

# **University Prep Writing C**

Winter Semester





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# Objectives

You will be able to reach the following outcomes as you complete the essays that are outlined in this book. The objectives are repeated throughout the book to encourage you to master these objectives in a variety of essay types.

1. Writes level-appropriate\* text.
  - Writes in all major time frames.
  - Writes multiple paragraph length text.
  - Writes introductory paragraphs for multi-paragraph compositions.
  - Writes thesis sentences with a clear controlling idea.
  - Writes effective topic sentences for paragraphs.
  - Writes logically organized paragraphs.
  - Adequately supports ideas with facts, examples, and reasons.
  - Writes effective concluding sentences in paragraphs.
  - Ends multi-paragraph compositions with an appropriate concluding paragraph.
  - Uses a variety of cohesive devices.
  - Adapts language to fit the audience, material, context, and time constraints.
2. Synthesizes information from written and spoken texts.
  - Summarizes main ideas of texts.
  - Summarizes major details or key arguments in texts.
  - Connects ideas and details among different texts.
  - Synthesizes information from sources as support for original ideas.
  - Paraphrases sources without plagiarizing.
  - Cites sources using appropriate formatting methods.
  - Creates a list of sources using appropriate formatting methods.
3. Effectively implements appropriate writing strategies.
  - Uses prewriting to generate ideas for writing.
  - Uses an outline to structure writing.
  - Reads and rereads their own texts to identify and correct errors.
  - Responds to teacher, tutor, and peer feedback.
4. Incorporates a variety of high frequency academic vocabulary in writing.

\*Writing for this level can be described by the following level descriptors:

**Function:** Students are consistently able to meet a range of academic writing needs. They consistently write in all major time frames with good control. They use a wide range of academic syntax and vocabulary correctly. They produce personal, general, and academic texts in concrete terms and will sometimes produce texts about academic topics in abstract terms. Students have some success in adapting their language to fit the audience, material, context, and time constraints. They are able to write in most informal situations and in some formal situations.

**Text:** Students use a variety of cohesive devices in texts that may include several well-organized and connected paragraphs. They incorporate organizational conventions of academic writing. They provide abundant language with some elaboration to support their writing.

**Comprehensibility:** Students can be understood without difficulty by those unaccustomed to non-native writing. Errors do not interfere with understanding but may occasionally be distracting.



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# The Writing Process

Think about the writing process as a very fluid cycle. You should use the writing process flexibly, adapting it to what you need to write. The way you use the writing process depends on a lot of things: task type, time, resources available, your experience with the topic, etc. The guidelines here are meant as general guidelines.

Addressing the Prompt
Prewriting
Writing
Revising
Originality
Timed Writing 1
Integrated Writing 1



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# Addressing the Prompt

One of the most essential steps of writing is ensuring that you fully understand what you are being asked to write about.

## Verbs

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The verb used in the prompt is an important signal to you. It will tell you how you need to write your essay. If you think carefully about the meaning of the verb, it will help you decide on an organizational structure.

## Verbs Often Used in Writing Prompts

- Describe a technological advancement that has changed the world.
  - The verb describe indicates that you will need to use details to help your reader understand your topic. Sometimes it is helpful to write as if your reader has never heard of your topic before.
  - Remember to use many adjectives in your response.
  - **Example:** you might describe
    - 1. The cellphone (useful apps, communication, and easy internet access).
    - 2. The modern-day automobile (speed of travel, comfort, capacity).
- Compare and contrast the technology that your parents had when they were your age and the technology that you have today.
  - The verbs compare and contrast tell you that you will need to explain the similarities and differences between two things. Choose two things that will be easy to find similarities between.
  - **Example:** You might compare
    - 1. The ways your parents communicated with friends (email, pagers, telephones) versus the way that you communicate with friends now (cell phone, text message, social media).
    - 2. The kinds of technology that your parents used in school (computers, overhead projectors, chalkboards) versus the technology that you use in school (laptops, smartboards, ipads).
- Summarize the speaker's thoughts about cell phones.
  - The verb summarize tells you that you will not be writing your own opinion. Instead, you will read or listen to something written by someone else. Put the most important details of what you read or hear into your writing.
- In the United States, many children own cell phones. They use these cell phones for a variety of purposes, including contacting their parents and friends, playing games, and doing school work. However, many people think that cell phones are harmful to young children. Should children own cell phones? Support your position on this issue with reasons and examples.
  - The verb support tells you that you will need to add many examples and outside sources to supplement your opinion. You should find sources that will convince the reader that your opinion is correct.

## Content

Next, you will need to know what content you are expected to include. In some cases, you will only be able to write about a limited number of things because the prompt may be very narrow. In other cases, the prompt may be very general and allow you space to make personal decisions about which supporting ideas to include as you write.

**Always remember to review the prompt throughout the writing process to make sure that the focus of your essay matches the same scope as the prompt.**

## Example Content

- Describe a technological advancement that has changed the world.
  - This topic is more general. You could approach it by describing a modern-day invention, a historical invention, or even a theory. If you have the opportunity, it would be wise to ask your teacher if there is a more specific requirement as to what kind of technology you should write about.
- Compare and contrast the technology that your parents had when they were your age and the technology that you have today.
  - You need to explain similarities and differences. You must include both in order to completely respond to the prompt. This requires you to do a little more than describe the types of technology; you also need to make some judgments about them.
- Summarize the speaker's opinion about Provo, UT.
  - In this response, your supporting ideas should be limited to the content in the original source. You should not have any of your own opinions mixed into this answer. Your response should be limited to the speaker's opinion about cellphones, and not other types of technology.
- In the United States, many children own cell phones. They use these cell phones for a variety of purposes, including contacting their parents and friends, playing games, and doing school work. However, many people think that cell phones are harmful to young children. Should children own cell phones? Support your position on this issue with reasons and examples.
  - This question is about more than your opinion. The idea of supporting your ideas implies that you need to bring in additional sources to add strength to your argument. If the prompt is timed, you will need to focus your support on general knowledge or personal experience. Give reasons and examples.

## Constraints

Finally, you should also look at any limitations included in the prompt. Constraints could include

- time limits
- characters (letters, punctuation, and spaces)
- words
- revision tools (dictionaries, thesaurus, spell check)
- sources (required or no access)
- teacher, tutor, or peer review (required or no access)

## Exercises

### Exercise 1: Prompt Analysis

1. Take a look at these [TOEFL Writing practice items from ETS](#).
2. Identify the prompt for each writing task.
3. Discuss what the prompt verb requires the writer to do. How would a successful response be organized?

## Excercise 2: Writing Prompts

1. Choose a topic for your partner to write about.
2. Choose a verb that identifies a specific task. You can use this resource ([UARK Verb chart](#)) to help select an appropriate verb for your prompt.
3. Write a prompt and exchange it with a partner.
4. Analyze your partner's prompt for the task and content that the writer should target.



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Access it online or download it at [https://open.byu.edu/up\\_writing\\_winter/prompt](https://open.byu.edu/up_writing_winter/prompt).

# Prewriting

Anything you do before you start writing is *prewriting*. You should always start by making sure you understand the assignment. Other activities that are frequently completed in this stage are re- searching, brainstorming, choosing a focus, and outlining.

## Understand the assignment

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Make sure that you understand the requirements of the task. If there is a specific prompt you are supposed to use, make sure your writing addresses the prompt.

## Research

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Doing research can be the hardest part of academic writing. Up until this point, the majority of the writing you have done shows what you *know or think* about a topic. Researched academic essays are more about what you have *learned*. You should not choose topics you know a lot about for research essays. Instead, choose topics you want to learn about.

It is very difficult to prewrite if you have not done some basic preliminary research. You will probably need to do research during the process of writing your research essay as well.

After you know about your assignment (e.g., write a classification essay), you may start searching online to find a topic (e.g., types of clouds). With the topic in mind, you will need to do more research (unless you are an expert on your topic) to know what to focus on (e.g., cirrus clouds, cumulonimbus clouds, stratus clouds, etc.). After you have your focus, you may need to do more research to create a good outline.

Keep track of the sources you use when you are researching. Save links to the websites you find or print sources. Saving information about these sources makes it easier to find quotes for your essay later.

You should not try to write the entire essay from your own experience and knowledge and then try to find research that agrees with your points. Research should be the starting point.

## Brainstorm

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Sometimes you are given a specific prompt (e.g., Research and describe a famous psychologist), but sometimes you can choose your topic. If you are able to choose your own topic, brainstorming can help you generate ideas to write about. There are many methods you can use for brainstorming. You can discuss the topic with a partner, do a free write, make a list of ideas, make an idea map, do a search on Google, etc.

## Choose your focus

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If your topic is really broad, you should narrow the topic down to have a more specific focus. For example, if you choose to write about the benefits of exercise, you will probably need to narrow down that topic to a few benefits of exercise

(e.g., physical and mental benefits of exercise). Researching online or repeating a brainstorming activity may help you choose your focus.

### Tip: Choosing a Focus

It's often best to choose a topic you are most excited about. Drafted essays are typically long-term projects, which means you want to avoid getting tired of your topic over the weeks of working on it. Even a timed writing assignment will be easier to write if you start by choosing something you are invested in.

Being invested in a topic looks different for everyone. Here are some examples of what it might look like for different students writing about their home city:

- I really love history. I'm very proud of the people who made my city what it is today. We have so many interesting stories that my classmates don't know about. I know a lot about my city, but I've never written about it formally and definitely not in English. It would help me stay motivated to write about these stories because I want more people to know these events and people.
- I enjoy the unique landscape of my home city. I think it's incredible how much variety you can experience in my city: the beach, the mountains, and the forest. My home is a popular vacation spot for people in my country, but I have noticed that none of my American friends can find it on a map. I want to convince people to visit my beautiful city.
- My city is home to an incredible soccer team. I am always so excited to talk to friends who love soccer because they know all about my city. This essay does not feel exciting to me, but I love to talk about soccer. Maybe including this detail will help me to want to work on the essay.
- Unfortunately, many people connect my city to negative things. It is not a perfect place, but I am always so disappointed that the reaction I get when I say where I'm from is about the bad things that have happened there. I want to explain in my essay that these perspectives are not accurate to my experience. I want people to know the real city.

## Outline

Making an outline is a prewriting activity you should do for everything you write. An outline is a plan that will ensure your essay easier to write and understand.

Not all outlines are the same. The amount of detail required in the outline depends on the purpose of the essay as well as the purpose of your outline. If you are writing a timed essay without research, your outline will be very simple. If you are writing a researched essay, your outline will probably be more detailed and may include some of your sources.

When you write an outline for a class, your teacher may ask you for a very detailed outline of your essay so that you can show your whole plan. When you need to make an outline, be sure to ask how much detail your teacher expects you to use in your outline.

At a minimum, every outline will at least state your thesis and topic sentences. To create your outline, think about the question that your essay answers (e.g., what is essential to have in every relationship?). Answer the question (e.g., trust and communication). The supporting points in your answer will become your topic sentences (abbreviated TS). Write the main idea of your essay, your thesis (abbreviated TH), by summarizing your supporting points into one sentence.

Look at the example outline below. This basic outline is the type of outline you could create when you are writing an essay without research that is based on what you know (the type of essay you write on the TOEFL). Notice how directly the topic sentences support the thesis.

## Example: Basic Outline

### Introduction

TH: Communication and trust are essential parts of every relationship.

### Body Paragraph 1

TS: Relationships must be built on communication.

### Body Paragraph 2

TS: Trust is foundational in our relationships.

### Conclusion

TH: Relationships require both communication and trust.

You can finish one of these basic outlines very quickly. In fact, for timed essays, you need to be able to write an outline like this in about two or three minutes.

On the other hand, planning a researched essay will take more time. A simple method for planning a researched essay starts with a basic outline. Then add questions to the outline for each topic sentence. Then find quotations in sources that answer each of your questions.

One of the reasons that this method is helpful is because it gives you direction in your research. You can research more quickly because instead of reading everything you can find out about your topic, you are reading to find the answers to a few questions.

## Write a basic outline after you have done some preliminary research.

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- TH: Learning a language as a child and learning language as an adult are very distinct processes.
- TS: Learning vocabulary in a second language is faster than learning vocabulary as a child.
- TS: Whether learning a language as a child or as an adult, the grammar is learned differently.

## Ask questions about each of your topics.

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- TS: Learning vocabulary in a second language is faster than learning vocabulary as a child.
  - Q1: How long does it take to learn vocabulary in a second language?
  - Q2: How long does it take to learn vocabulary as a child?
  - Q3: Why is it faster to learn as an adult?
- TS: Whether learning a language as a child or as an adult, the grammar is learned differently.
  - Q1: How do adults learn grammar?
  - Q2: How do children learn grammar?
  - Q3: What does that mean for grammar learning?

## Find sources that answer your questions. Copy the quote and put it in the outline.

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- TS: Learning vocabulary in a second language is faster than learning vocabulary as a child.
  - Q1: How long does it take to learn vocabulary in a second language?
    - (Couldn't find anything definitive to answer this question).
  - Q2: How long does it take to learn vocabulary as a child?
    - "During the second year of life, children start learning approximately one word per week, and then one word per day" (Gleason, 2017, p. 112).
    - "Children do not acquire a language more quickly than adults and with lots of time to devote to language acquisition, adults can learn a second language to a high level of proficiency in the same amount of time it takes a baby to learn its first 20 words" (Brown & Larson-Hall, 2012, p. 15-16).
  - Q3: Why is it faster to learn as an adult?
    - "Adults bring life experience and a lot of experience with language to the classroom. They are able to learn explicitly, using rules... This is not to say that adults can't learn implicitly, but adult students may be in a hurry to learn, and rules (and strategy use) might facilitate learning for them." (Brown & Larson-Hall, 2012, p. 17)

Sometimes your questions may be difficult to find answers for. Asking questions is a good strategy to focus your research, but don't hesitate to ask additional questions (or adjust your original questions) if you can't find sources to answer all of them. It may be that there are no sources to answer some of your questions, and that is okay. Let the research guide you.

Oftentimes as you research and become more familiar with your subject, you will ask better questions based off of things you read. It's also okay to adjust your outline based on the research that you conduct.

## Exercises

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### Exercise 1.4: Researching a Prompt

*For this practice, we will use a prompt from the "Addressing the Prompt" chapter of this textbook. However, you could practice this same step with a different prompt topic using the same steps.*

Prompt: Describe your home city.

1. Visit the \*Wikipedia page, city website, or tourist information website to get a clear idea of what can be included in the content.
2. Use a search engine to look for recent news articles about your city.
3. Use the BYU Library search or Google Scholar and search for the name of your city (You may not find anything useful here for this topic, but it's always worth a try!)



## Exercise 1.5: Brainstorming for a Prompt

*For this practice, we will use a prompt from the "Addressing the Prompt" chapter of this textbook. However, you could practice this same step with a different prompt topic using the same steps.*

Prompt: Describe your home city.

1. Set a timer for a few minutes (le. 2-3 minutes). Make a list of everything you think about connected to the topic in that time.
2. Revisit one of the websites you looked at in the previous exercise. Add notes to your paper of anything interesting that stands out to you from that page.
3. Describe is a big verb. Add ideas to your list of *how* you can describe the city. What would someone be interested to learn? What is most interesting to you about your city?
4. Think about the prompt and draw. You don't need to be a confident artist, just draw.
5. Choose 5 of the items on your list. Draw 5 lines coming from each of those 5 items. Next to each line, write details, questions, or related ideas.
6. Set a timer for a few minutes (le. 2-3 minutes). Talk to a partner about your initial ideas. Then listen to your partner share his or her ideas. Write down any new thoughts you have during this discussion.

## Exercise 1.6: Focusing on the Prompt

*For this practice, we will use a prompt from the "Addressing the Prompt" chapter of this textbook. However, you could practice this same step with a different prompt topic using the same steps.*

Prompt: Describe your home city.

1. Take a highlighter or a pen and circle all of the ideas that feel interesting and broad enough to write an essay about.
2. Choose two or three aspects of your city that you will focus your paper on.
3. Think about how the list items you circled best connect to those two or three points.

## Exercise 1.7: Outlining a Prompt Response

1. With a partner, choose one of the example focused topics from the tip box above.
2. Write an outline of what the author might include in this essay to describe Provo.
3. Switch your outline with another partner group.
4. Read through the outline.
5. Write a question for each topic sentence about what you would want to know about that aspect of Provo.

## Sources:

Gleason, J. B., & Ratner, N. B. (2017). *The development of language*. Pearson.

Brown, S. & Larson-Hall, J. (2012) *Second language acquisition myths: Applying second language research to classroom teaching*. The University of Michigan Press.



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# Writing

The writing stage is often called **drafting**. When you draft, you should focus on ideas, rather than worrying about grammar. Use an outline as you draft so that you don't lose focus.

## Tip: Get it on Paper

As a writer, you must overcome the belief that everything you write has to be perfect. The first draft is exactly that, a draft. It should be improved upon and revised multiple times. Every time you come back to the essay to work on it, it will improve.

Watch this video clip of artists creating marble sculptures. Writing is a similar creative process. You need an outline and a clear idea of what you want your essay to be at the end. Keep in mind that the first steps of the creation process are very general. It isn't until later in the process that fine details are added.

When you are writing, think of your early drafts as the big cuts of marble. You don't need to worry about word choice or getting the grammar just right. Your focus should be getting the shape of the essay, the general ideas, and the organization.

## Using Quotations

When you are writing, you should not cut and paste several quotes into one body paragraph. Consider which pieces of your quotes are necessary to support and develop the topic sentence. This means that some pieces of quotes may be unnecessary because they don't support the topic sentence.

Use your own words to

- connect quotes together
- introduce some of your research
- explain how a quote supports your topic sentence
- explain what a quote means
- show how quotes are connected together.

After you use a quote, don't simply summarize it; remember to justify or clarify the reason for using the quote.



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# Revising

When you finish writing your essay, you should revise it. after you revise it, you may need to return to either of the previous stages (prewriting or writing) to make improvements to your writing. you also may need to do additional drafting.

## Quotes about drafting

"The second draft is where the fun is. In a first draft, you get to explode. The objective (at least for me) is to get it down on paper, somehow. Battle through the laziness and the not-enough-time and the this-is-rubbish and everything else, and just get it written. Whatever it takes. The second draft is where you go and gather together the fragments of the explosion and figure out what it is you did, and make it look like that was what you always meant to do.

So you write it. Then you put it aside. Not for months, but perhaps for a week or so. Even a few days. Do other things. Then set aside some uninterrupted time to read, and pull it out, and pretend you have never read it before – clear it out of your head, and sit and read it. (I'd suggest you do this on a print-out, so you can scribble on it as you go.)"

- Author Neil Gaiman (2008)

<https://edtechbooks.org/-nkTg>

"My first draft was a haphazardly mowed path through a dark and scary overgrowth of trees and weeds; it took a dozen more drafts to prune and trim, plant new things, string up some lights—so I could arrive at something of a garden."

-Author Emily X. R. Pan

"First drafts are like practicing dance moves in your room alone in the dark; it doesn't matter what it looks like because it's just for you."

-Author Jen Wang

"I think and think and think, and then the first draft pours out on to the page, ready to be expanded in the direction I actually meant for it to go."

-Author E. K. Johnston

(Source: [Bustle](#))

Many people divide the revising stage into two parts: revising and editing. **Revising** focuses on making changes to improve the clarity of your ideas and organization. **Editing** focuses on making changes to improve your grammar. Revising should generally be completed before editing.

Here are some questions that you can ask yourself while you are revising an essay.

### Revision questions

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body paragraph. Do the supporting sentences support the topic sentence?
6. Look at each body paragraph. Are the supporting sentences sequenced in a logical order?
7. Look at each body paragraph. Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body paragraph. Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

## Self-check

You should always read through your essay to identify mistakes. Try to finish your drafting with enough time to leave your essay, and then come back to it later to make revisions. As you revise your own work, you may need to add, delete, or move text. Mark any parts of your essay that you want to ask a friend/tutor to help you with. You should also proofread for mechanical errors (spelling, grammar, etc.). You may be surprised by how many errors you are able to identify on your own.

### Here are some strategies for proofreading:

1. Start by simply reading through your essay for typos. This is an easy way to clean up your mechanics and present a more professional essay.
2. Look through your essay to check for basic grammar errors. For example, you might check to make sure that every sentence has a subject and a verb (and that they agree).
3. If you are not writing for a test, try reading out loud. This may help you identify more errors. We often notice that something doesn't make sense when we hear it.
4. Read the essay backward (paragraph by paragraph).

## Get feedback and make changes

If you are not writing for a test, have a friend or a tutor review your writing before you submit it to your teacher. Then use the feedback you get to make changes. If your teacher gives you feedback on your draft before the final paper is due, make sure you use it to improve your essay.

## Exercises

### Exercise 1: Give Feedback

*Read this student's essay. What feedback would you give the student? Don't just look at superficial concerns like spelling and grammar. Consider the ideas and organization of the essay.*

**Prompt: Do you agree or disagree with the following statement: All children should be required to take a foreign language class from the time they start school until they begin university. Use specific reasons and examples to support your answer.**

Response:

According to this changing world where speaking two or more different languages is a vital part of being able to have better educational, work, and social opportunities. Education departments should join efforts to help and encourage students to take a foreign language classes. According to recent studies, it has been discovered that the English language is now the language of science and business. So schools need to increase their efforts to help students develop reading and comprehension skills in English, and be able to write essays on any subject or academic topic.

Firstly, developing reading and comprehension skills in English allows students to have opportunities in the future. For example, many students who try to apply to different schools in the United States face an important test called TOELF. This test results in checking each person's ability to speak, write, listen and read. A large percentage of people taking this test need improvement in the reading section. In my personal experience, the reading and compression section has also been very difficult. In the same way, reading skills open doors for new jobs. At present, there are evaluation exams to be able to apply to the different jobs in the English language. These exams measure the understanding of the different processes or projects at work and then determine the knowledge that the candidates have. Developing these reading and comprehension skills in English could be a useful tool for the future in education or work.

Second, writing essays on any subject or topic in English is essential for the student's future. As I mentioned in the previous paragraph, reading, writing, speaking, and listening skills are measured in tests such as the TOEFL. Writing is elementary since it must have a detailed structure and organization. In the English language, I must write a topic sentence and give a reason and be able to provide examples so that our topic sentence has support. Currently, companies ask job applicants to write a cover letter, they do this to know the intentions of people, but also to see the way of writing each one of them. For example, if someone is writing a letter with a lot of misspellings, it might not be a good sample to get the job. Also, it is essential to be able to have a good writing style in English, since in the business world today tons of emails are written every day. According to statistics, the most common emails on the internet are written in English. Therefore, it is important to develop English writing skills to the future.

These two important English Skills can help student to have success in their life. Most of people are able to speak and listen English, but reading and writing are special skills that we need to go to school and learn those.

## Exercise 2: Revise

*Use the example essay from the previous exercise.*

1. Based on the feedback you gave, revise the essay. For example, you could alter the topic sentences, add more development, change the order of supporting sentences, or add something that is missing.



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# Originality

It is expected that your writing is *your* writing. *Plagiarism* refers to the action of taking the words or ideas of another person and using those words or ideas like they are your own. This is viewed differently in different cultures. In some cultures, copying what another person wrote is a way to honor the original writer. In American educational settings, plagiarism is not viewed this way. Plagiarism in the United States is viewed as stealing another person's work. There are very serious consequences for stealing another person's words or ideas and using them in your writing. You should never plagiarize **any** part of **any** assignment in **any** of your classes.

There are many ways to plagiarize. You should be familiar with them so that you don't do it accidentally. Some examples of plagiarism include copying text word-for-word (or with a few changes) from something without citing the author, copying too much from one source, and improperly crediting the source. Compare the quote to the examples of plagiarism in the following box.

## Example: Types of Plagiarism

### Original Quote:

- o "Children master the grammar of their native language by collecting hundreds of examples of correctly formed sentences. This process takes time, but it is worth it because the result is that they have a native ear" (Clark, 2017, para. 8).

### Plagiarised Version: Copy and paste without source information

- o As many people know, children master the grammar of their native language by collecting hundreds of examples of correctly formed sentences. This process takes time, but it is worth it because the result is that they have a native ear.

### Plagiarised Version: Paraphrase the idea without source information

- o A native ear is the gradual result of children hearing many examples of their native language used correctly.

### Plagiarised Version: Rewording the quote

- o Children learn the grammar of their first language by hearing lots of examples of correctly formed sentences. This takes time, but it is worth it because the result is a native ear.

\* You should never copy a quote and change just a few words (with or without the source information). Even if you include the source information and you have only changed a few words, this is not correctly paraphrasing and is still considered plagiarism.

When you include research in your essays, you need to properly quote, summarize, or paraphrase as well as include the proper citation. Each of these skills will be explained in this book.

## Exercises

### Exercise 1: Plagiarism Discussion

*In a small group or with a partner, discuss the questions below:*

1. Why do you think the academic culture in the United States is so concerned about plagiarism?
2. Think about your past educational experiences.\* Is plagiarism something that your teachers were concerned about? How does that compare to the information in this chapter?
3. The paragraph above mentions that there are different ways to include research: a quote, a summary, or a paraphrase. What do you know about these different writing techniques? Which one do you think would be the most useful? Which one would be the most difficult?

\*As with many aspects of cultures, a difference does not mean one way of doing things is *better*. Culture simply means *the way we do things here*. We often have to adjust our actions or words to fit a context. The concern or lack of discussion of plagiarism in different cultures is just an interesting difference to be aware of and to adjust for. Even students growing up in the United States have to be specifically taught how to avoid plagiarism.



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# Timed Writing 1

Timed writing can take many forms, but there is always a limit on the amount of time you have to complete your writing. Timed writings most commonly occur in an exam situation, where the tester is evaluating how well you understand a topic and/or can explain your thoughts without external assistance. The amount of time and the expected length of your writing will vary based on the instructions.

You can expect to find a timed writing portion on a test or quiz in virtually any subject. It doesn't matter whether you plan to study business, engineering, music, or linguistics, Timed essays are used frequently to demonstrate how you analyze, argue, or create something with what you have learned.

Although this section is about timed writing in general, all of the timed writing tips in this textbook will help you with the 30-minute essay on the TOEFL.

## Step One: Recognize the constraints

---

When you encounter a timed writing prompt, you should consider the time restraints and the requirements of the prompt. Ask yourself the questions below before you begin your timed writing.

- How much time do I have?
- What length of a response does the teacher expect?
- What aspect of my writing is most important to the teacher?
- Are there other sections of the test that I need to complete?
- Does the testing format provide spell check?

Usually, you will know in advance that there will be a timed writing component to an assessment so you can think about these questions beforehand. This will help you prioritize your time.

## Step Two: Organizing your ideas AND your time

---

It is common for students to feel a sense of panic when they see a clock counting down the seconds during an exam. Because of this psychological pressure, it is easy to overlook a few important things.

First of all, an outline will *always* benefit you. You may think that the best idea is to immediately start writing because the time is limited, but that could lead to a very disorganized presentation of an answer. Read the prompt carefully and make a brief outline of ideas so that you know all parts of the prompt will be addressed and that all of your most important details will be included.

Second, consider how to use time as your ally. Rather than allowing it to control you, think of how you can use the time to keep yourself on track. For example, if the essay is only a small part of the total grade, control the amount of time you give yourself to write the answer. You might do this by answering the essay in a certain amount of time, leaving yourself enough time to complete the rest of the test. Divide the time you have to work with so you can work smarter.

As an example, you may have 30 minutes to complete an essay. In order to work quickly, you could follow a time schedule like this:

Time (Counting down)	Task
30:00-27:00	Write your thesis and topic sentences (outline)
27:00-20:00	Write your first body paragraph
20:00-13:00	Write your second body paragraph
13:00-8:00	Write your introduction paragraph
8:00-3:00	Write your conclusion paragraph
3:00-0:00	Revise and edit your essay

You will obviously need to structure your time differently depending on the amount of time you have to work with. It may also be necessary to adjust the time you spend on certain aspects of your essay depending on what is most important to the teacher. For example, there may be a larger emphasis on accuracy, so you will need to give yourself more time to revise and edit.

### Example timed writing prompts

- Compare and contrast the similarities and differences between Greek and Roman civilizations. Choose at least three aspects in your comparison. (Civilization-History)
- Analyze financial statements. (Intro to Business)
- Analyze the rhetorical devices used in a poem. Be sure to include at least 5 specific terms from the textbook in your analysis. (English Literature)
- Explain the process for prototype design. Include each step and a complete description of each stage of the process. (Engineering)
- Discuss the physiological and psychological changes that occur in humans between the ages of 18-25. (Psychology)

# Exercises

## Exercise 1: Timed Writing

*Set a timer for 20 minutes. Write about one of the following topics. Your response should be between 250-300 words.*

- Describe an important person in your life. Why has that person had a significant impact on you?
- Why did you decide to learn English? What specific moments led you to be in this class? How will this decision impact your future?
- Homesickness is a common difficulty that international students face during their first semester living abroad. What can a homesick student do to improve their situation? What (if anything) should schools do to support these students?
- What is one characteristic you think is key to being a good friend? Why do you think that characteristic is so vital? What are the consequences of not developing this characteristic?



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# Integrated Writing 1

Integrated writing is an extremely common task type at the university level. In fact, almost all of the writing you will do may be considered "integrated" to some degree. Integrated writing means writing in response to ideas found in a reading or listening passage. You can use these passages to inform your writing. Integrated writing prompts may ask you to compare/contrast or provide your own opinion on the topic.

Because this is such a common expectation of academic writing, you can expect to see integrated tasks in potentially any college course you enroll in. Typically a true integrated task will allow you to refer to the original material (or at least the notes you took) while reading/listenign. However, there may be instances when there will be a constraint of time (such as on a quiz or test) and you cannot look back at the original passage.

Writing about a topic and drawing connections between different sources pushes you beyond passive understanding to recreating essential knowledge in your own words.

Although this section is about integrated writing in general, all of the writing tips in this textbook will help you with the integrated essay on the TOEFL.

## Step One: Review the source material

---

This means that when you encounter an integrated writing prompt, you should first think about the content.

- Is there one required source material or multiple?
- Is the content written or spoken?
- How complex are the ideas presented?
- What connections can I draw between the content and other concepts discussed in this (or another) course?
- What connections are there between the various sources?
- What complexity of a response does the teacher expect?
- To what degree can I include my own opinion or background knowledge?
- Am I expected to include direct quotes/references to the text or to discuss it more abstractly?
- Is there a time limit for reviewing the source and/or writing my response?

Because integrated writing generally includes access to the source material before writing and during the writing process itself, this will feel more like a drafted task.

## Step Two: Organizing your ideas AND your time

---

An outline will *always* benefit you. You may think that the best idea is to immediately start writing, but that could lead to a very disorganized or unfocused answer. Read the prompt carefully and make a brief outline of ideas from the source(s) that are necessary to include in your answer. Ensure that you know how all parts of the prompt will be addressed. Outline all of the most important details that you will include. Identify any specific phrases or sentences you would want to include verbatim.

Second, be realistic about the time you have to work on this task. Review the source material to estimate the time it will take to read or listen to it. This may include multiple reviews and/or notetaking, which will add to the overall time. Next, consult the syllabus deadlines and your other commitments to set a personal timeline for working on this project. Will you have time to write multiple drafts? Is there time to have a classmate review your writing or to visit the campus Writing Center?

It may also be necessary to adjust times depending on what is most important to the teacher. For example, there may be a larger emphasis on accuracy, so you will need to give yourself more time to revise and edit. You will also want to consider how necessary it is for you to fully grasp the concepts. In other words, if this assignment is for a core course in your major or in a particularly challenging class, it will be worth scheduling additional time. However, if the assignment is a small percentage of your total grade, it may be fine to lower the priority for reviewing and drafting this essay.

### **Examples of integrated writing prompts**

- Compare and contrast the similarities and differences in opinion between the authors of the two articles on screen time limits for children. (Early childhood education)
- Read the source provided and discuss if this account is trustworthy according to the points discussed in class lectures. (History)
- Analyze a stanza from a poem. What is the implied meaning? Explain this poem using the four analysis steps from the video we watched for homework about Shakespeare's sonnets. (English Literature)



## Exercises

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### Exercise 1: Integrated Writing

*Prompt: Altitude can have a significant impact on our bodies. Using the information from the article and video, explain why altitude training can be beneficial for athletes over time. You should also explain why exercising at a high altitude can be dangerous if done incorrectly. Refer to at least one specific detail from each source in your response. Your answer should be between 250-300 words.*

*Click on the link below to read an article from the local Utah news, then watch the following TED Talk. You may take notes.*

Article: <https://kslsports.com/465492/irish-marathoner-trains-in-utah-ahead-of-tokyo-games/>

Video: <https://edtechbooks.org/-AnMn>





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# Essay Shape and Organization

When you first began writing academic essays, you followed a very straightforward structure. This writing style may seem very direct, but it is expected for basic essays. That structure becomes more flexible with longer essays and more complex topics. The organization of most essays will involve the use of introduction paragraphs, body paragraphs, and conclusion paragraphs. Each basic type of paragraph functions similarly. Furthermore, when writing academic papers using sources, you will need to include a section listing the sources used. In APA style this is called a reference page. You can review each type of paragraph and section briefly in this unit.

Introduction Paragraphs
Body Paragraphs
Conclusion Paragraphs
Reference Page
A Shifting Structure
Example Essay
Timed Writing 2
Integrated Writing 2



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# Introduction Paragraphs

Your introduction paragraph should grab your reader's attention, introduce the topic of your essay, and present your thesis.

## Grab the reader's attention

The very first sentence of your introduction should get your reader interested in your topic. Don't start out too general in your introduction paragraph. Also, don't state all of your specific main points individually in the introduction.

## Introduce the topic through background information

Focus on giving background information that your reader needs to understand the topic generally. The middle sentences of your introduction paragraph prepare your reader to understand your thesis statement.

To know what background information you should include, you need to consider your audience. Are you writing an essay about electromagnetism for a scientific journal that will be read by other scientists in your field? Are you writing a piece for a local newspaper about the effects of a recent local government policy change for the general public who don't know anything about the policy that was changed? Are you writing an essay analyzing poetry for your college English teacher?

You need to know who your audience is before you can start guessing what background information they already know and what background information you need to tell them for them to understand your thesis statement later. Fellow scientists might not need basic scientific words defined. However, they may need specific science concepts that few people are experts in explained and recent research about the topic reviewed to bring them up to date before they read your thesis statement. The average people of a town would probably need the new government policy defined and explained. If you tried to explain the effects of the policy when they don't even know what the policy is, they would be confused. Background information introduces the topic of the essay and prepares the reader to understand your main idea about that topic (your thesis statement).

When you are writing for a teacher in a class, assume that you are writing for a general audience unless your professor tells you otherwise. Assume your audience knows general knowledge like "Fire is hot.", but doesn't know specific things like "The pronunciation of English words changed during The Great Vowel Shift of the late middle ages." If you are not sure if a piece of information is general knowledge or specific knowledge, ask a friend who doesn't know about your topic to read your introduction. They can point out what information they don't understand as a general reader. Then, you can add background information about those points.

**\*Pro Tip:** Never use the phrase "Everyone knows..." in the background knowledge section because you need to assume the general audience doesn't know most of the things about your topic.

## Present your thesis

The thesis states the main idea, or focus, of the essay. The rest of the essay will give evidence and explanations that show why or how your thesis is true.

### An effective thesis—

- addresses the **prompt** if there is one\* (i.e., answers the question).
- is usually at the **end** of the introduction paragraph.
- controls the content of **all** of the body paragraphs.
- is a **complete** sentence.
- does **not announce** the topic (e.g., "I'm going to talk about exercise.").
- should **not** simply be a **fact** (e.g., "Many people exercise.").
- should **not** be **too general** (e.g., "Exercise is good.").
- should **not** be **too specific** (e.g., "Exercise decreases the chance of developing diabetes, heart disease, asthma, osteoporosis, depression, and anxiety.").
- may **state** or **imply** main points (e.g., "Exercise is essential because it improves overall physical and mental health." vs. "Exercise is essential for improving our well-being.").

A thesis statement should be [concise](#). It should say the whole main idea in as few words as possible. This makes for more pleasant experience for the reader who might get tired or confused reading long, unnecessarily complex sentences. Some main ideas are very complex and may take multiple sentences to say clearly, but most can be said in just one sentence. Writing your main idea concisely is preferred in academic writing. This is why single-sentence thesis statements tend to be more powerful than thesis statements that are multiple sentences long.

However, the thesis statement sentence still needs to be grammatically correct. One of the more common errors with student essay writing is comma splice sentences in the thesis statement. A comma splice sentence is a sentence that doesn't properly use conjunctions; it just tries to connect all the clauses with commas only which is grammatically incorrect. There are also other common grammar errors such as run-on sentences, incorrectly placed periods, and a lack of commas to watch out for. Thesis statements are often only a single sentence long, but due to the complex grammar and need for specific wording, they can take more time to write than other sentences. Thesis statements may also be revised multiple times to get the grammar and the wording just right to express your idea most clearly.

## Exercises

## Exercise 2.1: Background Information

**Part A:** Consider the prompt and the proposed thesis statement. Then answer this question: What background information would you need as a reader to understand the topic of this essay?

*Prompt:* Describe either the causes or effects of a topic. The topic may be a problem (e.g., poverty) or a good thing (e.g., economic stability).

*Thesis Statement:* Therefore, the causes of high inflation rates, high unemployment rates, and the excess of money circulating in the market lead the Fed to enact monetary policies that are designed to help the US economy.

**\*\*Don't read part B until you are done with part A. \*\***

**Part B:** Read the introduction below. Then answer the reflection questions below.

One of the most and respectful Central Banks in the world is the Fed, Federal Reserve Bank, located in the USA. This bank is recognized by having the most effective policies that have been turning the USA economy one of the most powerful economies in the world. Although the US economy had one of the most financially notable crises in the history during the Great Depression (during 1929 thru 1939), the US economy has been solid and stable for many years. Due to its stability in the economy, many foreign investors allocate their capitals to the US country in order to obtain their incomes. All these become possible because of the efficient actions done by the Fed. The Fed has the responsibility to control inflation, and other indicators that contribute to its economy. Therefore, the causes of high inflation rates, high unemployment rates, and the excess of money circulating in the market lead the Fed to enact monetary policies that are designed to help the US economy.

### Reflection Questions:

- Does the author answer the questions that you had?
- Do you feel confident that you would understand the essay's thesis statement based on the background information in the introduction? Why or why not?

## Exercise 2.2: Thesis Analysis

Using the points above, decide whether or not each of the following thesis statements is effective:

1. The murder of the last Inca emperor, an important event in the history that has had different impact in the Inca Empire.
2. Overuse of smartphones causes detrimental effects on the brain, unsatisfied relationships with others, and several physical problems.
3. It was a place desert and uninhabited, but that place turned out to be one of the most important, beautiful, and futuristic cities around the world because they manage a stable economy, they started to gain recognition with the Burj Al Arab, that construction was interesting, fast, but struggling as well.
4. This essay will explain the effects of alcohol consumption on your body such as the effect on organs and the ability to control your actions.

## Exercise 2.3: Complex Main Idea Thesis Practice

*Below is a chart of common subordinating conjunctions or conjunctive phrases. Use this chart to help write a complex or complex compound thesis statement that answers the prompt. You will need to answer both questions from the prompt in only one sentence.*

### Subordinating Conjunctions:

after, although, as	if, in order for
because, before	unless, until
even though, even if	where, whereas, while

### Prompt:

Should a new railroad be built in your home state or province? What would the short-term and long-term effects of this decision be?

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## Exercise 2.4: Thesis Grammar Practice

*Revise these thesis statements to be more concise and grammatically correct. Write your best version of the thesis statements on the line.*

1. The Chernobyl accident caused irreparable environmental and social damages. This gave the people an opportunity to become stronger through their unity and their courage to serve no matter the consequences.

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2. Due to the fact that students need to be focused 100% at school in order to achieve their dreams. Universal education needs to be free for everyone.

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3. Testing on animals should be eliminated because it does not produce the benefits it promises, it is a technique that is not ethical, and it is socially unacceptable because there are viable alternatives.

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# Body Paragraphs

Body paragraphs should all work to support your thesis by explaining *why* or *how* your thesis is true. Every sentence in your body paragraphs should work toward supporting your thesis statement. Each body paragraph has three types of sentences.

## Topic sentences

---

A topic sentence states the main idea, or focus, of the paragraph. The rest of the body paragraph will give evidence and explanations that show *why* or *how* your topic sentence is true. In many ways, a topic sentence is very similar to a thesis. The biggest differences will be the location of the sentence and the scope of the ideas.

### An effective topic sentence—

- clearly **supports** the thesis statement.
- is usually at the **beginning** of a body paragraph.
- controls the content of **all** of the supporting sentences in its paragraph.
- is a **complete** sentence.
- does **not announce** the topic (e.g., "I'm going to talk about exercise.").
- should **not** be **too general** (e.g., "Exercise is good.").
- should **not** be **too specific** (e.g., "Exercise decreases the chance of developing diabetes, heart disease, asthma, osteoporosis, depression, and anxiety.").

## Supporting sentences

---

Your body paragraph needs to explain *why* or *how* your topic sentence is true. The sentences that support your topic sentence are called **supporting sentences**. You can have many types of supporting sentences. Supporting sentences can give examples, explanations, details, descriptions, facts, reasons, etc.

## Concluding sentences

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Your final statement should conclude your paragraph logically. Conclusion sentences can restate the main idea of your paragraph, state an opinion, make a prediction, give advice, etc. New ideas should not be presented in your concluding sentence.

# Characteristics of Effective Body Paragraphs

All sentences in your body paragraph need to work together *within the paragraph*, and all the paragraphs need to work together *within the essay*. As you draft and revise your paragraphs, you will need to write the sentences and paragraphs to be 1) unified, 2) developed, and 3) cohesive. If the sentences and paragraphs have [unity](#), [development](#), and [cohesion](#), they will more likely work better together in the essay to express your main idea.

## Exercises

### Exercise 2.5: Body Paragraph Analysis

*Read this example body paragraph and answer the following questions:*

- *Is the topic sentence effective?*
- *Do the supporting sentences directly connect to the topic sentence? Or are there unnecessary or overly specific details included?*
- *Does the concluding sentence effectively end the point?*
- *Is the paragraph logically organized?*

In addition, cooperation between several people can create something better. When people are able to take the first step, listen, and understand, cooperation will be much easier. Every time that people are assigned to a group project, it is a challenge for everyone because there is always a person who does not want to cooperate or a person who wants to do all the work themselves, and it is very complicated to get everyone to agree. Examples like these show that we have a wrong preconceived idea. "If you plant two plants close together, the roots commingle and improve the quality of the soil that both plants will grow better than if they were separated. If you put two pieces of wood together, they will hold much more than the total of the weight held by each separately." (Covey, 1989, p.275). People can see this principle in nature and in their daily lives; the set of several pieces that form a comfortable sofa where they watch television, the set of various colors and shapes that form a picture, or things as simple as a toothbrush that are made up of different materials that when brought together make their lives easier. Changing the way of thinking is essential for the use of this principle.

Covey, Stephen R. (1989). *The 7 Habits of Highly Effective People*.

## Exercise 2.6: Drafting Practice

A body paragraph's job is to develop and give support to the main idea of the essay, the thesis statement. Read the introduction below and consider the bolded thesis statement. What support does it need for the reader to understand or come to agree with your main idea? Write a body paragraph that would fit in an essay with the introduction below.

### Introduction:

Homeschooling, teaching children in places such as their home, a library, etc. instead of enrolling them in public or private school, is something more parents are starting to choose. According to research by the U.S. Department of Education's National Center for Education Statistics, there are 1.1 million children being homeschooled, which is a 2.2 percent increase from 1998, when there were only 850,000 students (Lips & Feinberg, 2008). As the research shows, homeschooling is growing more common in the United States.

**Homeschooling should be encouraged because of the following advantages: higher academic achievement, closer relationships between parents and children, and healthy social, emotional, and psychological characteristics of the students**

### Your Body Paragraph:

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Lips, D. & Feinberg, E. (2008, April 3). Homeschooling: A growing option in American education. Retrieved from <https://www.heritage.org/education/report/homeschooling-growing-option-american-education>





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# Conclusion Paragraphs

Your conclusion paragraph should logically conclude your essay, just like your conclusion sentences logically conclude your body paragraphs. The conclusion paragraph should begin by restating your thesis, and then you should broaden back out to a general topic. End with a closing statement.

## Restate your thesis

---

The first sentence of your concluding paragraph should restate your thesis.

### Example: Restated thesis

Thesis: Some of the most impactful inventions of the nineteenth century that changed the way we live were the telephone, the bicycle, and plastic.

Restated Thesis: It is obvious that these three nineteenth-century inventions dramatically changed our lifestyles.

The thesis changed by implying the main points, instead of stating them directly. Even though the words were changed, the overall meaning did not change. Other ways to restate a thesis include reversing the order of the clauses or using different word forms (e.g., adjective to noun: essential>the importance).

## How to Paraphrase a Thesis Statement

A restated thesis statement says the ideas from the thesis statement again but in different words. It is a paraphrase of the original thesis statement.

### An Effective Paraphrase

- explains the most important parts of the original
- is written in your own words.
- keeps the original meaning.
- does not merely cut and copy from the original

### How to Make a Paraphrase

1. Determine your purpose.
2. Read or listen to what you will paraphrase
3. Make a list of the main points
4. Write the paraphrase.
5. Compare the paraphrase to the original

(Adapted from Stephen, n.d.)

## Apply your thesis to general contexts

There are a few options for the supporting sentences of a conclusion paragraph. All of these options build off the main idea from the restated thesis.

You could summarize the most important supporting details from your essay. This is done by paraphrasing your topic sentences.

You could mirror your introduction. Connect your thesis back to the general topics you mentioned in your introduction. This polishes off the essay in a refined way. Including the same ideas in the first paragraph and the last paragraph bookends the essay the same way the covers of a book contain a story.

Or, you could show the importance and impact of the main idea from the restated thesis statement by discussing that idea's effect on the real world. This is usually done with a large scope in mind. How does your idea impact a larger community or the world?

## Give a closing statement

Your concluding statement is very similar to the concluding sentence of a body paragraph except that you will not restate your main idea at the very end of your paper. Your closing statement can be a prediction, suggestion, or opinion.

## A Conclusion's Role in an Essay

The primary role, job, of a conclusion in an essay is to finish off the essay in a logical way. Just like if you listened to a song that stopped halfway through if you read an essay without a conclusion, it feels unfinished.



A conclusion is an idea that is reached after someone considers evidence about a topic. All the ideas, details, explanations, and reasonings build up to the conclusion.

Usually, this conclusion is stated in the restated thesis statement. The sentences after the restated thesis statement can either summarize the main reasons that support that conclusion or they can show the impact of that conclusion on the real world. The last sentence, the concluding sentence, should be memorable so that people remember the conclusion from the restated thesis statement. It is like the grand finale in a song that leaves a lasting impression.

All of these pieces build on the ideas from the previous paragraphs, so the reader understands at the end of the essay what the essay was all about, the main idea.

### **\*Note: Conclusion vs. Concluding**

"Conclusion" and "Concluding" are based on the word "Conclude" which has two different dictionary definitions: one about deciding based on evidence and another about ending something.

**Conclusion** means "something that you decide when you have thought about all the information connected with the situation".

**Concluding** means "[coming] to an end; [bringing] something to an end"

Sources for definitions:

1. <https://edtechbooks.org/-JcqJ>
2. <https://edtechbooks.org/-irEB>

## Exercises

### Exercise 2.7: Paraphrasing Practice

*Pretend you are writing an essay to answer the prompt below. You have already written your thesis statement. You are now writing the restated thesis statement. To practice your paraphrasing skills, write three versions of the same restated thesis statement on the lines below. A completed example done with a different prompt has been given.*

**Prompt:** What are the effects of eating a healthy diet?

**Thesis:** Consuming healthy foods leads to an increase in energy, a higher intake of vitamins and minerals, and better overall physical health.

1.

---

---

2.

---

---

3.

---

---

**Completed Example:**

**Prompt:** Should schools teach foreign languages?

**Thesis:** *Schools need to teach different languages because it helps the youth to be better prepared for the future, having more opportunities and developing their skills.*

**Restated Thesis Versions:**

1. In conclusion, students are benefited in schools that teach a foreign language because they are not only better prepared for future opportunities but also they develop skills.
2. In closing, the preparation for future opportunities and skill development available to students in schools that teach a foreign language are two of the main reasons schools need to teach foreign languages.
3. In fine, there are many benefits for students learning a foreign language which is why schools should include these courses.

## Exercise 2.8: Concluding Paragraph Analysis

Read the example student's concluding paragraph.

- Does the paragraph appropriately restate the thesis?
- Does the author apply the main idea to general topics?
- Does the writer include a closing statement?
- Do you think this is effective as a concluding paragraph? Why or why not?

**Thesis Statement:** Even though uniforms can transmit an organized image to people outside of the schools, they do not improve students' performance, do not allow students to express themselves, and are a financial burden to families.

**Conclusion:**

Even though uniforms are beneficial for the school's economy, they can impact in different ways to the students. They do not allow student expressions of creativity or develop critical thinking. Uniforms affect the parent's finances, and they do not improve students' grades in school. Uniforms have potential on students in different countries.

## Exercise 2.9: Consider the Cohesion

Analyze the conclusion paragraph from the example essay at the end of this chapter: <https://edtechbooks.org/-WPDJ>. Consider these questions:

- Are all the parts of the conclusion paragraph included?
- How does this conclusion connect with the rest of the essay?
- What specific language does the author use that you could use in any conclusion?



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Access it online or download it at [https://open.byu.edu/up\\_writing\\_winter/conclusion\\_paragraph](https://open.byu.edu/up_writing_winter/conclusion_paragraph).



# Reference Page

As you write more advanced formal academic essays, you will need to include ideas from sources that you find through research. Learning ideas from other sources, connecting those ideas with your own ideas, and sharing your combined ideas with readers is one of the main purposes of academic writing. In order to show your readers where the ideas in your paper come from, you will need to include in-text citations and a list of information about each source you use.

## Different Types of Source Lists

The expectations for how ideas are attributed to their sources vary around the world and for different fields of work or study. For more about how idea attribution is perceived around the world and in the American education system, see the [Originality](#) section of this textbook. In the U.S., you can use other people's ideas and even words in your writing, but you need to tell who the original sources of those ideas were.

How you do this is different by field of study. For example, a psychologist will use APA style to say the source was (Jones, 2010, p. 5), but a literary critic will use MLA style to say the source was (Jones 5). The source they used was the same, but the information about the source is shown in a slightly different style.

Some common styles include:

Full Name	Commonly Called Name	Who Uses It
<a href="#">American Psychological Association Style</a>	APA	social scientists
<a href="#">Modern Language Association Style</a>	MLA	writers and scholars in the humanities
<a href="#">Chicago Style</a>	Chicago	historians and sometimes scholars of other fields
<a href="#">Turabian Style</a>	*Turabian	students

\*Turabian style is a version of Chicago style.

This textbook teaches and uses APA style, so the source list is called a "reference page". In other styles, it may be called something else like a "works cited". The **reference page** is the list of sources written in APA style found at the end of your essay.

## In-text Citations and Reference Pages Work Together

---

The reference page and in-text citations work together to show your reader where you found your ideas and more importantly where they can find the ideas themselves.

The reference page should include certain information like the author's name, publishing year, title, doi (a permanent website link), etc. The reader needs this information so they can go look up the source themselves to find out more. This listed information is called a **citation**. Sometimes it is called a full citation or reference. It is often too long to include in your essay's paragraphs though because it would interrupt readers from reading your regular writing, so it is put at the end of the paper.

### Example Reference Page Citation

Barbier, E. B., & Cox, M. (2004). An Economic Analysis of Shrimp Farm Expansion and Mangrove Conversion in Thailand. *Land Economics*, 80(3), 389–407. <https://doi.org/10.2307/3654728>

Because the full citation is too long to put directly after the idea or words you used from the source, you will need to put an in-text citation instead. **In-text citations** are short versions of the information about the source that is written directly *in* the paragraphs of your essay. In-text citations are put in the essay right before or after the information you are citing to identify that information as being from another source for the readers.

Readers can then use that short version or mini citation to look up the rest of the information on the reference page. They can use the name, year, etc. to look up the full citation just as you would look up a word in a dictionary. Therefore, including matching in-text citations and reference page full citations is important.

### Examples of In-Text Citation

(Barbier & Cox, 2004)

(Barbier & Cox, 2004, p. 390)

## Basic Formatting Expectations

---

The reference page is called a "page" because it starts on its own page. You may need to click 'enter' or 'return' a few times if your essay's conclusion paragraph ends at the top or in the middle of a page. You should label the reference page with the title "References" in regular font at the top center of your reference page.

You will then list the sources you used in alphabetical order by the author's last name (I.e. Hatter, J. would come before Smith, T.). Use the last names (family names) of the authors followed by their first name initial. Some sources don't have a person author and may use an organization instead or may use no author at all. The entries should still be in alphabetical order by whatever the first word of the entry is. This can be seen in the example below where "Dirt..." comes before "Grass..."

These sources will need to be listed with a hanging indent. The hanging indent keeps the first line of the citation starting at the left like normal, but moves any other lines over a little to the right. This makes it easy for readers to see the author

and year information to look up the source using the information from the in-text citation.

## Example Reference Page

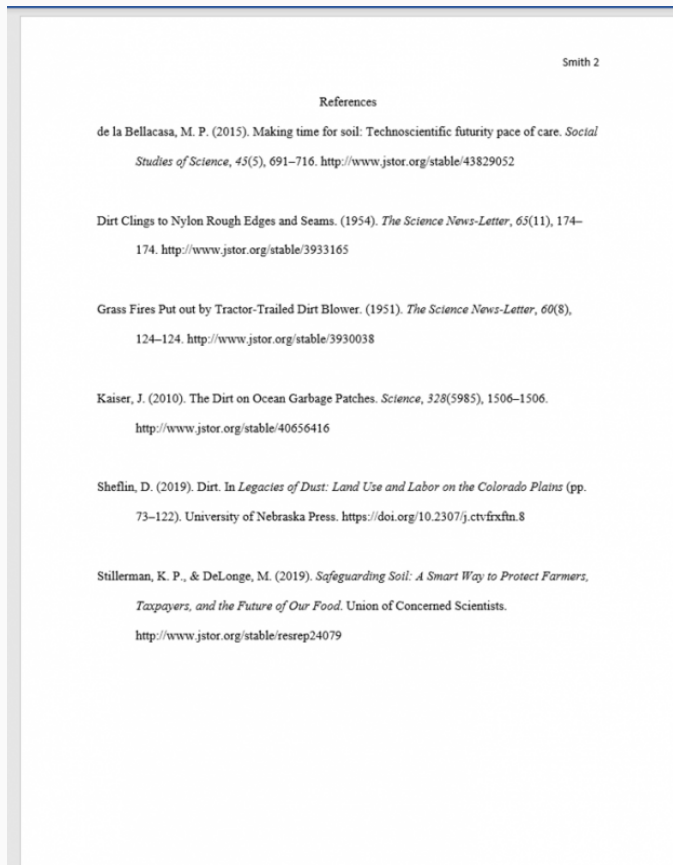


Image: Barraza 2022

There are many more rules and expectations for the formatting of each entry in the listed sources. For more about that information and formatting see [Appendix B: Using Sources](#). You will not be expected to memorize these rules; most people use tools to create the full citations for their reference pages rather than memorize the rules to make them.

## Tools for Creating Citations

There are very few times that you would ever need to write a citation by hand without any resources to help. Almost always, you will instead be able to tools like manuals, resource websites, citation machines, or writing tutoring centers to help you.

Some types of sources are easy to cite such as a website with one author, a clear publishing date, a title, etc. However some sources are more difficult like a transcript of a radio interview or an article with three authors and an editor, but no publishing date. Your college professors won't expect you to memorize what to do in every possible situation, but they will expect you to be able to use your resources to create accurate citations for these many possible situations.

## Resources and Tools for Citations

### Manuals:

- Publication Manual of the American Psychological Association (7th edition)

### Resource Websites:

- <https://apastyle.apa.org/>
- <https://edtechbooks.org/-WxhU>
- <https://edtechbooks.org/-RXzb>
- <https://edtechbooks.org/-RqtU!>

### Citation Machines:

- <https://edtechbooks.org/-Zqui>
- <https://www.easybib.com/> (MLA citing here is free, but APA requires a paid membership.)

### Writing Tutoring Centers:

Each university or college has different tutoring resources available for their students. You can find these resources by asking your teacher, a librarian, or a college information desk for information.

The main tutoring resource for BYU is...

- Research and Writing Center located in the Harold B. Lee Library (HBLL 3340)

<https://edtechbooks.org/-JVII>

### Other:

- <https://edtechbooks.org/-MTre>
- <https://edtechbooks.org/-mLIP>

Whenever you use a tool like an online citation maker, you should also use your own knowledge of APA to double-check that it is accurate. Online citation makers are not perfect. They may miss information or put information in ALL CAPS etc. It is up to you as the writer to make the final decisions about your citations and your reference page.



## Exercises:

### Exercise 2.10: Find Formatting Faults

Look at the reference page below. There are 5 mistakes on this reference page. Can you find them?

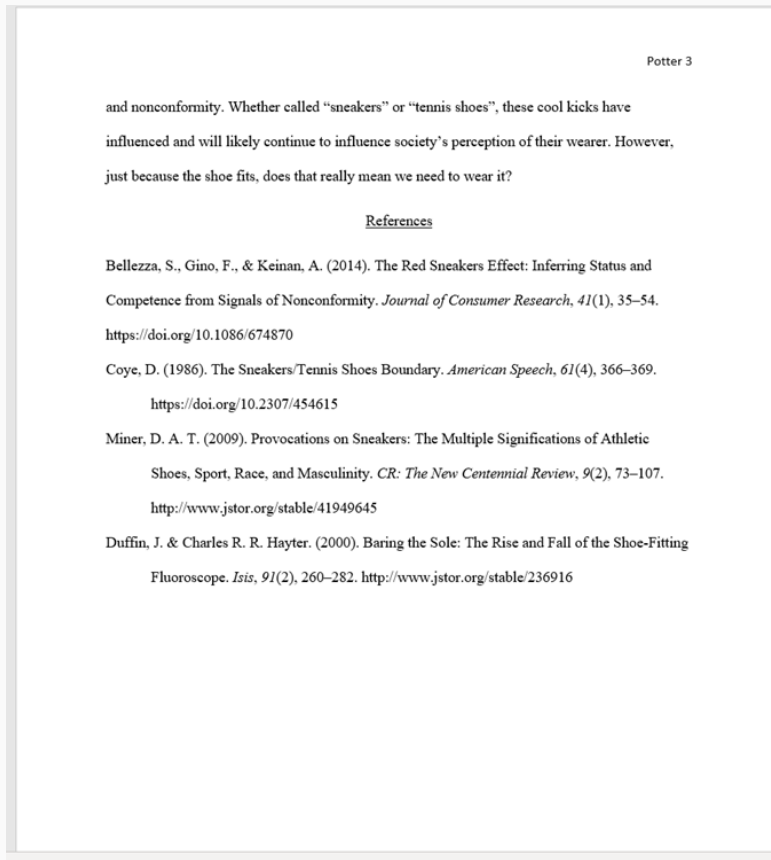


Image: Barraza 2022

### Exercise 2.11: Make a Reference Page

Use the sources below to make a reference page. You can use any of the tools for citation to help.

- <https://edtechbooks.org/-CDcB>
- <https://edtechbooks.org/-HhYB>
- <https://edtechbooks.org/-wfb>
- <https://edtechbooks.org/-YzNv>
- <https://edtechbooks.org/-ctme>

## References:

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Lorenz, M. (2005, January 28). *What is Apa?* Indiana University of Pennsylvania. Retrieved December 16, 2022, from <https://www.iup.edu/writingcenter/writing-resources/research-and-documentation/apa-style/what-is-apa.html>  
According to this website, "This guide for APA was adapted from: Hacker, D. (2003). *A Writer's Reference*. (5th ed.). Boston: St. Martin's. American Psychological Association. (2001). *Publication Manual of the American Psychological Association*. (5th ed.). Washington, DC: American Psychological Association."

Purdue OWL. (2022). *MLA style Introduction*. MLA Style Introduction - Purdue OWL® - Purdue University. Retrieved December 16, 2022, from [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html)

University of Pittsburg Library System. (2022, October 11). *Guides: Citation styles: APA, MLA, Chicago, Turabian, IEEE: Turabian 9th*. Turabian 9th - Citation Styles: APA, MLA, Chicago, Turabian, IEEE - Guides at University of Pittsburgh. Retrieved December 16, 2022, from <https://pitt.libguides.com/citationhelp/turabian>

University of Washington Library. (2022, July 12). *Library guides: Citation & writing guide: Chicago*. Chicago - Citation & Writing Guide - Library Guides at University of Washington Libraries. Retrieved December 16, 2022, from <https://guides.lib.uw.edu/c.php?g=344197&p=2318401>



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## A Shifting Structure

An academic essay is generally organized to introduce the main idea in the first paragraph called the introduction paragraph. This is then followed by multiple paragraphs to give support to that main idea called body paragraphs. Having three body paragraphs to support the main idea is common. The essay ends with a paragraph, called a conclusion paragraph, that draws a conclusion based on the information from the body paragraphs. The conclusion made in the last paragraph is usually the same main idea as was introduced in the introduction paragraph.

This structure is sometimes referred to as a traditional "five-paragraph essay." When you write a five-paragraph essay, your organization is very predictable. There is always one introduction paragraph with the thesis at the end, body paragraphs that each develop one topic related to the thesis, and a conclusion paragraph that begins with a restatement of the thesis. This structure is excellent to use when you write **short** essays (e.g., essays for AA/AB, the TOEFL independent essay, etc.).

By properly using a five-paragraph essay structure, you show that you understand the basics of American English writing. This foundation is important because once you can write a solid five-paragraph essay, then you can expand it without confusing your reader.

In **longer** academic essays, the structure has to become more flexible. Imagine an eight-page research paper with only five paragraphs! The topic and the length is too complex for a five-paragraph structure. Longer essays may have more than one paragraph for the introduction, headings may signal major parts of the essay, or one topic may be developed over several paragraphs. Do not be surprised if your advanced writing teachers ask you to stop using the five-paragraph essay for your writing assignments as you start writing longer academic essays.

Your college teachers may ask you to write something other than an essay (e.g., a literary analysis, reflection, chapter summary, etc.). Often, these other types of writing assignments will have an entirely different structure. One of the most essential steps to success when you write in college is to clearly understand the professor's expectations. If your professor shows you a sample of what you need to write, you should use the sample to help you understand what your professor expects.

This book emphasizes the importance of analyzing model writing because that will help you know how to write whatever you need to write in college, regardless of the structure of the assignment.

Consider how the following essay starts to break the patterns of a typical five-paragraph essay. The structure is less predictable, but it still follows the same general principles of good essay writing that you have learned.



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Access it online or download it at [https://open.byu.edu/up\\_writing\\_winter/a\\_shifting\\_structure](https://open.byu.edu/up_writing_winter/a_shifting_structure).

# Example Essay

## Rain's Journey back to the Clouds

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Water is essential to sustain human life. Water is used for drinking, cooking, bathing, growing food, cooling, manufacturing (cement, glass, plastic, paper, etc.), and creating energy (hydroelectric and geothermal). This life-sustaining liquid covers 70% of the surface of our planet (Oki & Kim, 2017) and is found in the form of rivers, rain, glaciers, clouds, oceans, lakes, underground aquifers, snow, and even as dewdrops on the morning grass. What's interesting is that it doesn't stay in one form for too long. Snow melts, water vapor in the sky falls to Earth as rain, rivers flow into the ocean, ground water bubbles up to the surface through springs and geysers, and lakes constantly lose water into the atmosphere. This process of water changing from one form to another as it moves through the Earth's environmental systems is called the "water cycle" or the "hydrologic cycle" (Micklin, 1996, p. 285). The hydrologic cycle has many different parts but, simply put, it is a repeating process of evaporation, condensation, and precipitation.

Before examining each part of the water cycle, it is important to recognize the importance of the cycle and the conditions required to maintain it. Much of life is sustained with fresh water: humans need fresh water to drink and plants need fresh water in order to grow. However, a large majority of the Earth's water is found in the oceans, and ocean water is too salinated to meet many of the functions that we depend on water for (Micklin, 1996). Through the natural process of evaporation, ocean water is desalinated as it is taken from oceans into the atmosphere; as water in the atmosphere condenses and returns to Earth's surface as rain and snow, it returns as fresh water (Micklin, 1996), which can be used to meet the functions we need. In this way, "the water cycle may be thought of as a giant natural machine, running on solar energy..." (Micklin, 1996, p. 286) that makes it possible to use and reuse the precious water sources we have available.

The conditions required for the water cycle are having available water and the correct surface temperature. Many other planets, even if water existed on them, would not be able to sustain a hydrologic cycle because the temperatures are too extreme. "The Planet Earth has a particularly vigorous hydrology because [of] its surface temperature ...As a result of this circumstance, water in the Earth's hydrosphere occurs in all three phases and is readily transformed from one phase to another" (Dooge, 1984, p. 325). Thus Earth provides the perfect environment to be able to cycle and recycle water from one form to another, and as already mentioned, human life depends on the ability to do so. Each of the steps in the water cycle focuses on moving water through these phases. What follows is an explanation of each of the phases.

### Evaporation

Evaporation is how water molecules get into the atmosphere. Depending on various factors (temperature, humidity, wind speed, and radiation), water molecules found on the surface of the Earth absorb kinetic energy ("Water Cycle," 2014) and become part of the atmosphere in a gaseous state. It may not seem like a significant step of the water cycle because evaporation is not readily observable, but over 450,000 km<sup>3</sup> of water annually leave the oceans through evaporation (Micklin, 1996). This significantly contributes to the water in the atmosphere. Water also enters the atmosphere when ice and glaciers evaporate (called sublimation) or when plants release water through their leaves (called transpiration), but these processes are typically referred to in a general sense as total evaporation (Micklin,

1996). These processes of evaporation form a large part of the hydrologic cycle, supplying water vapor for the next stage: condensation.

### Condensation

The next phase of the water cycle is condensation. Once water molecules are in the atmosphere, they stay in a gaseous state until they lose energy and cool down. Water molecules condense as they transition to a liquid state ("Water Cycle," 2014). Condensation may be the simplest stage of the water cycle because it mainly occurs based on temperature. When moist air cools, the water molecules in the air turn from a gas into a liquid. Condensation happens in many places that are easily observed, like on a glass of water with very cold water in it. Sometimes drops of water will form on the outside of the glass because there was water in the air around the cup. The same thing happens on a larger scale with clouds. Water in the air cools and collects on particles of dust, dirt, or even smoke that are suspended in the atmosphere, forming clouds (U.S. Geological Survey, 2016). Condensed water molecules move around inside of clouds. These "cloud particles" often bump into one another and stick together until they form raindrops, snowflakes, or hailstones that are heavy enough to fall back to the Earth.

### Precipitation

Precipitation is the next stage of the water cycle. In this stage of the water cycle, water that was lost into the atmosphere via evaporation returns to the Earth via precipitation. There are many different forms of precipitation: rain, snow, hail, sleet, and mist. However, not all water that accumulates in clouds falls back to the Earth in the form of precipitation. Sometimes clouds will simply seem to disappear as the water that has condensed in them heats up and re-evaporates back into the atmosphere. This evaporated water has the potential to condense back into clouds later and fall as precipitation (USGS, 2016). The condensed water that does fall from clouds will eventually make its way back into the atmosphere either by transpiration or as it evaporates from the soil or ocean where it collects after it falls ("Water Cycle," 2014).

Sometimes precipitation may also start in one form, but change into another later. For example, if the temperature rises during a snowstorm, the snowflakes may melt as they fall and become rain or, if temperatures become cold enough during a rainstorm, the droplets may freeze in the air to form shards of ice (USGS, 2016). This complex process of precipitation is how the water cycle is able to repeat itself indefinitely, without needing additional water to be added into it.

### Conclusion

These phases of evaporation, condensation, and precipitation happen continually. They also happen simultaneously. As water evaporates into the atmosphere, there is already water condensing into clouds. As some clouds form, others are already beginning to precipitate. While water evaporates from some places more quickly than others and while some places on Earth receive more precipitation than others, the water cycle is, overall, very well balanced. It is so balanced that we've always had the same amount on our home planet. "The global water cycle is in balance, so that on average over the years precipitation equals evaporation....The hydrologic cycle for practical purposes is a closed system with the amount of water in it of fixed volume" (Micklin, 1996, p. 286). The process happens in such balanced proportions that our total amount of water is conserved without losing water. The cycle has been repeating itself for as long as the Earth has been in existence. Its existence is what makes humans' existence a possibility. In comparison to the other planets in the Milky Way, Earth has the right conditions to sustain a hydrologic cycle and keep humans and plants alive.

## Exercises

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### Exercise 1: Supporting Ideas

*Before you complete this activity, read the entire essay.*

1. Scan the essay to find sources.
2. How is the source information used to support the topic sentence (or thesis, more generally)?
3. Are there any ideas in the essay that would be strengthened by bringing in an additional source? Why or why not?



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[https://open.byu.edu/up\\_writing\\_winter/shape\\_organization\\_example\\_essay](https://open.byu.edu/up_writing_winter/shape_organization_example_essay).





## Timed Writing 2

This timed writing tip section and practice is focused specifically on the unique aspects of the TOEFL independent writing task (30-minute essay). As previously mentioned, all of the timed writing practice in this book will help you work toward success on the TOEFL writing section. However, there are some specific points that need to be made about the expectations for the writing on the test.

The TOEFL independent writing task requires you to explain and defend a position.

### Response format

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Your answer should look like a balanced essay. You should write a four or five paragraph essay with an introduction, body paragraphs, and a conclusion. Choosing the number of body paragraphs will depend on your ability to write fluently and develop your ideas. Typically, it is easier for students to develop their ideas if they choose to write two body paragraphs. Writing two developed body paragraphs is better than writing three underdeveloped body paragraphs. An effective response is usually around 300 words. Remember that quality is more important than quantity in this instance.

Focus on what is possible for you to do well during the time limit without access to any additional help.

### Scoring

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This is the biggest difference between TOEFL timed writing and the others discussed in the previous section. Because the TOEFL is a *language* test, the emphasis in the grading will be on your language use. Your actual ideas are a secondary to the language you use to express the ideas. Therefore, while the TOEFL is imitating the type of writing you will do in a college setting, the task itself is different because of the rubric.

Some of you may wonder how the 0-5 score on the rubric in Exercise 1 becomes the 0-30 score that you receive back from the official TOEFL raters. The 0-5 score is a "raw" score. It has not yet been processed through math, scaling, to become the final score. It is raw like an uncooked vegetable.

We do not know the exact math or methods used by the TOEFL organization to determine your official scores. However, we can estimate what a raw 0-5 score would become. You can check out the TOEFL Writing Score Conversion chart at <https://edtechbooks.org/-TQce>. By using the rubrics from Exercise 1 to evaluate your writing and the conversion chart on the collegedunia website, you can estimate or guess about what score you would get on a TOEFL essay. Please keep in mind that the collegedunia website is not an official TOEFL iBT website, so this is just a guess.

## Timed Writing Tips

Because students take the TOEFL at various points in the semester, here is a list of strategies that are discussed at other points in this textbook. All of these strategies are things to keep in mind as you prepare. You may want to skim through the textbook ahead of the class schedule to learn more about these points in more detail.

- Read the prompt carefully.
- Brainstorm your ideas for each part of the prompt.
- Organize your ideas into a logical outline.
- Decide on what is the most important to include.
- Write a thesis statement that directly answers the main part of the prompt.
- Write topic sentences for your main points.
- Write a restated thesis statement.
- Begin developing your ideas into full paragraphs. There are different approaches to this. Find what works for you.
  - Start with the point that is easiest to write, leaving the sections that are hardest for when you have some momentum to your writing. (Note: This may create a challenge if you are still stuck and have no time to revise)
  - Start with the body paragraphs and then work your way to the introduction and conclusion. (Note: This does not mean the introduction and conclusion are unimportant! Make sure to include them)
  - Start from the beginning and work to the end. (Note: Although this seems like the obvious way to approach writing, it can often lead to disorganized thoughts)
- Leave at least 5-10 minutes to review and revise your writing.
  - Before the test, look at feedback your writing teacher has given you on your writing. Are there patterns of organization, development, coherence, or unity errors? Meet with your teacher during office hours before if possible to get tips for how to recognize and resolve those errors during the test.
  - Also look at feedback your grammar teacher has given you on your accuracy errors. Are there patterns of errors with grammar structures that you can look for? Meet with your teacher during office hours before if possible to get tips for how to recognize and resolve those errors during the test.
- Any additional points in your brainstorm and outline can be added if there is time.

## Exercises

### Exercise 2.12: TOEFL Rubric

Take some time to look over the [TOEFL Independent Writing Rubric](#).

1. What will the test raters be focusing on as they assign a score to your essay?
2. How is this rubric similar or different from the rubrics your UP Writing teacher has used this semester?
3. Imagine a writing rubric for a class in your anticipated major. What similarities or differences would you expect there to be? Why would you see those differences?

## Exercise 2.13: Independent Question

Prompt: What is the most important skill for students to develop before they attend college? You have 30 minutes to respond to this prompt. Your answer should be around 300 words long.



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# Integrated Writing 2

In the first integrated writing practice, you learned that integrated writing is a common task at the college level. Because incorporating ideas from outside sources through summary and synthesis is so important, it is a task included on the TOEFL. This section of the integrated writing practice focuses on the unique differences between a normal integrated writing task and the very controlled version you will encounter on the TOEFL.

It is important to first note that the TOEFL integrated writing task is not a true essay as you have likely learned to create. There is no introduction. There is no conclusion. There is no room for your own personal reactions and opinions on the topic. You do not write a thesis statement. You don't need 5 paragraphs with 5 sentences each.

The TOEFL integrated writing structure is very prescribed, and the content is provided directly. The integrated writing task requires you to summarize and compare academic information.

## Task format

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You will have three minutes to **read** a passage about an academic topic. You should take notes about the main points that the author makes, but you do not need to write a lot because you will be able to see the reading again when it is time to write.

Then you will **listen** to a piece of an academic lecture that addresses the same topic that you read about. The professor that is speaking may have the same opinion as the author of the article you read, but the professor often has an opposing point of view. You need to take good notes during the listening. You can only listen one time.

You will have 20 minutes to **write** your response to the question.

Read the question carefully and address all the parts of the question. For example, in this example question, the primary task is to summarize the points made in the lecture. Then you should explain how they relate to points in the reading. Always answer both parts of the question.

### Example: TOEFL Integrated Writing Prompt

Summarize the points made in the lecture, being sure to explain how they challenge specific arguments made in the reading passage.

## Response format

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Your answer will not look like a traditional essay because **this task is not an essay**. This task is a summary and a comparison. In order to summarize the information they give you, you will typically need four paragraphs.

The first paragraph will state the relationship between the reading and the listening (e.g., do they agree about the topic, or do they disagree?). The other three paragraphs will each focus on a specific point that was addressed in both the reading and the listening. You do not need a conclusion paragraph. This is not an essay, so it doesn't need a conclusion paragraph like an essay for school would. As the Shifting Structure section described, not all writing tasks require an essay format.

An effective response will have approximately 200 words.

Paragraph 1: Introduction	A brief introduction with a comparison thesis statement. There is probably no hook. The background information is more of a summary of the listening and reading passages.
Paragraph 2: Point #1	A summary of the listening and reading passages. You may want to use a comparative/contrastive cohesive device to transition from summarizing one source to the next source.
Paragraph 3: Point #2	A summary of the listening and reading passages. You may want to use a comparative/contrastive cohesive device to transition from summarizing one source to the next source.
Paragraph 4: Point #3	A summary of the listening and reading passages. You may want to use a comparative/contrastive cohesive device to transition from summarizing one source to the next source.

\*Because this is a summary, DO NOT include your own opinion or any outside information. This integrated writing task is not an opinion essay. The independent writing task is the opinion essay.

## Strategy

Many students find it helpful to organize their notes with a "T-Chart." On one side of the T chart, write down the main points from the reading. On the other side of the T-Chart, write down the corresponding points found in the listening. Even though the reading passage reappears on your screen while you write, taking notes on the reading is important. If you can quickly refer to your notes instead of spending longer periods of time rereading the passage during the writing time, you will be able to spend more time writing.

It can also help you focus during the listening and give you something to listen for. Make sure you listen for the main points you found in the reading. The listening passage will probably address the same three points found in the paragraphs of the reading. They may even be in the same order. Take notes on the main ideas and key details. You do not need to write full sentences; phrases or words could be enough.

This is a sample T-Chart that could be used to show the points made in the example task.

Reading Passage	Lecture
1.	1.
2.	2.

These are two sample responses.

## Two Example Responses

**Prompt:** Summarize the points made in the lecture, being sure to explain how they challenge the points made in the reading passage.

### Response 1:

Normally someone would think that when the word "eco is used" in a sentence such as "this bag is "eco-friendly" , the person might think that it is better to use eco-friendly materials or products because it is helping the environment. This way of thinking is not 100% accurate because the fact that has eco on their name, does not mean that everything related to the nature might be benefited out of using eco-friendly sources. It is true that eco-turism has a less strong impact in nature but there are still people that are corrupted that abuse their power, which means that even if an area is protected by the government does not mean that there are other people exploding their sources.

There is also a lot of other illegal practices such as hunting, cutting down trees, cultural pollution, etc.

Therefore, there is always something that we can learn about how to take better care of our surroundings, and not just trusting that everything that is eco makes it better in order to enjoy of the nature that we are lucky to have.

### Response 2:

The reading and the lecture are both about eco tourism. The author states the advantages about that topic. On the other hand, the lecturer is presenting the negative consequences about eco tourism.

First, the author says that the eco tourism is positive for the environment. In contrast, the lecture claims that to have tourism in some area is required some infrastructure and that is not good for the environment. They can have air and water pollution.

According to the reading the eco tourism encourage conservation. The professor does not agree with that. She points that even a protected area can be explored. Illegal hunting and cutting trees is happening in places that are protected.

Further, the author believes that more jobs and better living conditions are provided by eco tourism. The lecturer opposes that idea saying that the local people has jobs with lower payments, and it also causes cultural pollution.

The first response is a low-mid response (about a 2) because it has some of the details, but is missing significant points made in the lecture. It is not very developed. More importantly, it misses the prompt. The student adds information and opinions outside of the sources which is not summarizing, and the student didn't compare the two sources.

The second response is a high-mid response (about a 4) because all of the main points are addressed, and the emphasis is on summarizing the listening and comparing it to the article, rather than summarizing every detail mentioned in both. The writer also does not include any outside information or opinions.

## Scoring

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In order to receive a high score on this section, you need to answer the question by writing about the important points from the reading and listening in a clear and accurate way.

The sample task on the following pages contains a reading passage, a lecture transcript, and a response that would receive high marks.

### Integrated Writing Tips

Because students take the TOEFL at various points in the semester, here is a list of strategies that are discussed at other points in this textbook. All of these strategies are things to keep in mind as you prepare. You may want to skim through the textbook ahead of the class schedule to learn more about these points in more detail.

- The prompt does not really change. The content will be different, but you will always be comparing two different perspectives.
- The reading will be visible when you write. Only take simple notes of the main points to make it easier to listen for the comparison point.
- Take careful notes during the listening.
- Organize your ideas into a logical outline.
  - Paragraph 1 What do the reading and lecture discuss?
  - Paragraph 2 What is the speaker's first point? How does it challenge the reading?
  - Paragraph 3 What is the speaker's second point? How does it challenge the reading?
  - Paragraph 4 What is the speaker's third point? How does it challenge the reading?
- Leave at least 5 to review and revise your writing.
  - Check your notes again. Did you accurately present the perspective of the lecture as it compares to the reading? Are all 3 main points included in your essay?
  - Before the test, look at feedback your writing teacher has given you on your writing. Are there patterns of organization, development, coherence, or unity errors? Meet with your teacher during office hours before if possible to get tips for how to recognize and resolve those errors during the test.
  - Also look at feedback your grammar teacher has given you on your accuracy errors. Are there patterns of errors with grammar structures that you can look for? Meet with your teacher during office hours before if possible to get tips for how to recognize and resolve those errors during the test.

## Exercises

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## Exercise 2.14: TOEFL-Style Integrated Writing

1. *Read the passage.*
2. *Listen to the lecture.*
3. *Summarize the points made in the lecture, being sure to explain how they challenge specific arguments made in the reading passage.*

Teachers have access to the "Research and Teaching Universities" Integrated Writing files on the ELC Curriculum Portfolio.



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# Descriptive Essays

Descriptive writing is focused on creating imagery for the reader. This is done through ample details and creative expressions of facts. Think of how events and people are described in news articles. Consider a book you recently read and the descriptions provided by the author to transport you to a new place or to surround you with new ideas. This is one of the great powers of good writing.

Outside of the language classroom, it is unlikely that you will be asked to write a purely descriptive essay during your college experience. Most of the time, descriptive writing is part of a larger writing task.

That being said, control over tense and aspect (narration) are essential parts of descriptions and this writing skill will be necessary throughout your English writing experience. Additionally, the ability to provide details through careful word choice and interesting clausal structures will add to your writing voice and the audience's connection to your purpose as a writer.

Example Descriptive Essay
Prewriting
Writing: Word Choice
Sources: Quoting
Revising
Revise a Descriptive Essay
Explore Other Genres: Creative Writing
Timed Writing 3
Integrated Writing 3





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# Example Descriptive Essay

## Locomotion

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The nineteenth century was a time of unprecedented technological growth and expansion. Innovators developed dozens of new exciting technologies like the battery, the microphone, the typewriter, and the photograph (Bellis, 2006). The spread of these inventions to other countries was not only motivated by the inventions, but in many ways, it was also facilitated by them. Some countries used these inventions to further their own empire, like England, which cemented itself as a dominant cultural power by sending English innovations to other countries. Many new technologies influenced the spread of the European empire; however, the invention of the steam engine locomotive and the concomitant railway system had the greatest impact on many aspects of the imperial system.

### Military Impact

The railway system had a strong military impact as its popularity spread. The railroad allowed for fast transportation of both supplies and troops to areas in need of food or reinforcements. Previous to the railroad, food and ammunition were delivered in slow, vulnerable supply wagons. It took longer for new recruits to arrive as well, and mass transportation was virtually impossible. With the advent of the railroad, men and supplies could arrive to an area in need in a fraction of the time (Gerace, 2004). This meant both that men in reserve could be utilized more fully and that a smaller army could hold greater amounts of territory, sending reinforcements where needed. Railroads were important enough that even the building of a large railroad could be seen as a sign of preparation for an attack (Van Evera, 1986). One place the English used railroads militarily was the Indian Rebellion of 1857. After a widespread rebellion broke out against the British imperial rule, the British used railroads to move troops and supplies quickly and outmaneuver the rebels and could contain the rebellion in Delhi (Alavi, 1996). Even though the native Indian population outnumbered the Imperial British colonizers, having control of an advanced infrastructure, including railroads, helped the British come out victorious.

### Cultural Impact

Railroads were also important because they strengthen the cultural connectedness of a nation. Previous to the railroad, distant communities within a country were separated culturally because people from one area could not easily visit or interact with people in a different area. Each area had distinct customs, fashion, food, music, and even language. Interaction was no longer limited in the same way once the innovation of the railway system was in place. People could travel from one area to another easily and quickly. Once people began interacting more with people in distant cities and sharing their ideas, the differences between cities were diminished (Prasad, 2016). They shared foods, fashions in one area influenced another, they listened to each type of music, and they shared their vocabulary. The uncompleted Cape-to-Cairo railway was one British Railroad that was built simply to unify territory from South Africa up through Egypt (Merrington, 2001). While it was never completed, the Cape-to-Cairo railway shows that people in the mid-nineteenth century believed a railroad was important to establishing cultural unity. Other railways that were successfully completed like the Union Pacific in the United States served to unite the nation. This ability to connect a nation culturally is one reason that railways are so important.

### Economic Impact

In addition, railroad construction had a significant impact on the economy of many industries within the empire because of the materials that were required to build it. These materials generated jobs and strengthened the economy as people used the railway system to travel themselves, or to purchase things that were available via the railway systems. Some of the industries that were required were labor industries that could mine or manufacture the materials needed. Iron, glass, and rock were needed to construct railways, stations, and bridges. Many workers were needed for railway projects from many different skills. Many countries saw these benefits. For example, "the railway age was an enormous boost to the economy of Britain, and would provide the country with one of the most efficient infrastructures for the remainder of the century" ("Railways," n.d., para. 4). The jobs that it generated didn't end once the infrastructure was in place, however. Once in operation, railways required engineers and many different types of employees to keep the trains and the tracks in good repair, operating on time, and serving the needs of the public. The economy was bolstered by the train industry itself, but it was also bolstered by the commerce that it brought with it. It is clear that railways

### Commercial Impact

The biggest way railways affected imperialism was by opening up previously unfeasible markets. This came from its ability to move goods quickly from inland sources that were inefficient before. In many areas, reliable road transport was slow, dangerous, and impractical. That made many products expensive to trade simply because of their location as some products had to be transported longer distances. Products like porcelain, silk, spices, and tea were more profitable historically because they were able to be traded and protected along traditional coastal trade routes without travel to inland trade posts (Reid, 1993). Products that were not found near established trade ports needed to be taken to these ports and the transportation was expensive, thus making the products less lucrative. However, with the invention of the railway system, historically less lucrative products could now be used to make a profit. Products like bamboo, rice, and tin (all of which are inland resources) could be brought to the coast safely and efficiently to trade (Reid, 1993). This innovation changed the face of the Empire. While previous rounds of imperialism focused more on securing favorable trade routes and port cities, now imperialists shifted the focus from small islands and the coastal fringes of continents to also include their vast, untamed interior.

In sum, the technology that had the greatest impact on the establishment of empire in the 19th and 20th centuries was the railroad. It allowed for the effective transport of troops and supplies to maintain power. It created culturally and economically connected territories. It lowered the costs of shipping from colonies significantly. It opened up the interiors of continents to trade. While other technologies also affected New Imperialism, the railroad was the only one with clear military, social, and economic benefits. It spread people, goods, and ideas faster, cheaper, and further than ever before. In every way, the iron horse was an imperial game-changer.

# Exercises

## Exercise: Analyze an essay

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body paragraph. Do the supporting sentences support the topic sentence?
6. Look at each body paragraph. Are the supporting sentences sequenced in a logical order?
7. Look at each body paragraph. Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body paragraph. Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?
11. Look at the specific words used in the essay. Do you notice any particular words that are very descriptive? Do any of the words give you a very specific idea or picture about the topic?

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# Prewriting

## Understand the assignment

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In your essay, you will describe a historic event. This is similar to a writing task you might need to do for a history class. You can focus on describing the event itself or its causes/effects.

You can choose to either write a more formal essay about the event or write more creatively about it.

Your essay should be 1-2 pages long, double-spaced. This is **not** a traditional five-paragraph essay. The goal of this writing task is to provide as much description as possible in a limited amount of space. For this assignment focus on quality, not quantity. It is actually much harder to write in a shorter amount of space, so this is good practice for learning to write with academic concision.

## Research

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Remember that after you do enough preliminary research to brainstorm and choose your focus, you should do more detailed research about your topic so that you can make your outline. Encyclopedias can be an excellent place to begin looking for information on a specific event.

### Interviews

If you chose an event in living memory (meaning someone is still alive who remembers it because lived through that event), then you have the bonus research option of doing a personal interview. Personal interviews are considered primary sources. You should still consider the trustworthiness of primary sources, but usually, primary sources are considered excellent sources.

If you know someone or of someone who lived through the event you are writing about, you can contact them and ask them about their experience. If you choose to contact someone to interview them, you should be polite and respectful. Ask if you can interview them. Be prepared with questions for when you meet, call, or email, and thank them for their time or for meeting with you afterward.

You can cite a personal interview in APA style with in-text citations but does not need a reference page entry. See this webpage for more information on how to cite personal interviews: <https://edtechbooks.org/-Bhap>

## Brainstorm

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A Google search for "important events" might be a good place to start if you aren't sure what you want to write about.

### Example topics could include the following:

- The [Any Country] Revolution (ie. The French Revolution)
- The moon landing
- The discovery of DNA
- The translation of the Bible
- The fall of the Berlin Wall
- The Montgomery Bus Boycott
- The sinking of the Titanic
- The Renaissance
- The invention of penicillin
- The invention of instant ramen

You can choose any historically important event from around the world. Think back to events you learned about in elementary and secondary school. Think of events that you still celebrate or hold remembrances for.

You can also do a basic internet search for important events in world history and see if any of the search responses seem interesting to you.

## Choose your focus

Because this essay will be a maximum of 2 pages long, make sure to focus in your description on one aspect of the event you will describe. You will not be able to describe every single detail about such an important event in just 2 pages, so instead focus on describing **one** aspect really well. Do not attempt to include more than one of the following in an essay of this length.

### Aspects to Focus On

- a climactic moment of the event
- a short vignette or scene of the event
- an emotion attached to the event and why that emotion was/is there
- why is the event so impactful. What made it significant?
- If there were people, what specific actions did they do leading up to, during, or after the event? Why are those actions significant?
- If there were specific words spoken, such as at a famous speech, what made those words so impactful?

## Outline

Start with your thesis. What is the most important information you want to share about this event? Then consider how many paragraphs you will write (about 3 paragraphs total will fit in 2 pages double-spaced). What descriptions best support your thesis? Use those descriptions as your topic sentences.

Add questions or quotes to help you develop each of your ideas. Think specifically about how to introduce your audience to an event they do not know. Even if you chose a well-known event as your topic, approach your descriptive

piece as if you know your audience has never heard of that event. Pretend that your descriptive piece is the first they have heard about it.

## Introduction

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Your introduction should start immediately with a thick description. A thick description means that rather than saying a simple fact with basic words, you will create an image with your words. You can paint a picture in the minds of the readers with the words you use to describe the event.

**Simple:** "In 1851, General Washington crossed the Delaware River."

**Think Description:** "On the stormy Christmas night of 1851, General Washington lead his brave soldiers across the icy Delaware river in secret to secure America's first victory."

Do not attempt to tell every single detail of the event in your short descriptive piece.

You will need to give some background information on the topic in the introduction. However, keep the word count limit in mind and keep the background information general, so you have more room to describe the topic in detail in the body paragraphs.

At the end of your introduction paragraph, you should give your thesis. The thesis should describe the event in very specific terms.

**Example:**

The Great Depression was a time of great economic and political uncertainty.

### Effective Thesis Statement Review

An effective descriptive thesis statement...

- addresses the **prompt** if there is one\* (i.e., answers the question).
- is usually at the **end** of the introduction paragraph.
- controls the content of **all** of the body paragraphs.
- is a **complete** sentence.
- does **not announce** the topic (e.g., "I'm going to talk about Genghis Khan Unifying the tribes of Mongolia.").
- should **not** simply be a **fact** (e.g., "Sugar plantations were in Hawaii.").
- should **not** be **too general** (e.g., "World War 1 had a large impact on history.").
- should **not** be **too specific** (e.g., "In 1867, Alaska was purchased to much derision from the press from Russia by the United States for around 7 million dollars which was about 2 cents an acre.").
- may **state** or **imply** main points (e.g., "The Chernobyl accident caused irreparable environmental and social damage, but this gave the people an opportunity to become stronger in their unity and courage to serve no matter what." vs. "The Chernobyl accident caused irreparable damage, but this gave the people an opportunity to become stronger.").

## Body

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Your body paragraphs should give reasons and evidence to support your thesis. As you outline your body paragraphs, make sure you include clear topic sentences that support your thesis.

Shorter essays may only need 1-3 body paragraphs. Longer essays may need more body paragraphs.

**Consider the following example:**

- Thesis Statement: The Great Depression was a time of great economic uncertainty.
  - Topic sentence: Unemployment was devastatingly high during the Great Depression in many US cities.
  - Topic sentence: Many banks were dangerously unstable during the Great Depression.

This short essay only has two body paragraphs. When you have a fewer number of body paragraphs it is especially important that they are well developed with detail. For an essay that needs to fit a short page limit, writing about one or two topics deeply is better than writing about many topics only shallowly.

As you plan each of your body paragraphs, remember that using sources will make your writing more credible and interesting. Use sources properly so that you do not plagiarize.

## Conclusion

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Your conclusion paragraph should start by restating your thesis. Then, you should write about the event in more general terms and apply their situation to the world more generally. End with a concluding statement.

## Exercises:

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### Exercise 1: Analyze the Prompt

*Answer the following questions to fully understand the prompt above.*

1. What verbs are being used? What task is this prompt asking you to do?
2. How narrow or general is the content that this prompt is asking you to write?
3. What are the constraints of this prompt?

## Exercise 2: Evaluate thesis statements

*How effective are each of these thesis statements?*

1. The biggest influence that America had after the Vietnam war are many: the big damage of the economy, the big change of the thoughts among the american people, and the permitted age to vote and the end of draft.
2. Renaissance have been knowing as a cultural movement started in italy, making that the people felt the curiosity of an awakening mind which developed the basic science that nowadays we have been developing more and more through to the years.
3. All these elements marked Russia's history, and to understand it in a broad way it would be necessary to learn about three outstanding aspects: Who ruled the last dynasty in Russia, what were the reasons that fueled the violence in the Russian Revolution of 1917, and what was the result of this revolution in Russia's history.
4. The Great Migration involved a lot of people; they were courageous; they left the South to look for work and when they arrived, they found difficult conditions, but they worked to overcome them.

## Exercise 3: Short Essay Focus

*Read the following prompt and brainstormed ideas. Then choose the best body paragraph idea(s) to include in the essay outline.*

**Prompt:** Describe an impactful event in history. Your essay should be 1 page double spaced.

**Brainstormed Ideas in No Particular Order:**

- "Bohemian Rhapsody" is the rarest song for many reasons.
- The initial reaction to "Bohemian Rhapsody" was mixed.
- Nowadays, Queens' song have different recognitions.
- "Bohemian Rhapsody" had an enormous musical impact when it was released.
- The famous rock band, Queen, was formed in London in 1970.
- "Bohemian Rhapsody" combines multiple music genres including rock, opera, and pop.
- "Bohemian Rhapsody" has a heavy theme as it discusses murder.
- This song by Queen continues to impact music today.

**Outline:**

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## Exercise 4: Restate a thesis

*Restate each thesis.*

1. Thesis: The invention of the lightbulb was a work of perseverance and ingenuity.
2. Thesis: The sinking of the Titanic was as tragic as it was preventable.

## Exercise 5: Write a thesis

*Three students wrote about Quin Shi Huang's Terracotta Army. Each focused on a different aspect of the event of finding the terracotta army. Use the topic sentences to complete each outline. Write the missing thesis statements and restated thesis statements for each essay.*

### Essay 1:

TH: \_\_\_\_\_

- TS: The discovery of the warriors was completely accidental.

RTH: \_\_\_\_\_

### Essay 2:

TH: \_\_\_\_\_

- TS: Finding the army was exciting because a discovery of similar magnitude had not been made for many years.
- TS: Archaeologists were thrilled by this discovery because it helped to shed light on unknown aspects of Chinese life under the reign of the first emperor.

RTH: \_\_\_\_\_

### Essay 3:

TH: \_\_\_\_\_

- TS: The discovery of the army created many unanswerable questions for archaeologists.
- TS: Some scholars have differing opinions as to possible influences from other ancient cultures.
- TS: The emperor whose tomb the terracotta warriors guard remains sealed.

RTH: \_\_\_\_\_

TH = Thesis Statement, TS = Topic Sentence, RTH = Restated Thesis Statement

## Exercise 6: Peer Review

*Give advice to the author of this student outline.*

TH: The Independence's day of Mexico has been the best achievement in their history due to the fact they achieved the freedom.

- TS: Freedom was always really wanted by slaves
  - SD: The conspiracy of Queretaro.
  - SD: The "Grito de Dolores" (speech of dolores)
- TS: The huge territory
  - SD: The Spaniards' domain over slaves.
  - SD: The lack of equipment.

TH = Thesis Statement, TS = Topic Sentence, SD = Supporting Detail

## References:

Caulfield, J. (2022, June 17). *How to cite an interview in Apa style*. Scribbr. Retrieved December 16, 2022, from <https://www.scribbr.com/apa-examples/interview/> Originally published 2020, November 6



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# Writing: Word Choice

Because descriptive writing is characterized by detailed and interesting illustrations, word choice is a very important writing skill for this type of writing. For this writing practice, we will focus on incorporating new and more specific words to emphasize your meaning.

A challenge with introducing new vocabulary into your writing is appropriately including a new word into a sentence. There are three important parts of word knowledge to consider before including the word: part of speech, connotations vs definitions, and collocations.

## Synonyms

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Think of how in the fictional books you read in English the word *said* might be replaced with *yelled*, *cried*, *declared*, *insisted*, *whimpered*, or *stated*. Although at the core these words are all used as verbs for speaking, they carry extra meaning that gives more information to the reader than a simple *said*.

Be aware that some vocabulary may also have an expression (phrase) that could be used instead of a single word. For example, someone may say *tired* or *exhausted*, but the expression *I'm beat* or *I'm worn out* or *I'm spent* also mean the same thing.

One step that may be helpful is making a list of adjectives and adverbs that more accurately describe the person and their impact on others. A thesaurus is a great place to look for synonyms:

- <https://edtechbooks.org/-xJldG>
- <https://www.thesaurus.com/>

## Part of Speech

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Most of the words you encounter when looking for synonyms or translating words from your first language will be in the same **part of speech**: noun, verb, adjective, adverb etc. However, it is possible that you will find a word that changes to a different word form.

Now that you've practiced looking at descriptive words and synonyms in isolation, you need to start thinking about how the words are actually used in sentences.

As mentioned in the previous exercise, it is important to check that the part of speech of your synonym is the same. This is the first step to knowing how to include it in a new sentence.

Sometimes, a synonym that uses a different part of speech is the best word for the job. Other times, you may find that the sentence you want to write would be most clear if you change the form of the word on your list.

## Examples

### Same Part of Speech:

(Less descriptive) We bought an inexpensive car.

(More descriptive) We bought a cheap car.

### Different Part of Speech:

(Less descriptive) We bought an inexpensive car.

(More descriptive) We bought a car at a **discount**.

(More descriptive) \*The car is **competitively priced**.

\*You may also use a phrase instead of a single word if it is more descriptive.

## Connotation

The word synonym can be deceptive. As mentioned with the word *said*, a synonym can add meaning. Sometimes this additional meaning, or **connotation**, is clear in the definition.

- For example, the additional meaning of *insist* compared to *said* is directly explained in the definition: to demand something forcefully.
- Take a look at the dictionary definitions of the words *said* and *state*. In this case, the difference is not as obvious.

## Connotations and Culture

An important note is that connotation is largely determined by culture. A direct translation of a word can often lose an intended connotation or gain one accidentally. An example of this can be seen within the general culture of the United States with words like *fat*, *chubby*, *skinny*, or *slim*. While the dictionary definition of these words may simply describe the physical shape of a person, there is often a cultural connotation to such descriptions that could be seen as offensive.

When the dictionary does not provide enough information to know the connotation of a new word, the additional meaning can often be found by viewing example sentences. Look at the example sentences below for *said* and *state*. Can you recognize a difference in meaning now?

- He *said* he will be home at 8.
- He *stated* his full address.

After looking at a few additional example sentences, you may come to the conclusion that *state* has an additional level of formality, usually used to talk about speaking in an official way.

## The Grammar of Vocabulary

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In addition to knowing the part of speech and full meaning of a word, you will need to be aware of any grammar patterns that are connected to that word. The part of speech is one step in this direction, but it does not give you the full information about how the word is commonly included in actual written English.

A **collocation** is a word that frequently occurs together with a target vocabulary word. Likely as you have memorized verbs, you will have noticed that there is a particular preposition that goes with it.

- For example: *decide to/on, depend on, come from, or laugh about*

There are also times that a collocation (particularly a preposition or adverb) can create a phrasal verb. A phrasal verb creates a completely new meaning when the words are found together.

- For example: *turn on, get out, take off, move in, go through, or drop out of*

Because a collocation can either be required to complete the grammatical unit or can signal a change in meaning, it is important to look for clues about a new vocabulary word before trying to include it in a sentence.

## Word Choice Review

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Throughout this chapter of the textbook, you have looked at how to select vocabulary that provides more specific detail than the low-hanging fruit\* of the most common words of English. As you write your short descriptive essay, pay special attention to the words you choose. Is the meaning clear and direct? Is the word form used appropriately for the grammar of your sentence? Have you checked to ensure any new vocabulary words match the intended meaning?

\*Low-hanging fruit: obvious or easy choice or action

### Descriptive Writing Tip

As a final note, it is important to remember that at the college level, your writing will have a main purpose other than to describe. The description adds to the overall impact of your writing, but there is such thing as too much description. Be careful not to overwhelm your reader with so much description that your actual purpose is lost.

Since the purpose of this essay is to isolate the language skills needed for descriptive writing, you do not need to worry too much about this here. However, look carefully at the feedback you receive from the teacher. Are there supporting ideas that are overdescribed? Are there additional places where descriptions would enhance the writing?

## Exercises

### Exercise 1: Synonyms

*Make a list of words that could replace each word below. Try to choose more descriptive words that could replace each word.*

1. elderly

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2. huge

---

3. slow

---

4. chair

---

5. principal

---

6. walk

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### Exercise 2: Vocabulary List

*Make a list of vocabulary that would be useful in describing the event you are writing about. Along with the list of words you already know, try making a new vocabulary list of synonyms that you can try to include in your writing.*

Example

*fast: quick, rapid, swift, brisk, speedy, sprint, high-speed.*

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### Exercise 3: Synonyms and Part of Speech

**Part A:** Practice making synonyms with the following words. Use a thesaurus to find a more descriptive synonym. Then use a dictionary to check its part of speech. Write a descriptive synonym for each word with the same part of speech. The first word has been done for you as an example.

Basic Word (Part of Speech)	Descriptive Synonym (Part of Speech)
<b>Example:</b> <i>pretty</i> (adjective)	<i>charming</i> (adjective)
<i>pretty</i> (adjective)	1. _____ (            )
<i>smart</i> (adjective)	2. _____ (            )
<i>share</i> (verb)	3. _____ (            )
<i>make</i> (verb)	4. _____ (            )
<i>easily</i> (adverb)	5. _____ (            )
<i>happily</i> (adverb)	6. _____ (            )

Notice how some words have different meanings in different parts of speech like “share” the verb meaning to give to many people and “share” the noun meaning a part of a company or business. When you look for a synonym, make sure the part of speech *and that* the meanings are the same.

## Exercise 4: Synonyms in Sentences

*Practice using the synonyms you found in the previous exercise in sentences. Rewrite the sentences below to use the synonyms you found. You may need to change the word order of the sentence or give more context to specify which meaning of the synonym you are using. Two examples have been done for you.*

**Example:** The decor at the restaurant was very **pretty**. The decor at the restaurant was very **charming**.

**Example:** Albert Einstein was very **smart**. \*Albert Einstein was very **quick**; his genius was well-known.

*\*More context was needed to clarify that the meaning of "quick" here was intelligent, not physically fast-moving.*

1. The painting that was displayed was **pretty**.

---

2. The math problem was solved by an 8 year old, so we thought he was very **smart**.

---

3. I **share** the moments that are unforgettable with friends through Facebook.

---

4. The chef **made** a pie in the oven.

---

5. He **easily** finished the math exam within half an hour.

---

6. She **happily** played her games during breaktime.

---

## Exercise 5: Changing part of speech

Practice changing the synonym you chose in the previous exercise to a different part of speech. This will let it be used in a different way in a sentence. If the synonym you chose in the previous exercise does not keep the same meaning when it changes the part of speech, then choose a new synonym word with a different part of speech. The first word has been done for you as an example.

Basic Word (Part of Speech)	Changed Synonym (Part of Speech)
<b>Example:</b> prettily (adverb)	charm (noun)
prettily (adverb)	1. _____ (            )
smartly (adverb)	2. _____ (            )
shared (adjective)	3. _____ (            )
made (adjective)	4. _____ (            )
easy (adjective)	5. _____ (            )
happy (adjective)	6. _____ (            )

## Exercise 6: Original Sentence

Write your own original sentence for each synonym you chose in the previous exercise. Try to use it in the sentence with the new part of speech. The first word has been done for you as an example.

**Example:** The **charm** of the school enchanted the students.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Exercise 7: Recognizing connotation

1. Consider the connotations of the underlined words below. How does the meaning shift? Does the dictionary definition clearly show you the difference in use?

- The chairs were made of a **cheap** material and were unusable after one use.
- The chairs were **affordable** and so buying them was within my budget.
- The chairs were so **inexpensive**! They *were a steal*\* at that price!

2. Now check the connotations and definition differences between the provided synonyms and a synonym of your choice. How does the meaning shift? Does the dictionary definition clearly show you the difference in use?

- *pretty, charming*, and \_\_\_\_
- *share, bestow*, and \_\_\_\_
- *easy, effortless*, and \_\_\_\_

\*This expression is used for when something is so inexpensive that it feels like you didn't have to pay for them



## Exercise 8: Connotation Sentences

Read the words below. They have similar dictionary definitions but different connotations. Write a sentence for each word in the pair that demonstrates your understanding of the differences in meaning.

**Example:**

My cat is very **curious** and always looks out the window.

My neighbor is so **nosy** and is always sharing gossip with anyone who will listen.

1. *curious, nosy*

---

---

2. *guest, visitor*

---

---

3. *picky, selective*

---

---

4. *persistent, stubborn*

---

---

5. *childish, childlike*

---

---

## Exercise 9: Collocations

1. Practice finding collocations for the following words:
  1. *catch* + noun
  2. *give* + preposition
  3. *ask* + preposition
  4. *keep* + noun
  5. *get* + adjective
2. Take a look at these verbs and the phrasal verb form. How does the meaning change?
  1. *hold*: *hold on* and *hold up*
  2. *fight*: *fight over* and *fight for*
  3. *pay*: *pay off* and *pay up*
  4. *hang*: *hang out* and *hang up*
  5. *get*: *get back at* and *get back to*

## Exercise 10: Collocation sentences

1. Write a sentence for each of the 5 collocates from question 1 in Exercise 5.
2. Write a sentence for 5 of the phrasal verbs from question 2 in Exercise 5.

## Exercise 11: Different Words. Same Meaning.

You may use synonyms to rephrase (paraphrase) information from a source in your own words. A paraphrase uses different words and grammar to keep the same meaning as the original. Consider the paraphrases below. Choose the best paraphrase for each original quote:

1. "It ripped through every economic level, race, religion, and culture" (Graf, 2018, "World War II," para. 1).
  - A. It tore through all economic levels, races, religious groups, and cultures (Graf, 2018).
  - B. It affected everybody. (Graf, 2018).
  - C. There was no economic, racial, religious or cultural group that was unaffected by it (Graf, 2018).
  - D. No groups (racial, cultural, or otherwise) wanted to touch it (Graf, 2018).
2. "The Renaissance gave us new light, pushing aside the Dark Ages when man was directed by superstition and fear" (Graf, 2018, "The Renaissance," para. 1).
  - A. Superstitious beliefs and fear drove man in the Dark Ages, but were replaced by new light during the Renaissance (Graf, 2018).
  - B. The Renaissance pushed aside the Dark Ages because of superstition and fear (Graf, 2018).
  - C. The Renaissance was pushy because the Dark Ages were a difficult time of fear and superstitious directions (Graf, 2018).
  - D. The Renaissance brought light to the Dark Ages when man was directed by superstition and fear (Graf, 2018).

## Exercise 12: Write a body paragraph

*The partial outline below includes a topic sentence, some developing questions, and some research (quotes and paraphrases). Use the information to create a body paragraph. This body paragraph would be part of an essay about the Great San Francisco Earthquake of 1906. Your paragraph should include rich description through word choice.*

Topic sentence: The 1906 earthquake was devastating.

- Q: How did the earthquake cause devastation?
- A: Fire and shaking
  - "In the public's mind, this earthquake is perhaps remembered most for the fire it spawned in San Francisco, giving it the somewhat misleading appellation of the "San Francisco earthquake". Shaking damage, however, was equally severe in many other places along the fault rupture" (USGS, n.d., para. 3).
- Q: What did the devastation include?
- A: Deaths and buildings
  - "The frequently quoted value of 700 deaths caused by the earthquake and fire is now believed to underestimate the total loss of life by a factor of 3 or 4. Most of the fatalities occurred in San Francisco, and 189 were reported elsewhere" (USGS, n.d., para. 3).
  - Deaths were estimated much lower originally than after further research; now the estimate is around 3,000 people. (USGS, n.d.)
  - Over half of the city's residents were homeless (USGS, n.d.).

Sources: Quoting



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# Sources: Quoting

There are many ways to include ideas from outside sources. In this section of the textbook, we will focus on quoting.

Sources are used to add credibility and emphasis to your essay. When you read about your topic to prepare to write, you will want to make notes of specific sources that influenced your position on the topic and the supporting details you chose for support. After you have decided that information from the original source would be best to include word-for-word, you will follow these steps.

## Choosing a quote

---

The first step is to read about your topic in reputable sources. If you are unsure if a source is trustworthy, talk with either your writing or reading teacher.

While you are reading, create a system for saving the information that is helpful for creating your essay structure and developing your ideas. You may choose to do this with sticky notes, the copy/paste function in a word document, or highlighting. At this stage, you will find larger sections of text that you won't actually use directly in your writing.

Once you have created your essay outline, you can begin to connect these sources you identified as helpful to specific paragraphs.

For quoting, you will need to focus in a small section of the source (up to 40 words, but typically shorter) that will strengthen your main idea and supporting details. Quotes are best used when the original words from a source are:

- already fairly concise and does not need to be condensed
- best supports your topic sentence when preserving the author's original wording and authority
- not easily said in another way
- powerfully stated (highly persuasive or emotional)

You should not quote large blocks of text (more than 40 words), especially in a short essay. You want the majority of the writing in an essay to be your own words, not a quote of someone else.

Below is an example of an original paragraph-length source which was narrowed down to a relevant and precise quotation that could be added to a paragraph.

### Example: Original Passage

In his book *The Great Depression: America 1929-1941*, Robert S. McElvaine describes the myriad of socioeconomic, political, and market forces that culminated in what would become the most jarring domestic crisis in modern American history.

*Reference:*

*The Great Depression and F. Scott Fitzgerald's The great gatsby: [essay example]*, 1390 words. GradesFixer. (2022, November 17). Retrieved April 14, 2023, from <https://gradesfixer.com/free-essay-examples/fitzgeralds-prediction-and-the-great-depression/>

### Example: Quote

"the myriad of socioeconomic, political, and market forces that culminated in what would become the most jarring domestic crisis in modern American history" (McElvaine, 1929, p. 50).

After you have chosen what part of the source to use for your quote, you will need to put those exact words in quotation marks " " and include the in-text citation in parentheses (Author, year, page/paragraph #). If you quote only a part of a sentence, you should use ellipses ... to show where there is information missing.

### Example: Quote with Ellipses

"the myriad of socioeconomic, political, and market forces ... would become the most jarring domestic crisis in modern American history" (McElvaine, 1929, p. 50).

## Introducing a quote

Even though the quotation uses someone else's words, the essay or written piece you are adding it to is still your writing. This means a quote should not just be dropped into the middle of a paragraph. There need to be transitions in and out of a quote to show that it is there for a specific purpose other than to meet the assignment rubric expectation of a certain number of sources. Good writing requires you to show that the source is used strategically to enhance your writing.

You will never just copy and paste a quote by itself. When you use a quote, it will be part of a sentence and will usually be followed by a sentence you wrote to explain its importance to the main idea in some way.

## Example: Quote in context

**In recent years**, "dozens of giant landslides, some with debris extending more than 200 km from their source, have been recognized along the Hawaiian ridge and around other oceanic volcanoes" (Garcia, 2015, p. 13). **This situation provides excellent opportunities to study the cause of these landslides because they are so frequent.**

The introduction you decide to use for the quote will vary depending on your purpose in using those words. Here are some possible reasons why an author may choose to include a direct quote for support:

- The original author is well-known and respected, so using exact words inspires confidence. Additionally, the author's perspective on the matter is considered to be unique and relevant.
- The source emphasizes information in terms of chronology, meaning that the quote connects a supporting idea to a specific point in time.
- The location of the source adds depth to the position because of the narrow focus of the thesis or to show the scale of the topic.
- The information itself is clearly stated, concise, and strong (or uses very specialized terminology) and says something that needs to be said exactly that way.
- The idea is new, unexpected, or contrary to the common belief that it is necessary to show how it was originally said.

The reason for including the quote can often decide how it would be best introduced. Here are some examples of how each of the above purposes could be introduced based on purpose:

- Author:
  - The Chinese philosopher Lao Tzu once said...
  - A close friend of Jim Henson described him as...
- Time:
  - In 2008, the New York Times stated...
  - Just before the incident, an employee of NASA reportedly said that...
- Place:
  - Speaking of Apartheid South Africa, Nelson Mandela said...
  - Australian officials describe the negative impacts of holding the Olympics as...
- Precision:
  - In fact, some of the Taíno words we use today include...
  - He explained his writing best when he said...
- Uniqueness:
  - Surprisingly, some citizens opposed renaming the city in tribute to her because...
  - The correspondence that was recently discovered provided the following insight...

The introduction you choose to write will be outside of the quotation marks ". The exact words you are quoting will go inside the quotation marks ". See the example below.

### Example: Introduced Quote

In **recent years**, "dozens of giant landslides, some with debris extending more than 200 km from their source, have been recognized along the Hawaiian ridge and around other oceanic volcanoes" (Garcia, 2015, p. 13).

These introductions precede the quote to create a bridge between your own supporting ideas and the additional perspective of your source. By smoothly incorporating someone else's words into your own, you remain in control of the essay.

## Commenting on the quote

Just as you needed to create a bridge from your original thought into the direct quote using an introduction, you will need to transition back to your own words. The most effective way to do this is to elaborate on why this quote is relevant. Even if the reasons for including the source feel obvious to you as an author, the cohesion of the paragraph will be much stronger when you include a commentary or reaction to the source before moving into your next supporting thought.

Take a look at the the example quote in a complete context.

### Example: Quote in context

In recent years, "dozens of giant landslides, some with debris extending more than 200 km from their source, have been recognized along the Hawaiian ridge and around other oceanic volcanoes" (Garcia, 2015, p. 13). This situation provides excellent opportunities to study the cause of these landslides because they are so frequent.

Notice that the author does not simply summarize the quote or give an overly general "this is important" response. This quote is contextualized by showing that this fact focused on time and place fits into a larger discussion about causes. Even without seeing the topic sentence, this quote in context signals that the main idea of the paragraph (topic sentence) has to do with learning more about the causes of landslides.

At the beginning of this chapter about descriptive writing, you learned that academic descriptive writing is typically situated within a larger purpose. The use of descriptive supporting ideas and details is to add strength and interest to the thesis. This contextualized quote is an excellent example of how this can be done.



## Tips for quotations

- Do NOT change any of the words or punctuation
  - If a change is necessary for the integration of the quote into the grammar of your sentence, you can use brackets [word] around the word you need to change
- Quotes should not be more than 40 words\*
- Quotes should start and end with quotation marks "word"
- You should include a citation. See the citation section of this textbook for details on how to do this.
- The final punctuation (usually a period) should come after the final parenthesis in the citation
- If you quote only a part of a sentence, you should use ellipses (...) to show where there is information missing.
- Because the quote will be part of your sentence, you will not capitalize the first word of the quotation, even if capitalized in the original source.
- Quotes should come from multiple sources. Relying too heavily on one source can weaken your position.
- Quotes are just one form of including sources. An essay (or paragraph) should include a variety of integrated sources.

\*It is possible to include longer direct quotations, but that is not covered in this textbook.

## Exercises

### Exercise 1: Choosing quotes

*The following quotes come from an article about James Cook, a famous British sailor in the 1700s. Read the example topic sentences below and choose short quotes from these paragraphs that could be used to support each topic sentence.*

1. James Cook is recognized for his remarkable work to prevent scurvy.
2. James Cook's voyages resulted in new geographical knowledge for England.
3. One of the noteworthy attributes of James Cook was his leadership at sea.

Source:

"After the Endeavour was grounded on the nearby Queensland coast and repaired, Cook sailed it back to England. He stopped briefly at Batavia (modern Jakarta) for supplies, and, although the crew had been remarkably healthy until then, 30 died of fever and dysentery contracted while on land. None of the crew, however, died of scurvy (a dietary disease, caused by a lack of ascorbic acid, that notoriously decimated the crews of ships on lengthy voyages in the 18th century). This was because, in addition to ensuring cleanliness and ventilation in the crew's quarters, Cook insisted on an appropriate diet that included cress, sauerkraut, and a kind of orange extract. The health in which he maintained his sailors in consequence made his name a naval byword" (Villiers, 2018, "Voyages and Discoveries," para. 2).

"... he successfully completed the first west-east circumnavigation in high latitudes, charted Tonga and Easter Island during the winters, and discovered New Caledonia in the Pacific and the South Sandwich Islands and South Georgia island in the Atlantic. He showed that a real Terra Australis existed only in the landmasses of Australia, New Zealand, and whatever land might remain frozen beyond the ice rim of Antarctica.

And, once again, not one of his crew died of scurvy. Back in England, he was promoted to captain at last, elected a fellow of the Royal Society, and awarded one of its highest honours, the gold Copley Medal, for a paper that he prepared on his work against scurvy" (Villiers, 2018, "Voyages and Discoveries," para. 4).

## Exercise 2: Introducing Quotes

*Choose one of the individuals below. After skimming the article, practice choosing and introducing a quote in each of the following ways:*

1. Time
2. Place
3. Precision
4. Author

[Sonia Sotomayor](#)

[Jorge Luis Borges](#)

[Marjane Satrapi](#)

[John James Audubon](#)

[Lupita Nyong'o](#)

[Hayao Miyazaki](#)

## Exercise 3: Create commentary

*The following quotes come from research about William Wilberforce. Add commentary for each of the quotes to connect them to the topic sentence. These quote commentaries should be independent of each other. You are not writing a paragraph.*

TS: William Wilberforce worked during his political career to end slavery in Britain.

1. "Wilberforce agreed to lead a parliamentary campaign to abolish the slave trade" (Andiruth, 2015, para. 6).
2. "In 1791, he introduced the first Bill to abolish the slave trade which was defeated..." (Andiruth, 2015, para. 7).
3. "...Wilberforce began a parliamentary campaign during which he introduced a motion in favour of abolition almost every year" (Andiruth, 2015, para. 7)
4. "The Slave Trade Act which abolished the slave trade in the British Empire was passed on 25 March 1807" (Andiruth, 2015, para. 7).

## Exercise 4: Integrating sources

*Imagine you are drafting a paragraph in an essay about the Black Death. Your paragraph lacks development, so you do additional research to add to the paragraph.*

*Read the quotes below and determine if there is any information that would support the topic sentence below. What information should probably not be used to support this topic sentence?*

Topic sentence: The Black Plague was one of history's most deadly epidemics.

1. "The 14th century epidemic of the "Black Death," also called the black plague or bubonic plague, across Europe and Asia, has become one of the most infamous events in history. The plague killed 30-60 percent of the entire population of Europe, claiming a grand total of anywhere between 75 to 200 million lives. Population growth did not resume until a full century later, and the world population did not recover until the 17th century" (Galbreath, 2016, "The Black Death," para. 1).
2. "The massive death toll caused an extreme labor shortage, which meant higher wages for the peasants and a greater choice of who they wanted to work for. The land was plentiful, and lords were forced to try and make conditions more attractive to the peasants. Serfdom all but disappeared as a result, and this "golden age" of prosperity would not be soon forgotten. Decades later, when the feudal lords tried to roll back these benefits and return to the old ways, the result was widespread peasant revolts. The Black Death also helped break the absolute authority of the Catholic Church" (Galbreath, 2016, "The Black Death," para. 2).
3. "Between 1918 and 1920 a disturbingly deadly outbreak of influenza tore across the globe, infecting over a third of the world's population and ending the lives of 20 – 50 million people. Of the 500 million people infected in the 1918 pandemic, the mortality rate was estimated at 10% to 20%, with up to 25 million deaths in the first 25 weeks alone. What separated the 1918 flu pandemic from other influenza outbreaks was the victims; where influenza had always previously only killed juveniles and the elderly or already weakened patients, it had begun striking down hardy and completely healthy young adults, while leaving children and those with weaker immune systems still alive" ("Masters in Public Health," n.d., "Flu Pandemic (1918)", para. 1).



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# Revising

Revising is an important step in writing. In fact, revising is *most* of what writers do. In this chapter, you will practice this skill with a focus on descriptive writing.

## Exercises

### Exercise 1: Word choice feedback

*Compare these two versions of a descriptive paragraph. The first paragraph includes underlined sections where the teacher suggested adding more detail or better word choice. The second paragraph is the revision the student wrote in response to the feedback.*

- What changes did the student make in terms of adding descriptions?
- What changes did the student make to word choice?
- What changes did the student decide not to make?
- What changes did the student make that were not suggested by the teacher?
- How do those changes impact the overall writing?

*Original with feedback underlines:*

Henrietta Leavitt was an astronomer at Harvard. Henrietta's job was recording the brightness of stars from the Harvard collection of images. At that time, women were prohibited from using telescopes, but they could look at the data. When Henrietta was working, she learned something interesting about the stars. Her work made it possible to measure distance between far away stars. This sounds like a small thing, but this knowledge made it possible to understand the universe beyond the Milky Way galaxy. Henrietta Leavitt's work was needed before other important research. She was nominated for the Nobel Prize, but she died before her work was fully recognized.

*Revised paragraph:*

Henrietta Leavitt was a talented astronomer who worked as a "computer" at Harvard in the late 1800s. Henrietta's assignment at the observatory was recording the brightness of stars from the Harvard collection of images. At that time, women were prohibited from using telescopes, but they could look at the data. When Henrietta was working on recording data, she discovered that there was a connection between the periods of time and the brightness of stars known as Cepheids variables. This important discovery is known as Leavitt's law, or the period-luminosity relationship for Cepheids, and was an essential step to measure distance between remote stars that were previously impossible to determine. This sounds like a small thing, but this knowledge made it possible to understand the universe beyond the Milky Way galaxy. Henrietta Leavitt's work was necessary before other important astronomy research. She was nominated for the Nobel Prize, but she died before her work was fully recognized. Even though the name of Henrietta Leavitt may not be well-known, her contributions to science were a foundation for many of the exciting discoveries we enjoy today.

## Exercise 2: Word choice revision

*Read through this paragraph. The student received feedback from the teacher that the paragraph is not descriptive enough for this assignment. Revise the paragraph by replacing the underlined sections with more specific vocabulary or phrases to provide a richer description.*

An important person in my life is Coach B. He was my soccer coach in high school. He was nice and helpful. Coach B made the team feel like friends. He told me to work hard. I learned a lot from him. I am a good soccer player because of his help. Everyone needs a strong teacher like Coach B to help them become better.

## Exercise 3: Feedback Comparison

*Read the student paragraph. What suggestions would you give the author?*

Third is the end of draft. During the Vietnam war, men of more than 18 years old drafted and they were forced to go to the war and sacrifice their life for the country. But after the Vietnam war, President Nixon decided to abolish the draft and change to all volunteer soldiers before the election of 1972. The end of the draft was a significant change for the US. Also, it was not just the abolishment of the draft, but the voting age also changed. When the draft was in place, 18 year olds could not vote. That was a problem that required an urgent solution. The president Nixon, like he promised, ended the draft. According to a CNN article, "This initial foray into 'wedge politics' would help Nixon win a controversial re-election in 1972 in a landslide" ("Five Ways the Vietnam War Changed America," para. 2). So, the law he changed also helped him win the election.

*Now compare your suggestions to the feedback given by a teacher.*

TS= Topic sentence; CIT = Citation; IR= Irrelevant; CS= Concluding Sentence

**TS** Third is the end of draft. During the Vietnam war, men of more than 18 years old drafted and they were forced to go to the war and sacrifice their life for the country. But after 1972, the Vietnam war, President Nixon decided to abolish the draft and change to all volunteer soldiers before the election of 1972. **CIT** The end of the draft was a significant change for the US. **IR** Also, it was not just the abolishment of the draft, but the voting age also changed. When the **(Why? How?)** draft was in place, 18 year olds could not vote. That was a problem that required an urgent solution. The president Nixon, like he promised, ended the draft. According to a CNN article, **IR** "This initial foray into 'wedge politics' would help Nixon win a controversial re-election in (CIT) 1972 in a landslide" ("Five Ways the Vietnam War Changed America," para. 2). So, the law hechanged also helped him win the election. **CS**

## Exercise 4: Peer feedback

*Read the student paragraphs. What suggestions would you give the authors?*

1. Firstly, Audrey Hepburn has been recognized by her work in many movies in Great Britain for many years. As a result, she was owner of many awards. As her life went on, she contributed to UNICEF and she took advantage of her fame in order to make many contributions to UNICEF (Ferrer and Dotti, 2017). Therefore, I think that she used wisely her fame and she was not selfish at all. She is an amazing example for all of us.
2. William Tyndale achievement was the English Bible number one to reflect straightly from Hebrew and Greek passages; moreover, was the first English Bible to adopt the word Jehovah referring to God, because the English Protestant Reformers rather that name. Tyndale's translation Bible was the first of the reformation, and was stamped using the printing press. For the hegemony, it was hard to preserve the decrees of England, and Roman Catholic Church while keeping the church's position after the Tyndale's accomplishment. The English Bible was not the only legacy of Tyndale. William also wrote The Practice of Prelates in 1530. Having as a fundament the Scriptures, Tyndale expressed his disagreement against to the breakup of Henry VIII's matrimony. William said: "I defy the Pope and all his laws. If God spare my life ere many years, I will cause the boy that drives the plow to know more of the scriptures than you" (Greatsite, 2016)

## Exercise 5: Check your own writing

*Use these questions to evaluate your essay.*

1. Do you include an effective thesis? Does it match the descriptive style of the essay or written piece?
2. Is the topic of your short descriptive essay focused? (not too general, not overly specific)
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body paragraph. Do the supporting sentences support the topic sentence?
6. Look at each body paragraph. Are the supporting sentences sequenced in a logical order?
7. Look at each body paragraph. Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body paragraph. Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph include a restated thesis?
10. Do you use rich descriptions throughout the essay or written piece?

Revise a Descriptive Essay







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# Revise a Descriptive Essay

## Student Submission

The following is an example of a formal descriptive essay. Although you will not write one this length, take a look at the whole essay to get a feel for the purpose and style.

### **A Wall Erected to Keep Freedom Out**

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The Berlin wall began to be built on August 13th, 1961 by the German Democratic Republic (GDR) of East Germany. The GDR alleged that the purpose of the construction of the wall was to keep West Berliners out, but in fact, the wall was built to bar East Germans from leaving. Initially, wires with clusters of short and sharp spikes that were set at intervals in the ground, soon became a wall consisting of 96 miles of concrete and barbed wire barriers separating East and West Germany. The Berlin Wall kept the western half of the country free and eastern half oppressed for 10,316 days - from 1961 to 1989. In nearly three decades both halves of the country developed different characteristics, and it seemed like they did not even belong together. However, their citizens and the entire world knew the wall had to come down. On November 9th, 1989, therefore, by mistake East and West Germany were again reunited thank to a communist officer.

East Germany mistakenly announces the end of the communist regime. Afraid that the liberalizing reforms in West Berlin would affect the East side, the leaders of East Germany sealed the borders with armed men in an effort to prevent its citizens from escaping. However, after this dramatic step, the protests started getting bigger and bigger. Consequently, on November 9, 1989, in an attempt to reduce the stress on the population, Communist leaders tried to deceive East Germans by announcing at a Press Conference that they would liberate the travel restrictions, but "the official announcing the liberalization botched the messaging so badly that it sounded—unbelievably—as if the ruling regime might just have opened the Wall, effective immediately" (Sarotte, n.d., para. 7). After watching the announcement on TV, thousands of West Berliners started to gather at the main checkpoint to see if they would actually be able to cross the border while a few guards including Harald Jäger did not know what was happening. Unintentionally, East Germans leaders announce the liberalization of East Berliners.

A particular East German officer became an important thing for the coming down of the wall. Harald Jäger, who had been loyal to the communist regime for 25 years, was the officer in charge of the passport-control unit at the Bornholmer Street, the biggest checkpoint, on the night of November 9, 1989. After the news on TV, more and more East Germans began to meet at the main gate where Harald Jäger was. His boss told him to not let anyone out. However, the historian Sarotte stated that Jäger was "struggling with the fear that he was dying of cancer, and angry over insults from higher-ups, he disobeyed direct orders and started letting East Germans through the gate" (n.d., para. 2). That was the first time Jäger didn't follow the higher ranking person's orders, but not the only time. After that, he allowed West Germans to cross the border into East Germany out of curiosity, and East Germans to come back for their families. Even though Harald Jäger played such an important role in the Berlin Wall coming down, he became unemployed after the reunification of East and West Germany. Luckily, he did not die of cancer, and now he spends his time giving interviews and traveling with his wife. By defying his boss, officer Harald Jäger changed the fate of the wall.

West and East Germany had again become one. After East Germans were allowed to cross the gates to the West side, Germans as one began to celebrate. Burton said, :“Late into the night of November 9th, 1989, West and East Berliners came together laughing, celebrating, hugging, and weeping” (2018, para. 14). People were standing over the wall that once had divided the nation holding candles and singing songs of freedom. That weekend over 2 million East Germans visited the West side and celebrated together while removing pieces of the wall. November 9th, 1989 is considered the official date of the fall of the Berlin Wall, but the the actual demolition did not begin until June 13th, 1990. Almost a year later, on October 3rd, 1990 that the reunification of East and West Berlin was made official. Thus, the eastern and western Germany sides joined again as a nation.

After the accidental announcement about the end of the communist regime and through officer Jäger’s help, the eastern and western sides had the chance again to become a nation. The Berlin Wall is still today considered the mightiest and most long symbol of the Cold War. Due to the tyranny from the eastern side, more than 5,000 East Germans escaped to West Germany and at least 171 died while trying. Where the wall was once situated is now marked with cobblestones reminding citizens and also tourists of a nation physically and ideologically divided. “The stark and brutal Wall cut like an scar through the old city and, in the eyes of the world, became a symbol for the stifling totalitarianism of East Germany. The world cheered those who escaped across it and mourned those who died at its foot” (Burton, 2018, para. 15). Germany became one country again on October 3rd, 1990, and almost 30 years later Germany is considered the largest national economy in Europe, proving that its citizens have grown together as a nation.

## Exercises:

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### Exercise 1: Revise an essay

*Choose one paragraph from this example essay to revise. What suggestions would you give the author? Rewrite this paragraph by following your own revision suggestions.*

## References

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Burton, B. (2018, February 6). The Berlin Wall Has Been Down For As Long As It Was Up. Retrieved from [https://www.victimsofcommunism.org/witnessblog/2018/6/4/the-berlin-wall-has-been-down-for-as-long-as-it-was-up?gclid=CjwKCAiA4t\\_iBRAPeIwAn-vt-yKpdC\\_zlFB9\\_qXjRXsdqwnV4LzdYXz5-TyqXNte8DCTwpyroVSmGxoCspUQAvD\\_BwE](https://www.victimsofcommunism.org/witnessblog/2018/6/4/the-berlin-wall-has-been-down-for-as-long-as-it-was-up?gclid=CjwKCAiA4t_iBRAPeIwAn-vt-yKpdC_zlFB9_qXjRXsdqwnV4LzdYXz5-TyqXNte8DCTwpyroVSmGxoCspUQAvD_BwE)

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# Explore Other Genres: Creative Writing

While there may be some educational and professional settings that will encourage creative writing, the purpose of this practice is more about developing your own voice in writing. Creation in your second language is an important part of both establishing your sense of self and extending your language finesse without the pressure of grades or rigid structure of academic writing.

## Organization

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Creative writing is an excellent opportunity to practice "breaking the rules" of writing. It is a common saying that you have to know the rules in order to know how to effectively ignore or change them for a specific task.

Writing follows a similar pattern. You begin by learning very strict rules about punctuation, organization, appropriate length, etc. However, as you practice and explore and gain skills, you will see that there are many opportunities to break from the rigid structure and expectations to create something that is uniquely designed to fit the task.

This all goes to show that although creative writing is very free and open, there are elements of organization patterns that will be familiar to you from your heavily structured academic writing experiences.

Before beginning the main exercise for this chapter of describing a fictional character, practice describing a classmate using the instructions below.

## Introduction to Creative Writing

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Creative writing is centered on the idea of expressing original ideas and reflecting on experiences. The most common purpose for creative writing is entertainment. This takes many forms, from novels to poetry to movie scripts to song lyrics to a personal history. In all of those forms (and many others), creative writing serves as a vehicle to share ideas and emotions with the audience.

Creative writing also often has the purpose of description and reflection, which further connect the audience to your ideas by painting a picture with words in such a way that the reader can see or feel that same experience second-hand. Finally, creative writing is often for the purpose of self-expression. In these cases, the potential audience is less important than you as a writer having a space to explore your internal world through your own words.

In other words, the purpose of creative writing is a varied as the product itself. Although there are many types of creative writing, in this chapter you will only practice creative fictional descriptions.

## Prewriting

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Although some creative writing can be spontaneous, for the purpose of this course, you will be producing planned and drafted creative work.

## Genre Selection

The first step is to decide what type of creative writing you will work on. This begins with deciding between fiction (not based on history or fact) and non-fiction (accurately presents true events). For this assignment, this becomes either a short story or a memoir.

*A short story is a fictional writing that focuses on an isolated event (or a simplified series of events) and typically has few characters, but it is fully developed and unified.*

*A memoir is a true (or at least assumed to be true) retelling of a lived experience. A short memoir is focused on an episode (scene, incident, occurrence).*

From here, you can decide on a more specific genre such as humor, romance, horror, action, drama, mystery, etc. Because this chapter is focused on *short* creative writing, you will want to choose the genre carefully so that you can fully develop your narrative in that amount of space. For example, you would not want to attempt to tell the whole story from beginning to end of how you and your significant other fell in love. Likewise, you would not want to try to fit the entirety of a complicated magic world into two pages of writing. Thinking of a specific situation (like an episode of a tv show) will help you to narrow down your ideas to a manageable story within your chosen genre.

## Character

Once the genre has been decided, brainstorming about character and setting begins. In order for creative writing to effectively connect with the audience, the reader needs to be able to visualize the story and understand the people involved. In a novel, you have plenty of space to describe physical appearance, give examples of personality in different situations, and describe the full, detailed world inhabited by the characters. However, in one paragraph, you can only communicate only the essential details.

Because of this limited space, take time to brainstorm details about the character. When you have a full mind map of everything you *could* include in the character, it will be much faster to identify the *essential* details.

## Short Story

From here, you can decide on a type of story to illustrate one of those characteristics. The character you have created may exist in a variety of fictional genres such as humor, romance, horror, action, drama, mystery, etc. Because this chapter is focused on *short* creative writing, you will not have the space to develop a narrative, but you can connect the way you describe the person and the story you include to the tone of the type of story it could exist in.

For example, you would not want to attempt to tell the whole story from beginning to end of how your character fell in love. However, it would be possible to describe a likeable person and demonstrate how pleasant and interesting he is by telling a short story of a first date that emphasizes these qualities. Thinking of a specific situation (like an episode of a tv show) will help you to show the reader important information about the character in a more meaningful way than reading a list of adjectives.

## Story Outlining

The importance of the outlining stage of writing becomes more clear when you have limited space. There is no room for extra ideas. You do not have the luxury of anything unnecessary. The shorter the word or page count, the more intentional you need to be about what details you will include.

Plot outlining begins with identifying the problem, conflict, or peak of drama at the center of the episode. This is known as the *story climax*, and it is the most critical part of the story because it answers both the question *what happened* and *why does it matter*. In a humorous story, this would be the *punchline* or the moment that makes you laugh. In a dramatic story, it may be the moment the main character realizes the truth of the situation. You can think of it as a late



thesis statement. It is the sentence, or sometimes paragraph, that is the whole purpose of the story. Everything before it builds up to this moment. The conclusion is the reaction to it.

Once the that point of the story has been established, you can work backward to brainstorm the steps leading up to it and the context of character and setting that create a sense of tension around that main point. Again, it may be easier to first write down all of the facts or minor events prior to the main event and all details from immediately after. Getting all of the ideas down on paper during the prewriting stage will clear your mind and you will be able to sort through the necessary and unnecessary.

## Writing

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Aside from the usual practice in presenting clear ideas and logically organized connections between those ideas, creative writing is an opportunity to continue practicing descriptive writing. Creative writing should push you to expand your vocabulary and to understand the connotations of synonyms. Finding a more interesting word that conveys an additional meaning (ex. speak vs whisper vs mumble vs rant) can add depth to understanding without using a significant amount of space. This skill transfers very well to academic writing, where you often have strict length limitations and you need to reduce your word count to be more precise.

The first writing skill that gets extra attention in creative writing is word choice. Creative writing should push you to expand your vocabulary and to understand the connotations of synonyms. Finding a more interesting word that conveys an additional meaning (ex. speak vs whisper vs mumble vs rant) can add depth to understanding without using a significant amount of space. This skill transfers very well to academic writing, where you often have strict length limitations and you need to reduce your word count to be more precise.

The other writing skill frequent in creative writing that can benefit you in academic writing as well is the use of literary devices. The main literary devices that often crossover between these two genres of writing are *analogy*, *metaphor*, and *simile*.

An *analogy* is a comparison between two different things that emphasizes the similarities to make a point. This comparison explains important attributes of the first thing by drawing connections with the second object or concept. An analogy is typically longer than a sentence or two because of the purpose of explaining with details.

- "O! be some other name: What's in a name? that which we call a rose / By any other name would smell as sweet; So Romeo would, were he not Romeo call'd" (*Romeo and Juliet*, William Shakespeare)
- "My mom always said life was like a box of chocolates. You never know what you're gonna get." (*Forrest Gump*)

A *metaphor* is a short analogy that does not require explanation, and uses equivalent language that x is y. The comparison is simple and the reader is expected to infer the meaning of the comparison without much difficulty.

- Her anger was a hurricane.
- The truth is a light in the darkness.

A *simile* is a different type of short analogy that also does not require explanation, but uses language for similarity such as x is like y or s is as y. Again, the comparison is simple and the reader is expected to infer the meaning of the comparison without much difficulty.

- He is as strong as an ox.
- The teenager was growing like a weed.

## Hook

Just as with an essay, a creative writing draft needs to begin with something that draws your attention. It is often very memorable and connects the reader immediately to the new world they have opened up. Take a little time to open a few

different novels, blog posts, or magazines. You should be able to immediately spot the hook that convinces the reader to continue.

## The problem/conflict

The problem or conflict in a story is similar to a thesis statement. Everything in the story centers around a main event, issue, or individual. All of the details surrounding that idea are given only to create a richer description of the world so that the problem/conflict feels real to the reader. The story will arrive at a moment when the problem reaches its peak (climax), such as the reveal of the villain, the moment when the character falls in love, or the point when a major decision is made that changes everything.

## The solution

The solution is like the conclusion of an essay. It reminds you of how the characters got to the moment where the main problem was solved. It should feel like a natural end, where all the major points (topic sentences) have been addressed. Sometimes the solution includes a message or a clarifying theme (an implied main idea) that emphasizes to the reader a lesson that should have been learned after the experience.

## Exercises

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### Exercise 1: Artistic Freedom

*A great example of this principle can be seen in the artwork of the famous painter Vincent van Gogh. Complete this exercise to learn more about artistic freedom in creative writing.*

1. Take a look at some of van Gogh's early work on [this page from the van Gogh Museum](#).
2. Then click through to see his later self-portraits, landscapes, and floral artwork on [this page from the van Gogh Museum](#).
3. Discuss the differences and similarities between his early artwork and the paintings and drawings he created later in life.
4. How does this relate to writing?

### Exercise 2: Describe a classmate

*Choose a classmate to work with on this assignment. You will write individual sentences using the prompts below. Then revise the paragraph for flow.*

1. What does your partner look like? What descriptive words would you use about your partner's appearance that would help a reader identify this person in a crowd?
2. How would you describe your partner's personality?
3. Write a few words about how your partner feels today and why.
4. Check your description to see if there are any words you can replace with more specific synonyms.

### Exercise 3: Creative prompt

*The first step of the process is to read and understand the prompt.*

Prompt: Describe a fictional character for a short story. The first paragraph should be a description of the physical and personality characteristics of the person. The second paragraph should be a short description of an event that highlights one of these characteristics.

### Exercise 4: Description brainstorm

*Write as many descriptive words as you can within 5 minutes. Check with a thesaurus to change any basic vocabulary for more specific words with more accurate connotations.*

Example brainstorm: giant, ugly, angry, greedy, monstrous, scary, lonely, pale skin, dark hair, moustache and beard, dirty/ripped clothes, loud voice, etc

### Exercise 5: Description paragraph

Use the brainstorm for your description to start creating a paragraph to describe your character.

### Exercise 6: Story brainstorm

*Decide how you want to illustrate an important characteristic of your character through a story. This part of the assignment is only a paragraph long, so consider the limits of how much story you can tell in that space.*

Example story: Instead of saying that this character is greedy, it would be better to give a simple descriptive story about stealing from the village and hiding the treasure in a cave. This is a fantasy story, so the genre becomes clear in this setting as well.

### Exercise 7: Creative Prewriting

1. Write your story climax sentence.
2. Choose about 2 moments that explain how the character arrived to that situation.
3. Decide how to explain the importance or impact of that situation.
4. Practice telling the story to a partner using only the remaining brainstorming details.
5. Add or delete any details based on your spoken draft.

## Exercise 8: Adding Detail

*Read this example of a character description and story. Add more descriptive language. Don't just focus on adding adjectives and adverbs. Think about how synonyms with more specific connotations can add interest to all of the parts of speech.*

Outside of the village lives an ugly giant. He is very tall, and he is so scary that the village people avoid him. His loud voice can be heard miles away. The giant's appearance is so terrible, but his behavior is even worse. There are many stories in the village of his anger and bad manners when he could not be avoided.

One of the stories is about a contest. The village held a contest for the heaviest pig. The farmer who won received a bag of gold. After winning the prize, the farmer returned home. He did not know that the giant was waiting in the dark. The giant stole the bag of gold and the pig too! The prize pig and treasure were taken far away and never seen again. The greed of the giant was never forgotten in the village.

## Exercise 9: Literary Devices

1. Add three literary devices (analogy, metaphore, or simile) to your draft.
2. Switch drafts with a partner and evaluate their literary devices.
3. Identify what literary device is used.
4. Give suggestions of how to integrate the phrase more fully into the story.

## Exercise 10: Creative Draft

*Write a draft of your character description.*

- 2 paragraphs (double-spaced)
  - First paragraph description of the character
  - Second paragraph story to highlight an attribute
- fiction
- descriptive language





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# Timed Writing 3

## Word Choice

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In this textbook chapter on descriptive writing, you learned about the importance of word choice. This writing skill should be kept in mind as you write under time constraints. Because timed writing often does not allow the comfort of access to a thesaurus or ample time for revision, this skill needs to be automatic in order to have a significant benefit.

Automaticity comes from practice. Whenever you practice incorporating new vocabulary into your drafted writing, you are steadily gaining new words that you will have access to when writing under a time limit. In fact, this skill does not only strengthen through active use of new words in drafted essays. When you read and listen with the intention of recognizing and learning new words and phrases, you can also expand your vocabulary. Sometimes these words and phrases can enter your vocabulary without intentional practice due to repeated exposure to them in context. In other words, automaticity of word choice is a skill you build just by practicing English as much as possible.

## Sentence Variation

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Variety not only improves writing by including more descriptive and specific words and phrases. Even sentence structure choices can have an impact on the clarity of your ideas and the continued interest of a reader. There isn't a "better" or "best" grammatical structure for a sentence. Focus on learning how to use each type to best present your ideas. A more advanced writer does not over-rely on one type.

Like word choice, sentence variation will become natural for you over time as you write more. It will also be strengthened as you hear and read how others structure their ideas.

A **simple sentence** has just one independent clause (subject + verb). It is one complete idea.

- The American Revolution was an important moment in history.

**Compound sentences** have two independent clauses. This means that there are two separate and complete ideas that are combined using a connector word (also known as a *compound conjunction* or *FANBOYS*; ex. for, and, nor, but, or, yet, so).

- The American Revolution was an important moment in history, yet it was only the beginning of a series of independence movements across the globe.

The third would be a **complex sentence** which has one independent clause and one (or more) dependent clause. The dependent clause is incomplete without the inclusion of an independent clause. You may have learned these in grammar class with a different names (such as *time clause*, *conditionals*, or *subordinating conjunctions*).

- After the American independence from the British Empire in 1776, the Spanish Empire began to crumble.

Finally, you can have a **compound-complex sentence** these sentences have both a compound conjunction and a subordinating conjunction.

- Even though the American Revolution is most frequently discussed in textbooks, the subsequent independence of many countries from the Spanish Empire changed the world, and it is important to recognize the domino effect of independence from colonization around the world.

## Revising for Variation

Although these skills will find their way into your writing naturally, your revision time is perfect for checking for variety. During a timed writing situation, you should always reserve some time to check your work before submitting it. In this practice, you will focus on using that revision to look for words that are: repetitive, imprecise, basic, or weak. Additionally, you will revise by looking at grammatical structure of sentence to create a more interesting rhythm of ideas and restructure for clarity.

## Exercises

### Exercise 3.39: Timed Writing (Revision Focus)

*For this timed writing practice, you will have 20 minutes to write on the topic. At the 20-minute timer, you will begin your revision time. You will have 5 minutes to revise for word choice and 5 minutes to revise for sentence variation.*

1. A friend from your hometown is considering coming to study at the ELC but would like to know more about the experience first. Describe your experience at the ELC in detail.
2. One of your classmates is applying for a job. The job requires at least one character reference\* and your classmate has asked you to write it. Describe the positive qualities and characteristics of your classmate to this potential employer.
3. The ELC administration has sent you a survey. The purpose of the survey is to help train teachers to be more effective. One question on the survey is a short answer (1-2 paragraphs) asking you to describe a good writing teacher. Using details from the writing classes you have taken and your own personal preferences, describe what makes a writing teacher effective.







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# Integrated Writing 3

Integrated writing assignments target listening and/or reading comprehension as well as your writing ability. One way to demonstrate advanced comprehension is to vary your word choice and sentence structure while maintaining the ideas.

## Simple Paraphrasing

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An application of the strategies of word choice and sentence variation can be seen through the writing task of paraphrasing. You will learn more about paraphrasing in greater detail in a later chapter of this textbook. In this practice, you will see how these strategies can be used to do basic paraphrases.

**Paraphrasing** is to share the same meaning as what was originally stated using different words. A restated thesis is essentially a paraphrase because it retains the original meaning but says the information in a new way. Paraphrasing occurs in conversations when you ask someone to repeat what they said because we rarely repeat ourselves word for word.

Therefore, at its most basic, paraphrasing requires you to search for and use synonyms. Often, it requires an adjusted sentence structure as well. These changes provide clarity about what was most important in the original statement.

As discussed previously in this chapter, it is imperative not to alter the meaning of the original ideas when you restate them. You will need to pay particular attention to word choice so that there is no interference from connotations used in your paraphrase. Additionally, you will need to check the grammar of any restructured sentences to ensure that you have preserved the intention of the original.

### Integrated Writing Tip

It is common for an integrated writing assignment to include multiple original sources connected by the same topic. These sources may have the same position on the topic (supporting the same main idea and point of view), but they may present opposing opinions as well. This second option is most common on the TOEFL.

Some differences between author/speaker point of view may be more implicit and subtle. Use your understanding of connotation to recognize opposing viewpoints.

## Exercises

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### Exercise 3.40: Integrated Writing (Paraphrase Focus)

*Read the article and watch the video below. Using the information you learned from the sources, describe one event of the civil rights movement that Martin Luther King was involved in. What caused Martin Luther King Jr. to be seen as a leader of the civil rights movement?*

[Happy Birthday, Martin Luther King, Jr.](#)

[The Civil Rights Movement](#)



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# Personal Statements

Personal statements are writing tasks that require the writer to describe their experiences, characteristics, purpose, or plans. These types of writing are common for job and school applications. While there is a lot of variation in the prompts and expectations, there are some key things writers need to know about this style of writing.

Example Personal Statement
Types of Personal Statements
Organization for Comprehensive Personal Statement
Organization for Prompted Personal Statement
Writing: Development
Revising
Revise a Personal Statement
Explore Other Genres: Formal Emails
Timed Writing 4
Integrated Writing 4



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## Example Personal Statement

Since 2016, I have found great interest in the field of bionic prosthetics. Thanks to participating in church activities and community service programs, I met limbless people who have sadly not been able to rely on the right medical and technological support to improve their current lives. I have been able to go through their daily routines and help them in their daily struggles, with things as simple as changing clothes or going out for a walk. Thanks to those small experiences, I have gained tremendous concern for these people and the solution that could give them a promising future. The growing sympathy for this kind of people has led me to believe that medicine and technology should have a reinforced focus for them. Ever since, I have slowly increased my knowledge in general about neuroscience, bionics, and the relation between muscle memory and nerve impulse sensors. Including myself in this matter is my main academic priority as well.

I have strong reasons that make me believe BYU has the right program in Electric Engineering for me. My main goal as a university student is to apply all of my knowledge and help in the development of bionic prosthetics for people in need of them. This subject is highly interesting to me, and the Bachelor's Degree Program in Electrical Engineering at your school is very attractive. I am a person who can persist and sustain my passion for this matter, and that will help me to be a successful student and never forget the importance of this work. Thanks to other experiences and the opportunity to serve as a missionary for the Church of Jesus-Christ, I have been able to develop interpersonal skills that help me understand teammates, peer members, and people, in general, I work with, making me a good team worker that always focuses on people's necessities. I have grit and love to enjoy whatever I propose myself to do. Through community service I have grown in empathy, through sports I have learned to follow a constant learning curve, through work I have thrived, and because of my mother, I have gained ever-augmenting care for other's wellbeing.

Obtaining academic knowledge in the subject will exponentially prepare me to reach this dream that I have. In my opinion, as well, the field of Bionic Prosthetics will grow in demand for Electrical Engineers who have specializations in human biology and neuroscience. I believe that starting my career as a BYU student will be an important milestone in order to achieve my goal and help the people in need of technology to better their lives and not be forgotten by society. Thanks to advances in technology, the future can and will offer great opportunities to use enhanced technology and make it more accessible for people around the world. My goal is to be part of that process, and I am sure I will achieve that goal.

## Exercises

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### Exercise 4.1: Analyze a personal statement

1. How is the writer introduced?
2. Look at the prompt below. Do you think that the author appropriately responded to all of the prompt?
3. Are the ideas sequenced in a logical order?
4. Is there a clearly stated purpose (conclusion) in this personal statement?
5. What suggestions would you give this writer to improve the personal statement?

Prompt: Discuss a personal, academic, or professional goal that you have. How will attending our institution help you achieve that goal?



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# Types of Personal Statements

There are different situations that would require a personal statement, each of which would have slightly different approaches. The most common types of personal statements are: cover letters, admissions essays, and statements of purpose. In all three of these situations, you as a writer are trying to convince the reader to invest in you by showing evidence of your ability and potential.

While the exact specifications of these writing tasks will vary, all of them expect the writer to disclose personal information and respond to the prompt clearly and fully. The idea of sharing details about your life or "bragging" about your qualities can feel deeply uncomfortable for many people. It is therefore important to remember the purpose of a personal statement. This type of writing exists to provide the reader with relevant information about you that would set you apart from others. A personal statement stands in conjunction with the rest of an application and transforms that data into a full picture of you as a person and how you would fit into the institution.

[The Purdue Online Writing Lab](#) has some excellent personal statement advice and examples.

## Admissions Essay

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An admission essay is part of the application to a college or university. The school will have access to a lot of information about you from the rest of your application, but this is your opportunity to present your full self. Think of it as a written interview where you get to provide more details about yourself that add to their understanding of how you would fit in the college environment.

The admissions essay typically prompts you to talk about a specific aspect of yourself that they would not know about from just your transcript and demographic information. The question may be about your goals, overcoming past challenges, service, or any other attribute the college views as being essential for success in that specific school.

Every university will have different expectations for how many admission essays you submit. They will also have varying word or character counts. It is important for you to use that limited space wisely to really persuade the reader that you are an ideal future student.

## Examples of admission essay prompts include:

1. Many students submit applications to several colleges. What will determine which one you will choose to attend? Please be specific in your response.
2. Describe a specific time when you were aware of a need in your family, school, or community. How did you respond to that need?
3. Tell us about a time when you did not achieve a goal or experienced a difficult challenge. How did you recover from this experience? What did you learn from this and how will it influence your future reactions to challenges?
4. Discuss an area of interest that you find really engaging. Why is this topic so fascinating to you? What do you do to learn more about this topic?

If you are applying to a graduate school (Master or PhD level), some programs may also ask for you to write on a specific prompt. However, they are more likely to ask for a statement of purpose instead. Graduate school education is more individualized than general undergraduate education and has fewer applicants. Therefore, the admissions process is more individual as well. The admissions committee for the graduate program would want to know your individual goals and purpose for seeking admittance to that specific program. See the Statement of Purpose for more information about what you would write for graduate school admissions applications.

## Cover Letter

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Cover letters serve a similar function to an admissions essay. This type of personal statement goes along with your resume or curriculum vitae to give a more complete description of you and why you would be the best choice for the position. Again, it serves as a written interview that allows a potential employer to narrow down the search to candidates that would be most competitive.

In today's world of online submitted job applications, the resume or CV will get you through the initial sorting of applicants if the necessary experience is listed and certain buzz words are mentioned. The cover letter then discriminates between the applicants based on their character and personal alignment with the business.

Therefore, it is important to fully research the business you are applying for and to tailor your cover letter to the specific company. You can do this by looking at the mission or vision statements on the company website's About Us page. You can also learn about specific current projects and reference them in your cover letter. The cover letter is your way of showing that you really understand what the business is about and how you could contribute to it.

Cover letters do not generally have specific prompts. However, if the prompt were to be articulated, it would be something along the lines of:

- How do your experience and your skills qualify you for this role and why should we choose you instead of the many other applicants?

That being said, some specialized careers may include a short written response to a question. For example, a teacher may be asked to provide their philosophy on learning.

## Statement of Purpose

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Finally, there are times when you may be asked to write a more general personal statement. This might be as part of an application for a scholarship, a nomination to receive an award, a promotion, or an investment pitch. It may also be part

of your personal goal-setting routine.

The statement of purpose is slightly different than the other two personal statements because it is more focused on the present and future goals rather than your past experience. Like a cover letter, there is unlikely to be a specific prompt to respond to. However, you can approach a statement of purpose by thinking about these questions:

- Where do you see yourself in (number) years?
- How do you plan to achieve your goals?

## Exercises

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### Exercise 4.2: Admissions Essay Brainstorm

1. Choose a school to apply to or program you would be interested studying. Even if you are not planning on studying at a US college, you can choose a technical training or certification program that would be of interest to you.
2. Take a look at the website for the program/school to get a general idea of the purpose/mission and the expectations for enrolled students.
3. Make a list of talents, skills, experiences, etc that you already have that would fit the purpose/mission and help you be successful in meeting the expectations for students.
4. Make an additional list of features or aspects of the program/school that appeal to you. What will you gain from this specific learning opportunity?
5. Once you have your list, choose the ideas that feel like the strongest or most unique points from your brainstorm. The idea you choose should address the prompt.
6. Think of how you can show these ideas instead of telling your audience. Is there a story you can share that demonstrates these ideas in a more interesting way?

### Exercise 4.3: Cover Letter Brainstorm

1. Search for a job online. Look for one you would actually be interested in applying for.
2. Read through the description and the qualifications (required and desired/preferred).
3. Make a list of all of the characteristics and skills you currently have that meet the job description.
4. Make another list of the characteristics and skills you do not think you already have.
5. With the "not yet" list, think of how to put a positive spin on your lack of experience in these areas. A **"positive spin"** is a way of showing a weakness as a strength. If your weakness is that you are new, you can compensate for that by saying you learn quickly. Are you open to adapting to a different company culture? Have you ever had to quickly learn how to complete tasks in a previous job?
6. Think about what items on the list will be most important to highlight in your cover letter. A cover letter is always used together with a resume or curriculum vitae (CV), so you don't want it to just list experience. You are telling a story.
7. Next to those most important highlights, write how you would choose to present that information in a memorable way.

## Exercise 4.4: Statement of Purpose Brainstorm

*For this practice, you will write a statement tied to your personal goals in studying or working in your chosen field.*

1. Make an honest list of all of the reasons you decided to study or work in your field.
2. Make a list of the benefits you imagine for your future self because of this goal. Be specific about how studying or working in your field will make that future ideal self possible.
3. Make a list of the challenges you have faced during this experience.
4. If there is a specific story from your experience in your field that demonstrates both the highs and lows of reaching for this goal, write down some of the key points.



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# Organization for Comprehensive Personal Statement

To write a personal statement, let's begin with a general, comprehensive approach. This means that rather than develop your statement for a specific purpose, you will consider how you would respond to the three main personal statement types in general.

## Shifting Structure in Personal Statements

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Personal statements follow a looser, more flexible structure than traditional five-paragraph essays you may have studied for the TOEFL test or in school. You don't need to have exactly 5 paragraphs developed in 3rd person with X number of cited sources. That is NOT what the admissions officers or hiring committees are looking for.

Timed writing tests like the TOEFL independent task evaluate whether you know the parts of an essay, can write grammatically with accurate word choice, and can effectively use essay structure. Admissions essays and cover letters generally are not evaluated for essay grammar, word choice, or structure with points for a score. Admissions officers read admissions essays to determine if you as a person are a good fit for their program and have the qualities they want their students to have like diligence or creativity. Hiring managers want to know if you are a good fit for their company. Having good development, grammar, and word choice is still important, but only because having those things will make it easier for admissions officers and hiring managers to understand your ideas and for them to know that you can communicate well.

The same is true for the essay structure. Admissions officers and hiring managers are not going to grade you like a teacher and give points on whether you had a concluding sentence at the end of a body paragraph or used X number of details in the introduction. They don't expect five-paragraph TOEFL-style essays. However, following the principles of good structure will help your ideas be more easily understood by the admissions officers and hiring managers reading them. Your essay will still have a beginning where you need to state your main idea, a middle where you develop your idea, and an end where you remind the reader of your main idea.

How you use different types of sentences like hooks, thesis statements, topic sentences, supporting sentences, concluding sentences, restated thesis statements etc. is your choice. If you are writing a personal statement for a writing teacher teaching you personal statements, they may grade you as part of school. But, otherwise, it is up to you as a writer to decide what type of sentences and organization are needed to express your ideas best. You are still expected to have a main idea and to develop it through support, but how you do that is your choice.

## The Hook

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A personal statement needs a hook, just like any other type of writing. In fact, a personal statement is almost more in need of getting the reader's attention early because you want to be memorable among the many statements the reviewers will see.

While this can be done in the usual ways you have learned for writing hooks, one of the most common types is the use of an anecdote. An anecdote is simply an interesting and relevant true story. A personal statement often uses a specific story to illustrate important attributes or to create an organization for highlighting experience.

## Anecdote Example

Essay Prompt: <https://edtechbooks.org/-AHdW>

One of my challenging experiences was when I was applying to come to the United States and the borders started to close because of COVID-19. That part of my life was terrible because I had made plans for when I was supposed to start studying. But then things changed for everyone, and we needed to adapt to it. I did not give up and kept on being patient. In fact, while I was waiting for my interview with the embassy, I took online courses. I decided to use my time wisely until the borders started opening again.

## The Thesis

Your personal statement should have a clear sentence that directly expresses your purpose. Your goal should be abundantly clear in this sentence and all other points in your personal statement need to support this main idea.

While the rest of the personal statement may loosely use what you have learned in your writing classes so far, the thesis statement will still need to be strong and effective. Because this is a *personal* statement, you can use 1st person.

## Effective Thesis Statement Review

An effective thesis statement...

- addresses the **prompt** if there is one\* (i.e., answers the question).
- is usually at the **end** of the 1st paragraph.
- controls the content of **all** of the body paragraphs.
- is a **complete** sentence.
- does **not announce** the topic (e.g., "I'm going to talk about why I am a great fit for your company.").
- should **not** simply be a **fact** (e.g., "Many people have goals.").
- should **not** be **too general** (e.g., "Education is good.").
- should **not** be **too specific** (e.g., "My pursuit of higher education was inspired by my 99-year-old grandmother from Madrid who always came to visit for the holidays with homemade cookies and told me that an education is the key to business success because she had not finished school but made her own business that struggled until she decided to save up and sacrifice her time to go back to school for higher education which led to her having her own successful bakery.").
- may **state** or **imply** main points (e.g., "Attending X college will help me achieve my goal of becoming a financial advisor" vs. "Attending X college will help me achieve my goal of becoming a financial advisor through X's internship program and X's student-focused approach.").

## Supporting Ideas

The remainder of your personal statement should focus on clearly establishing your qualifications and experience, demonstrating your character and personal qualities, and indicating your potential for growth. This may be done with a variety of examples or one extended description that highlights all of the necessary traits that set you apart.

You can use what you learned about anecdotes for the hook and apply it to the middle section of your personal statement. You might have many personal examples that are relevant true stories, or you might tell one longer personal example that is a relevant true story. You don't *have to* use anecdotes for the supporting details; you can use any other type of supporting detail if you think it will better support your main idea.

The examples that you give should clearly support the main idea you are trying to express to the reader. They should be unified, developed, and cohesive. If the example(s) that you use and how you write them is clear enough in its connection to the main idea, then you may leave the interpretation to the reader. The reader can then infer important ideas and connections. If the example(s) that you use and how you write them is not obviously connected or clear, you will need to add 1-2 sentences explaining how that experience connects to the main idea of the personal statement. This is like adding commentary or explanation after a quote you use in a regular school essay. It helps your reader to understand why you included the example. Why did the experience you described matter in regard to answering the prompt?

While it is good to focus on strengths, you may sometimes need to write about your weaknesses. This may be because it was specifically requested such as when a college asks you to write about how you overcame a weakness, or it may come up naturally even when not requested by a prompt. For example, if you are a recent high school or college graduate with little work experience for the job you are applying for, you may want to acknowledge that weakness in your cover letter. Then, you will have the opportunity to spin it to be a strength.

Spin is where you present information that would be perceived one way, so that it is instead perceived in a different way. Spin can be positive (I am new, but I am eager to learn.) or negative (He has 40 years of experience, but that means he's old and probably out of touch with current trends). Usually, you will use positive spin. Just like how an influencer wants to use the best lighting for their photos and videos to look good, you want to show yourself in the best light. Keep in mind that it is okay to spin weaknesses into strengths, but you should still be truthful. No metaphorical photoshopping allowed.

## Conclusion

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Finally, your comprehensive statement should have a concluding sentence that recommends you to the reader. This final sentence should be memorable and emphasize your purpose in sending this information.

The conclusion for personal statements may be difficult to write because it requires reflection and writing about abstract topics.

You should answer these questions in your conclusion:

- Why does this information I told you, the reader, matter?
- How does this show I am a good candidate for your college, business, or program?

## Writing a Comprehensive Personal Statement

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Here are some things to keep in mind as you write this general form of a personal statement.

1. The terms *general* and *comprehensive* here are about purpose, not content. This version is meant to be a starting point for you to use when you are called on to provide a personal statement. Therefore, the examples, reasons, and descriptions should be powerful, clear, and detailed. Once you have a comprehensive statement you are happy with, it will be easier to make adjustments to it for a specific situation.
2. Because it is a *personal* statement, remember to focus on yourself and present yourself honestly and fully. You do not need to adhere to the same rigid writing style as typical academic writing.
3. Your writing should be full of energy. You want to present the best version of yourself in the writing. If you think of this as a preliminary interview, you can imagine the combination of positivity and professionalism you would want to present. Especially if you are sharing an experience that had some negative aspects, remember to focus on the positive side and the lessons learned.
4. Make it stand out! Imagine sitting in an office for hours looking at short essay after short essay. You are trying to narrow down the search for a new employee. As a writer, you need to pop off of the page and share something that will stay with the reader.

## Exercises

### Exercise 4.5: Most Relevant

**Part A:** A student is applying for a college program that doesn't have a specific essay prompt, but still requires a statement of purpose. He has already decided to highlight his problem-solving skills. Now he is deciding what anecdote would be most relevant to his main idea. Read the options he brainstormed and choose the one you find the most relevant.

**Prompt:** None

**Goal:** Show my problem-solving skills

1. Volunteering at a local food bank in high school
2. Carefully learning to make bread from my grandmother
3. Learning perseverance that basketball season that we didn't win until the very end of the season
4. Collaborating with my coworker to address an issue with our project at work
5. Showing initiative when I noticed a system at work was broken and I researched and proposed a way to solve it

**Part B:** Discuss your decision with a partner.

- Did you choose the same option or different options?
- Why did you choose the option that you did?
- How would you use it in an essay?



## Exercise 4.6: Storytelling

Personal stories are a useful tool for showing your points rather than listing them.

Look at the list of points below and write a short story (5 sentences or less) that illustrates your character, skills, or potential. Try to start your story with a strong hook to pull the reader into the story and clearly relate it to the desired qualifications.

1. Resolving conflict
2. Integrity
3. Leadership
4. Communication skills
5. Dealing with disappointment

## Exercise 4.7: Discussion

Discuss the following questions with a partner.

- How do you establish your qualifications? Why would your previous experience matter?
- How can you demonstrate your character or personal qualities? Can't you just say, "I'm hardworking?" or "I'm honest."?
- How can you show your potential for growth?

### Exercise 4.8: Explain to Add Cohesion

A student decided to develop a cover letter using the anecdote idea about maintaining a high GPA by turning in every assignment. She has already written about her experience striving hard to turn in every assignment even while working on campus and performing in the community orchestra. Her goal is to illustrate her diligence and consistency.

This is a cover letter, so there is no prompt. But, all jobs have the implied prompt of "Why should we hire you?"

Write 2-3 sentences that show why the experience of maintaining a high GPA by turning in every assignment demonstrates her diligence and consistency.

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### Exercise 4.9: Showing Weaknesses in a Positive Light

Think of an academic or professional weakness you have. You can also see the list of points below for ideas. Brainstorm ways to show that weakness in a positive light.

Spin your weakness into a strength. Write 1-2 sentences to show your positive character, skill, or potential.

1. Meeting deadlines
2. Teamwork
3. Critical thinking
4. Technical knowledge
5. Training

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# Organization for Prompted Personal Statement

Once you have your more general personal statement, you will need to tailor it for specific audiences. This means that whenever you are asked to submit a statement, you make adjustments to your personal statement to fit the requirements, expectations, or tone of the unique situation.

## Specific Prompts

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There may be times when you will need to start from scratch because there is a specific prompt or the circumstance renders the general statement irrelevant, but you will usually have at least some part of the general statement that you can use as a starting point. This will typically be the case when the person or organization requesting the personal statement is looking for specific information that would not be included in a resume that is necessary for the applicant.

Examples of information they would try to find through providing a specific prompt would be:

- How you respond to challenges
- Your philosophy on a topic and whether or not it aligns with their own
- Intentions and long-term perspective
- Signals that indicate how well you would mesh with an existing team

When you face a specific personal statement prompt, be sure to look at each part of the question and consider:

1. What does the reviewer expect to learn from my answer?
2. How would my answer separate me in a positive way from other applicants?
3. How to I show myself in the best light in this question?
4. What information is not included in my personal data and resume that they already have access to?

## Brainstorming

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Before you begin writing, break down the prompt into individual pieces. Make sure that you fully understand what it is asking and that you include answers to every part of it. Once you have the prompt broken down into pieces, begin your brainstorm. Your brainstorm should give you a chance to write down all ideas you have about each section.

At this stage, nothing is good or bad. The only purpose of the brainstorm is to get all of the ideas out of your head and onto paper. Then you can begin to look for patterns and evaluate the strength of the different points. You may want to mark the ideas you like so that they stand out. Then, review your general personal statement and identify any parts of it that would be useful in responding to this particular prompt.

## Development

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Once you know what the reviewer wants to know and have brainstormed your ideas of your response, you need to consider how to develop those ideas further. To do this, consider the points in your brainstorm in terms of your

motivation, your qualifications, and the expectations of the reviewer. Choose a limited number of items from your brainstorm to include. Because a personal statement is so brief, you want to thoughtfully construct your ideas.

As you develop your ideas, you may find yourself writing much more than you can actually include in your final product. This is ok during the drafting stage. You want to fully build a mental image for your reader, but you also want to discard the irrelevant points later. After you have drafted your ideas, think about these questions to eliminate the extra thoughts.

1. Does the reader *need* to know this?
2. Is anything here sufficiently included in the materials I have already submitted?
3. How does this sentence add to the reader's understanding of me?
4. Is the information memorable and unique?
5. Do I fully answer the question?

Your supporting ideas should be relevant to answering the question.

## Cohesion

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The most important thing to remember as you finalize your personal statement is that it should feel very clear and direct. It should be obvious to the reader why you included specific details. Every idea needs to point back to the prompt. The response should show unity in the tone and content. You do not have room for any stray ideas in this short of a writing task. After you think you have answered the question as completely as you can, give yourself time to look over it again for cohesion and/or ask for someone to review it for you.

## Exercises

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### Exercise 4.10: Analyze the Prompt

*Before you begin writing, you always need to be sure you fully understand the question so that you include all of the necessary details. Use the questions below to analyze the prompt.*

Prompt: Describe a topic, idea, or experience that you find so engaging that it makes you lose all track of time. What have you done to learn more or engage further in the topic, idea, or experience? What resources do you use to learn more?

1. What does the reviewer expect to learn from my answer?
2. How would my answer separate me in a positive way from other applicants?
3. How to I show myself in the best light in this question?
4. What information is not included in my personal data and resume that they already have access to?

(Source for the prompt: <https://edtechbooks.org/-AHdW>)

## Exercise 4.11: Most Relevant

**Part A:** A student is applying for a college that uses the admissions essay prompt shown below. She has already decided to highlight her ability to work with a team. Now she is deciding what anecdote would be most relevant to her main idea. Read the options she brainstormed and choose the one you find the most relevant.

**Prompt:** "...How will you contribute to our university community?"

**Goal:** Illustrate my ability to work on a team which can contribute to the university community

1. Working with my siblings as a team to clean and decorate the house for Mother's Day
2. Creating an educational boardgame for the tutoring center I worked at despite not being asked to
3. Working with my classmates, professor, and people from another department to complete a research project at my previous college
4. Maintaining a high GPA by turning in every assignment
5. Coordinating with my coworkers and boss to prepare for a farmers market when I was a part-time gardener

**Part B:** Discuss your decision with a partner.

- Did you choose the same option or different options?
- Why did you choose the option that you did?
- How would you use it in an essay?

(Prompt excerpt from <https://edtechbooks.org/-AHdW>)

## Exercise 4.12: Give Feedback on Development

*Here is an example body paragraph from a student's application essay describing a time when the student did not achieve a goal or experienced a difficult challenge. Use the questions from the development section of this chapter to give feedback to the writer about the development of this idea.*

Three years ago, I tried out for the soccer team at school and thought everything was going to be fine since I had been practicing for a long time to be accepted. Nevertheless, I wasn't chosen for the soccer team, and this put me in a place of uncertainty, doubting myself and worrying about my performance in sports which I have always been good at. This experience was hard and complex because being accepted was what I wanted the most. This caused my life to be badly affected in many aspects.

### Exercise 4.13: Give Feedback on Cohesion

*Here is an example body paragraph from a student's application essay to a US college. Be prepared to discuss how the writer effectively creates cohesion in this paragraph or how the writer can improve this paragraph to clearly tie it back to the prompt (Why do you want to study at this university?).*

My previous education in [country] helped me to study and learn new things by myself. Since the tuition was expensive, I tried my best to be a person who has the highest grades in the field I was studying to get scholarships because only the person who has the highest grades can get full scholarships. What I have done to get good grades on the test is to reduce sleeping time, preview and review every day, and teach my classmates. Teaching my classmates allowed me to be prepared for the test efficiently because preparing for teaching helped me understand better what we had learned from class and make what I had taught into my own knowledge. Eventually, my goal became true. Even though I did not like the education system, it has helped me develop some good learning and studying habits to transfer to a new learning environment. Furthermore, it has taught me that I can do whatever I plan and work hard.



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# Writing: Development

Writing is developed when the ideas are explained in sufficient detail. You need to show that you have thought about the topic and that you have something meaningful to say. Paragraphs that lack development often sound too general or are redundant.

You can develop a paragraph by adding supporting sentences. Supporting sentences can give examples, explanations, details, descriptions, facts, reasons, etc. Which types of supporting sentences you use will depend on your topic. In researched essays, using and explaining sources can also help you develop your ideas.

Compare the examples below. The first body paragraph is not developed well. The ideas are repeated and there are no solid examples, details, reasons, etc. Find the supporting sentences in the revised version that help develop the ideas.

## Example 1: Body Paragraph (Little development)

The Great Pyramid in Egypt was built long ago and is still a Wonder of the World. The Great Pyramid was built thousands of years ago by the Egyptians. Egyptian laborers built the Pyramid. The Great Pyramid's size is great. The Great Pyramid is amazing.

## Example 2: Body Paragraph (Better development)

The Great Pyramid in Egypt was built long ago and is still a Wonder of the World. The Great Pyramid, a large pyramid-shaped stone building, was built thousands of years ago by the Egyptians. It was built around 2560 BCE by what are believed by archaeologists to have been paid laborers (Taylor, 2022). The Egyptian laborers built the Pyramid for one of their pharaohs as his final resting place. A pharaoh was a ruler of Egypt, and in that time was considered a god. At about 755 feet square at the base and 482 feet tall when completed (Taylor, 2022), the size of this pyramid tomb matched its royal purpose. It has lost some height over time, but is still over 440 feet tall today (Public Broad Casting Service, n.d.) and is frequently visited by admirers from around the world. The ancient Great Pyramid of Giza is truly a Wonder of the World.

References:

Public Broadcasting Service. (n.d.). *Nova online/pyramids/scaling the pyramids/height*. PBS. Retrieved December 4, 2022, from [source](#)

Taylor, D. (2022, September 1). *Great Pyramid of Giza*. *Encyclopedia Britannica*. <https://edtechbooks.org/-seYL>

The first example paragraph had poor development because the ideas stopped too soon. The writer basically only said that the great pyramid is a world wonder, was created by Egyptians, and is large. Because the ideas in the 1st paragraph stop too soon and didn't give enough information, the reader is confused about why the writer is giving this information. The sentences are also very repetitive.

The revised body paragraph has better development. It also stated that the Great Pyramid is an impressive structure in Egypt, but it did not stop too soon. It gives lots of examples and relevant details. The 2nd paragraph gives enough information to explain the main idea, so the reader isn't confused.

## Problems with Development

Two common problems with development are

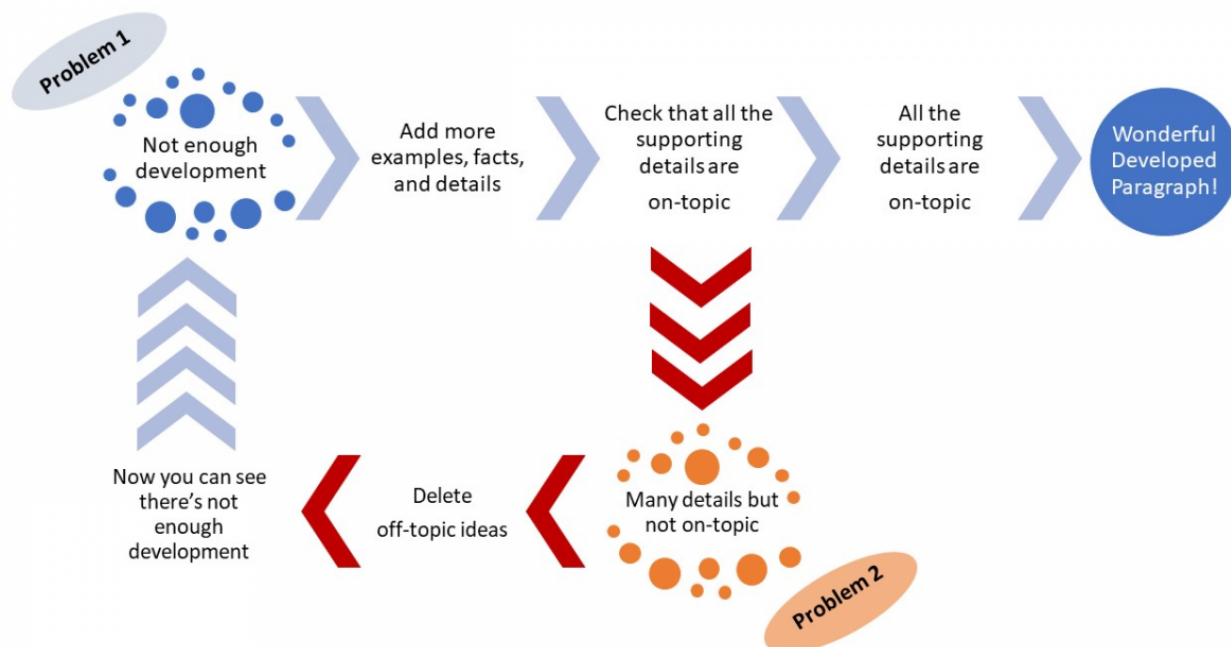
1. the obvious lack of development due to missing details
2. the less obvious lack of development due to off-topic details.

The first may be thought of as a matter of quantity; there is not a variety of details to explain the main idea. The second may be thought of as a matter of quality; the details written don't actually support the main idea.

The first problem is easy to see when you look at a paragraph. The paragraph itself may be smaller or shorter because there just aren't any supporting sentences written. Or, the paragraph may look long visually, but the sentences just repeat the same idea over and over, so there is actually only one or two supporting details instead of many. The reader can't understand the main idea well because the supporting details that would explain it are so limited.

The second problem might be more difficult to see because when you look at the paragraph, it visually looks full. It *seems* like there are many details supporting the main idea. However, many of the sentences aren't actually about the main idea, so they don't count. The reader can't understand the main idea well, because there aren't really that many details explaining it. Once you get rid of the off-topic sentences, you may notice that you don't have many sentences with on-topic sentences left. This brings you back to problem 1: not having enough development.

See the flow chart below for more about these problems.



## Developing Questions

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You can revise a paragraph that lacks development by adding supporting sentences. In order to know what supporting details the reader needs to understand your main idea, you can ask developing questions. Developing questions are questions that help you think like a reader to find where to add support.

You can start revising a paragraph by asking questions about the topic sentence (or the other supporting sentences). Ask questions like "Why?" "Like what?" and "How?" The answers to these questions can give you ideas to include that will develop your paragraph.

In order to revise the paragraph, the author might have asked questions like the ones below.

*Sentence Being Considered:* The Great Pyramid in Egypt was built long ago and is still a Wonder of the World.

- Question: What does that mean?
  - Answer: That means the large pyramid-shaped building called the Great Pyramid is very old and famous.
- Question: How long ago was the Great Pyramid built?
  - Answer: Thousands of years ago. Around 2560 BCE according to Taylor, 2022.
- Question: Why did they build the pyramid?
  - Answer: For their pharaoh as a tomb.
- Question: What is a pharaoh?
  - Answer: A ruler of Egypt that was considered a god.
- Question: Why is the great pyramid called "great"?
  - Answer: One reason is its size. It was 482 feet tall (Taylor, 2022) and is now 449.5 feet tall (Public Broad Casting Service, n.d.).
- Question: Why is it a "Wonder of the World"?
  - Answer: It is a famous and amazing structure. Many people admire it.

## Exercises

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### Exercise 4.14: Discussion

*After reading the 2 examples about the Great Pyramid, discuss the following questions with a partner.*

1. What do you feel as a reader when you read the 1st example?
2. What questions do you have as a reader when you read the 1st example?
3. Why does the 2nd example have better development?

## Exercise 4.15: Ask questions to generate supporting sentences

*Write questions about this topic sentence or the answers to the questions you write.*

Topic sentence: Finally, because you are not receiving enough nutrients, especially carbohydrates and sodium, it is likely that you will experience nausea.

- Question:
  - Answer:
- Question:
  - Answer:
- Question:
  - Answer:



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# Revising

## Review the Prompt

One strategy for revision that may help you is to highlight the different points of the prompt in different colors. Then use those same colors to highlight the sentences in your response that relate to those parts of the prompt. For example, a prompt may ask you to describe an award you received, what you did to earn it, and what resources you used to achieve success. You may mark any ideas in your writing that relate to the purpose of the award in yellow, the narrative/process sentences in green, and the resources in blue. This will help you recognize if there are any unmarked sentences that might not address the prompt. It can also help you to see if ideas are repeated or underdeveloped.

### Example

**Prompt:** Our college aims to have small class sizes and to promote mentorships **between faculty and students** and **between peers**. Explain how you will **contribute from those mentorships**.

### My Response:

Having tutored **fellow students** in writing, pronunciation, and presentation at **BYU-Hawaii's tutoring centers**, I feel comfortable mentoring and guiding students in areas such as language and presentation. ~~I was a teacher's assistant at~~ **BYU-Hawaii's distance learning program when tutoring for writing. I was a tutor at** ~~BYU-Hawaii's Language and Speech Lab when tutoring for pronunciation~~ **presentation. Because of these tutoring experiences, I have developed the ability to** **notice the needs of specific students and to work with them as a guide in** **those needs.**

In the example, the writer addressed the "between peers" and "how will you contribute" part of the prompt. However, the writer did not address the "between faculty and students" or the "how will you benefit from those mentorship" parts of the prompt. Now that the writer knows what is missing, they can add sentences or a paragraph to answer that part of the prompt. The writer also realized that the center sentences about being a teaching assistant were never highlighted because it didn't talk about the topics requested in the prompt. So, the writer decided to delete those sentences.

## Word Choice

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Because personal statements are often limited in terms of character or word count, you want to be sure that you get the most impact out of the words you choose to use. Choosing a word that is more precise in its meaning and connotation will help you to use the space wisely.

## Exercises

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### Exercise 4.16: Develop a Paragraph

*Read this example student paragraph from a personal statement. This is for a college application essay about what the writer found engaging. What general advice would you give the writer? What specific advice would you give about details and word choice?*

I am interested in business. The lesson that I am learning from my successes and failures help me to understand that everything is possible If we work hard. When you have failures sometimes you decide to give up, but I believe that if you want to be successful you need to learn from your failures. It is very important to have a plan for your goals. Also, this topic captivates me because I am an entrepreneur.

### Exercise 4.17: Revise Your Writing

*Follow the steps below to revise your personal statement.*

1. Open your essay and save a copy called "Revision."
2. Choose two or three colors to represent your main points. If you have more than that many points, you can choose more colors. However, it will be good to think about whether or not the additional points actually add strength to your essay or use space that could be better used for something else.
3. Change the text color for all sentences connected to each of those two or three points.
4. Look at any sentences that are still in black. Are they necessary? Should they be connected more clearly to your thesis and supporting details?
5. Select the highlighter in yellow.
6. Highlight any sections of your essay where words repeat too frequently or you use too many words to express an idea. Is there another way to say these points?
7. Make changes based off of this review of your draft.



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# Revise a Personal Statement

Everyone has his own dream. I have my own dream as well. I look forward to returning to my career life in the USA which was my lifestyle in [home country] before I immigrated here. I was a [medical] specialist in [home country]. I had been working in a hospital for more than 20 years. I accumulated a lot of experience on how to diagnose disease faster and more correctly. Also, I collected many treatment skills for how to solve patients' problems. I love to help people and make my life more meaningful. In addition, my children are my internal locus of control and keep me motivated. Using other words, I want to be a good example for my children. Let them know that their mother is an eternal learner, so they will learn from me and love to study and maintain good habits in their whole life.

I know myself well. I am a self-disciplined person, I will focus on what I need to do and should do as long as I set my goal. I believe that I can be successful in anything I want to do because of my self-discipline quality. For example, I had decided to get my master's degree after I graduated and had been working in [Hospital] for more than 10 years. Then, I had been studying and teaching by myself very hard. excepting for working, eating, and sleeping, I had used almost all my free time to concentrate on my study and goal. I failed the postgraduate entrance exam for the first time. Then I took the GRE again, then I failed again. But I hadn't given up, I just continued to do it and even studied harder and more diligently. Finally, I passed the GRE test and got into [University] in 2000. Finally, I gained my master's degree in 2006. So, I believe that I can pass the TOEFL test too.

If I can reach above 80 scores in the TOEFL test, then I can apply to the Physical Assistant (PA) Program at the University of Washington, which is located in Seattle. If I can get into University for my PA program, I can learn and practice all my medical knowledge and skills in English again. Specifically, I have already collected many experiences and skills to help my classmates, and they can help me to practice every medical term in English too. There is a saying that says "If people are learning knowledge alone without friends, he will become a lonely and ignorant person." So, I love to go to school to study knowledge with my classmates together. Also, being a PA shade will be a good way to practice the process of how to diagnose and treat patients better in the USA. I have already prepared all the documents I need for applying for a PA program online. The only thing I still need to do is pass my TOEFL test performance, then I will be ready for the application of my PA program. I know how to use my experiences and skills to help people after I gain the PA license after a couple of years, just like I used to service people in [home country]. Except for reputation and finance, I think people also pursue a sense of achievement. The sense of accomplishment is the need for everyone. I desire to be needed with my skill and knowledge by people. So, I can persist in my study, even though the process is hard and rough. I will keep doing it till I make it.

## Exercises

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### Exercise 4.18: Analyze a personal statement

Read the essay below and consider these questions:

1. How is the writer introduced?
2. What information do you think the prompt asked for?
3. Are the ideas sequenced in a logical order?
4. Is there a clearly stated purpose (conclusion) in this personal statement?
5. What suggestions would you give this writer to improve the personal statement?

### Exercise 4.19: Revise an essay

*Revise this student's essay. Ignore bracketed information [ ] in your editing efforts.*



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## Explore Other Genres: Formal Emails

One of the common types of writing you will encounter is writing emails in English. The expectations for formality and content vary dramatically in this format depending on to whom you are writing and the topic of the email. For this section of the course, we will focus on formal emails like the ones you will likely send in the future to professors or employers.

### The Structure

An email has a very different look than the other types of writing discussed in this text. However, there are still similarities when you are writing a formal email. The basic outline of a formal email is as follows:

#### Example Breakdown

The image shows an email interface with the following structure labels and corresponding text:

- subject**: Subject: Speaking request
- salutation**: Dr. Damron,
- opener**: 안녕하세요! I'm not sure if you remember me, but I audited your Korean linguistics class as a TESOL MA student several years ago. I now work full-time at the ELC as the Reading Skill Area Supervisor. I'm reaching out to ask if you'd be willing to come to the ELC and present at our weekly soup 'n' seminar.
- introduction**: This semester, in an effort to build community in the TESOL program among the students, faculty, and those teaching at the ELC, and to promote professional development and presentation skills, we've decided to hold an informal lunch each Friday where we invite someone from the university to present about something related to the field. We know you have a TESOL background, and we would love for you to come and talk to our students about other opportunities and ways to use their TESOL degrees and experience outside of teaching or researching ES/FL. If you'd be willing, we'd also love if you could talk about the experience of being a woman working in higher ed / academia; as you know, TESOL as a field is heavily dominated by women, but we currently have no female TESOL faculty who could speak to that experience.
- closer**: We were tentatively planning on having you come [redacted]; would that date work with your schedule? If not, please let me know if there's another Friday afternoon you would be available -- we would really love to have you!
- signature**: We look forward to hopefully hearing from you!  
AnnMarie Saunders

## 1. Subject line (similar to an essay title)

The *subject line* of an email is the short phrase that the receiver of your email will see before they open the email. It lets them know right away what the email will be about.

Although the subject line is similar to a title for a typical essay, it is important to keep the information limited to only what is necessary. This type of "title" is not meant to be creative, but rather to give the reader an immediate idea of the content of the email. Do not leave this field of the email blank. Keep the ideas brief, and put the most important information first. Doing this will help ensure that the recipient of your email knows quickly and easily what your email is about and can act accordingly.

Most purposes for emailing can be boiled down to a single noun phrase that highlights the most important information.

### Examples:

- Essay Feedback Question
- Christmas Concert
- Absence

## 2. Salutation

The *salutation* is where you address the reader. You can use a greeting like "good afternoon" or the name of the person with their appropriate title. This is followed by a comma to give a slight pause before the person continues reading the email.

You should use the title that best shows the level of formality. If the reader has a title, be sure to use the appropriate form. Do not assume it is appropriate to use only a first name in the salutation.

### Most Common English Titles (honorifics)

Mr.	all men
Miss	unmarried women
Mrs.	married women
Ms.	woman regardless of marital status
Dr.	someone with a PhD, a medical doctor, or veterinarian
Professor	*college teachers.
President/Principal/Dean/Director/Chief Executive	other titles specific to the job may also be used
To Whom it May Concern	when emailing to a general office/business account without knowing the name of the person to address your question to

Some formal salutations you may use include:

- [Title] + [full name of recipient only] ie. Chief Executive Johnson,
- Dear [full name of recipient] ie. Dear Hannah Clark,
- Good morning/afternoon
- Greetings

Some informal salutations include:

- Hello
- Hi

## Cultural Note

There are two interesting cultural notes regarding salutations:

- "Professor" by itself is used less frequently in the US than Dr. "Professor" is like President, Principal, Dean, etc. . It is a title that can be used to refer to the person's profession and show respect. However, it is usually used in combination with something else: the person's name or a salutation.
  - Dear Professor Jones,
  - Hello Professor,
  - Good Afternoon Professor,
  - Professor Jones,
  - Dr. Jones,
- Using "Dear" in writing is different than using "Dear" in speaking. When speaking "Dear" expresses familiarity, care, and affection. It is often used with family members. However, when used in writing, specifically letter writing, "Dear" is usually just a formality without any added emotional meaning. It has the same emotional neutrality as "To" when used in formal emails, so it can be used with anyone.
  - Dear Mrs. Smith,
  - Dear Hiring Manager,
  - Dear Aunt Suzie,
  - Dear Dr. Porter,

### 3. Opener (similar to an essay hook)

The *opener* is the first sentence of the email that is used to politely begin the email conversation.

The opener should match the level of formality of the email and reflect your relationship with the reader. In other words, a salutation such as "How's it going?" would only be appropriate in an email to a friend. A more common formal version of this would be "I hope this email finds you well."

Similarly to how a conversation in English begins with a pleasantry, or a polite question about your well-being that is not intended to get a true response, this opener exists only for the sake of manners. No one expects an actual response to the opener.

*Examples:*

- I hope this email finds you well.
- I hope you are doing well.
- I hope you are having an enjoyable summer break.

### 4. Introduction

At this point in the email, you will introduce yourself to the reader. This helps to create context for why you are sending the email. For example, you might mention the course you are taking or the department you work in. Unless you have communicated with the individual multiple times, it is helpful to use this space to help the reader identify you.

*Examples:*

- I am [your name], an undergraduate student majoring in Computer Science.
- I am [your name], and I am a resident of the Peach Tree apartments that your company manages.
- I was a student in your 8:30 English 202 class last semester.
- We met at the Rocky Mountain Research Conference last fall.

## 5. Short request (similar to an essay thesis)

After you have created this brief introduction, you can immediately introduce your purpose for the email. Remember to keep the request polite and clear. Include any references to specific times, places, or products involved in the request. In general, you should try to limit an email to one main idea.

At some point in your email, it is good to acknowledge that you are likely asking them to do additional work, adjust their schedule, or some otherwise inconvenient favor. Where possible, provide some flexibility in the request and emphasize gratitude.

You may use some hedging words or phrases to help show the politeness you intend. You only need a few to convey your politeness. If you use too many, it may make your message difficult to understand. Providing flexibility and showing gratitude is usually enough to show your consideration for the other person. You may want to keep in mind the culture of the recipient while you try to gauge how to be polite; some cultures are more roundabout and some are more direct. However many polite phrases you choose to use, keep your request short and clear.

*Examples:*

- Would you be able to meet Thursday at 6:45 pm to go over the project before we present? If not, what would be a time on Wednesday or Thursday that you could meet?
- Thank you for your consideration of my application.
- Thank you for your time and consideration.

## 6. Necessary details (similar to an essay supporting ideas)

You may need to include additional information about the request after it is clearly stated. For example, the reader may need to know about the topic of the presentation, concerns about a project, or an outline of the agenda for a meeting. The request should be separate enough to be quickly understood, and this section allows for the additional clarification of the situation. Again, remember to maintain appropriate distance from the reader by not oversharing beyond what is essential to know.

In this section of the email, it may be helpful to use a numbered or bulleted list to separate pieces of information related to the topic. This is a good way to create blank space in the email and to keep it focused on the essentials.

*Examples:*

- The meeting will be in room 415 of the ABC building from 3:00-4:30. We will review the project's progress, any questions the group has, and the projected completion date.

## 7. Closer (concluding sentence)

A **closer** is the ending sentence of your email. It is like a concluding sentence of a paragraph or essay.

As with a typical concluding sentence, it can be helpful to end your email with a sentence that states expectations or a call to action. The most common closers are either in the form of requesting a timely response or proposing a meeting time.

*Example:*

- I look forward to your reply.

## 8. Signature

A **signature** is your formal or official name written to say you wrote the email. It is usually preceded by an adverb or adverbial phrase to show how you wrote the letter. This is followed by a comma and then your name on the line below. The adverb/adverbial phrase is optional, but can add formality

Always remember to close the email with your name and any other identifying information. This could include a phone number (if needed) or your job title, but can also be as simple as just your name. Don't forget to use the form of your name that would be most easily recognizable to the reader.

*Examples:*

- Sincerely,  
[your name]
- Best Regards,  
[your name]
- Kate Smith
- Don Phillips

Department of Linguistics

\*There are other closing phrases such as "Cheers," "Yours truly," or "With love," but they are used in more informal situations.

## Polite Requests

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One of the important aspects of writing a formal email is using polite language to make requests. Culturally speaking, a request in English is more polite the less direct it is. Note the difference between someone saying "I would appreciate it if you would wash your hands before dinner." vs "Wash your hands."

Two ways that grammar can support creating a polite request is through the use of modals and *if* clauses. In the example above, the word *would* is used to soften the request. This can also be done using modals like *could*, *might*, and *can*. Dependent clauses with *if* soften a request as well by focusing on the reader's ability to decline the request and the writer's awareness of the potential disruption the request may cause.

*Examples:*

- "I would appreciate it if you could [request]."
- "It would be [adj] if you could [request]."
- "If you could [request], that would be [adj]."
- "Can/Could you/I [request]?"
- "Would you/I be able to [request]."
- "Would [time/request] work for you?"
- "If possible..." / "Would it be possible to [request]?"
- "Do/would you mind [request]?"
- "Would you be willing to [request]?"

Other common words used to demonstrate politeness are known as hedging adverbs. These are words such as *just*, *only*, *possibly*, *maybe*, and *perhaps*. Writers will include these to increase the courtesy felt in a request.

- I am just emailing to ask if you could check the budget report attached in this email.
- Would you possibly be available for me to interview for my career development course? It would only take twenty minutes, I know you are very busy.

## Formatting

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Formal emails follow many of the same conventions of formatting and style as an essay. It should be written in an easy to read font in a 10-12pt size. Colorful text should be avoided unless necessary to draw attention to something (such as a deadline).

Do not use ALL CAPITAL LETTERS at any point in your email because the internet culture designates this as yelling (angry). Instead, it's better to use **bolded**, *italicized*, or underlined text to emphasize information. Expressive punctuation (e.g., using multiple exclamation points [!!!] or ellipsis [.....]) and emojis (e.g., 😊 , 😞 , etc) should also be avoided.

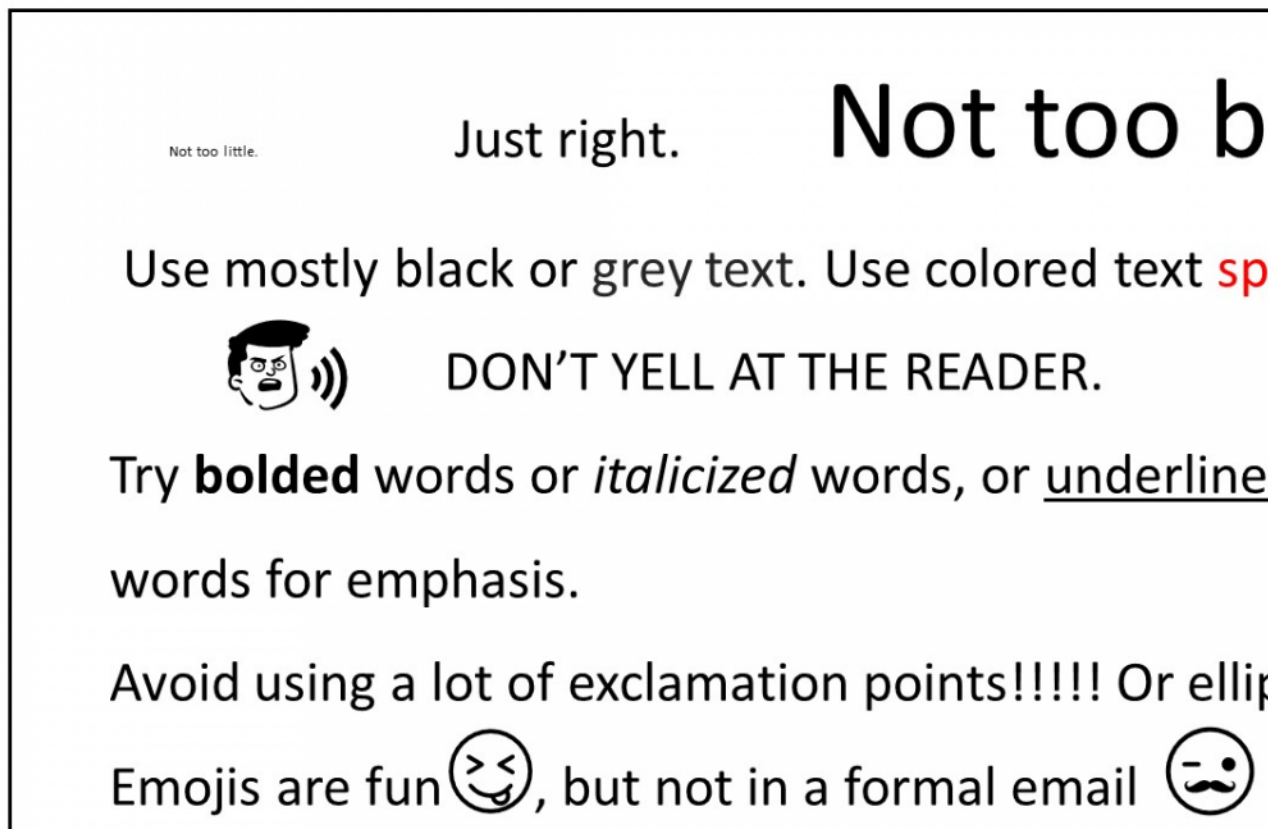


Image: Barraza 2022 (made with PowerPoint and PowerPoint Icons and Cartoon People)

The main formatting difference between an email and an essay is that an email does not need to be indented, and can instead just be left-aligned.

## Responding to a formal email

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The advice here applies to responding to a formal email, not just when you initiate the conversation yourself. In some cases, someone in higher authority may not begin the conversation in a formal manner, but you should still maintain the standards here unless told otherwise. For example, a professor may ask students to call her by her first name rather than her last name or an office environment may frequently use emojis. Once you are aware of the expectations for that context, you are able to adjust your writing accordingly.

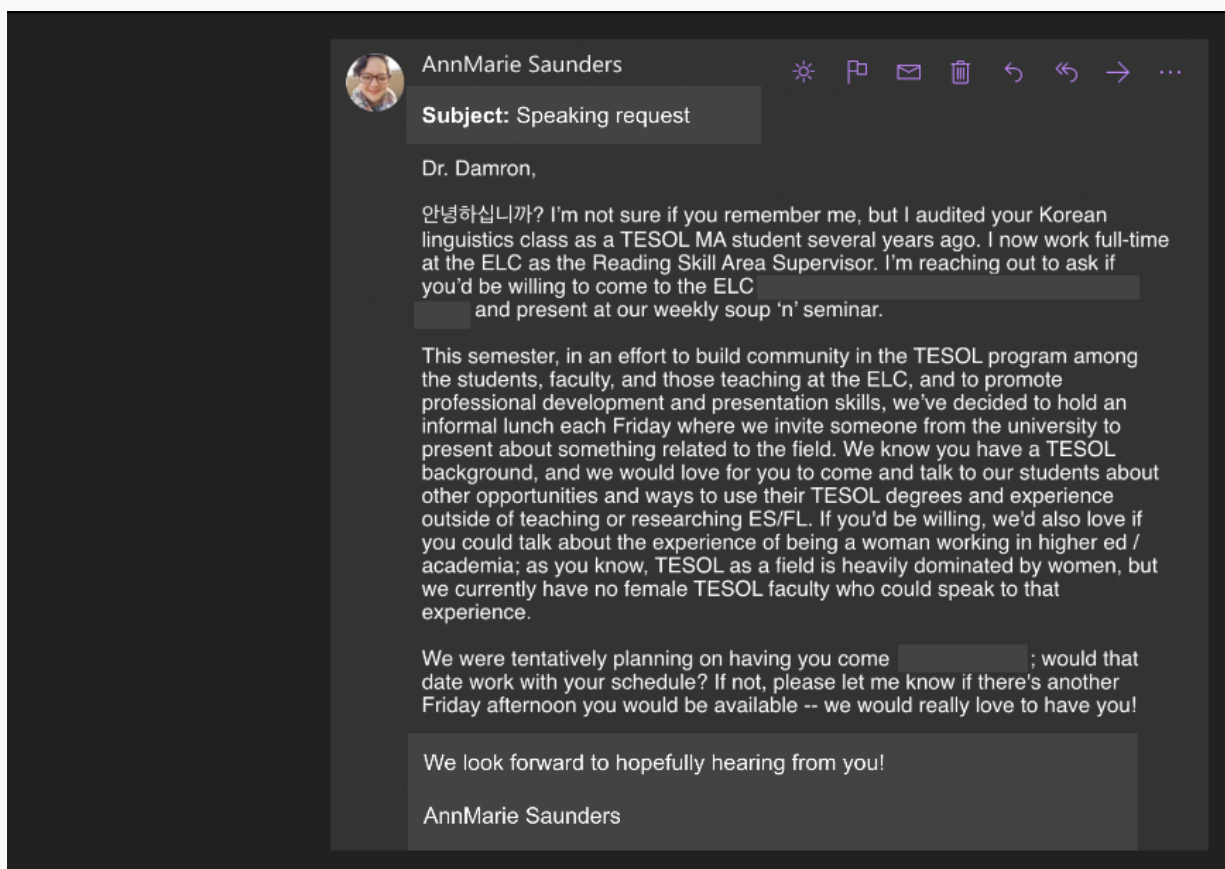


## Exercises

### Exercise 4.20: Skimming

Skim the example below. Read it quickly without looking at the fine details. Answer these questions to guide your skimming:

1. Are there any noticeable headings?
2. Are there any images? What do those images tell you about this example?
3. What are the first and last lines about?
4. What are the first lines of each paragraph about?
5. Do you notice any key words?
6. What is this example about?
7. What do you notice that is unique to emails compared to essays?



The screenshot shows an email interface. At the top, the sender's name 'AnnMarie Saunders' is next to a circular profile picture. To the right of the name are several icons: a sun, a flag, an envelope, a trash can, and arrows for navigation. Below the name, the subject line reads 'Subject: Speaking request'. The email body begins with 'Dr. Damron,' followed by a paragraph in Korean: '안녕하십니까? I'm not sure if you remember me, but I audited your Korean linguistics class as a TESOL MA student several years ago. I now work full-time at the ELC as the Reading Skill Area Supervisor. I'm reaching out to ask if you'd be willing to come to the ELC' followed by a redacted line, and then 'and present at our weekly soup 'n' seminar.' The next paragraph describes a lunch seminar: 'This semester, in an effort to build community in the TESOL program among the students, faculty, and those teaching at the ELC, and to promote professional development and presentation skills, we've decided to hold an informal lunch each Friday where we invite someone from the university to present about something related to the field. We know you have a TESOL background, and we would love for you to come and talk to our students about other opportunities and ways to use their TESOL degrees and experience outside of teaching or researching ES/FL. If you'd be willing, we'd also love if you could talk about the experience of being a woman working in higher ed / academia; as you know, TESOL as a field is heavily dominated by women, but we currently have no female TESOL faculty who could speak to that experience.' The third paragraph asks for availability: 'We were tentatively planning on having you come' followed by a redacted line, then '; would that date work with your schedule? If not, please let me know if there's another Friday afternoon you would be available -- we would really love to have you!'. The email concludes with 'We look forward to hopefully hearing from you!' and the signature 'AnnMarie Saunders'.

### Exercise 4.21: Complete the Outline

*Read the situation below and finish the outline to show how you would organize the email.*

You work for the college's dining services and notice an issue with some of the equipment at work. You wanted to tell your supervisor about the issue and suggest a solution, but you forgot until you had already left work.

- Subject Line: Leaking Sink Causing Slippery Floors
- Dear Mr. Smith,
- Opener: I'm a line cook...
- Intro: Noticed an issue with the Grill Area's handwashing sink
- Request: Fix the sink? Or Do you know when the sink will be fixed?
- Necessary Details:
  - 
  - 
  - 
  -
- Closer: I know that your schedule is busy managing the kitchen. I appreciate ...
- Signature: Sincerely, [name]

### Exercise 4.22: Outline

*Read the situation below and create an outline to show how you would organize your email.*

Your professor has posted directions for the final project which has two parts: a project presentation and a project write up. You understand the presentation part of the assignment but have questions about what is required for the project write-up. You decide to email your professor for clarification.

### Exercise 4.23: Draft an email

*Read the situation below and create an email draft explaining the situation and offering a solution.*

You are trying to apply to Ensign College and have recently taken the TOEFL test. When you get your scores back, three of them are high enough for Ensign College, but one is too low. You now need to contact Ensign College and ask what you can do to be admitted given your situation.

### Exercise 4.24: Polite requests

*Your teacher will assign a partner to you. With your partner, practice 2-3 different ways of making a polite request in each of the following scenarios:*

- You need to borrow a stranger's phone to make a call because you lost yours.
- You are sick on the day of a major test and need to reschedule it.
- You need your team at work to come to an urgent extra meeting about a project.

### Exercise 4.25: Draft an email

*Read the situation below and create an email draft explaining the situation and offering a solution.*

You have a personal emergency that you need to take care of during one of your class times. However, the schedule for that class day includes information that is essential for the upcoming test. You know that the professor teaches another section of that class at a later time which you could attend after resolving the personal issue.

### Exercise 4.26: Choose a prompt

*Choose one of the prompts below as your situation for an email that you will submit as your final assignment. Remember to explain the situation, propose solutions, and maintain an appropriate level of formality.*

- Request to add a course that is currently full
- Contact a potential employer about your interest in applying for a job (no job is currently open)
- Invite a speaker to present at an upcoming club event
- Ask for a prerequisite class to be waived
- Send a thank you after an interview





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# Timed Writing 4

## Audience

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One of the first steps in all writing is to recognize your audience. When you are thinking about your audience, it may help to ask yourself some questions.

- *Who will be reading?*
- *What does the reader need to know?*
- *In what context (where) is the reader connecting with your writing?*
- *When (under what conditions) would this information be important for the reader?*
- *Why would the reader be reading this?*
- *How will you most effectively express the information to this audience?*

Unfortunately, many college writers simply write because it is a required task and do not think carefully about the audience. If you were to ask a student working on an essay about their audience, you would most likely hear the simple response "My professor" or "The TA, I guess." While it may be true that the paper will only be read by the instructor for the course, do not assume that you can ignore the question of audience. These questions about the intention of your audience are equally valuable when considering your instructor.

If you receive a writing assignment that does not provide a specific audience, you can work with the assignment description, rubric, and your knowledge of the instructor to understand your audience. Ask yourself some additional questions like the following:

- *What knowledge or skill is the instructor evaluating through this assignment?*
- *What information do I not need to address directly because it is foundational (or too basic) for this specific assignment?*
- *How do the rubric categories and possible points indicate what is important to the reader?*
- *Were any example essays provided?*
- *What real-life situation does this particular writing assignment prepare me for?*

Thinking through your audience before you write can help you frame an effective thesis statement and choose supporting details that would have the greatest impact on your reader.

To use an analogy, considering your audience for writing is like going to a tailor. Many times you can buy clothes from the store and wear them exactly as they were sold. There may be small problems with the fit, but you can still wear them. However, spending a little extra time and money to have the too-long pants altered to fit your height can be worth it. And there are times when the occasion for the clothes (such as a nice dress or a suit) is more formal or important and that extra effort is of greater value. Similarly, there are times when a "one size fits all" essay will be fine, and there are times when that extra attention to your audience will make a big impact on the final outcome.

# Register

Continuing with the clothing analogy, different situations have different social expectations for dress code. The dress code at BYU is more strict than the outfit expectations at a birthday party. And there are obvious differences between what you wear to the gym and what you wear as a guest to a wedding.

*Register* is the word used to describe the language differences we notice in different contexts. There are differences between written and spoken English, and there are many differences in the language we use depending on our audience. Here are some writing register differences you may have noticed:

- When you use contractions (informal writing)
- When you use acronyms like TBH or IDK (texting, social media)
- When you use hedging (formal writing)

Adjusting the words and phrases you write depending on your audience is likely a strategy you already use without thinking about it too carefully. In this section, you will learn a little more about the strategy of hedging.

## Hedging

A simple definition of linguistic hedging in academic writing is to phrase a point carefully to soften a point. This is common in college writing because hedging acknowledges that the writer is not an expert. You are reporting what you have learned, but you allow for correction.

Here are some examples of how hedges can be used in writing

Hedge type	Examples	Hedging examples
Verbs:	appear, seem, suggest, argue, claim, tend, believe, think, looks like, assume, consider, indicate	<u>Many</u> people <u>assume</u> that...
Modals:	may, might, could, can	<u>Based on</u> this evidence, it is <u>possible</u> that...
Adjectives:	likely, unlikely probable, possible, some, many, much	<u>Generally</u> speaking, this does not <u>seem</u> to <u>be the case</u> ...
Adverbs:	probably, not necessarily, potentially, perhaps, apparently, evidently, presumably, relatively, occasionally, sometimes, generally, usually, often, seldom	<u>According to</u> lead researchers, this <u>may</u> change...
Phrases:	based on, according to, in light of, in the view of, it could be the case that, to some extent, when compared to, in the context of, in certain situations, as shown/indicated by	<u>Often</u> opponents <u>claim</u> that...

## Exercises

### Exercise 4.27: Timed Writing (Hedging Focus)

*Write for 30 minutes about the following topic. Use one hedging word from each of the hedge type categories above to soften your claims.*

1. Your boss sent you an email about a higher position that is now open in the company. He asks if you are interested in the position. After looking at the job description, you want to respond that you are not interested in this job. However, you want your boss to think of you for other jobs in the future. Respond to his email with a short explanation (1-2 paragraphs) of why this job is not interesting to you, but you would like to be considered in the future.
2. People sometimes say that a job interview is more about you checking that the position is a good fit for you than it is about the employer checking that you are a good fit for the position. Do you agree or disagree with this statement? Explain your position.
3. In 1 year, you receive a message from one of your former UP classmates. Your classmate asks you to peer review a final essay for her class. You read through the draft, and you find some significant organizational problems. Write an email to your classmate giving suggestions on how to improve her writing.



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# Integrated Writing 4

## Audience & Register

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Just as with all writing, integrated writing is more successful when you have considered the intended audience and appropriate register for the assignment. The added challenge here is that the audience and register of the original sources may differ from your assignment and may even vary between the sources themselves.

This means that as you mentally prepare to write for your specific audience, you need to consider the audience of the source and make some adjustments to fit a new context. As you learned in the last integrated writing chapter, you can change the wording through paraphrase, but you should not change the meaning itself.

## Exercises

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### Exercise 4.28: Identify Audience and Register Differences

*Take a look at these different sources. Who is the audience for each of these? How do you know? What differences in register do you notice?*

- [Lullaby - Wikipedia](#)
- [What the Lullabies We Sing to Our Children Reveal About Us - National Geographic](#)
- [20 Best Lullabies to Calm Your Baby to Sleep - Verywellfamily](#)
- [Frère Jacques, are you sleeping? - Harvard Gazette](#)
- [The Lullaby Project - Carnegie Hall's Musical Connections \(Listening\)](#)

## Exercise 4.29: Integrated Writing (Audience/Register Focus)

*Below is a department email sent to all students in your major. Read through the announcement of the change to the program. Then choose one of the additional sources. Using information from both sources, write an email explaining your situation and goals.*

### *Department announcement:*

The University has recently made a significant push toward increasing experiential learning during the undergraduate experience. Those who have graduated having taken advantage of such experiences report that it was fundamental in to their learning. As more colleges shift toward this type of learning, expanding experiential learning here will help our graduates be more competitive in the job market. Effective next semester, the department will require all students in this major to register for an off-campus internship directly related to the coursework.

Because this program of study change will impact a large number of students, we suggest that you contact your faculty advisor as soon as possible to set an appointment to discuss this new requirement. Your advisor will help you to make any necessary changes to your plan for coursework and can connect you to internship opportunities, which is especially crucial if you hope to do your internship outside of Provo. Although the credits will be primarily given based off of the work you do through the internship, you will report throughout the semester to your faculty advisor and meet for an online class every other week. To get the add code for the internship course, you will need to (1) meet with your faculty advisor and (2) write a short proposal explaining how this internship connects to your coursework and professional goals.

### *Additional sources:*

1. Email from faculty advisor: Hello. I would be happy to meet with you, but I'm out of town for the next two weeks. I can see that you have already registered for a heavy load of courses next semester. Are you planning to graduate soon? Or would you be able to delay taking any of these courses? I'm concerned that adding an internship would make the semester too demanding. Let me know what your plan is, and I'll get back to you when I'm back in the office.
2. Comment from a professor in class: Actually, I have been doing some consulting work with the local museum about community engagement. It's been eye-opening, but I honestly haven't had as much time to dedicate to the project as I originally hoped for. So if any of you are interested in something like that, you can send me an email or stop by my office for more details.
3. Email from a friend: It's so good to hear from you! Yes, I'm doing an internship in Chicago right now, and it has been so great! Are you interested in doing an internship here too? What requirements do you have? I can see if I can put in a good word for you!!





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# Cause-Effect Essays

What makes certain things happen? What happens because of certain things? These questions will help you write a cause/effect essay.

Example Cause-Effect Essay
Prewriting
Writing: Unity
Sources: Summarizing
Revising
Revise a Cause-Effect Essay
Explore Other Genres: Reviews
Timed Writing 5
Integrated Writing 5



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# Example Cause-Effect Essay

## Chronic Stress

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The stress response has always been part of our nature, and isn't necessarily bad. Our body responding to stressors is actually something that serves as a defense in times of danger. When you encounter a stressor, the brain signals the production of stress hormones such as adrenaline. In turn, these hormones stimulate the heart causing an increased heartbeat and a rush of blood to the parts of the body that need to activate to help us fight or flee (Pietrangelo & Watson, 2017). In a time of stress, the body prepares to defend, to think and react quickly. Such a reaction is necessary for survival when the stressor is something dangerous like a bear. However, people are experiencing more stress today from non-dangerous situations, and this stress for many people is prolonged, which is not healthy for our bodies. Why is this happening? According to the research of psychologists, many factors can cause chronic stress. Work and major life changes can be a cause of stress, and in turn, stress is able to exert a strong influence on a person's health and behavior.

### Causes of Stress

In addition to changes in life, work often causes stress. There can be many reasons for this. First, work occupies an important place in people's lives, and when they really desire to succeed in their work, they worry about their performance or finishing projects successfully. For many Americans, "workplace ambitions can lead to feelings of self-induced pressure to perform" (Snyder, 2017, para. 3). This desire to excel can be seen as a good stressor, but nonetheless causes stress. Another reason that stress can come from work is that financial security is tied to a person's job. For families, this financial security often comes from the parents' employment, and any member of the family can experience stress due to work challenges because they are perceived as threats to the financial security of the family (Snyder, 2017).

Finally, stress comes from work for many people that feel their supervisor has unrealistic expectations or demands too much from them. When people feel unable to succeed at a task, stress is a very natural response. For these reasons, stress can be induced by work. Major life changes are one of the principal causes of stress. Major life changes include moving to a new home, getting married, pregnancy, or changing jobs. One of the most common life changes that causes major stress is the death of a loved one (Jones, 2016), and it is even more stressful if the loved one is a spouse (Alton, 2018). Especially in the case of a spouse dying, this type of major life event causes stress because there are many changes that occur suddenly. Losing a spouse affects family stability, emotional support, and often financial support (Alton, 2018). These events are also stressful because there are many legal and financial matters to arrange that can be very confusing. There are contractual obligations that must be met as they are set forth in the deceased person's will as well as claiming money from life insurance policies or trust funds. In addition to these matters being new and confusing, they also have serious consequences, so people feel added pressure to take care of these issues properly. It is little wonder that for people who experience major life events, stress is sure to follow.

### Effects of Stress

Constant stress on the body has serious physical health effects. Some of the negative physical effects of chronic stress are due to the acute stress response, which hampers digestion, increases blood pressure, makes the heart beat faster, and floods your body with extra chemicals (Snyder, 2017). This makes the heart work much harder than it needs to, and it's not healthy to be in a constant, heightened state. That is why one of the major long-term health effects of stress is cardiovascular disease, including heart disease, high blood pressure, heart attacks, and stroke (Marks, 2021). Other physical effects of chronic stress can be caused by the way people cope with stress. For example, unhealthy eating (combined with a lack of exercise) can lead to obesity. Chronic stress can significantly impact a person's physical health.

Mental health problems are also among the major negative effects of chronic stress. Depression and anxiety are very common in individuals who constantly report high levels of stress (Snyder, 2017). Many college students offer a sad example of how chronic stress can have these effects. One study found that the majority of college freshman reported an increase in stress from before their enrollment to after their first semester; they also reported increased levels of depression, anxiety, and isolation (Snyder, 2017). Many research studies have shown that this connection is more than simply a correlation (Alton, 2018). These mental health effects are clearly a result of the stress many people experience.

In addition to health, stress can negatively affect human behavior. The stress response also has a role to play here. When the body reacts to stress, blood is pulled from the prefrontal cortex and goes to the emotion centers of our brain (Snyder, 2017). This affects the logical processes of the human mind. Without enough blood flowing to the logical center of the brain, people often lack mental clarity or the ability to make decisions well. As a result, people who suffer from chronic stress may not seem to make the best decisions. They may rush into a decision or have a hard time prioritizing what needs to be done. Many times, they do not fully consider the implications of an action the same way that they would have if they weren't under so much stress.

In summary, stress has natural causes and can have lasting effects. Stress can come as a result of work or changes in life and it can lead to significant health problems and changes in behavior. Because stress is so common for people living in our fast-paced lives, we need to understand the realities of chronic stress before we take steps to try to change it. Remember that stress isn't bad; it's prolonged exposure to stressors without a break that really does the damage. Once the realities are understood, we should take steps to control our own stress levels so we can live a long, healthy, and happier life.



# Exercises

## Exercise 5.1: Annotate an Essay

*Scan the essay below and annotate it according to the following directions.*

### Introduction

1. Draw a star next to the hook.
2. Draw a box around the background information.
3. Underline the thesis.
4. Label the Causes with **C** and the Effects with **E**.

### Body Paragraphs

1. Underline the topic sentences in each body paragraph.
2. Draw an arrow to show the words that show how the topic sentences support the thesis statement. Draw the arrow from the word(s) in the topic sentence to the word(s) in the thesis statement.
3. Number the supporting details.
4. Circle the cohesive device words and phrases
5. Highlight all in-text citations.
6. Draw an arrow from each in-text citation to their matching full citation on the reference page.

### Conclusion

1. Underline the restated thesis.
2. Circle the key words that are kept from the thesis statement or that are replaced with synonyms.
3. Box the background information, summary, or global extension.
4. Draw a star next to the concluding sentence.
5. Label the concluding sentence. What type is it?

### Reference Page

1. Underline the name of the section "Reference".
2. Circle the author's last name(s)
3. Draw a star by the year of publication.
4. Draw a box around the title of the article, website, or book.
5. Label the source. What type is it? Is it an article from a journal or newspaper, website, or other?

## Exercise 5.2: Analyze a Cause/Effect Essay

*Use the questions below to analyze the example essay.*

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body paragraph. Do the supporting sentences support the topic sentence?
6. Look at each body paragraph. Are the supporting sentences sequenced in a logical order?
7. Look at each body paragraph. Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body paragraph. Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

## References

Alton, R. (2018). Understanding Stress. *Psychology Explained*, 3(2), 34-39.

Jones, S. (2016). Stress: The causes and the consequences. Retrieved from <https://psych.edu/stress>

Marks, H. (2021) Stress Symptoms. WebMD. Retrieved from [https://www.webmd.com/balance/stress-management/stress-symptoms-effects\\_of-stress-on-the-body](https://www.webmd.com/balance/stress-management/stress-symptoms-effects_of-stress-on-the-body)

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# Prewriting

In the prewriting stage of a researched essay, you will do a lot of reading and information gathering. In this stage of the process, you should keep your information organized carefully so that you can find it when it comes time to write your essay.

## Understand the assignment

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In your essay, you will describe either the causes or effects of a topic. The topic may be a problem (e.g., poverty), or it may be a good thing (e.g., economic stability). You are not trying to solve a problem in your essay. In shorter essays, you may be asked to only consider causes or only consider effects. In longer essays, it may be more appropriate to consider both. Always be sure to understand what your teacher expects for the scope of your essay.

## Research

---

You can do two types of research: preliminary research and detailed research. **Preliminary research** is when you first search for general information about a topic. You are getting familiar with a topic and discovering interesting things about that topic that you *might* want to use in your essay. This is done when you are first thinking of ideas for your essay.

Remember that after you do enough preliminary research to brainstorm and choose your focus, you should do more detailed research about your topic so that you can make your outline. This is where you will find specific sources with evidence to support your main ideas such as facts, statistics, and statements that you can quote or paraphrase. You will do both preliminary research and, later, detailed research to write your essay.

## Brainstorm

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Simple Google searches with either “causes of” or “effects of” might be a good place to start if you aren’t sure what to write about. You may also participate in a discussion with a friend or classmate to try to generate possible topics. Consider discussing trying to answer some of questions like the following:

### Generating Topics

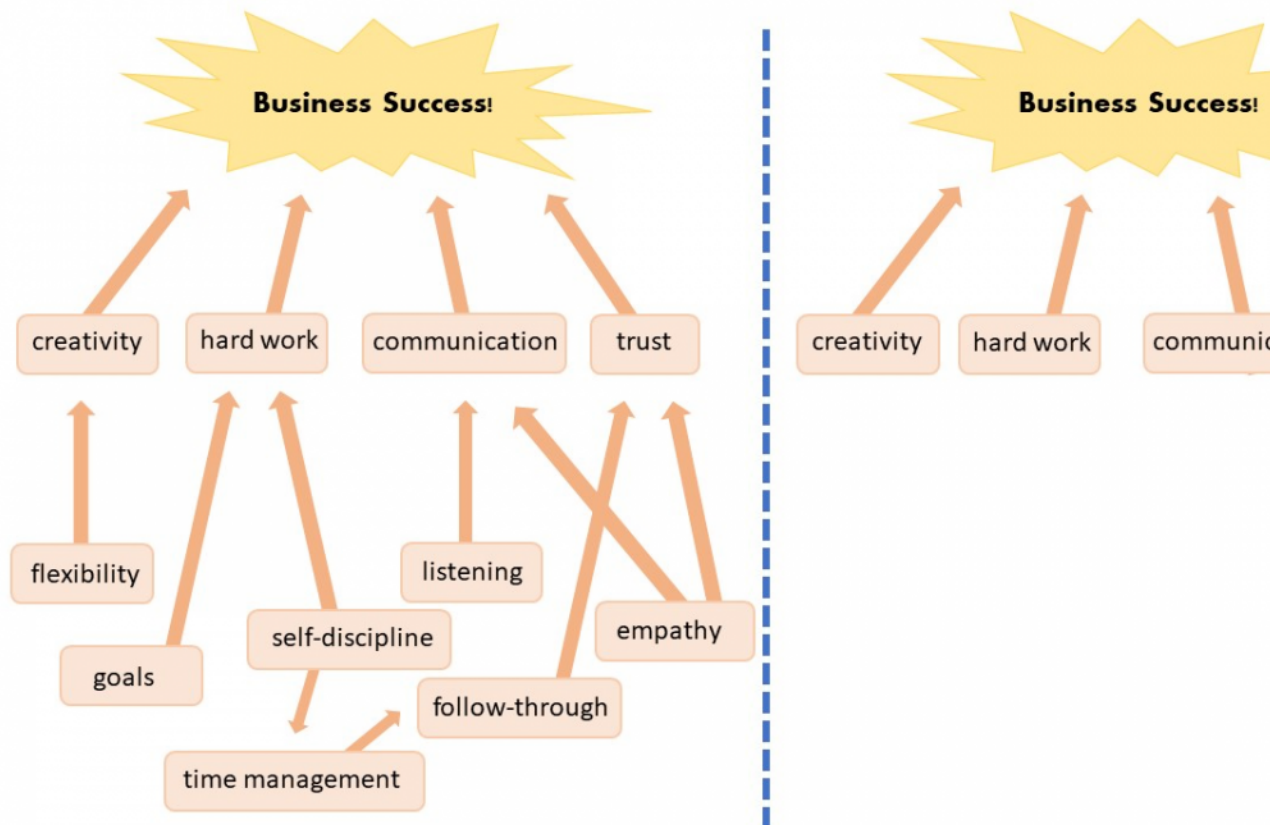
- What is a natural phenomenon that impacts nature or humans? (e.g., tsunamis)
- What is a phenomenon that impacts people socially? (e.g., bullying)
- What is a phenomenon that impacts relationships? (e.g., miscommunication)
- What is a phenomenon in business that makes companies successful? (e.g., marketing)

You could also start by thinking about positive benefits that people look for or problems we face.

## Choose a focus

Then examine the causes/effects of that topic. Many students get confused writing this type of essay because they choose a topic and develop body paragraphs about the causes as well as the causes of the causes. Put your topic in the center and build around it.

### 2 Examples:

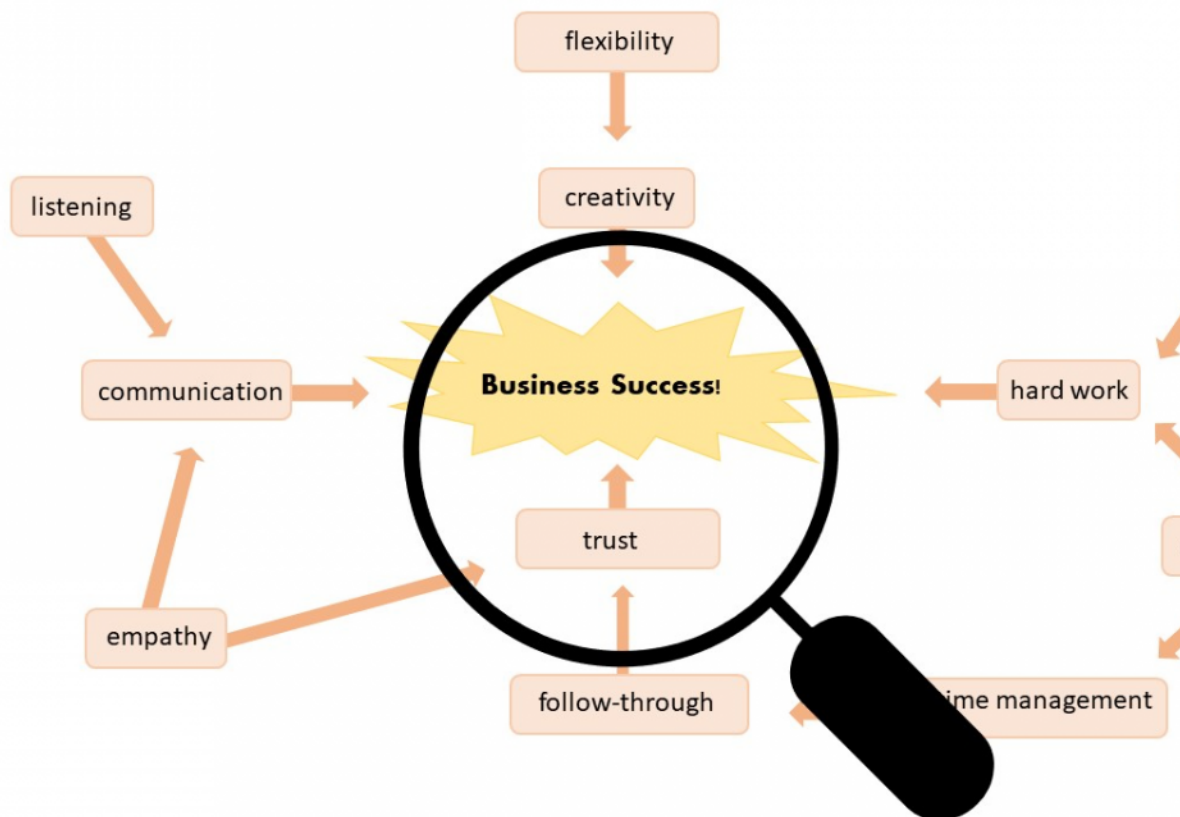
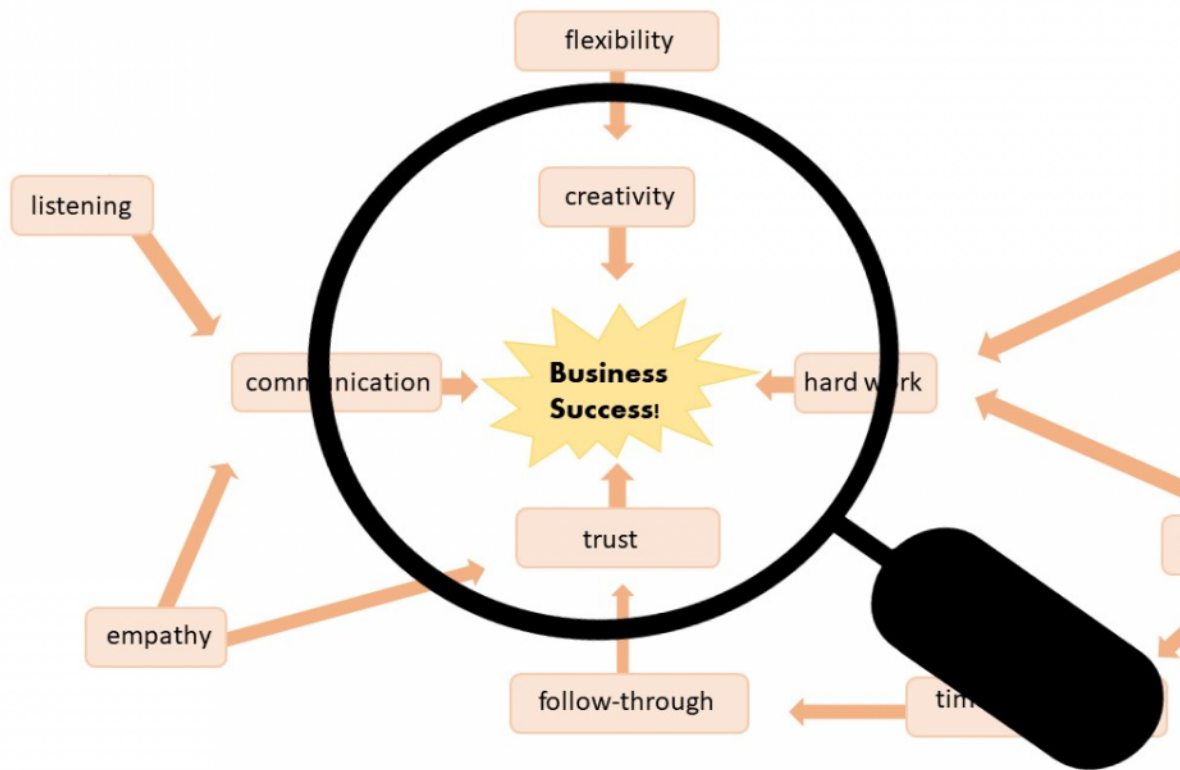


*Image: Barraza 2022*

If this brainstorm was turned into an essay with each cause and cause of a cause and the cause of a cause of a cause getting a paragraph, the essay on the left would have *eleven* body paragraphs. The essay on the right would have four. Also, the essay on the left would have to explain how good time management caused follow-through, but that good time management was caused by self-discipline which causes hard work where follow-through caused trust. It is possible to do this, but it is complex and could get confusing. You could easily end up writing a book on how to have business success. When writing a cause-effect essay for a school assignment, consider what you will reasonably be able to write in the time and length constraints of the assignment. For a school essay and most short-form writing, you want to limit your ideas to a few. Focus in on just one thing and develop it well.

For this example, the better essay would be the one on the right with four well-developed paragraphs with a clear relationship to the topic. Each could be a well-developed body paragraph. Or, if the writer wanted to, they could focus in even more and only write about how trust leads to business success. The body paragraphs for that could be about how trust between different businesses that work together, between customers and businesses, and between employees and employers leads to business success.

## 2 Possible Options:



As a writer, you can choose to make the focus of your essay as broad or narrow as you want, but keep in mind that you will need to thoroughly develop the ideas you choose to include. To write an essay, consider how narrow your essay needs to be to develop it thoroughly.

## Outline

---

You can also begin an outline for your essay while doing the preliminary research and choosing a focus. An outline is a working document that may be changed as you organize your ideas. As you research about your topic, start organizing your findings.

Some people begin with an outline by listing topics and quotes. Others write topic sentences and supporting sentences. Some start with their thesis statement and topic sentences and use questions and quotes to develop their ideas. Each person may have a unique way of organizing their ideas and research findings.

However you outline, your outline should include your main idea and supporting ideas ordered in the way you could present them in an essay.

## Introduction

---

Your introduction should describe in general terms the topic you will write about in your essay. At the end of your introduction paragraph, you should write your thesis. The thesis should clearly state a cause or effect relationship.

### Examples:

- A poor diet, excessive stress, and sleep deprivation cause attention problems in school.
- Some of the effects of social media include having more access to information, easier communication, and an ability to share photos and videos.

Here are some phrases that are useful for writing a cause/effect thesis:

- Attention problems in school are **caused by** a poor diet, excessive stress, and ...
- **The positive effects of** social media include...
- **Due to** the invention of plastic, pollution of the land, seas, and air has increased.
- **In view of** recent policy changes, immigration has ...
- **In light of** this, freshman students are using the tutoring center more frequently and with more confidence.

## Body

---

Your body paragraphs should explain how or why your thesis sentence is true. As you plan each of your body paragraphs, remember that using sources will make your writing more credible and interesting. Use sources properly so that you do not plagiarize.

Make sure your topic sentences connect to your thesis. Look at the example below for how the topic sentences should connect to your thesis.

### Examples:

TH:        Although the rise of fast fashion has **improved clothing affordability** for the public, it has also caused **ethical** and **environmental** issues.

---

TS 1:	First of all, the fast and cheap production that characterizes fast fashion has had some positive effect on the world <b>by making clothing more affordable for consumers.</b>
TS 2:	Although cheap to buy, the true price of fast fashion can be seen in <b><i>the poor working conditions of fashion industry laborers</i></b> around the world.
TS 3:	Furthermore, fast fashion has had a <b><i>negative impact on the environment both in its production and its disposal.</i></b>

All of the topic sentences are about fast fashion. All of the topic sentences focus on one of the effects of fast fashion: affordability, poor working conditions, and environmental impact. The topic sentences also include cohesive devices such as adverbs and conjunctions to show the effects' relationship to the topic of fast fashion.

## Conclusion

Your conclusion paragraph should start by restating your thesis. Then you should speak about the main idea in more general terms and apply the topic from your body paragraphs to a more global context. End with a concluding statement that your reader will remember your essay by.

As you outline your body paragraphs and choose research, make sure the quotes you use support your topic sentence.

### Example: Outline with sources for a body paragraph

- TH: Stress affects our body's muscular, cardiovascular, and chemical systems.
  - TS: One of the most obvious effects of stress is muscle tension.
    - "When the body is stressed, muscles tense up. Muscle tension is almost a reflex reaction to stress – the body's way of guarding against injury and pain" (APA, n.d., "Musculoskeletal," para. 1).

## Exercises

### Exercise 5.3: Complete an outline

*Use the topic sentences to create the thesis for this outline.*

- TH:
- TS: Good interior design comes from knowing principles of unity and contrast.
- TS: Respecting personal taste is another way to achieve a good design.
- TS: A good design can help people feel more relaxed.
- TS: A good design can also facilitate the functionality of a room.

### Exercise 5.4: Revise thesis statements

*Revise the theses to be more effective for a cause/effect essay.*

1. Here are the three negative effects of overfishing.
2. It's required a global awareness to stop this uncontrollable problem which affects not only us, but also, those who come.
3. It affects the person in different ways and can affect every part of the body because the cancer can expand all over affecting all your organs.
4. Therefore, the mental and physical effects, using a smartphone before bed worsens sleep quality, some of the most common effect include not concentrate and poor memory on study or work, obesity risk and increased risk of having an accident.
5. All forms of addiction are dangerous and difficult to get rid of but the most common problem in a society is the problem with alcohol abuse.
6. The most common eating disorders are anorexia and bulimia nervosa and the most important factors that cause it are a psychological, environmental, and biologic-genetical issues.
7. The impact of social media in our lives can be in positive and negative ways.

### Exercise 5.5: Complete an outline

*Use the topic sentences to create the thesis for this outline.*

TH:

- TS: Depression can be caused by genetics.
- TS: Another cause of depression is chemicals in the brain.
- TS: A final cause of depression is due to circumstance.

### Exercise 5.6: Give feedback about an outline

*Read the basic outline below. What would you do to help a classmate or friend that wrote an outline like this?*

- TH: The causes more relevant about Pollution around the world are air, water, and ground pollution.
- TS: Air pollution is one the causes of pollution, and it can cause many diseases.
- TS: Water pollution is the second cause of pollution, and it can cause harm to marine animals.
- TS: Finally, ground pollution is the third cause of pollution, and it is the most common for the people.
- TS: Air, water, and ground pollution are the causes more common in the world about pollution.



## Exercise 5.7: Choose sources that support a topic sentence

Choose source material from the quotes below that would support the following topic sentence. (Don't choose an entire quote if the whole quote doesn't support the TS.)

TS: Volcanic eruptions can occur due to an increase in the amount of magma in the chamber.

- "A volcano is essentially an opening or a vent through which this magma and the dissolved gases it contains are discharged" (Killinc, 1999, para. 2).
- "If the density of the magma between the zone of its generation and the surface is less than that of the surrounding and overlying rocks, the magma reaches the surface and erupts" (Killinc, 1999, para. 3).
- "As...magma moves toward the surface, the solubility of the water in the magma decreases, and so the excess water separates from the magma in the form of bubbles. As the magma moves closer to the surface, more and more water exsolves from the magma, thereby increasing the gas/magma ratio in the conduit. When the volume of bubbles reaches about 75 percent, the magma disintegrates to pyroclasts (partially molten and solid fragments) and erupts explosively" (Killinc, 1999, para. 5).
- "These processes are obviously difficult to observe. The third process that causes volcanic eruptions is an injection of new magma into a chamber that is already filled with magma of similar or different composition. This injection forces some of the magma in the chamber to move up in the conduit and erupt at the surface (Killinc, 1999, para. 6).
- "Although volcanologists are well aware of these three processes, they cannot yet predict a volcanic eruption. But they have made significant advances in forecasting volcanic eruptions. Forecasting involves probable character and time of an eruption in a monitored volcano" (Killinc, 1999, para. 7).



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# Writing: Unity

Now that you have an outline or idea of what you want to write, you can begin writing your draft. While you write your draft you should make sure that all of your main ideas (the thesis for the essay as a whole and the topic sentences for the individual paragraphs) have support that is unified in helping the reader understand that main idea.

**Unity** is the idea that many parts combine together or are all connected to one idea. Writing has unity when the supporting sentences all work together to support the topic sentences and all the paragraphs work together to support the thesis statement. Paragraphs that lack unity are confusing to the reader because some ideas do not seem to belong.

Compare the examples below. The first paragraph has poor unity because there are sentences that do not support the topic sentence.

## Example: Body Paragraph (Poor Unity)

Chopin was a musical prodigy. While many people are aware of the great pieces he wrote, not as many people are aware of how young he was when he began his musical career. Chopin published one of his first pieces at the age of seven and one year later performed in a public concert (Plantinga & Hendley, 2018). At an astonishingly young age, he truly showed great musical talent in both of these things. While it may be hard to imagine, his interest in music may have begun even earlier. "In infancy Chopin was always strangely moved when listening to his mother or eldest sister playing the piano" (Plantinga & Hendley, 2018, "Life," para. 1). Many children show some response to music in their infancy. This early sensitivity may have helped his early desire to create and perform. It is clear that he was musically gifted very early in life.

## Example: Body Paragraph (Revised for Unity)

Chopin was a musical prodigy. While many people are aware of the great pieces he wrote, not as many people are aware of how young he was when he began his musical career. Chopin published one of his first pieces at the age of seven and one year later performed in a public concert (Plantinga & Hendley, 2018). At an astonishingly young age, he truly showed great musical talent in both of these things. While it may be hard to imagine, his interest in music may have begun even earlier. "In infancy Chopin was always strangely moved when listening to his mother or eldest sister playing the piano" (Plantinga & Hendley, 2018, "Life," para. 1). ~~Many children show some response to music in their infancy.~~ This early sensitivity may have helped his early desire to create and perform. It is clear that he was musically gifted very early in life.

# Unity In and Across the Parts of an Essay

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You will need to have unity within paragraphs and between paragraphs. Having unity *within* paragraphs means that your supporting sentences in a particular paragraph all support the topic sentence of that paragraph. Having unity *between* paragraphs means that your paragraphs all support the thesis statement of the essay. Consider how you can draft your essays to have unity within and between paragraphs as you read about drafting the parts of a cause/effect essay below.

## Introductions

As you write your introduction, think about the information your reader needs to understand your topic so they feel ready for the thesis when they read it. Read the following thesis. What information would help a reader understand the general topic so he is ready for the thesis?

*TH: Positive urban development is the result of careful planning, wise investing, and a good understanding of the needs of the area.*

The reader needs to know what the author means by “positive urban development” so that when they read the thesis, they will be ready to learn about the causes of this type of development. The introduction may start discussing how cities change generally and then introduce the idea of positive changes like growth, stability, and safety. Then the reader should feel prepared for this thesis.

The ideas in the background information are all connected to the topic of the thesis statement. They support the reader's understanding of the thesis statement. All of the background sentences should be unified with the main idea of the essay: the thesis statement. The introduction paragraph is unique; it has a hook, not a topic sentence. The main idea of the introduction is instead found in the thesis statement. That is the main idea the background information should connect to and prepare the reader to understand.

## Body Paragraphs

As you write your body paragraphs, keep your focus on explaining how and why your topic sentences are true. It can be easy to get distracted when incorporating research into body paragraphs, but make sure everything you write supports the topic sentence.

If a detail doesn't obviously support the topic sentence of a body paragraph, add 1-2 sentences to explain how in your mind it does connect to and support the main idea OR delete it. If a whole body paragraph doesn't obviously support the thesis statement of the essay, revise the word choice, cohesive device choice, or source used to show how in your mind it does connect to and support the main idea OR delete the paragraph. If a sentence or paragraph doesn't support the main idea it will just confuse the reader.

## Conclusion Paragraphs

As you write your conclusion paragraph, you should keep your focus on your restated thesis statement. It is the same idea as the thesis statement just in different words, so it is the same idea as the main idea of the whole essay. You maybe will summarize your essay which will focus on that main idea. Or, you may extend the essay in the conclusion to a broader community and the main idea's global impact, but your supporting sentences should still be about the main idea. Be careful not to lose that main idea at the very end. Even your concluding sentence should connect back to the restated thesis statement in some way.

## Exercises

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## Exercise 5.8: Brainstorm Background Knowledge for an Introduction

*What does the reader need to know before they encounter any of these thesis statements in an introduction paragraph? Write your ideas on the lines provided.*

1. TH: The imbalance of brain chemicals, personality and family relationships are important causes of depression.

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2. TH: Reading can help stimulate your brain, reduce stress, and increase knowledge.

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3. TH: Obesity in the US can be caused by lifestyle or genetics and it, in turn, causes a considerable number of people to develop diseases.

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## Exercise 5.9: Analyze an Introduction Paragraph

*Read the following introduction paragraph. Were you prepared for the thesis? Why? Or, why not?*

Climate change has become one of the major problems that the planet earth is facing. Scientists have observed changes in rainfall patterns, increase droughts in some inland areas, rising of sea level due to flooding from storms, and other unusual patterns in natural phenomena. Researchers have also discovered that the planet is increasingly heating up. Oceans and land are warmer than in the past. To illustrate this, scientists have discovered that there has been an increase of 1.71 degree in the temperature between the years 1880 and 2016 in both land and oceans (Pappas, 2017). The planet needs to maintain a certain temperature for its balance and for the benefit of all living creatures. As many wonder about the roots of this phenomenon on the planet, science has shown that human activities and natural events are causes of global warming.

### Exercise 5.10: Fill in the Blanks

A student is writing a body paragraph for their essay on the effects of increasing solar power. The student already has a topic sentence from outlining and knows how he wants to conclude the paragraph. He is now trying to develop the idea. He found many different details on his topic while researching and brainstormed a few more.

Chose the details with the best unity with his main idea and use them to complete the paragraph below. Write your answer in complete sentences. Use in-text citations if needed.

**Possible Ideas:**

- 
- 
- 
- 

**Paragraph:**

[topic sentence]

.....

[concluding sentence]

### Exercise 5.11: Analyze a body paragraph

*What kind of advice would you give the author of this body paragraph?*

Growing up bilingual has cognitive benefits. Humans have the capacity to learn languages. How much we develop this capacity relies on the context and experiences each person has in his/her life. Dr. Bialystok in her research assessed a group of monolingual and bilingual children with specific tasks. Children needed to have flexibility in problem solving, inhibit irrelevant information, and recognition. When the rules changed, the bilingual children were outstanding in their tasks. She attributed the bilingual children's abilities in these tasks to their ability to switch between languages and select the appropriate words to use, due to their cognitive development. Bilingual people have the ability to hold two different things in their brain at the same time, and switch between them when they need it. Bialystok (2012) cited several studies that found bilinguals perform better in the cognitive and metalinguistic measures, divergent thinking, and creativity. She explained these advantages are because bilingual have mutual interference between languages to force them to adopt strategies that accelerate cognitive development.

### Exercise 5.12: Write a body paragraph

*Return to the research about the causes of volcanic eruptions. Use the sources to develop a body paragraph that begins with this topic sentence:*

- A difference in density or air pressure can cause a volcanic eruption.

### Exercise 5.13: Concluding Sentences

Read the titles of cause/effect essays below. Pretend you have written essays except for the very last sentence for each of these. Consider the topic of the essay, and then write a memorable concluding sentence for that essay.

1. The Calming Effects of Art

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2. The Causes of Tooth Decay

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3. Gas Prices

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### Exercise 5.14: Write a conclusion

*Read the following introduction paragraph for an essay about effects of sugar consumption. Write a conclusion paragraph for this essay.*

It is not surprising that sugar can trigger negatives consequences in our body. For that reason it is natural that people are concerned about sugar consumption. In 2008, Americans were consuming over 60 pounds of added sugar per year, which is equivalent to 19 teaspoons or 306 calories. (Gunnars, 2017). This habit has taken hold of the conscience of the whole world. According to Gunnars, sugar consumption went down by 23% between the years 2000 and 2008, but ongoing intake levels are still way too high and are the principal factor in making people unhealthy (2017). Sugar in great quantities can lead to health problems, such as obesity, addiction and changes in your mood.



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# Sources: Summarizing

When you summarize information, you explain the most important parts of a source text in your own words. You typically summarize something to make it shorter. The page number is not required in the in-text citation for a summary.

## An effective summary—

- explains the most important parts of the original.
- is written in your own words.
- keeps the original meaning.
- does not merely cut and copy from the original.
- is shorter than the original.

Below is an excerpt from a website article that describes water pollution. This example will be used on the next several pages to illustrate how to write a summary.

## Original Source

Clean freshwater is an essential ingredient for a healthy human life, but 1.1 billion people lack access to water and 2.4 billion don't have adequate sanitation. Water becomes polluted from toxic substances dumped or washed into streams and waterways and the discharge of sewage and industrial waste. These pollutants come in many forms—organic, inorganic, even radioactive—and can make life difficult, if not impossible, for humans, animals and other organisms alike. <https://edtechbooks.org/-AYzZ> ("Impacts," 2018, "Water Pollution," para. 1)

## Example: Summary

Organic, inorganic, and radioactive pollutants from various types of waste pollute water which complicates life for many living organisms that don't have clean water ("Impacts", 2018).

Here are some simple steps you can follow in order to create a summary:

1. Determine your purpose.
2. Read or listen to what you will summarize.
3. Make a list of the main points.
4. Write the summary.
5. Compare the summary to the original.

## Determine your purpose

The purpose of your summary will help you determine which details you should include. Compare the example summaries below. The first summary focuses on how barometers predict weather. The second summary focuses on what barometers are.

### Example Source

"A barometer is a scientific instrument used to measure atmospheric pressure, also called barometric pressure. The atmosphere is the layers of air wrapped around the Earth. That air has a weight and presses against everything it touches as gravity pulls it to Earth. Barometers measure this pressure.

Atmospheric pressure is an indicator of weather. Changes in the atmosphere, including changes in air pressure, affect the weather. Meteorologists use barometers to predict short-term changes in the weather."

<https://edtechbooks.org/-qFCJ>

### Example: Summary 1

Because changes in atmospheric pressure are related to the weather, meteorologists can predict the weather by measuring atmospheric pressure with a barometer (Turgeon, 2014).

### Example: Summary 2

Meteorologists use a special tool to measure atmospheric pressure called a *barometer*, and this tool allows them to predict the weather (Turgeon, 2014).

## Read/listen

Read or listen carefully so you understand the source well enough to summarize it.

## Make a list

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As you read/listen, pay attention to the main ideas and major details of the source material. You should make a list of these main points. Compare the example paragraph and the example list below.

### Example: Paragraphs

A barometer is a scientific instrument used to measure atmospheric pressure, also called barometric pressure.

The atmosphere is the layers of air wrapped around the Earth. The air has a weight and presses against everything it touches as gravity pulls it to Earth.

Barometers can measure this pressure.

Atmospheric pressure is an indicator of weather.

Changes in the atmosphere, including changes in air pressure, affect the weather. Meteorologists use barometers to predict short-term changes in the weather.

### Example: List

-Barometers measure atmospheric pressure.

-Atmospheric pressure is related to weather.

-Meteorologists predict the weather with barometers.

## Write the summary

---

Without looking at/listening to the original, use your list to write your summary. Again, it is important to focus on the ideas. Use your own words to write your summary.

### Example: List

-Barometers measure atmospheric pressure.

-Atmospheric pressure is related to weather.

-Meteorologists predict the weather with barometers.

### Example Summary

Because changes in atmospheric pressure are related to the weather, meteorologists can predict the weather by measuring atmospheric pressure with a barometer (Turgeon, 2014).

Notice how the items on the list are not just copied and pasted together into one big sentence. The ideas are connected together carefully. The order is changed a little and some of the ideas are condensed. There are different synonyms used and there are new sentence structures. For example:

Atmospheric pressure is related to weather --> changes in atmospheric pressure are related to the weather

## Compare to the original

---

After you write your summary, you should compare it to the original. Make sure that the ideas have not been changed, but that the words/syntax are distinct. Make revisions as necessary.

### Example: Paragraphs

"A barometer is a scientific instrument used to measure atmospheric pressure, also called barometric pressure. The atmosphere is the layers of air wrapped around the Earth. The air has a weight and presses against everything it touches as gravity pulls it to Earth. Barometers can measure this pressure.

Atmospheric pressure is an indicator of weather. Changes in the atmosphere, including changes in air pressure, affect the weather. Meteorologists use barometers to predict short-term changes in the weather."

### Example: Summary

Because changes in atmospheric pressure are related to the weather, meteorologists can predict the weather by measuring atmospheric pressure with a barometer (Turgeon, 2014).

## Exercises

### Exercise 5.15: Evaluate Summaries

Evaluate the summaries. 1) Which summary is most effective? 2) Identify features of the ineffective summary that make them ineffective. 3) Identify features of the effective summary that make it most effective.

Original:

"Of all the droughts that have occurred in the United States, the drought events of the 1930s are widely considered to be the "drought of record" for the nation. The 1930s drought is often referred to as if it were one episode, but it was actually several distinct events occurring in such rapid succession that affected regions were not able to recover adequately before another drought began. The term Dust Bowl was coined in 1935 when an AP reporter, Robert Geiger, used it to describe the drought-affected south central United States in the aftermath of horrific dust storms. Although it technically refers to the western third of Kansas, southeastern Colorado, the Oklahoma Panhandle, the northern two-thirds of the Texas Panhandle, and northeastern New Mexico, the Dust Bowl has come to symbolize the hardships of the entire nation during the 1930s." (National Drought Mitigation Center, 2022, para. 1)

- A. The U.S. drought events of the 1930s were the worst recorded droughts in the U.S. (National Drought Mitigation Center, 2022)
- B. The many consecutive droughts of the 1930s--the worst recorded in the U.S.-- did not allow for enough recovery between droughts, and although the term Dust Bowl originally only referred to the dust storm-ridden, drought-affected part of the U.S., it came to represent the difficulties the U.S. faced during that decade.
- C. In the 1930s, the U.S. recorded its worst-ever drought event which was actually many events in one and which was called the Dust Bowl because the droughts caused dust storms.
- D. The Dust Bowl, a collection of drought events that were the worst recorded in the U.S., happened in the 1930s, and it coincided with the Great Depression which made it even harder for affected areas like Kansas and Oklahoma to recover.

National Drought Mitigation Center. (2022). *The dust bowl: National drought mitigation center*. The Dust Bowl | National Drought Mitigation Center. Retrieved December 6, 2022, from <https://drought.unl.edu/dustbowl/>

## Exercise 5.16: Revise a summary

Revise the summary.

Original:

*"A species' camouflage depends on several factors. The physical characteristics of the organism are important. Animals with fur rely on different camouflage tactics than those with feathers or scales, for instance. Feathers and scales can be shed and changed fairly regularly and quickly. Fur, on the other hand, can take weeks or even months to grow in. Animals with fur are more often camouflaged by season. The arctic fox, for example, has a white coat in the winter, while its summer coat is brown" (McDaniel, Sprout, Boudreau, & Turgeon, 2011, para. 2).*

Summary:

A species' camouflage depends on several things, and one very important thing is the physical characteristics of the organism because there are different camouflage tactics the animals use depending on the different characteristics they have; for example, feathers and scales can be changed quickly, but fur takes a long time to grow, so animals who use fur to camouflage change according to the season, like the arctic fox (McDaniel, Sprout, Boudreau, & Turgeon, 2011).

## Exercise 5.17: Write a summary

Use the original quote to create a summary.

1. Original:

*"We wanted to make sure that our experimental nets would work for fishers in the real world. So, we teamed up with local gillnet fishers off the coast of Baja California Sur, Mexico.*

*We worked with the fishers to build illuminated nets. We attached battery-powered waterproof lights to the top of the net. These pointed down to light up the whole net. We also added inactive lights to the conventional nets, to keep everything as similar as possible!" (Senko et al., 2022a, p.2)*

2. Original:

*"Given their ease of use and lucrative nature, coastal [gillnet](#) fisheries are globally ubiquitous.[10,15](#) However, these fisheries often result in high discarded capture of non-target organisms (bycatch) that can lead to significant cascading effects throughout trophic chains[16, 17, 18](#) and costly fisheries restrictions that result in important revenue losses in coastal communities with scarce economic alternatives.[19,20](#)" (Senko et al., 2022b)*

## Exercise 5.18: Write a summary

The following paragraphs come from a longer article. Summarize all of the paragraphs in one paragraph or less.

Original:

*"Background matching is perhaps the most common camouflage tactic. In background matching, a species conceals itself by resembling its surroundings in coloration, form, or movement. In its simplest form, animals such as deer and squirrels resemble the "earth tones" of their surroundings. Fish such as flounder almost exactly match their speckled seafloor habitats.*

*"More complex forms of background matching include the camouflage of the walking stick and walking leaf. These two insects, both native to southeast Asia, look and act like their namesakes. Patterns on the edge of the walking leaf's body resemble bite marks left by caterpillars in leaves. The insect even sways from side to side as it walks, to better mimic the swaying of a leaf in the breeze" (McDaniel, Sprout, Boudreau, & Turgeon, 2011, para. 6-7).*

*"Countershading is a form of camouflage in which the top of an animal's body is darker in color, while its underside is lighter. Sharks use countershading. When seen from above, they blend in with the darker ocean water below. This makes it difficult for fishermen—and swimmers—to see them. When seen from below, they blend in with lighter surface water. This helps them hunt because prey species below may not see a shark until it's too late.*

*"Countershading also helps because it changes the way shadows are created. Sunlight illuminates the top of an animal's body, casting its belly in shadow. When an animal is all one color, it will create a uniform shadow that makes the animal's shape easier to see. In countershading, however, the animal is darker where the sun would normally illuminate it, and lighter where it would normally be in shadow. This distorts the shadow and makes it harder for predators to see the animal's true shape" (McDaniel, Sprout, Boudreau, & Turgeon, 2011, para. 11-12).*

## References

Senko, J. F., Peckham, S. H., Aguilar-Ramirez, D., & Wang, J. H. (2022-a). How can we make sure to catch only the fish we want to eat? *Science Journal for Kids and Teens*, 2. [https://doi.org/https://www.sciencejournalforkids.org/wp-content/uploads/2022/10/net\\_lights\\_article.pdf](https://doi.org/https://www.sciencejournalforkids.org/wp-content/uploads/2022/10/net_lights_article.pdf)

Senko, J. F., Peckham, S. H., Aguilar-Ramirez, D., & Wang, J. H. (2022-b). NET illumination reduces fisheries bycatch, maintains catch value, and increases operational efficiency. *Current Biology*, 32(4), 911–918. <https://doi.org/10.1016/j.cub.2021.12.050>





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# Revising

## Exercises

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### Exercise 5.19: Revise for unity

*Read the paragraphs. Cross out sentences that are not connected to the topic sentence.*

1. The aftermath of an earthquake is more dangerous than the earthquake itself. When an earthquake occurs, the shaking causes problems with existing buildings and construction (United States Geologic Survey, n.d.). For example, gas lines may break because the ground around them shifts, and broken gas lines are extremely dangerous to people. Gas lines smell terrible when they are broken. Other dangers after an earthquake include landslides and tsunamis. The sudden energy of the earthquake sends either land or water moving, and anything in the path can be destroyed (USGS, n.d.). Earthquakes can have more energy than hurricanes. Tidal waves from tsunamis can swallow entire countries in the Pacific. When compared to the dangers directly associated with the earthquake, we can see that the aftermath is also important to be prepared for.
2. One cause of pollution is huge factories. In the factories we produce thousands and thousands of different things for humanity. The biggest factories are in the food, petroleum, forest, auto, and pharmacy industries. Factories burn coal, petroleum, and wood. Having many factories would not be a problem if they used different energy. The problem is that no matter what kind of combustible material we are talking about, all of them pollute our air. They also are difficult forms of energy to replace so we will have less fuel in the future. Pollution has been a part of earth even millions of years ago but not the amount of contamination that we now observe. The Earth's ozone layer has started to thin because of the monumental measure of harmful substances in the air. The factories emit into the air harmful chemicals, and every single one of these substances is poisoning the air. Huge factories are in some ways useful for humans but also harmful to the environment and pollute the air.

### Exercise 5.20: Peer review a body paragraph

Look at one of your body paragraphs with a partner. Is there enough support? Is the paragraph unified?

## Exercise 5.21: Check your essay

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body paragraph. Do the supporting sentences support the topic sentence?
6. Look at each body paragraph. Are the supporting sentences sequenced in a logical order?
7. Look at each body paragraph. Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body paragraph. Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

Revise a Cause-Effect Essay



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# Revise a Cause-Effect Essay

## Exercise

Many believe that doing regular exercise makes them happier or more active on that particular day. Working out not only means that people go to the gym or lift weights, it can be any active sport that requires active physical movements for at least 20 minutes long. Although, not a lot of people know that working out increases memory and productivity.

Most people choose to work out because they enjoy it. Exercising may seem like a boring or uncomfortable thing to do but many people find great fun and enjoyment in it. The people who enjoy exercising always make an extra effort to fit it in their schedule. So, this increases their physical wellness and their social wellness at the same time.

Another key reason why working out is a priority in our society because of peoples strong knowledge of the health benefits. Everyone knows that exercising improve one's health but fewer people know that it can even prevent different kinds of diseases, and even prevents ailments like diabetes, obesity, or high blood pressure (Why Exercise Is Wise, n.d.). Many elderly people nowadays suffer from physical problems, if they exercise wisely they will more than likely age better as your bones and joints will become stronger (Teens Health.org).

Something that has become more continuous and common in society are educational institutions and employers that make it a point to either require or highly advocate for greater health wellness in their organization or student body. Physical Education is mandatory in elementary and high schools, in most degree programs universities require health and wellness courses. According to Heidi Godman (n.d.) sports help students focus more and earn better grades at school than without it. Moreover, military service also requires an active lifestyle.

In conclusion, a lot of people agree with the statement that working out helps to improve the brain. People should take advantage of these benefits in the education systems where physical activity is a requirement for students

## Exercises

### Exercise 5.22: Evaluate an essay

*Read the student essay. Evaluate the essay using these questions:*

- Does the essay follow a general essay structure?
- Are the thesis statement, topic sentences, and restated thesis statement effective?
- Are the ideas of the essay developed so that you understand the main idea of the essay?
- Are all the sentences in the essay unified within and between paragraphs?
- Are there any words, phrases, or sentences that you notice are confusing for you as the reader?

### Exercise 5.23: Give Feedback

*Read the student essay. Then, give the author feedback by answering the question below.*

- What suggestions would you give the author who wrote this?

### Exercise 5.24: Revise an Essay

Read the student essay. Evaluate the essay to determine what needs to change to make the essay better. Decide how you are going to make those changes. Then, make the changes to revise the essay.

You may do this on paper, on a computer, or as your teacher directs.



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# Explore Other Genres: Reviews

In most cases, reviews will not be part of your academic writing experience. The majority of your evaluation writing will occur in the form of a reflection or a critical reading analysis. That being said, there will be many situations in your life that call for a review of a product or experience. For that reason, this chapter will focus on preparing you to write effectively for the purpose of review.

## Purpose

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Reviews exist to give potential future consumers or participants of a product or experience an idea of what to expect from the service based on your own experience. The review can also benefit the provider by giving them feedback on what was successful or what needs to be improved.

For this chapter, when the word product is used, it is referring to items or articles that are typically purchased:

- items such as electronics, books, clothing, games, software, artwork, movies etc
- consumable substances such as food, drinks, candy, beauty supplies, art and craft supplies etc

When the words experience is used, it includes either a place/event or treatment and assistance from a specialized workers :

- places like hotels, vacation resorts, salons, businesses, etc
- events like concerts, art shows, festivals, university courses, etc
- services like repair or maintenance work, healthcare, customer support, public transportation, education, application processes etc

As you can see, there are many different contexts that can lead to either formal or informal reviews.

You are often prompted to leave a review after purchasing a product online. While not required, your insight can be very beneficial. Reviews can also be given for experiences like a performance, vacation, or even a course. The majority of these situations allow you to choose whether or not you give feedback. However, in a context like the English Language Center, you are required to give end of semester feedback.\*

Because the feedback you provide on the product or service can have a strong influence for change, it is important to carefully craft a review so that it reaches the widest audience and provides focused feedback.

\*This is because the ELC is a lab school, meaning many of the teachers are in training and need to get input from the students to improve their teaching. It is also because the administrators are constantly trying to improve the student experience and need to hear directly from the target audience.

## Prewriting

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Before you begin to write a review, you need to brainstorm about your own experience. Remember that a brainstorm does not require complete sentences, it only requires you to make a list of ideas to help you begin the writing process.

To create your brainstorm, you can try asking yourself the questions below to generate your list:

1. Why did you choose this product or experience?
2. Describe your perspective of it. Focus on choosing your adjectives carefully.
3. Did the product or experience live up to your expectations?
4. What are the positive aspects? (pros)
5. What are the negative points? (cons)
6. Do you think others should participate or purchase this?

Once you have your list of ideas, it helps to read through it and mark the most important points. This narrows down the scope of your review and keeps it at paragraph length instead of feeling like an essay.

## Writing

---

When writing a review, it is always important to keep your intended and unintended audience in mind. An intended audience would be the people you expect to read the review. This could be a potential consumer before committing to the product or experience. An unintended audience is often an employee over online customer service for the related company. This person is monitoring the customer satisfaction levels based on this feedback and reports back trends or patterns (both positive and negative). Remembering that your review will be read by both types of audience is key to writing an effective review.

An effective review is defined by four main characteristics

1. **Honesty:** Submitting a review that inaccurately presents your experience is both unethical and unhelpful. You should avoid purposefully inflating the popularity or effectiveness of something as well as purposefully damaging a reputation without cause. Simply limit your review to truth without exaggeration.
2. **Clarity:** If a review is not clear in presenting ideas, it will be disregarded completely. Your opinion, advice, and/or recommendation should all be easily recognizable.
3. **Specificity:** The brainstorm helps to refine your focus so that your review does not ramble with unnecessary detail or overlook needed support.
4. **Politeness:** Always remember that a review is communication, so on the otherside of your often anonymous review is an actual reader. Especially when dealing directly with a company, recognize that your review may have an impact on someone. This understanding should not come at the cost of being honest, but it should influence your tone.

## Organization

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The review should begin with a brief description of the context for the use of the product or your experience. For example, knowing that your negative review of a flight is given in the context of an unexpected snowstorm gives the readers context of how much of your review is applicable to their situation. Another example would be if you used a security camera inside a building instead of outside, it can help a reader know if your context is similar. Keep this section short and specific.

Your thesis statement for this type of writing will be your overall opinion, advice, or recommendation. This should be very clear and obvious.

Next, explain both the positives and negatives you identified in your brainstorm. These points should highlight the parts of your own experience that you think someone needs to know before continuing. Online reviews will often include bullet points to list the pros and cons. This simplifies reading the review and makes it easier for someone to process. Bulleted items will often be reduced to phrases rather than sentences. For example, the bulleted pros and cons list of a review for a camera battery might say: *lasts for seven hours, takes too long to charge, not worth the cost* etc.

Remember to restate your thesis so that your purpose in writing the review is abundantly clear to the readers.

The length of a review response should be around a paragraph. If the paragraph is any longer, readers will either skim or move to a different review. A longer response typically does not narrow the focus enough on the most important ideas to share with a reader.

In some online review contexts, photos or videos can be helpful additions to clarify your bullet point pros/cons. For example, describing a festival as well-attended or organized will not be as powerful to a reader as seeing videos or pictures that show crowds of people or short lines.

## Exercises

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### Exercise 5.25: Online shopping reviews

*Work with a partner to discuss the following questions.*

1. Do you read reviews before buying something online? Do you read the reviews before agreeing to a service or experience? Why or why not?
2. Do you follow any social media influencers? Why do you follow them?
3. Have you ever purchased a product or experience because of a review? Why or why not?
4. How often do you write reviews (your native language included) about products or experiences you purchased? How often do you review them informally (such as in a conversation or social media post)?

### Exercise 5.26: Reviewing reviews

*As a group, choose a product or experience that you are either familiar with or are interested in knowing more about. Follow the steps below to complete this exercise.*

1. Search online to find reviews.
2. Read one positive review (4 or 5 stars, 9/10 or 10/10, etc).
3. Read one negative review (1 star, 0/10 or 1/10, etc).
4. Discuss what details, examples, or other points in the two reviews had the most influence over your opinion.
5. After reading the reviews, do the members of your group feel more or less confident in the product or experience?

### Exercise 5.27: Brainstorm

*As a class, you will choose a general product or experience that everyone is familiar with. For example, you may choose cellphones or your experience traveling to the United States.*

Use the questions above to create a brainstorm for your review. Compare your brainstorm with a partner.

## Exercise 5.28: Write a product review

*Choose a product that you recently purchased to use as the focus of this review.*

1. Decide on your intended audience, but keep the unintended audience in mind.
2. Brainstorm using the questions in this chapter.
3. Write a product review draft

## Exercise 5.29: Write an experience review

*Choose an experience that you recently participated in to use as the focus of this review.*

1. Decide on your intended audience, but keep the unintended audience in mind.
2. Brainstorm using the questions in this chapter.
3. Write a product review draft



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# Timed Writing 5

## The Prompt

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One of the challenges of timed writing is making quick decisions about content and organization. The brainstorming stage is limited and requires you to move swiftly into composing your paragraphs. A luxury of drafted writing is that you can spend time exploring different supporting ideas before revising and finalizing your essay.

With timed writing, a thorough understanding of the prompt is first needed. You need to recognize the linguistic task (compare, describe, argue, explain) and create a thesis statement and supporting points that make a clear road map for what you will say. Additionally, you need to check the prompt to ensure that you are addressing all of the points.

Once you have analyzed the prompt, you should be able to start structuring your outline to ensure you have all of the necessary components.

Making a brief list of the parts of the prompt that are most important to respond to or include is a great first step for creating your thesis statement, topic sentences, and overall outline.

Understanding and including all of the parts of the prompt is important for two reasons.

The first reason is that the question is specifically designed to get you to write about the target content. A multi-part question indicates the degree of complexity that the audience expects to find in your response. If you miss information from your response, it can be interpreted as missing knowledge about an important concept for the course.

Second, your audience may attribute missing information to a lack of language. This is especially true in a language test like the TOEFL where the audience knows nothing about your ability other than what you show. Not writing about part of the question could be an avoidance strategy because you do not have the vocabulary or grammar control necessary to respond. This may also be an unfortunate assumption at the college level as well, especially if your professor has minimal interaction with you.

Therefore, it's in your best interest to carefully read through the prompt and dissect it. This strategy will lead to a stronger response with more purposeful organization.

## Exercises

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## Exercise 5.30: Analyze Timed Writing Prompt

*Read the prompts below. Identify the linguistic task. Break the prompt down into the individual parts.*

1. Many people suggest that self-driving cars are the future for transportation. How will self-driving cars improve people's lives? What do you think the short-term and long-term impacts of these vehicles will be?
2. A significant problem for many teenagers is cyberbullying. Why do you think this is a prevalent issue in today's society? What solutions do you propose for this issue? Be sure to address solutions at the individual, family, and societal levels.
3. Imagine the ideal future city. What does this city look like and how is it different from the one you live in now? Do you think this ideal is possible? Why or why not?

## Exercise 5.31: Timed Writing (Prompt Focus)

*Choose one of the prompts below. Set a timer for 30 minutes. Write your response to the question. Remember to leave time for revision.*

1. You recently applied for a job, and you moved to the first screening of applicants. Before deciding whether or not to interview you, the committee sends the following question: This position requires an employee to problem solve quickly and to manage multiple tasks. Imagine your supervisor asks you to complete a proposal by the end of day but is unavailable to walk you through the specifics for this task. Explain how you would handle any complications with the proposal.
2. Your family is planning a vacation for everyone. One of your siblings really wants to go to Hawaii, but you know that suggestion will not work for all of the family members. Write an email response explaining why the family should not go to Hawaii and offer another option with explanation of why it is a better fit.



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# Integrated Writing 5

## The Prompt

---

Integrated writing prompts are also important to read and interpret. Just as with other writing assignment prompts, you need to recognize the linguistic task (compare, describe, argue, explain) and create a thesis statement and supporting points that make a clear road map for what you will say.

The difference with integrated writing prompts is that they may indicate if there is a hierarchy to the sources. Although integration tasks by nature require references to a set number of sources, that does not mean that the audience requires equal focus on each one.

The TOEFL integrated writing task, for example, places a priority on explaining the position of the lecture speaker and only using the reading to show contrast in the support. Therefore, your body paragraph should center on the listening source.

Check your prompt to see if any preference is shown for a source compared to others.

Once you have analyzed the prompt, you should be able to start structuring your outline to ensure you have all of the necessary components.

Making a brief list of the parts of the prompt that are most important to respond to or include is a great first step for creating your thesis statement, topic sentences, and overall outline.

Understanding and including all of the parts of the prompt is important for two reasons.

The first reason is that the question is specifically designed to get you to write about the target content. A multi-part question indicates the degree of comprehension and synthesis that the audience expects to find in your response. If you miss information from your response, it can be interpreted as an issue of listening and/or reading comprehension.

Second, your audience may attribute missing information to a lack of language. This is especially true in a language test like the TOEFL where the audience knows nothing about your ability other than what you show. Not writing about part of the question could be an avoidance strategy because you do not have the vocabulary or grammar control necessary to respond. This may also be an unfortunate assumption at the college level as well, especially if your professor has minimal interaction with you.

Therefore, it's in your best interest to carefully read through the prompt and dissect it. This strategy will lead to a stronger response with more purposeful organization.

## Exercises

### Exercise 5.32: Integrated Writing (Prompt Focus)

*Read the passage.*

As you know, our first beta test of our app did not go as hoped. Aside from the code issues that are being worked out now, the testers rated the app below the major social media platforms out there in terms of content. The marketing interns put together a simple focus group with our target customers to find out more about their preferences on the apps we would be competing with. Will you take a look and send me a report on your findings? We need to let the programmers know by tomorrow if we have some major changes to make to the type of content users can share and find in their feed. I expect your report by end of day.

*Now watch the video of a product focus group.*

[Social Media Focus Group](#)

*Set a timer for 20 minutes. Write your response to the question below. Remember to leave time for revision.*

- *Write a short report (1-2 paragraphs) for your boss explaining the likes and dislikes the focus group mentioned about social media platforms. Include any suggestions you might have for a new prototype of your company's app that would increase user satisfaction. Be sure to include specific references to the feedback from the video.*



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# Persuasive Essays

What is an opinion that you have? Why should a reader agree with your opinion? What is a course of action people should take? Why? Questions like these can lead to a persuasive essay. A **persuasive essay** is a type of opinion writing that not only gives your opinion and support but also tries to convince the reader to agree with you (WritingCity, n.d.). In this chapter, you will write a persuasive essay that uses research to support your ideas.

Resources:

WritingCity. (n.d.). *Differences between opinion, persuasive, and argument writing*. [www.writestepswriting.com](http://www.writestepswriting.com). Retrieved December 17, 2022, from [http://wjhlibrary.weebly.com/uploads/1/3/1/9/13197742/writing\\_chart.pdf](http://wjhlibrary.weebly.com/uploads/1/3/1/9/13197742/writing_chart.pdf)

Example Persuasive Essay
Prewriting
Writing: Cohesion
Sources: Paraphrasing
Revising
Revise a Persuasive Essay
Explore Other Genres: Reflections
Timed Writing 6
Integrated Writing 6



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# Example Persuasive Essay

## Student Submission

[First and Last Name]

[Class]

[Month Day, Year]

### **Students Should Keep Using Physical Textbooks**

Using physical textbooks to study is better than using tablets to study. Most people have experienced studying with physical textbooks. That may not let them think about why physical textbooks are more useful than any other materials. Nowadays, because of the development of technology, there are many ways that technology can help students to learn. One of the ways to learn is by using tablets to study during and outside of classes. Gayle R. Jesse (2014) said, "37% of college students feel e-textbooks have a positive effect on their learning, and 41% state no difference on the effect of their learning" (p. 235). At the same time, there are still many students who prefer using physical textbooks. Kent Anderson (2010) said, "The new survey also confirmed a finding of NACS' 2010 OnCampus Student Watch survey, conducted last fall, in which 74% of college students preferred print over digital". There is a great number of differences in whether to use e-books or physical textbooks. Although the technology has been developing in past few years, many more people still choose to study with physical textbooks. It is because there are advantages of using physical textbooks that people can not compare with using e-books. Studying is the most essential fundamental step in order to learn well. Students should study with physical textbooks. Studying with physical textbooks protects students' health, helps them to be focused, and allows them to study anywhere at any time.

### **Health**

First, it is significant to protect students' health as they study. In order to have better study, they need to have a better condition to make effort to improve. If they are not healthy enough, they may not be able to study what they want to do as well. Because protecting students' health is mandatory for them, they need to use materials that don't bother their studies. However, because of the development of technology, there are many students using mobile devices to study which makes them unhealthy.

All technological devices have a screen to look at. In general, that screen is a limited small range screen with bright light. Due to Bekah Written, "According to The Vision Council, Many individuals suffer from physical eye discomfort after screen use for longer than two hours at a time." (2018, para 8) I have experienced many times feeling my eyes tired and having a headache after using devices for a certain time. Students study for a long time in a day; they study during classes, do homework after school, and do additional study based on what they want to improve. The total amount of time could be more than 6 hours in a day. If they use devices for their study, that absolutely affects their health.

Moreover, not only does it affect their eyes by using devices, but it also affects the other parts of their body. Bekah Written also claims that "It's not only our eyes that may be affected, however. Some worry that digital eye strain may also affect your head, neck, and shoulders, depending on your posture as you use different devices." (2018, para 9). I

often get a headache after using devices. The action of using devices makes their bodies hurt in many ways. Based on a Harvard health letter, "Dr. Rozental notes that typing may bring out the symptoms of the condition, such as pain, tingling, and numbness in the thumb, index finger, middle finger, and inner half of the ring finger." (2018, para 6). In addition to headaches, neck aches, and shoulder aches, it also makes their hands hurt. Using devices leads them to type with their fingers a lot. At the same time, it doesn't require every finger to type. Mostly, they need to use their fingers except for their little fingers. Using technological devices brings them a hindrance to their body and health.

However, using textbooks does not bring those problems. A textbook doesn't have a limited small-sized screen with bright light which affects their eyes and the insides of their body. It does make them take note of what they need to learn from textbooks but doesn't lead them to use their certain fingers a lot. Yet, textbooks are not perfect too, however, on the report of the research, it makes a big difference in their health if they study with physical textbooks.

### **Focus**

Second, they can only learn well when they are focused on what they are doing at the moment. People study from an early age because they need fundamental knowledge in their life. The things they learn in elementary school, Junior high school, and High school may be not needed in every situation in life, however, having fundamental knowledge from an early age helps them to apply to life skills. As they study, they have to be focused. If they are distracted by other things, they are not able to learn because their attention is toward different things. Studying with printed books helps students to be focused on what they are studying because printed books only contain the topics they need to know at the moment.

On the other hand, having and studying with Tablets makes them unfocused. Because Tablets is a high technology, it contains much information that they do not need to know when they are studying. There are apps that they can look at, pictures, and videos. Those convenient kinds of stuff in general distract them from studying. Bernard R. McCoy (2013) found, "the average respondent used a digital device for non-class purposes 10.93 times during a typical school day for activities including texting, social networking, and emailing. Most respondents did so to fight boredom, entertain themselves, and stay connected to the outside world. More than 80% of the respondents indicated such behavior caused them to pay less attention in the classroom and miss instruction". (2013, para1) Students can kill time when they feel bored or run away their mind from class when they do not understand what teachers are teaching. If they could stay their mind in class continually, they could learn at least a few things in class which is better than nothing. However, using tablets allow them to take out their attention from class. If their attention is directed toward something on tablets, they won't be able to learn what they need to learn in class.

### **Portability and Access**

Finally, having textbooks allow them to study anytime when they need to anywhere. Students are needed to study on their own outside of school in order to improve, get a higher grade, and get knowledge to be theirs. They may have places they can more focus on studying; it can be at home, a library, a cafe, a park, and so on. Finding places where they can concentrate is indispensable for them to study effectively. Studying with physical textbooks allows them to fulfill their needs to study wherever they want to. Physical textbooks don't need to have any electromagnetic waves to connect. It contains all the information that students need to learn at the moment. However, what about those students who don't have physical textbooks to study? Of course, they have their preferred places to study as others do. Yet, obviously not everywhere in the community and houses have electromagnetic waves. For instance, there might be households that do not have any electromagnetic waves for devices and economical margin. If they only have to study with tablets, they may not be able to study at home at any time. As stated by John B. Horrigan, "By comparison, only 8.4% of households with annual incomes over \$50,000 lack a broadband internet connection at home. In other words, low-income homes with children are four times more likely to be without broadband than their middle or upper-income counterparts." (2015, para6) In education, there shouldn't be accurate differences in students' family situations, especially when they are younger ages. Everyone should have equal opportunities to study the fundamentals. If there is economic disparity for each household, a school shouldn't use materials that could accentuate the differences between students.



## **Conclusion**

By studying with physical books, students are able to study wherever and whenever they need, be concentrated on what they have to learn, and maintain their health care. Because education is mandatory for each one of them to solidify the foundation, they should be satisfied studying with materials in their learning. Studying with physical textbooks is able to fulfill the needs of students to study effectively and continually. There could be some flaws because nothing is perfect on this earth, however, technology cannot cover perfectly what physical textbooks do for students' needs.

# Exercises

## Exercise 1: Annotate an Essay

*Scan the essay below and annotate it according to the following directions.*

### Introduction

1. Draw a star next to the hook.
2. Draw a box around the background information.
3. Underline the thesis.
4. Circle the word or phrase that shows the thesis is an opinion.

### Body Paragraphs

1. Underline the topic sentences that show the main idea of each section or paragraph.
2. Draw an arrow to show the words that show how the topic sentences support the thesis statement. Draw the arrow from the word(s) in the topic sentence to the word(s) in the thesis statement.
3. Number the supporting detail ideas. (1, 2, 3...) How many supporting details did the author use to explain their main idea?
4. Circle the cohesive device words and phrases
5. Highlight all in-text citations.
6. Draw an arrow from each in-text citation to their matching full citation on the reference page.

### Conclusion

1. Underline the restated thesis.
2. Circle the key words that are kept from the thesis statement or that are replaced with synonyms.
3. Box the background information, summary, or global extension.
4. Draw a star next to the concluding sentence.
5. Label the concluding sentence. What type is it?

### Reference Page

1. Underline the name of the section "Reference".
2. Circle the author's last name(s)
3. Draw a star by the year of publication.
4. Draw a box around the title of the article, website, or book.
5. Label the source. What type is it? Is it an article from a journal or newspaper, website, or other?

## Exercise 2: Analyze an Essay

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body paragraph. Do the supporting sentences support the topic sentence?
6. Look at each body paragraph. Are the supporting sentences sequenced in a logical order?
7. Look at each body paragraph. Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body paragraph. Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

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# Prewriting

## Understand the assignment

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In your essay, you will state an opinion about an academic topic and persuade readers to agree with your opinion.

## Research

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Remember that after you do enough preliminary research to brainstorm and choose your focus, you should do more detailed research about your topic so that you can make your outline.

When you research for a persuasive essay, look for the opinions of the supporters, but also look for the opinions of the opponents. To best support your opinion, you will need to consider all of your audience, even those who have different opinions. Strong support often acknowledges the opposite point of view.

## Brainstorm

---

You can use a mind map, a free write, a general internet search, or a discussion group if you are having a difficult time thinking of things to write about.

### Example topics could include the following:

- Should the government be able to legislate the end of labor strikes?
- Should nurses be allowed to work longer than eight-hour shifts?
- Should teachers' salaries be based on student performance?
- Should certain animals be protected?
- Are alternatives to a college education worth it?
- Choose a topic that you have a strong interest in. Do you have a debatable opinion about that topic?

## Brainstorming Guiding Questions

As you brainstorm, you may want to consider the following questions:

1. Opinion: What do I think?
2. Reason: Why do I think it?
3. Evidence: How do I know?
4. Appeal: How can I convince my reader of my opinion?

Questions 1-3 adapted from (Sedita, 2017, para. 7)

## Note: Switching Topics

While it is okay to choose a personally difficult or sensitive topic to write your essay on if given the choice of choosing your own topic, you may find it more difficult as you continue researching, writing, and revising. It is okay in those situations to talk with your teacher and switch your essay topic to a different one. If you feel comfortable writing about the topic, feel free to continue to do so, but if dealing with that topic becomes too much, it is okay to change topics.

## Choose your focus

Make sure the topic isn't too broad to cover in your essay. If you choose to state a broad opinion, you will need *a lot* of evidence to support the broad opinion that you have. Furthermore, when you have a broad topic, your readers will likely have more doubts about your opinion because they can think of more exceptions or other reasons that your opinion might not be true. Therefore, it is easier to defend an opinion with a more narrow focus and to do so with the time and word count restraints of a school assignment.

## Find Your Focus

You can use these questions to find the focus of your essay:

- What opinion do you have about the topic in the prompt?
- What reasons do you have for believing that opinion?
- Of those reasons which are the **strongest** reasons that would convince the reader the best?

As you determine your focus, also determine which of the effective rhetoric appeals would best help you support the narrowed topic you choose. Would ethos, pathos, or logos best convince your reader that your opinion is right? You can use one, two, or all three appeals if you think it will help your argument. For more information on effective rhetoric [Purdue OWL's resources](#) on this topic.

## Outline

---

Also, begin an outline for your essay. As you research your topic, start organizing your findings. Some people begin an outline by listing topics and quotes. Others write topic sentences and supporting sentences. A persuasive essay follows typical essay organization, but you may find the body paragraphs don't always follow the regular 5-paragraph essay rules. You may need to plan for more or fewer body paragraphs depending on the support you need for your opinion.

## Introduction

---

Your introduction should start by describing any background that will be important for the reader to know.

Here are some questions that can help you think about background information that the reader needs to be able to understand the problem:

- Who typically supports my opinion? What reasons do they have
- Who typically opposes my opinion? What reasons do they have?

At the end of your introduction paragraph, you should give your thesis. The thesis should clearly state the opinion that you will defend in your essay.

### Example

**Thesis Statement:** *Everyone should begin taking small steps today to begin reducing the negative effects of air pollution on our environment, our health, and the global climate.*

Review the characteristics of an effective thesis as needed. For a persuasive essay, it is especially important that you don't simply state a fact; your thesis should be an opinion. You can tell if it is an opinion by asking if someone else could have a different opinion on the topic. For example, "Dogs are animals." is a fact, but "Dogs are the best pets ever." is an opinion. Someone else could think that cats or some other animal are the best pets, so you can tell it is an opinion.

## Effective Thesis Statement Review

An effective thesis statement...

- addresses the **prompt** if there is one\* (i.e., answers the question. Includes an opinion.)
- is usually at the **end** of the 1st paragraph.
- controls the content of **all** of the body paragraphs.
- is a **complete** sentence.
- does **not announce** the topic (e.g., "I'm going to talk about why pandas should be protected.").
- should **not** simply be a **fact** (e.g., "There are many animals on the endangered species list.").
- should **not** be **too general** (e.g., "Preservation is good.").
- should **not** be **too specific** (e.g., "Animals with limited populations whose habitats are threatened by primarily human actions such as pandas, polar bears, and elephants should be protected at the local, national, and international level in order to preserve these species so that future generations of people will be able to live in a world full of biodiversity.")
- may **state** or **imply** main points (e.g., "Certain animals should be protected by multiple levels of government and organizations." vs. "Certain animals, namely endangered animals, should be protected by local, national, and international governments and organizations. ")

## Body

Your body paragraphs should give reasons that support your thesis. As you plan your essay, you should think about what type of appeal you will use to convince your reader your opinion is correct. You will need to use effective rhetoric to convince the reader.

**Rhetoric** is "the art of speaking or writing effectively" using principles of composition made by ancient critics to communicate and persuade (Merriam-Webster, 2022). Rhetoric was created by the ancient Greeks to effectively communicate and persuade (Sloane and Perelman, 2022). Aristotle, a famous Greek philosopher, divided rhetorical appeals into what we now call ethos, pathos, and logos (Sloane and Perelman, 2022).

**Ethos** is the appeal to authority. This is where you use experts or show yourself to be an expert in order to get the reader to trust you and believe your opinion.

**Pathos** is the appeal to emotion. This is where you use the emotions of the reader, specifically their emotional response to what you write, to convince them to agree with your opinion

**Logos** is the appeal to logic. This is where you use logical reasoning and evidence to show readers why they should believe your opinion. This is one of the most common appeals you will use in academic writing.

## Examples

Watch this video from Texas A&M University Writing Center. Can you identify the different examples of ethos, pathos, and logos in the video?



## Examples

Appeal	Example
Ethos	A commercial for basketball shoes that features a celebrity basketball player saying how great the shoes are.
Pathos	Telling a sad story about dogs in animal shelters to convince people not to give dogs as surprise presents.
Logos	Explaining that everyone should drive more carefully in winter weather because accidents increase by X% with snow on the roads.

As you try to persuade your reader, you can use these appeals to convince them. You can use one, two, or all of the appeals in the defense of your opinion.

### Optional Opposition Paragraph

Another way to support your opinion in the body paragraphs is actually to add a **counterargument** that shows how other people may disagree with you. This is optional in a persuasive essay. You follow this counter-argument with your reply or **rebuttal** about why your opinion is still good despite what the other opinion may be. This can be done in its own paragraph(s) or worked into the supporting paragraphs. A counterargument is usually followed by evidence for the counterargument and then a rebuttal with evidence for the rebuttal. When writing the counterargument, make sure you keep a respectful tone in your writing.

### Example Opposition Paragraph:

1. Counterargument	Some people say that regulations on guns are unwise because....
2. Evidence	The evidence they offer in opposition to these regulations includes....
3. Rebuttal	However, ...
4. Evidence	There is evidence to support this such as...

If you use a counterclaim, you will want your counterclaim to be strong so your rebuttal can stand out and give really good support to your opinion. If you give a good rebuttal to a strong and fairly presented counterclaim, your opinion will be even more convincing to the reader.

## Conclusion

---

Your conclusion paragraph should start by restating your thesis to remind your reader of your main idea, your opinion. Then you should discuss your problem more generally and apply your opinion to the general context you established in your introduction. The middle part of your conclusion could be a summary or it could build on the information from your body paragraphs to apply the ideas of your essay to a bigger community.

You can end with a closing statement that is a suggestion, prediction, or opinion. For persuasive essays, you might also try using a **call to action**, asking your readers to join you in your cause.

### Call to Action Examples:

- To continue progressing, humanity should dedicate more resources to space exploration and scientific investigation.
- Let us grow to be more considerate of our neighbors by learning about their culture by trying the traditional foods of their countries.
- This is a serious issue that the government and its citizens should address.
- It is not just people who live near beaches who should be concerned about pollution; everyone should be concerned about the negative effects of polluting waterways, shores, and oceans and do their part to reduce pollution in everyday ways.

## Exercises

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### Exercise 3: Make an Outline

Make an outline for the example essay "[Students Should Keep Using Physical Textbooks](#)" at the start of this unit.

## Exercise 4: Build an Outline

*Make an outline for an essay with the following prompt.*

**Prompt:** What is one way your town should improve? Support your answer with reasons and details.

*Your outline could include any of the following parts in the order that you think would be most effective for convincing people of your opinion.*

- Thesis Statement
- Topic Sentence(s)
- Supporting Detail(s)
- Restated Thesis Statement
- Call to Action/Conclusion etc.

*Optional*

- Counterclaim(s)
- Rebuttal(s)

## Exercise 5: Practice Thesis Statements

*Read the titles of persuasive essays below. Consider the topic of the essay, and then write an effective thesis sentence for each one. Your thesis statement should clearly state your opinion.*

1. Card Games: Boring or Brain Building?

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2. Why Everyone Should Go Camping

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3. Designated Napping Zones on College Campuses?

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## Exercise 6: Revise thesis statements

*Revise the thesis statements to be more effective for a persuasive essay.*

1. The following paragraphs will talk about the three main positive effects of group sports: first, how group sports develop social skills, second, how sports with other people can lead to new friendships, how group sports are physically healthy.
2. Economical and social consequences are the issues to discuss.
3. Some people believe that working during high school has benefits, but others disagree. They think people who work during highschool earn more money, they have more job opportunities after graduating, and they learn work skills their non-working peers don't
4. Taking vitamins is healthy.
5. Doing this will help significantly.
6. For example, entertainers become an important influence with young people, make money from endorsements of products, and contribute to the creating of creative projects.
7. I will explain why governments should be involved in managing water resources.
8. Human activity leads to many global problems.

## Exercise 7: Identify the Appeal

Identify which appeal is being used in each sentence. Write **E** for ethos, **P** for pathos, and **L** for logos. If more than one appeal is being used, you can write more than one letter.

1. \_\_\_\_ There are a few apps that people use to keep in touch with beloved family, friends, and other people who are far away.
2. \_\_\_\_ According to Costello (2015), "one of the advantages of studying abroad is to include a variety of experiences from studying in foreign countries as your list of academic experiences. It's a nice way to show cultural competency and your ability to mitigate the difficulties of living in a foreign environment"(p. 55).
3. \_\_\_\_ This powerful statement declares the importance, that authorities in the past, gave to uniforms as a way of protection for the students.
4. \_\_\_\_ These numbers reflect how rapidly the tablet industry has grown over educational publishers in the past decade, giving evidence of how this growing trend in the use of tablets has reduced the importance of the production, distribution, and use of printed books.
5. \_\_\_\_ In other words, through studying abroad, we can develop an inclusive view of life that allows us to understand cultural differences instead of wanting everyone to conform to our personal expectations.
6. \_\_\_\_ According to the survey by The University of Phoenix (2017) , 84 percent of U.S adults in 2016 admit that they have at least one account on social media. Social media provides multiple platforms that attracted hackers to attack (Beall, para. 1).

## Exercise 8: Appeal to the Audience

*Write a topic sentence to answer the prompt below as though you were writing a persuasive paragraph. Then write 1-2 sentences of support for your opinion using ethos, pathos, and logos.*

**Prompt:**

Some people consider carving a pumpkin for Halloween a wasteful tradition while others consider it an acceptable part of the holiday festivities. In your opinion, is Halloween pumpkin carving good or bad?

Ethos:

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Pathos:

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Logos:

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## Exercise 9: Rebuttal

*Write a rebuttal for the counterclaim below.*

**Thesis Opinion:** All school grades should include at least one day of mandatory outdoor classes.

**Counterclaim:** While there may be many benefits to outdoor classes, with outdoor classes come more opportunities for students to get hurt through physical activity, inclement weather, or even seasonal allergies.

**Rebuttal:**

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## Exercise 10: Call to Action

*Read the titles of essays below and write a call to action for each one.*

1. Comic Books' and Graphic Novels' Place in Reading Education

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2. Vanity in Today's Generation

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3. Do Essential Oils Work?

---

4. Multi-Generational Homes

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## Exercise 11: Evaluate an outline

Read the outline for an essay about vaccines. Evaluate it. What would make the outline more effective? Revise the outline to better support an opinion.

- **TH:** The best way to fight stress is by exercising, eating healthy food, and listening to music.
  - **TS:** First, one way to cope with stress is by exercising.
  - **TS:** Another way to have less stress is by listening to music.
  - **TS:** Lastly, sharing concerns with friends and family can lesson stress.
  - **TS:** Another way to fight stress is by eating healthy foods.
- **RTH:** Because today stress is very common because of life we have, every person needs to be able to reduce the effects by exercising, eating healthy foods, and listening to music.

TH = thesis statement, TS = topic sentence, RTH = restated thesis statement

## Exercise 12: Complete the Outline

Complete the outline below by filling in the six blanks. You may need to write phrases or sentences to show your ideas. You may also need to fill in the missing cohesive devices to show the relationship between the ideas.

- TH: North Americans are too dependent on their automobiles in their everyday lives.
  - TS: **1)** \_\_\_\_\_, North Americans take their car where ever they go.
  - TS: **2)** \_\_\_\_\_, the public transport is underdeveloped in most cities and states.
  - TS: **3)** \_\_\_\_\_
  - CC: Some may say that North America's cold winters dictate the need for cars.
    - R: **4)** \_\_\_\_\_
- RTH: **5)** \_\_\_\_\_, North Americans **6)** \_\_\_\_\_

TH = thesis statement, TS = topic sentence, CC = counterclaim, R = rebuttal, RTH = restated thesis statement

## Exercise 13: Make an Outline

Make an outline for an argumentative essay that answers the prompt below.

**Prompt:** What is the best breakfast food? Support your opinion with examples and details.

## References

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# Writing: Cohesion

Now that you have an outline or idea of what you want to write, you can begin writing your draft. Your writing should be organized, developed, accurate, and original. It is always important to develop your ideas with accurate details, but in a persuasive essay, it is especially important that your development and ideas are organized in a logical way. You will need good cohesion for your reader to best understand your opinion and support that opinion.

**Cohesion** is when the ideas in writing logically flow from one idea to the next idea. Writing paragraphs that have good sequencing will help your readers understand your ideas more clearly. Sometimes you will have a clear order that relates to time. Sometimes you will have an order from least important or impactful to most important or impactful. Sometimes the order is more flexible and there is not one perfect way to sequence the sentences.

Cohesion may happen at the sentence, paragraph, or essay level. You will need cohesion between parts of a sentence, between sentences in a paragraph, and between paragraphs in an essay. Compare the examples of paragraph-level cohesion below. The first paragraph has poor cohesion. Some details may seem to suddenly appear or the ideas may seem to jump around.

## Example: Body Paragraph (Poor Cohesion)

Second. The important skill for future college students is keeping an active life. During college, because of the new technologies, the younger generation has become a sedentary generation that is always connected to technology, especially video games. If students learn how to have an active life they will be able to channel the stress that comes from their classes. Many students lock themselves in front of a TV screen and play video games hour after hour without a real benefit. Although exchanging an active life for a sort of new technology-based life, students waste time and important abilities to communicate with real people. They have a sedentary lifestyle which has negative effects on their relationships, physical, and mental health. Students should learn how to have an active life, learn to enjoy a walk outside, practice any kind of sports, and do activities outdoors. Students learn and develop this skill, and they will enjoy their college experience.

### Example: Body Paragraph (Revised for Cohesion)

The second important skill for future college students is keeping an active life. **If students learn how to have an active life they will be able to channel the stress that comes from their classes.** **However**, during college, because of the new technologies, the younger generation has become a sedentary generation that is always connected to technology, especially video games. Nowadays, many students lock themselves in front of a TV screen and play video games hour after hour without a real benefit. **When** exchanging an active life for **this** sort of new technology-based life, students waste time and important abilities to communicate with real people **and get moving physically, leading them to** a sedentary lifestyle which has negative effects on their relationships, physical, and mental health. That is the de reason why students should learn how to have an active life, learn to enjoy a walk outside, practice any kind of sports, and do activities outdoors. **If** students learn and develop this skill, they will enjoy their college experience.

## Cohesion throughout Your Essay

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To write with cohesion, you will need to write with 'logical flow'. However, 'logical flow' may be different by culture. In American-style academic essays, the flow of an argument is very direct. It is like a straight river from point A to point B. There are no bends or deviations. Maybe the river is long; it might be from point A to point Z, but it will still flow directly. This can be seen at the essay level getting from the introduction ideas to the conclusion ideas, or it can be seen at the paragraph level going from the topic sentence to the concluding sentence. It can also be seen at the sentence level going from one idea in a word, phrase, or clause to the next idea in a word, phrase or clause.

## Logical Flow

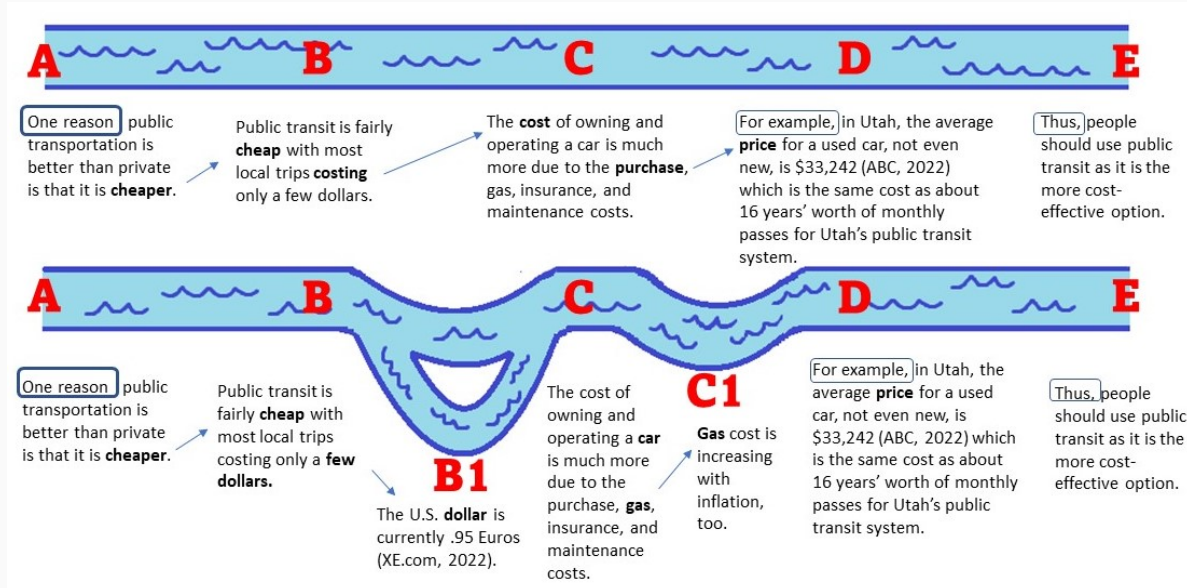


Image: 2022 Barraza

Here you can see two paragraphs as rivers.

The first paragraph has clear cohesion between all the sentences. The idea that ends the sentence starts the next one as shown with the arrows. Where help understanding the connection is needed a cohesive device is used as shown with the boxed words. There is even cohesion with what would be other paragraphs because "one reason" implies that the other body paragraphs will look at other reasons public transportation is good.

The second version of the paragraph has all the same sentences as the first, but it also has two extra sentences, B1 and C1. These sentences seem a little connected with the topics of the previous sentences; they talk about dollars and gas. However, they don't really connect with the sentence that follows after them. So the reader may be confused why the writer went in a different direction for a while if it didn't really help the main idea of the paragraph.

There is also one last pattern of poor cohesion that is not shown in this image which is when the paragraph goes completely off-topic. For example, if the paragraph started talking about conversion rates between the dollar and the Euro and then what factors contribute to that and how the Euro compares to the Yen and so on. This leaves the main idea behind and is like a separate river splitting off to go in a different direction.

For an American-style academic essay, try to keep the river of thought flowing directly to the conclusion.

Let's look at how sentences might have cohesion with one another.

### Example Using Sequencing

- 1) Sentence 1 = idea A then idea B. All students should be required to study abroad.
- 2) Sentence 2 = idea B then idea C. Studying abroad exposes students to new perspectives.
- 3) Sentence 3 = idea C then idea D. Learning new perspectives will help students think creatively.

Notice how the idea that finishes one sentence starts the next sentence. If we were to take out sentence 2 and just say "All students should be required to study abroad. Learning new perspectives will help students think creatively.", the reader *might* infer the connection between the two sentences. However, the sentences in this example are simple sentences with simple ideas. With longer more complex sentences containing many ideas, your reader might not be able to infer the connection and would just be confused. It would seem like you jumped from one idea to a completely unrelated idea.

The sentences connect through the order or sequencing of ideas. The B idea of the first sentence is repeated or referenced in some way at the start of the next sentence to show how the ideas are connected. If an idea isn't repeated or the next sentence is just idea C, then a cohesive device (word or phrase such as those from the list below) is needed to show how the ideas connect.

### Example with Cohesive Device

- 1) Sentence 1 = idea A then idea B. All students should be required to study abroad.
- 2) Sentence 2 = idea C. Students will learn of new perspectives **through this** experience.
- 3) Sentence 3 = idea C then idea D. Learning new perspectives will help students think creatively.

In this version, there is no repeat or reference to idea B, so a cohesive device is needed. While students often think cohesive devices can only be adverbs or subordinating conjunctions, there are also many other possibilities such as the demonstrative pronoun "this" used in this sentence. "this" shows that the experience being talked about in sentence 2 is the same experience, studying abroad, from sentence 1. This shows the connection between the ideas of sentence 1 and the ideas of sentence 2. The preposition "through" also helps to explain what exactly the relationship is between learning new perspectives and the experience.

For more information about cohesive devices, see "Cohesive Devices" at the end of this section.

## Cohesive Devices

One way to improve the cohesion of your writing is by using cohesive devices properly. There are many types of cohesive devices: pronouns, adjectives, determiners, prepositions, conjunctions, repeated words, transition words, etc.

Some cohesive devices show certain relationships between ideas, like showing contrast or a cause/ effect relationship.

### Showing Addition

Another	<b>Another</b> reason to use public transportation is that it is reliable.
Also	Public transportation is <b>also</b> reliable.
Besides	<b>Besides</b> being efficient, public transportation is reliable.
In addition	<b>In addition</b> to being efficient, public transportation is reliable.
First, second, etc.	<b>Second</b> , public transportation is reliable.
<b><u>Showing Similarity</u></b>	
Both	The two sports share <b>both</b> a wide fan base and a name.
Likewise	The two sports share a wide fan base. <b>Likewise</b> , they share a name.
Similarly	The two sports share a wide fan base. <b>Similarly</b> , they share a name.
<b><u>Showing Contrast</u></b>	
However	RNA is able to leave the nucleus of the cell. <b>However</b> , DNA isn't.
In contrast	RNA is able to leave the nucleus of the cell. <b>In contrast</b> , DNA isn't.
On the other hand	RNA is able to leave the nucleus of the cell. <b>On the other hand</b> , DNA isn't.
Whereas	<b>Whereas</b> RNA is able to leave the nucleus of the cell, DNA isn't.
Yet	RNA is able to leave the nucleus of the cell, <b>yet</b> DNA isn't.
<b><u>Show Cause/Effect</u></b>	
Thus	Excessive stress weakens the body, <b>thus</b> making it easier to get sick.

As a consequence	Excessive stress weakens the body. <b>As a consequence</b> , stress makes it easier to get sick.
Therefore	Excessive stress weakens the body. <b>Therefore</b> , stress makes it easier to get sick.
As a result	Excessive stress weakens the body. <b>As a result</b> , stress makes it easier to get sick.
Consequently	Excessive stress weakens the body. <b>Consequently</b> , stress makes it easier to get sick.

### Giving Examples

An example of	Squats are <b>an example of</b> exercises that strengthen our muscles
For instance	Many exercises strengthen our muscles. <b>For instance</b> , squats are an exercise that improve muscle strength in your legs.
To illustrate	Many exercises strengthen our muscles. <b>To illustrate</b> , consider how your muscles are strengthened when you do an exercise like squats.

## Exercises

### Exercise 6.14: Identify logical order of sentences

*Each of these sentences combines to make a paragraph. On a piece of paper or the lines below, write a number for each sentence A-E to show a logical order for sequencing the supporting sentences.*

**Topic Sentence:** Internet research allows researchers to gain the necessary information in a quick way.

- A. The world wide web offers a much quicker way to access information compared to finding a book at a library and looking up the information in a specific chapter.
- B. Some may argue that websites like Wikipedia and Quora are not reliable, but using a website like an online academic search engine such as EBSCO can be a reliable fast way to find more scholarly information.
- C. This is much faster than the time it would take to look for a book on the same topic, find in physically on a library shelf, and find an applicable quote or paraphrasable information in support of a research topic in a specific chapter of that book to use.
- D. Many people begin doing research using a simple Google, or Google Scholar search.
- E. According to Urs Holzle, senior vice president of technical infrastructure at Google, "As you type, we predict the rest of your query, comb through billions of web pages, rank the sites, images, videos, and products we find, and present you with the very best results. The entire process takes, in many cases, less than a tenth of a second – it's practically instant" (2012, para.1).

**Conclusion Sentence:** Therefore, the internet offers a faster and better way for researchers to research.

Order: \_\_\_\_\_

### Exercise 6.15: Insert a sentence

*The underlined numbers represent places where the bolded sentence could be inserted into the paragraph. Choose the most logical place to insert the bolded sentence below.*

***There are students that already have the knowledge, and they feel well-prepared to choose a major.***

1 Many universities require students to study general subjects before choosing a major. 2 Some people agree with this implementation, but others do not. 3 On the other hand, there are others who did not have enough preparation or they are not sure about the major they want to study. 4 I agree with requiring university freshman students to complete one year of college classes before selecting a major because it will allow them to be enough prepared to develop well in class and give them more time to be sure about the major they are going to choose. 5

## Exercise 6.16: Identify misplaced sentences

*Read the original paragraph. Identify the sentences that seem to be out of place. Then compare the original to the revised version.*

Original:

Furthermore, the development of sustainable goals in Mexico would reduce the carbon footprint. Mexico was responsible for 1.2% of the emissions globally in 2021. Therefore, some actions should be taken to reduce its contribution to emissions. Those actions are related to the use of oil in liquid fuels. The implementation of new technology can significantly impact greenhouse gas emissions. For example, some scholarships are given to students to develop research about the potential use of biofuels. However, this fact could be viewed as something that still needs support. Due to the fact that there are still some hotspots about this, the government is considering a renewable energies evaluation through a life cycle methodology (FOLĘGA et al., 2022). Recent studies have shown that still renewable energies and liquid fuels pollute even more than fossil fuels. An approach says that any kind of renewable energy is still less when comparing the emissions of fossil fuels (Woolcock & Brown, 2013). Therefore, Mexico should develop a sustainable energy agenda to reduce carbon emissions.

Revision:

Furthermore, the development of sustainable goals in Mexico would reduce the carbon footprint. The implementation of new technology can significantly impact greenhouse gas emissions. Mexico was responsible for 1.2% of the emissions globally in 2021. Therefore, some actions should be taken to reduce its contribution to emissions. Those actions are related to the use of oil in liquid fuels. For example, some scholarships are given to students to develop research about the potential use of biofuels. However, this fact could be viewed as something that still needs support. Recent studies have shown that still renewable energies and liquid fuels pollute even more than fossil fuels. Due to the fact that there are still some hotspots about this, the government is considering a renewable energies evaluation through a life cycle methodology (FOLĘGA et al., 2022). An approach says that any kind of renewable energy is still less when comparing the emissions of fossil fuels (Woolcock & Brown, 2013). Therefore, Mexico should develop a sustainable energy agenda to reduce carbon emissions.

## Exercise 6.17: Revise for cohesion

*Revise the paragraph for cohesion. This is the second body paragraph from an essay about whether graffiti is art.*

A reason why graffiti is considered art is because people can share their opinions through this type of art. In the past, people were trying to transmit an idea or leave a legacy. People use it as a modern language which helps to speak up about their opinions and be listened to by the authorities. "The notion of communication is in essence that of information transmission in its simplest form—the semiotic encoding and decoding of messages that occur in every type of language, be that written, verbal, non-verbal, or animal" (Casino, 2019, para.1). It is clear to say that graffiti is a way of communication where people creatively express their ideas and try to be listened to instead of doing a march.



## Exercise 6.18: Identify connectors

1. The following information comes from an article by Machemer (2020) If you wanted to include all of this information in a body paragraph, what kind(s) of cohesive device could you use? Write the type(s) of cohesive device on the line below.

1. The wildlife overpass crossing Interstate 80 in Utah is successful.
  2. A variety of animals use this crossing
  3. Deer and elk to predators such as bears have been recorded crossing the bridge.
  4. Human drivers benefit from the bridge to with fewer accidents in this location.
- 

2. The following information comes from an article by Miller, 2014. If you wanted to include all of this information in a body paragraph, what kind(s) of cohesive device could you use? Write the type(s) of cohesive device on the line below.

1. Potatoes are vegetables.
  2. They have a high glycemic load.
  3. Glycemic load involves the ability to cause blood sugar and insulin levels to increase or decrease quickly.
  4. "They're a great source of potassium, vitamin C and vitamin B6--and fiber, if you eat the skin"(Miller, 2014, para. 6).
- 

3. The following research comes from an article by Task Group Report (1954). If you wanted to include all of this research in a body paragraph, what kind(s) of cohesive devices could you use? Write the type(s) of cohesive device on the line below.

1. Detergent is a cleaning agent.
  2. Soap, "a sodium or potassium salt of a long-chain organic (fatty) acid" is considered a detergent.
  3. Certain things such as acids and components of water that cause hardwater can stop soap's cleaning agent qualities.
  4. Calcium and Magnesium are hard water-causing components.
-

## Exercise 6.19: Draft a body paragraph

*Fill in between the sources with your own commentary to draft a body paragraph about why people should meditate. Use cohesive devices to connect your commentary to the ideas in each source.*

TS: When applying to a university or college, one should act with integrity.

- Integrity is the personal quality of being honest and keeping to your strong moral principles (Cambridge University Press, 2022).
- "Studies show that people tend to take their cues as to how to act, even in situations with ethical dimensions, from those around them" (Ethics Unwrapped, 2022, para.8)
- Wealthy people are more likely than average people to know people who sent their children to college via a backdoor. (Ethics Unwrapped, 2022); such may be the case with the 2019 Varisty Blues admissions scandal.

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# Sources: Paraphrasing

Paraphrasing is restating something. It is very similar to a summary; the most obvious difference between them is length. You typically use summaries for text that is too long to paraphrase. A paraphrase will usually be approximately the same length as the original source text. The page number is not required in the in-text citation for a paraphrase, but it is encouraged.

## An effective paraphrase—

- is written in your own words.
- keeps the original meaning (does not add or take away important ideas or relationships).
- does not keep the structure of the original while only changing some words for synonyms.
- is approximately the same length as the original.

Below is an excerpt from a website article that describes how to own a successful restaurant.

## Example Original Source

"The ambiance of a restaurant is a huge part of why patrons come back — and building customer loyalty and retention is a huge part of growing a restaurant business" ("Color Experts Rank Best Restaurant Colors," 2017, para. 2).

## Example Paraphrase

Building a business requires gaining and keeping loyal customers, and customers will come back if the atmosphere of the restaurant is good ("Color Experts Rank Best Restaurant Colors," 2017).

## General steps for writing a paraphrase:

1. Read or listen to what you will paraphrase.
2. Divide the sentence into parts and make sure you understand what each part means.
3. Identify any logical connectors (e.g., *because*, *and*, *while*, *in contrast*, etc.).
4. Rephrase each of the parts of the sentence (using synonyms, word forms, etc.).
5. Put the sentence back together.
6. Compare the paraphrase to the original.

## Read/Listen to source

As with a summary, before you can write an effective paraphrase, you need to have a solid understanding of the source text. You should look up any new words in the original text if possible.

## Divide the sentence

Many English sentences combine clauses and phrases together, and you will need to understand each of the clauses before you can paraphrase a sentence. Start by dividing the sentence into clauses (a clause has a subject and a verb). If you can't look at the sentence and find the main verbs quickly, you can try crossing out or simplifying phrases that don't have verbs or that you can identify as adjective clauses. Remember that your goal is to find the verbs so you can find the clauses.

## Identify any logical connectors

The way that two clauses are joined shows you the relationship that they have. Here are some common connectors and their general relationship:

<b>cause/effect:</b>	because, since, due to, as a result, consequently, thus, therefore
<b>contrast:</b>	however, but, in contrast, on the other hand, whereas, although
<b>example:</b>	for example, for instance
<b>time/order:</b>	when, before, after, while, during, since, until, then, next, last, first, second
<b>possibility:</b>	if
<b>alternative:</b>	or
<b>addition:</b>	and

## Rephrase each part

Here are some strategies for rephrasing clauses and phrases. Most paraphrases combine several strategies.

1. Use synonyms
  - EX: the linguistic **impact** > the **influence** of language
2. Use equal transition words/conjunctions (if possible)
  - EX: because > since
3. Change from active to passive voice
  - EX: Nearly everyone **uses** phones. > Phones **are used** by almost everyone.
4. Change word forms
  - EX: Communication is **easy**. > Communication happens **easily**.
5. Change the grammatical subject of the sentence or clause
  - EX: **You** can be misunderstood. > **Misunderstandings** happen.
6. Change an adjective into an adjective clause
  - EX: **new** types of communication > types of communication **that are new**

Return to the example given and look at how each part of the sentence was changed.

## Put the sentence back together

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After you have changed the sentence parts, you can put it back together. Many people change the order of the clauses at this point. Make sure that the structure of the paraphrase is different than the original structure.

## Compare to the original

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Make sure you changed the structure, but not the meaning.

You now know how to use sources in three ways. You can use quotes, paraphrases, and summaries. These ways to use sources are similar in some ways and different in others.

A paraphrase	the source in your <b>own words</b> and about the same length as the original
A quote	the source in the <b>author's exact words</b>
A paraphrase	the source in your own words and about the <b>same length</b> as the original
A summary	the source in your own words and <b>shorter</b> than the original

## Exercises

### Exercise 6.20: Choose the best paraphrase

*Choose the best paraphrase for each original quote:*

#1. Original:

"On busy tourist days, as many as 70,000 people wander through the majestic gardens and opulent interiors of the Taj Mahal" (Katz, 2018).

- A. Visitors to the Taj Mahal's gardens and interiors total up to 70,000 during peak visit times (Katz, 2018).
- B. A lot of people visit the Taj Mahal (Katz, 2018).
- C. On really busy days, as many as 70,000 people visit the majestic gardens and opulent interiors of the Taj Mahal (Katz, 2018).
- D. Because the Taj Mahal has beautiful grounds and amazing interiors, up to 70,000 people want to visit it (Katz, 2018).

#2. Original:

"Artificial intelligence and automation are bringing changes to higher education that will challenge, and may even threaten, in-person learning" (Kak, 2018)

- A. Advances in technology are happening because higher education is threatening in-person learning (Kak, 2018).
- B. In-person learning is challenging new technologies like artificial intelligence and automation (Kak, 2018).
- C. Traditional classes may be endangered by the ways that higher education is changing due to artificial intelligence and automation (Kak, 2018).
- D. Technology is replacing teachers and regular in-person classroom experiences with artificial intelligence (Kak, 2018).

#3. Original:

"Its social and cultural effects were staggering, especially in the United States, where the Great Depression represented the harshest adversity faced by Americans since the Civil War" (Pells & Romer, 2017, para. 1).

- A. The Civil War impacted the United States more than the Great Depression.
- B. The biggest struggle for the United States since the Civil War was the Great Depression, which significantly impacted the society and culture of America.
- C. The Civil War was caused by the Great Depression because of its harsh adversities.
- D. The United States could not overcome the social and cultural effects of the Great Depression, which was the harshest adversity after the Civil War.



## Exercise 6.21: Write paraphrases

*Write a paraphrase for the original sentences below.*

1. Original: "As transportation networks expand and urban areas grow, noise from sources such as vehicle engines is spreading into remote places" (Buxton, 2027, para. 1).

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2. Original: "When we experience stress too often or for too long, or when the negative feelings overwhelm our ability to cope, then problems will arise" (Blake, 2017, para. 3).

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3. Original: "Innovation can grow from constraint, from limiting a creator's options and forcing him or her to rethink and reinvent within those boundaries" (Palmer, 2017, para. 1).

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4. Original: "Although the continuous development of capitalism as a system dates only from the 16th century, antecedents of capitalist institutions existed in the ancient world, and flourishing pockets of capitalism were present during the later European Middle Ages" ("Capitalism," 2017, para. 2).

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## Exercise 6.22: Write a quote, summary, and paraphrase

*Using the paragraph below, write a quotation, a summary, and a paraphrase. For the quotation and the paraphrase, choose one sentence. For the summary, summarize the entire paragraph. Include the correct citation for each.*

Author: Van Camp

Year: 2016

Paragraph: 29

*"Emoji started as prettier versions of text emoticons like the smiley face or sad face, but have quickly grown into much more. There are now 1,922 emoji on the iPhone. Hundreds of faces, objects, flags, families of every skin color, activities, and more now have an emoji image. Apple is such a fan that in iOS 10, a feature will suggest emoji replacements for words."*

## Exercise 6.23: Write a quote, summary, or paraphrase

Using the paragraph below, write a quotation, a summary, or a paraphrase. For the quotation and the paraphrase, choose one sentence. For the summary, summarize the entire paragraph. Include the correct citation.

Author: Reed

Year: 2014

Paragraph: 2

*"The words that surround us every day influence the words we use. Since so much of the written language we see is now on the screens of our computers, tablets, and smartphones, language now evolves partly through our interaction with technology. And because the language we use to communicate with each other tends to be more malleable than formal writing, the combination of informal, personal communication and the mass audience afforded by social media is a recipe for rapid change."*



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# Revising

While revising you may look for areas to improve the unity, cohesion, and development of your essay. Furthermore, you can check that all the parts of the essay such as the thesis statement are effective.

You might also check that your essay does not misuse ethos, pathos, and logos in a fallacious way. **Fallacies** are problems or weaknesses in explaining or defending your opinion. There are many fallacies you learn about in your reading class. These fallacies might also have multiple names (an English name and a Latin name). The practice in this section will focus on some of the most frequent.

## Common Fallacies:

These are some of the more common fallacies and some examples of them.

**ad hominem:** This is a personal attack on someone with a different opinion than you rather than their actual opinion

- "Don Micheals would be a terrible governor because he hates puppies."

**post hoc ergo propter hoc:** This is when something happens before something else and so a cause/effect relationship is assumed. It says that because thing A happened before thing B, thing B happened *because* of thing A. It ignores other possible causes.

- "It rained and I did poorly on my test. Therefore, the rain caused my bad test score."

**ad populum:** This is when you say that your opinion is the best or right because it is popular. *Everyone* thinks this or *everyone* does this, so your reader should think or do it too.

- "Most people these days drive larger hatchback vehicles. Nobody drives smaller sedan cars anymore."

**slippery slope:** This is when you say that event A leads to event B which leads to event C and so on. Usually, this is a series of events that get progressively worse, but occasionally it can be a series of events that get progressively better.

- "If you don't do the dishes before you go to bed, then they will accumulate in the sink, and then you will get bugs like cockroaches in your apartment. When your girlfriend comes for dinner, she will be grossed out by the cockroaches and break up with you. "
- "If students are given free textbooks, they will be able to study easier and learn more. If they are able to study easier and learn more, they will do better in college. If they do better in college, they will get better jobs and the labor force overall will be more educated. If the labor force is more educated, the nation's economy will be stronger and the country will prosper."

Lastly, be careful to use true information in your support. You could use great ethos, pathos, or logos, but if the information is untrue, then your opinion isn't really supported. As an academic writer, it is important to be honest and fair when supporting your opinion. Your goal is to use true support with effective rhetorical appeals for your opinion.

## Exercises

### Exercise 6.24: Discussion

*Discuss the questions below with a partner or group.*

1. Have you read, watched, or listened to anything that had a fallacy in it?
2. When you read or watch something with fallacies, what do you feel or think as the audience?
3. Are you more convinced by fallacious support or fair support as a reader?
4. Do you tend to use any fallacies in your own writing or speaking?

### Exercise 6.25: Matching

*Match the fallacy to its example. Write the letter of the example next to the correct fallacy.*

Fallacy	Example
1. ____ ad hominem	A. Everyone enjoys chocolate-flavored cereals.
2. ____ post hoc ergo propter hoc	B. When mankind returns to the moon, the next generation will be inspired, and there will be more astronauts, so we will soon settle on Mars and aim for the moons of Jupiter.
3. ____ slippery slope	C. I learned how to play the piano as a child and now I can hike to the summits of tall mountains. Therefore, piano playing made me good at hiking.
4. ____ ad populum	D. The opponent has pro-feminist views only because she is a woman.

## Exercise 6.26: Revising for Fallacies

*Revise the sentences below to avoid fallacies. Use strong, true rhetorical appeals instead.*

1. Nowadays, everyone uses social media daily.

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2. If we don't set aside protect rainforest land, then loggers will knock it down, and we won't have any clean air to breathe which will create a dystopia for our children.

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3. The president doesn't understand the trials of the working class and never will because he is too self-centered to look at the needs of the people.

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## Exercise 6.27: Revising for Unity and Development Review

*Review this student's paragraph for unity and development.*

**Prompt:** Should mankind colonize (settle) on the moon?

Second, there are some materials like gold, platinum, and other chemical components that possess great value, and they can be found in the moon. Gold is used in space instruments and ships. Besides, those materials can be well used with the purpose of creating important technology that could allow humans to build the first human colony on the moon. However, there are other places on the moon that need to be seriously studied like the dark side of the moon. The only well-know study about the dark side of the moon was carried out by the Chinese when they decided to send a robot to study and collect information about the dark side of the moon.

## Exercise 6.28: Revise for Cohesion

*Review this student's paragraph for cohesion. The paragraph has been broken into groups of two sentences. How would you improve the cohesion between these groups of sentences? Make any feedback or editing markings on the groups of sentences. Then, write the complete revised version of the paragraph on the lines below.*

**Prompt:** Is knowledge from experience or from books more important?

1. Learning from experience helps us to know how to react in hard situations. We need to learn from our mistakes or make them,
2. Sometimes, we need to learn from our mistakes or make them, for example. If a child is told by her mother to not bother the dog because she could be bitten and the child challenges her mother's advice, she will learn from experience how wrong she was.
3. If a child is told by her mother to not bother the dog because she could be bitten and the child challenges her mother's advice, she will learn from experience how wrong she was. She will know how to react the next time.
4. She will know how to react the next time. If we are reading from books, we, of course, increase our knowledge and, we will learn from it.
5. If we are reading from books, we, of course, increase our knowledge and, we will learn from it. We will not have the experience of it which means we will not know how to react in a real situation because we have never been in it.

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## Exercise 6.29: Revise a Paragraph

*Revise this student paragraph about whether a college education is necessary.*

Second, people, who get a degree from college, have a huge field of opportunities. This may be one of the most important factors to consider studying college as indispensable because they will get more than one option to work and receive a good remuneration for their work. The organization drops this data “Over 95 percent of jobs created during the recovery have gone to workers with at least some college education, while those with a high school diploma or less are being left behind” If people might think that college cannot give people better opportunities, they might consider to study at least a degree if they want to achieve better jobs. Undergraduate college students may afford jobs where they use their minds instead of using physical strength. That because people who studied at one university learn mental skills and knowledge to work for example in an office instead of construction. Moreover, the best jobs or dream jobs require people that at least they should get one degree. Positions in a company like directors or managers will care for those who have gotten higher education. Addition, sometimes companies require their applicants for more than a bachelor’s degree to work with them. Hence if people want to be hired, should be more prepared to get higher than a bachelor’s degree. This creates a clearer idea of why college education should be necessary because those who do not study at university will not be able even to apply for those jobs and their progress going to be stopped. They can work in lower positions. They could not receive the same opportunities.

## Exercise 6.30: Peer Review

Read a partner's essay and review its use of rhetorical appeals.

- Do you see any good uses of ethos, pathos, and/or logos?
- Do you see any fallacies or misuses of ethos, pathos, and/or logos?

Mark and label any effective rhetorical appeals or fallacies you find in their writing.

## Exercise 6.31: Check your essay

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it clearly show your opinion?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body paragraph. Do the supporting sentences support the topic sentence?
6. Look at each body paragraph. Are the supporting sentences sequenced in a logical order?
7. Look at each body paragraph. Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body paragraph. Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?
11. Do you have any grammar errors that interfere with the reader understanding your ideas?
12. Do you include cited sources accurately? Do you have in-text citations for all summaries, paraphrases, and quotes? Do you list all the sources you used on the reference page?

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Revise a Persuasive Essay



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# Revise a Persuasive Essay

## Negative Effects of Diets

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Does the term "diet" make you think instantly of an unpleasant regimen of weight loss? If it did, you might not be alone. The University of Minnesota says, the food we consume provides our bodies the "data" and correctly functioning equipment they need. If we don't get the correct data, our processes of metabolism suffer and decline in our health. (n.d). Almost 20% of deaths worldwide are attributable to an unhealthy diet, with high blood pressure and smoking completing the top three risk factors for reaching the grave, according to a new report on the state of the world's health (Davis, N. 2018, November 08). Therefore, if people are in a diet they are not going to receive the necessary to make their body work. According to the University of Minnesota (2016), "consider the use of the term 'diet' in food products marketing – it usually describes low-calorie foods such as diet soda" (para.1). Dieting is an obsession with the nation. People around the globe also use diets to lose weight, but they continue to diet when individuals begin to see the outcomes. The effects of this conduct are the body's primary nutrients starting to vanish. People think a diet is the best way to lose weight, but they don't understand all the negative impacts a diet can cause. Even diet can trigger memory loss, issues with sleeping, and depression. Thus, when individuals begin to diet, the metabolism changes in the body of individuals, and the effects are a lager. In this manner, diets are causing a lot of negative effects on people around the world including headaches loss of nutrients and nausea.

One of the biggest negative effects. diets are causing in people's body is headaches. One of the most common symptoms of skipping a meal is headaches. "As with fatigue, headaches can be caused by low blood sugar thanks to the lack of glucose in your bloodstream" Legion, n.d., para. 12. A headache can trigger a lot of issues if individuals stop eating food. A absence of food in the body can influence the functioning of the system and can lead to food headache. "If the brain does not regularly receive enough glucose, a condition known as hypoglycemia may occur. This is a condition of low blood sugar that makes it more likely for individuals to experience a food headache" (Vanquish, 2018, para. 5). If we do not consume enough calories to meet the requirements of our bodies, then our concentrations of blood glucose fall too low. This can occur if we skip food, fast food, diet, or inadequate food practice. Eating a high-sugar meal can trigger 'reactive hypoglycaemia,' because the sudden increase in blood glucose from a sugar diet causes over-production of insulin, which in turn causes blood glucose concentrations to drop too low. If patients with diabetes inject too much insulin into their bodies, their blood glucose concentrations may also drop too low (Hypoglycaemia. (2019). Dieting can also trigger migraines, which is another type of headache. Additionally. If people want to avoid headaches the best way is stopping dieting.

Bad effect that diets is causing is the loss of nutrients in people's bodies. "On these low-calorie diets, not only will you be limiting the number of calories your body receives that it needs to function at a normal level – but you'll also be depriving yourself of essential nutrients" (Legion, n.d., para. 12). People stop eating foods that they need to eat, the body starts to lose the most important nutrient. Also, on a daily basis, you will probably feel fatigued, like you are dragging your body around. If you do not have sufficient energy, you will not be able to do the exercises needed to burn the calories such as running on the treadmill, bicycling, and squats. If people do not do the exercises, they will not be able to strength, train, and build lean muscle mass, which naturally accelerates your metabolism. For these reasons, it is really important to have the main nutrients that the body needs. An significant aspect of excellent health is a healthy

weight. How much you eat — and what you eat — in keeping a good weight or losing weight, you play key roles Harvard Health Publishing. (n.d.). Additionally, the basic nutrients that people will be losing in the diet are calcium, fiber, vitamin A, and iron. Therefore, a nutritional deficiency happens when a nutrient is not absorbed or obtained from the food by the body. Deficiencies can result in a multitude of health issues (Symptoms and Treatment. (n.d.). If people do not eat all the important nutrient that they need to eat, their bodies will not be as productive. Nutrients are more important than a basic diet.

Because you are not receiving enough nutrients, especially carbohydrates and sodium, it is likely that you will experience nausea. “When you want to lose weight, it is tempting to drastically cut calories in hopes of faster results. But doing so is risky. Not only can it make you feel sick, but it also can make you feel nauseous” (Braverman, 2018, para. 1). When you do not eat a lot of calories, naturally you start feeling tired and nauseous. This nausea is not unlike the feeling you get when you are extremely hungry is because people are losing important nutrients. It is your body's signal that it needs food and calories. According to Braverman (2018), people need nutrients and calories in their body but when they stop consuming enough nutrients and calories because of diets, nausea becomes one of the main effects. Also, “magnesium deficiency can cause loss of appetite, and this can cause nausea” (Bowers, 2017, para. 1). Dieting can be the cause why people is feeling nauseas. If people are feeling nausea is because they are dehydrate and this a long term can cause the death. If people do not want to feel nauseous or they do not want to die, the best thing to do is to eat well and stop being on a diet.

While these three negative effects of diets can clearly affect people around the world, it is important to notice that many people do not see diets as negative. Some people think that a good diet can manage blood glucose levels. keep blood pressure healthy, cholesterol within target ranges and prevent or delay complications of diabetes. “If a person eliminates trans fats from their diet, this will reduce their levels of low-density lipoprotein cholesterol. This type of cholesterol causes plaque to collect within the arteries, increasing the risk of heart attack and stroke” (Crichton-Stuart, 2018, para. 17). If people go a diet they are going to be healthier and stronger to do all the tasks that they need. A lot of people see good results from dieting and they are achieving their goals of the perfect body that they need.

These benefits notwithstanding, people need to recognize that being on a diet is frequently bad for their bodies. “Nausea is a feeling in the mouth, back of the throat, and stomach that many people refer to as feeling sick” (Sissons, C. 2019, March 18). Simply being on a diet does not help people. Nausea can often lead to an absence of appetite, and if they have not eaten enough, a individual may feel nauseated (Sissons, C. 2019, March 18). This is reason why people should not being on a diet. Diets have more negative effects than positive benefits. There are more consequences of being on a diet such as your feet and hands feel like ice, nutrient deficiency, health problems, slowed metabolism, and headaches. If people think about all the bad effects of dieting they should avoid going on a diet. According to Eating Disorder Victoria (2018), dieting is the number one risk factor in the development of an eating disorder. People around the world are having so many problems because of diets. People want to have a longer life without headaches, loss of nutrients and nausea they should stop going on diets.

We can see how diets affect people around the world from the beginning. The negative effect of headaches, loss of nutrients and nausea cause serious issues. They are some benefit of doing diets, but not as many as the consequences. People think that being on a diet can help them to lose weight really fast, but they can ignore all the difficulties that this can cause. Diets also can be fatal. If people do not have sufficient nutrients in their body they are going to start having headaches which can lead to death and other serious consequences If people go to the doctor the answer is going to be obvious, the doctor is going to recommend them that they need to start eating healthier and stop doing the diet. The University of UCLA found that “at least one-third to two-thirds of people on diets regain more weight than they lost within four or five years, off being off the diet” (Wolpert, 2017, para. 4). To maintain their bodies running well, everyone requires enough calories. Any diet that you don't consume enough calories and substantial nutrients can be damaging. Extreme low-fat diets can be bad for you as well. Everyone in their diet requires some fat, so no one should eat a diet that is totally free of fat. Approximately 30% of the complete calories should be fat (Gavin, M. L. (Ed.). (2018, May). Lots of people feel pressured to lose weight and try different types of diets. But if you really need to lose weight, improving your eating habits and exercising will help you more than any fad diet. (Gavin, M. L. (Ed.). (2018,

May). According to Gavin, M. L. (Ed.), eating too little or eating too much just to throw up (bulimia) is eating disorders. It may be difficult for some individuals to regulate their eating. They may consume tons of food and feel unstoppable (binge eating disorder). Eating disorders are detrimental to the health of a person. Someone with an eating disorder requires to be treated medically. (2018, May). Despite the fact that a lot of people go on diets, they are going to have a lot of problem in their life because of the headaches, loss of nutrients and nausea caused by diet.

## Exercises

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### Exercise 6.32: Evaluate an essay

*Read the student essay. Evaluate the essay using these questions:*

- Does the essay clearly state an opinion?
- Does the essay follow a general essay structure?
- Are the thesis statement, topic sentences, and restated thesis statement effective?
- Are the ideas of the essay developed so that you understand the main idea of the essay?
- Are all the sentences in the essay unified within and between paragraphs?
- Are the sentences and paragraphs organized to have a logical flow?
- Are there any words, phrases, or sentences that you notice are confusing for you as the reader?

### Exercise 6.33: Give Feedback

*Read the student essay. Then, give the author feedback by answering the question below.*

- What suggestions would you give the author who wrote this?

### Exercise 6.34: Revise an Essay

Read the student essay. Evaluate the essay to determine what needs to change to make the essay better. Decide how you are going to make those changes. Then, make the changes to revise the essay.

You may do this on paper, on a computer, or as your teacher directs.

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# Explore Other Genres: Reflections

In the majority of this textbook, academic writing relies heavily on summaries and demonstrating a clear understanding of an issue. However, some academic writing you will encounter at the college level will have a different purpose and therefore requires a different approach.

## Purpose

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A **reflection** is a written or spoken response to a reading, listening, or other learning experience that usually expresses what you personally thought of the concepts from that source or experience. When reflecting, you think back on something. The specific way you reflect on something may vary by what you focus on, the connections or conclusions you draw, or the ways you can think to apply the concepts from the source or experience. See Guiding Questions below for some of the ways you might reflect on a concept.

A reflection essay is primarily used by professors to hold students accountable for out-of-class learning. By requiring you to reflect about what you read or listened to as part of your homework, the reader (your teacher or teaching assistant) is able to quickly identify three important things from that homework:

- The student is prepared for the class discussion and/or to participate in a learning experience that requires background knowledge.
- The student understands key information and is attempting to integrate this new knowledge.
- The student can identify and explain questions, lack of understanding, or disagreement with the content.

The first of these reflection outcomes (learning goals) is important because many courses will expect you to come to class with foundational knowledge in place so the professor can focus on the more challenging skills of applying, creating, evaluating, or analyzing. By holding you responsible for that initial learning, everyone in the class can take full advantage of the limited face-to-face time.

The second point is important because information does not exist in isolation. All new knowledge should connect to things you previously learned or what you are currently learning in other courses. Finding connections allows you to think more critically about the content and also improves the likelihood that you will retain the knowledge.

Finally, a reflection gives you time to think through your questions or your counterarguments. This prepares you to get the most out of class time. The professor may prepare for the class by reading reflections in advance to anticipate questions. It can also save you time as a student by preparing you with ready-made comments and questions instead of losing time in class while you try to figure out what it is you don't understand and/or agree with and how to say that to the teacher. In other words, the professor prepares by reading the reflections. Students prepare by making questions etc. before class and are ready to ask in class.

As a last note about the purpose of reflections, there may be times when the assignment asks for **self-reflection**. This is a reflection where the student thinks about themselves rather than reading or listening to a source. In this type of reflection, the purposes are different from the three described above. Mostly your teacher wants to encourage reflection as a learning tool for you. The act of reflecting itself can help you to realize things about yourself and your learning. When reading self-reflection responses, your teacher will be looking to see that you answered the prompt and met the

word count requirement. An example of a self-reflective prompt would be "How have you grown academically this semester?". If any self-reflection prompt seems too personal for you to answer, discuss the assignment and your concerns with your professor to find a solution. Most self-reflection questions should be more neutral though. For self-reflection assignments, use the activity for introspection and write something meaningful.

## Prewriting

Before you begin writing your reflection, you can prepare for the learning experience you are going to reflect on. One idea for preparing to write a reflection is using an adapted KWL chart. A typical KWL chart has a column for *know*, *want to know*, and *learned*. These are often used with reading assignments because it encourages students to connect to their background knowledge before learning something new. For this purpose of this assignment, the *want to know* column has been removed and *reflect* has been added. Look at the chart below and the prewriting questions in each column to help you understand what notes you might add there.

Know	Learned	Reflect
<ul style="list-style-type: none"><li>• What do you already know about this topic?</li><li>• What beliefs (if any) do you have connected to this topic?</li></ul>	<ul style="list-style-type: none"><li>• What about the experience stands out to you?</li></ul>	<ul style="list-style-type: none"><li>• How did what you learn add to and/or change your understanding or opinions?</li><li>• What questions (if any) do you have after the learning experience?</li></ul>

## Writing

As stated previously, a reflection should not be a summary of the material. Rather, the reflection is focused on your feelings, reactions, beliefs, understanding, and other aspects of your experience during the learning process. This is meant to be more personal and subjective than other writing. This means that your reflection will vary from the others that are submitted because it is specific to you.

Although it is personal, it should still be academic in the tone. This should not sound like a social media post or an email with informal language. Remember that this is still an essay that will be reviewed by a professor and/or teaching assistant. So while personal pronouns may occur more frequently, the ideas should be expressed appropriately.

### Examples

#### Personal, but academic:

"After reading this chapter, I realized that my previous understanding of this idea didn't account for alternative viewpoints. I think that the variety of perspectives is interesting."

#### Personal, but too informal:

"Bro, I just read the chapter, and I had known about this idea before, but wow. People think some crazy different things about this topic than I do. Interesting. :)"



In many cases, a reflection-style essay will include some questions to prompt your writing. However, if the assignment does not include any specific questions to guide your reflection, you can use the example questions below to help you develop your ideas.

### General guiding questions for a reflection

- Does the reading, lecture, or experience challenge you socially, culturally, emotionally, or theologically? If so, where and how? Why does it bother you or catch your attention?
- Has the reading, lecture, or experience changed your way of thinking? Did it conflict with beliefs you held previously, and what evidence did it provide you with in order to change your thought process on the topic?
- Does the reading, lecture, or experience leave you with any questions? Were these questions ones you had previously or ones you developed only after finishing?
- Did the author, speaker, or those involved in the experience fail to address any important issues? Could a certain fact or idea have dramatically changed the impact or conclusion of the reading, lecture, or experience?
- How do the issues or ideas brought up in this reading, lecture, or experience mesh with past experiences or readings? Do the ideas contradict or support each other?

SOURCE: <https://edtechbooks.org/-bBZp>

Depending on the length, complexity, and familiarity of the content you are reflecting on, you may have more ideas than you can develop in the limited space given for this assignment. In this case, it is important to carefully choose the ideas that most clearly demonstrate that you completed the work and have considered the implications of that learning.

On the other hand, you may find that your ideas for the reflection are encapsulated in one major idea. This is also appropriate as long as it can be fully developed and fulfill the purpose of the assignment.

## Organization

The organization of a reflection paper is generally dictated by the number of points you decide to include. In the case of multiple points of reflection, you may have topic sentences that separate your ideas into three or four paragraphs. If you only have one main idea, your essay may have more of a traditional thesis statement that expresses this overarching theme from the learning experience.

Most reflection essays range from about 300-700 words, which is about 1-2 pages double-spaced.

## College Tip

While this chapter reviews the genre of reflections generally and gives examples of guiding reflection questions and common word count expectations, reflection requirements will vary by class.

Some teachers will just say "Write a reflection." and leave it to you to determine what type of guiding question to use to write your reflection. Some teachers will give specific prompts for you to reflect on particular aspects of what you learned or guide you to make specific connections etc. They may expect 300-700 words, or they may give a different word limit.

Always check with your teacher or the class syllabus to determine what the specific requirements for reflections in a course are.

## Exercises

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## Exercise 6.35: Evaluate

*You are now the teacher. You assigned your students to read this article, "[Oil Removal from US Pipeline Spill to Take Days](#)" (Reuters, 2022). They then needed to write a reflection about 1) what they learned, 2) any connections they made, and 3) any questions they had.*

*Read the two student reflections below and decided if they read the assignment, made connections, and what questions you, the teacher, would address in the next class.*

### **Student 1:**

This news article was about an oil spill in Kansas. It was a really large oil spill, like more than 14,000 barrels of oil. The oil spilled into a creek which is a small river in Kansas. The oil pipeline goes from Canada to the U.S., and it has leaked before. This is the third time the pipeline has had a leak. The Environmental Protection agency of the United States is working to clean up the oil spill. It was a really large oil spill, so it might take a long time to clean up.

The company that owns the pipeline might be responsible for the damages made by the leak. There are U.S. laws, the Clean Water Act and the Oil Pollution act that deal with situations like this. The pipeline also might be closed for a while which could affect storage and pricing. But, the U.S. administration in charge okayed the reopening of the pipeline.

### **Student 2:**

From this article I learned that a crude oil pipeline from Canada to the U.S. has had multiple spills since 2010; the most recent was a spill in Kansas. The oil spill or leak is being cleaned up and may take a while, but due to U.S. laws, the company may be responsible for paying for that. I didn't know about the Clean Water Act or the other laws before, but it is understandable for the company that damaged the area to pay to clean it.

This story reminded me of the large oil spill in the Gulf of Mexico. That oil spill happened in an ocean, not in a creek like the spill in Kansas. The ocean spill affected a lot of wildlife and local fishermen. I wonder what the Kansas oil spill's effect on the local wildlife will be and how the local fishers and farmers will be affected. Even though the article said that local farmers were taking precautions, oil spills can have long-term effects. What will be the longterm effects for those farmers and other locals? What could be done to prevent these oil leaks from happening in the future?

### Exercise 6.36: Self-Reflection

Write a 100-150 word reflection to answer one of the prompts below. You may choose which prompt to answer.

- What is the most important thing you have learned this semester?
- What was the most difficult thing for you to learn this semester?
- What is one way you have grown as a person since entering school?
- How has what you experienced this semester impacted your future goals?
- What would you say is the best strategy to succeed in this class?
- What has or hasn't been effective for your study this semester?
- Do you want to keep learning about this subject? If so, why? If not, why not?
- How will your current studies affect the people you interact with now or in the future?

### Exercise 6.37: Make a KLR Chart

Pretend your professor assigned you this Ted Talk video, "[Do you really need 8 hours of sleep every night?](#)", to watch for class. Make a Know, Learned, Reflect chart to prewrite for a reflection on this topic.

Video:

Know	Learned	Reflect
<ul style="list-style-type: none"><li>• What do you already know about this topic?</li><li>• What beliefs (if any) do you have connected to this topic?</li></ul>	<ul style="list-style-type: none"><li>• What about the experience stands out to you?</li></ul>	<ul style="list-style-type: none"><li>• How did what you learn add to and/or change your understanding or opinions?</li><li>• What questions (if any) do you have after the learning experience?</li><li>•</li></ul>

Know	Learned	Reflect

### Exercise 6.38: Academic Tone

*Rewrite the following sentences from reflections to have a more academic tone. How would you write these for a professor or teaching assistant to read them?*

1. After watching the video, I gotta say that my opinion is not changed. Not that the video didn't have cool ideas, but I still think that cell phones are better for everyone. They make life easier and just...better. I do think that the way they are made and the marketing could change though. That could fix some of the problems the video pointed out.

2. I think that the author of this chapter had no clue about how some other stuff would change some things about this topic. Like people's money situation, you know. If a person comes from a different socioeconomic situation, then it could change what things they think are most important, so it's not like they don't care about the topic. It's just that they gotta deal with other stuff like rent first, then deal with abstract topics like this after.

3. Supply and demand is all messed up right now, so everything is more expensive. The connection I made with this chapter is actually how expensive housing and building housing is. My parents are redoing part of their home, and it has taken *forever* for them to get materials, and they have had to pay a lot more than normal for things like wood and pipe and stuff. So, there is a lot of demand but little supply because there actually is little supply or because the transportation of the supply is off, so everything costs more.

### Exercise 6.39: Limited Space

Write 50 words to reflect on the following Ted Talk video:

["What is the smartest age?"](#)

## Exercise 6.40: Complete a Reflection Outline

*Complete the outline below for a reflection on this video:*

[50 Years Since Humans Set Foot on the Moon](#)

**TS:** I think that the efforts to return to the moon are helping further the development of technology which may have implications for Earth.

**SD1:**

**SD2:**

**SD3:**

**CS:** The current missions to the moon both continue work being done by NASA and leads to other groups creating new technology that benefit the moon missions and life here on Earth.

\*TS= topic sentence, SD= supporting detail, CS= concluding sentence

## Exercise 6.41: Write a Short Reflection

*Write a reflection about 1)how the ideas from these two sources interact and 2) what your thoughts on this topic are:*

- <https://edtechbooks.org/-LvX>
- <https://youtu.be/QW0ydAMVQ2w>

*Your reflection should be 150-200 words (or the word limit your teacher directs)*

## Exercise 6.42: Revise a Reflection

*A student wrote a reflection using the prompt below. Revise the student's reflection to improve it. Rewrite the improved reflection on the lines provided.*

**Prompt:** Read this BYU article by Katie Child, "[Dead trees in Utah forests are a wildfire hazard; BYU researchers found a way to use them as biomass for power plants](#)". Then, write a reflection about comparing the ideas in the article to ideas about the topic you may have had previous to reading. Your reflection should also include any questions you have about this topic.

### Reflection Draft:

This article by Katie Child on reusing trees killed by bark beetles as fuel for coal plants connects with a few things I knew as background knowledge before reading, and I have a few questions now about points within this article.

Firstly, some of the ideas from the article were similar to ideas I had previously known. For example, I knew that Utah and many other western states have been experiencing worsening wildfires.

This information about the bark beetles was one of the new things I learned that contrasted my previous knowledge about these topics. I had thought that the increase in wildfires was mostly due to climate change and the megadrought of the western U.S. I didn't know that trees could be used as fuel for coal plants. I guess coal is carbon and trees are carbon so that'll probs work out.

However, using dead trees for coal plant fuel does raise a few issues that I have questions about.

These are the comparisons and questions I have about this article.

### Revised Draft:

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## Exercise 6.43: Write a Longer Reflection

*Write a reflection about this source:*

["Journalists Sense Turmoil in Their Industry Amid Continued Passion for Their Work"](#) by Pew Research Center

*Your reflection should be 500-700 words (or the word limit your teacher directs)*

## Exercise 6.44: Longer Self-Reflection

*Write a reflection to answer one of the prompts below. You may choose which prompt to answer.*

- What is the most important thing you have learned this semester?
- What was the most difficult thing for you to learn this semester?
- What is one way you have grown as a person since entering school?
- How has what you experienced this semester impacted your future goals?
- What would you say is the best strategy to succeed in this class?
- What has or hasn't been effective for your study this semester?
- Do you want to keep learning about this subject? If so, why? If not, why not?
- How will your current studies affect the people you interact with now or in the future?

*Your reflection should be 500-700 words (or the word limit your teacher directs)*

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## Timed Writing 6

Throughout this textbook you have practiced the writing process: prewriting, writing, and revising. No matter what you are writing or under what conditions it occurs, you should experience these three stages of writing. Even a text message is drafted mentally, written, and then often reviewed quickly, if for no other reason than to catch failed autocorrections.

In formal, academic writing contexts, the prewriting stage holds extra significance. Prewriting is when you check your understanding of the prompt, decide the direction you want to take on the topic, and put limits on what you will include. This stage can often make or break an essay.

### Scope

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As part of prewriting, you will need to consider the scope of your writing. The word **scope** is used to describe extent and relevance. In the context of writing, you determine scope through your thesis statement and topic sentences. Your thesis controls what ideas will be relevant in the overall essay, and each topic sentence dictates the limits of that one point that you are addressing. In other words, scope is seen at the paragraph and the essay level.

Effective control of scope in an essay means that you will have unity of ideas and cohesion. Again, this unity and cohesion should be evident at the sentence, paragraph, and essay level.

In timed writing, you need to decide very quickly what your scope will be. While this is partially set by the requirements of the prompt, there will always be some degree of freedom with the scope you choose. For example, a TOEFL prompt requiring you to propose a solution to a problem may allow the freedom of choosing one solution and describing at length why it is the best option or suggesting multiple solutions that are described in less detail.

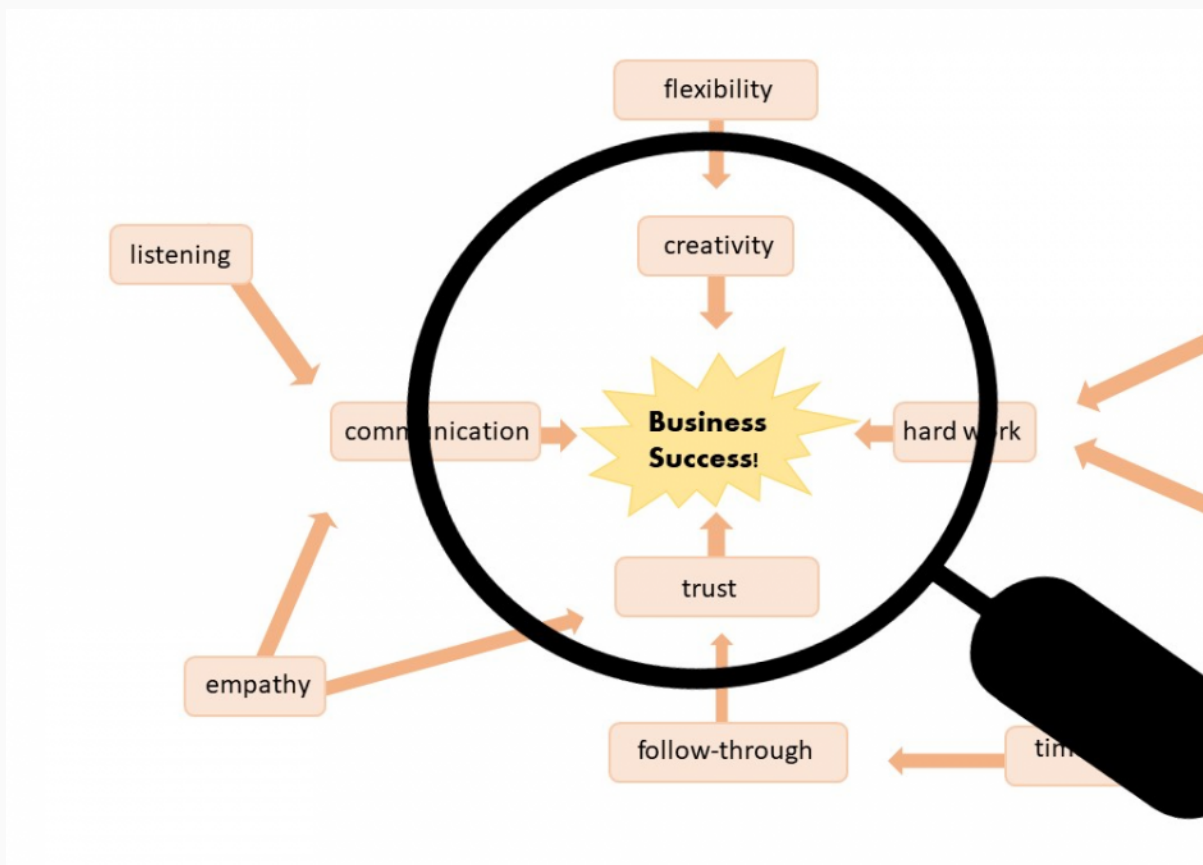
Scope can be thought of as a wide focus or a big magnifying glass. You are still focused on one topic for the main idea, but are using multiple shallowly explained examples or reasons for the body paragraphs about that topic.

## Examples

The 1st scope below includes four ideas about business success: creativity, hardwork, trust, and communication. Each of these four ideas would probably be described or explained a little. The student could choose an even wider scope to include other factors of business success such as foresight or organization etc.. The wider the scope, the less likely you will be able to develop each idea deeply. You will probably describe these ideas shallowly and rely on the variety of topics of the body paragraphs to hopefully explain your main idea instead.

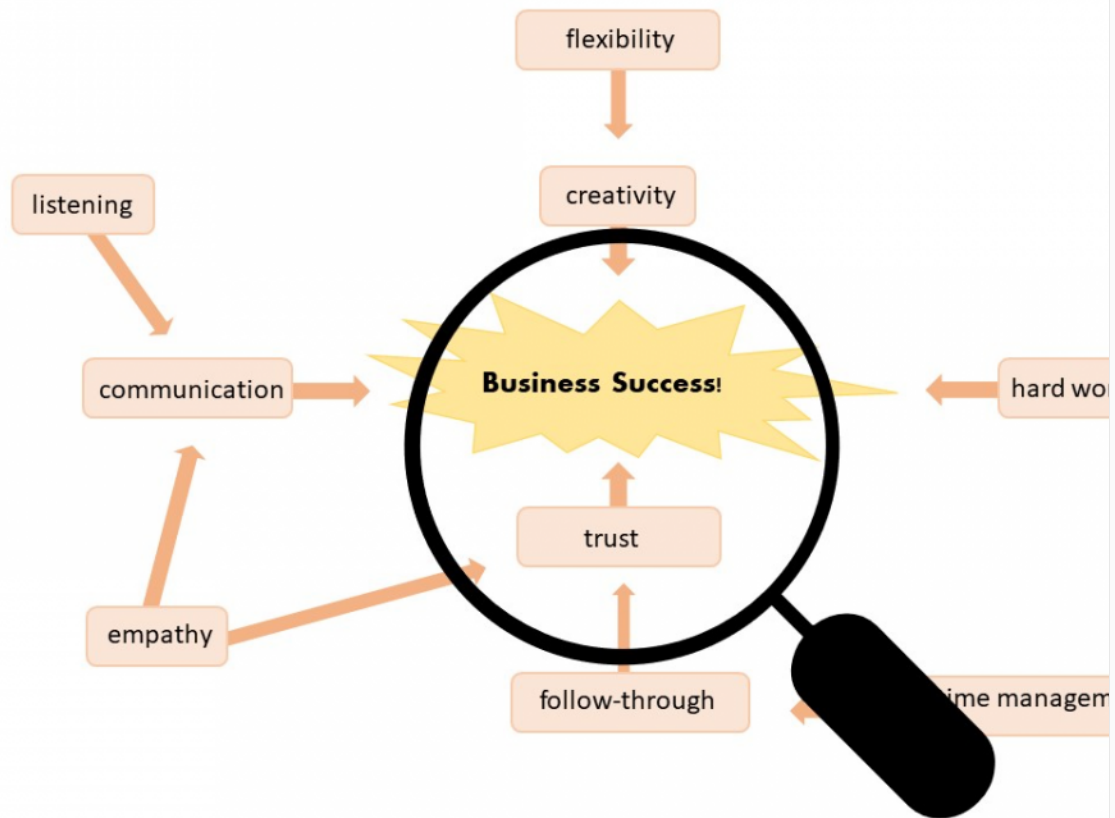
The 2nd scope below includes one idea about business success: trust. This is a narrow scope. If this one idea is only described in one shallow body paragraph, it will not be enough for the reader to understand the main idea. Therefore, this idea will likely be developed with a deeper scale than the four topic version and include multiple paragraphs of examples or explanation about that one idea: trust between the company and customer, trust between the company and other companies, and trust between employer and employee. Essays with a narrow scope make up for the lack of variety by having a deep scale of information about the few topics they do include.

### Scope 1:



*Image: Barraza 2022 (made with PowerPoint and PowerPoint Icons)*

### Scope 2:



*Image: Barraza 2022 (made with PowerPoint and PowerPoint Icons)*

## Scale

A concept that goes hand in hand with scope is the idea of *scale*. **Scale** in writing focuses on how much you will say about a topic. At first glance, this may seem very similar to the definition of scope. However, the difference here is that scale is more connected to the development of those united and cohesive ideas.

Scale comes down to how many body paragraphs are needed and how many supporting ideas are best for each paragraph. You do not want to overwhelm your reader by including too much information, but you also do not want to undersupport your ideas.

When you brainstorm, the scale of your writing is also controlled by your thesis and topic sentences. Additionally, any bullet points you add in that brainstorm will help you remember your scale.

For example, the scale reminders for the outlines in the first exercise in this chapter would be to include both short- and long-term effects. Without including that scale of time, you miss part of the prompt. Outline 1 includes both national and global impacts of declining populations, which expands the scale for the essay by location as well. Outline 2, however, keeps a smaller scale on the topic by only mentioning the effects at the national level.

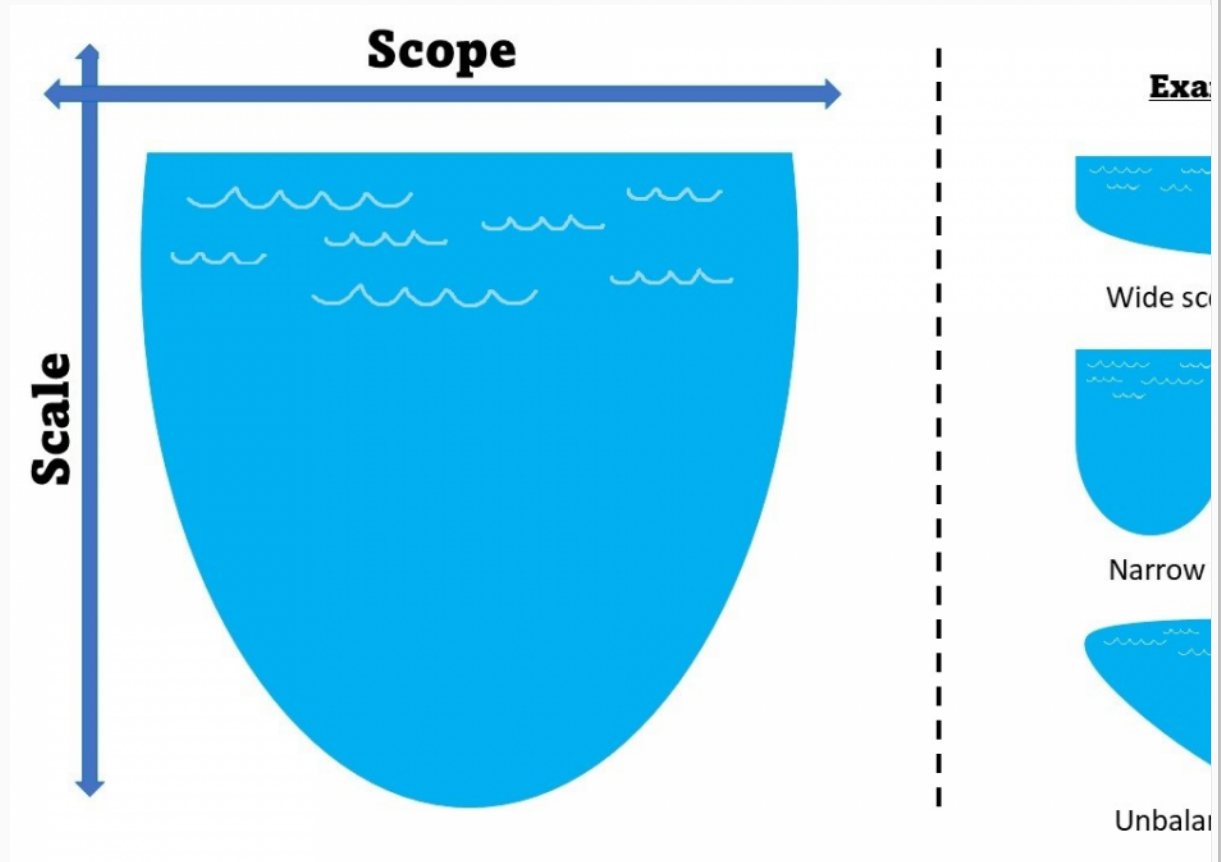
Scale can be thought of as a narrow focus or a small magnifying glass. You are still focused on one topic for the main idea, and are using one deeply explained example or reason for the body paragraphs about that topic.

You may use different scope and scale depending on the task and the constraints of an assignment. A 5-10 page research essay written over many weeks has the room and time for you to have both a wide scope and a deep scale. /

1-2 page essay written in 30 minutes will likely have a smaller scope or shallower scale. You can either write an essay with wide scope or an essay with deep scale, but it is difficult to do both in only 30 minutes. You will need to consider the time constraints when making decisions about what you will be realistically able to write well in 30 minutes.

## The Scope and Scale Lake

You can think of scope and scale in an essay like a lake. The lake may be large (broad focus) or small (narrow focus). The lake may be shallow (lightly developed) or deep (thoroughly developed). You may have use any combination of scope and scale including medium scope and medium scale. It is your choice.



*Image: Barraza 2022*

You will need to consider the questions of scope and scale when planning your essay. What scope can you realistically write about given the constraints of the assignment? What scale would best develop your ideas for the reader?

As you answer these questions keep in mind that your essay should be balanced. You should have a similar scale accross all body paragraphs. Either the whole lake is shallow or the whole lake is deep. If the scale of the essay switches part way through, the reader will think that you tried to write a deep essay but ran out of time or will just be confused about your organization.

## Examples

Here are two example essays. One essay has a broad scope, but a shallow scale. The other essay has a narrow scope, but a deep scale.

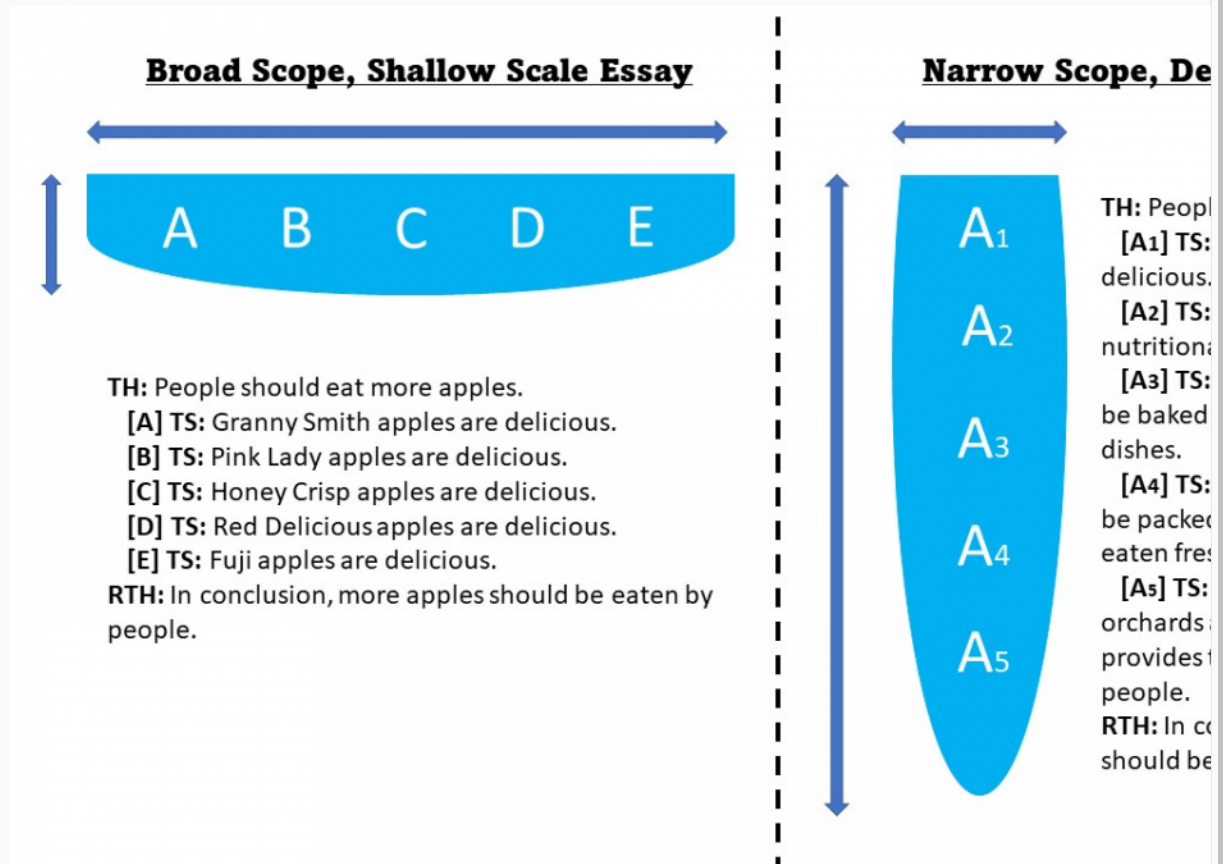


Image: Barraza 2022

TH = thesis, TS = topic sentence, RTH = restated thesis statement

## Exercises

### Exercise 6.45: Outlines (Scope)

Compare the two outlines for the same timed essay below. Answer these questions:

1. What are the advantages and disadvantages of each outline?
2. Which would you prefer to use with a time limit of 30 minutes? Why?
3. What changes (if any) would you make to these outlines?

Prompt: In many countries, the birth rate is decreasing. There are many potential causes of this trend depending on the country in question. Regardless of the cause, there is a debate about whether this will have a positive or negative impact on society. Do you think that a declining birth rate will have a positive or negative impact on society? What are some of the short-term and long-term effects you would expect to see?

Outline 1	Outline 2
TH: A decrease in birth rates will have a significant negative impact on the future, both as individual nations and as a global society.	TH: Although there are many potential negative impacts of a declining national birth rate, the most concerning is the stress this will place on the economy.
TS1: Our economies are dependent on a strong force and a decrease in population will make our current economic system impossible to maintain.	TS1: Lower birth rates will cause the workforce to decrease dramatically, placing unsustainable strain on companies.
TS2: There are many institutions and careers that either require a steady population of children or benefit from larger families.	TS2: With fewer adults in the workforce, governments will not be able to continue supporting important tax-funded programs.
TS3: A smaller population of children will also lead to the breakdown of many of the events and programs that create a sense of community.	TS3: A larger number of retired adults who are supported by fewer children also puts extra financial stress on the economy.
RTH: The national and global impacts of declining birth rates will have a negative effect.	RTH: The economic stress caused by a decrease in birth rates will have both short-term and long-term negative impacts on society.

### Exercise 6.46: Identify the Scope

Compare outline 1 and outline 2 from Exercise 6.45. Then, answer these questions:

1. What is the scope of outline 1?
2. What is the scope of outline 2?



## Exercise 6.47: Identify the Scale

Compare outline 1 and outline 2 from Exercise 6.45. Then, answer these questions:

1. What is the scale of outline 1?
2. What is the scale of outline 2?

## Exercise 6.48: Outline (Scale)

Create an outline for the same prompt used in the previous exercise. Do not copy the sentences from that exercise, and try not to use any of the supporting ideas if possible.

As you write your thesis and topic sentences, pay close attention to your scale. After you complete the outline, compare with a partner to see different approaches to the same prompt.

Prompt: In many countries, the birth rate is decreasing. There are many potential causes of this trend depending on the country in question. Regardless of the cause, there is a debate about whether this will have a positive or negative impact on society. Do you think that a declining birth rate will have a positive or negative impact on society? What are some of the short-term and long-term effects you would expect to see?

## Exercise 6.49: Timed Writing (Scope & Scale)

**Part A:** Choose one of the prompts below. Set a timer for 30 minutes and write about the topic. Be sure to outline your essay first with specific emphasis on controlling your scope and scale.

- Your local school district has recently banned books from high school libraries because of offensive language use. Write an email to the school board explaining your support or disapproval of this decision.
- The idea of a "gap year" is becoming increasingly popular. Some people think this break from the routines and restrictions of school and work is valuable for young adults, while others believe it is an irresponsible use of time and money. What is your opinion on young adults taking a gap year? Why do you think that?
- You have been asked to write a short op-ed article for your university newspaper. The topic you were assigned is whether it is better for students to read digital or print versions of textbooks. Although the audience of the newspaper is the entire student body, the newspaper editor said that you are welcome to talk about the pros and cons from the perspective of your major.

**Part B:** After writing your essay, reflect on your use of scope and scale by answering the questions below.

1. What was the scope of your essay?

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2. What was the scale of your essay?

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# Integrated Writing 6

## Integrated Content

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Because integrated writing depends on including support from an outside source, the strategies of quoting, summarizing, and paraphrasing are essential for success. But before you can utilize this strategy, you must first identify the most relevant information from the sources.

Just like the discussion of scope and scale in the Timed Writing 6 chapter, outlining your essay first will set you up for success. The outline will establish if your writing is more focused on a summary comparison or synthesis. In other words, are the sources meant to work together to support the same ideas? Or are you meant to find and explore differences? That scope will be clear from the prompt, but the scale of the detail that you need for your writing is often open.

This means that it is up to you to recognize important information as you read or listen. In highly controlled integrated writing tasks like you see on the TOEFL, the sources and task are always structured the same and require minimal effort in the choosing.

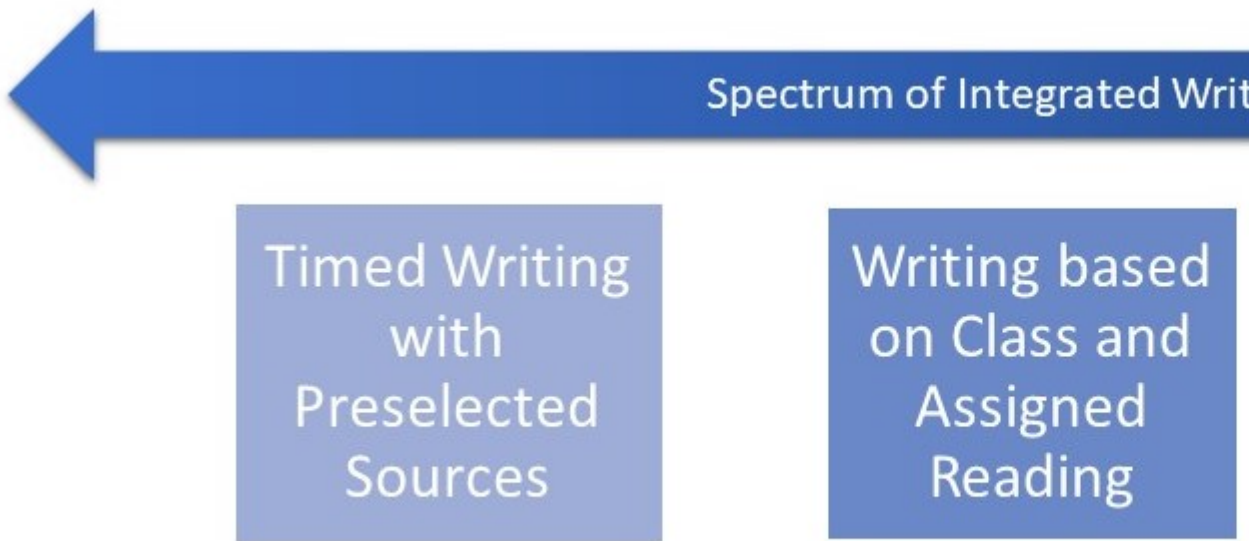
### **Typical TOEFL Integrated Writing Source Structure**

Clearly stated position in reading	↔	Clearly stated <b>opposing</b> position in listening
Supporting statement 1 + limited detail	↔	Opposing statement 1 + limited detail
Supporting statement 2 + limited detail	↔	Opposing statement 2 + limited detail
Supporting statement 3 + limited detail	↔	Opposing statement 3 + limited detail

As you can see, the structure in the two sources is exactly parallel. The same points are given in the same order, with the only variation being the point of view on the topic. The listening passage with *usually* disagree with the reading passage. This is not always the case, so they may agree sometimes. However, usually the listening will have an opposing or opposite opinion than the reading. The points being discussed will be in the same order for both. This allows you to focus on creating your contrasting organization without requiring multiple reviews of the original source.

However, most real-life integrated tasks will have greater expectations for sifting through the available resources and choosing what to include. At the most extreme end of this process of choosing content, consider the process you went through to find, read, and use sources to support the essays you worked on throughout the semester. Many of your college courses will expect this degree of research and critical thinking about source material.

The middle point of this spectrum is the most frequent. This integration is pulling from the readings assigned from the class (e.g. textbook or articles) and the lectures. The majority of your writing tasks will expect you to find connections between those primary sources.



*Image: Barraza 2022*

So how do you know what is important from the reading and lectures? This is where the skills and strategies you are learning and developing in your Listening & Speaking and Reading classes come in as essential to your improving as an academic writer. Look at the box below for some tips on how to recognize important information:

## Tips for Receptive Skills

Receptive skills is the term used for language that you receive from either listening or reading. This often *seems* like a "passive" side of language learning and use where you are not actively doing an action, and therefore they are skills that get less attention from learners. Listening and reading being passive skills could not be further from the truth of what is truly happening as you engage those skills. While you are reading and listening, you are very active in using English skills and strategies to understand what you are reading and listening to. Here are some reminders of skills and strategies you discuss in these courses that are extremely valuable for integrated writing:

Reading	Listening
Understanding main ideas and major details	Understanding main ideas and major details
Noticing repetition of words	Noticing repetition of words
Skimming	Understanding the use and purpose of suprasegmentals like pausing, intonation and stress
Scanning	Making inferences
Making inferences	Recognizing use and meaning of vocabulary (connotation)
Recognize organizational structures and purpose	Effective use of selective listening
Using grammar and word part knowledge to understand unfamiliar words	

## Choosing Content

Below you will find a step-by-step explanation of how to choose content. Because this process has been integrated into the practice you have done throughout the semester, none of this should feel like completely new information. Instead, this should function as a reminder of the writing skills you have worked to develop over the past few months.

### The prompt

It should come as no surprise that the first step to appropriately choosing content to integrate into your writing begins with understanding the prompt. You must first understand what you are meant to write about before you can move any further.

### The thesis

Depending on the context and parameters of the assignment, there are two different approaches. The first approach would be to first read through the material you have been given or have gathered to decide on the position you wish to take in your thesis. The second option would be to create your thesis statement based off of your initial thoughts on the prompt and then to look at the sources. The latter is only advisable if you are familiar enough with the topic to have an informed opinion before evaluating the existing writing on the issue.

## Supporting ideas

The advice here is the same as number two. You would do best to first see what strong supporting ideas already exist. Use the reading and the listening to inform your own supporting organization. It is possible to decide on your supporting ideas before carefully reading through the sources, but this may lead to a loss of time or a weak position if you find that little has been written or said that aligns with what you believed you wanted to say.

## Exploration

Once you have completed the first three steps, explore your sources as thoroughly as possible given the constraints of the assignment. Read with a highlighter in hand. Listen and read multiple times. Check transcripts or dictionaries if needed. If this is not possible because of testing center limitations, give all of your focus to the source when it is available to you. It should always be possible for you to take notes on a pad of paper or in an open document.

## Connections

If you based your thesis and supporting ideas off of what you learned while exploring the sources, it will be much easier to make connections between the notes and highlights you created in step 4 to your outline.

## Evaluation

Decide which sources to integrate by assessing the strength. Strength is decided by relevance and by how compelling that point is in supporting or developing your own ideas.

## Integration

The next step is to decide if you will incorporate that supporting information from a source as a quote, summary, or paraphrase. You can revisit those sections of this textbook if you need a reminder of the conditions where these different uses are best implemented.

Be sure to introduce, credit, and respond to the source appropriately as explained in those three chapters. The source should feel like part of the paragraph, not like a copy and paste addition.

## Exercises

### Exercise 6.50: Integrated Writing (Choosing Focus)

*You received an email at work asking for your opinion about a possible company change to a shorter workweek. Before responding to the email, you decide you should learn more about the pros and cons of this change. Read at least one of the two articles and watch one of the two videos. You may take notes and/or highlight. You are welcome to discuss the ideas with a partner as part of your brainstorm.*

*You must respond to the email by tomorrow. Include references to both the article and video you watched to support your position. Because you have many other tasks to complete, set a timer for 20 minutes to write your response using your notes.*

[More leaders are scrapping the 40-hour workweek. Here's how it became so popular in the first place - Business Insider](#)

[More companies are trying out the 4-day workweek. But it might not be for everyone - NPR](#)

[The case for a 4-day work week - TED](#)

[The five-day workweek was made up. What if we changed it? - Washington Post](#)



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## Appendix A: Sentence Variety

Your writing should include a combination of different types of sentences. This keeps your writing interesting. It adds more detail, and the detail helps to develop your ideas. A paragraph with only one type of sentence can either be very boring or very confusing.

You should always consider your audience and the purpose of your writing when you begin writing. Just because you *can* use a variety of grammar structures doesn't mean you *should*. For example, the author of a children's story will focus on simple sentences because they are easy to understand and keep the audience's attention. However, someone writing an analysis for a college course is better served by using all of the writing structures as needed.

Think of your sentence types as tools. Each tool fills a specific purpose and helps express a clear idea.

Simple Sentences
Compound Sentences
Complex Sentences Part 1
Complex Sentences Part 2
Compound-Complex Sentences



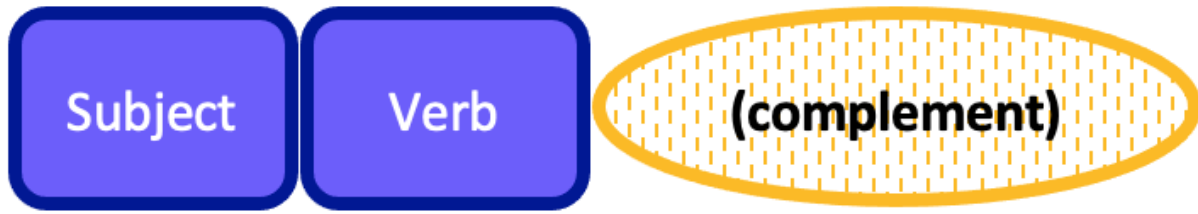
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# Simple Sentences

## Sentence Structure



A simple sentence must include a subject and a verb.

## Subjects

---

Subjects are the nouns (person, place, thing) that *does* the verb.

- I sing.
- Ana shops.
- Emelie dances.
- The school is good.
- My house is blue.
- The store has clothes.

## Verbs

---

The verb is the action or state.

- I sing.
- Ana shops.
- Emelie dances.
- The school is good.
- My house is blue.
- The car stops.

It is also possible to have two or more subjects and/or two or more verbs.

- I sing and dance.
- We see, hear, smell, taste, and feel.
- Ana and Emelie shop.
- Your parents, sister, and brother visit.

# Complement

---

A simple sentence can have a complement. The complement is a word or phrase that adds more information about a part of the sentence.

A simple sentence can have an object as a complement. The object is the noun that receives the action. A sentence can have two or more objects.

- We eat lunch.
- We eat lunch and dinner.
- Yuri buys clothes.
- Yuri buys clothes, shoes, and hats.
- They listen to music.
- The university has many students.
- My friend calls me.
- Charlie throws the ball to me.
- The book gives the instructions.

A simple sentence can also have other words or phrases as a complement. The other words or phrases might include adjectives, prepositions, or adverbs.

- We eat lunch quickly.
- Yuri buys clothes at the store.
- They listen to music on their phones.
- The university has many students.
- My friend calls me after class.
- The book gives the instructions to make cookies.

## Example 1



## Example 2





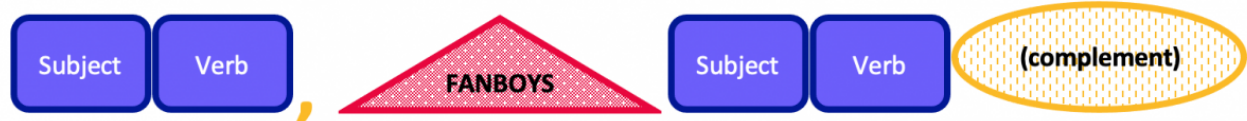
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# Compound Sentences

## Sentence Structure



## Independent Clauses

A simple sentence can also be called an independent clause. An independent clause is a subject and verb that is a complete idea. It does not need more information to complete the thought.

You can connect separate independent clauses (simple sentences) using a coordinating conjunction. Coordinating conjunctions are words that connect the two sentences together. You use them when the ideas in the sentences are connected.

- I have a dog, and I want another dog.

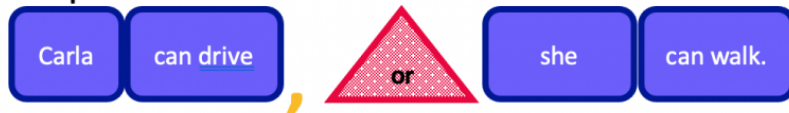
See that both sentences are complete. You can separate them with a period. However, the meaning of the sentences is connected, so you can use a coordinating conjunction to make the connection clear. When a sentence has more than one independent clause, it is called a compound sentence.

## Coordinating Conjunctions

Coordinating conjunctions in English are *for, and, nor, but, or, yet, and so*. We often use the word *FANBOYS* to remember these words. When you use a coordinating conjunction (*FANBOYS*), you will use a comma before the second independent clause.

- F – Bring an umbrella, for it will rain this afternoon.
  - This word shows a cause or reason connection.
  - This is more formal and not common.
- A – Reading class is first, and writing class is second.
  - This word shows addition, time order, or cause/reason.
- N – I never liked broccoli, nor will I ever like it.
  - This shows that both clauses are not true or do not happen.
  - This is use more in formal English.
- B – Rei was late to class, but he did participate.
  - This shows a difference connection.
- O – My classmates are going to karaoke, or they are going bowling.
  - This word shows a choice between the clauses.
  - It is often used in questions.
- Y – I did the homework, yet I still have many questions.
  - This word is used like *but* to show a difference connection.
- S – We need money, so we will get jobs.
  - This conjunction shows a cause or reason connection like *for*.

#### Example 1



#### Example 2



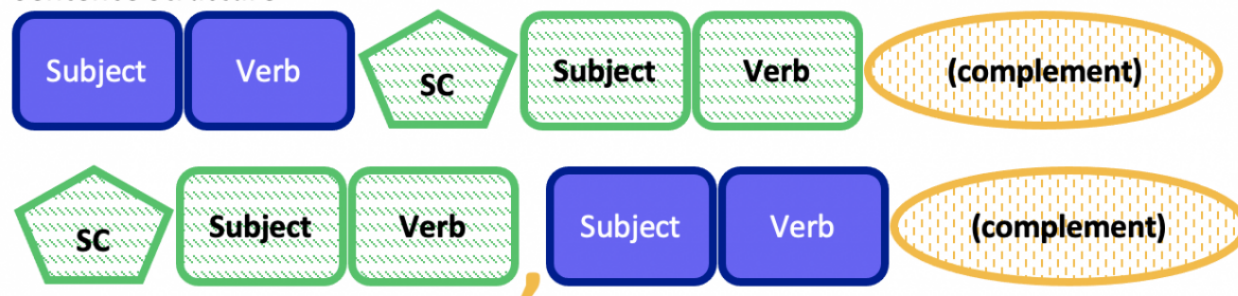
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# Complex Sentences Part 1

## Sentence Structure



## Dependent Clauses

A dependent clause is an idea that is not complete. It has a subject and verb, but it also has a word that requires more detail.

*Because* is a clear example of a word that makes an idea a dependent clause. A clause that begins with *because* cannot be used alone. You need to connect it to an independent clause for the idea to be complete.

- Because I don't like to swim. (*Incomplete*)
- Because I don't like to swim, I do not go to the pool. (*Complete*)

When a sentence has a dependent clause and an independent clause, it is called a complex sentence. There are many different types of dependent clauses. We use the different clauses to show different connections between ideas.

## Time Clauses

A specific type of dependent clause is a time clause. These clauses have a time word that requires more information to show the sequence of actions. Common time words are *after*, *before*, *when*, *while*, *whenever*, *since*, and *until*.

When you start a sentence with the dependent clause, you need a comma to connect the clauses.

- After – After she exercises, she goes to school.
  - The dependent clause is the first action in time.
- Before – Before I go to bed, I brush my teeth.
  - The dependent clause is the second action in time.
- When – When he drives, he listens to music.
  - The dependent clause is the first action in time.
- While – While I was studying at the ELC, I met my best friend.
  - The dependent clause started first but continues during the second action.
- Whenever – Whenever Bryan hears this song, he misses his home.
  - The dependent clause is the first action and causes the second action.
- Since – Since we started the semester, we have been classmates.
  - The dependent clause is the first action. The focus is on the period of time, usually between the first action and the present.
- Until – Until they graduate, they will need to focus on studying.
  - The dependent clause is the second action. The focus is on the period of time, usually between the present moment and the second action.

#### Example 1



#### Example 2



When you start the sentence with the independent clause, you do not need a comma to connect the sentences.

- After – She goes to school after she exercises.
- Before – I brush my teeth before I go to bed.
- When – He listens to music when he drives.
- While – I met my best friend while I was studying at the ELC.
- Whenever – He misses his home whenever Bryan hears this song.
- Since – We have been classmates since we started the semester.
- Until – They will need to focus on studying until they graduate.

#### Example 3



#### Example 4





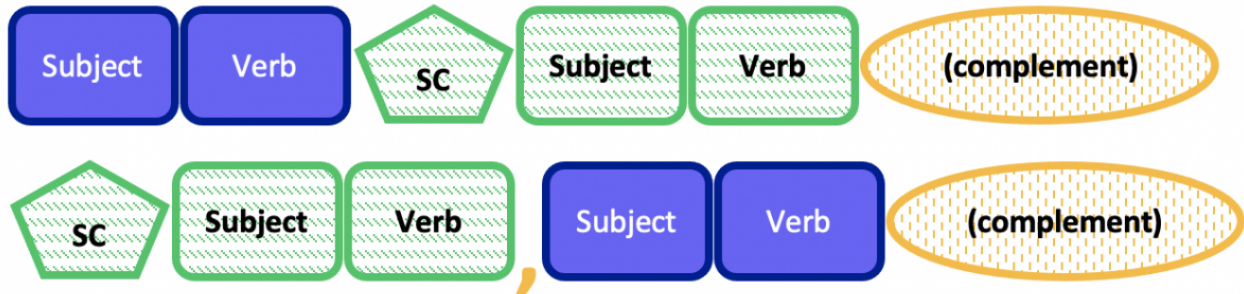
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## Complex Sentences Part 2

### Sentence Structure



## Subordinating Conjunctions

There are many different names that we use to describe grammar. In previous ELC writing textbooks, we used the term time clause to talk about dependent clauses that show the sequence relationship between two actions. Those time clauses started with words like *after*, *before*, *when*, *while*, *whenever*, *since*, and *until*.

The general name for words that connect two clauses is conjunction.

As explained in the other section of this chapter, a coordinating conjunction connects two independent clauses. Both of those ideas are complete on their own, but the writer chooses to emphasize how they are connected using a coordinating conjunction.

A subordinating conjunction is a word that makes an idea incomplete as soon as it is added to the beginning of a clause. Time clauses are a specific type of subordinating conjunction. Subordinating conjunctions make an idea dependent, meaning it requires another clause. When you have both a dependent and independent clause, the sentence is called a complex sentence.

Additional common subordinating conjunctions are: *although*, *even if*, *even though*, *if*, *though*, and *whether*.

- Although – Although she loves pizza, she does not want to eat it tonight.
  - The dependent clause contrasts with the independent clause.
- Even if – Even if it rains tomorrow, the soccer game will happen.
  - The possible action in the dependent clause does not change the action in the independent clause.
- Even though – Even though you were tired, you were able to finish your homework.
  - The action in the dependent clause does not change the action in the independent clause.
- If – If I miss the lecture, I can watch the Zoom recording later.
  - The dependent clause is a condition, the independent clause is the consequence.
- Though – Though they practiced every day, they did not play well at the concert.
  - The dependent clause contrasts with the independent clause.
- Whether – Whether it is sunny tomorrow or not, we will have a picnic.
  - The two possibilities in the dependent clause do not impact the independent clause action.

#### Example 1



The order of the clauses can change. If the independent clause is first, the comma is not necessary.

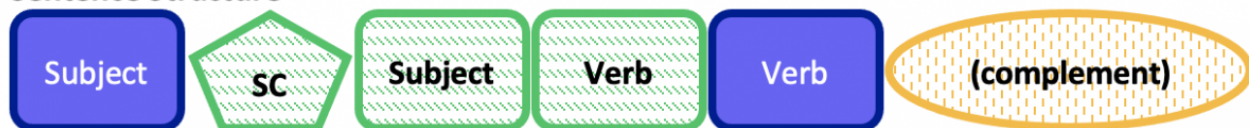
- Although – She does not want to eat pizza tonight although she loves it.
- Even if – The soccer game will happen even if it rains tomorrow.
- Even though – You were able to finish your homework even though you were tired.
- If – I can watch the Zoom recording later if I miss the lecture.
- Though – They did not play well at the concert though they practiced every day.
- Whether – We will have a picnic whether it is sunny tomorrow or not

#### Example 2



## Relative Clauses

#### Sentence Structure



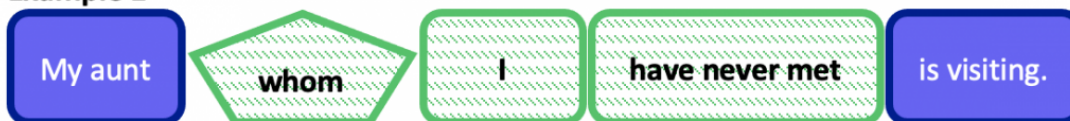
Sometimes a dependent clause is used within a sentence to add more information about a noun or noun phrase. This is called a relative clause. Instead of using a subordinating conjunction, the relative clause uses a relative pronoun to introduce the dependent clause. Relative pronouns include *which*, *that*, *who*, *whom*, and *whose*.

- Which – The ELC, which is a language school in Provo, is in the University Parkway Center.
- That – The car that passed me on the freeway was pulled over by a police officer.
- Who – I am going to visit my sister who lives in Las Vegas.
- Whom – The person whom I like is not at the party.
  - This is more commonly reduced because it sounds dumb.
- Whose – Will the person whose car is blocking the driveway please move it?

Sometimes we do not write the relative pronoun, and this is called a reduced clause. A relative clause can only be reduced if the information is not required.

- Which – The soup which she cooked yesterday is delicious.
  - The soup she cooked yesterday is delicious.
- That – The hat that I'm wearing looks exactly like yours.
  - The hat I'm wearing looks exactly like yours.
- Who – The doctor who she goes to doesn't have any availability today.
  - The doctor she goes to doesn't have any availability today.
- Whom – The person whom I like is not at the party.
  - The person I like is not at the party.
- Whose – not possible

#### Example 1



#### Example 2



#### Example 3



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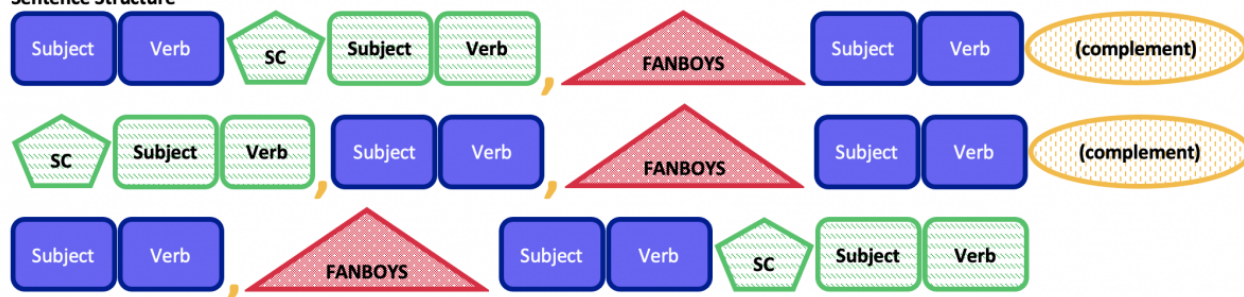
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# Compound-Complex Sentences

## Sentence Structure



Sometimes you will need to express a complex combination of ideas. A compound-complex sentence includes at least two independent clauses and at least one dependent clause. In other words, it uses both compound and complex sentence structures together to express one big idea.

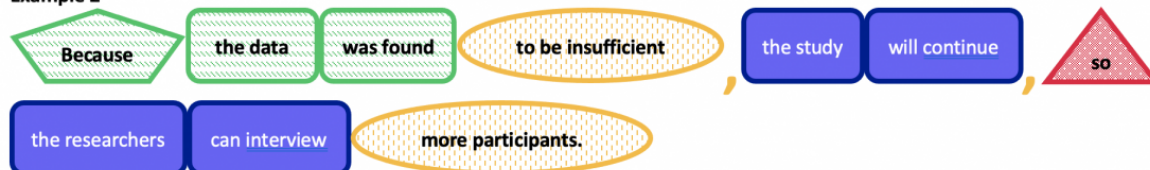
This type of sentence should be used carefully. Because this type of sentence includes multiple clauses, it requires the most control over grammar accuracy. For example, pronouns in a compound-complex sentence can be unclear. Overuse of the compound-complex sentence type will also make it difficult for your reader to follow your ideas. This is not to suggest that you avoid the sentence structure all together. You just want to be intentional in the way you use them.

- Dr. Castro, whose research is widely cited, is the plenary speaker for the conference, and he will be speaking about advances in genetic testing.
- Although the textbook explains the concept clearly, I would like to see more examples, so I asked the professor some questions.
- Amy will do an internship next semester, or she will study abroad because she wants a wider range of experiences before graduation.

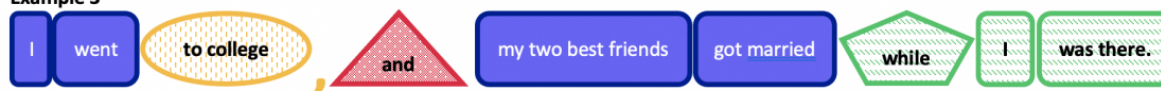
## Example 1



## Example 2



## Example 3



There are many different ways to construct a compound-complex sentence. Here we only give examples of two independent clauses combined with one dependent, but it is possible to create other patterns.

Look for other examples as you read. And always remember to consider your audience and purpose when you decide which sentence types to employ in your writing.



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## Appendix B: Argumentative Essays

What course of action should people take? Why? Questions like these can lead to an argumentative essay. In this chapter, you will write an argumentative—or opinion—essay that uses research to support your ideas. These essays are one of the most common types of essays in university writing classes.

Appendix A is an optional unit that can be done instead of or in combination with Persuasive Essays. The Sources: Paraphrasing, Explore Other Genres: Reflections, Timed Writing 6, and Integrated Writing 6 from the Persuasive Essay unit can also be used with this Argumentative Essay unit.

Example Argumentative Essay
Structure of an Argument
Prewriting
Writing: Cohesion in Arguments
Revising
Revise an Argumentative Essay



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## **Example Argumentative Essay**

## Exercise 7.1: Annotate an Essay

*Scan the essay below and annotate it according to the following directions.*

### Introduction

1. Draw a star next to the hook.
2. Draw a box around the background information.
3. Underline the thesis.
4. Label the overarching claim with **OCL** and any contributing claims with **CCL**.

### Body Paragraphs

1. Underline the topic sentences in each body paragraph.
2. Draw an arrow to show the words that show how the topic sentences support the thesis statement. Draw the arrow from the word(s) in the topic sentence to the word(s) in the thesis statement.
3. Label any contributing claims **CCL**, reasoning **RG**, and evidence **E**.
4. Label the counterclaim **CC** and the rebuttal **R**.
5. Circle the cohesive device words and phrases
6. Highlight all in-text citations.
7. Draw an arrow from each in-text citation to their matching full citation on the reference page.

### Conclusion

1. Underline the restated thesis.
2. Circle the key words that are kept from the thesis statement or that are replaced with synonyms.
3. Box the background information, summary, or global extension.
4. Draw a star next to the concluding sentence.
5. Label the concluding sentence. What type is it?

### Reference Page

1. Underline the name of the section "Reference".
2. Circle the author's last name(s)
3. Draw a star by the year of publication.
4. Draw a box around the title of the article, website, or book.
5. Label the source. What type is it? Is it an article from a journal or newspaper, website, or other?

## Exercise 7.2: Analyze an Essay

*Use the questions below to analyze the example essay.*

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it match the style of the essay?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body paragraph. Do the supporting sentences support the topic sentence?
6. Look at each body paragraph. Are the supporting sentences sequenced in a logical order?
7. Look at each body paragraph. Is there enough development? Are there more details or examples that would help the reader?
8. Look at each body paragraph. Does the concluding sentence close the paragraph logically?
9. Does the conclusion paragraph start by restating the thesis?
10. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?

## Exercise 7.3: Discovering Structure

*Make an argumentative essay outline template in groups or with your class. What parts are needed for an argumentative essay?*

- 
- 
- 
- 
- 

### **Biofuels: Renewable Resources Friendly to the Environment**

The use of alternative energy sources like solar power or water wheels is not a modern concept; since the 1900's scientists, various government agencies, and private corporations have been searching for alternative energy sources (Pacific Biodiesel, 2017). However, petroleum still dominates as the primary fuel source of the world today with widespread use and reasonable efficiency. Although petroleum is one of the most widely used fuel sources, it isn't the perfect answer to the world's fuel needs. The environment suffers greatly due to the pollution that the oil industry produces (Doyle, 2017). Many companies have started searching for and studying fuel sources other than petroleum because of all the environmental advantages. One of the most potentially promising sources for alternative energy comes from biofuel, which is using organic substances to produce fuel instead of non-renewable resources like petroleum. The use of biofuel can decrease greenhouse gases, reduce organic waste and decrease environmental destructions and damages.

#### Gases

The production and use of biofuels decrease the greenhouse gases in the environment. On the other hand, both the production and burning of petroleum (as gasoline in a car, for example) generates many different chemical gases that negatively affect the environment. While the processing of crude oil to create petroleum products like fuel generates problems, the most concerning issue connected to oil is the use of gasoline derived from petroleum and all the

products that we as human beings used every day that have been derived from petroleum. Our global dependence of fossil fuels like petroleum creates huge quantities of greenhouse gases that pollute the air and our environment. Biofuels can help improve our world's environment because the production of biofuels create less harmful chemical emissions and they burn much cleaner when they are used, meaning that the comparative amount of greenhouse gas emissions put off by biofuels as compared to that of conventional petroleum-based fuels is going to be lesser or perhaps even null (Maciel, n.d.). Thus, biofuels should be used since their production and use generate fewer overall harmful gases.

Corn may be one of the best options for biofuel. Biofuels produce fewer harmful gases but it is not as easy to extract them from the earth as oil is. Instead of drilling a well, biomass must be grown and processed and of all the organic materials biofuel can be made from, corn appears to be a promising source for high-yield, environmentally-friendly production. As corn grows, the plants absorb carbon dioxide from the air and when the biofuel made from corn is burned, less carbon dioxide is released back into the atmosphere when compared to petroleum products. Thus, a net 1.8 tons of carbon dioxide per hectare of corn per year will be reduced (Jones, n.d.). These statistical projections were made many years ago when our world was just beginning to think about the environmental problem we have been passing through but today there exists more than one source to obtain biofuels and, even if it is not corn, the production and use of biofuels is going to decrease these gases in our environment.

#### Waste

The decomposition of organic wastes is another worrisome source of pollution in the world today that the use of biofuels could reduce. Clean, renewable biofuel energy obtained from otherwise useless and potentially harmful organic waste can help to reduce pollution and may be an important solution to decrease both the amount of decomposing waste and the environmental problems associated with unchecked decomposition of waste materials. The Food and Agriculture Organization of the United Nations reported that 1/3 of the food produced in our world goes unconsumed, creating a situation that generates 1.3 billion tons of organic waste per year (University of Cincinnati, 2015). This waste not only causes problems like economic loss but also becomes a major source of pollution. For example, in the United States of America, it is estimated that 3.3 billion tons of pollution is created by waste alone annually. Not only is this a problem for the United States, but for the world in general, since they are responsible for 19% of all global pollutants (University of Cincinnati, 2015). An increase in pollution leads to severe global environmental distress. For example, pollution can lead to the destruction of the atmosphere that allows UV (Ultraviolet), and IR (Infrared) radiation to reach the surface of the Earth and dramatically impact human lifestyles (Lallanila, 2016). Biofuels can be obtained not only through the growth of crops like corn, but through the processing of biomass (which can include organic waste as well). Using organic waste to make biofuel not only means that less pollution is created by avoiding the use of petroleum products, but also by cleaning up organic waste by converting it into renewable energy.

#### Damages

Environmental destructions and damages are going to decrease because the production of use of biofuels is not as harmful as the process used in refining oil to create petroleum products, not to mention their use. To obtain petroleum, the soil much of the area surrounding the actual well is destroyed during the exploratory phase as drillers look for oil and during the extractive phase when the well is established and oil is drained from the deep pockets where it lies in the Earth. Deforestation and the excessive use of explosives disrupt the natural landscape and ecosystems. The method of looking and drilling for oil has been described as using explosives "... to create a shockwave within the soil, which would propagate and generate echoes" (Science Publishing Group, 2013). Specialized equipment on the surface can measure these sonar "echoes" in the soil and pinpoint the location of an oil reserve, whereupon further explosives and drilling are required to break through the earth between the surface crew and the buried oil pocket.

In contrast to such an invasive and destructive process of extraction, making biofuels will never damage environment so profoundly. The main source is biomass obtained through agriculture or by cleaning up organic waste. This much safer process will help to control and protect the ecosystems that petroleum processing has damaged (US Department of Energy, 2017). Considering that biofuel is made from natural, organic sources and refined in a lab without



many harmful by-products, it is wise to invest more effort in producing cleaner biofuels instead of dangerous energy sources derived from petroleum. In addition, biomass is easily grown and does not require exhaustive or intrusive explorations that damage the environment. Because biomass is an easily accessible source of energy (whether grown or obtained by cleaning up waste) it is a clearly superior choice for meeting our worldwide energy demands.

Using biofuels as an alternative source of energy is an ideal way to provide energy and take better care of the planet. Today our world is trying to think more about a healthy and green planet because it is possible to substitute petroleum as our principal and unique energy resource. The use of biofuels is going to decrease greenhouse gases, reduce organic waste and decrease environmental destructions and damages. As humans use renewable sources of energy that are not harmful for the environment, we will be able to take care of the environment. It is quite likely that as science continues to advance, there will be even more efficient ways to provide energy for our lifestyles that will also take care of the planet.

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# Structure of an Argument

An **argument** is an opinion that is supported with evidence on a debatable topic. That means someone else might have a different opinion than you. The goal of argumentative writing or speaking is to convince that other person, called an opponent, that your opinion is right. This will require providing evidence for your side of the argument and showing why your opponent's side of the argument is wrong or at least not as good as your side. To do this you will need to effectively communicate why your opinion is great and theirs is not.

When you make an argument, you can make one of three basic kinds of argument. You can defend an opinion, challenge an opinion, or qualify an opinion (Gaughen, n.d.).

## Example

**Prompt:** Do agree or disagree with the following statement. School should start an hour later.

The response could be a defense, challenge, or qualification.

- **Defense:** School should start an hour later because students will be more awake during classes.
- **Challenge:** School should start at the regular time because starting school early in the morning allows students to work or study in the afternoon.
- **Qualification:** School should start at the regular morning time for young children and adults, but due to adolescent sleeping patterns, the start time should be delayed for high schools.

## Parts of an Argument

Whichever argument you choose to make, you will need to use reasons and evidence as well as acknowledge the opposition with a counterclaim which you will address with a rebuttal to bring readers to agree with your position. There are some specific parts of an argument that you should know and be able to purposefully use.

Term	Definition
<a href="#">claim</a>	"to state that something is true, even though it has not been proved"
<a href="#">reason</a>	"a cause or explanation for something that has happened..."*
<a href="#">evidence</a>	"the facts, signs or objects that make you believe something is true"
<a href="#">counterclaim</a>	"a claim made in reply to another claim and different from it"
<a href="#">rebuttal</a>	"the act of saying or proving that a statement or criticism is false"

\*Why you think your opinion

## Claim

A **claim** is an argument that you are trying to prove. Most importantly a claim is an argument, not an assertion. An **assertion** is an opinion without any evidence or proof ("Arguments, non-arguments and evidence", n.d.). For example, if a writer says "Students should walk more to reduce stress." that is their opinion and just an assertion. Why should the reader believe it? There is no evidence.

Your claim should be an argument. An **argument** is an opinion supported with evidence or proof. You will probably state your claim in your thesis statement and topic sentences, but for them to be real arguments, not just assertions, you will need to back them up with proof in the supporting sentences.

## Reason

Reasons are the thoughts behind why you believe something. For example, you could explain the claim "Students should walk more to reduce stress" by giving the reason "Walking can cause chemical changes in the brain which reduce stress." This is more specific than the claim and provides the start of supporting detail. These may be your own ideas or they may be paraphrased ideas from your research.

## Evidence

Evidence is the proof behind your claim. It may also give objective backing to your own ideas or the paraphrased research ideas found in the reason. Evidence are often facts, statistics, statements from experts, definitions, examples, etc.

For example, "Research has shown that walking promotes the release of brain chemicals called endorphins that stimulate relaxation and improve our mood. Walking does not have to be done at a fast pace to have stress-relieving benefits. Even a stroll at a comfortable pace promotes relaxation, studies indicate." (Crawford, 2011, para. 4) is information that could be quoted or paraphrased as evidence.

It is important to find and use evidence that is honest and trustworthy. Evaluate the sources of your evidence to decide if it is trustworthy enough to use.

## Counterclaim

The counterclaim is your opponent's claim that goes against your own claim. The argument is like a sword fight. The opponent is countering your attack with an attack of their own. The counterclaim will show what the other side of the debate thinks. This can be done in its own body paragraph, an opposition paragraph (Kevin deLamplante, 2009), or as part of one of the regular supporting body paragraphs.

For example, "Walking might reduce stress chemically, but many people do not live in peaceful areas for walking so it might actually increase stress for those people." this would be a counterargument to the claim "Walking reduces stress." The counterclaim can be the exact opposite "Walking *does not* reduce stress." or just a sort of opposite "Walking is sometimes good, but [insert any problem with walking here]"

## Rebuttal

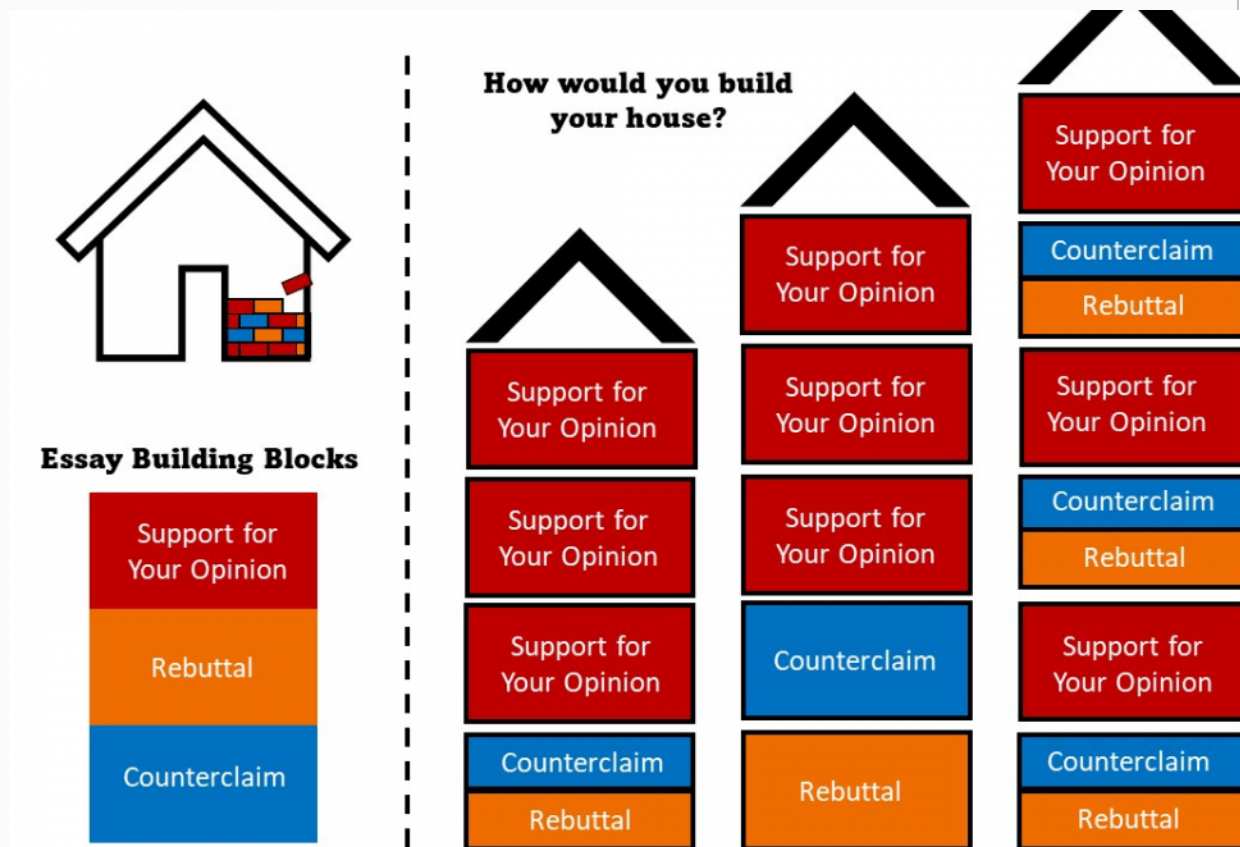
The rebuttal follows the counterclaim. The rebuttal shows why the counterclaim is actually not that good of an opinion. For example, "Although some areas are not peaceful to walk in, people can either travel to areas that are peaceful or they can use a treadmill. While not everyone may be able to enjoy the benefits of walking due to their location, the stress-reducing benefits of walking still exist. Students just need to find a place to walk to access them."

## Essay Structure

You may notice that the vocabulary for structuring an argument is different than the words usually used for structuring an essay. You will use the regular parts of an essay like thesis statements, topic sentences, and so on to express your ideas about your claim and reasons and evidence etc. The parts of an essay are the tools you will use to show your argument to the reader.

There is not one set way to write an argumentative essay. You can use the parts of an essay and specific types of sentences to show your argument in your own way. You will probably still have an introduction, body paragraphs, and a conclusion. You will probably still use thesis statements, topic sentences, supporting sentences, concluding sentences, restated thesis statements, etc. However, you choose how to arrange those to show your argument in a way that the reader will understand the best.

### Examples of Argumentative Essay Organization



*Image: Barraza 2022 (made using PowerPoint and PowerPoint Icons)*

These are just a few ways you could arrange the building blocks of an argument into a complete essay. You may find that the parts you need to best defend your idea are different or would be more effectively arranged in a different order. That is okay. This ability to move things around and make your own decisions about the structure of the essay is part of what makes writing a creative process. Your argumentative essay structure will use the building blocks of an argument in a way that may be unique to you and your personal writing style.

## Exercise 7.4: 10-Minute Paragraph Outline 1

*Set a timer for 10 minutes. Write an outline for an argumentative paragraph using the template below.*

**Prompt:** Now that the internet, and through it information, is so prevalent, should local brick-and-mortar library buildings be closed to focus on online libraries instead?

- Claim: \_\_\_\_\_
- Reason: \_\_\_\_\_
- Evidence: \_\_\_\_\_
- Counterclaim: \_\_\_\_\_
- Rebuttal: \_\_\_\_\_
- Restatement of the Claim: \_\_\_\_\_

## Exercise 7.5: 10-Minute Paragraph Outline 2

*Set a timer for 10 minutes. Write an outline for an argumentative paragraph using the template below.*

**Prompt:** Should there be a limit to how geographically large a town can grow? (I.e. Should there be a boundary line drawn around cities to mark the area of land they can use?)

- Claim: \_\_\_\_\_
- Reason: \_\_\_\_\_
- Evidence: \_\_\_\_\_
- Counterclaim: \_\_\_\_\_
- Rebuttal: \_\_\_\_\_
- Restatement of the Claim: \_\_\_\_\_

## Effective Rhetoric

One last thing to consider when creating your argument is what type of appeal you will use to convince your reader your opinion is correct. You will need to use affective rhetoric to convince the reader.

**Rhetoric** is "the art of speaking or writing effectively" using principles of composition made by ancient critics to communicate and persuade (Merriam-Webster, 2022). Rhetoric was created by the ancient Greeks to effectively communicate and persuade (Sloane and Perelman, 2022). Aristotle, a famous Greek philosopher, divided rhetorical appeals into what we now call ethos, pathos, and logos (Sloane and Perelman, 2022).

**Ethos** is the appeal to authority. This is where you use experts or show yourself to be an expert in order to get the reader to trust you and believe your opinion. An example would be a commercial for basketball shoes that features a celebrity basketball player saying how great the shoes are.

**Pathos** is the appeal to emotion. This is where you use the emotions of the reader, specifically their emotional response to what you write, to convince them that your argument is right. An example would be telling a sad story about dogs in animal shelters to convince people not to give dogs as surprise presents.

**Logos** is the appeal to logic. This is where you use logical reasoning and evidence to show readers why they should believe your argument. This is one of the most common appeals you will use in academic writing. An example of logos is explaining that everyone should drive more carefully in winter weather because accidents increase by X% with snow on the roads.

As you make your argument to your reader, you can use these appeals to convince them. You can use one, two, or all of the appeals in the defense of your opinion.

### Exercise 7.6: Identify the Appeal

Identify which appeal is being used in each sentence. Write **E** for ethos, **P** for pathos, and **L** for logos. If more than one appeal is being used, you can write more than one letter.

1. \_\_\_\_ If education in Mexico improves, there could be more hope for future generations.
2. \_\_\_\_ "More wild bees were seen on the pollen rows than on the sterile rows. When all sterile varieties were compared, only 1 (SW517) had fewer bee visits" (Parker, 1981, p.65).
3. \_\_\_\_ According to the National Park Service run by the U.S. Department of the Interior, the Great American Outdoors Act will increase recreational opportunities and address infrastructure and modernization issues for National Parks and federal lands (2021).
4. \_\_\_\_ From that study, they found that bachelor's degree holders earned 64% more than high school diploma holders in one year, and they are expected to earn 1 million dollars more during their lifetime than a high school diploma holder (Emerson, 2022).
5. \_\_\_\_ It will open your mind to be willing to contribute to your environment and try to be a blessing to the community in which you live.
6. \_\_\_\_ For example, a person who lives in a different country from their family maybe feels alone because she does not know many people in that new place, but because of technology, she can decrease her loneliness by calling her family and sharing about how she is and listening to them about their day.

### Exercise 7.7: Argumentative Paragraph Time Writing 1

*Practice making short-form arguments by writing a paragraph with all the parts of an argument. Answer the prompt below. Your paragraph should include a 1) claim, 2) reason, 3) evidence, 4) counterclaim, 5) rebuttal, and 6) restatement of claim.*

**Prompt:** Should hack video accounts be held liable for any damage or injury caused by a person following the video's instructions?

## Exercise 7.8: Argumentative Paragraph Timed Writing 2

*Practice making short-form arguments by writing a paragraph with all the parts of an argument. Answer the prompt below. Your paragraph should include a 1) claim, 2) reason, 3) evidence, 4) counterclaim, 5) rebuttal, and 6) restatement of claim.*

**Prompt:** Should urban towns and cities allow residents to keep livestock on their property or not?

## Exercise 7.9: Partner Argument

*Find a classmate to be your opponent for this exercise. Each of you take one side of the argument about the prompt: one person is for, and one person is against. Complete Parts A, B, and C below.*

**Prompt:** In democratic countries, should all eligible citizens should be required to vote?

### Part A:

Write the start of an argumentative paragraph on a piece of paper. Include your claim and at least one reason and piece of evidence. You may include more reasons and evidence if you have time.

### Part B:

Swap papers with your opponent. Read their claim, reasoning, and evidence. Then continue the paragraph by writing a counterclaim and evidence for the counterclaim.

### Part C:

Swap papers with your opponent. You should now have your original paper back. Read the paragraph and write a rebuttal with evidence to respond to their counterclaim. Finish the paragraph with a concluding sentence that restates your original claim.

\*Optional: Read your completed paragraphs to each other. Compare the strength of your arguments.

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# Prewriting

## Understand the assignment

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In your essay, you will defend an opinion about an academic topic.

## Research

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Remember that after you do enough preliminary research to brainstorm and choose your focus, you should do more detailed research about your topic so that you can make your outline.

When you research for an argumentative essay, look for the opinions of the supporters, but also look for the opinions of the opponents. A strong argument often acknowledges the opposite point of view.

## Brainstorm

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You can use a mind map, a free write, general internet search, or a discussion group if you are having a difficult time thinking of things to write about.

### Example topics could include the following:

- Should the government be able to legislate the end of labor strikes?
- Should nurses be allowed to work longer than eight-hour shifts?
- Should teachers' salaries be based on student performance?
- Should certain animals be protected?
- Are alternatives to a college education worth it?
- Choose a topic that you have a strong interest in. Do you have a debatable opinion about that topic?

## Brainstorming Guiding Questions

As you brainstorm your argument, you may want to consider the following questions:

1. Claim: What do I think?
2. Reason: Why do I think it?
3. Evidence: How do I know?
4. Counterclaim: What is the other side?
5. Rebuttal: [What is] my response to the other side?

(Sedita, 2017, para. 7)

## Note: Switching Topics

While it is okay to choose a personally difficult or sensitive topic to write your essay on if given the choice of choosing your own topic, you may find it more difficult as you continue researching, writing, and revising. It is okay in those situations to talk with your teacher and switch your essay topic to a different one. If you feel comfortable writing about the topic, feel free to continue to do so, but if dealing with that topic becomes too much, it is okay to change topics.

## Choose Your Focus

Make sure the topic isn't too broad to cover in your essay. If you choose to make a broad argument, you will need *a lot* of evidence to support the broad claim you made. Furthermore, when you have a broad topic, there are many possible counterclaims that your opponent could make to show why your argument is not good. Therefore, it is easier to defend arguments with a more narrow focus and to do so with the time and word count restraints of a school assignment.

## Find Your Focus

You can use these questions to find the focus of your essay:

- What opinion do you have about the topic in the prompt?
- What reasons do you have for believing that opinion?
- Of those reasons which are the **strongest** contributing arguments that would lead others to agree with your opinion?
- What counterarguments might your opponent have to your opinion?
- Of those counterarguments which is the **strongest** in leading people to disbelieve your opinion?
- What could you say to **specifically** address that/those counterargument(s)?

As you determine your focus, also determine which of the effective rhetoric appeals would best help you support the narrowed topic you choose. Would ethos, pathos, or logos best convince your reader that your opinion is right? You can use one, two, or all three appeals if you think it will help your argument. For more information on effective rhetoric see the [Structure of an Argument](#) section or [Purdue OWL's resources](#) on this topic.

## Outline

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Also, begin an outline for your essay. As you research your topic, start organizing your findings. Some people begin an outline by listing topics and quotes. Others write topic sentences and supporting sentences. An argumentative essay follows typical essay organization, but you may find the body paragraphs don't always follow the regular 5-paragraph essay rules. You may need to plan for more or fewer body paragraphs depending on the support you need for your argument.

### Exercise 7.10: Make an Outline

Make an outline for the example essay "[Biofuels: Renewable resource friendly to the environment](#)" at the start of this unit.

### Exercise 7.11: Build an Outline

*Make an outline for an essay with the following prompt.*

**Prompt:** What is one way your school should improve? Support your answer with reasons and details.

*Your outline could include any of the following parts in the order that you think would be most effective for convincing people of your argument.*

- Thesis Statement
- Topic Sentence(s)
- Supporting Detail(s)
- Restated Thesis Statement
- Counterclaim(s)
- Rebuttal(s)
- Call to Action/Conclusion etc.

## Introduction

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Your introduction should start by describing any background that will be important for the reader to know.

Here are some questions that can help you think about the background information that the reader needs to be able to understand the problem:

- Who typically supports my opinion? What reasons do they have?
- Who typically opposes my opinion? What reasons do they have?

At the end of your introduction paragraph, you should give your thesis. The thesis should clearly state the opinion that you will defend in your essay. This is your "**overarching argument**" (University of Galway, 2022, para. 3) .

## Example

**Thesis Statement:** Everyone should begin taking small steps today to begin reducing the negative effects of air pollution on our environment, our health, and the global climate.

The overarching argument here is that "Everyone should begin taking small steps today to begin reducing the negative effects of air pollution." This is the writer's main opinion that the whole essay is going to try and prove.

Review the characteristics of an effective thesis as needed. For an argumentative essay, it is especially important that you don't simply state a fact; your thesis should be an opinion that someone else could argue against.

## Effective Thesis Statement Review

An effective thesis statement...

- addresses the **prompt** if there is one\* (i.e., answers the question. Includes an arguable opinion.)
- is usually at the **end** of the 1st paragraph.
- controls the content of **all** of the body paragraphs.
- is a **complete** sentence.
- does **not announce** the topic (e.g., "I'm going to talk about why pandas should be protected.").
- should **not** simply be a **fact** (e.g., "There are many animals on the endangered species list.").
- should **not** be **too general** (e.g., "Preservation is good.").
- should **not** be **too specific** (e.g., "Animals with limited populations whose habitats are threatened by primarily human actions such as pandas, polar bears, and elephants should be protected at the local, national, and international level in order to preserve these species so that future generations of people will be able to live in a world full of biodiversity.")
- may **state** or **imply** main points (e.g., "Certain animals should be protected by multiple levels of government and organizations." vs. "Certain animals, namely endangered animals, should be protected by local, national, and international governments and organizations. ")

## Exercise 7.12: Practice Thesis Statements

*Read the titles of argumentative essays below. Consider the topic of the essay, and then write an effective thesis sentence for each one. Remember to argue for one side of these debatable topics.*

1. America's Giant Trucks: A Safety or a Danger?

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2. Why Everyone Should Go Hiking

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3. Flowers or Books: Should Students Foot the Bill for College Landscaping?

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## Exercise 7.13: Revise thesis statements

*Revise the thesis statements to be more effective for an argumentative essay.*

1. Legalizing marijuana can affect all of the population.
2. The primary argument in favor of banning animal testing is not a good argument.
3. Animal testing is not necessary.
4. Globalization has promoted free commerce and low prices for many products around the world in our actual society.
5. Some farmers grow flowers as a commercial crop.
6. It is thought that eating vegetables will help children to grow up healthy and strong which would lead to a stronger more populous workforce which would benefit a country's economy and well-being as a whole.
7. Due to these various reasons. Schools should provide secure parking for electric scooters.

## Body

Your body paragraphs should give reasons that support your thesis. The topic sentences of your supporting paragraphs will need to include "contributing arguments" (University of Galway, 2022, para. 3). There are like mini claims or arguments that when proven by the evidence in the paragraph will help your overarching argument from the thesis statement.

If you prove the contributing argument true in its body paragraph, it will help convince your reader that the overarching argument is true. Prove the little arguments true in the body paragraph, to show how your big argument from your thesis statement is true.

## Example

### Overarching Argument:

Everyone should begin taking small steps today to begin reducing the negative effects of air pollution.

### Contributing Argument:

First of all, if people made small daily changes such as turning down the thermostat or carpooling, the effect of air pollution on the environment would be lessened.

Your body paragraphs will need to support your side of the argument and acknowledge your opponent's side of the argument. This can be done in its own paragraph(s) or worked into the supporting paragraphs. A counterargument is usually followed by evidence for the counterargument and then a rebuttal with evidence for the rebuttal. When writing the counterargument, make sure you keep a respectful tone in your writing.

### Example Opposition Paragraph:

1. Counterargument	Some people say that regulations on guns are unwise because....
2. Evidence	The evidence they offer in opposition to these regulations includes....
3. Rebuttal	However, ...
4. Evidence	There is evidence to support this such as...

Whether you do this in a single paragraph right before your conclusion, split it into two paragraphs before the conclusion, or use these as supporting details within your regular body paragraphs, it is important to give evidence and present the information fairly. You want your counterclaim to be strong so your rebuttal can stand out and give really good support to your main claim. If you give a good rebuttal to a strong and fairly presented counterclaim, your argument will be even more convincing to the reader.



## Exercise 7.14: Matching

*Match the rebuttals to the counterclaims. Write the letter of the rebuttal on the line next to the counterclaim it addresses.*

1. \_\_\_ Governments have a vested interest in ensuring the economy of a nation flows smoothly.
  2. \_\_\_ However, students are individuals who are responsible for their own actions and their own resulting test scores.
  3. \_\_\_ Some may argue that governments should support and protect laborers as the laborers are citizens and the companies are not.
  4. \_\_\_ There is an argument to be made that because students may have a variety of challenges such as learning disabilities, test anxiety, or impacts of socioeconomic status that the teachers can control, that teachers should not be paid based on their students' test performances.
- A. Teachers became teachers knowing that their students would have various challenges and are trained to account for those challenges in their teaching.
- B. While students do in the end make their own decisions, teachers as role models and guides in their students' lives influence students' actions and thus students' test performance.
- C. However, while ensuring the economy in general prospers, the government is hurting the individual laboring citizens who may lose benefits their strike would otherwise have been able to bring about.
- D. That being said, companies provide livelihoods for many citizens and services for many others, so in the end, average citizens are still benefited when the government intercedes in labor strikes.

## Exercise 7.15: Fill in the Blank

*Read the basic outlines for the arguments below. Write the missing claim (C), counterclaim (CC), and/or rebuttal (R) to complete the argument. Write your answer as a complete sentence.*

1. **C:** Hot chocolate should be provided for all students during the winter months.

**CC:**

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**R:** While that is true, hot chocolate is fairly inexpensive when the flavoring is bought in bulk and the school already has water from the water fountains.

2. **C:** Classes should be held outside at least once a week in the summer.

**CC:** Although there are some benefits from studying outdoors, the summer weather where the school is located is hot and dry, so outdoor classes could damage students' health.

**R:**

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3. **C:** Valentine's candy traditions should be discontinued as they commercialize what would otherwise be a meaningful holiday about genuine love and affection.

**CC:**

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**R:**

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## Exercise 7.16: Complete the Outline

*Complete the outline for an argumentative essay below that answers the following prompt.*

**Prompt:** Should college freshmen be required to take a home economics class?

**TH:** First-year college students should be required to take a home economics class in order to learn how to cook, maintain a home, and manage a budget at what is for many the start of independent adult living.

**TS:** Because many college students are living away from parents and other caregivers for the first time, learning how to cook basic, nutritious food would be beneficial for their health.

**TS:** Furthermore, students can learn the basics of home maintenance such as how to clean and do easy repairs to care for themselves in their new homes.

**TS:** Third, freshmen can establish good financial habits at the start of college by learning to budget.

**CC:**

**R:**

**RTH:** Therefore, college first years should be required to take a home economics class with instruction on some things required to live independently as an adult.

TH = thesis statement, TS = topic sentence, CC: counter claim, R = rebuttal, RTH = restated thesis statement

## Conclusion

The conclusion paragraph of an argumentative essay should "draw a conclusion" based on the information provided in earlier paragraphs. **Draw a conclusion** means "to decide that a particular fact or principle is true according to the information you have been given" (Pearson, 2022, para. 1). What you say in your conclusion paragraph should be based on the claims, reasoning, evidence, counterclaim(s), and rebuttal(s) that you made earlier in the essay. You should draw a conclusion for the restated thesis statement, but you may also use this in other sentences of the conclusion paragraph depending on how you develop the paragraph.

### Logical Conclusions Examples:

- We would have better-educated people and thus, a better economy.
- In conclusion, with these things, we can have a better experience studying abroad, learn better, and can be better helped in achieving our goals.

Your conclusion paragraph should start by restating your thesis. If your essay is well written, the restated thesis should be a logically drawn conclusion based on the information that comes before it. After your restated thesis, you should discuss your topic more generally and apply your opinion to the general context you established in your introduction. You can end with a closing statement that is a suggestion, prediction, or opinion. The ending sentence could also be a logical conclusion. For argumentative essays, you might also try using a **call to action**, asking your readers to join you in your cause.

### Call to Action Examples:

- Let us be more careful about what people are going through. Let us not build walls around ourselves. Let us make this place the place it should be, a place where everyone can feel loved and accepted.
- If a person wants to understand a little bit more of Rio Grande do Sul's culture, she or he should try "churrasco".
- It should be treated as a serious crime.
- Therefore, homeschooling is an attractive alternative to traditional schools and something that parents should seriously consider before deciding to enroll their kids in local classrooms.

While planning your conclusion paragraph, consider the information you plan to give to support your argument. What logical conclusion(s) can you draw from that information?

## Exercise 7.17: Drawing Conclusions

*There has been a murder. Dun Dun Dun! Use the clues below to draw a logical conclusion about who the culprit is. Write your conclusion as a concise sentence on the line. Can you solve the mystery?*

**The crime:** On Wednesday, February 15th, a Ms. Millie of Ms. Millie's Marvoulus Muffins on Main Street in downtown May Spring, Maine was found murdered in her shop. The dearly departed is remembered by dozens of doting citizens for her devilishly delightful dark chocolate muffins. Police are presently pursuing the guilty party.

**The suspects:**

- Mr. Mula, a fabulous millionaire, and patron of the arts who always had his assistant pick up Crazy Choco Muffins from Ms. Millie's bakery on Tuesdays.
- Mr. Jack Colby, Mr. Mula's assistant, and Ms. Millie's secret admirer.
- Ms. Sherry Clemintine, Ms. Millie's baking assistant and Clark's ex-girlfriend
- Mr. Clark Custard, a frequent customer and a worker at the rival bakery, Muffin Madness which is also on Main Street.
- Ms. Hazel Hatch, a local painter recently denied a commission by Mr. Mula
- Mr. Benedict Kale, owner of Muffin Madness and long-time childhood friend and rival of Ms. Millie.

**The clues:**

- Ms. Millie was found surrounded by scattered chocolate truffles.
- The coroner determined that the cause of death was poison.
- The day before the crime was discovered Ms. Millie told her sister she was closing the shop early to go on a date. Her sister does not know with whom.
- The shop security cameras show Ms. Millie working busily until 5:45, 15 minutes before the regular closing time, before the recording suddenly stopped
- Mr. Kale has a chocolate allergy and only makes healthy veggie-based muffins
- A love letter addressed to Ms. Millie was found on the premises, but it was unsigned. There was a smudge of chocolate on the letter, but no fingerprints.
- Ms. Clemintine was out of town at the time of the murder.
- Clark Custard was seen waiting outside the bakery with flowers the day of the murder.
- Ms. Hatch is known to be jealous and good friends with Ms. Clementine.
- Mr. Kale saw Mr. Colby with a box of chocolates on Main Street on the day of the murder.
- Mr. Mula was having dinner with Ms. Hatch on Center Street at 5:30 pm on February 14th. They saw a sad Mr. Custard checking his phone frequently at the same restaurant.

**Your conclusion:**

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## Exercise 7.18: Practice Restated Thesis Statements

*Read the thesis statements from the argumentative introduction paragraphs below. Then, paraphrase to write a matching restated thesis statement you could use in a conclusion paragraph.*

1. Schools should provide students with all the books they will use during the semester of classes.

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2. Social media use should be restricted during classes because it affects our concentration.

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3. With that in mind, parents must understand that they are responsible to teach their children good principles, values, customs, and so forth.

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## Exercise 7.19: Evaluate an outline

Read the outline for an essay about art paint. Evaluate it. What would make the outline more effective? Work to revise the outline.

- TH: Acrylic paints are widely used in art.
  - TS: Acrylic paints are considered non-toxic, but can still have some negative effects on the human body.
  - TS: The some pigments are not good such as "Acrylic paints are water-based but still could contain some toxic ingredients such as cobalt, manganese, cadmium, chromium, and lead. These ingredients can cause some side effects when precautions are not followed." (Artincontext, 2022, para. 1)
  - TS: The polymer emulsion part of acrylic paints affecting skin.
  - TS: Acrylic paint is bad for the environment because it uses synthetic resin which is mostly manufactured from plastic, a petroleum-based product.
  - TS: Furthermore, the processes of making the resin for acrylic paint can cause water pollution.
  - TS: Lastly, the irresponsible disposal of acrylic paints by artists can also cause water pollution.
- RTH: Although acrylic paints are relatively safe and usable by the public, people should be careful using them or find alternative mediums for their art.

Sources: Artincontext. (2022, July 29). *Is acrylic paint toxic? - A guide on the key acrylic paint ingredients*. artincontext.org. Retrieved December 8, 2022, from <https://artincontext.org/is-acrylic-paint-toxic/>

## Exercise 7.20: Complete the Outline

Complete the outline below by filling in the 8 blanks. You may need to write phrases or sentences to show your ideas. You may also need to fill in the missing cohesive devices to show the relationship between the ideas.

- TH: In-person gaming is a better hobby than video gaming because it develops more social skills and is more affordable.
  - TS: **1)** \_\_\_\_\_
    - CC: Some may say that social skills can **2)** \_\_\_\_\_ be developed while playing multiplayer video games.
    - R: **3)** \_\_\_\_\_
  - TS: **4)** \_\_\_\_\_ The equipment needed for tabletop games or card games is also generally cheaper than video game equipment which makes it more affordable and accessible to more players.
    - CC: **5)** \_\_\_\_\_ local libraries often have computers community members can log into and computer and video games available for checkout, **6)** \_\_\_\_\_ this hobby can be accessed by many people for free.
    - R: **7)** \_\_\_\_\_
- RTH: **8)** \_\_\_\_\_

\* TH= thesis statement, TS= topic sentence, CC= counter argument, R= rebuttal, RTH= restated thesis statement

## Exercise 7.21: Make an Outline

Make an outline for an argumentative essay that answers the following prompt.

**Prompt:** Your school miraculously gets a grant to provide free ice cream to students, but they can only provide one flavor. What flavor of ice cream should the school provide and why?

### References:

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# Writing: Cohesion in Arguments

Now that you have an outline or idea of what you want to write, you can begin writing your draft. Your writing should be organized, developed, accurate, and original. It is always important to develop your ideas with accurate details, but in an argumentative essay, it is especially important that your development and ideas are organized in a logical way. You will need good cohesion for your reader to best understand your argument.

**Cohesion** is when the ideas in writing logically flow from one idea to the next idea. Writing paragraphs that have good sequencing will help your readers understand your ideas more clearly. Sometimes you will have a clear order that relates to time. Sometimes you will have an order from least important or impactful to most important or impactful. Sometimes the order is more flexible and there is not one perfect way to sequence the sentences.

Cohesion may happen at the sentence, paragraph, or essay level. You will need cohesion between parts of a sentence, between sentences in a paragraph, and between paragraphs in an essay. Compare the examples of paragraph-level cohesion below. The first paragraph has poor cohesion. Some details may seem to suddenly appear or the ideas may seem to jump around.

## Example: Body Paragraph (Poor Cohesion)

Music should be a required subject at all schools because it helps students' brains. The process of learning and practicing music may provide mental exercise for students. "[Music] [i]s based on relationships between one note and the next. You may not be aware of it, but your brain has to do a log of computing to make sense of it" (John Hopkins Medicine, 2022, para. 6). One proven effect is improved syllable distinguishing. Scientists from Stanford used fMRI research to show that musicians recognized syllables faster than non-musicians (Devlin, 2005). Their brains work better than others. There are possible ways that require more research such as the effect of music on how the brain processes math. Therefore, they should be provided opportunities to study music in school.

### Example: Body Paragraph (Revised for Cohesion)

Music should be a required subject at all schools because it helps students' brains. The process of learning and practicing music may provide mental exercise for students. **As John Hopkins Medicine explains,** "[Music] [i]s based on relationships between one note and the next. You may not be aware of it, but your brain has to do a log of computing to make sense of it" (2022, para. 6). **How exactly music may benefit the brain is still being studied.** One proven effect is improved syllable distinguishing. Scientists from Stanford used fMRI research to show that musicians recognized syllables faster than non-musicians (Devlin, 2005). **This is just one way music helps musicians'** brains work better than **non-musicians'.** There are **other** possible ways that require more research such as the effect of music on how the brain processes math. Therefore, **for students to exercise their brains,** they should be provided opportunities to study music in school.

## Cohesion throughout Your Essay

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To write with cohesion, you will need to write with 'logical flow'. However, 'logical flow' may be different by culture. In American-style academic essays, the flow of an argument is very direct. It is like a straight river from point A to point B. There are no bends or deviations. Maybe the river is long; it might be from point A to point Z, but it will still flow directly. This can be seen at the essay level getting from the introduction ideas to the conclusion ideas, or it can be seen at the paragraph level going from the topic sentence to the concluding sentence. It can also be seen at the sentence level going from one idea in a word, phrase, or clause to the next idea in a word, phrase or clause.

## Logical Flow

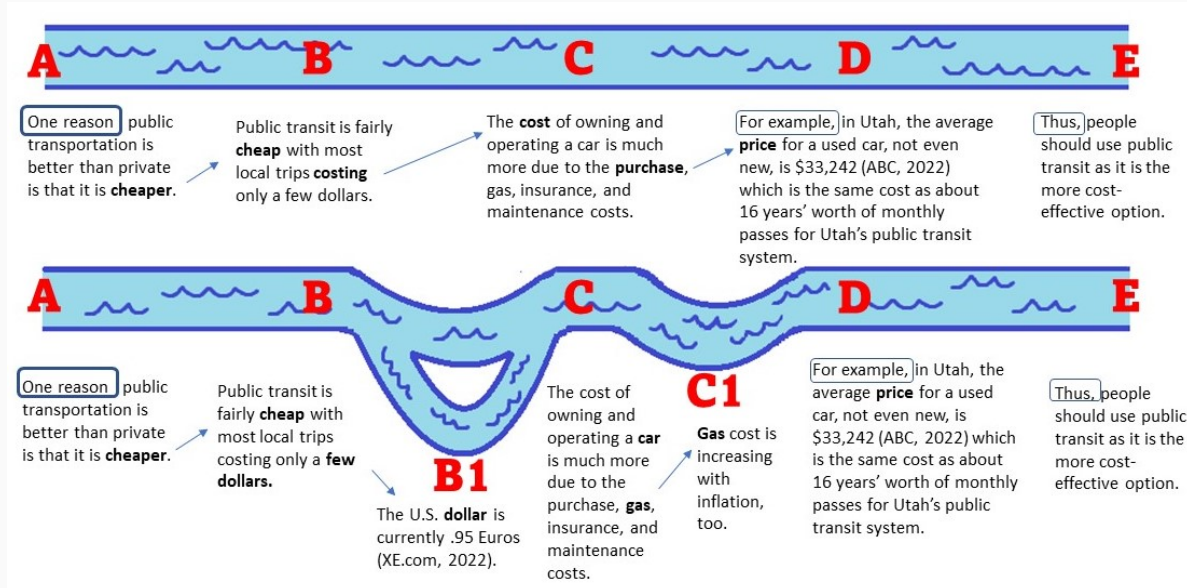


Image: 2022 Barraza

Here you can see two paragraphs as rivers.

The first paragraph has clear cohesion between all the sentences. The idea that ends the sentence starts the next one as shown with the arrows. Where help understanding the connection is needed a cohesive device is used as shown with the boxed words. There is even cohesion with what would be other paragraphs because "one reason" implies that the other body paragraphs will look at other reasons public transportation is good.

The second version of the paragraph has all the same sentences as the first, but it also has two extra sentences, B1 and C1. These sentences seem a little connected with the topics of the previous sentences; they talk about dollars and gas. However, they don't really connect with the sentence that follows after them. So the reader may be confused why the writer went in a different direction for a while if it didn't really help the main idea of the paragraph.

There is also one last pattern of poor cohesion that is not shown in this image which is when the paragraph goes completely off-topic. For example, if the paragraph started talking about conversion rates between the dollar and the Euro and then what factors contribute to that and how the Euro compares to the Yen and so on. This leaves the main idea behind and is like a separate river splitting off to go in a different direction.

For an American-style academic essay, try to keep the river of thought flowing directly to the conclusion.

Let's look at how sentences might have cohesion with one another.

### Example Using Sequencing

- 1) Sentence 1 = idea A then idea B. Fake Christmas trees should be banned.
- 2) Sentence 2 = idea B then idea C. They should be banned because they are plastic.
- 3) Sentence 3 = idea C then idea D. Plastic is harmful to the environment.

Notice how the idea that finishes one sentence starts the next sentence. If we were to take out sentence 2 and just say "Fake Christmas trees should be banned. Plastic is harmful to the environment.", the reader *might* infer the connection between the two sentences. However, the sentences in this example are simple sentences with simple ideas. With longer more complex sentences containing many ideas, your reader might not be able to infer the connection and would just be confused. It would seem like you jumped from one idea to a completely unrelated idea.

The sentences connect through the order or sequencing of ideas. The B idea of the first sentence is repeated or referenced in some way at the start of the next sentence to show how the ideas are connected. If an idea isn't repeated or the next sentence is just idea C, then a cohesive device (word or phrase such as those from the list below) is needed to show how the ideas connect.

### Example with Cohesive Device

- 1) Sentence 1 = idea A then idea B. Fake Christmas trees should be banned.
- 2) Sentence 2 = idea C. The parts of **these** trees are made from plastic.
- 3) Sentence 3 = idea C then idea D. Plastic is harmful to the environment.

In this version, there is no repeat or reference to idea B, so a cohesive device is needed. While students often think cohesive devices can only be adverbs or subordinating conjunctions, there are also many other possibilities such as the demonstrative pronoun "these" used in this sentence. "These" shows that the trees being talked about in sentence 2 are the same trees from sentence 1. This shows the connection between the ideas of sentence 1 and the ideas of sentence 2.

For more information about cohesive devices, see "Cohesive Devices" at the end of this section.

## Exercise 7.22: Identify logical order of sentences

*Each of these sentences combines to make a paragraph. On a piece of paper, write a number for each sentence A-E to show a logical order for sequencing the supporting sentences.*

Topic Sentence: Robots are becoming more advanced with advances in technology.

- A. NASA has robots in space that "are performing tasks with sub-millimeter precision" (National Aeronautics and Space Administration, 2015, para. 3).
- B. Today's robots are very powerful.
- C. On the other hand, the robots of twenty years ago were not able to do as much or make such exact movements.
- D. In addition to being powerful, today's robots are also very precise.
- E. Robots in the United Kingdom, for example, were strong enough to harvest five tons of barley from a farm run by robots last year (Pultarova, 2017).

Conclusion Sentence: With the amazing advances we have seen recently, it is very likely that robots will continue to improve and become capable of doing even more.

## Exercise 7.23: Insert a sentence

*The underlined numbers represent places where the bolded sentence could be inserted into the paragraph. Choose the most logical place to insert the bolded sentence below.*

***Even though all people have different lives and circumstances, stress is universal because it has so many different causes.***

1 Everyone experiences stress. 2 Some of these causes include health, relationships, life changes, and conflicts between your beliefs and your values ("Causes of Stress," 2018). 3 Regardless of the cause, everyone should understand stress because they will have to know how to handle it. 4

## Exercise 7.24: Identify misplaced sentences

*Read the original paragraph. Identify the sentences that seem to be out of place. Then compare the original to the revised version.*

Original:

The skin is one of the most important lines of protection that the human body has against infection. If a germ makes it past the skin, the body has several mechanisms in place to destroy it. For example, the body uses white blood cells to find and destroy germs that enter the body ("Components of the Immune System," 2015). These mechanisms don't always work quickly enough to prevent people from becoming sick, but they do begin fighting the bacteria or virus and help people recover. In order to become infected, either bacteria or viruses have to enter the body. The skin prevents this from happening most of the time, as we encounter thousands—if not millions—of germs every day. Thus, the skin is one of the best ways to protect the body from germs because it blocks the majority of them.

Revision:

The skin is one of the most important lines of protection that the human body has against infection. In order to become infected, either bacteria or viruses have to enter the body. The skin prevents this from happening most of the time, as we encounter thousands—if not millions—of germs every day. If a germ makes it past the skin, the body has several mechanisms in place to destroy it. For example, the body uses white blood cells to find and destroy germs that enter the body ("Components of the Immune System," 2015). These mechanisms don't always work quickly enough to prevent people from becoming sick, but they do begin fighting the bacteria or virus and help people recover. Thus, the skin is one of the best ways to protect the body from germs because it blocks the majority of them.

## Exercise 7.25: Revise for cohesion

*Revise the paragraph for cohesion.*

The languages spoken in Haiti and the Dominican Republic are one evidence of their distinct cultures. On one side of the island, they speak French, while on the other side they speak Spanish. Interestingly, both of these languages were imported, and they are both "...the result of centuries of European colonization and numerous power struggles" (Silver, 2010, para. 3). The indigenous people of the island originally spoke Taino. However, France and Spain both established colonies, bringing their languages with them. There are a few words of Taino that remained in Spanish like huracán (tornado) and maíz (corn) (Reichard, 2017). Due to these new influences, most of the native Taino language was conquered. Both sides of the island are certainly distinct because they now have different languages.

## Cohesive Devices

One way to improve the cohesion of your writing is by using cohesive devices properly. There are many types of cohesive devices: pronouns, adjectives, determiners, prepositions, conjunctions, repeated words, transition words, etc.

Some cohesive devices show certain relationships between ideas, like showing contrast or a cause/ effect relationship.

### **Showing Addition**

Another	<b>Another</b> reason to use public transportation is that it is reliable.
Also	Public transportation is <b>also</b> reliable.
Besides	<b>Besides</b> being efficient, public transportation is reliable.
In addition	<b>In addition</b> to being efficient, public transportation is reliable.
First, second, etc.	<b>Second</b> , public transportation is reliable.

### **Showing Similarity**

Both	The two sports share <b>both</b> a wide fan base and a name.
Likewise	The two sports share a wide fan base. <b>Likewise</b> , they share a name.
Similarly	The two sports share a wide fan base. <b>Similarly</b> , they share a name.

### **Showing Contrast**

However	RNA is able to leave the nucleus of the cell. <b>However</b> , DNA isn't.
In contrast	RNA is able to leave the nucleus of the cell. <b>In contrast</b> , DNA isn't.
On the other hand	RNA is able to leave the nucleus of the cell. <b>On the other hand</b> , DNA isn't.
Whereas	<b>Whereas</b> RNA is able to leave the nucleus of the cell, DNA isn't.
Yet	RNA is able to leave the nucleus of the cell, <b>yet</b> DNA isn't.

### **Show Cause/Effect**

Thus	Excessive stress weakens the body, <b>thus</b> making it easier
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	to get sick.
As a consequence	Excessive stress weakens the body. <b>As a consequence</b> , stress makes it easier to get sick.
Therefore	Excessive stress weakens the body. <b>Therefore</b> , stress makes it easier to get sick.
As a result	Excessive stress weakens the body. <b>As a result</b> , stress makes it easier to get sick.
Consequently	Excessive stress weakens the body. <b>Consequently</b> , stress makes it easier to get sick.
<b><u>Giving Examples</u></b>	
An example of	Squats are <b>an example of</b> exercises that strengthen our muscles
For instance	Many exercises strengthen our muscles. <b>For instance</b> , squats are an exercise that improve muscle strength in your legs.
To illustrate	Many exercises strengthen our muscles. <b>To illustrate</b> , consider how your muscles are strengthened when you do an exercise like squats.



## Exercise 7.26: Identify connectors

1. The following research comes from an article by Peri (2018). If you wanted to include all of this research in a body paragraph, what kind of cohesive device could you use? Write the type of cohesive device on the line below.

1. Sleep plays a critical role in thinking and learning.
  2. Lack of sleep impairs attention, alertness, concentration, reasoning, and problem solving.
  3. Various sleep cycles play a role in "consolidating" memories in the mind.
  4. If you don't get enough sleep, you won't be able to remember what you learned.
- 

2. The following research comes from an article by DiSalvo (2017). If you wanted to include all of this research in a body paragraph, what kind of cohesive device could you use? Write the type of cohesive device on the line below.

1. Controlling your breathing calms your mind
  2. Breathing regulates your blood
  3. Counting breaths taps into the brain's emotional control regions.
  4. The rhythm of your breathing affects
  5. Controlled breathing may boost the immune
- 

3. The following research comes from an article by Jacobs (2017). If you wanted to include all of this research in a body paragraph, what kind of cohesive devices could you use? Write the type of cohesive device on the line below.

1. To give someone a business card, a Japanese business person will hold the card with two hands as she passes the card to the customer. The card should be studied and discussed as part of the conversation.
  2. When an American business person passes a business card to another person, they do not hold it with two hands, and they may not even have a card with them. Many millennials prefer to have business contacts go to their LinkedIn Failure to present a business card is not offensive in American culture.
-

## Exercise 7.27: Draft a body paragraph

*Fill in between the sources with your own commentary to draft a body paragraph about why people should meditate. Use cohesive devices to connect your commentary to the ideas in each source.*

TS: It has been proven that meditation reduces stress significantly.

- Meditating for 10 minutes each day has been shown to reduce mental stress and anxiety because it changes the chemicals in the brain (Andrews, 2016).
- Georgetown University Medical Center researchers say people who practiced mindfulness meditation had "sharply reduced stress-hormone and inflammatory responses to a stressful situation," while those who took a non-meditation stress management course had poor responses (Scott, 2014, para. 3).
- College students who practiced meditation were better able to put their demands into perspective and moderate their stress response (Jones, 2017).

### References:

Devlin, K. (2005, November 26). *Musical ability and the brain* [Radio broadcast transcript]. NPR.  
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# Revising

While revising you may look for areas to improve the unity, cohesion, and development of your essay. Furthermore, you can check that all the parts of the essay such as the thesis statement are effective.

You might also check the argument itself does not have any fallacies, and that it uses ethos, pathos, and logos honestly and well. There are many fallacies you learn about in your reading class. These fallacies might also have multiple names (an English name and a Latin name). The practice in this section will focus on some of the most frequent.

## Common Fallacies:

These are some of the more common fallacies and some examples of them.

**ad hominem:** This is a personal attack on your opponent rather than your opponent's argument

- "Don Micheals would be a terrible governor because he hates puppies."

**post hoc ergo propter hoc:** This is when something happens before something else and so a cause/effect relationship is assumed. It says that because thing A happened before thing B, thing B happened *because* of thing A. It ignores other possible causes.

- "It rained and I did poorly on my test. Therefore, the rain caused my bad test score."

**strawman:** This is when you oversimplify your opponent's argument to make it easier to argue against.

- "The mayor wants to redo all the roads and replace room for cars with trees." When really the mayor is working with the city council to replace half the on-street parking with green space to beautify the city, reduce car speeds, and better control storm water runoff.)

**ad populum:** This is when you say that an argument is right because it is popular. *Everyone* thinks this or *everyone* does this, so your reader should think or do it too.

- "Most people these days drive larger hatchback vehicles. Nobody drives smaller sedan cars anymore."

**slippery slope:** This is when you say that event A leads to event B which leads to event C and so on. Usually, this is a series of events that get progressively worse, but occasionally it can be a series of events that get progressively better.

- "If you don't do the dishes before you go to bed, then they will accumulate in the sink, and then you will get bugs like cockroaches in your apartment. When your girlfriend comes for dinner, she will be grossed out by the cockroaches and break up with you. "
- "If students are given free textbooks, they will be able to study easier and learn more. If they are able to study easier and learn more, they will do better in college. If they do better in college, they will get better jobs and the labor force overall will be more educated. If the labor force is more educated, the nation's economy will be stronger and the country will prosper."

Be aware that writers can use true information, but present it with fallacies. Writers can also use false information and present it with seemingly good rhetoric. Be careful to avoid both fallacies and false information when you are writing

your arguments. This is something to look for when you are revising.

	True Information	False Information
<b>Strongly Presented</b> <b>(Ethos, Pathos, Logos)</b>	*Strong & True	Strong & False
<b>Weakly Presented</b> <b>(Fallacies)</b>	Weak & True	Weak & False

\*Your goal is to have a strongly presented, true argument.

### Exercise 7.28: Discussion

*Discuss the questions below with a partner or group.*

1. What things can you use to evaluate an argument? How would you decide whether an argument is good or bad?
2. Why should you evaluate arguments?
3. Do you evaluate arguments as a reader? How does it affect you as a reader?
4. Do you evaluate arguments as a writer? How does it affect you as a writer?

### Exercise 7.29: Matching

*Match the fallacy to its example. Write the letter of the example next to the correct fallacy.*

Fallacy	Example
1. ____ ad hominem	A. If people just recycled, we could solve climate change.
2. ____ post hoc ergo propter hoc	B. After AI was invented in the 1950s, there was greater civil unrest in the U.S., so it is clear to see that AI caused the civil unrest.
3. ____ slippery slope	C. The critics against schools requiring art classes are all out-of-date boomers.
4. ____ ad populum	D. When students eat a good breakfast, they can test better and get into the college of their dreams which will let them get well-paying jobs in the future.
5. ____ strawman	E. Nowadays everyone uses social media.

## Exercise 7.30: Revising for Fallacies

*Compare the 1st draft and revised drafts of this paragraph from a student's argumentative essay. What fallacies are present in the 1st draft? How is the revised draft improved?*

### **Draft 1:**

First, studying in college will become people into good citizens. University offers an environment where students and all people who belong these college can learn their studying programs and this environment is clean and inspirational. This impacts them in a positive way where they will want to improve their life and as a result, they will be good citizens. For this reason, one important factor to study a college is that there will be fewer people who do not know how to write and read around the world. Thus, illiteracy will decrease around the world and people will be better citizens.

### **Revised Draft:**

First, studying in college will become people into good citizens. The university offers an environment where students and all the people who belong to the university can learn their study programs. This clean and inspirational environment may motivate them to become good citizens. According to Perring & Gillis, "One function of undergraduate education is supporting successful citizenship later in life" (2019, para. 1). This means that after college students are capable to be good citizens. Moreover, they may help their neighbors with being better citizens too. This impact can be seen as a waterfall where the college students with all their learned knowledge are able to provide others with enough information to together improve in the values which are needed to be better citizens. Moreover, through the college students' learned the skill of responsibility they can also be better citizens. For example, they become responsible when they did their assignments and when they manage their money to pay their bills and all the necessary things to survive in college. They can use this skill of responsibility to be better citizens after college. Much of what people learn in college can be applied to situations outside of college. As the Quality Improvement Agency stated, "Citizenship education is an important part of the development of young people. By enabling them to learn about their rights and responsibilities, to understand how society works, and develop knowledge and understanding of social and political issues, citizenship prepares them for dealing with the challenges they face in life" (2007, para. 1). Many of these values that a good citizen does in life are learned in college, so many of the things they learn in college will help them convert into better citizens.

### Exercise 7.31: Revising for Unity and Development Review

*Review this student's paragraph for unity and development.*

Marriage has become a very controversial topic discussed and, although its significance, its value has been degraded with ways of thinking that newer generations would as well live is there is not a change of mind and bring back the real purpose of marriage. To illustrate, an idea like cohabitating is one of the examples how people avoid marriage for reasons that are not very well supported. For instance, the people who are cohabitating maintain this way of living to be free from responsibility in the case that things would not work; or because they did not find it necessary in the beginning, they keep it that way so they do not upset the appplecart. This is passed onto children who observe the parents' behavior and lack of importance given to marriage. It becomes a tradition that children adopt later on because they did not have their parents' example, and eventually marriage has lost complete meaning in more and more families in the future.

### Exercise 7.32: Revise for Cohesion

*Review this student's paragraph for cohesion. The paragraph has been broken into groups of two sentences. How would you improve the cohesion between these groups of sentences? Make any feedback or editing markings on the groups of sentences. Then, write the complete revised version of the paragraph on the lines below.*

1. The first reason why I prefer to study in group is that a group of people have more than one mind thinking and solving problems for example, if someone of the group during the study session has any questions or ideas, it is easier to share and solve the problems with more people thinking instead of only one.
2. for example, if someone of the group during the study session has any questions or ideas, it is easier to share and solve the problems with more people thinking instead of only one. More people working together makes it easier to obtain more study sources, such as research, lectures, and articles.
3. More people working together makes it easier to obtain more study sources, such as research, lectures, and articles. Studying as a group can have some benefits talking about help each other during study time.

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### Exercise 7.33: Revise a Paragraph

*Revise this student paragraph about GMO (Genetically Modified Organisms).*

Secondly, GMO cause mutations in DNA, and are closely tied to cancer and other diseases, and thus mutagenic substances can have dire effects on human health (Norris, 2015). These are the conclusions of a study conducted on 200 rats. The researchers suspect that genetically modified organisms can do evil even to humans. A French study in fact, carried out by Gilles-Eric Seralini shows that GMOs have a toxic effect on animals. This research was conducted for two years in 200 rats, divided into 3 different groups and evaluated the effects. The conclusions are chilling. The group fed with genetically modified maize produced with Roundup, began to show the thirteenth month of serious illnesses (huge mammary gland tumors in females and diseases of the kidneys and liver in males). At least fifteen years that GMOs are marketed. It really is a crime that so far no health authority has imposed the realization of long-term studies. As for transgenic varieties with the approval of the cultivation in the European Union are only two: MON 810 maize and potato Amflora by BASF although only the first really grown in the EU (80% of the total area it is in Spain). 44 other GMO products have been authorized by Brussels for the marketing, such as maize NK 603, at the study center. For now, however, they are not of own production and are only used to feed livestock such as cattle. On this point, "The cattle are killed too early because you can experience the negative effects of GM foods on the long run. The life expectancy of these animals is between 15 and 20 years, but now are felled to five, three years, 18 months or even earlier. There is thus a 'no' dry to the request, by various governments, to suspend the current authorizations of GMOs in Europe. At this point, it is obvious that GMO's are dangerous for human being.

### Exercise 7.34: Peer Review

Read a partner's essay and review its argument.

- Do you see any effective uses of rhetoric?
- Do you see any fallacies?

Mark and label any effective rhetoric or fallacies you find in their writing.

## Exercise 7.35: Check your essay

1. Does the introduction provide the general information a reader needs in order to understand the topic?
2. Does the introduction end with an effective thesis? Does it clearly show your opinion?
3. Do each of the body paragraphs begin with an effective topic sentence?
4. Are the body paragraphs sequenced in a logical order?
5. Look at each body paragraph. Do the supporting sentences support the topic sentence?
6. Look at each body paragraph. Are the supporting sentences sequenced in a logical order?
7. Look at each body paragraph. Is there enough development? Are there more details or examples that would help the reader?
8. Do you acknowledge the opposing viewpoint and have a rebuttal for it?
9. Look at each body paragraph. Does the concluding sentence close the paragraph logically?
10. Does the conclusion paragraph start by restating the thesis?
11. Does the conclusion paragraph have a suggestion, prediction, or opinion at the end?
12. Do you have any grammar errors that interfere with the reader understanding your ideas?
13. Do you include cited sources accurately? Do you have in-text citations for all summaries, paraphrases, and quotes? Do you list all the sources you used on the reference page?

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Revise an Argumentative Essay



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# Revise an Argumentative Essay

## Exercise 7.36: Evaluate an essay

*Read the student essay. Evaluate the essay using these questions:*

- Does the essay follow a general essay structure?
- Are the thesis statement, topic sentences, and restated thesis statement effective?
- Are the ideas of the essay developed so that you understand the main idea of the essay?
- Are all the sentences in the essay unified within and between paragraphs?
- Are the sentences and paragraphs organized to have a logical flow?
- Are there any words, phrases, or sentences that you notice are confusing for you as the reader?
- Does the argument acknowledge the opponent's side and rebut it?

## Exercise 7.37: Give Feedback

*Read the student essay. Then, give the author feedback by answering the question below.*

- What suggestions would you give the author who wrote this?

## Exercise 7.38: Revise an Essay

Read the student essay. Evaluate the essay to determine what needs to change to make the essay better. Decide how you are going to make those changes. Then, make the changes to revise the essay.

You may do this on paper, on a computer, or as your teacher directs.

## Milk

Milk is currently among the most consumed foods in the world. Its nutritional properties help maintain healthy bones by proteins, vitamins and minerals, especially the calcium they contain. However, according to different studies milk is healthy just the first six months of life because this product is not designed for human consumption. Scientists

have identified that this product can trigger bone damage, stimulate cancer cells, and can alter the function of the hormone's body.

Although milk is recommended during childhood because it favors tissues and bone mass, it is not guaranteed that the calcium intake required by an adult. There are other foods with a more effective contribution of this component. Also, the fact of living without milk is not an impediment to having strong bones and teeth, on the contrary, studies have shown that the consumption of dairy or food with calcium is not a protective factor against the risk of fractures. Milk does have indispensable nutrients, but to obtain them we do not need to take it. The best foods to acquire calcium are vegetables.

For many years, milk has been considered an essential food for the healthy growth of our body, particularly in regard to the development of the skeleton. The reason is that milk is rich in calcium, an essential mineral in the bone system, but has been proven that bones can be damaged by consumption of milk after childhood. For instance, a glass of milk also contains acidic animal proteins that filter calcium from the bones, pus cells, feces components, bovine growth hormone, antibiotics, unnecessary fat, cholesterol, and calories which create a severe imbalance in the body. (Verma, 2016, para. 4). Furthermore, the digestion and absorption of calcium interfere with the normal functioning of kidney. "Excess calcium needs to be excreted and the kidneys bear the load, which in turn contributes to the formation of kidney stones, which have a calcium composition" (Verma, 2016, para. 5). For this reason, experts recommend that it is preferable to replace this product with other healthier products for human consumption.

Moreover, milk can stimulate cancer cells. This product is one of the causes of food allergies. More than 70% of the world's population is unable to digest milk sugar: lactose which has led nutritionists to think that this is the normal condition of adults, and not a deficiency. (Plante, 2016, para. 26.). Due to the fact, that situation creates the ideal environment to stimulate cancer cells. "One reason milk consumption may lead to cancer risk is insulin-like growth factor, IGF-1 (not to be confused with bovine growth hormone, rBGH). Milk contains IGF-1 for good reason: milk is designed for babies, and IGF-1 helps us grow. IGF-1 affects growth, as well as other functions, and is normally found in our blood. Higher levels of IGF-1, however, appear to stimulate cancer cells." (Stewart, 2004, para. 7). Consequently, the effects of milk on adults can be fatal, especially for those who have digestion problems.

Furthermore, components in milk can alter hormones in our body. "Foods of animal origin in general naturally contain hormones, but cow's milk may be of particular concern. The hormones naturally found even in organic cow's milk may have played a role in studies that found a relationship between dairy products and human illnesses, such as acne, certain cancers, and male reproductive disorders. Milk consumption has also been associated with an increased risk of early puberty in girls and endometrial cancer in postmenopausal women." (Greger, 2016, para. 4). "It is well known that rBGH [synthetic bovine growth hormone] increases levels of another growth hormone, IGF-1, which is identical in cows and humans. At elevated levels, IGF-1 is known to increase cancer rates in humans.

"Consumption of milk can provide essential nutrients for our body, but the excessive consumption can develop health problems related with bones, cancer and hormones."

Most of the industrialized nations of the world, including Canada, Australia, New Zealand, Japan and all 25 nations of the European Union, have disallowed the use of rBGH, based primarily on human and animal health concerns. The Codex Alimentarius, the U.N.'s main food safety body, has concluded there is no consensus that rBGH is safe for human consumption."

Thus, while milk in children can stimulate their growing, for adults can be dangerous and affect bones, trigger cancer and alter the functioning of the hormones.



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Access it online or download it at [https://open.byu.edu/up\\_writing\\_winter/revise\\_an\\_argumentat](https://open.byu.edu/up_writing_winter/revise_an_argumentat).



## Appendix C: Using Sources

Academic writing often requires sources. You will use sources to support your main idea. Using good sources makes your writing more credible. It is an appeal to ethos. By citing others you show that others share or support your idea too and, hopefully, that those other people are experts in some way about the topic. You also show that you have researched the topic and have become an expert on the topic yourself.

You need to be very careful when you use sources so that you do not plagiarize someone else's work. Quoting, summarizing, and paraphrasing are the most common ways to use sources.

Finding Sources
In-text Citations
More about Reference Pages



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# Finding Sources

You can look in many different places to find credible sources. Print books, newspapers, journal articles, and websites are some of the more frequently used, but you can also use video, radio broadcasts, interviews, and many other types of sources as well. Websites and journal articles will likely be some of your most frequently used sources, so most of this unit will focus on them.

## Finding Other Sources

Sources are often gathered at university libraries and are usually free to use. University librarians are happy to help students become familiar with the sources stored at their libraries and in their library databases.

If you have questions about using other sources,

- ask your teacher.
- ask a librarian (university or public).
- See this webpage: <https://edtechbooks.org/-pQNh> .
- See this webpage: <https://edtechbooks.org/-flev> .

## Using Website Sources

There are some websites that are useful to cite in academic papers, but there are many websites that you shouldn't use as a source for an academic paper. Websites you may cite in a researched essay include sites like The United States Department of Commerce or NASA. Sites that are not good to use are sites like personal blogs, social media, open-source websites, or forums.

A website URL can tell you a lot about the credibility of a source. If you are on a government website (.gov), people usually feel that the information is more credible than what is written on a commercial website (.com). Educational websites (.edu) and organization websites (.org) are sometimes credible, but you should be careful. You can narrow a Google search by domain extension if you simply type the extension after your search term (e.g., Poverty .gov) in the Google search bar.

Good	. gov
	.edu
	.org
Use with Caution	. com

.co

.net

The website domain extension alone isn't enough to know if the site is a good source. For example, many newspapers and encyclopedias use the *.com* extension and can still be good sources.

Other things you can look at are references, authors, and dates. If you read an educational website that lists references, that is an extra level of confidence that you can trust what they say is true. If you see an author, that is also usually a good sign. Finally, look for a date of publication. If the website was last updated in 1990, using that website probably isn't a good idea. Look for things that are more current, or are at least updated regularly.

## What about Wikipedia?

Wikipedia is an excellent place to begin your preliminary research for a topic (but not a source you should cite).

Wikipedia can offer background knowledge that will help you decide quickly if you are interested in a topic. You can also use wikipedia to mine for other, better sources. If there are references listed at the end of the article, those references would be an excellent place to start looking for sources you can cite.

### Ways to Mine for Better Sources:

1. Click the hyperlinked [#] in the text or full links at the bottom of the page.
2. Read the titles of any articles/books included on the page. Would they be useful? If so, copy and paste them into an internet or library search bar to find the original source.
3. Are there any names that are frequently repeated? These names might be prominent experts on this topic. Copy and paste those names into a search bar to see if you can find out who they are and if they made any sources you could use.



*Image: Barraza 2022*



Use these methods to avoid having to cite Wikipedia. Avoid citing Wikipedia mountain by mining for the gems of trustworthy sources.

Most teachers will ask you not to cite Wikipedia for several reasons. First, it can change (and does change) frequently. When you write an essay and list references, people should be able to look up your references for more information. If someone looks up a Wikipedia article, it may be different from when you wrote your essay. Second, it can be edited by anyone, so you don't know if the information there is completely accurate. It is a good place to start, but you will need more credible sources for your essay.

## Academic Searches

Journal articles (especially those from a respected journal) and books are often considered much more credible than general websites, so it will strengthen your writing to use them.

You may find that journal articles and books are very difficult to understand. It is helpful to start by reading the abstract of an article before you read the entire article. The abstract will give a brief summary of the article. Some students skip the abstract and start reading with the beginning of the introduction, but this will slow you down in your research.

In order to find academic research articles, you should use a library database or Google Scholar.

### Databases

Databases are collections of academic sources. Some databases you could use include:

- <https://lib.byu.edu/>
- <https://lib.byu.edu/journals/>
- <https://scholar.google.com/>
- <https://www.jstor.org/>
- <https://edtechbooks.org/-YLGf>
- <https://edtechbooks.org/-NBAi>

For a full list of databases available to BYU students see: <https://lib.byu.edu/databases/>

The trick to finding research when you use an academic database is limiting your search to find useful results. You can use quotation marks, asterisks, or boolean search terms (e.g., AND) to refine your search. For example, if you want to write an essay and describe various types of earthquakes, you will get different results if you use these different search terms:

funding for music education =	any articles that use the words <i>funding</i> , <i>for</i> , <i>music</i> , or <i>education</i>
"funding for music education" =	only articles that use the exact phrase <i>funding for music education</i>
funding AND music =	any articles that mention BOTH <i>funding</i> and <i>music</i>
fund* AND music* =	any articles that use the words <i>fund</i> or <i>funding</i> as well as <i>music</i> , <i>musical</i> , etc.

For more information and practice finding and understanding academic sources, check out the research tutorials at <https://ysearch.lib.byu.edu>.

### Tip: Keeping Track of Sources

There are many different ways to keep track of your sources. For this exercise, you will practice using a table or spreadsheet.

1. Create a table in your word document or create a separate spreadsheet that looks like the one below.
2. In the first column, make a list of possible search terms you might use to find sources.
3. As you use the search terms, click on articles with titles that sound relevant.
4. Read only the abstract. If you need more information, the introduction and conclusion may be helpful at this stage.
5. If the article abstract sounds connected to your thesis, copy and paste the names of the article in the second column.
6. Add the name of the journal or website in the third column.
7. In the fourth column, you can make a note of what part of your outline the source would best support (ex. the first topic sentence, the opposite point of view, introducing a definition of the topic, etc).
8. Later, when you have time, you will read the article and add notes and any quotes you may want to use in the final column.

This is a helpful way to keep all of your outside information organized. It will be easier to create your reference page later and to add support from sources as you write your body paragraphs.

Search Term	Name of Article	Name of Journal/Website	Section of Essay I Think It Will Support	Notes and Quotes After Reading

## Exercise 1: Find Sources

Using a table like the one below, find **THREE** sources to support the following thesis statement:

- There have been many different ways for which pollution has impacted society, some of those include health and the environment.

Search Term	Name of Article	Name of Journal/Website	Section of Essay I Think It Will Support

### References:

BYU Library. (2022, July 6). *Finding books and print resources - step-by-step guide & research ...* guides.lib.byu.edu. Retrieved December 16, 2022, from <https://guides.lib.byu.edu/c.php?g=216340&p=1428398>

Purdue OWL. (2022). *Apa formatting and style guide (7th edition)*. APA Formatting and Style Guide (7th Edition) - Purdue OWL® - Purdue University. Retrieved December 16, 2022, from [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/index.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html)



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# In-text Citations

When you use information you found in your sources, you need to mark that information to show that the ideas are not your ideas. This will help the reader to find the matching entry on the reference page, so they can use that information to go read or listen to the original source if they want to. You need in-text citations in your paragraphs, when you use the ideas or words from another person or organization. In other words, you will need a citation in any of these situations:

- A direct quote
- A summary
- A paraphrase
- Any time you use ideas that aren't general knowledge

Source material is marked in your essay using in-text citations. The exact format of your citation will vary a little depending on the style guide you are using. All of the citations in this book use the APA style guide, but there are other style guides you may need to use in college. Your teacher will usually tell you which style guide they expect you to use.

Three basic types of information are required for an in-text citation:

1. The author's last name
2. The year that the information was published
3. The page number (or for some electronic sources, the paragraph number)

## Example: In-Text Citation

(Walker, 2015, p. 10).

The in-text citation is split if you use a phrase to introduce the source material that includes the author's name. The year goes in parentheses directly after the name of the author, and the page number goes in parentheses at the end of the source material. See example below.

## Example: In-Text Citation with an Introductory Phrase

According to Walker (2015), "Several districts had sufficient resources to provide some funding for elementary arts but not enough to establish a high-quality, sequential program staffed by fully qualified professionals." (p. 10).

The way you use ideas or words from the source will also determine how much information you need to give the reader for them to find the source. The main difference is that if you use the exact words from the source, you need to give the page or paragraph number for the reader to be able to find those exact words in the source.

	Author/Organization	Year Published	Page/Paragraph #
<b>Quote</b>	needed	needed	needed
<b>Summary</b>	needed	needed	<i>optional</i>
<b>Paraphrase</b>	needed	needed	<i>optional</i>
<b>Other</b>	needed	needed	<i>optional</i>

## Examples

Example	
<b>Quote</b>	(Walker, 2015, p. 10)
<b>Summary</b>	(Walker, 2015)
<b>Paraphrase</b>	(Walker, 2015)

## Variations

You may need to adjust the in-text citation for some of your sources, depending on the information that is available. Some of the more frequent situations you may encounter are shown below. For more information about these or other situations you encounter while trying to create citations, check out <https://edtechbooks.org/-YxHt>.

## No author?

If there is no author listed because something was written by an organization, include the organization's name. If the organization has a widely-recognized acronym, you can use it after the first in-text citation (e.g., NASA).

### Example: In-Text Citation with a Group as the Author

The Centers for Disease Control and Prevention (2022) explains that "People infected with RSV usually show symptoms within 4 to 6 days after getting infected." (para. 1). While there are a wide range of symptoms for adults, for "...very young infants with RSV, the only symptoms may be irritability, decreased activity, and breathing difficulties." (CDC, 2022).

If there is no author or organization name, (as is the case with many encyclopedias or dictionaries), you should use the first few important words of the article's title with quotation marks.

### Example: In-Text Citation without an Author

"Acid reflux occurs when the sphincter at the base of the esophagus isn't working well, allowing fluid from the stomach to enter the esophagus. The worst foods for reflux can worsen painful symptoms, while other foods can soothe them, says UH gastrointestinal surgeon Leena Khaitan, MD." ("The Best and Worst Foods for Acid Reflux", 2014, para. 2).

## Two authors?

In parentheses, use the ampersand (&) between the names. In an introductory phrase, write the word *and*.

### Example: In-Text Citation with Two Authors

Recent research has concluded that "...progress in fuel efficiency may be perceived as a smokescreen hiding the dramatic increase in absolute fuel burnt and thus aviation's impact on climate." (Dobruszkes & Ibrahim, 2022, p. 10).

## More than two authors?

You only need to list the first author's last name and et. al. for every citation. This is an update for the 7th edition APA style guide.

### Example: In-Text Citation with Three Authors

As explained by Shadinger et al., "having students recite aloud a self-affirming statement in unison immediately prior to delivery of a required speech or presentation provides a greater reduction in performance anxiety than not doing so." (Shadinger et al., 2020, p. 1).

## No page number?

---

The paragraph number should be used with the abbreviation *para*. If there are headings in the text, use the name of the heading before the paragraph number. Put the name of the heading in quotation marks. (Some headings may be very long. In that case, you can use a shortened version.)

### Example: In-Text Citation without Page Number

"Color photography started to become popular and accessible with the release of Eastman Kodak's "Kodachrome" film in the 1930s. Before that, almost all photos were monochromatic – although a handful of photographers, toeing the line between chemists and alchemists, had been using specialized techniques to capture color images for decades before." (Cox, 2022, para. 6).

### Example: In-Text Citation without Page Number

"Today, T.E. Lawrence remains one of the most iconic figures of the early 20th century. His life has been the subject of at least three movies—including one considered a masterpiece—over 70 biographies, several plays and innumerable articles, monographs and dissertations. His wartime memoir, *Seven Pillars of Wisdom*, translated into more than a dozen languages, remains in print nearly a full century after its first publication." (Anderson, 2014, para. 9).

## No year?

---

Use the abbreviation *n.d.* (no date).

### Example: In-Text Citation without Year

William Adams "...was an English navigator who in 1600 was the first of his nation to reach Japan." ("The Life of William Adams," n.d., para. 1).

## Other variations?

---

Check a complete APA citation style guide like the *Publication Manual of the American Psychological Association* (7th ed.) or the OWL online.



## Exercise 1: Create Citations

Create citations for the following sources. While this chapter focuses on using APA format, you are welcome to cite your sources in a different way if you prefer. The important skill here is to give credit to the original author for the ideas and to understand how to avoid plagiarism. You will have plenty of time in a university setting to learn how to correctly use the style guide for your area of study.

1. Search for these articles on the BYU Library website or Google Scholar to find any other necessary information.
2. Write the citation that would be used in an essay paragraph.

### The anguish of Mykola Hohol a.k.a. Nikolai Gogol

 Book / [Luckyj, George S. N. \(1919–2001\)](#)

*1998, Toronto: Canadian Scholars' Press, English*

BYU Library Bookshelves / Floor 5–C

**PG 3335 .L83 1998**

[Browse nearby items](#)

**Available for Checkout — 1 copy**

On shelf, see map below

# Snow country tales

Life in the other Japan

 **Book** / [Suzuki, Bokushi \(1770–1842\)](#)

*1987, New York; Tokyo: Weatherhill, English*

BYU Library Bookshelves / Floor 1–N


**DS 894.59 .N54 S9513 1987**

[Browse nearby items](#)

**Available for Checkout** — 1 copy

On shelf, see map below

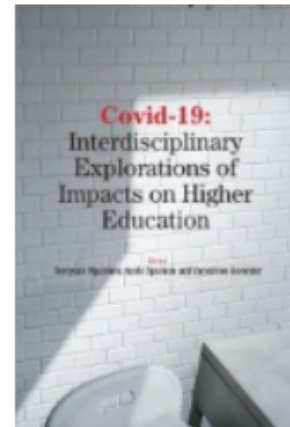
## Covid-19: Interdisciplinary Exlorations of Impacts on Higher Education

 **E-book (Online)** / [Tennyson  
Mgutshini; Kunle Oparinde;  
Vaneshree Govender; Tennyson  
Mgutshini; Kunle Oparinde; Vaneshree Govender](#)  
[Show less](#)

*2021, Covid-19: Interdisciplinary Exlorations of Impacts on  
Higher Education*

**[ebSCOhost.com](#)** →

*eBook Collection (EBSCOhost)*



## Exercise 2: Create More Citations

Create citations for the following sources. While this chapter focuses on using APA format, you are welcome to cite your sources in a different way if you prefer. The important skill here is to give credit to the original author for the ideas and to understand how to avoid plagiarism. You will have plenty of time in a university setting to learn how to correctly use the style guide for your area of study.

1. Open these links to articles to find any other necessary information.
  2. Write the citation that would be used in an essay paragraph.
- [Signs of Arrival](#)
  - [Culture in the Seminar Room of Poetry: Poetic Insights for Cultural Psychology](#)
  - [How to learn a heritage language](#)

### References:

Walker, L. N. (2015). Do You Really Want to Know? Elementary Music Personnel and Potential in Utah. *Arts Education Policy Review*, 116(4), 201–213. <https://doi-org.byu.idm.oclc.org/10.1080/10632913.2014.944968>

Centers for Disease Control and Prevention. (2022, October 24). *Symptoms and Care of RSV*. Retrieved from <https://www.cdc.gov/rsv/about/symptoms.html>.

*The Best and Worst Foods for Acid Reflux*. (2014, April 15). *The Best and Worst Foods for Acid Reflux*. – What to Eat and Avoid | University Hospitals. Retrieved from <https://www.uhhospitals.org/blog/articles/2014/04/best-and-worst-foods-for-acid-reflux>

Dobruszkes, F., & Ibrahim, C. (2022). “High fuel efficiency is good for the environment”: Balancing gains in fuel efficiency against trends in absolute consumption in the passenger aviation sector. *International Journal of Sustainable Transportation*, 16(11), 1047–1057. <https://doi-org.byu.idm.oclc.org/10.1080/15568318.2022.2106463>

Shadinger, D., Katsion, J., Myllykangas, S., & Case, D. (2020). The Impact of a Positive, Self-Talk Statement on Public Speaking Anxiety. *College Teaching*, 68(1), 5–11. <https://doi-org.byu.idm.oclc.org/10.1080/87567555.2019.1680522>

Cox, S. (2022, December 19). *Introduction to photography: The universal language*. Photography Life. Retrieved from <https://photographylife.com/what-is-photography>

Magazine, Smithsonian. (2014, July 1). *The true story of lawrence of arabia*. Smithsonian.com. Retrieved from <https://www.smithsonianmag.com/history/true-story-lawrence-arabia-180951857/>

*The life of William Adams*. (2023, January 21). Retrieved from <https://www.williamadams.fr/the-life-of-william-adams/>





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Access it online or download it at [https://open.byu.edu/up\\_writing\\_winter/citations](https://open.byu.edu/up_writing_winter/citations).

## More about Reference Pages

You will need to include a reference page at the end of your essay. The **reference page** is a page at the end of your paper where you list information about any of the sources you cited in your paper. Sources that you quoted, summarized, and/or paraphrased need to be listed on your reference page.

Only sources cited in your paper can be put on a reference page. If you didn't cite the source with an in-text citation somewhere in your paper, then you can't put it on your reference page. If you used a source and want to put it on your reference page, but didn't cite it somewhere in your essay with an in-text citation that is a problem that needs to be fixed. If you used even just ideas from a source, it should be cited. Find the place you used the source in your essay, cite it with an in-text citation, and then you can add the source properly to your reference page.

The reference page serves several purposes. If a reader is interested in your paper and wants to read the sources that you read, they can look in your references and find them. The reference list can also add to your credibility as an academic writer. It can show that you have done enough research that your reader can believe what you wrote.

When you build a reference page, you need to know what type of sources you used. Books have a different format than journal articles; newspaper articles have a different format than websites. The following pages include a series of sources you may use in your researched essays. Each source will include the type of source (e.g., newspaper article) and a general citation format. In addition to the general information, an example will be provided of the source and how that source should be cited.

The format of your reference page (as well as your in-text citations) depends on which style guide you are using. Style guides are a list of rules about how to format your writing. Common style guides include APA, MLA, Chicago, and Turabian. Your college professors will tell you which style guide to use. You will learn what a reference page for APA looks like in this section of the book, but there are other style guides to be aware of. You do not need to memorize the rules for any particular style guide, but you **do** need to know where to find them and how to use them. As with the in-text citations, there are many rules about how to format your reference page, and this section of the book is not comprehensive. If you have a source that is not explained in this section of the book, you can look up the APA Publication Manual (7th edition) or the [Purdue OWL](#).

To cite your source you will need to do the following:

1. You need to know the style required by your teacher: APA, MLA, Chicago, etc.
2. You need to know what type of source you are citing: website, journal, book, etc. The type of source determines the exact information you will need and the order of that information in its own special format.
3. Use a citation website or style guide to help you format the information about your source into the correct order.

## How to Make a Reference Page

1. Start with the word "References" centered on the first line.
2. Organize your references in alphabetical order.
3. Use a "hanging indent". This means that the first line of the entry will start at the left margin, but the subsequent lines will be indented in .5" from the margin.
4. Double-space between each entry on the entire reference page.
5. The reference page should be included on a separate page after the body of the essay.

The information you include in each individual reference will vary by style and by source type. There are entire books and websites dedicated to each style that include pages upon pages of specific instruction for each source type and possible variation. So, for specific guidelines, you will need to look up how to cite your specific type of source in one of those style guides. However, there are a few citation formatting tips you can use for how to cite sources in general.

1. Last Name and 1st initial of the author(s)/Organization
2. Year of publication
3. Title of the article, chapter, or website
4. Title of the journal or book
5. Edition, volume, and/or page number
6. Publication location (city, state, etc) or website information

### Example

Culhane, E. C. (2019). Hearing Absence: Shusaku Endo's Silence and the Dark Night of the Soul. *Religion & Literature*, 51(2), 23-45. Retrieved from <https://doi-org.byu.idm.oclc.org/10.1353/rel.2019.0030>

## Example Breakdown

Culhane, E. C. (2019). Hearing Absence: Shusaku Endo's Silence and the Dark Night of the Soul. *Religion & Literature*, 51(2), 23-45. Retrieved from <https://doi-org.byu.idm.oclc.org/10.1353/rel.2019.0030>

Culhane, E. C.	Author's Name(s)
(2019).	Publication Year
Hearing Absence: Shusaku Endo's Silence and the Dark Night of the Soul.	Title
<i>Religion &amp; Literature</i> ,	Journal Name
51(2), 23-45.	Volume number, Issue number, and page numbers
Retrieved from <a href="https://doi-org.byu.idm.oclc.org/10.1353/rel.2019.0030">https://doi-org.byu.idm.oclc.org/10.1353/rel.2019.0030</a>	website information

## Example: References

Culhane, E. C. (2019). Hearing Absence: Shusaku Endo's Silence and the Dark Night of the Soul. *Religion & Literature*, 51(2), 23-45. Retrieved from <https://doi-org.byu.idm.oclc.org/10.1353/rel.2019.0030>

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<https://doi.org/10.1177/0959683619857226>

NOAA, (n.d.). *What is the difference between a hurricane and a typhoon?*. Para 2. Retrieved from <https://oceanservice.noaa.gov/facts/cyclone.html>

Lieth, P. (n.d.). *Pru Lieth's Raspberry Blancmange*. The Great British Bake Off. Retrieved from <https://thegreatbritishbakeoff.co.uk/recipes/all/prue-leith-raspberry-blancmange/>

## Journal Article with DOI

A doi is a digital object identifier. This number acts as a permanent link to be able to find a copy of a specific article on the internet. Journal articles sometimes have a doi assigned to them. If the journal article you use has a doi, you should include it in the citation.

### General format:

Surname, Initial. (Year). Title of article. Title of Journal, volume(issue), pages. doi: #####

Kaye, D. & Gray, J. E. (2021). Copyright Gossip: Exploring copyright opinions, Theories, and Strategies on YouTube. *Social Media + Society*, 7(3). doi: 10.1177/20563051211036940

## Journal Article without DOI

As mentioned in the previous example, a doi acts as a permanent link to help people find a copy of a specific article on the internet. If the journal article you use does not have a doi, you should include the URL you got the article from.

### General format:

Surname, Initial. (Year). Title of article. Title of Journal, volume(issue), pages. Retrieved from <http://site>

Bailey, C. et al. (2023). Retire the Conventional Laryngoscope?. *American Association of Nurse Anesthesiology*, 91(1), 39-45. Retrieved from <https://www.aana.com/publications/aana-journal>

## Book

There are slight variations in requirements for citing chapters of books, books with editors, and books that have several editions. The following is a general format.

### General format:

Surname, Initial. (Year). Title of book. Location: Publisher.

Guerber, H. A. (1895). *Stories of the Wagner Operas*. New York: Dod, Mead and Company.

## Newspaper Articles

Journal articles take time to develop, review, and publish. If you are looking for information about an event of current interest (especially in quickly changing fields like technology and politics) a reputable newspaper can be a good source.



### General format:

Surname, Initial. (Year, Month Date). Title of article. Title of Newspaper. Retrieved from <http://site>

If you use a paper copy of a newspaper article, replace the website with the page numbers of the article.

Heyward, G. (2023, February 16). *Larry the Cat celebrates 12 yeasers of dutiful service at No. 10 Downing St.* National Public Radio. Retrieved from <https://www.npr.org/2023/02/16/1157507569/larry-cat-no-10-downing-street-british>

## Entry in an Online Reference

Online references include dictionaries and encyclopedias. These words frequently do not list an author or a date of publication. If they do list the author, then you should list the author's name like you usually would.

### General format:

Search term (n.d.). In Title of reference. Retrieved from <http://site>

Antidisestablishmentarianism, (n.d.) Cambridge University Press & Assessment. Retrieved from <https://dictionary.cambridge.org/us/dictionary/english/antidisestablishmentarianism>

If you cite a website with an organization listed (e.g., NASA, EPA, etc.) instead of an author, the or- ganization should be listed as the author. If there is not an organization, write the title of the article in the author's position. (If there is no article title, write the name of the website). The article or website title does not need to be italicized. If the date, month, and year are included on the website, list all of them. If not, just use the year.

## General Websites

If you cite a website with an organization listed (e.g., NASA, EPA, etc.) instead of an author, the organization should be listed as the author. If there is not an organization, write the title of the article in the author's position. (If there is no article title, write the name of the website). The article or website title does not need to be italicized. If the date, month, and year are included on the website, list all of them. If not, just use the year.

### General format:

Surname, Initial. (Year). Title of article. Retrieved from <http://site>

National Council of Teachers of English (2001, Novermber 30). *Resolution on Teaching in a Time of Crisis.* Retrieved from <https://ncte.org/statement/teachingtimeofcrisis/>

## Exercise 1: Find Citable Information

Look at the screenshots of possible sources below and answer the following questions.

- What information could you use to add to a citation for each source?
- What information is missing for a citation about each source?



1.

**Wiley Online Library**


Search







**NATIONS AND NATIONALISM**  
JOURNAL OF THE ASSOCIATION  
FOR THE STUDY OF ETHNICITY  
AND NATIONALISM  
AS EN

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### The nation in bronze and granite: Creating national monuments in post-Soviet Bishkek

Moira O'Shea 


First published: 28 February 2023 | <https://doi.org/10.1111/nana.12934>

 SECTIONS  PDF  TOOLS  SHARE

### Abstract

Scholars of nationalism have long looked to material forms of symbolic power to understand the politics and cultures of nations, and national monuments specifically have been studied as reflections of ideological programmes of political regimes.

2.



Est. 1828

**Dictionary**

Thesaurus

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🔍

Games & Quizzes

**Dictionary**

**Definition**

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Example Sentences

Word History

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Entries Near

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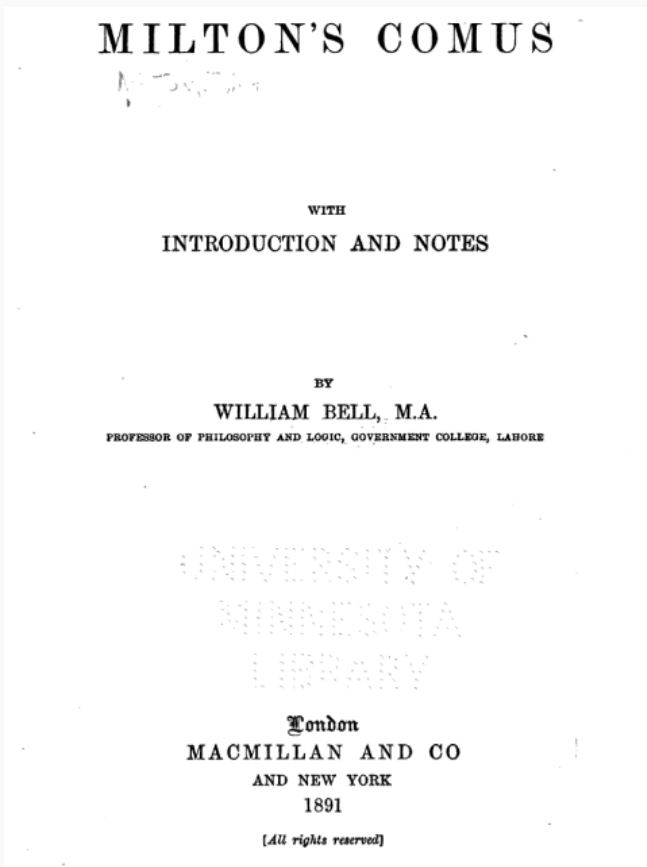
# altruism noun

al·tru·ism    'al-trü-,i-zəm

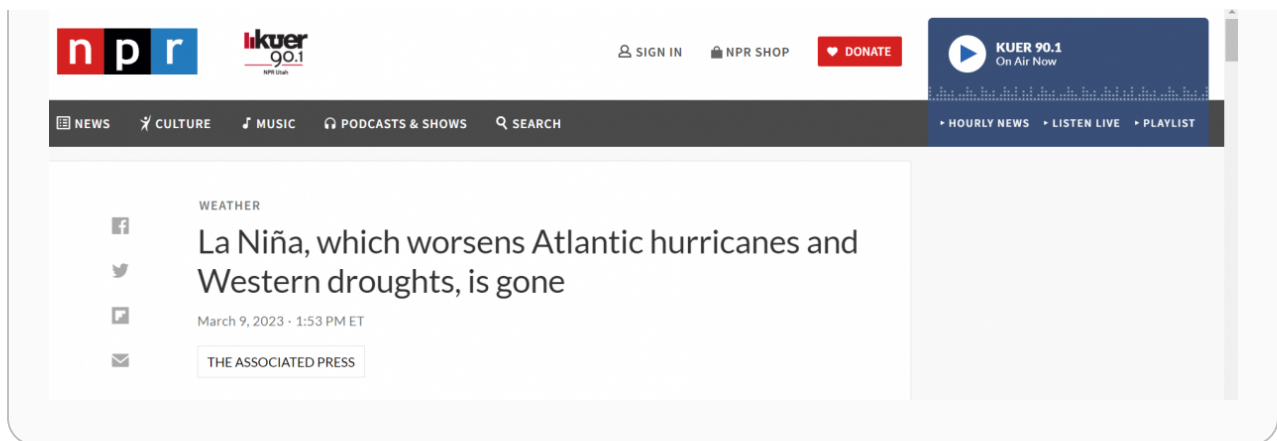
[Synonyms of \*altruism\*](#)

- : unselfish **regard** for or devotion to the welfare of others  
| charitable acts motivated purely by *altruism*
- : behavior by an animal that is not beneficial to or may be harmful to itself but that benefits others of its species

3.



4.



## Exercise 2: Make Reference Page Entries

*Write a reference page entry on the lines for the following quotes, summaries, and paraphrases used in an essay about the life of Dieter F. Uchtdorf. You can do this by hand or use the [Citation Machine](#) website to make your entries.*

1. Quote: "To avoid suspicion, the rest of the family would not be able to travel together. They would have to make the attempt separately" (Nelson, July 2008, para. 1).

Source: <https://edtechbooks.org/-KQGU>

---

2. Summary: The faith in the family started with the faith of President Uchtdorf's grandmother. She was in a standing line for food following the end of the War, when an elderly sister with no family invited her to the church (Holland, 2005).

Source: <https://edtechbooks.org/-ZSCX>

---

3. Paraphrase: Harriet was still single when Uchtdorf returned from serving in the military, and he managed to capture her heart (Hill, 2004).

Source: <https://edtechbooks.org/-JLvX>

---





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## Appendix D: Extra TOEFL Resources

Timed writing can take many forms, but the obvious unique factor of this type of writing is the fact that there is a limit on the amount of time you have to complete it. This most commonly occurs in an exam situation, where the tester is evaluating how well you understand a topic and/or can explain your thoughts without any external assistance. The amount of time and the expected length of your writing will vary based on the instructions.

Many international students seeking to study at English-speaking universities will take an English proficiency exam such as the TOEFL. The TOEFL exam includes a section to test students' ability to write in English. There are two distinct parts: the integrated writing task and the independent writing task. The integrated task determines whether students can synthesize two sources that they read and listened to. The independent task determines whether students can write about their own opinion with supporting detail.

In this textbook, you have learned how to write for general timed writing and integrated writing situations you will encounter in real-world situations. The two TOEFL writing tasks have a much more specific format and requirements than you learned for general real-world situations. Appendix C includes extra information and practice specific to the format and requirements needed to score well on the TOEFL. This is an optional bonus chapter for student-independent study or teacher-directed use.

TOEFL Integrated Writing
TOEFL Independent Writing
Creative Writing (analogy/metaphor/simile)



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# TOEFL Integrated Writing

The integrated writing task requires you to summarize and compare academic information.

## Task format

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You will have three minutes to **read** a passage about an academic topic. You should take notes about the main points that the author makes, but you do not need to write a lot because you will be able to see the reading again when it is time to write.

Then you will **listen** to a piece of an academic lecture that addresses the same topic that you read about. The professor that is speaking may have the same opinion as the author of the article you read, but the professor often has an opposing point of view. You need to take good notes during the listening. You can only listen one time. Make sure you listen for the main points you found in the reading.

You will have 20 minutes to **write** your response to the question.

Read the question carefully and address all the parts of the question. For example, in this example question, the primary task is to summarize the points made in the lecture. Then you should explain how they relate to points in the reading. Always answer both parts of the question.

### Example: TOEFL Integrated Writing Prompt

Summarize the points made in the lecture, being sure to explain how they challenge specific arguments made in the reading passage.

## Response format

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Your answer will not look like a traditional essay because this task is not an essay. This task is a summary. In order to summarize the information they give you, you will typically need four paragraphs. The first paragraph will state the relationship between the reading and the listening (e.g., do they agree about the topic, or do they disagree?). The other three paragraphs will each focus on a specific point that was addressed in both the reading and the listening. You do not need a conclusion paragraph. An effective response will have approximately 200 words.

## Scoring

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In order to receive a high score on this section, you need to answer the question by writing about the important points from the reading and listening in a clear and accurate way.

The sample task on the following pages contains a reading passage, a lecture transcript, and a response that would receive high marks.


## Example: Reading Passage

With the advent of new technology like smartphones and social media, journalism has changed drastically. Before, professional journalists were primarily responsible for reporting the news. Now, anyone with a smartphone can become what people sometimes call “citizen journalists.” This kind of journalist is not trained specifically to report the news, but they happen to be in the right place at the right time to see something and post about it online.

Since citizen journalists are always on the scene, they can immediately begin taking pictures or video. They can post on Twitter or Facebook from their smartphones immediately after something occurs. This is a clear advantage to having citizens writing about news events because sometimes the sooner information can get to the public, the better. For example, hundreds of people have been able to locate their loved ones immediately following a disaster by seeing a post from a citizen journalist online.

Citizen journalists are also able to reach a wider audience. Many people don’t read newspapers or watch the nightly news, but they check social media. Citizen journalists can get news to those people very quickly online. Many times, within minutes of a major event, thousands of people already know what is going on because they heard about it on social media.

Citizen journalists provide a meaningful service because they are motivated by interest. This is a good thing because citizen journalists, as part of the public, understand perfectly what the public wants to hear about. They know what kinds of stories other people will be interested in. Rather than requiring research to know what kinds of stories people will want to read or listen to, they simply report on what they find interesting.

teacher2.JPG

## Example: Lecture Transcript

There has been a lot of debate recently in many news corporations about the possible threat that citizen journalists are for professional journalists. Fewer and fewer people buy physical newspapers, and watching a nightly news broadcast is also decreasing in popularity.

Some people worry that professional journalists will be out of a job and replaced by citizen journalists. I don't see how that could happen. It seems fairly obvious to me that professional journalists will not be replaced.

Something you have to think about is quality. The news that is reported by citizen journalists lacks the quality of news stories that are reported by professional journalists.

When citizen journalists report something, they do it very quickly. Because they report so fast, they don't have time to find all of the facts about a story, represent both sides of an issue, or check for accuracy. They typically don't do background research; they just present events unfolding as they unfold without any kind of context, which only shows part of the story.

They rush in to an event, post about it, and rush out of it without a thought about doing a quality job in their report.

Another thing that keeps professional journalists in the business is responding to the market. Professional journalists for most news corporations don't wait for people to come looking for the news. They actively post their own online content. They can reach as many people as anyone else online through social media and subscribers.

Most major newspapers have a website as well as employees who are in charge of getting the news stories online. They send reporters to major events to tweet everything live and share stories with tons of followers.

Citizen journalists report stories only based on what they find interesting. That is a huge reason why citizen journalists can't replace professionals. When citizen journalists only report on what they find interesting, the news becomes more biased.

The reporting is very subjective and they usually only present their opinion of the event because it is a topic or an event they found personally interesting. They report their opinions rather than the whole truth.

## Strategy

Many students find it helpful to organize their notes with a "T-Chart." On one side of the T chart, write down the main points from the reading. On the other side of the T-Chart, write down the corresponding points found in the listening. Even though the reading passage reappears on your screen while you write, taking notes on the reading is important. It can help you focus during the listening and give you something to listen for.

This is a sample T-Chart that could be used to show the points made in the example task.

Reading Passage	Lecture
1. Citizen journalists are able to report news quickly.	1. Citizen journalists are haphazard and only report partial stories.
2. Citizen journalists are able to reach people who may not have access to news otherwise.	

3. Benefit: motivated by interest.

2. Professional journalists have a very strong online presence and are thus accessible.

3. Drawback: motivated by interest.

These are two sample responses. The first response is a low-mid response because it has some of the details, but is missing significant points made in the lecture. It is not very developed and seems to focus a lot on the reading.

The second response is a high response because all of the main points are addressed, and the emphasis is on summarizing the listening and comparing it to the article, rather than summarizing every detail mentioned in both.

### Example Prompt

*Summarize the points made in the lecture, being sure to explain how they challenge specific arguments made in the reading passage.*

### Example Answer

No one watches TV for news stories. Social media is always to find news about the world. People have so much social media they don't need newspaper. Social media is better for them. It is so fast and easy.

Citizen journalists are very quickly to share the news online. This is very good for disasters. But the professor said this is bad thing.

Citizen journalists post on social media, but so do regular journalists too.

Citizen journalists are very interesting for their friends and people online to see their videos and pictures. People like to see the things their friends post and share them for other people to read too. I like this because I see many news that my friends like to see on social media. For me is very good.

To sum it all up, citizens are journalists too and they have some good points for showing the news to many people, but some people like professional journalists better.

## Example Answer

The topic of citizen journalism is the topic of both the reading and the listening passages. The professor explains some of the disadvantages of citizen journalists by comparing them with professional journalists in order to show how the jobs of professional journalists are not being threatened. The author of the reading passage focused only on the advantages of citizen journalists.

First, the professor explained that reporting too quickly can be a disadvantage of citizen journalists because they don't fully investigate a story before reporting it. There is usually no effort made to understand the reasons or causes of an event; they just capture something as it happens and post it online. On the other hand, the reading passage takes the stance that the speed of citizen journalists is an advantage because people can find out about natural disasters quickly.

The second point made in the lecture is that professional journalists are able to reach as many people as citizen journalists because they actively seek to build their online presence through social media. The professor explained that many news websites have also extended to social media to cover stories on Twitter or to post about things online. The author of the reading passage, however, feels that citizen journalists reach more people when they post online.

The final point brought up by the professor is that citizen journalists are biased in their reports because they report on stories they personally find interesting. According to the professor, these journalists only share their opinions about a story without representing both sides of an issue or event. Professional journalists are obligated to research both sides of an issue and present them objectively for the public. The professor feels that reporting based on interest is a disadvantage. This clearly contrasts with the reading passage, which states that reporting news based off interest is an advantage, as it connects most easily to the interests of the public because it comes from a member of the public body.



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# TOEFL Independent Writing

The TOEFL independent writing task requires you to explain and defend a position.

## Response format

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Your answer should look like a balanced essay. You should write a four or five paragraph essay with an introduction, body paragraphs, and a conclusion. Choosing the number of body paragraphs will depend on your ability to write fluently and develop your ideas. Typically, it is easier for students to develop their ideas if they choose to write two body paragraphs. Writing two developed body paragraphs is better than writing three underdeveloped body paragraphs. An effective response is usually around 300 words.

## Scoring

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This is the biggest difference between TOEFL timed writing and the others discussed in the previous section. Because the TOEFL is a *language* test, the emphasis in the grading will be on your language use. Your actual ideas are a secondary to the language you use to express the ideas. Therefore, while the TOEFL is imitating the type of writing you will do in a college setting, the task itself is different because of the rubric.

### Exercise 9.1: TOEFL Rubric

Take some time to look over the [TOEFL Independent Writing Rubric](#).

- What will the test raters be focusing on as they assign a score to your essay?
- How is this rubric similar or different from the rubrics your UP Writing teacher has used this semester?
- Imagine a writing rubric for a class in your anticipated major. What similarities or differences would you expect there to be? Why would you see those differences?

## Example: Independent Question

What is the most important skill for students to develop before they attend college?

## Example: Answer

There are many skills that college students need to have if they want to be successful. students need to learn many things, including how to study effectively, manage stress, budge their money, and manage their time. Perhaps the most important skill that students need to develop to be successful in college is managing their time.

The principal reason that time management is of supreme importance is that college is such a busy time of life. Students have school, work, family, and social obligations that leave students with a tight schedule. In order to meet all of these obligations, students need to plan their time carefully and follow their plan. If they don't learn how to manage their time, they will perform worse in school, and other aspects of their life will suffer. For example, they may not get enough sleep because they stay up too late studying, or they might neglect their family in order to finish everything else.

Another reason that time management is the most important skill to develop before college is that proper time management will help eliminate and deal with stress. If college is one of the busiest times, it is also one of the most stressful, so knowing how to deal with that stress will help students be more successful. Rather than procrastinating assignments, when students have a clear schedule they follow, they don't get as overwhelmed by the tasks that they need to finish. Managing time will thus help alleviate other problems that most students experience in college.

In conclusion, time management is the most important skill that students need to learn before college because college is a very busy time and because time management will help students deal with stress. Students that have this essential skill will be more successful than students who don't have it. While other skills should not be ignored, starting with time management will be foundational to having enough time to learn them.

Creative Writing (analogy/metaphor/simile)







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