of my investigation into electronic surveillance in the workplace.
b. Though employers currently have a legal right to monitor workers’ e-mail and voice-mail messages, this practice can have serious effects on employee morale.
5. a. Video games are not as mindless as most people think.
b. Although they are widely ignored and derided as mindlessly violent, video games are a form of popular art that deserves to be evaluated as seriously as television and film.
6. a. Social workers in Metropolis leave much to be desired.
b. The social service system in Metropolis has broken down because today’s workers are underpaid, poorly trained, and overworked.

Examining the reading: Having read (or reread) the Essay by Greg Beato, “Internet Addiction,” turn to page 137 and respond to all four of the items under “Examining the Reading.”

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 9: DRAFTING AN ESSAY

Read the assignment in this study guide. Then, read Chapter 7, “Drafting an Essay,” on pages 140–163. Check your progress by answering the self-check exercise.

Pages 142–143, The Structure of an Essay. It’s not a bad idea to store the basic structure in your memory. Your mental notes could look a bit like this:

- **Title**—Announce your topic in a way that sparks your readers’ interest.
- **Introduction**—Paragraph 1 (or maybe 1 and 2) introduces your narrowed topic, presents your thesis, provides background, and tries to engage your readers’ interest.
- **Body**—The body is four or more paragraphs that support and explain your thesis using evidence.
- **Conclusion**—You emphasize your thesis without simply repeating it. That is, you want to end with a flourish that amplifies your thesis. Draw your essay to a close.

TIP: On page 142, Figure 7.1 reviews the writing process. On the facing page, Figure 7.2 graphically illustrates the structure of an essay, including its parts and functions. This is a useful reference when you review an assigned essay.

Pages 142–150, Organizing Your Supporting Details. The basic structure of a well-written essay already has three parts—an introduction, a body, and a conclusion. But you’ll have to make decisions about how organize supporting details in the body of your essay.

In some cases, such as when you’re writing an argument, you may want to follow either the “most-to-least” principle or the “least-to-most” principle. So, if you have three main pieces of supporting evidence you can rank your supporting evidence in the order of its importance—1, 2, and 3. On the other hand, if you want to end your essay with a bang, you might organize your evidence so as to save the best for last—3, 2, and 1.

When your essay is a narrative, you're likely to organize your paragraphs in chronological order. First A happened, then B, then C, and so on. However, for example, in a descriptive essay, you might want to use a spatial order. Imagine you're writing an essay about the many wondrous features of the Smithsonian Museum in Washington, DC. Different "body spaces" can be appointed to describe the Air and Space Museum, the Natural History Museum, and the American Historical Museum.

An *outline* or *graphic organizer* offers you a way to organize your evidence after you've selected an organizing principle. An *informal outline* or *scratch outline* is based on key words and phrases that give you a shorthand summary of each of your essay's paragraphs.

Paragraph 1: I learn about the ghost of McBride mansion. I get permission to spend the night in the mansion.

Paragraph 2: Night falls and the house creaks. Whispering in the upstairs bedroom. The piano begins to play.

A *formal outline* is organized like this:

- I. First Main Topic
 - A. First sub-topic
 - B. Second sub-topic
 - a. First detail
 - b. Second detail

Once an outline has been completed you can proceed to create a graphic organizer.

TIP: Figure 7.3 on page 151 provides you with a "Sample Graphic Organizer."

In any case, keep in mind that outlining and construction of a graphic organizer isn't simply tedious busy work. The work you do in organizing your essay serves two key purposes: (1) It helps you eliminate irrelevant material and stay on topic, and (2) it can help you generate new ideas you wouldn't have thought of otherwise.

Pages 150–152, Using Transitions and Repetition to

Connect Your Ideas. Here are the main ideas. (1) To write a readable and engaging essay, provide transitional words or phrases to create smooth transitions between paragraphs. (2) Remember to repeat key words or their synonyms to keep your reader on topic. The following excerpt illustrates both of these ideas. See if you can locate the transitional words or phrases and instances of using key terms in different (synonymous) language.

Regional Identities in a New Republic

By 1800, American expansion was creating distinct regional identities. Westerners, even in different Western states, identified with ideals of independent self-reliance and toughness. New Englanders saw themselves as sturdy, virtuous proponents of American values and masters of America’s maritime trade with the world.

However, particularly in the west, expansion was continually obstructed by the presence of the original occupants of North America. For their part, Native Americans had become dependent on trade with the whites. And, in that context, native cultures were steadily eroded by exposure to mercenary traders, alcohol, disease, and land predators.

At this point, some 84 percent of American made their living from the land. Cities, harboring around 7 percent of the population, were mainly ports reliant on transshipping British and French goods, mainly from the West Indies. This so-called carrying trade would be regularly disrupted by war and hostility between France and England.

(R. Turner, U.S. History: With permission from Penn Foster)

Pages 152–159. This section includes helpful tips for writing a strong introduction, an effective conclusion, and a strong, evocative title. These are excellent tips and worthy of being consulted as you tackle the essay assignments that are part of this course.

The “Students Write” section, on pages 158–159, is the first draft of an essay by Christine Lee titled, “The Reality of Real TV.” She prepared the draft based on her freewriting (covered in Chapter 5) and her established working thesis (covered in Chapter 6).

Pages 160–163, Working with Text. The concluding section of your assigned chapter focuses on an essay by Brent Staples called “Black Men and Public Space.” This is a challenging essay. If you’re African American or Hispanic, you may recognize the bitter reality of this essay from personal experience. If you’re white, you may find yourself a tad embarrassed from recognizing the other side of this sad underside of life in America. Finally, whatever your cultural or racial perspective, you’ll recognize the power of a well-written narrative.

In working with the text, you’ll be expected to underline the author’s thesis, examine the reading to determine things like his reference to “the ability to alter public space,” analyze the writer’s technique, think critically about the reading, visualize the reading, and, finally, react to the reading.

Required Journal Entry 3: Drafting

This entry builds on the brainstorming and thesis you developed for Journal Entry 2.

Evidence: Identify three different types of evidence you could use to develop your working thesis from Entry 2. Use specific information from your brainstorming list, and any other ideas that come to you. (Length open)

Organization: Choose a method of organization for your evidence. Using that evidence, prepare an outline or simulate a graphic organizer to show your organizational plan for the one-page essay. Don’t draft the essay in your journal, however. (Length open)

See “*Essay in Progress 3*,” page 130, and “*Essay in Progress 2*,” page 150.



Self-Check 9

1. Turn to Exercise 7.1 on page 145. For each of the five narrowed topics, identify several qualities or characteristics that you could use to organize details in either a most-to-least or least-to-most order.
2. Turn to Exercise 7.2 on page 146. Study the four statements. Identify at least one of them that could be used to organize an essay using chronologically ordered paragraphs.
3. Exercise 7.4 is on page 157. After reviewing your text's treatment on writing a good title, which offers five tips, study each of the five essay types to suggest a title. Try to use each of the five suggestions at least once.
4. Having read or reread the essay by Brent Staples, turn to page 162. Under "Examining the Reading," respond to all four items.
5. For each set of two sentences, pick the one that would work best as the topic sentence for a paragraph.
 - a. Mumia Abu-Jamal was convicted of murdering a police officer in Philadelphia in 1981.
 - b. Mumia Abu-Jamal's murder conviction shows that the U.S. criminal justice system is not always fair and impartial.
 - a. Broken and obsolete computers must be recycled so they don't end up in landfills leaking toxic substances into the soil
 - b. Many offices update their computer hardware on a regular basis, thus generating waste.
 - a. Cellular phones are dramatically improving lives in third-world countries.
 - b. In India, fishermen and farmers living in areas without phone lines are using cellular phones to market their products.
 - a. Figures from the 2000 census indicate that Americans are willing to accept a commute of an hour or more if moving to a distant area means that they can afford a larger house.
 - b. According to the 2000 census figures, the average amount of time an American spends commuting to work is 24 minutes.

(Continued)



Self-Check 9

6. **Transition exercise:** Circle the *most* logical transition for the context from each set given.

Environmental experts caution that water resources are finite, (a. but / so / for) they also offer tips for doing your part to conserve. (b. Thus / For example / Besides), if you install low-flow showerheads and water-saving toilets, your household can save dozens of gallons of water a day. Many people resist such measures because they think that these inventions don't work as well as the old models. (c. Consequently / Therefore / On the contrary), because of technological advances, today's water-conserving showers and toilets work surprisingly well. By purchasing newer, environmentally friendly clothes washers and dishwashers, you can also conserve water. (d. As a result / In addition / Nevertheless), you can save more water by running loads only when they are full. Another way to conserve water is to replace your thirsty lawn with drought-resistant native plants, grasses, and shrubs. If you can't bear to give up your lawn, (e. for instance / however / moreover), you can decide to water it early in the morning or late in the evening when the weather is cooler and water loss from evaporation is less likely. (f. Finally / That is / Thus), turn the water off instead of letting it run when brushing your teeth or washing dishes by hand. If every American household takes these simple steps, the country will save significant amounts of water.

7. **Introduction exercise:** Choose the better introduction from each pair given. The introduction should engage the reader's attention and clearly state a thesis for an essay of three to five pages.
- In the eighteenth century, an English clockmaker named John Harrison received a prize for a clever invention that allowed sailors to calculate longitude. He created a clock that required no pendulum and contained different kinds of metal. This clock worked onboard a ship at sea, and it worked in many different temperatures and climate.
 - Until the eighteenth century, ships at sea had no way of calculating longitude with any accuracy. As a result, countless sailors died when their ships lost track of their position in the ocean and ran aground or failed to find their way home. Great scientific minds tried to solve the problem of longitude without success, but a self-taught English clockmaker, John Harrison, invented a device that worked. Harrison's invention must rank as one of the greatest contributions to the field of navigation.
 - A summer job at a burger joint taught me lessons I might not otherwise have learned for years. I discovered that many people treat workers in menial jobs with contempt, and I learned how miserable it feels to be treated that way. Working with people I had always despised in high school taught me that I had judged others too quickly. Finally, I learned to question bad decisions made by my supervisors—even though I ended up unemployed as a result. Though burger flipping paid only minimum wage, the job taught me invaluable lessons about life.

(Continued)



Self-Check 9

- b. After school let out for the summer in early June, I went straight to a local fast-food restaurant and filled out an application. The manager called a few days later and asked me to come in for an interview. Although one of my friends told me the work there was hot and boring and the pay was poor, I took the position anyway when the manager offered it to me. I didn't like the job much in the beginning, but by the end of the summer I was glad to have had the experience.
- a. The reintroduction of wolves into Yellowstone National Park restores an important missing piece from that ecosystem. Wolves, hunted to extinction in Wyoming and Montana in the twentieth century, occupy a vital place in the natural cycle of the area. As predators, wolves control the population of deer and other herbivores, which reproduce prolifically. Returning wolves to the place where they once belonged will eventually reestablish the natural balance in this wild, beautiful part of the United States.
- b. Because every part of an ecosystem affects every other part, disturbing the natural cycle can have devastating effects. In almost every type of environment, a variety of plants feed a variety of small herbivores, which in turn feed a variety of predators. Wolves are a good example of predators that should not be disturbed.

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 10: EFFECTIVE PARAGRAPHS

Read the assignment in this study guide. Then, read Chapter 8, “Writing Effective Paragraphs,” on pages 164–179.

A sentence is to a paragraph as a cell is to an organism. Or put another way, a *paragraph* is a set of interrelated sentences that develop an idea or topic. In terms of essay writing, you should assume that each of your paragraphs will develop your reader’s understanding of what you have to say about a specific idea. In short, one unfolded idea equals one paragraph. If you find any sentence that’s drifting away from or not relevant to a paragraph’s anchoring idea, that sentence needs to find another home or simply deleted from your essay.

Pages 166–170. This section introduces the structure of a paragraph and the vital importance of topic sentences. A properly crafted paragraph will include a finely focused topic sentence; specific supporting details, such as examples, evidence, or explanation; and well-placed transitions and repetitions that weave your sentences into a coherent, engaging, unified thought. A topic sentence is to a paragraph as a thesis is to an essay.

TIP: Study Figure 8.1 on page 166 to get an overview of a properly crafted paragraph.

There are basic guidelines for writing a topic sentence.

- **Focus.** A topic sentence should focus a reader’s attention on a topic. It should illuminate what the paragraph is about. For example, this topic sentence is unfocused: “Marijuana has medical applications.” This topic sentence is focused: “Marijuana has been used to treat patients suffering from glaucoma and also to reduce the suffering of cancer patients receiving chemotherapy.”
- **Previewing.** A topic sentence may be used to preview the organization of a paragraph. For example, if this topic sentence reads: “Marijuana’s medical uses include treatment for glaucoma, the alleviation of symptoms for cancer patients undergoing chemotherapy, and easing

the mental anguish of people suffering from posttraumatic stress disorders.” In this example, the paragraph’s subtopics are presented in the order in which they’ll be addressed in the paragraph, using evidence or examples to illustrate the each point.

■ **Support your thesis.** In a well-written screenplay or short story, every sentence should move the plot forward. In much the same way, your topic sentences should support your thesis as you move from your introduction to your conclusion.

■ **Strategic placement.** Most often, a topic sentence is the first sentence of a paragraph. That makes sense because you often want to lead a paragraph with a key to your paragraph’s topic. On the other hand, good writing is a creative process. Slavish attention to typical usages can lead to prosaic, flat, and uninspired prose. Sometimes, placing a topic sentence just after your lead sentence can better serve as the key to you your paragraph. In still other cases, a paragraph can lead up to a final, concluding topic sentence.

Pages 170–179. Through numerous examples and exercises, several pages in this section will help you better understand how supporting details can be woven together to create well-developed, unified paragraphs. The best way to get the most from this section is spending time studying the examples.

In this context, you’ll learn that well-developed paragraphs often depend on what writers call concreteness. Compare these two passages. Which one best engages your imagination?

Passage 1: Entering the shop, I was fascinated by the merchandise. Then I noticed the tall woman behind the counter looking at me in a strange way.

Passage 2: Entering the shop, I looked around, wide-eyed at the wild variety of merchandise. Between an antique Victorian clock and what looked like a statue of Isis was an African tribal mask that seemed to glare at me. Tapestries with strange designs covering the walls and the faint odor of incense made me feel like

I'd been transported to a different time and place. And then I noticed the tall woman behind the counter. Raven colored hair spilled over her shoulders. A faint smile shadowed her scarlet lips even as her dark, luminous eyes seemed to look through me.

The descriptive detail in Passage 2 illustrates the idea of a paragraph furnished with descriptive detail. The details, in turn, illustrate the concreteness of images that engage the imagination by way of the senses.

Once again, in a slightly different context you'll revisit the importance of using transitions and repetition to weave your sentences into a unified whole.

TIP: Study the graphic on page 176. It shows you how different kinds of transitions may be used in the context of logical, spatial, and time connections.

NOTE: The reading on pages 177–178, a student essay by Robin Ferguson titled “The Value of Volunteering,” was written using the graphic organizer you encountered in Chapter 7. That's followed by the ongoing work of Christine Lee, here featuring her first draft paragraph (on her thesis about reality TV).



Self-Check 10

1. Turn to Exercise 8.1 on page 168. Revise each of the five topic sentences to make it specific and focuses. At least two of your rewrites should also preview the organization of the paragraph.
2. Exercise 8.2 on page 169 requires you to identify topic sentences for each of the two thesis statements that don't support the thesis.
3. Turn to Exercise 8.4 on page 173. Use Table 6.1 (on page 129) to suggest the type or types of evidence you might use to develop a paragraph based on each of the five topic sentences.
4. In Exercise 8.5, also found on page 173, create a well-developed paragraph by adding details to this paragraph, also provided in your text.

Although it is convenient, online shopping is a different experience than shopping in an actual store. You don't get the same opportunity to see and feel objects. Also, you can miss out on other important information. There is much that you miss. If you enjoy shopping, turn off your computer and support your local merchants.

5. Turn to Exercise 8.7 on page 177. After reading or rereading the essay by Robin Ferguson on "The Value of Volunteering," respond to each of the four items. Here, item 1 reads "Highlight each of the topic sentences in the body of the essay (between the introduction and the conclusion). Evaluate how well each supports the thesis."

Check your answers with those in the online Self-Check Answers supplement.

Revising and Editing

INTRODUCTION

If you were a master carpenter, you would never show up for a job without your tools. As a writer, you should never undertake revision work without the tools you'll find in this lesson. The job of revision is to make your written interpretation of an idea, an image, or a scene easier for your reader to understand and more pleasant to read.

One key to revision involves combining patience, persistence, and objectivity. While patience is a virtue in every aspect of life, in writing it's especially important because a first effort in drafting a report, a poem, or an essay is extremely unlikely to be a final draft.

It takes time and practice to be able to see where improvement is needed in your own work. (The American poet Walt Whitman revised and expanded his *Leaves of Grass* throughout his entire lifetime!) It's best to schedule time over the course of a week—or several weeks for a lengthy essay or research project—so you can let each revision rest for at least a day or two before you reread it and make corrections. The resting phase allows you to read your work with fresh eyes—as your reader will—and get to the root of revision, which is presenting your ideas clearly.

Persistence is an extension of patience. It may be tempting to think that a few quick changes will turn your initial draft into polished prose. But unless you're a professional editor, you're unlikely to catch every error and organizational problem the first time around (and even professional editors use proofreaders). To make your presentation better, stronger, and more lucid, plan ahead and allow time for persistence.



Mario Puzo, author of *The Godfather*, said, “Writing is rewriting.”

Finally, the art of revision demands objectivity. Looking at your own views with an impartial eye may be the hardest part of revision. After letting your first draft rest, read your work as though the ideas came from someone else. Look for clear organization, well-developed paragraphs, and specific examples to support your thesis. Make sure each detail is relevant to both the topic of the paragraph and your thesis. You’ll learn the value of patience, persistence, and objectivity as you work through several versions of your paper and see what a difference your revisions make.

OBJECTIVES

When you complete this lesson, you’ll be able to

- Explain why revising content and organization is important to the writing process
- Apply appropriate techniques of revision and organization to your writing
- Apply the rules of standard written American English for punctuation and spelling

ASSIGNMENT 11: REVISING CONTENT AND ORGANIZATION

Read the following assignment. Then, in the *Successful College Writing* textbook, read Chapter 9, pages 180–201. To gauge your progress, complete the self-check.

Pages 180–181. Read through the “Quick Start” exercise, and study the photo. In your self-check file or notebook, list everything you see from left to right. The point of your list is to seek ways to make the picture more understandable. Then, look and look again to revise your perception. Add details interpreting that information. Consider questions like these: What’s going on? Who’s coming home? What’s the predominant gender of the people in the picture and why? If you were entertaining a visitor from Europe, how would you explain this photo? Finally, write a paragraph describing and interpreting a main idea about the photograph. The sentences you write

should summarize the content of the image in ways that can help people see things they wouldn't see on their own. A picture may be worth a thousand words, but sometimes words can make a picture more interesting and more revealing.

As you work through the chapter, pause after each section to apply the suggested techniques and strategies toward analyzing and revising your paragraph.

Pages 182–183. As you probably already know, revising is a part of the process most student writers dread—and therefore skip, condemning themselves to submitting unclear, unfocused writing. Revising should account for at least 50 percent of the process, because to this point you've been exploring your ideas and the relationships among them. Your draft is merely a tentative step to pull everything together, to make sense of it all, to find your way. Revising requires you to step back and examine your work as if you were the target audience, seeing the writing for the first time. It involves looking at the big picture—the forest of trees in connection with each other, rather than individual trees, trunks, branches, or leaves.

Any time you revise, try to make changes on a printed or handwritten copy of your writing. If, however, you have to work solely on the computer, be sure that when you open your draft—before you start revising—do a “Save as” and rename the document with a title like “Revision 1” in case you delete something you later decide you need.

Pages 183–184. Review the seven “Useful Techniques for Revision.” You may want to flag this section for frequent review.

Page 185–187. Note the “Key Questions for Revision” heading. Get in the habit of using these questions to find the weaknesses in your writing. For your next written project in any of your courses, try using the graphic organizer, Figure 9.2 on page 184, to note needed changes. Study Figure 9.3, on pages 186–187. It's a flowchart for evaluating your thesis statement, topic sentences, and evidence. Use this one to see how it works in evaluating your work.

Pages 188–192. Although you have no classmates for peer review, study this section to learn ways other reviewers, such as a family member, friend, or boss, could help you revise your work. If you can find a good reviewer for your work-in-progress, this section will provide an excellent guide. Ask your reviewer to answer the questions on page 191. To practice your skills, use the flowchart in Figure 9.4 on page 189 to evaluate your “Quick Start” paragraph.

Pages 192–195. Under the heading “Using Your Instructor’s Comments,” read the illustrative essay “NFL Salary Gap.” Note how the essay is critiqued, and apply the knowledge when your reviewer analyzes your writing. For this course, you won’t be able to resubmit an essay, but you can use the feedback from a previous evaluation to guide your revision on the next assignment.

Pages 195–201. Under the “Students Write” heading, note that the work of Christine Lee is again used. This time, you’ll be offered insights into how constructive criticism helps a writer revise an essay. In particular, notice how the reviewer focused on big-picture ideas—structure, organization, clarity of explanation, and level of supporting detail—not the editing or proofreading. As you can see from Lee’s revisions, she needs to improve these areas first. After all, why spend time correcting what you may delete? In addition, study the essay’s entire process of development. Review pages 120–121, 133–134, and 158–159.

Required Journal Entry 4: Revising

This journal entry requires you to review the rough draft of the essay that follows. As you analyze the draft according to each of the areas listed, identify what needs revision. For each area, explain why and how you would change the draft. (4 paragraphs, 5 sentences each)

Analyze the essay's

- Purpose and audience
- Thesis statement, topic sentences, and paragraphs
- Evidence
- Organization

Rough Draft: E-mail vs. Letters

Instead of using e-mails, mail a letter to your grandparents, an aunt or uncle, or another role model who's older than you are. We live in a fast-paced world. We use computers to send e-mails and instant messages. Some, though, don't live in that time zone. Forget all the fonts, emoticons, and abbreviations like LOL. You point and click, but some people want to hold something, unwrap a letter, and smell it. A crayoned picture smells and feels special; no scanner can do that. People's senses want to be used. We live in a physical world, not an invisible one. People can touch something that's mailed. Sometimes it's as if touching the ink or pencil on paper helps them touch the writer. A picture can be held and used in so many ways. For example, I get to see how my grandkids' handwriting is changing as they grow. I know how they feel just from the way they write the words.

A letter gives someone the real thing. A letter exists in time and space. Even if someone e-mails you regularly, the surprise of a mailed letter provides something to cherish rather than to be deleted. Of course, they may like getting through the Internet a photograph of you on the day of a special event. However, a printed photograph can be put into an album or used for a bookmark or posted on the refrigerator for regular review. They don't have to worry about color cartridges or paper because you've given them what they need in the mail. Though they may have a hard time reading your handwriting, a letter is a tangible way to remind them that you care enough to take the time and effort to communicate with them and them alone.

The convenience and efficiency of computers can't be matched by regular postal service. However, they sometimes bleep and blurb in a frustrating conversation, one that older persons can't always hear or understand. One wrong click here and another there can mean mass destruction. They may get a paper cut from your letter, but even sucking on a finger while reading makes their experience more memorable and satisfying. The cut heals; the letter remains alive.

To evaluate your essay in progress complete the following exercises: "Essay in Progress 1" on page 185, "Essay in Progress 2" on page 187, and both "Essay in Progress" 3 and 4 on page 188.



Self-Check 11

1. "Analyzing the Revision" on page 201: Respond to all four items.
2. **Reviewer response exercise:** For the following pairs of reviewer responses, choose the comment that's more appropriate and helpful for revising a first draft.
 - a. I didn't understand where you were headed with this essay until the middle of the second page. Why not move your thesis to the first paragraph? By cutting the background material about icebergs, you could get to the point faster.
 - b. You need a transition between the information about icebergs and your thesis in the middle of the second page. Also, I noticed that you misspelled *separate* and *truly*. Did you forget to use your spell-checker?
- a. This essay is great! I really liked it a lot, especially the examples.
- b. The new examples really help me see your point. You might want to work on the example about elephants' emotions, though. I didn't see what it had to do with your thesis. Can you make the connection clearer?
- a. You seem to be saying that the theory of evolution is right and creationism is wrong, but last week I saw a television show that said evolution is just a theory, like creationism. You should reconsider your thesis.
- b. I think you need to spend more time explaining the concept of creationism, rather than simply implying it's wrong. What do creationists believe, and how do their beliefs differ from those of evolutionists? I need to know that before I can figure out if you've made a good case for your argument.
3. If you didn't complete the "Quick Start" exercise, do so now. Be sure you work from the listing stage through the drafting, reviewing, and revising stages. As you revise, ask yourself why you're making each change—what purpose does adding this detail or changing the place of a sentence serve in clarifying the main idea of your paragraph? Then, create a final draft of the paragraph.

(Continued)



Self-Check 11

4. **Paragraph revision exercise:** Each of the following paragraphs contains a problem with coherence. The sentences either don't contain proper transitions or they contain information that should be relocated to another place in the paragraph. Locate the problems and revise the paragraphs as necessary (for example, add a transitional word, phrase, or clause; add another sentence or combine sentences; delete words, phrases, or sentences; rewrite the topic sentence).
- Poor Louis seemed destined by nature to become the butt of every practical joke we could devise that summer at camp. Whenever someone was chosen to go on some silly errand, such as to get the keys to the oarlocks, find a can of striped paint, or get a paper stretcher, Louis was inevitably the victim. We all considered it great fun. I regret our youthful thoughtlessness. Who knows what deep psychological wounds we inflicted on him by our teasing and ridicule?
 - There seem to be good grounds for making the assumption. Business plans for capital spending this year are so strong that they may spill over into the coming year. The increase in capital spending for the second half of the year may turn out to be a mainstay of the economy. Investors have shown their interest in the capital-spending sector by increased investment in business equipment, instruments and electronics, and movie and recreational stocks. This could come as a welcome event, because many business analysts are now predicting a recession in the latter part of this year or the beginning of next year.
 - Arson destroys neighborhoods as surely as mass bombing. Only a few people commit the crime, but all residents must suffer the consequences. How could it be otherwise, given the nature of the problem, with its tangle of social and economic issues? Decaying buildings are torched by their owners to collect insurance money. This is a despicable crime and ought to be vigorously investigated and punished. Most arsonists escape punishment. Burned-out structures are, in turn, a haven for gangs and drug traffickers, who cause even more arson. Once several blocks have been gutted, a kind of collective hopelessness grips those who can't afford to move. The young may continue to set fires from hatred or from despair of never escaping their crumbling prison. The end comes when the municipal government gives up, curtails most services, and abandons the neighborhood.
 - In the eighteenth century, Englishmen had a reputation throughout Europe for their love of eating. Visitors to England were amazed at the large quantity and fine quality of the fish and meat consumed. However, they couldn't understand the English attitude toward vegetables, which were served only as trimmings to meat. English cooks seemed unable to prepare an appetizing vegetable dish. Vegetables were abundant at the time and were grown in the gardens of both the rich and poor.

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 12: EDITING SENTENCES AND WORDS

Read the assignment in this study guide. Then, read Chapter 10 on pages 202–224 in your textbook, *Successful College Writing*.

Introduction

In this assignment, we'll look at strategies for correcting grammatical errors through the editing process. Proofreading and editing are the last steps in the writing process, but are just as necessary as addressing errors in organization and content.

Here are a few tricks to help you with your editing:

- Let your work rest at least overnight so you can read it with fresh eyes.
- Read the work aloud to hear how it flows. Does it keep your interest? Is it presented in logical order? Are there adequate transitions between ideas?
- Look at your wording with a cold eye. Even a well-written sentence has to go if it breaks up the flow of your work or leads anywhere but straight to your conclusion.
- As you proofread, make sure your punctuation supports the meaning of each sentence. If, as you read aloud, you stumble or have to reread passages, consider rewriting or breaking long sentences into two to clarify your ideas.

On page 203, Read the instructions for the “Chapter Quick Start.” Study the two cartoons on the facing page. What do you think the cartoons suggest about writing, as well as about editing sentences and words?

Pages 204–214. The main heading, “Analyzing Your Sentences,” offers illustrations and specific techniques for sentence analysis. Are your sentences concise or wordy? Are your sentences varied? Think about music and rhythm. One-note melodies are boring. In fact, melodies depend on variation. The same goes for passages in an essay. Pay careful attention to the concept of parallelism on pages 212–213.

It is better to write a bad first draft than to write no first draft at all.

—Will Shetterly

Study the examples. Also study the information on action verbs, beginning on pages 213–214. Active verbs get the reader’s attention and demand an emotional response.

Pages 215–220. The section “Analyzing Your Word Choice” starts with a discussion of tone and the level of diction. The tone of an essay, for example, might be grave and melancholy, flippant and sizzling with irony, or, perhaps, cool and scientific. By contrast, the level of diction refers to grammar and word choice. An academic essay or a legal contract uses formal diction. Popular diction, found in newspapers or popular magazines, sounds more like everyday speech. Finally, informal diction is relaxed and not always technically correct. Fiction writers may capture a character’s personality through diction. Word connotations, concrete-specifics, abstract language, and figures of speech all contribute to tone and diction.

When you read, “Janet walked into the room,” what picture comes to mind? The verb walk offers little sense of connotation, emotion, or imagination. Yet strode, slunk, wandered, bounced, sidled, tiptoed, and raced convey the same general action with clear connotations. Strode suggests confidence and purpose, whereas slunk indicates guilt or fear. Another example is house and home. The first is more generic, with home having a more positive connotation—it usually gives people a feeling of warmth or sense of security. Did you ever notice that real estate agents often use home in their sales pitch instead of house?

Read through the following three sentences and, based on the word choices, label each one positive, neutral, or negative, according to its connotative strength regarding the organization MADD.

- The goals of the organization called Mothers against Drunk Driving (MADD) are “to stop drunk driving, support the victims of this violent crime and prevent underage drinking.”
- After my daughter was brutally murdered when some drunken teenager without a license mowed her down, I joined MADD to help impose righteous laws on such lawless people.

- Through Mothers against Drunk Driving (MADD), I discovered not only how to deal with my grief, but also how to take action on the serious problem of drunk driving that caused the death of my daughter.

As a simple, factual mission statement, the first sentence is the most neutral of the three, even though the criminal-oriented words *victim* and *violent* reveal the group’s negative feelings about drunk driving. The second is quite critical and negative as the writer forces readers to engage with her emotional pain within a legal and moral framework through the words *impose*, *righteous*, and *lawless*. The phrases *brutally murdered* and *mowed her down* imply the driver made conscious choices causing the death and, as a result, MADD is portrayed as a group seeking retribution. The third sentence is more positive, as it focuses on healing and on action to correct a problem. The words indicate a favorable slant on the personal benefits associated with MADD.

Sometimes, particularly if English isn’t your first language, you may find it difficult to discern the connotations for words with similar denotations. A dictionary or thesaurus can help, but proceed with caution. Word choices that seem to work based on their definition may have a completely different connotation than the context requires. Read Exercise 10.7 on page 218, and think about the connotations of each set of words.

Diction also includes choosing words that work best for the purpose and audience. Take the term *spaghetti*. For most people, it’s understood that the writer is talking about long, thin pasta in marinara sauce. Writing for an Italian audience, however, you would use “macaroni and gravy.”

Pages 221–222. Whenever you write, you want your readers to understand and respect your ideas. But careless errors or a poor presentation give the impression that your work is at best unfinished and at worst second-rate. In other words, to be respected as a writer, you must respect your reader. “Suggestions for Proofreading” offers advice on checking your work and keeping an error log to observe patterns so you can keep your work error-free.

For refresher instruction in grammar and mechanics, visit the websites given earlier in this guide and review the PDF supplements available online under My Courses—English Composition.

Pages 222–224. Under the “Students Write” section is a revision of the essay by Christine Lee, which criticizes reality television. Note the changes, and carefully consider the reasons for the changes as given on pages 223–224.

Note: To ensure you’re comfortable with the material, you should review your online supplements, *The Parts of Speech*, *Word Usage*, and *Sentence Skills*, before completing your examination for Lesson 3.

Required Journal Entry 5: Public Space

Reread Brent Staples’ essay “Black Men and Public Space” on pages 160–162. Explore the ways you and individuals around you “alter public space.” Include specific examples from your life. You may wish to describe a situation in which your intentions were misunderstood or when someone made false assumptions about you. Another option is to discuss times when you’ve had to change your behavior to accommodate someone else’s needs or expectations. (2 paragraphs, 5 sentences for each)

Freewrite about the way errors in grammar, spelling, and punctuation can alter the public space between writer and reader in an essay. (1 paragraph, 5 sentences)



Self-Check 12

1. Exercise 10.1, on page 206: Edit the five sentences to make them concise.
2. Exercise 10.2, on page 210: Combine the pairs of sentences into single, compound, or complex sentences.
3. Exercise 10.3, on page 212: Add modifiers to create varied sentence patterns in the five sentences.
4. Exercise 10.4, on page 213: Edit the five sentences to eliminate problems with parallelism.

(Continued)



Self-Check 12

5. Exercise 10.5, on page 214: Edit the five sentences, changing passive verbs to active ones and, where needed, adding a subject.
6. Exercise 10.8, on page 218: Revise the five sentences by adding concrete, specific details.
7. Exercise 10.9, on page 219: Invent fresh figures of speech to characterize items 1–3.
8. **Revising and editing exercise:** Revise, edit, and proofread each paragraph (taken from student drafts).
 - a. I dashed out of my bed that morning, hasting toward the bathroom like a confused being to wash my face only, I wasn't going to shower that morning, because I was going to be late for my first class in standard five.
 - b. "Good by." I said angrily then payed the cashier and walked away from her. I say her face colour changed right before my eyes from light brown to peach, I knew then that she was angry. Tanishea was a short and stout in stachur with long flowing hair, great smile,wonderful personality and a certain spark for life only describable only if you knew her. I hurried home nervously,and hope Simone did not detected it.
 - c. I am sitting here coughing and can barley breathe. I am wandering why I haven't left this smoked field restaurant. I wish more places would ban smoking. In fact people in general could enjoy closed environments that ban smoking. If they did this parents of today wouldn't have to worry as much for children developing asthma. As a mother I could see why parents would fear children will want to try it when they get older because of all the influences that surround them. That is why I support banning of smoking.
 - d. I am currently sitting on my bed in my two bedroom trailer. A dresser sits in front my bed; next to the dresser is my TV stand which holds my TV. On the right side of my bed is my desk and chair. Past the desk is the bathroom. These are just a few important things in my room. The dresser that sits in front of my bed is plastic and white. This is important because it holds my paperwork for school. It helps me stay organized so I will not lose my mind. If not for my dresser, searching for paperwork would be like searching for a needle in a haystack. Next to my dresser is my black TV stand. My TV stand holds my 19 inch Curtis Mathis TV. I enjoy watching movies in my room.

Check your answers with those in the online Self-Check Answers supplement.

Moving from Narration to Process Analysis

INTRODUCTION

In this lesson, you'll study several patterns of development for writing, including narration, description, illustration, and process analysis. Each technique applies to specific purposes. Your assignments include readings that demonstrate the effectiveness of each writing mode. You'll use the ideas and tools you've studied so far, and you'll build on what you've learned to further improve your approach to writing.

OBJECTIVES

When you complete this lesson, you'll be able to

- Describe and apply the elements of an effective narrative
- Explain and apply the principles of descriptive writing
- Define the characteristics of illustration and apply them to writing projects
- Summarize the techniques of process analysis and apply them to writing

ASSIGNMENT 13: NARRATION

Read the following assignment summary. Then, in the *Successful College Writing* textbook, read Chapter 11, pages 226–265. To gauge your progress, complete the self-check.

Introduction

A *narrative* is a story that makes a point. Usually, we think of a narrative as a short story, a novel, or a screenplay that has a beginning, a middle, and an end. A nonfiction narrative, such as an account of someone's visit to the Grand Canyon, the history of Connecticut, or an editorial, also follows some kind of logical course from its opening to its conclusion.



Effective written narratives

- Make a point
- Relate action and detail
- Utilize tension and conflict
- Follow a sequence in time
- Often use dialogue
- Take a point of view

Historically, narratives have been shared orally. Literacy wasn't widespread in many cultures, including early Western culture, so legends, epic poems, and story songs communicated important information, as well as provided entertainment. In ordinary modern life, narratives are still often spoken. A joke is a narration that has a point called a *punch line*. Explaining to a friend why you had a bad day is a narrative. The “point” as well as the “point of view” often amounts to a plea for sympathy. Today's narratives may include political rhetoric and advertising, as well as stories or poems revisiting age-old themes.

READING HIGHLIGHTS

The “Quick Start” feature on page 226 asks you to imagine a series of events that may have led to this scene of mourning. While you may be able to imagine various scenarios, focus on a specific one and think through the sequence of experiences.

Pages 228–234. The chapter opens by explaining why a writer might use the narrative pattern of development. It then provides an example of a narrative with the essay “Right Place, Wrong Face.” Before you read it, however, take a moment to scan over the “Characteristics of a Narrative” on pages 231–234. Then, as you read the story, evaluate how well it reflects those characteristics. In particular, identify the specific sequence of events and the manner in which each event builds on the previous one to increase the tension of the experience until it reaches the climax. The tension reflects the conflict or problem the writer is developing. Even as he shares the story, he also chooses details that show the significance of the problem (racial profiling).

“The best way to have a good idea is to have lots of ideas.”

—Linus Pauling

After reading the essay, closely review and study the narrative characteristics on pages 231–234. Included in the discussion is a sample “Quick Start” paragraph, which makes a clear point about the homeless and about other people’s attitudes about them. Read “The Lady in Red” on pages 235–238 if you find graphic organizers useful and want to see the application of one for narratives.

Page 239. Although most college or academic essays aren’t literary narratives, narrative is often integrated into these essays. The text discusses each pattern of development for the overall structure of an essay and as a writing strategy to be integrated within another, primary pattern. For instance, you may use some narrative techniques in a persuasive essay. In addition, as you develop the main point of the essay using the primary pattern, any other pattern of development can be applied to an individual paragraph to provide interest and depth for that particular evidence or support. In fact, your first writing assignment will require you to integrate either narration or illustration with the required primary pattern of development. As you study each pattern covered in the textbook, remember to take notes listing its uses as an overall structure and as a strategy.

Pages 240–248. For each pattern of development, the textbook provides a “Guided Writing Assignment,” which takes you through the writing process to produce that type of essay. Depending on the pattern, you’ll skim through or carefully study the instructions, even though you may not develop an essay for each one. By doing so, you’ll gain a better understanding of the process and see how the concepts covered in the first seven chapters fit in. In addition, the “Editing and Proofreading” tips within each guided assignment apply to other patterns of development. Because your next journal entry refers to the narrative guided assignment and because your first exam suggests you may want to use the narrative as a supporting pattern of development, read through the narrative assignment, but don’t develop an essay unless you wish to do so on your own for practice. (If you do attempt a draft, please *don’t* submit it to the school for review, but keep it for your personal use.)

Pages 248–253. This section provides tips for thinking critically while you read. Although it’s aimed toward reading and responding to someone else’s narrative, the questions can also be useful when you’re revising your own writing. In fact, the most painless way to improve your own writing is to read others’ writing thoughtfully.

Pages 252–257. After carefully reading “Working with Text” and “Thinking Critically about Narration,” read the essay “Selling in Minnesota” by Barbara Ehrenreich on pages 254–256. Ponder your impressions of the essay as you take some time to analyze the reading. Does the topic command your attention? Why?

Pages 258–263. To consider the possibilities of combining narration with other patterns of development, read “Alien World: How a Treacherous Border Crossing Became a Theme Park” by freelance journalist Alexander Zaitchik. You’ll find that this fascinating essay is made stronger with the photo images. This essay demonstrates the way current social issues related to illegal immigration can be illuminated by sharp-eyed, creative writing.

Required Journal Entry 6: Narration

Outline one specific time in your life when you felt extremely stressed by the pressure to succeed in your studies, perform on the job (if applicable), and spend time with family and friends. As needed, prewrite on the topic in your notes file, but don’t submit that work. For this journal entry, use the following labels to sketch out the details for your narrative of that time.

Scene

Key actions

Key participants

Key lines of dialogue

Feelings

See pages 241–242, “Gathering Details about the Experience or Incident.”



Self-Check 13

1. Exercise 11.1, on page 232: First complete the sentences as instructed for all five partial sentences. Then, for item 5 only, write three or four sentences that build tension through action or dialogue.
2. Exercise 11.2, on page 233: Complete the exercise using only scenario 2, about the dating dilemma.
3. Review the essay, "Selling in Minnesota." Respond in writing to items 1, 3, and 5 in "Examining the Reading," on page 256. Be sure to respond to specific questions within particular items.
4. **Proofreading and editing:** The following are some basic writing tips collected by the "intrepid linguist" William Safire. Ironically—and purposely—each contains an error that relates to the tip given. Identify the errors.
 - a. Verbs has to agree with their subject.
 - b. And don't start a sentence with a coordinating conjunction.
 - c. Do not be redundant; do not use more words than necessary; it's highly superfluous.
 - d. The passive voice is to be avoided.
 - e. Kill all exclamation points!!!
 - f. Use the apostrophe in it's proper place and omit apostrophes' when its not needed.
 - g. Proofread carefully to if you any words out.
 - h. Be sure your work contains no misspelled words.

(Continued)



Self-Check 13

5. **Sentence revision exercise:** Reduce wordiness in the following sentences by reordering, simplifying, and/or improving their construction. Also revise for correct and varied sentence structure.
- The small city of Wilkes-Barre was built next to the Susquehanna River and it was a fertile farming area until coal became a very valuable natural resource and mining took over.
 - Jason hid Jared's keys they were in the planter.
 - I asked Gwendolyn if there is a shop that sells gifts that are nice that is near the hotel.
 - Carlos went to college. He attended the University of Pittsburgh. He earned a degree in marketing. He works for Allegheny Advertising, Ltd. He is a market analyst.
 - George Washington was born in 1732 in Virginia, he was raised on a farm established by his great-grandfather.
 - Washington had a big nose and a pockmarked face, however he was still considered a handsome man.
 - A wellness program for all employees makes sense for Allied Technical Services because it reduces absenteeism among employees, improves employees' overall health, improves performance and productivity, and saves money on health care costs.
 - At 15, Washington became a surveyor his first job was to survey the six-million-acre estate of his neighbor Lord Fairfax.
 - Among several goals discussed for the next fiscal year, the company's executives agreed that reducing production costs will be most important.
 - In the business world, both male and female workers put in long hours to get ahead then they find it difficult to make time to raise a family.
 - Most people are familiar with chain letters, this type of correspondence requires a person to copy a letter and send it on to five or more friends.
 - Today, electronic chain letters are very common almost anyone who uses e-mail has seen at least one.

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 14: DESCRIPTION

Read the assignment in this study guide. Then, in the *Successful College Writing* textbook, read Chapter 12, pages 266–303. To test your progress, complete the self-check.

A description of a desert sunrise may touch your emotions through the visual images you imagine. An effective description of a day in a coal mine may evoke surprising sights, sounds, odors, and textures. A clear depiction of life on a Gulf of Mexico shrimp boat may do the same. What do these simple examples have in common? Effective description appeals to our senses; it calls up specific sights, sounds, tastes, and odors of people, places, and things. Why should a writer use descriptions that appeal to the senses? Because it's a good way to quickly immerse the reader in the experience. For example, a well-designed food advertisement can instantly bring to mind the sight, sound, and smell of grilling hamburgers or the smooth, sweet taste of a milkshake. It may trigger salivation and a sudden craving for the food, even in the absence of hunger.

The “Writing Quick Start” for this chapter features a classic Volkswagen Beetle transformed into a work of art with wheels. Your mission is writing a new and improved, enticingly descriptive ad because your first ad fell flat.

Pages 268–269. As you did with the narrative, turn to page 270–271 and take a few moments to scan through the characteristics of a descriptive essay before you read MacClancy’s essay. (Whether you have or haven’t ever eaten a chili pepper, you’ll certainly feel you’re having that experience as you read.)

Pages 270–275. After reading the story critically, study the descriptive characteristics carefully and slowly. As the text says, descriptive writing can be used as a primary pattern of development, but is more often used to support another primary pattern, such as narration or illustration. Use description judiciously. Sometimes student writers fall in love with overblown figurative descriptions which, instead of providing a clear, concrete picture, actually obscure the meaning they wish the reader to gain. Even when using another pattern, writers must always consider the dominant

Detail makes the difference between boring and terrific writing. It’s the difference between a pencil sketch and a lush oil painting. As a writer, words are your paint. Use all the colors.

—Rhys Alexander

impression of their word choices. Finally, notice how the graphic organizer for a descriptive essay is quite similar in its development to that of a narrative.

Pages 276–278. This essay provides an excellent example of a Native American voice using diction appropriate for that voice while naturally including explanations for the reader. If you find that graphic organizers help you, then read the story and review the organizer based on it.

Descriptive writing isn't merely for creative or poetic writers. It's an essential skill for anyone. For example, technical writers preparing how-to manuals often include the sensory details for a machine or product (color, size, texture, and even odor). Preschool teachers include specific, concrete descriptions of a child's behavior to identify and track their teaching techniques, as well as to offer parents or psychologists key information. Medical assistants must notice the smallest details about their patients, including color, smell, texture, and sound.

Pages 279–287. Although the guided writing assignment isn't required, skim over it to reinforce what you've been learning, particularly as it applies to your thinking and writing process.

Page 265. Be sure to review the proofreading tips offered.

Page 269–273. Read the information explained in terms of how it can help you revise your work critically. Then, read Amy Tan's essay to enjoy and to analyze for the use of descriptive elements.

Pages 287–291. The "Students Write" feature for this assignment is an essay by a journalism student. Notice that the topic of his essay, "Heatstroke with a Side of Burn Cream," appears only in the first sentence of the second paragraph. Also, the author's topic sentences are highlighted, which allows you to see how well the essay follows the topic sentence. Overall, this essay is made more informative through lively description. But, as you take some time to analyze the reading, you'll need to draw your own conclusions.

Pages 291–297. The section, “Working with Text: Reading a Descriptive Essays,” precedes an essay by a Pulitzer Prize–winning author of *Pilgrim at Tinker Creek*, Annie Dillard. In this essay, “The Deer at Providencia,” Dillard shows us what a masterful command of descriptive writing can achieve. Think of this essay as a fine example of literature as art—art that dares to explore the deep mysteries of human experience. In any case, don’t skimp on time devoted to analyzing and critiquing the essay, including your sense of what the photograph contributes to the essay,

Pages 298–303. To explore an example of how description can be combined with other patterns of development, you’ll want to read the essay by “Riverbend.” It will give you some insight into the suffering delivered to millions courtesy of the War on Iraq. Indeed, as you read this essay, you may gain some insight into the effects of violent conflicts now raging all across the Middle East, North Africa, and much of sub-Saharan Africa.

Required Journal Entry 7: Description

Think of an experience in which you faced an important test (either in school, at work, or in a personal situation). As needed, prewrite on the topic in your notes file or notebook, but don’t submit that work.

Sensory details: For this journal entry, list two specific, concrete, original details for each sense describing that particular testing event:

- Sight
- Sound
- Smell
- Taste
- Touch

Comparison: Write one fresh, creative comparison for one of your details (one simile or metaphor).

Evaluation: For which of the five senses was it easiest to write sensory details? For which was it most difficult? Why? (1 paragraph, 5 sentences)

See “Collecting Details That Describe Your Subject” on page 281 and the first paragraph of “Finding Comparisons and Choosing a Vantage Point” on page 282.



Self-Check 14

1. Exercise 12.2, on page 273: You may cross out details directly in the text paragraph.
2. Exercise 12.3, on page 274: Write a paragraph describing a food you enjoy, focusing on one sense.
3. Review the essay by Annie Dillard on pages 293–296. Under “Examining the Reading,” respond to all five items.
4. **Subject-verb agreement and passive/active voice:** Correct the errors in both subject-verb agreement and any shift between passive and active voice in the same sentence.
 - a. There is many things that the police and other crime-solvers do not know about death.
 - b. Martin drove his car too fast, and a speeding ticket was received by him.
 - c. Anyone who reads mysteries know that forensic technology often solves the crime.
 - d. New research at a unique laboratory in Tennessee are helping to reduce the possibility of someone’s getting away with murder.
 - e. Experts in the field of forensic anthropology recognizes that the University of Tennessee’s open-air cemetery is a remarkable teaching tool.
 - f. Not all of the bodies at this cemetery is buried; some is left on the ground, some is placed in cars, and some is wrapped in plastic bags.
 - g. The boat lost its rudder, and it was towed to shore by the Coast Guard.
 - h. Learning what chemicals a decaying body leaves behind also allow the police to find places where bodies have been hidden.
 - i. Every check and money order cost fifty cents.
 - j. My paper was nearly finished until my computer was walked on by my cat.

(Continued)



Self-Check 14

- k. Learning how to navigate the Web and conduct searches do not take the place of developing critical thinking skills.
- l. If rhythm and blues are your kind of music, try Mary Lou's.
- m. His merry disposition and his success in business makes him popular.
- n. The vapors were a Victorian term for hypochondria.
- o. Neither the lighting nor the frame display the painting well.
- p. Most of the voters supports a reduction in nuclear weapons.
- q. Her favorite thing in the whole world were horses.

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 15: ILLUSTRATION

Read the assignment in this study guide. Then, in the *Successful College Writing* textbook, read Chapter 13, pages 304–335. To gauge your progress, complete the self-check.

The purposes of illustration include making a general idea specific, illuminating an unfamiliar concept, and engaging a reader's interest. Effective illustration should be very selective. Appropriate examples must reinforce your argument or support your thesis. However, rather than simply listing an example or two as reinforcements of your statements, in this section, you'll see how to use illustration to help develop your essay, which requires planning, good organization, and careful integration of your examples as you write. Think through the "Chapter Quick Start" exercise on page 305. Try to get a clear picture in your mind of each example you would use and the scenes you would use to support the topic sentence regarding environmental pollution.

Pages 306–312. Before reading “Rambos of the Road,” scan the characteristics of illustration (pages 309–313). After reading the essay, study them more carefully. Illustration is generally used to support a generalization. The text provides a good explanation and examples. As you read, notice that using a generalization by itself isn’t an appropriate writing technique—a generalization must be developed using a pattern of development, such as illustration, to provide specifics showing how the generalization reflects your purpose.

Pages 313–316. “Sustainability on the Menu,” by editorial intern Carl Pino, is an example of an illustration essay. The essay focuses on the ways that select schools and universities have started programs that supply lunchrooms and college cafeterias with locally grown organic produce. Other localized food sustainability programs, like Princeton’s program for distributing some excess food to local food shelters, using other excess food as animal feed, and composting, also get our attention.

TIP: You might want to spend some time with the graphic organizer in Figure 13.2 to see how Pino’s essay can be “mapped.”

Pages 317–323. The guided writing assignment on these pages isn’t required in this course, but you might benefit from skimming through it.

Pages 323–326. The “Students Write” feature here takes a critical look at present-day American “female body obsessions.” You might find it interesting because so many Americans, nearly all of them women and girls, have eating disorders. However, be sure to read and analyze this essay closely to gain its main advantage. Notice the placement of the thesis statement, the character of the topic sentences, and the location of a transitional sentence.

Pages 326–330. The section begins with “Reading an Illustration Essay.” As usual, you’ll want to study this material carefully before reading and analyzing the essay by Bill Bryson, “Snoopers at Work.” The topic is disturbing because the author’s thesis, that employees (and citizens) are subject to widespread invasions of privacy, is heavily and effectively illustrated by examples.

Pages 331–335. To explore how illustration can be combined with other patterns of development you’ll read and analyze an essay by Cristina Rouvalis, “Hey Mom, Dad, May I Have My Room Back?” It’s all about the sad topic of “boomerangers.” In our present economic and political environment, young people are finding it harder and harder to find jobs that provide living wages. The sky-rocketing increase in student loan debt often means that junior will have to live at home long after graduation.

Required Journal Entry 8: Reflection

Attitude: Now that you’re halfway through your journal assignments, think back to when you first picked up this study guide and looked at the list of assignments. Do you remember how you felt? Do you still feel the same way? Describe how your feelings toward English have changed, or what feelings have stayed the same. (1 paragraph, 5 sentences)

Inventory: Think back to those goals you made for yourself in that first reflective journal entry. Now that you’ve submitted several assignments, do you feel that you’ve made any improvements toward meeting them? If not, what goals do you still have to meet? Are there any new goals that you might now want to make? (1 paragraph, 5 sentences)



Self-Check 15

1. Exercise 13.1, on page 310: Follow the instructions.
2. Exercise 13.3, on page 311: Respond to item 1 only.
3. Review the essay “Snoopers at Work” on pages 328–329. In “Examining the Reading,” respond to items 1–5.

(Continued)



Self-Check 15

4. **Diction and word choice exercise:** Each sentence contains an error needing correction because of misused words, weak diction, shifts in voice (person), or problematic connotation. Rewrite each sentence correctly.
- a. When Americans think of sports, you tend to think of the sports that you see on television on Saturday and Sunday afternoons.
 - b. In today's modern world it's very unusual to find someone who has never told a deliberate lie.
 - c. Any reasonable person would recognize this scheme.
 - d. That lady in the public relations department seems smart, but she never changes her mind once she says something.
 - e. The survey evaluated the attitudes of each guy in our department.
 - f. Swinging his lasso, the calf dived under the cowboy's legs and escaped.
 - g. For instance, the National Association for Stock Car Auto Racing (NASCAR) usually draws over 100,000 people to your typical race.
 - h. One reason Jackson was elected president was because he was a popular general.
 - i. I have difficulty coping and dealing with pressure-type situations.
 - j. My boss was too cheap to fork over the dough for the new lab equipment.
 - k. Eying each other by the corral, the hats and boots showed years of wear and tear.
 - l. The supervisor divided the project between Joe, Dave, and I.
 - m. The incident was significant in several ways. One of the ways the incident was significant is that it marked the first time I was totally and completely on my own.
 - n. In her speech at the department meeting, our supervisor inferred that if production didn't increase, a few workers may be dismissed.

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 16: PROCESS ANALYSIS

Read the assignment in this study guide. Then, in the *Successful College Writing* textbook, read Chapter 14, pages 336–371. To gauge your progress, complete the self-check.

In the world of employment, you'll find that the techniques of *process analysis* are vital to achievement and success. For example, if you're an administrative assistant, a salesperson, or a carpenter, you'll receive instructions in some form that tell you what to do and how to do it, whether in a memo, in person, or in a blueprint. If you're an office manager, a sales manager, or a job foreman, you'll be giving instructions to others. To properly explain a job or understand what needs to be done and in what order, you must understand process analysis.

There are two basic forms of process analysis. *How-to writing* is intended for people who may need guidelines for doing something or learning something. Instructions for using an appliance, step-by-step guidelines for responding to an emergency, or tips for taking stains out of clothing illustrate this kind of process analysis.

Informative process analyses explain how things work or how they're done for people who might like to know, even if they don't need that information in their everyday lives. A process explanation of a surgical technique or an anthropologist's account of how Cheyenne youth prepare for a vision quest are examples of this kind of process analysis.

READING HIGHLIGHTS

First, read through the “Quick Start” exercise on pages 336–337 and think about how you would complete the exercise.

Pages 338–342. Read “What Is Process Analysis?” Then, read the essay “How to Interview” provided by Monster.com. It’s an example of process analysis of the “how-to” variety. Under “Characteristics of Process Analysis,” on pages 341–342, study the guidelines for writing a process analysis. Notice that when a thesis statement is included in a process analysis, it’s typically devoted to explaining how the process is valuable, whether it’s a weight-loss diet, an exercise regimen, or an approach to money management. It’s important to present the steps or stages in chronological order, define technical terms, provide detail, and warn of possible trouble spots.

Because your first writing assignment is a process analysis essay, study each part of this chapter very carefully.

Pages 342–349. After spending some quality time studying the characteristics of process analysis essays, read the essay “Inside the Engine,” by Tom and Ray Magliozzi, formerly of “Car Talk” radio. You’ll find lots of practical “how-to” tips on auto maintenance presented in the engaging, often amusing conversational style the “car guys” are famous for. The essay is followed by a graphic organizer (Figure 14.2 on page 349). Study it. Then study the section on integrating process analysis into an essay.

Pages 351–358. Here’s your guided writing assignment for this chapter. You can choose one of the suggested topics or one of your choosing. But in either case, you’ll want to make sure you truly understand what it takes to write a process analysis essay.

Pages 359–362. An essay by Eric Michalski is featured in the “Students Write” section for this chapter. It’s all about how to make chili for a crowd. As you have before, take advantage of the essay’s autopsy. Note the chronological sequence of steps. Admire the author’s figures of speech.

Pages 362–367. Read about working with text while reading a process analysis essay. Then read “Dater’s Remorse,” by Cindy Chupack. Ms. Chupack is a writer who became the executive producer of “Sex and the City.” That fact may give you a hint as to the author’s angle on the precarious game of dating while in search of an ideal relationship. Enjoy the writer’s engaging and amusing style. Think about your own relationships as you decide if the author’s points ring true.

Pages 367–371. To explore how process analysis may be combined with other patterns of development, read Anne Lamott’s piece, “Shitty First Drafts.” You may well benefit from the author’s ideas about how a ragged and wretched first draft may become a spring board to a “not bad” second draft and even, in the end, an essay that captures and nails a thesis in all the right ways.



Self-Check 16

1. Exercise 14.1, on page 343: Draft a working thesis statement for one of the five topics and a chronological list of the steps on stages of the process.
2. Exercise 14.2, on page 344: List technical terms and definitions for one the three process topics.
3. Read or reread the essay “Dater’s Remorse” on pages 364–366. On page 366, under “Examining the Reading,” respond to all four items
4. Read or review the essay, “Shitty First Drafts” on pages 367–369. On page 370, under “Examining the Reading,” respond to all five items.

Check your answers with those in the online Self-Check Answers supplement.

NOTES

Lesson 4 Examination: Process Analysis Essay Prewriting

OBJECTIVE

To use the first-person pronoun *I* in an effective manner and incorporate narrative and descriptive techniques. You'll use the process format to create a draft that will eventually be developed into a lengthier essay.

TOPIC

The topic for this essay is balancing Penn Foster studies with work and family demands.

DRAFTING YOUR ESSAY

This assignment contains **two** parts. Each part is one paragraph of no less than 500 words.

Using the narrative or storytelling technique detailed in your book, you'll describe, in detail, the stresses you face in daily life, and then you'll detail the process of how you cope and accomplish your schoolwork. You should use a paragraph structure to plan the narration portion of what will eventually become your essay in Lesson 5. This part of the assignment should be at least 500 words.

Next, you'll use process analysis to describe, through narration, how you accomplish your weekly scheduling of family, work, and school. You should again create a paragraph to accomplish this, and this second paragraph should be at least 500 words. When completed, you'll have the two segments that will eventually help to form your first essay.

EXAMINATION

This is an example of what the *description* portion might look like:

My name is Jean. I am in my mid-forties, and I would never have expected that I would one day have so many different hats to wear. My husband thought it was a great idea; he knew that I always wanted to be a real nurse and that if we hadn't gotten married so young and I hadn't put him through school that I would have been one. He was so encouraging about it in the beginning. The boys thought it was cool too; they both said it was going to be fun to have to nag me to do my homework for a change. So finally, with my family's blessing, I decided to go back to school to get a degree in nursing. When I made the decision, everyone in my family agreed to do their part to make sure I would have time to study and get through the exams successfully. But now, a few months into school, when I come home from my full-time job as a nurse's aide and take off that hat, it seems as though my day has barely started. With two teenage children living at home, I must put on my mother's hat and enforce household rules, dispense of advice, help with homework, and occasionally provide a shoulder to cry on. Before my husband comes home from his job, I have to pop on my chef's hat and get dinner started; the maid's hat will come out later when I do the family's laundry and clean the bathrooms. As if all this weren't enough, the responsibility has also fallen to me for looking after my aging mother, thanks to my sister who can't even look after herself. Two or three evenings a week I slip on my daughter's hat and make the trip across town to my mother's house, where I spend an hour or so paying bills, restocking the cupboards, and helping with other household chores. At least all I have to do is light dusting, sitting at the table, and listening to her talk about her television programs. In between all of these other pressures on my time, I need to study and take a test because I got an e-mail and need to attend another webinar! Sometimes I really don't know where I am going to find the time, energy, or money to do all of this, and I wonder once again if this is really worth it. When I finally get some time around 11:30 at night, I

discover that the dog has chewed through my study guide. Okay, I take a breath because I think I can remember most of the material, and I log onto the Web site to take the test. However, when I do I discover that my son has gotten onto my account and taken the exam. Of course he failed! The next day when I call the school, no one there believes me at first, and then I get advise not to leave my passwords out and that I can retake the exam in 48 hours. My frustration level has hit a new high! Once again I am wondering why I am putting myself through all this.

Here's an example of what the process portion might look like:

After the first time that rotten dog chewed one of my study guides and my 13-year-old son took one of my exams because he wished to be helpful, I realized I needed a better strategy to accomplish this whole school thing. I mean, I am organized at work. After all, I need to be because I am a nurse's aide and I can't mess up people's charts or else I would get fired. I must be organized in paying my mother's bills and taking care of my home finances, or else the bill collectors will come after me. I make decent meals and make thought-out grocery lists for both houses because I only want to go to the store once a week and don't want to track back and forth through the aisles and buy impulse items like I know they want me to. However, I need to get a plan in place to make this work because this is important to me. First, I call a family meeting and remind them about the conversation we had and all the promises they made before I started school. Next, I decide to change my password and not leave it lying around so that my son won't get at it when he thinks he is trying to help. Then, I get all my books and put them in one place on a shelf next to the dining room table. I cannot have my own room because we can't afford another computer, but now everyone knows this is my stuff and no one is supposed to touch it. I made that fact clear after I yelled at them during my tirade over the destroyed book and exam my son took. Next, I ask my husband if he could help with the cooking or would mind pizza one night a week so I would have more time to study. Then, I teach my oldest son how

to run the washer and dryer; after all he is almost 16, and if he thinks I am going to follow him to college and do his laundry he has another thought coming! I cannot do anything about the time I devote to my mom, and I will not begrudge her that. However, my sister can help a bit more and has agreed to at least do the shopping and spend one night a week with her; I'll still pay the bills because my sister can't manage her own finances. Honestly, now that I have a plan and everyone has agreed to help out more, I don't feel so stressed and have a bit more time to study, so I feel better and think I can accomplish this.

SIX TRAITS OF GOOD ESSAY WRITING

All the assigned readings you've been given to date, coupled with the objective exams, have brought you to the point where you're about to submit your first writing assignment. Your submission will be evaluated according to a predetermined standard.

From this point on, each time you submit a writing assignment, you'll have a similar rubric. Working with these rubrics, both you and your instructors will understand exactly what's expected. Therefore, you should have an understanding of what each of the areas in the rubric mean.

Criteria

Ideas and content. The essay's content is clear, original, and pertains to the assigned subject. In addition, you should have a well developed thesis that fits the topic, audience, and purpose of the assignment. There should be enough evidence (which shouldn't be researched unless this is part of the assignment) to help the reader understand the point you're making and to keep the reader's interest.

Organization. All essays need a clear beginning, middle, and end. Consider each paragraph as a mini-essay, containing a thesis that's related to the main purpose of the entire

essay. Thinking this way can help your essay retain unity and make sense. Use transitional phrases to ease the movement and make connections between the paragraphs.

Voice. Use first person for personal essays. You want to connect to your audience and demonstrate that you're present in your writing.

Word choice. Don't, however, use slang, jargon, Internet abbreviations, or profanity. Remember, these are college-level essays; you aren't texting your friends. However, you do want to write from your heart—don't use a thesaurus to find awkward words that you would never use in normal conversation.

Sentence fluency. Mix your sentence styles. Readers often dislike reading all short choppy sentences or one big run-on sentence.

Conventions. You've run a spell check and grammar check, and you've proofread the essay. In addition, you've met the length requirements.

Skill Levels

All these criteria are evaluated according to skill levels. here's an explanation of the skill levels:

Skill not evident. If the essay scored in this category, the assignment either does not include this required element or severely lacks this trait.

Skill emerging. If the assignment scored in this category, the writing lacks the trait or is below average for a college-level paper.

Skills developing. If the essay scored in this category, the essay shows effort and competence but indicates a lack of complete understanding or command in this area.

Skill realized. If the assignment scored in this category, the writing demonstrates that you're in command of the skills.

Essays must be typed, double-spaced, using a standard 12-point font and left justification. Use 1-inch margins at the top and bottom and 1.25-inch margins for the left and right sides of the document. Each page must have a properly formatted header containing your name, student number, exam number, page number, mailing address, and e-mail address (see page 6 for an example). Name each document using your student number first, then the six-digit lesson number, and finally your last name (for example, 23456789_050177 Doe). Save each as "File Type: Rich Text Format," regardless of your word-processing program.

SUBMITTING THE ASSIGNMENT

To submit the assignment, follow these steps:

1. Type the essay.
2. Save the document.
3. Go to your Student Portal.
4. Go to **My Courses**.
5. Find the section for this project, and click on the **Take Exam** icon.
6. That will bring up a *Browse* menu. You must then find where you've saved your work in your computer. The writing should have been saved under *your student number_exam number_last name_first name*. Your exam number for this assignment is **05017700**.
7. Click on the exam, and then click on **Open**.
8. Enter a correct e-mail address.
9. Click on **Upload file**. There's no need to worry about the project sheet. The instructor will add one for you.
10. You'll receive an e-mail within 24 hours that tells you the exam has been received. You'll notice a label indicating *RCD* on your record next to that exam until a grade is posted. Exams are evaluated within five days of receipt, although sometimes they're evaluated sooner. You'll receive the evaluation and exam with comments from an instructor by clicking on **View Exam Results** once you see your grade posted.

If you choose to mail the project, here's the address:

Penn Foster
Attn: Student Service Center
925 Oak Street
Scranton, PA 18515-0001

*The Penn Foster
Student Service Center
is under contract with
Penn Foster College.*

EVALUATION RUBRIC

Your instructor will evaluate your prewriting based on the following criteria.

Process Analysis Essay Prewriting

Traits of Good Writing <i>Review your study guide for an explanation of the traits.</i>	Skill Realized		Skill Developing		Skill Emerging		Skill Not Shown
Ideas and Content The writer covers the three assigned areas of his or her life: home, work, and school. The writer effectively shows a plan for how he or she copes with stress and accomplishes all tasks in a given day.	30	28	26	24	22	15	0
Organization All areas of the writer's life are addressed, with specific details for each given area of his or her life.	25	23	22	21	19	12	0
Voice The writer appropriately interacts with the assigned audience using consistent point of view, tone, and enough evidence to build into a narration essay. Maintains a clear stance on the topic.	10	9	8	7	6	4	0
Word Choice The writer makes correct verb and word choices, defines any terms that may be unfamiliar, and conveys a clear message. Transitional words are present and used correctly.	10	9	8	7	6	4	0
Grammar and Sentences The writer uses correct grammar, spelling, punctuation, and sentence structure. There are no typographical errors.	10	9	8	7	6	4	0
Format There are two sections containing at least 500 words in each section. The writer uses a standard font and margins and includes all necessary header information.	15	14	13	12	11	8	0

Exam number:

Exam Grade:

Date of evaluation:

Evaluated by:

Important note Along the right-hand side of your evaluated exam, you should see marginal or “bubble” comments from your instructor. You should also see a series of highlighted numbers in the evaluation chart identifying the rating you earned on each trait. If you don't see this feedback, click on the “View” tab and “Print Layout,” or click on “Review” and the option “Final Showing Markup.” If you still cannot see the feedback, please contact the school for the complete evaluation.

Lesson 5 Examination: Process Analysis Essay

OBJECTIVE

To prepare a process analysis essay of 1,000–1,200 words incorporating narration and description, and using elements from the Prewriting for Process Analysis Essay assignment.

Note: You may *not* submit this essay until you’ve received your grade and instructor feedback on your prewriting exam.

While you’re waiting for your prewriting feedback, you should

- Review the reading assignments for Lesson 4.
- Study the sample Process Analysis essays and review the Guided Writing Assignment in Chapter 14 in your textbook.
- Prepare a rough draft of your process analysis essay so you’re ready to revise your essay when you receive feedback on your prewriting.

TOPIC

The topic for this essay is the same as that of the prewriting assignment: Balancing Penn Foster studies with work and family demands.

WRITING YOUR ESSAY

Using your prewriting, merge your description and process into an essay of 1,000–1,200 words (approximately five paragraphs) that would help other students understand the stresses they may face when taking online courses but also give them hope that they can accomplish the task. Use the comments from your instructor and your textbook information on editing and transitions to merge the two segments into one document.

EXAMINATION

Essays must be typed, double-spaced, using a standard 12-point font and left justification. Use 1-inch margins at the top and bottom and 1.25-inch margins for the left and right sides of the document. Each page must have a properly formatted header containing your name, student number, exam number, page number, mailing address, and e-mail address (see page 6 for an example). Name each document using your student number first, then the six-digit lesson number, and finally your last name (for example, 23456789_050177 Doe). Save each as "File Type: Rich Text Format," regardless of your word-processing program.

SUBMITTING YOUR ASSIGNMENT

To submit the assignment, follow these steps:

1. Type the essay.
2. Save the document.
3. Go to your Student Portal.
4. Go to **My Courses**.
5. Find the section for this project.
6. Click on the **Take Exam** icon.
7. That will bring up a *Browse* menu. You must then find where you've saved your work in your computer. The writing should have been saved under *your student number_exam number_last name_first name*. Your exam number for this assignment is **05017800**.
8. Click on the exam.
9. Click on **Open**.
10. Enter a correct e-mail address.
11. Click on **Upload file**.
12. There's no need to worry about the project sheet. The instructor will add one for you.
13. You'll receive an e-mail within 24 hours that tells you the exam has been received. You'll notice a label indicating *RCD* on your record next to that exam until a grade is posted.
14. Exams are evaluated within five days of receipt, although sometimes they're evaluated sooner.

15. You'll receive the evaluation and exam with comments from an instructor by clicking on **View Exam Results** once you see your grade posted.

If you choose to mail the project, here's the address:

Penn Foster
Student Service Center
925 Oak Street
Scranton, PA 18515-0001

*The Penn Foster
Student Service Center
is under contract with
Penn Foster College.*

EVALUATION RUBRIC

Your instructor will evaluate your prewriting based on the following criteria.

Process Analysis Essay

Traits of Good Writing <i>Review your study guide for an explanation of the traits.</i>	Skill Realized		Skill Developing		Skill Emerging		Skill Not Shown
Ideas and Content The writer applies the suggestions from the prewriting exercise. There is a clear combination of both narration and process analysis.	30	28	26	24	22	15	0
Organization There is a clear thesis statement and introductory paragraph. There is a clear beginning, middle, and conclusion to the essay.	25	23	22	21	19	12	0
Voice The writer addresses the audience clearly and correctly. The writer remains consistent in his or her point of view and maintains the correct tense.	10	9	8	7	6	4	0
Word Choice The writer makes correct word and verb choices. The writer defines any terms that may have been unfamiliar. The writer is precise in what he or she is trying to say and conveys a clear message.	10	9	8	7	6	4	0
Grammar and Sentences The writer uses correct grammar, spelling, punctuation, and sentence structure. There are no typographical errors.	10	9	8	7	6	4	0
Format The student meets the required essay length of 1,000–1,200 words. The student uses a standard font and margins. All the required information for the header is included.	15	14	13	12	11	8	0

Exam number:

Exam Grade:

Date of evaluation:

Evaluated by:

Important note Along the right-hand side of your evaluated exam, you should see marginal or “bubble” comments from your instructor. You should also see a series of highlighted numbers in the evaluation chart identifying the rating you earned on each trait. If you don't see this feedback, click on the “View” tab and “Print Layout,” or click on “Review” and the option “Final Showing Markup.” If you still cannot see the feedback, please contact the school for the complete evaluation.

Moving from Comparison to Classification and Division

INTRODUCTION

In this lesson, we'll examine several more patterns of development. You've probably been practicing writing and exploring various approaches to writing since at least junior high, so these techniques will no doubt look familiar. Our purpose is to help you build on what you know and to improve your writing in preparation for real-world communication requirements, as well as college writing.

OBJECTIVES

When you complete this lesson, you'll be able to

- Define *comparing and contrasting* as a pattern of development
- Apply the techniques of comparing and contrasting
- Explain the characteristics of classification and division
- Use classification and division in your writing
- Discuss the use of definition as a writing technique
- Employ simple and extended definitions in your essays
- Explain the use of causal analysis to show how one action or event leads to another



ASSIGNMENT 17: COMPARISON AND CONTRAST

Read the assignment in this study guide. Then, in the *Successful College Writing* textbook, read Chapter 15, pages 372–407. To gauge your progress, complete the self-check.

To *compare* is to point out similarities; to *contrast* is to point out differences. As you approach a writing assignment, you need to be able to do both. For instance, in an essay on fruit production, you might recognize ways that oranges and lemons are similar: both of them are citrus fruits that produce juice and have flavorful rinds. You could then contrast them in terms of color, sweetness, and typical uses for each in the American diet.

When something can be read without effort, great effort has gone into its writing.

—Enrique Jardiel Ponce

Comparing and contrasting should make a point. For example, a comparison and contrast of two political parties may seek to prove that one party is more progressive or conservative than another. In a similar sense, comparing and contrasting a vegetarian diet with one containing meat may be used to support a thesis on the health benefits of one or the other.

The “Quick Start” for this chapter, on page 372, asks you to compare and contrast the experience of actually playing golf on an actual golf course and playing simulated golf using Nintendo Wii. The exercise consists of making two lists—one listing the similarities (comparisons) and one listing the differences (contrasts) between the two kinds of experience.

Pages 374–381. While distinguishing between similarities and differences isn’t difficult, writing effective comparisons and contrasts requires discrimination, balance, flow, and all the other characteristics of good writing. It also requires organization, of which there are two types—point-by-point and subject-by-subject.

For example, imagine you’re looking at two photographs depicting a scene from a wedding. In one, you see the full “Hollywood” church-wedding fantasy. The bride wears a wedding gown. She is attended by bridesmaids while a young girl holds the train of her dress. The groom wears a tuxedo. The nuptial pair stands before an altar where a priest or pastor stands ready to officiate. The second photo

is of a couple standing before a justice of the peace. The bride wears a tailored suit, as does the groom. The room looks rather like an office, and there are no witnesses. You could use a point-by-point approach to compare the attire of the two brides, the attire of the bridesmaids, or the nature of the audience, then contrast the settings of the two wedding scenarios. Or you could use a subject-by subject approach in which you would describe key facets of the first photo, and then detail the contrast in the second photo. You decide which approach to use based on your purpose and on the parallelism of the shared characteristics—that is, you may not be able to make a one-to-one correlation for all the same points for each item. What if the justice of the peace wedding photo remained as it is but the church wedding photo depicted the reception for the newly married pair? Although you would probably draw similar conclusions about the similarities and differences, you would describe each photo separately (subject-by-subject).

The text provides two essays that can help you understand these organizational patterns. As you read, note how the specific examples keep the reader’s attention and how the transitional devices guide the reader from one point or subject to the next (from paragraph to paragraph). You may be fascinated by “Amusing Ourselves to Depth: Is The Onion Our Most Intelligent Newspaper?” by Greg Beato. The essay explores the reasons why a newspaper spun of laugh-out-loud satire and devoted to fake news (reflecting actual news) remains both popular and financially solvent. If you conclude from this essay that humor is a missing ingredient in present-day mainstream journalism, you’ve recognized one of the author’s main points—especially if you’re a fan of *The Daily Show* and *The Colbert Report*.

“Dearly Disconnected” uses subject-by-subject. In a personalized, nostalgic way, Ian Frazier first discusses his love of pay phones. He then describes the loss of that romance with the cell phone as its usurper.

Pages 382–384. As with any other pattern of development, the comparison or contrast essay requires a clear purpose. Just as important, however, is identifying the basis of comparison. If you were using the topic “means of transportation,”

you would first establish the specific items to be compared or contrasted, such as rail travel with air travel. Then you would determine the basis of comparison, such as differences in cost or time.

Next, you must identify in a thesis the main point you want to make through your comparison. Why do you want to contrast rail versus air travel? Perhaps you're trying to persuade readers who are planning a vacation to choose air travel. You might explain the cost and time benefits to convince your readers. However, if you want to convince vacationers to consider rail, you might describe its lively engagement with workers and fellow travelers and the enjoyment of scenic beauty. A possible thesis might be "Although air travel is touted as the most efficient way to get to a destination, rail travel underscores the beauty of the journey itself." This thesis contains the subjects of air and rail travel, identifies contrast through the use of *although*, and suggests the main point of enjoying the travel itself. Study the examples of thesis statements on page 381, which make the contrast or comparison meaningful and interesting.

The student essay by Christine Lee, which you studied earlier in your textbook, involved two types of television programming. Initially, she began developing an essay trying to show the differences between TV before reality shows with all reality shows (excluding *Survivor*). As she worked through the writing process, she noticed that her purpose and basis for comparison were unclear. She decided that she wanted to describe the ways the reality show *Survivor* is one of a kind, despite all the copycats. She used comparison/contrast as a supporting pattern of development to prove that idea, using a subject-by-subject pattern for most of her illustrations.

Consider the subjects of situation comedies versus dramas. Two possible bases of comparison could be the complexity of plots and timeliness, with a possible thesis of "Situation comedies and drama in popular television programming each provide a break from the stresses of daily living, but situation comedies deal with timeless human foibles and thus are a more positive antidote to stress than drama."

Pages 382–383. Figure 12.1, on page 382, provides a graphic organizer for point-by-point organization of an essay. Figure 12.2 on the next page charts a subject-by-subject design. Even if your learning style isn't spatial-visual, you'll benefit from studying the two kinds of graphic organizers. Notice that if parallel comparisons/contrasts can't be laid out in a point-by-point essay, it's best to use a subject-by-subject approach.

Pages 384–385. Carefully study the guide for integrating comparison and contrast into an essay. The five points of this development style will help you use these techniques in an effective essay.

Pages 385–392. Take a moment to read through the “Guided Writing Assignment,” because it reinforces the characteristics of this pattern of development in terms of the writing choices you must make, providing additional examples and explanation. Carefully study the editing and proofreading tips on pages 380 and 392.

Pages 393–395. Your “Students Write” feature for this chapter is “Border Bites” by first-year writing student Heather Glanakos. The analysis for this piece highlights the author's thesis, which appears as the final sentence of her first paragraph. Note the highlighting of the prime subjects of her essay—Mexican and Southwestern cuisine.

Pages 395–403. After carefully studying the “Working with Text” material, read the comparison and contrast essay by Daniel Golman, Ph.D., “His Marriage and Hers: Childhood Roots.” Golman is probably best known as the author of “Emotional Intelligence.” This essay explores research and studies that inform us that girls and boys are literally brought up in different cultures. You'll see many points of comparison that illustrate that assertion as you read the essay. The point of the essay is that husbands and wives live in different emotional realities. They speak different emotional languages. That would explain a lot about the “battle of the sexes.”

Pages 403–407. To explore how comparison and contrast may be combined with other patterns of development, read, “Defining a Doctor, with a Tear, a Shrug, and a Schedule,” by Abigail Zuger. It gives some insight into the attitude changes that accompany different stages in the training and expectations of medical students.

Required Journal Entry 9: Comparison and Contrast

Review Abigail Zuger’s “Defining a Doctor, with a Tear, a Shrug, and a Schedule” on pages 403–405. Describe an experience you’ve had with a doctor or other medical professional. (1 paragraph, 5 sentences)

Compare/contrast: List the similarities and the differences of your own experience, showing how they match up with the work of the two doctors described in Zuger’s article. (2 paragraphs, 5 sentences)



Self-Check 17

1. Essay by Abigail Zuger on pages 403–405: “Examining the Reading”: Respond to items 1–4 in writing. Look up unfamiliar terms in item 5. “Analyzing the Reading”: Respond to all five items.
2. **Comparison-contrast exercise:** The table that follows on the next page compares and contrasts the competence of the writer’s listening skills in two conversations, the first with her good friend Kim and the second with a supervisor. The writer’s name is Jill.
 - Establish a thesis informing Jill’s instructor about Jill’s competency in listening skills. (Remember a good comparison-contrast thesis identifies the subjects; designates focus, whether on similarities, differences, or both; and states the usefulness and/or interest of the information.)
 - Choose either point-by-point or subject-by-subject organization and explain your choice.
 - Draft one or two paragraphs according to your organizational choice.

(Continued)



Self-Check 17

Points of comparison— listening skills	Conversation with Kim	Conversation with supervisor
Posture	Leaned forward most of conversation without hunching shoulders or slouching; nodded my head several times	Began sitting straight up; most of conversation leaning backward though shoulders straight; shook head no
Facial expressions	Smiling in response to joke; frowning at unhappy remark; eyes opened wide at a surprising statement	Frowned frequently; squinted my eyes with uncertainty; forehead wrinkled
Eye contact	Generally held about eight seconds before breaking slightly and reengaging; couple times did look at the clock in between.	First minute held about five seconds before break-off but rest of time only one-second glances; looked mostly at wall of photos above her left shoulder or at my lap
Gestures	Hands clapped with delight a couple times; fidgeted with the TV remote some of the time (though I didn't turn the TV on)	Twisted my hands together several times; put hands in my pocket briefly; crossed arms over my chest for great deal of time

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 18: CLASSIFICATION AND DIVISION

Read the assignment in this study guide. Then, in the *Successful College Writing* textbook, read Chapter 16, pages 408–439. To test your progress, complete the self-check.

In general, *classification* sorts individual people, ideas, or things into specific groups or categories, while *division* begins with a single item and breaks it down into parts or subcategories. For example, *taxonomy*, a classification system for identifying organisms, was developed by Carolus Linnaeus in the 1700s. Living things are grouped under major categories, from *kingdom* to *phylum*, *class*, *order*, *family*, *genus*, and finally, *species*. Humans belong to the phylum *Chordata*, animals with backbones, and by genus and species are named *Homo sapiens*. But how does classification and division apply to writing?

People naturally divide their world and their experience into parts in an effort to simplify and make sense of it. Such a task often involves analysis, which takes the parts and considers the relationship of each part to the others and to the whole. When you revise, you analyze the parts of your essay in this manner.

When you use classification and division, you divide your information into parts to help your reader understand and absorb it. For example, the first line in Julius Caesar’s *Commentaries on the Gallic War* is “All Gaul is divided into three parts.” With this type of opening, the reader immediately knows how the material will be presented and will look for the breakdown of the material into three parts, as well. Remember, the main purpose of classification and division is to clarify subject matter. Both operations organize your ideas so you can present them clearly.

Pages 408–409. Turn to the “Quick Start” exercise on page 409. The “Quick Start” exercise asks you to consider how you would group categories in retail displays or on websites for the convenience of customers or browsers. Interpret the “Swiss Army” personalities; then apply the same idea to yourself and several people you know well. This is a fun way to begin classifying and dividing into categories.

Pages 410–419. Read the textbook’s introduction to classification and division. Skim through the identifying characteristics and then read “My Secret Life on the McJob.” As you read this essay, notice the one principle the author’s classification follows: managerial styles are applied to the category managers. (For a division essay, an author might examine one type of manager and break it into components.)

After reading the first essay, study the characteristics more carefully. The most important step for using this pattern is to narrow your topic to one principle under one category. On pages 413–414, the text explains using “birds” as a topic. One category under “birds” is their diet, of which there are several types. The word *types* indicates that you’ll be using classification, because you aren’t dividing the bird into its parts. On the other hand, you could choose a single type of diet and break that into its parts using division. You probably can see that if you don’t first identify one principle, you could waste time exploring ideas and gathering information you won’t be able to use.

Consider the topic of “sports teams.” If you brainstormed on this topic, you might generate a list of football leagues, hockey penalties, equestrian competitions, offensive versus defensive basketball strategies, coaches, and baseball players’ RBIs. Any one of these represents a principle of organization. How do you decide which one to use? Your choice must be based on your purpose and the interests of your audience. Suppose you wish to encourage more teenagers to try a sport. Although you could describe each sport in general, you would be merely tossing handfuls of information at your readers—the teens—without their knowing why they should care. Instead, identify the organizing principle underlying the purpose and audience. If you determine that most teens believe previous training in a sport is required, classify the sports according to the skill level required to join each one.

If your topic is “fast-food restaurants,” one principle of classification could be “wait time,” for which you would establish categories of wait times and sort the various restaurants into one of those categories. (When classifying, you can assign each item or person to only one category.) If you’re a shift manager writing the owner of your franchise, you might classify a series of shifts according to the wait time to persuade the supervisor to approve hiring additional personnel for a particular shift.

(Notice that you could incorporate comparison-contrast strategies to develop that purpose further.) If you were writing a news article for the lunch-hour crowd, however, you would classify several fast-food restaurants according to their wait time during 11 A.M. to 1 P.M. to help readers choose the one best meeting their needs. Other principles of organization on the topic might be store layouts, nutrition, or service. Again, the key is to focus your topic on one principle.

Pages 417–419. These pages present another example of a classification/division essay, “A Brush with Reality: Surprises in the Tube.” Study the graphic organizer for this essay on page 419.

Pages 420–431. Skim through the “Guided Writing Assignment” to reinforce what you’ve read, and note the editing tips on pages 425 and 428. Then read the student essay “Immigration: Legal and Illegal.” Identify the basis or principle of classification, the categories used, and any other patterns of development he integrates into his essay.

Pages 432–437. Read the material on reading a classification or division essay. Then read “The Dog Ate my Flash Drive, and Other Tales of Woe,” by Carolyn Foster Segal. As you evaluate the essay, keep in mind that the English professor’s essay combines classification with description and illustration. Take a look at the boxed display in page 437 to see the types of support given for each of the five categories, from “family” to “The Totally Bizarre.”



Self-Check 18

1. Exercise 16.2, on page 415: For the topics “novels” and “academic subjects,” choose a principle of classification or division.
2. Essay “Immigration: Legal and Illegal” on pages 429–431. Respond to all four items under “Thinking Critically.”
3. **Classification revision exercise:** This exercise has been adapted from “Module 7: Classification and Division Essay” by Camille Willingham of Kennedy-King College.
 1. The thesis statement for the essay containing the following paragraph is “One attractive way to have fun exists in the free-admission shopping mall.” What might be the organizing principle and categories for this essay?
 2. Identify the topic sentence of the following paragraph and reorganize its sentences into a more coherent, logical order for that topic sentence. Delete any sentences that don’t fit with the topic sentence.

They come to “pick up chicks,” to “meet guys,” and just to “hang out.” Mall managers have obviously made a decision to attract all this teenage activity. The guys saunter by in sneakers, T-shirts, and blue jeans, complete with a package of cigarettes sticking out of a pocket. Traveling in a gang that resembles a wolf pack, the teenagers make the shopping mall their hunting ground. The girls stumble along in high-heeled shoes and daring tank tops, with a hairbrush tucked snugly in the rear pocket of their tight-fitting designer jeans. The kids’ raised voices, loud laughter, and occasional shouted obscenities can be heard from as far as half a mall away.

(Continued)



Self-Check 18

3. Identify two sentences from the following which could be used as the topic sentences for two supporting paragraphs that develop the thesis.
 - a. For many people, “fun” involves getting out of the house, seeing other people, having something interesting to look at, and enjoying a choice of activities, all at a reasonable price.
 - b. The mall provides something special for every member of the family.
 - c. Mall managers have obviously made a decision to attract all this teenage activity.
 - d. Couples find fun of another sort at shopping malls.
 - e. Mom walks through a fabric store, running her hand over the soft velvets and slippery silks.

Check your answers with those in the online Self-Check Answers supplement.

Lesson 6 Examination: Classification and Division Essay Prewriting

Objective

You'll use a graphic organizer to prewrite a classification/division assignment around a selected topic from the given list. The prewriting will demonstrate an understating of this method of categorization and arrangement. This information should come from your own knowledge on the topic. No outside research should be used.

Essays must be typed, double-spaced, using a standard 12-point font and left justification. Use 1-inch margins at the top and bottom and 1.25-inch margins for the left and right sides of the document. Each page must have a properly formatted header containing your name, student number, exam number, page number, mailing address, and e-mail address (see page 6 for an example). Name each document using your student number first, then the six-digit lesson number, and finally your last name (for example, 23456789_050177 Doe). Save each as "File Type: Rich Text Format," regardless of your word-processing program.

Topic

You will choose one of the following topic areas. Review the graphic organizer on page 416. The graphic organizer that you create doesn't need to have boxed outlines or arrows, but it should show your organization.

Choose one of the following topics, and divide it into classes.

- Sports, either general or types of fans
- Genres of movies, television shows, or video games
- Animals, either general or one specific breed
- Illnesses, either general or a specific illness
- Random acts of kindness you experienced or performed

As an example, the following is a graphic organizer for the topic "Types of Food."

EXAMINATION

Title: Types of Food

Introduction

Topic announcement: Restaurants

Background: Dieting is more difficult when eating out.

Thesis statement: Watching one's diet is far more difficult when dining out, especially when eating out more than eating at home.

Body Paragraphs

Drive-thru
Burger King and McDonald's; Burgers and fries, basic kind of chain everyone is familiar with; too much sodium.

Drive-thru
Taco Bell: Mexican and other cultural restaurants; Starbucks, Dunkin Donuts: Coffee and donuts, on-the-run convenience

Drive-thru
Good things: Convenience, speed, consistency, usually friendly, clean, and open most of the time. Bad issues: Salt, fat, sometimes not clean, sometimes staffed by teens or others that don't seem to really care.

Sit-down
Outback: Popular steak and potato chain

Sit-down
Olive Garden: Italian; Chinese: good food, relatively inexpensive

Sit-down
Good things: Once again, chains are familiar, consistent, and have standards to meet. Bad issues: Often processed, microwaved food. Portions are too large.

Homestyle/fancy
Silver diners or bowling alley: Family style and greasy spoons, but when you want to spend time with friends, this is where you go.

Homestyle/fancy
Five-star dining: Has a reputation for special occasions

Local hangouts are inexpensive but often serve large portions and fried food. Expensive places may serve smaller portions but may add high-calorie sauces.

Conclusion

Every type of eating establishment has pitfalls for a dieter. There are trade-offs for convenience, price, companionship, and enjoyment of special occasions.

Submitting Your Assignment

To submit the assignment, follow these steps:

1. Type the graphic organizer.
2. Save the document.
3. Go to your Student Portal.

4. Go to **My Courses**.
5. Find the section for this project.
6. Click on the **Take Exam** icon.
7. That will bring up a *Browse* menu. You must then find where you've saved your work in your computer. The organizer should have been saved under *your student number_exam number_last name_first name*. Your exam number for this assignment is **05017901**.
8. Click on the exam.
9. Click on **Open**.
10. Enter a correct e-mail address.
11. Click on **Upload file**.
12. There's no need to worry about the project sheet. The instructor will add one for you.
13. You'll receive an e-mail within 24 hours that tells you the exam has been received. You'll notice a label indicating *RCD* on your record next to that exam until a grade is posted.
14. Exams are evaluated within five days of receipt, although sometimes they're evaluated sooner.
15. You'll receive the evaluation and exam with comments from an instructor by clicking on **View Exam Results** once you see your grade posted.

If you choose to mail the project, here's the address:

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Evaluation Rubric

Your instructor will evaluate your prewriting based on the following criteria.

Classification and Division Prewriting

Traits of Good Writing <i>Review your study guide for an explanation of the traits.</i>	Skill Realized		Skill Developing		Skill Emerging		Skill Not Shown
Ideas and Content The writer has chosen one of the assigned topics. The essay has at least three categories with at least three characteristics for each. The writer provides content that can effectively be worked into a classification and division essay.	30	28	26	24	22	15	0
Organization The writer fills in each of the boxes with a phrase or sentence. A complete thesis statement is present, and the conclusion reworks the thesis.	25	23	22	21	19	12	0
Voice The writer appropriately interacts with the assigned audience by using consistent point of view, tone, and enough evidence to build into a classification and division essay. The writer maintains a clear stance on the topic.	10	9	8	7	6	4	0
Word Choice The writer makes correct verb and word choices, defines any terms that may have been unfamiliar, and conveys a clear message. Transitional words are present and used correctly.	10	9	8	7	6	4	0
Grammar and Sentences The writer uses correct grammar, spelling, punctuation, and sentence structure. There are no typographical errors.	10	9	8	7	6	4	0
Format The student uses an appropriate graphic organizer. All the required header information is present.	15	14	13	12	11	8	0

Exam number:

Exam Grade:

Date of evaluation:

Evaluated by:

Important note Along the right-hand side of your evaluated exam, you should see marginal or “bubble” comments from your instructor. You should also see a series of highlighted numbers in the evaluation chart identifying the rating you earned on each trait. If you don't see this feedback, click on the “View” tab and “Print Layout,” or click on “Review” and the option “Final Showing Markup.” If you still cannot see the feedback, please contact the school for the complete evaluation.

Classification and Division

INTRODUCTION

In this lesson, we'll examine still more patterns of development, as we continue to help you build on what you know and to improve your writing in preparation for college writing and real-world communication.

OBJECTIVES

When you complete this lesson, you'll be able to

- Define *cause-and-effect* as a pattern of development, and apply its techniques
- Effectively integrate definition into your writing
- Employ classification in a cause-and-effect essay

Required Journal Entry 10: Classification and Division

Review "Generating Ideas" on pages 421–423. Using either Method 1 or Method 2, explore the reasons students may be tempted to cheat on one or more assignments in their college program. Whichever method you choose, identify the principle of classification or division and devise a set of categories or parts in which you list the examples, situations, or other details you would use to describe each category or part. You may simulate a graphic organizer.

ASSIGNMENT 19: DEFINITION

Read the assignment in this study guide. Then, in the *Successful College Writing* textbook, read Chapter 17, pages 440–471.

American psychologist and philosopher William James said our consciousness is always engaged in sorting out the “blossoming, buzzing confusion” of the sensory world. Language is a vital tool in this struggle to adapt to events and mental impressions. Through language, we share a code that names persons, places, and things and permits people to define relationships among all of these. For example, in the



American kinship system, the word *uncle* is defined as the brother of a person's mother or father. Words like *here* or *there* indicate places. *Rose* and *anvil* designate things.

In writing, language may be used to provide extended definitions. An extended definition should follow a theme and have a purpose. Consider, for example, the concept of the *freegans*, which is the topic of one of your readings in this chapter. A simple definition doesn't suffice for a person who has never heard of a *freegan*. An extended definition like the one offered by Jan Goodwin in her essay, not only defines the concept, but also describes freegans through extended examples, especially in the case of Leia MonDragon. A surprising finding in the piece is that people who systematically live on the food people throw away are generally quite healthy. As you'll see, definition is one more pattern of development that may be used alone or in conjunction with others, such as narration or comparing and contrasting.

Pages 440–441. As you can see from the “Quick Start” exercise on page 463, definition requires interpretation. You can't define something you don't understand. Because words are our tools for both interpreting and defining things, definitions require effective writing.

Pages 442–449. A formal definition (1) states the term, (2) identifies the general nature of the term by placing it in a class, and (3) differentiates the term from other terms in the same class. Identifying the nature of a term and differentiating it may remind you of the classification and division pattern of development. These strategies are part of writing a definition. However, defining focuses on a specific term (instead of analyzing the entire category) and identifies the ways the term is unique in that category. For example, while reviewing a student draft, Jack found himself confused by the way Alana used the term *animal* in her essay because she seemed to have a more narrow view of the term than he had as a science major. After discussing the matter, Alana decided to include a definition in her essay so her readers would know what she meant by *animal* whenever she used it: An animal is a living creature that moves and ingests food through its mouth. The term is *animal*; it's placed in the class of living creature and is differentiated from other living creatures according to

movement and food ingestion. Although Jack felt her definition was unscientific, he agreed that once he knew what Alana meant, he could better understand her essay.

A definition addresses the reader's need for clarity. A definition essay focuses solely on the class and differentiating characteristics of the term and therefore is considered an "extended" definition. Of course, your essay must have a point for developing the definition, such as correcting misconceptions some readers might have about the term. An extended-definition essay almost always uses other patterns of development that clarify the uniqueness and the specific nature of the term, particularly through illustrations.

Review the text's introduction to definition essays, and, before reading the sample essay "Freegans: They Live on What We Throw Away," skim through the characteristics of this pattern. (Then, study those more closely after reading the essay.)

Read pages 452–453, "Integrating Definitions into an Essay." Flag page 452 because the instructions establish four kinds of terms you should define no matter what the essay's purpose or pattern of development is. The need to define technical and abstract terms may be obvious, particularly for an audience unaware of the jargon. Although defining judgmental and controversial terms requires a bit more reflection, they're perhaps the more important ones to define. For example, if you use the term *slow learners* in your writing, you need to clarify your use of it because for most readers the term implies a negative judgment. The same applies to words like *feminism*, which carries different implications (and connotations) for different readers.

By referring to these categories whenever you write something, particularly for the other courses in your degree program, your instructor will see that you understand the concepts and know how to avoid misconceptions.

Pages 451–453. The essay by Mike Crissey, "Dude, Do You Know What You Just Said?" is an amusing and fascinating piece on the evolution of the "dude" concept as our culture becomes increasingly youth centered. Following the essay, be sure to think carefully about integrating definitions into an essay. Think about the four tips on page 452 to differentiate judgmental, technical, abstract, and controversial terms. Study the graphic organizer for the "Dude" essay in Figure 17.2 on page 453.

Pages 454–461. Scan the “Guided Writing Assignment.” Look through all of it but pay special attention to the editing and proofreading tips on page 460–461.

Pages 461–471. The “Students Write” section for this chapter features an essay by Kate Atkinson, “Guerilla Street Art: A New Use of Public Space,” on pages 461–463. Note the highlighted words and passages in the essay while you analyze the reading. Having done that, proceed to the section under “Reading Definitions” before your read and analyze the rather disturbing essay by Jessica Ramirez on pages 466–469, “The Appeal—and Danger—of War Porn.” You’ll want to spend some time thinking about the messages conveyed by the shocking photo on page 468.

Required Journal Entry 11: Classification and Division

Think about the information you’ve read concerning definition, classification, and division. How would you define or classify yourself? As you freewrite, consider all your aspects, including your roles, personality, background, and experiences.



Self-Check 19

1. Exercise 17.1, on page 448: Define two of the five terms.
2. Exercise 17.2, on page 448: Based on Exercise 17.1, write an explanation for how you might use other patterns of development in an extended definition.
3. Exercise 17.4, on page 449: Following the instructions for the exercise, respond to items 1 (dance) and 4 (a term related to an academic course), being sure you correct misconceptions and use negation in an extended definition.

(Continued)



Self-Check 19

4. After reviewing the essay by Jessica Ramirez on pages 467–469, turn to page 469. Respond to all four items under “Examining the Reading.” Then turn to page 470 and respond to all six items under “Thinking Critically about Text and Images.”

5. **Word-choice revision exercise:** In each of the following items, correct errors in word choice, including everyday expressions, slang, and other informal terms.
 - a. My family lived in Trinidad for the first ten years of my life, and we went through a lot; but when we came to America, we thought we had it made.
 - b. Only recently have ladies landed seats on the Supreme Court.
 - c. The Democrats are plotting and conspiring on a new education bill.
 - d. Last night, a group of firemen came into the emergency room with minor scrapes and burns.
 - e. Every doctor in the emergency room performs his job under tremendous pressure.
 - f. The totally weird practice of trepanation, which involves drilling a hole in a person’s skull, has found modern supporters in today’s society.
 - g. Ancient people may have used trepanation to relieve pressure from head injuries, or perhaps it is possible that they thought it was a headache cure.
 - h. We’re not talking about accidents here; these holes were intentionally drilled.
 - i. Trepanation supporters are perhaps not playing with a full deck, but they insist that having a hole drilled in one’s skull produces a permanent euphoria.
 - j. The International Trepanation Advocacy Group is aware of the fact that many people find trepanation very uniquely disturbing.

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 20: CAUSE AND EFFECT

Read the assignment in this study guide. Then, in the *Successful College Writing* textbook, read Chapter 18, pages 472–509. To test your progress, complete the self-check.

Isaac Newton’s third law of motion, based on scientific principles, states that for every action, there’s an equal and opposite reaction. “The price of Bride Electronics stock will rise if the company merges with Canberra Enterprises.” This statement is an opinion, probably based on research and prior learning. “Whenever I watch *The Wizard of Oz*, I think of my childhood in Kansas.” This statement refers to a subjective response to a film and applies to only one individual. Each statement, in its own way, is an example of cause and effect.

Pages 472–473. Imagination is among any writer’s most valuable tools. In this “Quick Start” exercise, your assignment is to imagine what led to the scene in the photo on page 472. What could have been the cause, or sequence of causes, that led to this apparent disaster? Consider several possible scenarios.

Page 474. A *cause-and-effect* essay, also called a *causal analysis*, is sometimes intended as an argument that supports a set of observations, identifying a particular cause or sequence of causes. In other cases, a causal analysis is intended to inform readers. Read the information in this section as an introduction to this pattern of development.

Pages 475–477. Read “Can Diet Help Stop Depression and Violence” by Jurriaan Kamp.

Pages 477–482. The characteristics of properly written cause-and-effect essays are explained. Note that effects may have multiple causes. Poverty, for example, results from factors (variables) that can include age, parent education, quality of education, and racial discrimination, to name a few. But apparent causes may be misleading. For example, if ice cream consumption is statistically related to higher crime rates, one could conclude that ice cream promotes criminal behavior when, in fact, it’s warmer temperatures that are among the causal factors leading to both higher crime rates and higher levels of ice-cream consumption.

There are three general approaches in a causal analysis. First, a cause-and-effect essay may focus on one or more causes with respect to an effect, or it may explore how a cause, such as poor health in children, may produce multiple effects, such as poor reading skills, absenteeism, and disruptive behavior. Second, an essay may explore chains of events. For example, low self-esteem in a child may produce asocial behavior. Asocial behavior, in turn, may lead to delinquency, and so on. A third approach may explore multiple causes and effects. Figures 18.1, 18.2, and 18.3 are graphic organizers for cause-and-effect essays.

Pages 496–498. Read the “Students Write” essay, “An Early Start,” by Harley Tong. The author specifies the causes for his decision to leave high school and move on to community college. Be sure to appraise the essay following the steps on page 498.

Pages 498–509. Under the heading “Reading Cause-and-Effect Essays,” you’ll encounter two essays. After working through the material on “Working with Text” and “Thinking Critically about Cause and Effect,” read the causal analysis essay by Courtney E. Martin on pages 500–502. “Why Class Matters in Campus Activism” raises thorny questions. The springboard question is this: Why is student activism so much more robust in the United Kingdom than it is in the United States? In partial response to that question, you’ll be challenged to think about the role of social class in either country. And you may wonder why British students are more tuned into basic economic and social inequality issues.

The second essay, “Hitting the ‘Granite Wall,’” by Gary M. Stern, raises another social issue. Why is it the case that white Americans are disproportionately represented in corporate management? What factors are involved that work against blacks, Hispanics, and Asians? You’ll have an opportunity to explore those questions as you examine and analyze the essay.



Self-Check 20

1. Exercise 18.1, on page 478: List one or more causes for each of the five events.
2. Exercise 18.2, on page 478: List one or more possible effects for each of the five events.
3. Exercise 18.3, on page 485: Draw a graphic organizer for “Can Diet Help Stop Depression and Violence,” on pages 475–477. Use Figure 18.3 on page 482 as a model, listing various research studies as causes and then outcomes as effects.
4. After reviewing the “Students Write” essay by Harley Tong on pages 496–497, turn to page 498. Respond to all three items under “Thinking Critically about Cause and Effect.”
5. After reviewing “Hitting the ‘Granite Wall’” on pages 503–506, turn to page 507 and respond to all three items under “Reacting to the Reading.”

Check your answers with those in the online Self-Check Answers supplement.

Lesson 7 Examination: Classification and Division Essay

Objective

To prepare a classification and division essay of 1,200 to 1,500 words using either method 1 or method 2.

Topic: Use your topic from the previous classification and division assignment. Your topic should be one of these:

- Sports, either general or types of fans
- Genres of movies, television shows, or video games
- Animals, either general or one specific breed
- Illnesses, either general or a specific illness
- Random acts of kindness you experienced or performed

Note: You may *not* submit this essay until you've received your grade and instructor feedback on your prewriting exam.

While you are waiting for your prewriting, you should

- Review the reading assignments for Lesson 6.
- Study the sample Classification and Division Essays and the Guided Writing Assignment in Chapter 16 in your textbook.
- Prepare a rough draft of your classification and division essay so you're ready to revise your essay when you receive feedback on your prewriting.

Pattern of Development

Using your prewriting and the feedback you received from your instructor, expand on your ideas from the classification/division from your graphic organizer into an essay of 1,200–1,500 words (approximately five paragraphs).

EXAMINATION

Essays must be typed, double-spaced, using a standard 12-point font and left justification. Use 1-inch margins at the top and bottom and 1.25-inch margins for the left and right sides of the document. Each page must have a properly formatted header containing your name, student number, exam number, page number, mailing address, and e-mail address (see page 6 for an example). Name each document using your student number first, then the six-digit lesson number, and finally your last name (for example, 23456789_050177 Doe). Save each as "File Type: Rich Text Format," regardless of your word-processing program.

Submitting Your Assignment

To submit the assignment, follow these steps:

1. Type the assignment.
2. Save the document.
3. Go to your Student Portal.
4. Go to **My Courses**.
5. Find the section for this project.
6. Click on the **Take Exam** icon.
7. That will bring up a *Browse* menu. You must then find where you've saved your work in your computer. The writing should have been saved under *your student number_exam number_last name_first name*. Your exam number for this assignment is **05018000**.
8. Click on the exam.
9. Click on **Open**.
10. Enter a correct e-mail address.
11. Click on **Upload file**.
12. There's no need to worry about the project sheet. The instructor will add one for you.
13. You'll receive an e-mail within 24 hours that tells you the exam has been received. You'll notice a label indicating *RCD* on your record next to that exam until a grade is posted.
14. Exams are evaluated within five days of receipt, although sometimes they're evaluated sooner.

15. You'll receive the evaluation and exam with comments from an instructor by clicking on **View Exam Results** once you see your grade posted.

If you choose to mail the project, here's the address:

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Evaluation Rubric

Your instructor will evaluate your prewriting based on the following criteria.

Classification and Division Essay

Traits of Good Writing <i>Review your study guide for an explanation of the traits.</i>	Skill Realized		Skill Developing		Skill Emerging		Skill Not Shown
Ideas and Content The writer provides suggestions from the prewriting exercise and identifies a clear cause and effect scenario. Use of classification and division is present throughout the whole essay.	30	28	26	24	22	15	0
Organization There is a clear introduction with a thesis, body, and conclusion. The body paragraphs incorporate other patterns of development coherently. The conclusion restates the findings.	25	23	22	21	19	12	0
Voice The writer interacts with the assigned audience by using appropriate, consistent point of view, tone, and evidence. The essay maintains a clear stance on the topic.	10	9	8	7	6	4	0
Word Choice The writer makes correct verb and word choices, defines any terms that may have been unfamiliar, and conveys a clear message.	10	9	8	7	6	4	0
Grammar and Sentences The writer uses correct grammar, spelling, punctuation, and sentence structure. There are no typographical errors.	10	9	8	7	6	4	0
Format The writer meets the required length (1,200–1,500 words), and uses a standard font and margins. All the required header information is present.	15	14	13	12	11	8	0

Exam number:

Exam Grade:

Date of evaluation:

Evaluated by:

Important note Along the right-hand side of your evaluated exam, you should see marginal or “bubble” comments from your instructor. You should also see a series of highlighted numbers in the evaluation chart identifying the rating you earned on each trait. If you don't see this feedback, click on the “View” tab and “Print Layout,” or click on “Review” and the option “Final Showing Markup.” If you still cannot see the feedback, please contact the school for the complete evaluation.

Writing Arguments

INTRODUCTION

If you're a student of civil engineering, you may be assigned to write reports in favor of particular construction techniques or materials. As a student in health care services, you might have to present your opinion on scheduling, staff organization, or the approach to public relations. If you're planning on law school, your education will revolve around mastering the art of clearly communicating a point of view. Even if you merely want to write a letter to the editor, you have to know how to present an effective argument.

That's why you need to understand not only how to appraise and criticize an argument, but also create one of your own. Mastering the art of argument is a challenge that's not only worthwhile, but necessary in today's world. Additionally, it's sometimes important to be able to refute someone else's logic and present effective evidence for your own side.

OBJECTIVES

When you complete this lesson, you'll be able to

- Explain the structure of a sound argument
- Analyze and evaluate an argument
- Effectively use techniques of drafting, evaluating, and creating a sound written argument



ASSIGNMENT 21: READING ARGUMENTS

The time to begin writing an article is when you have finished it to your satisfaction. By that time you begin to clearly and logically perceive what it is you really want to say.

—Mark Twain

Read the assignment in this study guide. Then, in the *Successful College Writing* textbook, read Chapter 19, pages 512–541. To test your progress, complete the self-check.

To evaluate an argument, clear thinking is essential. You have to recognize whether the logic is sound and whether examples provide valid support. You'll also look for emotional appeals, which, while effective, add another element to the presentation. In this assignment, you'll first learn what to look for when reading or appraising an argument. There are five basic dimensions to an effective argument: a specific issue with two or more opposing viewpoints, a clear claim designating one viewpoint, logical support, definitive refutation of other viewpoints, and a reinforcing conclusion. Consider the following example outlining a sample argument:

- An **issue**: Neutering family pets
- A **claim** or assertion with respect to the issue: With exceptions, such as breeding desirable animals for potential customers, family pets should be neutered.
- **Support** for the claim: Animal control personnel are forced to euthanize thousands of cats and dogs due to the behavior of irresponsible pet owners. Also, discarded and uncared for animals create a public health hazard.
- Anticipating likely **rebuttals or refutations** of the claim: Some people can't afford the veterinary bills.
- A **conclusion** that's consistent with the claim: Neutering family pets prevents the birth of unwanted animals, which may suffer a cruel fate (based on values); or, unwanted cats and dogs create a tax burden for responsible citizens (based on economics).

Argumentation is an art that most of us start developing as soon as we learn to speak. We usually argue not because we're angry, but because argumentation causes us to carefully examine our own and others' ideas. We weigh conflicting claims; make judgments about the nature of evidence and the procedures of investigation; state our ideas clearly, accurately, and honestly; and listen respectfully and critically to

other people’s ideas. Whether speaking, thinking, or writing, we all use argumentation on a daily basis, so you probably already have some skill at crafting an argument. The more you improve your skills in this area, the better you’ll be at thinking critically, reasoning, and weighing evidence—necessary skills for all parts of your life.

Like other types of writing, arguments respond to specific situations: a need isn’t being met, a person is being treated unfairly, an important idea is misunderstood, or an outdated policy needs to be reexamined. Therefore, you need to spend time thinking about the underlying situation on which an issue is based as well as thoughtfully examining any assumptions you and your reader might hold.

The text will address the following questions to equip you as both reader and writer when facing an argument:

- What are the best strategies for reading an argument?
- What are the best strategies for analyzing and evaluating an argument?
- How can one best appraise an emotional appeal used to support an argument?
- What are the basic rules of logic and sound reasoning?

Pages 512–513. Your “Writing Quick Start” exercise asks you think critically about the photo of a student protest against tuition increases. With your critique and analysis in mind, you’re invited to write a paragraph that identifies some other issue that may evoke a student protest.

Pages 515–516. As you read “When Volunteerism Isn’t Noble,” the essay by Lynn Steirer, look for the author’s thesis and the basic parts of the argument. Has she presented a well-supported claim on an issue, considered rebuttals, and reached a conclusion? (You may note Steirer’s paragraphs are much shorter than paragraphs in other essays. Such brief paragraphs are common for newspaper articles but are rarely appropriate for academic essays.)

Pages 516–520. Carefully study this section because it comprises the basic information you need to know about arguments. Note that a *claim* is generally what the writer wants to prove, but there are three kinds of claims—claims of fact, claims of value, and claims of policy.

You may wonder how a fact could be the claim of an argument—if something is a fact, how can it have an opposing viewpoint? The *claim of fact* is also known as *substantiation*, because it requires asserting that some new or previously unconsidered bit of information is real and true. For a long time, the average citizen of Western Europe “knew” the earth was flat. Then someone made a claim of fact that the earth is round and provided sufficient support (substantiated the claim), so we now know the earth isn’t flat.

Claims of fact usually defend or refute someone else’s interpretation of the facts. Think about the controversy between those who believe evolution (Darwinism) is a fact and those who say creationism is a fact. Each side evidently works with the same facts, but each provides a different argument to support its claim. Sometimes the change in interpretation involves reclassifying information.

Another claim of fact could involve clarifying a definition of a term. The issue of abortion hinges in part on the factual definitions of *baby* and *life*. Some say a baby is alive at the moment of conception, while others assert that life begins at the moment of birth. You’ll find that you need to incorporate other strategies, particularly definition, in your argument’s pattern of development.

Another kind of claim is that of *value* or *evaluation* (asserting that something has a specific value). These claims ask, Is something right or wrong, beneficial or harmful? Who says it’s beneficial and on what principle, value, or moral do they base that claim? Here’s an example of this kind of claim: The movie *The Princess Bride* more clearly presents a spoof of chivalry in its varied components than the novel does.

The third category is *claim of policy*, in which the writer calls for a specific action. Thesis statements establish claims in answer to questions like, What should we do? How are we to act? What policy should we take? What course of action should we take to solve this problem? Note the use of *should* as part of the verb, a common occurrence in claims of policy.

Review the following three thesis statements. Which contains a claim that can be developed into an appropriate argument?

1. Parents are often too busy to watch television shows with their families, but can monitor their children’s viewing habits with the aid of the V-chip.
2. To help parents monitor their children’s viewing habits, the V-chip should be a required feature for television sets sold in the United States.
3. This paper will describe a V-chip and examine the uses of the V-chip in American-made television sets.

The first thesis offers a general factual statement rather than a claim of fact that needs to be proven (substantiated)—no one will argue that parents have this option. The third example also fails to provide an effective claim about the value of the V-chip and leans toward an informative classification essay. The second sentence is the strongest argumentative thesis because it presents a claim of policy; it clearly states the writer’s position on the issue and suggests that the writer will proceed to prove the necessity of this action.

Support for an argument can be based on reasons; evidence, in the form of facts, statistics, and expert opinion; and emotional appeals, which are based on either needs or values. Be sure you understand the differences in the types of support. The *refutation*, or rebuttal, recognizes that there are other points of view and seeks to disprove or dismiss them. The *conclusion* makes a final appeal for the original claim.

Pages 520–527. Under the heading, “General Strategies for Reading Arguments,” study the six points for prereading or scanning an essay. These range from appraising the title and checking the author’s credentials to previewing the publication. Apply these to the sample essay. Study the “While You Read” tips, and use them as you read the student essay about organ donation.

Pages 524–529. Among strategies for following the structure of an argument, a graphic organizer works well for following the structure of an argument, and it’s a useful writing technique. Figure 19.1 shows a general graphic organizer for an argument essay. Figure 19.2, on pages 528–529, shows you a graphic organizer for the essay on organ donation.

An alternative to a graphic organizer is a written summary, which you may find more useful depending on your learning style.

Pages 530–541. Strategies for analyzing and evaluating an argument begin on page 530. Study the points, which include the writer’s purpose, the intended audience, definitions of key terms, the writer’s credibility, and the quality of the support, based on the reasons and evidence provided. The information on pages 531–534, including Figure 19.1, is important in recognizing faulty reasoning, whether you’re reading someone else’s argument or constructing your own.

The following are examples of the fallacies the text discusses:

1. **Circular reasoning**, sometimes known as “begging the question”: Because women are so emotional, they express their emotions more quickly than men. (You may not use the same premise for both the cause and its effect—emotions cause emotions.)
2. **Hasty or faulty generalization**: I’ve talked to several people in Minnesota and thereby discovered that Minnesota is in favor of handgun laws. (This judgment or conclusion about the views of an entire state is based on insufficient or inadequate evidence.)
3. **Sweeping generalization**: All Italians like pasta and drink Chianti. (Without sufficient evidence, this assertion illogically applies a characteristic of some Italians to the entire ethnic group.)
4. **False analogy**: Just as the British Empire depended on their colonies, modern corporations depend on trade with different nations. (Comparison of things that have little or nothing in common, particularly no significant common points: The structure of British colonialism isn’t comparable to international corporate trade.)
5. **Non sequitur**: Because Marianne likes dining out, she’s an accomplished cook. (Asserting that Marianne can cook merely because she like dining out incorrectly assumes that the one causes the other. Indeed, one reason she likes dining out might be that she can’t cook well.)
6. **Red herring**: Some say that violence on television promotes violence, but what little boy doesn’t like to play cops and robbers? (This premise begins by pointing out the effect of watching TV violence but then switches to a completely different idea, raising a side issue about what boys like to do. The switch distracts the audience from the actual point.)

7. **Post hoc fallacy**, also known as faulty cause-and-effect: “After President Jones raised taxes, the rate of violent crime went up, so he’s responsible for the rise in crime.” (This fallacy applies whenever the writer assumes that events in a given sequence are related in some significant way, merely because one immediately followed the other. Here the writer concludes without evidence that the first event caused the second event [raising taxes caused the increased crime rate].)
8. **Either-or-fallacy**: If you don’t support Second Amendment rights to gun ownership, you’re opposed to the Constitution. (The writer assumes there are only two choices applicable to the complex situation—if you want to prove you support the Constitution, you must support the Second Amendment—as if there were no other options.)

Clearly, fallacies are assertions that contain some defect in reasoning, thereby weakening the argument and calling the credibility of the writer into question. Sometimes you may find it difficult to identify a specific kind of fallacy, but you’ll know that something doesn’t quite add up. For this course, don’t spend too much time trying to differentiate each kind. Instead, work on spotting statements that don’t make sense, lack sufficient support, or don’t clearly connect to the claim.

Once you’re familiar with these fallacies, look for faulty reasoning when you read. Television or radio advertisements, political columns, Internet discussion boards, and letters to the editor in the newspaper are good places to find examples. Keep the list handy as you read, and write down some examples.

Page 533. Study the checklist shown in Table 19.2 carefully, and refer to it as you read the essays that follow it. You may want to flag this page—it will be helpful after you draft an argument. You may already be familiar with the process of synthesizing ideas from various sources. Study the list of questions presented, and plan to use it as you read the opposing arguments in the essay assignment.

Pages 534–541. Read the two essays for and against multitasking, and use all your skills to sort through the tactics used in each. Check the writers’ credentials and watch for sound logic, emotional language, and any of the common fallacies you’ve studied.

To apply your hard-earned skills, you'll read two essays. The first of these is "How (and Why) to Stop Multitasking," by leadership consultant Peter Bregman. Using humor and a light touch, Bergman argues against multitasking. He lists six distinct advantages he reaped from his (nearly complete) escape from compulsive multitasking, claiming in his sixth point that there was no downside. Some 10 days later, in a different venue, David Silverman wrote "In Defense of Multitasking." In an essay that set out to refute Bregman, he denied the charge that multitasking reduced IQs and attentions spans. In support of his thesis, he listed four pro-multitasking arguments. While analyzing both essays, you may find it interesting to consider what you've learned about learning styles, including your own. In the Bregman-Silverman debate, where would your sentiments lie?

Required Journal Entry 12: Argument

Analyze: Review the essay by Peter Bregman on pages 534–536 and the essay by David Silverman on pages 537–539. Respond to the two viewpoints using either the compare/contrast or the classify/divide pattern of development. Review Chapters 12 and 13 if necessary. (Open, list)

React: React to this thesis: "Reducing multitasking to a minimum reduces the stressful dehumanizing effects of compulsive multitasking." Don't immediately choose to agree or disagree. Instead, explore in the entry your feelings and beliefs, both agreement and disagreement, until you reach a point of conviction, showing yourself coming to a place where you strongly agree or disagree. (3 paragraphs, 5 sentences each)



Self-Check 21

1. Exercise 19.1, on page 517: Write two different claims for two of the five issues.
2. Exercise 19.2, on pag 519: Choose two items and write a justification for their purchase, explaining the benefit to the children.
3. Review the essay by Peter Bregman on pages 534–536. Under “Examining the Reading,” respond to all four items. Under “Analyzing the Writer’s Technique” on page 536, respond to all three items. Under “Reacting to the Reading” on page 537, respond to all four items.
4. Review the essay by David Silverman on pages 537–539. Under “Examining the Reading” on page 539, respond to all four items. Under “Thinking Critically about Text and Visuals” on page 540, respond to all seven items.

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 22: WRITING ARGUMENTS

Read the assignment in this study guide. Then, in the *Successful College Writing* textbook, read Chapter 20, pages 542–571. To test your progress, complete the self-check.

In this assignment, you'll learn the art of argument by practicing it. A properly conceived argument makes a point, and the sharper the point, the better the argument. An effective argument provides logical, coherent, evidence-based support for a specific claim.

Pages 542–543. The “Quick Start” exercise on page 542 establishes the groundwork for writing an argument. Study the image of an ad on page 542, and then create a thesis for a brief argument that would use evidence and emotional appeals to support it.

Pages 544–567. This section defines the nature and characteristics of a sound argument. Read the argument by writer-columnist William Safire, “Abolish the Penny.” While the piece is cleverly written and laced with humor, don't think Safire isn't serious about his thesis. When you assess his argument, ask yourself if his claims seem to be fact-based and if they support a sound argument in favor of abolishing the penny.

Again, your text describes the characteristics of argument essays, but in more detail for the writer (not the reader) of the argument.

- The thesis defines the scope of the argument—its topic and claim. A claim states the writer's position on the issue. State your claim in your thesis at the outset of the essay.
- An effective argument is designed for a specific audience. Be sure you know who your audience is.
- Provide convincing support.
- Use logical reasoning in your argument. Show that you understand the difference between inductive and deductive reasoning.

- Use emotional appeals carefully, particularly by addressing the audience’s needs and values.
- Recognize the opposing views. It will not only address your opponents’ concerns, but also strengthen your argument.

Take time to review “The Basic Parts of an Argument,” on pages 514–520 in Chapter 19 before reading further. As mentioned, the parts you sought to identify when reading arguments are also the foundation for writing arguments. Then return to the summary outline here.

The following is an in-depth look at each part of an argument and the thinking involved in it for the writer.

Thesis: Establishing a definitive claim in a thesis statement is essential for a successful argument. But, you may ask, what exactly should a writer consider when developing one?

1. For an argument, the thesis must be **debatable**. To be sure there’s an opposing view for your thesis (someone with whom you’ll argue), you should write both a thesis and an antithesis. An *antithesis* is a statement that takes a position opposite of your thesis. You play the devil’s advocate to your own claim. If you can create an antithesis, your thesis statement is debatable because it takes a stand on one side of an issue. However, if you can’t create an antithesis, then your thesis needs further revision to make it argumentative. Here’s an example:

Thesis statement: Term limits would improve Congress by bringing people with fresh ideas into office every few years.

Antithesis: Term limits would harm Congress because elected officials would always be inexperienced and less informed.

2. Your thesis must be properly **narrowed**, containing a focused purpose appropriate for the length of the writing. A claim that’s too broad or vague allows the paper to run in too many different directions and makes it difficult for you to keep control of it and for your readers to make sense of your discussion. If a reader’s first response is, “So what?” or “How do you figure that?” or “Why?” then your thesis doesn’t make a significant point. You need to clarify the issue, establish a relationship between the claim and the issue, or connect to a larger issue.

If a reader's first response is "how?" or "why?" your thesis may be too open-ended without enough guidance for the reader. You then need to give the reader a better take on your position right from the beginning.

For example, the thesis "Drug use is detrimental to society" lacks focus for a three-to-five page essay because it doesn't identify what kind of drug use is detrimental (does it include prescription drugs?), how and why that use is detrimental (health or socioeconomics?), or who's affected (every person?). A better focused thesis would be "Illegal drug use is detrimental to teenagers because it encourages gang violence."

To focus your thesis, ask yourself questions like, What do I hope to accomplish? Why are the issue and my claim important? What benefits would be realized? What problems would be eliminated? What questions would be answered? How would other people be affected? What obstacles must be overcome? Of course, you must decide on only one type of question your argument answers and how. If you try to cover more than one of these questions, your thesis will be too broad. Here's an example of a vague thesis and what a narrowed focus might look like:

Vague: Censorship of the Internet would be wrong.

Clear: Censorship of Internet chat rooms would unfairly limit free speech.

3. Your thesis statement must be **precise**. This characteristic is related to ensuring a focused purpose, but now you examine each word. If your thesis contains vague words like *good* or *successful*, work on the answer to why something is "good," what specifically makes something "successful," and how you as the writer define *good* or *successful*. Avoid judgmental words, such as *wrong*, *right*, *good*, *bad*, and *immoral*. Although you'll use emotional appeal later in your argument, your thesis must be as objectively stated as possible, particularly if you're writing to a negative audience. You don't want your readers to reject your idea before they've read more than your introductory paragraph.

For instance, the statement “Pollution is bad for the environment” isn’t debatable because it lacks focus and precision. First, the word *pollution* connotes that something is bad or negative. Further, all studies agree that pollution is a problem; the disagreement isn’t about its “badness” but about the impact and scope of the pollution problem. Two possible, debatable theses for this issue are “At least 25 percent of the federal budget should be spent on limiting pollution” and “America’s antipollution efforts should focus on privately owned cars.”

4. The thesis must be **audience-driven**. Knowing your audience for an argument is more important than in any other pattern of development. (Note that there are three possible types of audience for any argument.) You must be aware of the audience in terms of what they need to know about you. Once again, apply a questioning approach for this aspect of preparing a thesis: What is my authority or experience in arguing this issue? How well do my reader and I know each other? What is my reader’s age, educational background, occupation, marital status, political preference? How does it apply to my issue? What might the reader stand to gain or lose? What’s the reader’s impression of me, especially my integrity, knowledge, and reliability? How well does the reader understand the issue?

Here are three problematic thesis statements. Each needs rewriting—do you know why?

- Since the digital age came to be, many people consider themselves photographers only because they own a nice camera.
- While police entrapment has been somewhat helpful in making our community a safer place to live, it actually does more harm than good.
- I’m going to tell you the truth about the disgusting thing called cigarettes: some can’t live with them, and some think they can’t live without them!

In the first, the writer needs to clarify the type of camera and provide a more concrete designation than *nice*. In addition, which type of people and how many people consider themselves photographers? What is the definition of *photographer* for the purpose of this essay? What does *came to be* mean?

The second thesis is also too vague, although it's more objective than the first one. The reader, however, is probably asking what the writer means by "police entrapment," which community or type of community is involved, and to whom the harm was done.

Although the passion is strong, the third statement is hostile ("I'm going to tell you") and negative ("disgusting"). The writer doesn't appear to consider the other side in a serious manner and virtually eliminates the possibility of debate by implying that this way of thinking is the only right way to think. Finally, the thesis's "truth" is that some need cigarettes and others won't have anything to do with them. However, this isn't a debatable issue; society already accepts the addiction of some and the distaste of others as fact.

Return to Chapter 6 if you need to brush up on additional techniques for developing a focused thesis containing a specific point about an issue. Remember that even after your questioning, you'll have a "working thesis," which represents the argument that you currently think you can support with evidence. It won't be until you put your ideas in writing and explain to a reader the relationships of your support to your thesis that you'll gain a better understanding of what you want to prove and what you want the reader to understand and do. Frequently writers reach the end of their draft and only then realize exactly what they want to say. So don't be surprised if you finish your essay draft and find it doesn't seem to go with the thesis. You'll refine your thesis several times before reaching a final product.

The strength of your support, and your use of it, can make or break your argument. Without it, your argument doesn't carry much weight. The text identifies support here as a mix of reasons, evidence, and emotional appeal.

Reasons: premises or assertions. The first level of support involves establishing statements that will make up your argument. Although the textbook refers to these statements as *reasons*, they're also called *assertions* or *premises*. Each premise develops one reason or point you'll use to defend your thesis. Based on the purpose or claim in your thesis, you should prepare a list of premises for which you have relevant evidence or for which you believe you can gather such support—before drafting your argument.

The more assertions you can brainstorm at the beginning of the process, the more likely you are to identify and clarify your thinking and rationale. You'll return to these after writing a

first draft once your line of reasoning is clearer to you. Remember to include a few assertions that appeal to your audience's needs and values. Choose the premises which address the most important aspects of the one issue. You won't be able to argue each possible point, however, so pick what you're certain will convince your audience and what you can support. Generally, each assertion acts as the topic sentence for a paragraph in your argument. By keeping this fact in mind, you can avoid the fallacy of sweeping generalizations which you won't be able to support adequately.

Logical order. Once you've chosen the most important and significant arguments, decide on your line of reasoning. Part of that decision includes choosing an order of organization: general to specific, most to least important (or vice versa), or weakest to strongest. You'll also consider when and where you'll use inductive or deductive reasoning. You can choose to follow one type as your overall structure for the argument or apply it to the development of a single paragraph.

Inductive reasoning moves from specific observations to a broader premise or theory; consequently, we sometimes call this a "bottoms up" approach. It tends to be open-ended and exploratory, particularly when identifying observations and a pattern. The TV drama *House* features a doctor who is a master of inductive reasoning when diagnosing the causes of a patient's illness.

Deductive reasoning is a more narrow or focused approach, which works in the opposite order, from the general to the specific, using a "top-down" approach. It begins with a theory (the claim or premise). That theory is then narrowed into more specific hypotheses (assertions) that can be tested. In testing those assertions, observations or specific data are collected. The goal of the process is to confirm (or not confirm) the writer's theory. Continuing the *House* application, the team of interns generally applies deductive reasoning to the theory the doctor has inductively reached.

Evidence. Up to this point in the process, you'll have established a working thesis and a set of logically sequenced arguments. You now make decisions about the support for each argument. Be careful not to allow your excitement about a particular fact or reason to guide your choice of evidence, but instead support the thesis and its arguments. If you start with the support, it's easy to fall into the trap of writing an essay that mostly summarizes what other people think instead of proving your position on the issue.

Your purpose and audience are the primary considerations guiding your choice of support. Although some of the support can be facts, most arguments need other kinds, as well, to persuade the reader. After all, if an issue could be resolved simply by looking at “the facts,” people wouldn’t be arguing about it. Support for your claim can come in many different forms, including stories to illustrate the point, definitions for clarity, statistics and expert testimony, and appeals to the audience’s needs or values. You must choose from your evidence the most relevant and most persuasive material. Remember that your goal is to be seen as a credible writer—one the reader believes is objectively presenting a position using straightforward evidence.

- Provide the reader with support appropriate to each argument. If you’re developing a claim about the benefits of changing game-attendance policies at a local university’s gymnasium and you start a paragraph with “Moving the student section closer to the court will raise player performance,” you must choose support developing that argument. You wouldn’t develop it with evidence about how much more money the school could raise by letting more students attend games for free. Instead, you could support this argument with information about how fan support raises player morale, which then results in better play.
- Use reasons, evidence, and emotional appeals in a balanced manner. If you use emotionally charged language or examples simply to upset or anger an audience, you’re using emotion illegitimately. Carefully review Chapter 16 regarding emotional appeals. Remember what you’ve learned about connotations, because word choice influences an argument’s emotional appeal. You want the reader to argue against your ideas and thinking, not your word choice. Here are some example considerations:
 - Should I speak of “drunk” or “intoxicated” drivers?
 - Should I call them a “menace” or a “concern”?
 - Should they be “thrown into jail” or “incarcerated”?
 - Do we need to “teach them a lesson” or “make them aware of the consequences of their actions”?

The first term or phrase suggests a negative connotation, whereas the second is the more objective phrasing you should use.

Explanation. A good argument explains how each piece of evidence relates to the claim and shows its value and relevance. That means that each paragraph of your argument makes explicit the connection or relationship between the evidence and argument, as well as the argument and the claim. After you introduce evidence into your writing, you must explain its significance and function. What turns a fact or piece of information into evidence is the connection it has with a larger claim or argument. Evidence is always for or against something, and you have to make that link clear.

Don't expect your audience to read your mind or figure out what you mean. You must clearly spell out the connections you made when you chose your evidence and decided where to place it in your paper. After all, if your readers are confused, you're not going to convince them to agree with you. They'll just stop reading. Here's where you apply the art of connective discussion, organization, transitions, and strategies from other patterns of development, including definition of terms, classification and division, and causal analysis.

However, how do you make sure the connections are clear to your reader? Ask yourself questions like those below. Answering them can help you explain how your evidence is related to each assertion and to your overall argument.

1. But so what? Why is it interesting? Why should anyone care?
2. What does this information imply?
3. What are the consequences of thinking this way or looking at a problem this way?
4. I've just described what something is like or how I see it, but why is it like that?
5. I've just said that something happens—so how does it happen? How does it come to be the way it is? Why does it happen?
6. Why is this information important? Why does it matter?
7. What example could illustrate this point?

When moving from one premise or type of support to the next, use transitions that indicate addition of information to what is already present: *equally important*, *further*, *furthermore*, *in addition*, *moreover*, and *then*.

Finally, before beginning your first draft, create an outline to guide you. The following is one example. Your textbook will also provide some guidance.

1. **Claim:** Distance learning allows the students, rather than the institution, to fit college studies into their lifestyle.
2. **Premises:** Students who are parents appreciate the flexibility in completing required activities. Students who are disabled or without transportation can earn credit from home. Online instruction suits different learning styles. Reduced travel means cost savings.
3. **Evidence:** The evidence can include quotes from students, personal experiences, and descriptions of how distance-learning programs are set up.
4. **Explanation** of the value of the evidence: This can include information on the people you're quoting, comments about the increasing number of nontraditional students, and explanation of how distance learning is more convenient.

You may wonder why you write your first draft without worrying about opposing views. First, remember that the writing process is circular. You've already considered the opposing side in a general way when developing your thesis. Also, you write the first draft to develop your line of reasoning so you're clear about your reasons and evidence supporting your claim. Once you know that, you're better able to anticipate and overcome objections specific to that line of reasoning.

Both kinds of development are essential. You must show that your own ideas are clear, reasonable, and solid. You must also show how your opposition's case is weak. If you can show that your case is strong and the opposition's is weak, chances are excellent that the reader will be on your side at the end—and that's your goal.

Refutation. Refutation shows that you've thought through the ramifications of your claim and aren't blindly arguing just to disagree. Rather than just saying your opponents are wrong, take on their opposing ideas yourself. Refute the other side's thinking by pointing out errors in the opposition's logic, assumptions, and/or interpretation. What they claim isn't necessarily wrong—usually, in fact, it's their supporting ideas that are wrong, irrelevant, or insufficient. Connotations and clarity are key factors guiding your word choice.

Here are two examples:

- *Poor, negative rebuttal:* Some people may say that adolescents shouldn't leave university education; however, they're wrong. (The people themselves aren't wrong; examine the underlying assumptions instead.)
- *Strong, convincing rebuttal:* Some people may say that adolescents should remain in university education because they're not physically and psychologically mature enough to cope with the problems of the real world. However, they neglect the fact that adolescents are mature enough to vote, drive, and hold a job. That shows that adolescents are considered physically and psychologically mature at the same time they're in college.

Recognizing opposition: Recognizing the other side's view is different from refuting in that you don't focus on the weaknesses in reasoning. Instead, you show that you understand your audience's possible objections by either acknowledging the existence of another viewpoint or by accommodating one of your premises to incorporate correct reasoning from the other side. In other words, acknowledging usually involves pointing out that the opposition's argument is irrelevant to the topic—that what you're discussing isn't what they're trying to prove. Accommodating can be considered a compromise—to a certain extent, the opposition has a basis for thinking the way they do and you include something of that basis in your discussion.

Look at the first claim in Exercise 20.3 on page 549, which is a claim of policy: "Public school sex education classes should be mandatory because they help students make important decisions about their lives." What are some of the views opposing this claim? How can you recognize that opposition?

1. *Possible opposing argument:* Sex education may expose children to information that parents may wish to withhold until the children are older.
 - You could **accommodate** the opposition by proposing parental waivers or identifying a specific age for the sex education.
 - You could **refute** the opposition by showing that educators can't know what parents have already told their children and at what age they do so. Or you could provide evidence showing that most children already know more than their parents have told them.

2. *Possible opposing argument*: Sex education sends the signal that sex is acceptable behavior for teens.

■ **Acknowledge** the position by saying that that may be a danger but isn't the intent of the education; no one can determine how teens might actually perceive such education.

■ **Accommodate** it by noting that parents have the authority to tell their teens whether it's acceptable or not.

■ **Refute** it by using statistics that show most teens experiment with sex. Then include the statistics on the resulting disease and pregnancy, and explain that teens need to learn how to protect themselves against disease and pregnancy.

Usually, you don't refute, acknowledge, and accommodate each opposing view, but use one type per premise.

One problem common to student writing is that the readers can't clearly see the places where it switches from supporting to addressing the opposition. Instead they're puzzled because it seems the writing is now arguing against itself. As with all writing, the logical flow of information is very important. The way you phrase your disagreement must enable your readers to follow your argument even as you clearly indicate you're now discussing the other side. Some of the phrases and words commonly used to accomplish this purpose are

- Opponents of this idea claim / maintain that . . .
- Those who disagree / are against these ideas may say that . . .
- Some people may disagree with this idea because / such as . . .
- They put forward this idea because . . .
- They claim that . . . since . . .

As you move from the opposing view back to your argument, use transitions that indicate contrast or exception, such as *however, but, nevertheless, nonetheless, notwithstanding, in contrast, on the contrary, still, yet, and on the other hand*.

Review Chapter 7 for the characteristics of strong introductions and conclusions, the bridges readers use to enter and leave your argument. The introduction entices them, and the conclusion helps them step away from it with a sense of completion. In an argument, these can be the most difficult parts of the paper to write, because you're constructing the framing around your reasoning.

The conclusion. Writers of arguments frequently begin the first draft with a brief, sterile introduction, often just the thesis. Only after the draft and conclusion are written do they clearly see why and how their analysis and information should matter to the readers. Consequently, we'll first look at the conclusion, which will then guide us into developing an appropriate introduction.

The conclusion is your chance to have the last word on the subject, the final say on the issues you've raised in your paper. It's also your opportunity to make a good final impression and to end on a positive note. Here are some strategies for a strong close for your argument in the concluding paragraph:

- Open with a strong clause moving logically from the previous paragraph, your last premise, rather than begin with an unnecessary, overused phrase such as “in conclusion,” “in summary,” or “in closing.” Although these phrases can work in speeches, they come across as wooden and trite in writing. Let the force of your writing logically flow into the closing.
- Reemphasize your thesis (which you first stated in the introduction). Although you may like keeping your readers in the dark until the end and then wowing them with your main point, readers expect an analytical closing reinforcing the thesis stated up front (not a mystery). Don't end with the same or a slightly revised thesis statement that says, “That's my story and I'm sticking to it.” Your goal is to give the same claim but in a different way, more creative or reflective than the phrasing used in the introduction, so you push your ideas forward.
- Summarize the key points of your argument with confidence and help the reader make a connection from the argument to the issue by showing the significance, impact, or broader implications of your thinking. The conclusion isn't the place to make a last-ditch appeal by introducing a new assertion or more evidence, which just creates confusion. Use the conclusion to wrap up your thoughts, demonstrate the importance of your ideas, and propel your reader to a new view of the issue.

- Be your readers are glad they read your argument by showing the issue in some personally relevant way that enriches their lives. Avoid descending into sentimental, emotional appeals that are out of character with the rest of your analytical argument.

The introduction. The introduction of your argument contains your first words to the readers—their first impression of your argument, your writing style, and the overall quality of your work. Your introduction must engage your readers in the issue and impress them with your competence, so they’ll continue reading. A vague, disorganized, error-filled, off-the-wall, or boring introduction doesn’t deserve their attention, and it won’t get it.

Chapter 7 offers many ways to charm your reader with your opening lines. Opening with a compelling story, a fascinating quotation, an interesting question, or a stirring example can help your readers see why this issue matters and can serve as an invitation for them to join you for an interesting intellectual conversation.

To ensure you make a good impression and build the readers’ confidence in you, the introduction should reveal the issue, your position on the issue, the importance of your position, and the general structure of your argument. Introductions for arguments often give brief background on the issue to show the nature of the controversy or an example to show its significance. Introductions also provide the readers with a general road map for the argument you’ve developed.

Pages 553–557. In the context of visualizing an argument essay, you’ll read a piece by writer-photographer Lisa M. Hamilton, “Eating Meat for the Environment.” In what appears at first to be a paradoxical assertion, the author states that while we should eat less meat, we should (at the same time) eat more of it. In support of this idea, her argument goes like this: Factory farming is environmentally destructive. No doubt about it. However, eating pasture-raised meat is a worthy ideal since animal waste ends up as fertilizer that sustains soils and adds little or nothing to greenhouse gas emissions. So what is her actual thesis? That’s for you to figure out. You can do that by studying Figure 20.1, which is a graphic organizer for the Hamilton essay.

Pages 556–567. Here’s your guided writing assignment. Appraise it in terms of the material already presented in the extended overview provided in this part of your guide. Keep in mind that all of this is aimed at helping you write an “A-list” argument essay.

Pages 568–571. A “Students Write” feature concludes this chapter assignment. Read “Pull the Plug on Explicit Lyrics” by James Sturm. You may well find the topic interesting, if only because it wrestles with a controversial thesis. As usual, the highlights should be helpful. Note Sturm’s thesis statement. Note that after accommodating possible refutations of his thesis, he gets specific in paragraph 7. There he sets us up to consider three opposing viewpoints, on which he elaborates in paragraphs 8 and 9.



Self-Check 22

1. Exercise 20.1, on page 547: Choose two of the five issues for your response.
2. Exercise 20.2, on page 548: Choose two of the five issues for your response and complete the exercise as instructed.
3. Exercise 20.3, on page 549: Choose one of the three claims and discuss arguing it before the three kinds of audiences.
4. Exercise 20.4, on page 553: Follow the instructions, making sure you address both claims 2 and 3 from 20.3.
5. Review the "Student's Write" essay by James Sturm on pages 568–570. Respond to all three items under "Analyzing the Writer's Technique." Under "Thinking Critically about Argument," respond to all five items. Under "Reacting to the Reading," respond to all three items.

Check your answers with those in the online Self-Check Answers supplement.

Lesson 8 Examination: Argument Essay

Objective

To prepare an argument essay of 1,200 to 1,500 words that also uses another pattern of development.

Topic

Choose one of the following:

- Persuade your employer that you deserve a raise.
- Persuade a family member that the world today is better than it was 50 years ago. Alternatively, you may choose the opposite stance of persuading a family member that the world was better 50 years ago than it is today.

Patterns of Development

Argument in combination with at least one other pattern of development

Purpose

The purpose is twofold:

- Persuade the reader to agree with the writer's position (primary purpose)
- Express the writer's feelings about the reader taking action on the topic (secondary purpose)

Audience

As designated with topic, but write to a disagreeing audience. (*Do not* write to an agreeing audience or to a neutral or wavering audience.)

EXAMINATION

Process

1. Applying the requirements given, work through pages 558 to the middle of 560 in the section “Generating Ideas and Writing Your Thesis.” Skip the section titled “Researching the Issue.” Narrow your focus appropriately for the assigned length before attempting to develop the essay.
2. Continue the “Guided Writing Assignment” with “Developing Your Thesis and Making a Claim” on pages 560–565. Incorporate at least one other pattern of development to explain some type of support for your argument. Also use strategies from other patterns of development as needed to accomplish your purpose.

CAUTION: *The essay requires evidence only from your experience, not evidence from outside sources. See the Plagiarism Policy, which will apply to any student using information irresponsibly.*

3. As part of the revising and editing analysis, you must make any necessary changes to your work to meet the assigned requirements.
4. Prepare the final draft of the essay according to the exam submission format from the Course Information section. Submit only the final, polished draft for grading.

Essays must be typed, double-spaced, using a standard 12-point font and left justification. Use 1-inch margins at the top and bottom and 1.25-inch margins for the left and right sides of the document. Each page must have a properly formatted header containing your name, student number, exam number, page number, mailing address, and e-mail address (see page 6 for an example). Name each document using your student number first, then the six-digit lesson number, and finally your last name (for example, 23456789_050177 Doe). Save each as “File Type: Rich Text Format,” regardless of your word-processing program.

Submitting Your Assignment

To submit the assignment, follow these steps:

1. Type the assignment.
2. Save the document.
3. Go to your Student Portal.

4. Go to **My Courses**.
5. Find the section for this project.
6. Click on the **Take Exam** icon.
7. That will bring up a *Browse* menu. You must then find where you've saved your work in your computer. The writing should have been saved under *your student number_exam number_last name_first name*. Your exam number for this assignment is **05018100**.
8. Click on the exam.
9. Click on **Open**.
10. Enter a correct e-mail address.
11. Click on **Upload file**.
12. There's no need to worry about the project sheet. The instructor will add one for you.
13. You'll receive an e-mail within 24 hours that tells you the exam has been received. You'll notice a label indicating *RCD* on your record next to that exam until a grade is posted.
14. Exams are evaluated within five days of receipt, although sometimes they're evaluated sooner.
15. You'll receive the evaluation and exam with comments from an instructor by clicking on **View Exam Results** once you see your grade posted.

If you choose to mail the project, here's the address:

Penn Foster
Student Service Center
925 Oak Street
Scranton, PA 18515-0001

*The Penn Foster
Student Service Center
is under contract with
Penn Foster College.*

Evaluation Rubric

The following rubric will be used to evaluate your work.

Argument Essay

Traits of Good Writing <i>Review your study guide for an explanation of the traits.</i>	Skill Realized		Skill Developing		Skill Emerging		Skill Not Shown
Ideas and Content The writer provides a clear thesis statement and has a clear stance on one side of the issue. The argument is a clear, with appropriate supporting details and evidence provided.	30	28	26	24	22	15	0
Organization There is a clear introduction, with a thesis, body, and conclusion. Body paragraphs incorporate other patterns of development coherently.	25	23	22	21	19	12	0
Voice The writer interacts with the assigned audience by using appropriate, consistent point of view, tone, and evidence. The essay maintains a clear stance on the topic.	10	9	8	7	6	4	0
Word Choice The writer makes correct verb and word choices, defines any terms that may have been unfamiliar, and conveys a clear message.	10	9	8	7	6	4	0
Grammar and Sentences The writer uses correct grammar, spelling, punctuation, and sentence structure. There are no typographical errors.	10	9	8	7	6	4	0
Format The writer meets the required length (1,200–1,500 words), and uses a standard font and margins. All the required header information is present.	15	14	13	12	11	8	0

Exam number:

Date of evaluation:

Exam Grade:

Evaluated by:

Important note Along the right-hand side of your evaluated exam, you should see marginal or “bubble” comments from your instructor. You should also see a series of highlighted numbers in the evaluation chart identifying the rating you earned on each trait. If you don't see this feedback, click on the “View” tab and “Print Layout,” or click on “Review” and the option “Final Showing Markup.” If you still cannot see the feedback, please contact the school for the complete evaluation.

Research and MLA Citation

INTRODUCTION

The approach to writing a paper that requires research is roughly the same as the procedures you've already learned in this course. You need a thesis that states your point of view, a pattern of development that organizes and presents your topic effectively, solid examples to support the thesis, and a conclusion that wraps up your overall presentation.

However, some essays, even opinion pieces, need support that you can't supply from your own memory or the experiences of friends. Because your topic needs facts, you need to look things up, using reliable sources. When you do that, you also have to give credit to the sources you use, both in the text of your essay and in a complete listing at the end of your paper.

OBJECTIVES

When you complete this lesson, you'll be able to

- Prepare a list of research questions
- Locate and utilize print and Internet sources
- Use critical-thinking skills to evaluate sources
- Extract useful information from sources
- Integrate source material into your writing
- Properly document sources to avoid plagiarism
- Apply MLA or APA style to document sources
- Employ your skills for timed writings and exams



ASSIGNMENT 23: PLANNING A PAPER USING SOURCES

Read the assignment in this study guide. Then, in your text, read Chapter 21 on pages 574–593. Use the self-check to evaluate your progress.

Chris and Maddie are arguing about which of their favorite singers has been more important to popular music. Chris says her brother and her cousin both agree with her. Maddie says *Rolling Stone* magazine called her favorite artist one of the most influential artists of the decade. Who wins? Probably Maddie—her source is more reliable in this instance, unless Chris’s brother has strong credentials in the music business.

Appropriate sources are vital to supporting an argument. However, they may be just as important in the context of other development patterns, such as comparison and contrast, definition, or causal analysis. In this section, we’ll look at ways to use sources to support a thesis. We’ll learn when to use them, how to locate them, how to evaluate them, and how to integrate them into your writing.

Pages 574–575. Your “Quick Start” exercise emphasizes that you must identify what you know and what you don’t know about a topic. You may have some knowledge of the Vietnam War and its veterans. Maybe you’ve visited the memorial in Washington, DC, or you’ve seen one of the Moving Wall exhibits. But if you were to write about it, you would need specific facts and details.

Pages 576–578. When should you use sources to find information you don’t know? The simple answer is when they help you achieve your purpose with your audience. In most cases, making a point and drawing a conclusion require information and examples. Even if we think we know what we’re talking about, it’s wise to check dates and spellings to be sure. Correct information can only improve your essay and increase your credibility, while one wrong date can cause your reader to doubt everything you’ve said. In this section, study the list of suggestions for adding detail to your essay.

Pages 578–579. Planning your paper begins with defining the nature and purpose of your assignment. Study Figure 21.1, “Locating and Using Sources: An Overview,” and Figure 21.2, “Writing a Paper Using Sources,” on pages 578–579.

When you select a topic, be sure it's something that actually interests you. Your curiosity will help you ask the right questions and follow up on leads. Additionally, be sure your topic is focused and that there's sufficient information available to allow you to offer something fresh and new on the subject. First, develop a working thesis and list some essential research questions. For example, if your tentative topic is attention deficit disorder, you might want to probe its relationship to age, social class, or family history.

Pages 583–587. Using unreliable or substandard sources spoils the purpose of writing a paper. Be sure you choose articles and publications suited to your subject and written by a credible author. A source is *relevant* if it's specific to your needs and *timely* if it provides accurate information. While some topics, such as computer games or banking technology, demand the most up-to-date information, a paper on the Great Depression or the life of Henry VIII could benefit from old sources—writings produced during that period in history. Also, when checking the writer's credentials, look for a satisfactory reputation, academic style, and expertise in the field. Look for evidence that the author provides a fair, objective handling of the subject matter.

Be particularly careful with Internet sources. For basic guidelines, consult Table 21.1 on evaluating Internet sources. Also review the tips provided in the school's library through your student portal. Note each site's purpose, how recent the information is, and how accurate it's likely to be. Sites sponsored by colleges and universities (.edu), state and federal governments (.gov), and reputable organizations (.org) are likely to provide high-quality information, often containing references to other sources to verify the credibility of the information, although in some cases the point of view may not serve your purpose. If a site is out of date, is full of spelling and punctuation errors, or contains generalizations or strong opinions, it shouldn't be used as an objective source, although it could be useful for other purposes.

Pages 587–592. To use sources effectively, you need to separate fact from opinions and identify the source's viewpoint. Watch for bias, which may not be initially apparent. Generalizations often contain logical fallacies, such as

applying the characteristics of a few cases to an entire group. To be a critical thinker, you also must search out assumptions, tacit or explicit, within any source you plan to use and assess the validity of those assumptions.

Pages 592–593. Using the three-phase method of reading saves time and makes your search for sources more efficient. *Scan* a source to see how it’s organized and whether it contains key terms related to your topic. If your scan indicates the article is related to your topic, then *skim* the article to get an overall impression of its content, starting with the title, followed by the introductory paragraph and the headings. Finally, *read* closely those sections that apply to your topic.

Four points are offered for assessing Internet sources. Notice that the Internet permits research for varying learning styles, because websites can have sound, color, animation, and interaction features.

Required Journal Entry 13: Website Evaluation

First, identify or make up a particular career need you’ve faced or might face, such as earning a promotion at your current job, switching jobs, or entering the job market. Then, reread “Choosing and Evaluating Useful Sources,” pages 583–587, and “Evaluating Internet Sources,” pages 585–586. Next, examine each of the following two websites:

- <http://www.careerbuilder.com>
- <http://www.rileyguide.com>

Argue in favor of the site you believe is most relevant for your career need and most reliable. As you discuss specific reasons to support your thesis, use the terminology and criteria for electronic sources discussed in the textbook. Include with your evidence why the other site isn’t as satisfactory for your purpose. (5 paragraphs, 5 sentences each)



Self-Check 23

1. Exercise 21.1, on page 581: Narrow each of the five topics.
2. Exercise 21.2, on page 583: Write a thesis and four or more research questions for item 1 or 3.
3. Exercise 21.3, on page 585: Note reasons why any of the listed sources would be either relevant or irrelevant, reliable or unreliable.
4. Exercise 21.4, on page 589: Use what you've learned to sort out the facts, opinions, and expert opinions.
5. Exercise 21.5, on page 590: Determine why the four cited sources would be considered objective, somewhat biased, or heavily biased.
6. Exercise 21.6, on page 591: Complete the exercise as instructed.
7. Exercise 21.7, on page 592: Identify the assumption as directed.

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 24: FINDING SOURCES AND TAKING NOTES

Read the assignment in this study guide. Then, in the *Successful College Writing* textbook, read Chapter 22, pages 594–619. To test your progress, complete the self-check.

Begin with the “Quick Start” exercise on page 594. Think about where you could find more information on the subject.

This assignment focuses on how to locate and acquire print or electronic sources through libraries or Internet search engines. Read the material carefully, and spend as much time as you can exploring library databases and various Internet resources to see the possibilities. Remember that when you

go to a library, your best resource is the reference librarian. Asking that person to help you locate the information you're looking for will save hours of time and may introduce sources you didn't know existed.

Note: The Penn Foster Virtual Library provides access to academic journals through the EDSeek Periodical database. The “Ask a Librarian” feature offers assistance in locating and using the resources. To access the school library, use the Library Services or School Library link on your student portal after you log into the school site.

A variety of print and electronic sources are available. Being able to distinguish between the various types, such as reference works, books, and periodicals, helps you find relevant research for your paper. Keyword searches offer a starting point and help you find other ideas related to your topic.

Pages 596–603. The ultimate resource for serious writers, particularly those researching scholarly and academic topics, is the library. Today, most college libraries are linked electronically with many data resources, including academic journals, the holdings of other college libraries, and the Library of Congress.

Learning to use keyword searches is vital for efficient Internet research. Under “Locating Useful Library Sources,” you'll find information on how to locate sources from electronic databases. Note the “Suggestions for Conducting Keyword Searches” in the box on page 598. Finding books involves using the library's catalog. Don't forget to ask the reference librarian for help if you're unfamiliar with the catalog system or if you aren't sure where to start looking for information on your topic. For the EDSeek Gale Databases at the Penn Foster library, click on **Help** for more detailed search strategies.

The Internet has revolutionized the world of information. You can Google almost anything imaginable and receive sources, although you may have to sort through a long list of unrelated topics to find what you're looking for. As you work with the text material, check some of the URLs and Internet sources listed, including Listserv and news groups. Study Table 22.2 on page 605 for web sources for academic research, and explore a few of the sites related to your degree program.

Pages 606–607. One of the most important parts of academic research is keeping track of your sources so you can properly cite them in your work. Extracting information from sources can involve several techniques. Your notes can be stored and organized on note cards or within computer files. If you use index cards, make a separate bibliography card for each source and include on it all the information listed in Figure 22.4. You may want to give each source a code letter or number; then you can just write the code and the page numbers on each note card, instead of taking time to recopy the information or risking the confusion of two authors with the same last name. If you use computer files and cut and paste sections from online sources into your note pages, be especially careful in labeling them with the source and including quotation marks to remind you the words are written by someone else.

Pages 608–613. When writing summary notes and paraphrasing, you must be systematic about citing or annotating such information from any source. If a direct quotation serves your purposes, ensure you write the quote verbatim, put quotation marks around it, and cite it accurately. In most cases, paraphrasing is a preferable option. Both paraphrasing and summary notes must also be cited just as you would cite a direct quote. Study the text discussions and illustrations of proper paraphrasing, citation, and recording a modified quote.

In addition to understanding the difference between summary, paraphrase, and direct quotation, you should also know how to effectively introduce, interpret, and incorporate material in your writing. Without proper word choice, source information can boldly stand out and make your writing difficult to read.

Pages 613–615. Plagiarism is stealing. It's using another person's work and passing it off as your own. Intentional plagiarism may actually be prosecuted under certain national and international intellectual-property statutes. In school, even careless mistakes can get you into a great deal of trouble. At the least, plagiarism can cause you to fail the assignment, and it can be a cause for failure of the course. Repeated incidents result in dismissal from school.

To ensure you don't accidentally plagiarize, the first rule is simple: Frame direct quotes in quotation marks, properly introduce paraphrases and summaries, and cite the source in a proper format. The second rule is also simple: Be sure material in the public domain, such as quotes from books or articles written in the nineteenth century, is also properly cited. Beyond the ethics of academic courtesy, it's better to be safe than sorry.

Pages 615–618. For many writers, field research yields results that can't be found in published sources. The proper techniques of conducting interviews, carrying out survey research, and direct field observation are offered in this section.

Pages 618–619. If you need help locating sources for a chosen topic, this section will help. Review the guidelines covered in this assignment and the previous one.



Self-Check 24

1. Exercise 22.1, on page 613: Practice paraphrasing, using the excerpt provided.
2. Exercise 22.2, on page 615: Evaluate the sample paraphrase and rewrite it if necessary.

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 25: WRITING A PAPER USING SOURCES

Read the assignment in this study guide. Then, in the *Successful College Writing* textbook, read Chapter 23, pages 620–679. To test your progress, complete the self-check.

Now it's time to see how all that you've learned comes together. It can be demanding and challenging to write a research paper. First, your initial thesis may be derailed as you begin your research. For instance, if you decide to write about homicide trends across the nation, you might assume that homicide rates in rural areas are lower than in large cities and focus your thesis accordingly. As you read, one source leading to another, you may discover that homicide rates are actually higher in some rural areas than they are in urban areas like Detroit or Washington, DC. That's why flexibility and an open mind are necessary as you do your preliminary research. Use this assignment to learn all you can about locating sources, taking notes, and applying the citation procedures appropriate to your field of study.

When you conduct research for a paper, one of the things you must do is categorize the information you find. The “Quick Start” exercise on page 621 shows how to get started.

Pages 622–630. Before you begin the first draft of a research paper, you must evaluate and organize your sources, much like you did for your argument. That means breaking the information down according to purpose, such as providing background, supporting your thesis, or adding detail. Also, note any that conflict with another source. You may decide to discard some information that either doesn't support your thesis or simply doesn't work with the rest of your sources. Study Figure 23.2 on page 626, which is a sample graphic organizer for the topic “Voluntary Simplicity.”

Pages 630–636. Carefully study the information on documentation and plagiarism. Using transitions and introductory phrases helps to integrate the material into your writing style. (Be sure to cite that material, of course.) Exact words are always included in direct quotes to clarify that they're not your work, but you should also try to blend the material together smoothly. Pay attention to the proper punctuation of quotations.

As you revise your paper, be prepared to cut any material that doesn't provide support and evidence for your thesis and lead to a clear conclusion. Remember to let your writing rest between revisions so you'll see what it actually says, and not what you intended it to mean.

Pages 637–640. As you prepare your final draft, pay special attention to

- Formatting: Note the seven criteria listed on page 637.
- The flowchart: See Figure 23.3 on pages 638–639.
- Editing and proofreading: A list of tips is on pages 639–640.

When completing a writing assignment for a course in English, a foreign-language, or another humanities field, you'll need to use documentation style of the Modern Language Association, (also called *MLA style*). Pages 157–199 of *The Little, Brown Essential Handbook* explain the purpose of MLA style and provides detailed information on creating correct citations for most types of sources. Pay special attention to the differences between online and print sources.

Pages 640–662. This is a reference section to use in completing your research paper in the Modern Language Association (MLA) style for citing sources. This is a vital reference resource for completing your essay assignment.

When completing a research paper for a course in psychology or another social sciences, you'll need to use documentation style of the American Psychological Association (APA style). Pages 200–219 of *The Little, Brown Essential Handbook* explain the purpose of APA style and provides you with detailed information on creating correct citations for various types of sources.

Pages 663–681. This reference section provides American Psychological Association (APA) conventions for citing sources in research papers. Study the “Students Write” feature, which is an example of a properly documented research paper. Pay close attention to the margin notes.

Required Journal Entry 14: Notes and Citations

Reread “Writing Summary Notes,” “Writing Paraphrases,” and “Avoiding Plagiarism” on pages 611–614 of the textbook. Also review both the MLA and APA formats for citing Internet sources on textbook pages 652–655 and 673–674. Then, go to <http://www.careerbuilder.com>. Scroll to the Job Search Tools section. Click **Career Advice** from the bulleted list. From the list provided, choose any article related to a job search. Actively read and reread that article several times.

Summary: Summarize the article. (1 paragraph, 3–5 sentences)

MLA format: Write an accurate citation for the article using MLA format.

APA format: Write an accurate citation for the article using APA format.



Self-Check 25

1. Exercise 23.1, on page 625: Follow the instructions for one of the three listed topics.

Check your answers with those in the online Self-Check Answers supplement.

ASSIGNMENT 26: ESSAY EXAMINATIONS

Read the assignment in this study guide. Then, in the *Successful College Writing* textbook, read Chapter 25, pages 716–735. To test your progress, complete the self-check.

Please note that your text’s Chapter 25, “Essay Examinations and Portfolios,” ends on page 735. However, your required reading for this chapter ends on page 728. Your focus should be on the excellent advice and guidelines you’ll find for responding to essay exam questions. Feel free to skim over the material on creating a portfolio. However, none of this material will appear on your exam for Lesson 9.

Why do many colleges require students to write essays or essay-type answers within time limits? Time limits assess the extent to which students understand ideas or concepts, and their critical-thinking and writing skills. Because proctored exams are part of your program requirements, this chapter can help you deal with time limits while still writing at a college level.

The “Quick Start” exercise is explained on page 717. After you’ve studied the cartoon, limit your response time to 15 minutes. The exercise will help you prepare for time-limited writing responses.

Pages 719–722. In this section, you’ll consider four ways to prepare for essay exams:

- Write out study sheets to organize and/or visualize a response to an essay or essay question.
- Learn to predict essay exam questions by studying previous exams and grouping topics into categories.
- Draft possible answers in an outline form based on your predictions.
- Reduce your essay outline to an informal key-word outline.

Pages 725–727. The art of taking an essay exam involves applying all the skills you’ve learned in this course. In addition, you’re expected read the directions carefully and preview the exam so you can budget your time for each question. By following a few guidelines, you can score higher on your exam, even if you don’t actually know more about the subject matter than you did before.

When you analyze an exam question, look for the key verbs, such as *identify*, *explain*, or *discuss*. If the requirement is to explain, you can probably limit your approach to one point of view; however, if you’re told to discuss, you must consider opposing points of view as well as specific examples. Study Figure 25.1 on page 725, which presents a guide to identifying and understanding the key words found in essay exam items. Then approach your answer as you would any essay—compose a thesis statement, develop supporting details, and proof your answer for obvious errors.

Pages 727–728. Study the sample essay exam question and the student response. Does the student adequately distinguish between *fads* and *fashions*? Where’s the thesis statement? What is the five-phase process?

Required Journal Entry 15: Course Reflection

Reflect: Reread what you wrote for Journal Entry 1: “Me, a Writer?” Compare and contrast your attitude then with your attitude now. Reflect on how knowing who you are as a learner has helped you with the course activities. Reflect on ways you’ve changed as a writer, reader, and/or thinker throughout the course. (3 paragraphs, 5 sentences each)

Evaluate: Evaluate this English Composition course. Explain what you found most helpful, least understandable, and/or least helpful. Suggest ways to improve the course so it better accomplishes its objectives for college students. (2 paragraphs, 5 sentences each)



Self-Check 26

1. Exercise 25.1, on page 720: Prepare a study sheet for a topic from one of your semester courses for use on your proctored exam
2. Exercise 25.2, on pages 720–721: As instructed, use the guidelines for predicting essay exams and key verbs to create three possible questions.
3. Exercise 25.3, on page 726: Write thesis statements for two of the four essay exam questions.

Check your answers with those in the online Self-Check Answers supplement.

EXAMINATIONS

The remainder of this course consists of two examinations. First, you'll complete the Lesson 9 exam on research and MLA citation. After the Lesson 9 exam, you'll complete your final examination by preparing your course journal for submission.

Now that you've spent significant time learning the material for this course, it's time to show both what you've done and what you can now do!

Final Examination: Course Journal

Your course journal should be completed already, because it was assigned as part of each lesson. Before you prepare the file and turn in your journal, read through it and make sure it's presented in a way that will be easily understood by your instructor. Remember, the emphasis is on its content (your thought processes and ideas, rather than structure and conventions), but it still must be understandable.

Review the Course Journal Evaluation Chart, which will be used to grade your exam. Because the journal counts as 33 percent of your final grade, it's important to make sure you include all 15 entries in the required format and with the necessary content.

The journal assignments require you to think on paper rather than demonstrate polished writing. Each entry is rated for the completeness of the assigned task, as well as the depth and breadth of thought. Your goal is to demonstrate quality of thinking, rather than to produce a certain quantity of words (never write words just to have words). Consider your journal the place where you interact with yourself in an animated, thought-provoking written conversation (on which the instructor then eavesdrops).

Six Levels of Intellectual Thinking

To become familiar with the kinds of thinking that show learning, study the types of thinking below. They're based on Bloom's revised taxonomy, which defines six levels of intellectual thinking. The levels begin with the lowest or easiest type of thinking and move to the highest or most complex level. Your assignments will concentrate on the higher levels of thinking.

Remembering. Recall or recognize relevant information.

Understanding. Explain the meaning of what you've learned.

Applying. Use what you've learned in a different context.

EXAMINATION

Analyzing. Break what you've learned into parts, and relate each part to the others and to an overall purpose.

Evaluating. Justify your decision or choice according to certain criteria (either your own or some specified set).

Creating. Develop something original; put together what you've learned in a new way.

Essays must be typed, using a standard 12-point font and left justification. Use 1-inch margins at the top and bottom and 1.25-inch margins for the left and right sides of the document. Single-space your journal entries, using double-spacing only between entries. (See page 9 of your study guide for more instructions.) Each page must have a properly formatted header containing your name, student number, exam number, page number, mailing address, and e-mail address (see page 6 for an example). Name each document using your student number first, then the six-digit lesson number, and finally your last name (for example, 23456789_050177 Doe). Save each as "File Type: Rich Text Format," regardless of your word-processing program.

Submitting Your Assignment

To submit the assignment, follow these steps:

1. Type the assignment.
2. Save the document.
3. Go to your Student Portal.
4. Go to **My Courses**.
5. Find the section for this project.
6. Click on the **Take Exam** icon.
7. That will bring up a *Browse* menu. You must then find where you've saved your work in your computer. The journal should have been saved under *your student number_exam number_last name_first name*. Your exam number for this assignment is **05018300**.
8. Click on the exam.
9. Click on **Open**.
10. Enter a correct e-mail address.
11. Click on **Upload file**.
12. There's no need to worry about the project sheet. The instructor will add one for you.

13. You'll receive an e-mail within 24 hours that tells you the exam has been received. You'll notice a label indicating *RCD* on your record next to that exam until a grade is posted.
14. Exams are evaluated within five days of receipt, although sometimes they're evaluated sooner.
15. You'll receive the evaluation and exam with comments from an instructor by clicking on **View Exam Results** once you see your grade posted.

If you choose to mail the project, here's the address:

Penn Foster
Student Service Center
925 Oak Street
Scranton, PA 18515-0001

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Evaluation Criteria

As noted, your journal takes the place of a final examination for the course and is worth 33 percent of your course grade. Your writing will be graded according to the following criteria.

A-level: Your entry shows fresh insight into yourself and the writing process. You include appropriately specific details to support what you say as you explore the assignment from different perspectives or possibilities. You think primarily at the Analyzing, Evaluating, and Creating levels.

B-level: Although your entry shows a good attempt at the Creating level, your content is mostly Analyzing and Evaluating. The entry tends toward a general explanation of the thinking process leading to the conclusions you give, rather than considering a different angle on the topic. Your voice seems lost or mechanical at times, so the conversation sounds a little forced or stilted instead of naturally flowing from within you.

C-level: You refer to the assignment, but your approach is more general than specific, superficial or commonplace, instead of insightful. Your writing lacks depth and complexity or profound thought. Your discussion is usually at the Understanding, Applying, and Analyzing levels, rarely moving into Evaluating or Creating.

D-level: Your entry is short and perfunctory, merely skimming the assignment, providing bits and pieces of information about yourself but with distant or general feeling. Your writing is too broad and tends to cover areas only loosely related to the assignment. Specific details are inadequate and without clear connection to the assignment focus. You, as an individual, don't seem to be present because you're mostly going through the motions. Your thinking is primarily Remembering and Understanding with some Applying and perhaps a small amount of Analyzing.

F-level: Either you don't write the entry or what you write is off topic and so general that you shed little or no light on the assignment's focus. Few specifics, if any, are given. It's clear that you're merely putting words down for the sake of filling space rather than interacting with the topic to produce new and deeper thinking.

Evaluation Rubric

The following table shows the specific criteria for the evaluation of the journal entries.

Course Journal Evaluation Chart

Required Entries	A	B	C	D	F
Me, a Writer? Attitude / Inventory	5	4.5	4	3.5	3-2-0
Prewriting Brainstorm / Thesis	5	4.5	4	3.5	3-2-0
Drafting Evidence / Method and organization	5	4.5	4	3.5	3-2-0
Revising Purpose and audience / Thesis, topic sentences, and paragraphs / Organization / Evidence	10	9	8	7.5	7-5-0
Public Space Explore / Freewrite	5	4.5	4	3.5	3-2-0
Narration Scene / Actions / Participants / Dialogue / Feelings	5	4.5	4	3.5	3-2-0
Description Sensory details / Comparison / Evaluation	5	4.5	4	3.5	3-2-0
Reflection Attitude / Inventory	5	4.5	4	3.5	3-2-0
Comparison and Contrast Experience / Compare and contrast	5	4.5	4	3.5	3-2-0
Classification and Division Categories or parts	5	4.5	4	3.5	3-2-0
Reflection Classification / Division	5	4.5	4	3.5	3-2-0
Argument Analyze / React	10	9	8	7.5	7-5-0
Web Site Evaluation Riley / USA	10	9	8	7.5	7-5-0
Notes and Citations Summary / MLA citation / APA citation	5	4.5	4	3.5	3-2-0
Course Reflection Reflect / Evaluate	10	9	8	7.5	7-5-0
Format Date / Heading / Part label / Student information	5	4.5	4	3.5	3-2-0