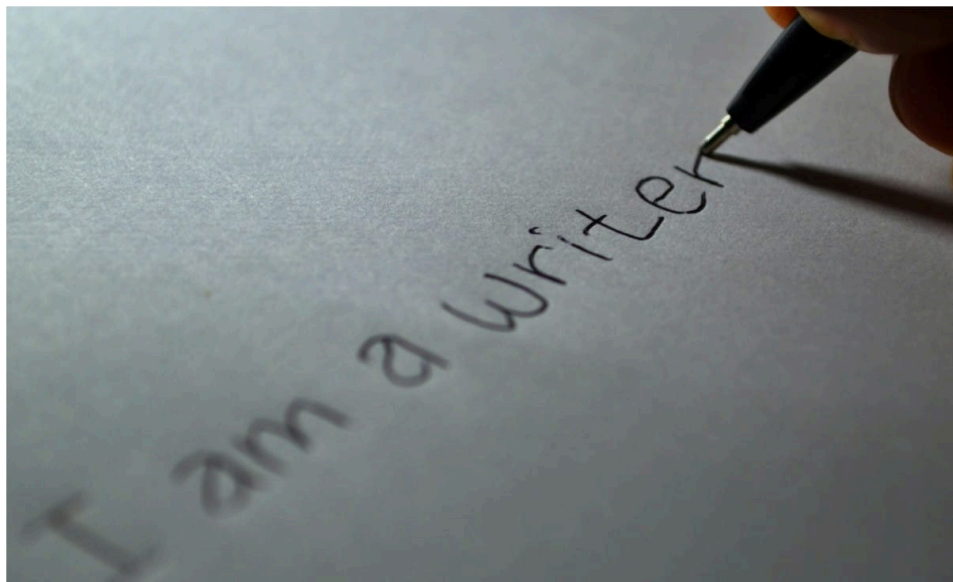


ACADEMIC WRITING FOR ESL STUDENTS



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Academic Writing for ESL Students

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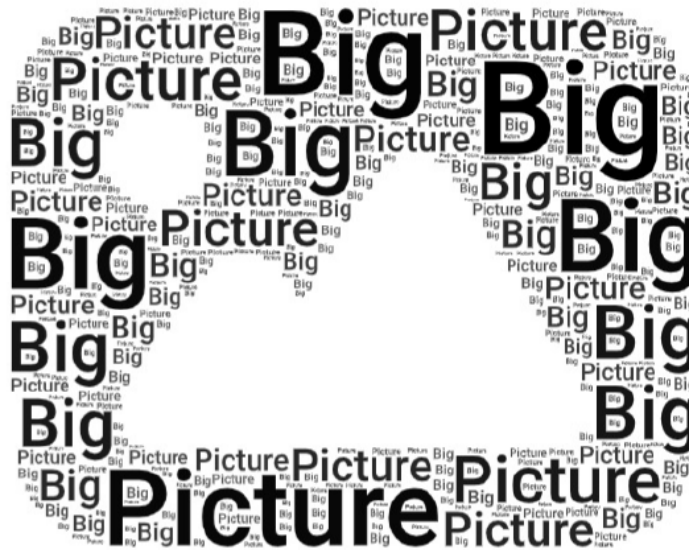
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1: ACADEMIC WRITING ESSENTIALS

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1.1: The Big Picture



The Big Picture

Yes — writing, again. Obviously you can write. And in the age of social media and smartphones, you might be writing all the time, perhaps more often than speaking. So why spend more time and attention on writing skills?

Research shows that deliberate practice — that is, close focus on improving one's skills — makes a difference. Practicing writing skills will improve your writing much more than simply producing page after page in the same old way. And writing well is going to save you a lot of time and hassle in your studies, advance your career, and promote better relationships and a higher quality of life off the job.

Also consider this: the Association of American Colleges and Universities conducted [a survey of employers in 2021](#). The survey found:

- 90% of employers say that the ability to communicate effectively in writing is an important skill.
- 91% of employers say that the ability to analyze and interpret data is an important skill.
- 93% of employers that the ability to locate, evaluate, and use information in decision making is an important skill.
- 95% of employers say that critical thinking is an important skill.

In other words, these companies want to hire employees who can think critically and write effectively. You have to be someone who can find, evaluate, analyze, and use information carefully. These are important skills not only in college, but also in life after college.

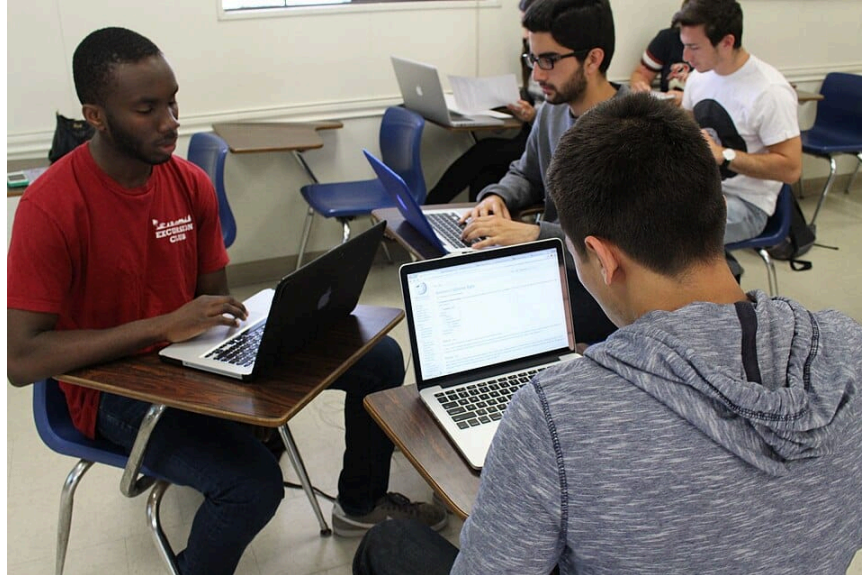
Now maybe you think you are already a good writer. Maybe your teachers gave you positive feedback. It's important to note, however, that writing in a U.S. college — especially after you leave an ESOL program — is different. How? Keep reading!

Students drive their own learning

The assumption behind high-school instruction in the U.S. — and perhaps in your home country — is that the teacher is the engine of learning. Consequently, a lot of time is spent in lectures. Homework is for practice, and teachers often tell students what to do every day. Some of that happens in ESOL classes, too.

However, the assumption behind college instruction is that students are the engine of learning. The most important learning

happens outside of class while students are working through a difficult reading or other challenging task *on their own*. Most college classes meet only 1-3 times a week for a total of about 3-4 hours. Consequently, college instructors think of class meetings as an opportunity to prepare you for the work that you'll be doing on your own. Sometimes that involves sharing information. More often, instructors want to provide you with material not in the reading, or they want to provide you with an active learning experience based on what you read at home. When you come to class, the assumption is that you did your homework, and you are ready for something new.



College professors also expect a different kind of writing

College writing is different, too. By now, you probably know well the rules of standard academic English, such as grammar and mechanics, paragraphing, and the use of thesis statements. These are basic practices, and your teachers have given you a wonderful gift in helping you master them. However, do you remember the familiar five-paragraph essay? Well, that is no longer enough.

College writing assignments require you to apply those skills to new intellectual challenges. Professors assign papers because they want you to think deeply about important questions in their fields. To your instructors, writing is for working out complex ideas, not just explaining them. It requires original and ambitious thinking, not just reporting.

Writing a paper isn't about getting the "right answer" and adhering to basic rules. It's about joining an academic conversation with something original to say. You're writing to learn, writing to develop, writing to think — not just writing to express.

So what do professors want?

Good writing assignments are supposed to be challenging to write, and professors are, above all, looking for your own self-motivated intellectual work. Professors want to see that you've thought through a problem and taken the time and effort to explain your thinking in precise language. The Association of American Colleges and Universities brought together instructors from across the country to discuss the knowledge and skills that all students need. These are what most instructors agree on:

- You know who will be reading your work — and why (*this makes your writing relevant*).
- You understand well the subject of your writing (*this makes your writing useful*).
- You use standard formatting, grammar, punctuation, spelling, and capitalization (*this makes your writing clear*).
- You use good sources of information (*this makes your writing reliable*).
- You use interesting vocabulary and language (*this makes your writing enjoyable*).

Discussion

When you stop to think about these things — that is, when you stop to think about how you think about how you write — that is what we call metacognition. Let's find out more about metacognition.

First, watch this short video titled [“What Is Metacognition”](#).

Then watch this [YouTube video on metacognition](#) to learn how understanding metacognition can help you in college.

Finally, talk with your classmates to answer this question: How can the concept of metacognition help you become a better writer?

Optional

- If you like this video and want to watch others, go to: [“How to Get the Most out of Studying: A Video Series”](#).

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1.2: Introduction to Academic Writing

Introduction to Academic Writing

Learning Objectives

- To understand what academic writing is
- To learn the characteristics of academic writing and ways to achieve them
- To address some common misconceptions about writing

Warm – Up



computer keyboard, notebook, ear buds, and coffee

Discuss in groups:

1. Do you like writing in your native language? What do you usually write about?
2. How do you like writing in English? When do you write in English?
3. What makes good writing in your native language? In English?
4. What is your most unforgettable writing experience in either language?
5. What are the purposes of writing?
6. What areas of English writing are easy for you? What areas are challenging?
7. What expectations do you have for this course?
8. What do you think academic writing is?

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1.3: Definition of Academic Writing

Definition of Academic Writing

What is writing for? As you have just discussed, the simplest answer is to communicate meaning.

People write for different purposes. For example,

- Some of them write to inform, as in news stories and technical manuals¹.
- Some write to entertain², as in fiction and movie scripts.
- In daily life, people may scribble³ a short reminder note, compose a festive party invitation, or craft a well-versed⁴ love letter.
- In work, meeting memos⁵ and business reports are very common.
- In colleges and universities, students write paragraphs, essays, research papers, lab reports, and many others. These forms of writing are called academic writing – a formal, nonfictional written piece of work for learning, teaching, and researching.

It is the last type – academic writing – that this course is introducing and focusing on. At this intermediate level, you will be learning the basic styles and uses as well as practicing editing skills associated with academic writing to be ready for higher-level compositions⁶ in colleges and universities.

Definitions

1. manual: noun, a small book of instructions
2. entertain: verb, provide music, stories, etc. for people to enjoy
3. scribble: verb, write quickly and informally
4. well-versed: adjective, with beautiful language use
5. memo: noun, a short message or report
6. composition: noun, a piece of writing such as an essay for a college course

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1.4: Characteristics of Academic Writing

Characteristics of Academic Writing

All types of writing share many aspects in common. However, each type has its own characteristics. Academic writing is characterized by the following:

1. Logical and direct

Academic writing in English uses a very linear organizational style. This means that the writers explain their information in a straightforward way, like a vertical line – the main idea first, followed by supporting ideas to explain the main idea, and a conclusion that signals the completion of the explanation.

Main idea



Supporting ideas



Conclusion

Unlike the approaches¹ in some other countries, the American style requires the students to state their focus early in their writing, without “hiding” the points or “circulating” hints till the end of writing.

2. Formal

Formal, standard English is expected. This requires a good understanding of formal grammar and usage. Colloquial² and spoken English should not be used.

3. Clear

Writing clearly is extremely important as the purpose of writing is not only to clarify your own thoughts but also to communicate them for others to understand. To achieve this, you should not translate from your native language and should always proofread³ your writing for accuracy.

4. Concise

Being concise means not repeating the same words and ideas unnecessarily. Sometimes, repetition is important to emphasize a point, but most often needless duplications⁴ of the same ideas may make your writing redundant⁵ and inefficient.

Writing is a process. Almost no one can produce perfect writing on the first try; in fact, there is no such thing as perfect writing. Good writing takes time and repeated revisions⁶. Most importantly, it takes patience and continuous effort to achieve the characteristics explained above.

Definitions

1. approach: noun, a way of thinking about things and doing things
2. colloquial: adjective, informal

3. proofread: verb, read and check for mistakes
4. duplication: noun, a copy, a repetition
5. redundant: adjective, wordy, repetitive unnecessarily
6. revision: noun, a new copy showing improvement

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1.5: Ten Most Common Misconceptions about Writing

Ten Most Common Misconceptions about Writing



wrong way traffic sign

The following ten misconceptions¹ are very common among ESL students of all levels. Read each statement first and think/discuss whether you feel the same way. Then read the explanations and suggestions.

1. I translate sophisticated vocabulary and complex sentences from my native language to English so that my English writing looks much better.

Writing well is never easy, even for native speakers of English. If you are a beginning level ESL student, translating from your first language is very natural, but relying on translation in intermediate and advanced levels will affect your learning negatively. Imagine how you would handle a 30-page research paper or a 10-page business report a few years later. You would probably not have the time to transfer ideas between two languages, but more importantly, your readers would most likely not be able to understand your ideas completely because no two languages could be translated word for word without losing meaning and clarity in the process. Therefore, continuing to translate from your native language will NOT make your English writing better. On the contrary, the opposite is true.

For the same reason, heavy reliance on a bilingual dictionary is not a good idea, either. Learning to form, process, and express ideas in English takes time, but it is a skill that can be trained, developed, and acquired. Now is a good time to change the habit of translating. The longer you wait, the harder it will be to break this habit.

When you write in English, start with the vocabulary and sentence structure you know, no matter how simplistic they may sound. Gradually you will build your skills in thinking and writing in English. Be patient with yourself and learn to accept imperfections. Over time, you will surely see improvement. For your readers, it is much more acceptable to have a simple but comprehensible piece of writing than one that they cannot understand well.

2. I do not know what to write. I worry about my assignments a lot, and then I google or use AI to get some ideas.

Sudden moments of inspiration may occasionally occur, but you cannot count on them when your writing assignment is due the next day. Instead, just start writing! Once you start jotting down your thoughts, more will follow. The key is to get started. It is perfectly fine if the ideas in the beginning do not seem good enough. Good writing takes time, so do not wait till the last minute. One way to stay on track is to schedule backwards, starting from the due date and allowing enough time for editing, revising, drafting, outlining, and brainstorming.

Occasional googling is fine, but if you rely on Internet information for an assignment, you will experience many potential disadvantages:

- You will easily fall into the temptation of plagiarism – copying other people's work and taking it as your own, or allowing AI to do your work for you.
- Your thinking will be limited by what you read.
- Your writing will not show your unique, interesting perspective.
- You will not be improving your skills steadily throughout the semester.
- You will not be able to do well on in-class writing exams.

3. The more general the topic is, the easier it is to write.

In a way, it is true. You may have a lot of information about general topics like vacations and holidays. However, good writing is less about how “broadly” you can write about a topic but more about how “deeply” you can write about it. Therefore, narrow down a general topic to find a unique angle you can write from. There should always be a clear, sharp focus on your writing. When you pick a topic, ask yourself first:

- How much more do I know about this topic than most of my classmates?
- What unique experiences and/or knowledge do I have about this topic?
- How will my readers gain a new level of understanding about this topic or about me through my writing?

For example, it is fine to write about a wonderful vacation (happy family time, beautiful beaches, good food, etc.), but most people have similar experiences. Therefore, if you want to stay on this topic, try a different way and write about unusual vacation experiences, such as an interesting conversation with a hotel staff member, or an unexpected scene reminding you of your childhood.

Here is another example. It is common to write about the best inventions: cell phones, computers, airplanes... These are good topics if you are able to make your writing interesting and insightful with your experiences or knowledge. However, it is more fun to write and read if you select a topic that most people do not think about, like hair color or the garbage disposal. Of course, you need to have used those products in order to write well.

4. I like to start writing right away. Prewriting is a waste of time.

Plunging into drafting seems like a time saving way to finish a writing assignment, but the result is not ideal in most cases. Prewriting activities like brainstorming can lead to many surprising discoveries you are often unconscious of. Another essential step of prewriting is outlining. Without an outline, some common problems will occur, for instance, the mismatch of the main idea and the supporting ideas, lack of sufficient details, overlapping details, and illogical order of information. With an outline, you can catch and fix those problems more easily before devoting your efforts to the draft of your paragraph. Prewriting is a good investment of your time.

5. It is a good idea to keep adding new things while I am writing.

It is great to have new ideas! In order to stay on your topic, do this: As soon as you have a new thought, insert it in your outline to see if it fits. If it does, include it in your writing. If it does not, ignore it. The following questions will help you decide:

- Does it support the main idea?
- Is this a major supporting idea or a specific detail?
- Where should it go in my writing?
- Has something similar already been included?

6. ESL tutoring is for students who are not doing well in the course.

This statement is far from the truth. Tutoring is for every student. In fact, students who are doing very well use this free service more often than others, which is one of the main reasons for their continued success. Every student has strong and weak areas in writing, and there is always a way to write better. At many colleges, free ESL tutoring is offered by experienced teachers. They can address your individual issues in writing. Tutoring is highly recommended to all students and is well worth your time.

7. My professor will correct every error in my writing.

While many professors may point out or correct most errors in the first writing assignment, they often do not do so in the later assignments. One of the goals is to train you to become independent writers; therefore, professors usually mark the types of errors, for example, fragments and wrong verb tenses. They expect you to learn to correct the errors by yourself. As the semester goes on, you will become more and more comfortable identifying and fixing mistakes on your own. It is important to communicate with your professor regularly with any questions you have. You will be happy to realize that you are becoming more and more independent in writing. That is a very powerful feeling to have!

8. My family and friends are the best people to help me improve my writing.

Your professors and ESL tutors are the best people to help you because they can explain what, how, and why. Of course, your family and friends can provide quick help when you need it. However, most of them do not usually know the specific requirements of your assignment, nor are they trained in explaining the rules and usage to you. While they have the best intentions, they sometimes do the assignment for you without helping you understand why it should be done this way. If you often rely on the help of your family or friends, one of the consequences is that you lose the benefit of learning from your mistakes and thus fail to improve your writing skills as expected in the course. Besides, you may not do well on in-class writing exams. Furthermore, you will not be prepared for your future college level courses. Your writing skill is for you to “own,” a skill that you will need and value for a lifetime.

9. I will just focus on reading and writing courses in order to go to English Composition I. Grammar is not important.

A lot of writing is involved in advanced reading and writing courses, and without a good command of grammar, it can be very challenging to complete them successfully. As explained earlier in this unit, academic writing requires formal and standard English, which is extensively explained and practiced in grammar classes. Although a good mastery of grammar does not necessarily translate to perfect writing, it is the foundation of good writing in ESL and college level courses. Also, even though there are many online tools that can help with grammar these days, you will encounter many situations in college and in your career in which you will not be able to use grammar checkers or AI assistants to help you. You need to be able to use formal, standard English in your writing without a lot of help from online tools.

10. Since this is a writing class, I do not need to read regularly.

It is common to run out of fresh ideas or not to understand sophisticated vocabulary and sentence structure. One solution is to read more. Good writers are almost always good readers. Reading provides good material – research findings, literary characters, news events – to make your writing detailed and interesting. Besides, critical reading produces critical thinkers who can often address a topic in depth and with a unique perspective.

Definitions

1. misconception: noun, a wrong idea

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1.6: Non-Stop Non-Translation (NSNT) Free Writing

a pen writing in a notebook

a pen writing in a notebook

Non-Stop Non-Translation (NSNT) Free Writing

- Do you often translate from your native language to English when you think, write, and speak?
- Do you find it hard to write your paragraphs and essays without translating from your native language?
- Have you had challenges in making other people understand you?

If your answer to any of these three questions is a yes, you may want to learn to think and write in English through **the Non-Stop Non-Translation (NSNT) free writing approach**. It is one of the most effective ways to **practice thinking and writing without translating**. Free writing may serve different purposes, such as generating ideas and expressing viewpoints. However, in this NSNT approach, the goal is to help you think and write in English. As you gradually train yourself not to rely on your native language in your thinking, you will be able to speak, read, AND write more naturally in English.

The Importance of Thinking in English While Writing

1. As you have learned in this unit, the purpose of writing is to communicate your ideas accurately and effectively. As no two languages are exactly the same, your meaning usually gets lost or misinterpreted to some degree during direct translation from one language to the other. Consequently, your writing may confuse the readers or cause misunderstanding.
- 2.. When you formulate ideas in your native language and then translate them into English, the process takes longer than when you deal with only one language. As you prepare for your academic study in the U.S., you will be required to read and write a lot. You will not have enough time to complete your assignments within the time frame set by your professors if you have to translate most of the time.
3. Old habits die hard. This saying means that it is hard to break an old habit. The longer you rely on translating, the harder it will be to quit the habit. At this level of English, you are in a good position to start switching the language in which you normally think when you are writing in English: from your native language to English.

Steps in NSNT Free Writing

1. Prepare a notebook just for this practice. If you choose to type, set up a special folder or file on your computer. Record the date. You need to write or type in English **nonstop** so that you will have *no time translating* from your native language to English. Try three minutes, four times a week, and then gradually increase the duration and frequency as you feel more comfortable. Set your timer if needed.
2. You may decide on your own topic or choose one of the topics provided to get started. If you start rambling or end up writing something totally different, it is OK! The most important is that there is only *one language – English* – in your mind.
3. If you run out of ideas, just keep writing. You may write “Oh, I don’t know what more to write. Need ideas... 2 more minutes...” If you are really stuck, just write “Monday, Tuesday...”, or “January, February ...”, or even “one, two, three...” **Do not let the tip of your pen leave your notebook page, or do not stop typing.**
4. Do not worry about grammar and spelling. Do not stop to check your dictionary. The purpose is not to produce perfect writing, but to think in English. If you want to correct mistakes, do so after you complete the NSNT practice for that day.

Example:

1/15/2022

My first time to write like this. teacher said no stopping, it's hard, but I'll try. The first topic my feelings about this new semester. I feel writing is hard, but important. I want to take college classes after ESL. I want to practice good writing. What else? No stop now, keep writing. One, two, three, four, five, Oh, yes, writing. I took writing 3 last semester, I did well. I want to learn more and take this class. what else to write? no stopping, no translate, it's hard, no native language, keep writing, writing. My language different from english, no translate is hard. Many mistakes but teacher said don't worry about spelling, grammar, just keep writing. I feel uncomfortable with mistakes. Teacher say no stopping and no translate most important.

The above is a very typical example in the first few days or even weeks of your NSNT practice, but soon you will feel much more comfortable and have more ideas to write about, all in English!

It takes time to acquire this new skill, but if you keep practicing, you will be well on your way to thinking and writing in English. It may take some students a semester or even a year or more, so do not feel discouraged if you do not see progress right away.

Just like working out, it takes consistent effort to strengthen muscles.

Writing Prompts

Choose one of these writing prompts and use it to practice the NSNT method. Your instructor may ask you to do this activity more than once, using a different prompt each time:

1. How do you feel about this first week of the semester? What are your plans for this semester?
2. How are you going to study differently this semester from how you studied in the past?
3. What is your classroom like? Describe it.
4. If you are taking this course online, describe your surroundings (your house, room...).
5. What does "academic honesty" mean to you?
6. Which of the ten misconceptions about academic writing is the most relevant to you? How are you going to improve in that area?
7. What are your expectations of this course?
8. (Spring Semester) Do you have a New Year's resolution? If yes, describe it. If no, why not?
9. (Spring semester) What was an interesting event during your winter break? Describe it.
10. (Fall semester) What was an interesting event in summer? Describe it.

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- [wrong way traffic sign](#) © Photo by NeONBRAND on Unsplash
- a pen writing in a notebook © Photo by Aaron Burden on Unsplash

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1.7: The Writing Process

The Writing Process

Learning Objectives

- To understand what the writing process is and why it is important
- To learn all the steps in the writing process by studying an assignment from beginning to completion
- To practice the steps in the writing process through exercises

Warm-Up



two hands kneading dough

Discuss in groups:

1. Have you ever cooked or baked anything? How do you enjoy cooking or baking?
2. When you see the above image (two hands kneading dough^[1]), what comes to your mind?
3. What is essential^[2] in baking the perfect bread?
4. Why is following steps so important?
5. Should writing also follow proper^[3] steps?
6. What steps do you usually follow when you have a writing assignment?
7. What do you think the writing process is?

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1.8: Importance of the Writing Process

Importance of the Writing Process

As you have learned in this unit, academic writing should be well organized, focused, and accurate. How do you start?

Imagine baking a loaf of bread. You need to get the ingredients ready, mix them one at a time in the right order to make dough, knead it, let it rise, put it in a container, and bake it for a length of time. Miss or reverse^[4] one step, and you may not be able to enjoy the fresh and crusty^[5] bread as anticipated. Of course, the bread machine may make the work less laborious^[6] for you, but the general process from flour to bread remains the same.

It is the same with writing. It follows a step-by-step order called **the writing process**. Using the right steps will ensure^[7] a good piece of writing that you are proud of.

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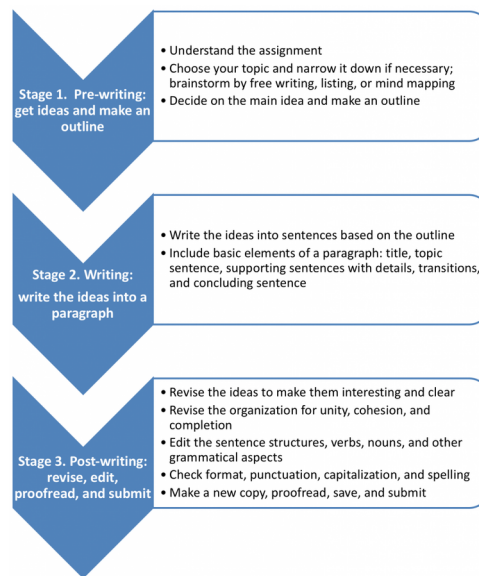
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1.9: Stages and Steps in the Writing Process

Stages and Steps in the Writing Process

There are three major stages in the writing process. Each major stage includes a few smaller steps.

The Writing Process



The Writing Process

Here is an example assignment to show you how every step works.

A Paragraph Writing Assignment

Purpose: This assignment is to show your understanding of planning and writing a paragraph. Use the writing process to help you.

Topic: What has been your most interesting experience in learning English? Explain three reasons why you think so.

Paragraph: Your paragraph should have a title, topic sentence, 3 supporting ideas with details, and a concluding sentence. Use some transitions to connect the supporting sentences.

Format: Type your paragraph, double spaced, font Times New Roman size 12, with 1-inch margins on four sides of the page. Type your name, your professor's name, your class, and date on the upper left-hand corner of the page. The first line of your paragraph should be indented. Save your paragraph in a Word file.

Self Checklist: When you finish writing, use the Self Checklist below. Put a checkmark beside each item if you think you did a good job in that area. Otherwise, improve your paragraph until you can check off the item. Save your work again.

Submission: Submit your paragraph in the D2L Assignment Dropbox.

Self Checklist

Self Checklist

✓ - Check if correct	Paragraph Revising and Editing Self Checklist Questions
1	Is my paragraph easy to understand?
2	Is my paragraph interesting to read?
3	Did I include a topic sentence with a clear topic and a controlling idea?
4	Did I include three supporting ideas with details and connect them with transitions?
5	Did I include a concluding sentence?
6	Did I try my best to use correct sentence structure, verbs, and other grammar aspects?
7	Did I try my best to have correct spelling, punctuation, and capitalization?
8	Did I follow the proper paragraph format?

Follow the three stages on the next page to see how this assignment is completed step by step.

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1.10: Stage 1 Prewriting - Get Ideas and Make an Outline

Stage 1 Pre-writing: Get Ideas and Make an Outline

Stage 1. Pre-writing:
get ideas and make
an outline

- Understand the assignment
- Choose your topic and narrow it down if necessary; brainstorm by free writing, listing, or mind mapping
- Decide on the main idea and make an outline

Stage 1 Writing Process

1. Understand the assignment.

Each assignment may come with different instructions. Understanding the requirements is crucial (very important) in making sure that you start out right. Here is a list of questions you should ask yourself to check your understanding of the assignment:

Example: Understand the assignment

Topic: What has been your most interesting experience in learning English? Explain three reasons why you think so.

Example: Understand the assignment

Questions	Answers to show your understanding
Purpose?	To show understanding of planning and writing a paragraph
How?	Use the writing process
Who reads?	My professor and probably some of my classmates
Final product?	A paragraph with a title, topic sentence, three supporting sentences with details, a concluding sentence, transitions
Format?	indent, double space, font size 12, 1-inch on 4 sides, name/class/date
Due?	by 11:59 pm, Monday, Jan. 30
Where?	Assignment Dropbox for D2L

2. Choose your topic and narrow it down if necessary; brainstorm by free writing, listing, or mind mapping.

While choosing your topic and narrowing it down,

✓ Do:

Write from your heart; consider your own interests and/or knowledge.

Reflect your unique thoughts or experiences.

Ask yourself:

- Am I interested in this topic? How much do I know about it?
- Do I have an interesting experience or perspective that most of my classmates might not have?
- Would my readers get to know the topic or me better through my writing?

X Do not:

- Pick an “easy” topic that you do not know much about or do not have a personal, meaningful experience with.
- Google search and choose your topic based on how much information you can find on the web.

Brainstorming means that you write down your ideas as quickly as you can for about two to ten minutes, like a storm sweeping through your mind! Do not worry about accuracy in grammar, spelling, or punctuation. Do not be overly concerned whether an idea is good or not. Rather, keep the flow of your thoughts going. You may be surprised to discover many new, hidden ideas.

Brainstorming comes in different forms: free writing, making a list, mind mapping, and some others. They may look different, but your thinking process is the same. Here are three common brainstorming examples to show you how to get ideas for a writing assignment on your English learning experience.

Topic: What has been your most interesting experience in learning English? Explain three reasons why you think so.

Brainstorming example 1: free writing

This is my first writing assignment in class. I want to write about my interesting English study. English, English everyday, important, tired. What aspect? Pronunciation? reading? writing? grammar? listening? Language Lab? my grades? I don't know... well, maybe something about writing. Right now I'm trying not to translate from my native language. This is stressful, but keep trying. What about writing? yes! no translation! My teacher just taught us NSNT, interesting, I'll try, maybe this topic? different way but I hope it'll help me. I tried two times already, tried not to stop writing, holding my pen tight, keep writing. Possible not to translate if I keep doing it. The teacher isn't checking my mistakes, so I'm more relaxed this way. Also fun because focus on my ideas and learn to express in total English. My teacher said, this skill will help me succeed in ESL and college classes. I want to learn. I know it's important. teacher said translation no good, agree, my language and English very different, think in English, habit, try every day, confidence.

Brainstorming example 2: making a list

English learning experience: Reading, writing, listening, speaking, language lab, international students club

- a. reading: interesting stories, new words, dictionary, too many words, hard, useful, in context, guessing first??
- b. writing: academic writing, paragraphs, topic sentence, punctuation, NSNT, new, interesting, hard, feel strange, how not to translate? worry my grade
- c. listening: news, recordings, hard, too fast, when driving, language lab, good materials, open, helpful stuff, lots of resources, what to choose
- d. speaking: international students club, games, prizes, snacks!! new friends, some native speakers, every week, fun, nervous

Brainstorming example 3: creating a mind map



a mind map on English learning experience

3. Decide on the main idea and make an outline

Take a second look at your brainstorming and consider which area to focus on (main idea) and what information to keep or throw out. In this example, the student decides to write about NSNT and the reasons why they like it.



a pen writing in a notebook

Then organize your ideas into a simple plan called **an outline**. It may take ten to twenty minutes to make an outline.

- Write the topic sentence as a complete sentence at the top of the page.
- Write your supporting ideas and their details in words and phrases, or even some symbols like # for number and \$ for money. Do not write complete sentences and do not write a draft of the paragraph. When you write your ideas in words and phrases in the outline, you can spot problems more easily, such as if an idea does not support the topic sentence.
- When you write your paragraph later, you may have an additional idea. Do not include it in your paragraph directly. Put it in your outline to make sure it helps explain the main idea. You may ask yourself:
 - Does this idea support my topic sentence?
 - Which part of the outline should I put it in?
 - Is there already a similar idea in the outline?

An outline example:

An outline example

Parts of a paragraph	Paragraph outline
Title	The Reasons Why I like NSNT (It is common to write the title after you finish the outline or the paragraph draft.)
Topic sentence	The Non-Stop-Non-Translation (NSNT) approach is one of my most interesting experiences in learning English. (Write a complete sentence)
Background info if necessary	what is NSNT in 1-2 sentences
Support 1	translation habit, different languages, others don't understand well, a good habit of thinking in English
Details 1	no subject in Spanish sentence, wrong in English
Support 2	think faster and more naturally in English
Details 2	better flow, less time in communication, not two languages in my mind
Support 3	not too hard, more relaxed, want to write more, motivation
Details 3	try every day, with music, not graded, from 5 to 15 minutes now, topics like current events, memories
Concluding sentence	summarize three ideas and give opinion

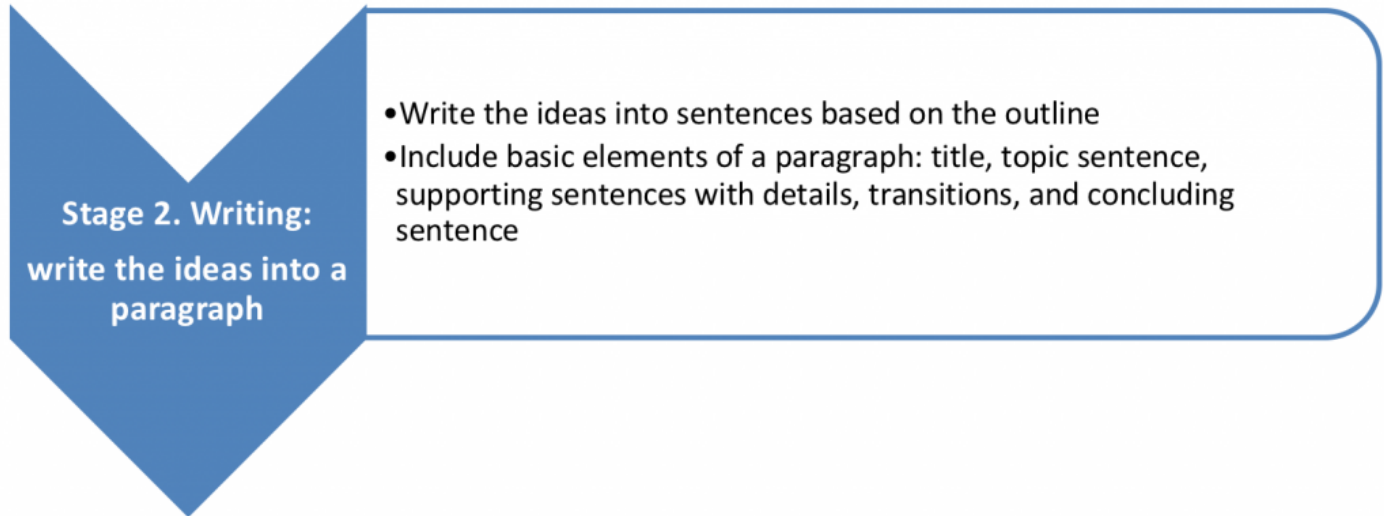
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1.11: Stage 2 Writing - Write Ideas into a Paragraph

Stage 2 Writing: Write Ideas into a Paragraph



Stage 2 Writing Process

This is the stage where you create the first copy of a complete paragraph based on the outline. This copy is called **a draft**. It usually takes a longer time to write than the pre-writing activities, but once you have completed the previous steps, you have made this stage of writing much easier to accomplish.

Example: Paragraph draft

The Non-Stop-Non-Translation approach has been one of my most interesting experiences in learning English. My teacher introduce it in the beginning of the semester. Students writes on a topic nonstop for at least 5 minute, and they should not translate their ideas from their native languages to English. First, the strategy helps me learn to express my self correctly with english. i been in the U.S. for only one year, and I always translate my ideas from Spanish to English. However; people often do not understand me, or they say I am wrong. i am learning to think faster and more natural with the help in NSNT. My teacher instruct us not to let the tip of our pen to leave the surface of the paper, so we have to keep writing, even writing days of the week and months of the year until our brains forces out some ideas in English. Though, I felt very uncomfortable in the beginning now after two months of training, I starting to feel that my ideas flow more easy in English. The discussions we have in reading classes also help me think in English because my classmates cannot wait for me to translate from Spanish. Lastly, the daily practice is not as stressful as I thought so I enjoy it. I turn on my favorite music, and write from 5 minutes to 10 minutes daily. I feel I can write more and more. Because my teacher do not grade my work based on accuracy. Can let my thoughts flow freely on paper without worrying about my grade.

You have tried to write a good paragraph though it still has mistakes. Do not worry! No one can write perfectly on the first try. The instructions in Stage 3 will guide you step by step in making your paragraph better.

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1.12: Stage 3 Post-Writing - Revise, Edit, Proofread, and Submit the Draft

Stage 3 Post-Writing: Revise, Edit, Proofread, and Submit the Draft



Stage 3. Post-writing:
revise, edit, proofread,
and submit

- Revise the ideas to make them interesting and clear to understand
- Revise the organization for unity, cohesion, and completion
- Edit the sentence structures, verbs, nouns, and other grammatical aspects
- Check format, spelling, punctuation, and capitalization
- Make a new copy, proofread, save, and submit

Stage 3 Writing Process

1. Revise the ideas and organization – comments in (parentheses) and marked in pink

(No title)

The Non-Stop-Non-Translation approach is one of my most interesting experiences in learning english. My teacher introduce it in the beginning of the semester. Students writes on a topic nonstop for at least 5 minute, and they should not translate their ideas from their native languages to english. First, the strategy helps me learn to express my self correctly with english. i been in the U.S. for only one year, and I always translate from Spanish to english **(when?)**. However; people often do not understand me, or they say I am wrong. **(example?) (transition?)** i am learning to think faster and more natural with the help in NSNT. My teacher instruct us not to let the tip of our pen leave the surface of the paper, so we have to keep writing, even writing days of the week and months of the year until our brains forces out some ideas in English. Though, I felt very uncomfortable in the beginning now after two months of training, I starting to feel that my ideas flow more easy in English. The discussions we have in reading classes also help me think in English because my classmates cannot wait for me to translate from Spanish. **(irrelevant and should be deleted)** Lastly, the daily practice is not as stressful as I thought so I enjoy it. I turn on my favorite music and write from 5 minutes to 10 minutes daily. **(examples of what I write about)** I feel I can write more and more. Because my teacher do not grade my work based on accuracy. I can let my thoughts flow freely on paper without worrying about my grade. **(no concluding sentence)**

Make a new copy to show improvement in ideas and organization.

The reasons why I like NSNT

The Non-Stop-Non-Translation approach is one of my most interesting experiences in learning english. My teacher introduce it in the beginning of the semester. Students writes on a topic nonstop for at least 5 minute, and they should not translate their ideas from their native languages to english. First, the strategy helps me learn to express my self correctly with english. i been in the U.S. for only one year, and I always translate my ideas from my native language Spanish to english when communicate.

However; people often do not understand me, or they say I am wrong. For example, it is correct to write “Es un día bonito” in Spanish. When I translate it into English. My sentence becomes “Is a day beautiful.” Second, I am learning to think faster and more natural with the help in NSNT. My teacher instruct us not to let the tip of our pen leave the surface of the paper, so we have to keep writing, even writing days of the week and months of the year until our brains forces out some ideas in English. Though, I felt very uncomfortable in the beginning now after two months of training, I starting to feel that my ideas flow more easy in English. Lastly, the daily practice is not as stressful as I thought so I enjoy it. I turn on my favorite music and write from 5 minutes to 10 minutes daily, and sometimes even longer. I have written about childhood memories, current events, and school activities. I feel more comfortable and confident in expressing my thoughts. I no longer need to fill time with “Monday, Tuesday...” as in the beginning. Besides, my teacher do not grade my work based on accuracy. Can let my thoughts flow on paper without worrying about my grade. The NSNT is one of the best approach in helping me think and use English. I will definitely keep practicing this strategy.

2. Edit grammar and sentence structure

3. Check format, spelling, punctuation, capitalization

It is common to combine these two steps, but it is better to do Step 2 before Step 3. The mistakes in grammar, sentence structure, punctuation, capitalization, spelling, and format are highlighted in grey and corrections are highlighted in **purple** below.

Name? **Jane Doe**

Class? **Writing III**

Date? **January 25, 2022**

The reasons **Reasons** why I like **Like** NSNT

The Non-Stop-Non-Translation approach is one of my most interesting experiences in learning English. My teacher introduce **introduced** it in the beginning of the semester. Students writes **write** on a topic nonstop for at least 5 minute **minutes**, and they should not translate their ideas from their native languages to English. First, the strategy helps me learn to express my self **myself** correctly with English. **English**. i been **I have been** in the U.S. for only one year, and I always translate my ideas from my native language Spanish to English. When communicate. ... **and I always translate my ideas from y native language Spanish to English when I communicate**. However; , people often do not understand me, or they say I am wrong. For example, it is correct to write “Es un día bonito” in Spanish. When I translate it into English. My sentence becomes “Is a day beautiful.” **When I translate it into English, my sentence becomes “Is a day beautiful.”** Second, i **I** am learning to think faster and more natural **naturally** with the help in NSNT. My teacher instruct **instructs** us not to let the tip of our pen leave the surface of the paper, so we have to keep writing, even writing days of the week and months of the year until our brains forces **force** out some ideas in English. Though, I felt very uncomfortable in the beginning **Though I felt very uncomfortable in the beginning**, now after two months of training, I starting **have started** to feel that my ideas flow more easy **easily** in English. Lastly, the daily practice is not as stressfull **stressful** as I thought so I enjoy it. ... **I thought, so I enjoy it**. I turn on my favorite music and write from 5 minutes to 10 minutes daily. About childhood memories, current events, and school activities. ... **10 minutes daily about childhood memories**, ... I feel I can write more and more. Because my teacher do not grade my work based on accuracy. Can let my thoughts flow on paper without worrying about my grade. **I feel I can write more and more because my teacher does not grade my work based on accuracy**. The NSNT is one of the best approach **approaches** in helping me think and use English. I will definitely keep practicing this strategy.

Fix the mistakes and make a new copy:

Jane Doe

Professor Smith

Writing 4

25 January 2022

The Reasons Why I Like NSNT

The Non-Stop-Non-Translation approach is one of my most interesting experiences in learning English. My teacher introduced it in the beginning of the semester. Students should write on a topic nonstop for at least 5 minutes, and they should not translate their ideas from their native languages to English. First, the strategy helps me learn to express myself correctly with English. I have been in the U.S. for only one year, and I always translate from Spanish to English when I communicate. However, people often do not understand me, or they say I am wrong. For example, it is correct to write “Es un día bonito” in Spanish. When I translate it into English, my sentence becomes “Is a day beautiful.” Second, I am learning to think faster and more naturally with the help in NSNT. My teacher instructs us not to let the tip of our pen leave the surface of the paper, so we have to keep writing, even writing days of the week and months of the year until our brains force out some ideas in English. Though I felt very uncomfortable in the beginning, now after two months of training, I am starting to feel that my ideas flow more easily in English. Lastly, the daily practice is not as stressful as I thought, so I enjoy it and write from 5 minutes to 10 minutes daily. I have written about childhood memories, current events, and school activities. I feel I can write more and more. Because my teacher does not grade my work based on accuracy, I can let my thoughts flow freely on paper without worrying about my grade. The NSNT is one of the best approaches in helping me think and use English. I will definitely keep practicing this strategy.

4. Use the Self Checklist to make sure that you have tried your best to revise and edit the paragraph. Put a checkmark in the box on the right if you have done your best in that area.

Self Checklist

self checklist

Questions	Paragraph Revising and Editing Self Checklist	✓
1	Is my paragraph clear to understand?	✓
2	Is my paragraph interesting to read?	✓
3	Did I include a topic sentence with a clear topic and a controlling idea?	✓
4	Did I include 2-4 supporting ideas with details and connect them with transitions?	✓
5	Did I include a concluding sentence?	✓
6	Did I try my best to use correct sentence structure, verbs, and other grammar aspects?	✓
7	Did I try my best to have correct spelling, punctuation, and capitalization?	✓
8	Did I follow the proper paragraph format?	✓

Proofread means that you read the paragraph from beginning to end at least one more time to catch the errors you missed and to make sure that your writing is as good as it can be.

Now you can save your work and submit it. Job well done!



a person dancing on a rock with sunset on horizon

Going through the steps takes time, but you can be sure that your paragraph will be the best you can write it. Some of you may feel that following the process is too much trouble and that it is a waste of time, but remember that you may need a longer time to redo the assignment later if you do not properly follow the writing process. Think of this as establishing^[10] a good habit of thinking and writing. Over time, you may be able to combine some of the steps and save some time. However, you will be writing much longer, much more complicated compositions in your future classes, and the habit of following the writing process will definitely help you succeed.

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1.13: Review and Practice

Review and Practice

Exercise 1

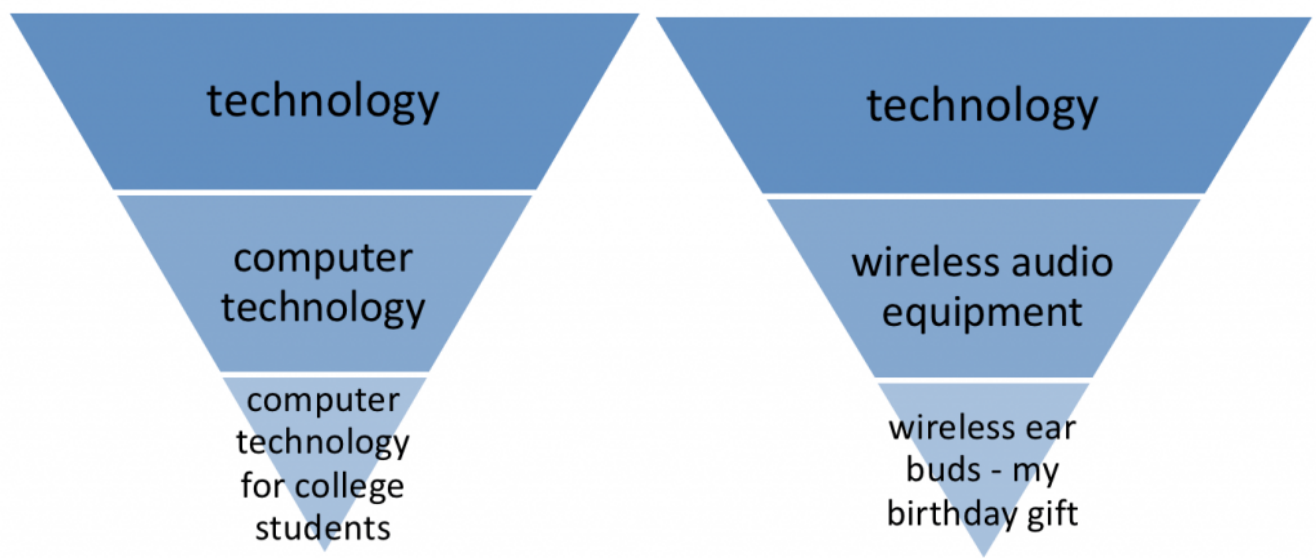
Discuss the following questions about the topics covered in this unit.

1. What is academic writing? What are the characteristics of academic writing?
2. What has been your best writing experience? The most challenging writing experience?
3. The ten common misconceptions are explained in this unit. What are the ones that apply to you? What advice will be the most helpful to you?
4. What is the writing process? Why is it important?
5. What are the three stages in the process? What are the steps in each stage?
6. Have you tried the writing process or a similar process before? Share your experiences.

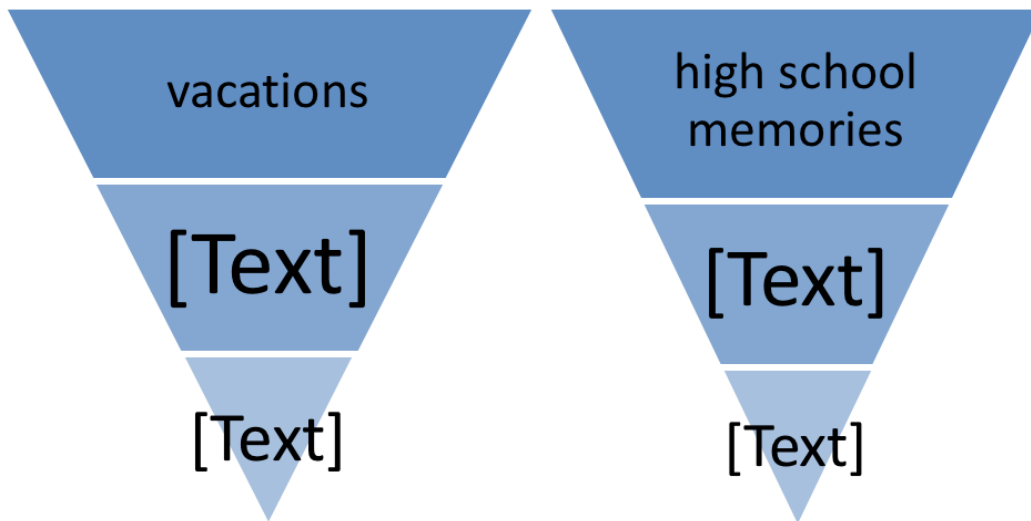
Exercise 2

Narrowing down a broad subject will help you focus better on the main idea of your paragraph. Practice narrowing down the topics. The first two are examples. You see that the same broad topic can be narrowed down to two different focuses depending on your experiences and preferences. Compare and discuss your answers with your partner.

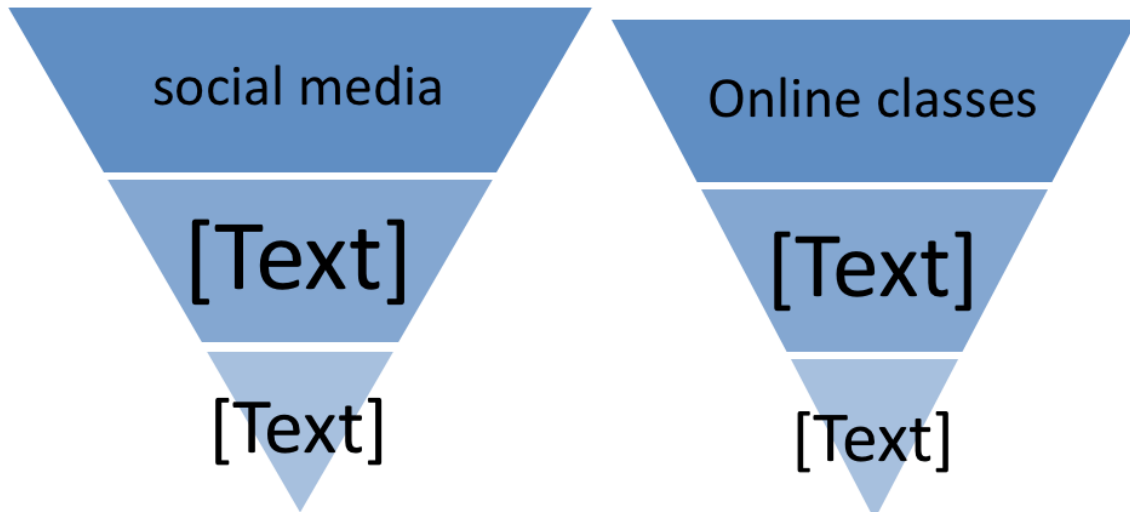
Examples:



narrowing down ideas



narrowing down ideas exercise



narrowing down ideas exercise

Exercise 3

Look at the following ideas from brainstorming. Add some of your own to the list. Then put the ideas into the categories below. The categories will be used as supporting ideas when you write a paragraph. If an idea does not fit the main idea, cross it out. An example is provided in each category.

Main idea: Jerry's Burgers is my favorite lunch place.

fast service, nice decorations, fresh ingredients, clean washrooms, beautiful paintings on walls, Asian and Middle Eastern flavors, meeting room, noisy, not many salad choices, expensive, smiling owner, no place for kids to play, free soda, no parking, tasty soup bowls, kids' menu, low fat menu, vegetarian choices, background music too loud, gluten-free options, polite wait staff, no delivery...

Example:

example

Food	Services	Facilities
fresh ingredients	fast service	meeting room

Exercise 4

Use three of the following topics to try free writing, listing, and mind mapping. Narrow down the topic if necessary. Then write an outline for each topic. Lastly, choose one of the three outlines to write a paragraph.

1. driving in the U.S.
2. my first class in the U.S. college
3. the neighborhood where I grew up
4. the person I admire the most
5. a childhood memory
6. a disappointing holiday
7. advantages or disadvantages of cell phones
8. characteristics of a good shopping mall

Summary

- Academic writing is what students write for their classes in colleges and universities.
- Academic writing is logical, direct, formal, clear, and concise.
- To improve writing skills, it is important to:
 - Try not to translate from your native language.
 - Do not rely on the information on the Internet.
 - Explore your topic by brainstorming and then organize your ideas by outlining.
 - Narrow down a general topic to a more specific one.
 - Get help from your professor and ESL tutors.
 - Be proactive in contacting your professor regarding errors in your writing.
 - Do not rely too much on the help of your family and friends.
 - Study grammar.
 - Read as much as you can.
- There are three major stages in the writing process:
 - **pre-writing:** get ideas and make an outline
 - understand the assignment
 - choose topic, narrow down if needed
 - brainstorm – free writing, make a list, create a mind map
 - **writing:** write a draft of the paragraph
 - write a paragraph based on the outline
 - include basic elements of a paragraph
 - **post-writing:** revise and edit, proofread, and submit
 - revise ideas to make them clear and interesting
 - revise organization for unity, cohesion, and completion
 - edit sentence structure and grammatical aspects

- check format, punctuation, capitalization, and spelling
 - make a new copy, proofread, save, submit
- The stages and steps ensure the good quality of your paragraph.
-

1. dough: noun, a mix of flour, water, and other ingredients to make into bread, cake, etc. ↵
2. essential: adjective, extremely important, cannot live without ↵
3. proper: adjective, suitable, appropriate, right ↵
4. reverse: verb, follow the opposite order ↵
5. crusty: adjective, crisp, describing the outer layer of freshly-baked bread ↵
6. laborious: adjective, with lots of work ↵
7. ensure: verb, make sure, to be certain ↵
8. crucial: adjective, very important ↵
9. seemingly: adverb, in appearance but may not be true ↵
10. establish: verb, build, set up ↵

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2: PARAGRAPH REVIEW AND SENTENCE TYPES

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2.1: Introduction

Introduction

This unit will review the key parts of a paragraph and four common sentence structures in academic writing.

Definition of a Paragraph

A **paragraph** is a group of sentences about one main idea. The goal of a paragraph is to communicate to the readers what you think of a **topic** (your main idea) and why you believe this (your supporting ideas). A paragraph also follows a certain format. Paragraph writing is the **foundation** (basis or groundwork of something more complicated) for all types of academic writing assignments such as essays and research papers.

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Key Elements to a Paragraph

- A clear topic sentence that expresses the topic and the controlling idea
- Major supporting sentences providing more information about the topic
- Further explanations, details, and examples for each support
- Transition words and phrases indicating the organizational pattern of the paragraph
- Concluding sentence which generally restates the thesis or summarizes the paragraph

Objectives:

By the end of this unit, you will be able to

- Write a clear topic sentence for an organized paragraph.
- Provide clear and specific support for the topic sentence.
- Write a clear concluding sentence.
- Use transitional expressions to show organization of ideas.
- Edit a paragraph for unity and relevance.
- Combine simple clauses to form compound or complex sentences.
- Identify the four sentence types.
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2.2: Sample Paragraph and Questions

Sample Paragraph and Questions

Learning Objectives

1. To identify the parts of a paragraph: title, topic sentence, major supporting sentences with details, concluding sentence, and transitions
2. To understand how each part relates to another within a paragraph through multiple examples
3. To learn the key characteristics of a paragraph: format, unity, cohesion, and completion through multiple examples
4. To practice writing each part of a paragraph with key characteristics through a variety of exercises

Warm-Up



a group of children laughing and running outdoors

Read the paragraph “Missing My Childhood Days” below and do the activities that follow.

Missing My Childhood Days

Thanks to two people and one place, my childhood was filled with fun. The first special person was my cousin Hector. I was the only child to my mom, and he was the only child to his mom. We were not lonely because we played and enjoyed family trips together. I loved playing hide and seek with him the most. The running, anticipating, shouting, and laughing will always be in my memories. Secondly, I really miss my best friend Lisandra from my elementary school. Our moms were best friends, so it was easier for us to do many things together. For example, we used to explore the resorts and hotels near our homes. We imagined how we could decorate our own houses as elegantly as the hotels. Additionally, Lisandra had a little sister called Lolanda, and we loved to play with her and care for her as if she were our own baby. We fed her and sang songs to her. Even though I lost contact with Lisandra after she switched to a different school, our time together was very precious to me. Lastly, I really miss my childhood home. It was a big house with a patio decorated with pots of beautiful flowers. The house was large enough for me to ride my bike inside. There was also a pool. We had many family parties there. Playing riddles, a game of guessing the answers, by the poolside was one of the most popular games among us. Nowadays I do not have Hector and Lisandra in my life, and my childhood house has long been sold. However, I am grateful for having them all in my past because they have left me with priceless memories.

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Discuss in groups:

1. What are your most unforgettable childhood memories? Why are they unforgettable?
2. What three areas of childhood does the author miss the most?
3. What is the main idea of the above paragraph? Where do you find it in the paragraph?
4. Where is the title?
5. How does the author begin the paragraph?
6. Does each new sentence start a new line?
7. What do you think a paragraph is?
8. What do you like about this paragraph?
9. How would you improve the paragraph?
10. If you could ask the writer a question, what would you ask?

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2.3: Parts of a Paragraph

Parts of a Paragraph

Understanding each part of a paragraph is an important step to good writing. One way to do this is to identify and color code each part.

Title – ***pink***

Topic sentence – ***red***

Major supports – ***green***

Minor supports (details) – ***blue***

Concluding sentence – ***red***

Transitions – ***yellow***

When you color code the parts, you know that

1. you understand the paragraph organization.
2. you are not missing any important components.
3. all the parts are in the right order.
4. the minor supports (***blue***) are the longest and the most detailed.

Missing My Childhood Days

Thanks to two people and one place, my childhood was filled with fun. The first special person was my cousin Hector. I was the only child to my mom, and he was the only child to his mom. We were not lonely because we played and enjoyed family trips together. I loved playing hide and seek with him the most. The running, anticipating, shouting, and laughing will always be in my memories. Secondly, I really miss my best friend Lisandra from the elementary school. Our moms were best friends, so it was easier for us to do many things together. For example, we used to explore the resorts and hotels near our homes. We imagined how we could decorate our own houses as elegantly as the hotels. Additionally, Lisandra had a little sister called Lolanda, and we loved to play with her and care for her as if she were our own baby. We fed her and sang songs to her. Even though I lost contact with Lisandra after she switched to a different school, our time together was very precious to me. Lastly, I really miss my childhood home. It was a big house with a patio decorated with pots of beautiful flowers. The house was large enough for me to ride my bike inside. There was also a pool. We had many family parties there. Playing riddles by the poolside was one of the most popular games among us. Nowadays I do not have Hector and Lisandra in my life, and my childhood house has long been sold. However, I am grateful for having them all in my past because they have left me with priceless memories.

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Exercise 1

Use the paragraph “Missing My Childhood Days” as an example. Read the paragraph “Difficulties in English Writing” and identify the parts with the following colors:

Color code the paragraph:

Title – ***pink*** Topic sentence – ***red*** Major supports – ***green*** Minor supports – ***blue*** Transitions – ***yellow*** Concluding sentence(s) – ***red***

Difficulties in English Writing

For me, writing is one of the most difficult skills to learn in English. First, with writing comes spelling. Many words are pronounced the same but spelled completely differently, like flower and flour, blue and blew. I need extra effort to learn and remember how to spell and write them correctly. Another challenge I face in English is sentence structure. There are many types of sentences in English such as simple, compound, and complex. Each type has its own punctuation rules. It takes a lot of hard work to understand how to build sentences effectively. Finally, grammar is challenging. My professors emphasize the importance of grammar because it plays a significant role in writing. Unfortunately, it is also one of the difficulties for me because it has many, many rules and exceptions. For example, in the count and noncount nouns unit, there are many confusing words like police and family. At first, I thought the word “police” was singular, but in fact it is plural. In contrast, I thought the word “family” was plural, but it is singular in many situations! Mistakes in singular and plural nouns lead to errors in verbs. Despite all these difficulties in spelling, sentence structure, and grammar, writing remains to be one of my favorite aspects of learning.

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Read the above two paragraphs again, and you can see that a good paragraph consists of:

1. **A title** – to show the topic and catch the readers’ interest *pink*
2. **A beginning called the topic sentence** – to show the main idea *red*
3. **A middle called the major and minor supports** – major supports to explain the main idea *green* ; minor supports to explain the major supports *blue*
4. **Transitions or connecting words** – to connect the ideas and guide the readers *yellow*
5. **An ending called the concluding sentence(s)** – to finish the paragraph *red*



a hamburger

Paragraph Organization – the Hamburger Way

To make a tasty hamburger, you need to take time to get the ingredients ready and **stack** (to pile or put on top of each other) them up carefully. Planning and organizing your ideas for a good paragraph can be very similar to making a hamburger.



parts of a hamburger between two hands

1. The sesame seeds on the top piece of bread are what you see as you unwrap a hamburger. They are like the **title** of a paragraph.
2. The top piece of the bread is the first part of the hamburger. It is like **the topic sentence**.
3. The middle part is what makes the hamburger delicious. The more ingredients you add, the tastier the hamburger is. This part is like **the major and minor supports**. More details for the paragraph will make it more interesting to read.
4. You also add condiments like mustard, ketchup, and mayonnaise to not only make the hamburger juicier but also help the other ingredients like tomato slices and beef patties stick together. Those condiments are like **transitions**.
5. The last piece of the bread makes the hamburger complete. The bread is made with the same ingredients as the top piece but with a different shape. This is like **the concluding sentence**. It restates the topic sentence but in a different way.

In this chapter, you are going to learn how to write each part.

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2.4: Topic Sentence

Topic Sentence

A **topic sentence** is a sentence that contains the main idea of a paragraph. It is usually put in the beginning of a paragraph. A good topic sentence has two essential parts and one optional part:

1. the topic of your paragraph
2. the controlling idea – your attitude/opinion about the topic
3. (optional but preferred) predictors – the points you are going to explain in the body of the paragraph

In each pair of topic sentences below, one contains the topic and controlling idea. The other has the topic, controlling idea, and predictors. Identify each part and discuss which topic sentence you like better. Explain your reasons.

- My writing class is important in helping me prepare for college study.
- My writing class is important in helping me prepare for college study because I learn how to plan, write, and edit my own writing.
- I enjoy three aspects of my writing class.
- I enjoy three aspects of my writing class: my professor, my classmates, and the course materials.
- Many students feel stressed out in writing class for three reasons.
- Because of long class periods, daily homework assignments, and lots of tests, many students feel stressed out in writing class.
- Writing in English is very different from writing in my native language.
- Writing in English differs from writing in my native language in style, sentence structure, and punctuation.

Rules for a good topic sentence

1. It must be a complete sentence that contains a subject and a verb.



a light bulb surrounded by six circles

- My interesting writing class (not a complete sentence) ✗
- How to improve writing skills (not a complete sentence) ✗
- My writing class is interesting for three reasons. (a complete sentence) ✓
- In my writing class, I am learning how to improve writing skills in three ways. (a complete sentence) ✓

2. It can be a positive or negative statement, not a question. If you ask a question at the beginning of the paragraph, you should answer it in the next sentence. That second sentence is the topic sentence.

- Why is learning English important? (a question) **X**
- What is the best way to improve writing skills? (a question) **X**
- Why is learning English important? It is because good English skills benefit people in their study, work, and daily life. (The second part is the topic sentence.) **✓**
- What is the best way to improve writing skills? There are three effective ways for ESL students to improve writing skills. (The second part is the topic sentence.) **✓**

3. Narrow down your topic. General topics are difficult to focus on and write.

- The year 2020 was a difficult year for me. (too broad) **X**
- The COVID pandemic in the year 2020 made it difficult for me to study. (more specific) **✓**
- The COVID pandemic in the year 2020 made it difficult for me to study for three reasons: my classes went totally online in March, I could no longer use the college library and the Language Lab, and the poor Internet connection at home often interrupted my study on the course website. (more specific) **✓**

4. Do not make an announcement.

- In this paragraph, I am going to talk about the disadvantages to online learning. (an announcement) **X**
- Let me explain the disadvantages to online learning. (an announcement) **X**
- This paragraph is about the disadvantages to online learning. (an announcement) **X**
- There are three disadvantages to online learning. (not an announcement) **✓**
- There are three disadvantages to online learning: no immediate feedback from the professors, no interactions with the classmates, and unstable Internet connection at home. (not an announcement) **✓**

5. Do not write a fact because your opinion (the controlling idea) is missing.

- Nashville State is a community college. (a fact) **X**
- My classmates come from twelve different countries. (a fact) **X**
- Nashville State offers the best ESL program in Tennessee in three aspects: its experienced professors, its variety of classes, and its academic focus. (Controlling idea “best” is added.) **✓**
- Representing twelve countries, my classmates are great resources for learning about different cultures. (Controlling idea “great resources for learning about different cultures” is added.) **✓**

Exercise 2

Read the following topic sentences. Identify the topic, controlling idea, and predictors. Type your answers in the boxes. When you complete the entire exercise, you can click “Check” for feedback. You may retry or see all the answers.

Example

I miss my high school life for three reasons: friends, sports, and time for myself.

topic: my high school life

controlling idea: miss for three reasons

predictors: friends, sports, time for myself

You can view and complete this exercise online [in the original text](#).

Exercise 3

Are the following good topic sentences? If not, why not? How do you improve them? Click “True” for the good topic sentences and “False” for the wrong ones. You will receive instant feedback after each sentence. If a topic sentence is wrong, you will see the correction and explanation in **blue**.

Example

Electric cars

This is not a good topic sentence because it is not a complete sentence and the controlling idea is missing.

Correction: I like electric cars more than gas-powered cars.

You can view and complete this exercise online [in the original text](#).

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Exercise 4

The sentences below are all topic sentences taken from different paragraphs. Highlight the topic and underline the controlling idea in each one.

- Global warming is one of the most serious problems facing society today.
- Of all the academic skills, one of the most important to practice daily is reading.
- For most people, changing dietary and exercise habits can be very challenging.
- American students have more educational debt than ever before.

Exercise 5

Choose the best topic sentence for this paragraph from the sentences below.

_____. As a dog owner, the child must take care of the animal's daily needs. The dog must be fed and exercised every day. A dog is completely dependent on its owner for all its needs, including the need for good health and a safe environment. Therefore, being responsible for a dog also means taking care of the dog so that it stays healthy. Furthermore, the owner must take responsibility for the safety of the dog and the safety of the people it comes into contact with. If the child forgets any of these duties, or ignores any of the dog's needs, the dog will suffer. This teaches the child that their responsibility to the dog is more important than their desire to play with toys, talk on the phone, or watch TV. This is true not only for the care of a dog, but also for the care of oneself, another person, or one's job. Learning how to look after the health and welfare of a dog leads to learning how to take responsibility for oneself.

- Dogs are better for young children than toys, phones, or TV.
- Having a dog helps a child learn how to act responsibly.
- There are many negative results when ignoring a pet dog.

Exercise 6

Write a topic sentence for this paragraph. To write a good topic sentence, read all of the supporting sentences carefully to decide what the writer's main idea is. Then look carefully at the concluding sentence.

_____ . Most people go through a lot of planning when they do it. Besides finding financial support, they also need to spend time searching for the right house. The right house should be the right size for the family now and in the future. If a family is planning to grow, finding a house with enough space for all family members is important. Once the right size house is found, the next step is to investigate the neighborhood. Many people omit this step, but it may be the most important step before buying a house. The neighborhood is the place in which people invest, expect to raise children, and plan to live for a long period of time. A bad neighborhood can have a higher crime rate or poor schools, and might be located in areas with a lot of traffic, noise, and air pollution. With careful consideration, buying a house can be one of the best investments a person can make in their future.

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2.5: Supporting Ideas and Paragraph Unity

Supporting Ideas and Paragraph Unity

Supporting means “holding up”, just as the bridge is “holding up” the man in the image. **Supporting ideas** are crucial in “holding up” the main idea while making your paragraphs interesting and **convincing** (making people believe). They must support or explain the main idea in the topic sentence.



a man sitting on a bridge over a river

Ways of Developing a Paragraph

In this course, you will study different types of paragraphs and essays. Each type of paragraph or essay can use different ways of supporting an idea (sometimes called “means of support”). When we talk about *developing* a paragraph (or essay), we are talking about adding enough support for our ideas.

A well-developed paragraph has several supporting ideas that help to explain the main idea. They help to make the main idea clearer and more believable to the reader. How many supporting sentences do you need? That depends on how complex your topic is. Use as many sentences as you need to explain your idea clearly and completely. For this course, it is a good idea to have at least six to nine supporting sentences. However, academic paragraphs in college writing can have ten or more supporting sentences!

Types of information that you could include as supporting sentences:

- examples
 - specific details (time, date, place, number, percentage, or other facts)
 - a clear description
 - a definition
 - an explanation
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A good strategy for logical supporting sentences is to predict the question the readers may ask about your topic sentence. Look at the sample outline below.

Sample Outline

Parts of a Paragraph	Outline Ideas
Topic sentence	Young people should not live in their parents' house after graduating from college.
Question:	Why not?
Major Support 1	practice independence in daily life
Minor Support 1	cooking, cleaning, money, my struggles to be mature
Major Support 2	experience real meaning of life
Minor Support 2	make decisions, take risks, manage time, my involvement in community service
Major Support 3	learn to appreciate parents
Minor Support 3	their teaching, their love, give them time to rest, joy in visiting my parents

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Exercise 7

Which of these paragraphs is better developed? Does either paragraph have enough support for an academic assignment? If not, how can they be improved?

- People who form close relationships with other people tend to be happier than those who do not. The number of friends a person has is not important. When it comes to happiness, what matters most is the quality of the relationships. Close relationships are ones that usually involve the sharing of feelings, mutual respect, acceptance, trust, fun, and empathy. As long as the relationships are deep, a person will experience greater levels of happiness.
- People who exercise regularly are usually happier than people who avoid exercising. People with good exercise routines are always improving both their physical and mental well-being. In fact, research has shown that exercise can be as effective as medication in treating depression.

Exercise 8

What kinds of support could be used to write a paragraph about the following topics? Use the types from the list above. Remember that most paragraphs use more than one type of support.

The bravest moment of your life

Taking an amazing photograph

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Paragraph Unity

Unity comes from the verb “unite” and means “hold tight, together.” In a paragraph, it means that all the supporting sentences work together to serve the same purpose: explaining the main idea.

Imagine two bouquets of flowers. Both look beautiful and in perfect harmony within themselves. However, if one sunflower is inserted in the middle of the roses, it will look out of place because it breaks the unity of the rose bouquet.



a rose bouquet



a sunflower bouquet

Then how do you tell if your paragraph has unity? There are two easy ways:

1. Ask yourself, “Does each supporting sentence explain the controlling idea in the topic sentence?” If yes, your paragraph has unity. If not, you need to delete or change the supporting sentence. It is helpful to circle or underline your controlling idea in the topic sentence for easier checking.
2. Always make an outline of the paragraph before you write. If you come up with a new idea while drafting the paragraph, put it in your outline first and ask yourself the first question.

Does the following paragraph outline show unity?

Paragraph Outline

Parts of a Paragraph	Outline Ideas
Topic sentence	Taking online classes helps college students in three significant ways.
Question:	What are these three ways?
Major Support 1	provide convenience
Minor Support 1	no driving, flexible study time, no transportation issue, hard to focus because of noisy children in the same house
Major Support 2	practice time management skills
Minor Support 2	set study time and follow it, learn to deal with distractions
Major Support 3	not get professor’s in-person help

Minor Support 3	difficult materials, questions not answered right away, manage time better
------------------------	--

No, it does not show unity. It contains irrelevant (not necessary) ideas because they do not support the main idea “help college students”. Here are ways to improve the outline:

- Cross out the irrelevant ideas.
- Add relevant information to support the main idea.
- In the second support, a personal example is also added to make the paragraph more interesting.
- In the third support, the new idea “manage time better” is a repetition of the second support “practice time management skills”. Therefore, it should be deleted. It is important not to repeat the same information that is already explained in other parts of the support.

The items that should be deleted are:

~~hard to focus because of noisy children in the same house, childcare easier, enjoy time together~~ not get professor's in person help **learn to study independently** ~~difficult materials, questions not answered right away~~ **solve problems, rely on oneself, YouTube, Khan Academy, other resources, manage time better**

Updated Outline:

Updated Outline

Parts of a Paragraph	Outline Ideas
Topic sentence	Taking online classes helps college students in three significant ways.
Question:	What are these three ways?
Major Support 1	provide convenience
Minor Support 1	no driving, flexible study time, no transportation issue, childcare easier, enjoy time together
Major Support 2	practice time management skills
Minor Support 2	set study time and follow it, learn to deal with distractions, my example of learning from procrastination mistakes
Major Support 3	learn to study independently
Minor Support 3	solve problems, rely on oneself, YouTube, Khan Academy, other resources

Exercise 9

Use the above as an example. Read the outlines below. Cross out the supporting ideas/details that are irrelevant. Revise each outline so that all the supporting ideas explain the main idea in the topic sentence.

Outline #1

Outline
#1

Parts of a Paragraph	Outline Ideas
Topic sentence	I suffered from severe mental stress during the Covid 19 lockdown in April 2020.
Question:	Why did you suffer from stress?
Major Support 1	worry about my health, the health of my family

Minor Support 1	brother essential worker, baby at home
Major Support 2	worry about money
Minor Support 2	lost restaurant job, pay bills, good unemployment benefits
Major Support 3	online classes very hard
Minor Support 3	convenient time, hard to learn D2L, no face-to-face practice, missed deadline of first assignment

Outline #2

Outline #2

Parts of a Paragraph	Outline Ideas
Topic sentence	My cousin did not want to get the Covid-19 vaccine for three reasons.
Question:	What were the reasons?
Major Support 1	vaccine safety not sure
Minor Support 1	Vaccine developed in a short time, worry about reactions and long-term side effects, reports about blood clots after vaccine
Major Support 2	He's healthy
Minor Support 2	strong, seldom sick, good immunity
Major Support 3	stayed home all the time
Minor Support 3	not contact other people, study online, get bored, want to have parties with friends

Exercise 10

Choose one of the topic sentences below to build relevant supporting ideas. Check to make sure that all the ideas support the main idea in the topic sentence. Share your outline with your partner and discuss each other's ideas.

Example:

Example Outline

Parts of a Paragraph	Outline Ideas
Topic sentence	Owning a car is a necessity for community college students.
Question:	Why is a car necessary?
Major Support 1	need it for study
Minor Support 1	on time to class, stay late in lab and library, not relying on friends or family, in control of time, my example of schedule
Major Support 2	need it for extra curricular activities and community service
Minor Support 2	student clubs, volunteer work, my example of community service in the homeless shelter
Major Support 3	need it for fun
Minor Support 3	party and movie with friends, regardless of time

1. Topic sentence: Men can often be better care givers than women.
2. Topic sentence: People 18 years and older should serve two years in the military.
3. Topic sentence: Nashville is the most romantic city in the U.S.

4. Topic sentence: Nashville is the best place for tourists from other countries to visit.

Exercise 11

The following paragraph about a special place does not have unity. There are four additional sentences to be deleted (not including the example). Type the numbers of the irrelevant sentences in the boxes below. When you complete the entire exercise, you can click “Check” for answers. You may also retry or see all the answers. Sentence #4 is an example.

You can view and complete this exercise online [in the original text](#).

Types of Supporting Sentences

As explained above, good supporting sentences not only explain the main idea but also include interesting details such as:

facts – numbers, general truths, scientific truths, etc.

reasons – logical explanations

experts' opinions – research findings, quotes by experts in the field, etc.

examples – stories of well-known people, personal experiences, personal quotes, etc.

Read the paragraph “Good Roommates” below and discuss how the writer uses the types of details. Major supporting ideas are colored in **green** and the minor supports, or details, in **blue**.

Good Roommates

Having good roommates makes lives more enjoyable. First, **good roommates understand each other's need for peace and quiet after a day's study.** ¹**They do not make unnecessary noises. For example, my roommate Abia and I have different class schedules. She spends the day at school, and I attend night classes. When I come back to the apartment very tired at 10 pm, she always turns down her music or speaks very softly on the phone with her friends.** Moreover, **good roommates share useful information.** ²**Writer Barbara Dana once said, “A good roommate may be the single most important thing to have when one is away at school.” It is true because Abia's and my families are far away. I have taken more courses at college, so I give Abia advice about classes, student clubs, and scholarships. She helps me in a different way. While I was looking for a part-time job last year, she told me about the job openings in her workplace. Finally, good roommates respect each other's differences.** ³**As the U.S. is a land of immigrants, it becomes the land of opportunities to learn different cultures and religions. I have learned about the significance of Ramadan for Abia, and she has understood the importance of Easter for me. Together, we have developed a good understanding of each other's beliefs.** In brief, good roommates help each other become more caring, supportive, and tolerant. They make living easier in this complicated world.

In the first minor supports (first **blue** block marked with 1): personal examples of Abia and me

In the second minor supports (second **blue** block marked with 2): a quote by an expert, personal examples of Abia and me

In the third minor supports (third **blue** block marked with 3): general truth, logic, personal examples of Abia and me

Exercise 12

Using the paragraph “Good Roommates” as an example, read the paragraph “No Capital Punishment” and discuss what types of interesting details the writer uses. Color the major supporting ideas in **green** and the minor supports, or details, in **blue**.

No Capital Punishment

Capital punishment should be banned because the result cannot be changed, it is killing a life, and it does not stop the crime. First of all, the result of capital punishment is irreversible; therefore, it is important to be absolutely certain of a person's guilt. Nevertheless, in some cases, it is simply impossible to prove a person's guilt with 100% certainty. What if a person is wrongly charged? The death penalty will affect that person and his or her family forever. Next, capital punishment is killing. Killing people for any reason is wrong. Life is sacred, and humans do not have the right to decide the lives of others. Some people believe that capital punishment will stop criminals from committing crimes as they will be afraid to die. However, this is not the reality. Violent cases still occur daily. For instance, on the weekend of July 4th, 2021, Chicago Sun Times reported that over 100 people were shot in Chicago and 19 of them died. That weekend was considered the deadliest and most violent in the city that year. This shows that putting criminals to death will not reduce crime. For these reasons, the death penalty should not be supported. The people and the government must find a better solution to punishing the law breakers.

data from <https://chicago.suntimes.com/crime/2021/7/3/22561910/chicago-weekend-shootings-july-2-5-homicide-gun-violence>. Last accessed on July 10, 2021.

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2.6: Concluding Sentence(s)

Concluding Sentence(s)



words "THE END" on wooden pieces

A concluding sentence signals the end of a paragraph.

Typically, the last sentence in a paragraph is the concluding sentence, and its job is to help the reader feel that the writer has expressed a complete and finished idea. It closes the paragraph by helping the reader move from the small details of the supporting sentences back to the big picture of the topic sentence or controlling idea. There are many simple and creative ways to end a paragraph.

The concluding sentence can:

- restate the main idea from the topic sentence but in different words or sentence structure.
- summarize the main points from the supporting sentences.
- give advice or make a suggestion about the topic to the reader.
- make a prediction or offer hope for the future.
- give the writer's feelings or opinion about the topic.
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A conclusion must not bring up a new topic.

× For those three reasons, I enjoy swimming the most. I will also start playing basketball next week.

Ways of Writing Concluding Sentences

Topic sentence	Different ways to write a concluding sentence or concluding sentences
Swimming is my favorite hobby.	Restate the main idea: • For those three reasons, I enjoy swimming the most.
	Restate the main idea + summarize the supporting points in the body: • For the benefits of physical health, mental wellbeing, and social life, I enjoy swimming the most.

	Restate the main idea + express an opinion For those three reasons, I enjoy swimming the most. It is the activity that has kept me healthy in the last ten years.
	Restate the main idea + make a prediction: For those three reasons, I enjoy swimming the most. If everyone can do this activity regularly, this will be a very healthy country.
	Restate the main idea + put forth a recommendation For those three reasons, I enjoy swimming the most and recommend this healthy activity to everyone.
	Restate the main idea + ask a question For those three reasons, I enjoy swimming the most. Shouldn't everyone start this hobby, too?

Exercise 13

Compare the pairs of topic sentences and concluding sentences from the paragraphs you are studying in this unit. Then discuss in groups what method the concluding sentences use and how they relate to the topic sentences.

Example

Paragraph “Missing My Childhood Days”

Topic sentence: Thanks to two people and one place, my childhood was filled with fun.

Concluding sentences: Nowadays I do not have Hector and Lisandra in my life, and my childhood house has long been sold. However, I am grateful for having them all in my past because they have left me with priceless memories.

The conclusion restates the main idea (they have left me with priceless memories), summarizes the three supporting points in the body (I do not have Hector and Lisandra in my life, and my childhood house has long been sold), and expresses an opinion (I am grateful for having them all in my past). The conclusion relates to the topic sentence and explains the controlling idea very well.

- Paragraph “Good Roommates” in 2.5
- Paragraph “No Capital Punishment” in 2.5

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Exercise 14

Look back at the paragraph in Exercise 5. Does the paragraph have a concluding sentence?

Paragraph A yes / no

Paragraph B yes / no

Exercise 15

Look again at the concluding sentence in the paragraph in Exercise 6.

“With careful consideration, buying a house can be one of the best investments a person can make in their future.”

This concluding sentence...(check ✓ all that apply)

- ☐ ... gives advice or a suggestion
- ☐ ... makes a prediction or offer hope
- ☐ ... gives the writer's feelings or opinion
- ☐ ... restates the main idea
- ☐ ... summarizes the main points

Exercise 16

Choose the best concluding sentence for each paragraph.

It is not always the influence of other people or the media that results in a person getting a tattoo. Many people decide to wear tattoos in order to express their artistic nature, their beliefs, or their feelings; in other words, they get a tattoo to show and express their individuality. A musician in a rock band may get a tattoo of a guitar on the arm. Some environmentalists may tattoo pictures of endangered animals on their shoulders. Lovers may tattoo each other's names over their hearts. _____.

- A. A person's friends and the media will affect their decision to get a tattoo.
- B. The unfortunate fact about tattoos is that they are impossible to remove.
- C. A tattoo can be a public sign to show what is important in a person's life.

Write two different concluding sentences for the paragraph about the brain.

The human brain is very mysterious and only partially understood. Many questions about the brain have not yet been answered. For example, why do we need to sleep or why do we dream? There is a lot about the brain that we do not yet understand. In fact, people used to think of the brain as useless stuffing. Of course, scientists now know the brain is our control center. Scientists also know about the basic functions of the different parts of the brain. The surface of the brain is called the cerebral cortex. It is the part of the brain that makes us intelligent, and it consists of four parts called lobes. The front lobe is where much of our thinking and feeling happens. The top lobe processes information which is coming from parts of our bodies, such as our skin and muscles. The side lobe plays an important role in hearing, speech and long-term memories while the back lobe processes images from our eyes.

_____.

No headers

a) Restate the main idea from the topic sentence.

b) Make a prediction about the brain.

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2.7: Transitions and Paragraph Cohesion

Transitions and Paragraph Cohesion

Cohesion focuses on the link between ideas so that they flow naturally from one to the next. When a paragraph has cohesion, ideas progress smoothly to create a connected whole.



waterfall in Yellowstone National Park

Imagine cohesion as a waterfall **cascading** (flowing down) smoothly and continuously. There are different ways to achieve cohesion. One of them is by using transitions.

Transitions are also called **connecting words**. They help the writer organize thoughts and guide the readers in understanding the order of ideas clearly. Transitions are often needed not only between supporting sentences but also within them.

Compare the two paragraphs “Filing an Insurance Claim after Ice Storm Damage” below. Which one is better? Why is it better? Underline the transitions in Paragraph 2 that you do not see in Paragraph 1.

Paragraph 1

Filing an Insurance Claim after Ice Storm Damage

Filing an insurance claim after ice storm damage may seem complicated, but it is not hard if you follow these steps. Make sure your home is safe. You may need to turn off the water if pipes are broken or cover a damaged roof or window to stop more water from coming inside. Check your homeowner’s insurance policy to understand what is covered and how much your deductible is. Take clear photos and videos of all damage: fallen tree branches, roof damage from heavy ice, or water damage inside your home. Make a list of damaged items and keep receipts for any temporary repairs or hotel stays if you cannot live in your home. Contact your insurance company to report the damage and provide details about what happened. It will usually send an adjuster to inspect your home and estimate the cost of repairs. The insurer will review the information. They will decide how much they will pay according to your policy. If you follow these steps, you will be on your way to getting your home repaired in no time.

Paragraph 2

Filing an Insurance Claim after Ice Storm Damage

Filing an insurance claim after ice storm damage may seem complicated, but it is not hard if you follow these steps. The process begins with making sure your home is safe. For example, you may need to turn off the water if pipes are broken or cover a damaged roof or window to stop more water from coming inside. Then check your homeowner's insurance policy to understand what is covered and how much your deductible is. Before you file your claim, take clear photos and videos of all damage, such as fallen tree branches, roof damage from heavy ice, or water damage inside your home. Also, make a list of damaged items and keep receipts for any temporary repairs or hotel stays if you cannot live in your home. Contact your insurance company as soon as possible to report the damage and provide details about what happened. When you contact the company, it will usually send an adjuster to inspect your home and estimate the cost of repairs. Finally, after reviewing the information, the insurer will decide how much they will pay according to your policy. If you follow these steps, you will be on your way to getting your home repaired in no time.

With connecting expressions like “begins with,” “such as,” “Before you file your claim,” and other underlined transitions, Paragraph 2 explains the steps much more clearly.

How are the transitions used?

1. The transition for the first major supporting idea is often optional.
2. “Finally” is usually used to show the last major supporting idea in the body of the paragraph. It is not used at the beginning of the conclusion.
3. The transition at the beginning of the concluding sentence is optional. It is actually more common without it.
4. After most transitions, there is usually a comma, but this is not always true. There are different types of transitions with different punctuation rules. You will learn them step by step throughout the course.
5. Do not overuse transitions; otherwise, the paragraph will read very unnaturally. As you read and write more, you will gradually develop a sense of when a transition is or is not necessary.

Here are some common transitions:

Common Transitions

Meaning	Transitions
Addition	first, second, then, next, in addition, also, furthermore, moreover, last, finally ...
Contrast	but, yet, on the other hand, on the contrary, however, nevertheless, though, even though, although ...
Time	first, second, then, next, at ____ (clock time), in the morning (afternoon, etc.), after that, soon, in the beginning, at the same time, meanwhile, at first, at last, before, after, later, when, while, as soon as, until ...
Reason	for, due to, because of, because, since, as ...
Result	so, therefore, thus, consequently, as a result ...
Location	near, beside, next to, in front, behind, around, on the top, on the bottom, on the right/left, to the right/left, under, opposite, above, below ...
Conclusion	in conclusion, in summary, to sum up, in brief, for those reasons ...
Example	like, such as, including, for example, for instance ...

Study Paragraph “Good Roommates” in 2.5 again. Notice how the three transitions (**first**, **moreover**, **finally**) connect the supporting ideas and the transition (**in brief**) is used before the concluding sentences.

Study Paragraph “No Capital Punishment” in 2.5 again. Notice how the transitions (**first of all**, **therefore**, **nevertheless**, **next**, **however**, **for instance**) are used to connect ideas between supporting ideas and within them. The transition (**for these reasons**) is placed before the concluding sentence.

Exercise 17

Choose the appropriate transitions below and type them in the boxes to finish the paragraph about a daughter. There may be more than one correct answer, but type just one. Not all listed transitions are needed. When you complete the entire exercise, you can click “Check” for feedback. You may retry or see all the answers. The first one is an example.

Transitions: **first, second, next, in addition, also, furthermore, moreover, last, finally, for example, to sum up**

You can view and complete this exercise online [in the original text](#).

Exercise 18

Choose the appropriate transitions below and type them in the boxes to finish the paragraph about a life lesson. There may be more than one correct answer, but type just one. Not all listed transitions are needed. When you complete the entire exercise, you can click “Check” for feedback. You may retry or see all the answers. The first one is an example.

Transitions: **however, on the first Saturday, then, after crying for an hour, while I was eating breakfast, now, at night, finally, after that, after I arrived**

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2.8: Title of a Paragraph

Title of a Paragraph



lots of books showing titles on shelves

A title gives the readers information about what you write in the paragraph. It usually states or **implies** (say indirectly) the topic of your writing.

1. A good title is often very short. Sometimes it is only one word or one phrase. It is usually not a complete sentence.

The Best Invention

The Reasons for My Mediterranean Diet

The Characteristics of a Good Boss

2. A good title catches the readers' interest. It tells the readers about the main topic, but it does not tell everything.

Why Not Study Hard?

A Long-Kept Secret

To Mask or Not to Mask

3. A good title follows capitalization and punctuation rules.

- The first letter of the first word is always capitalized.
- The first letter of the last word is always capitalized.
- All of the important words (nouns, verbs, adjectives, adverbs) are always capitalized.
- Do not capitalize a short preposition, an article, or a coordinating conjunction unless it is the first word.

- Never capitalize all of the letters in the entire title.
- Do not put a period at the end.
- Do not put quotation marks around the title.
- Do not underline the title.

Discuss each pair of the titles below and notice how the errors are corrected.

the day I arrived in Chicago ✗

The Day I Arrived in Chicago ✓

THE MAKING OF A DOCTOR ✗

The Making of a Doctor ✓

A Very Frustrating Experience. ✗

A Very Frustrating Experience ✓

“Advice from My Mother” ✗

Advice from My Mother ✓

The Mysterious Noise ✗

The Mysterious Noise ✓

For more explanations and examples in capitalization, please refer to [Appendix 1 Capitalization](#).

Exercise 19

Here are the titles of some paragraphs. Do they follow the rules? Write the correct title in the box. After you finish all the titles, you can check your answers by clicking the “Check” button. You may retry the exercise or see all the answers.

Example:

From my home to school

Correction: From My Home to School

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2.9: Paragraph Completion

Paragraph Completion

Each paragraph explains a complete idea and needs to have a clear ending. There are several ways to check if the paragraph is complete:



a checklist and a yellow pencil

1. Does the paragraph have a title?
2. Is the topic sentence there?
3. If you have predictors in the topic sentence, are all of them explained in the body of the paragraph?
4. Do you have major supports to explain the topic sentence?
5. Do you have minor supports (details) to further explain the ideas in the major supports?
6. Do you have a concluding sentence at the end?
7. Are there proper transitions to connect ideas?

If any one part is missing, the paragraph is incomplete.

Read the following paragraph. Is it complete? If not, discuss what is missing and how you can improve the paragraph.

Jogging is beneficial physically, mentally, and socially. First, jogging makes people physically fit. It not only strengthens the muscles and immune system but also helps to reduce weight. Thirty minutes of jogging will burn about 250 calories. Extra weight causes all kinds of health problems, and a daily run will help shed the extra pounds. Besides, jogging keeps people mentally healthy by reducing their stress. Modern life is full of anxieties. Workers have project deadlines, students take tests, parents deal with family financial challenges, and all people run into relationship issues from time to time. According to many doctors, jogging can act as a stress reliever, boost the feel-good hormone, and distract people from daily worries. Jogging is a simple act of activity that helps people become healthier in many ways.

What is missing?

1. There is no title. Add a title, such as “The Best Exercise” or “The Benefits of Jogging”.
2. The third support is missing. From the topic sentence, the readers expect to see support in three areas: physical, mental, and social. However, the writer did not discuss the “social” aspect of jogging. Therefore, the paragraph is incomplete. The writer should add some information about the social benefits of jogging. Ideas could include joining a jogging club and meeting new friends.

Exercise 20

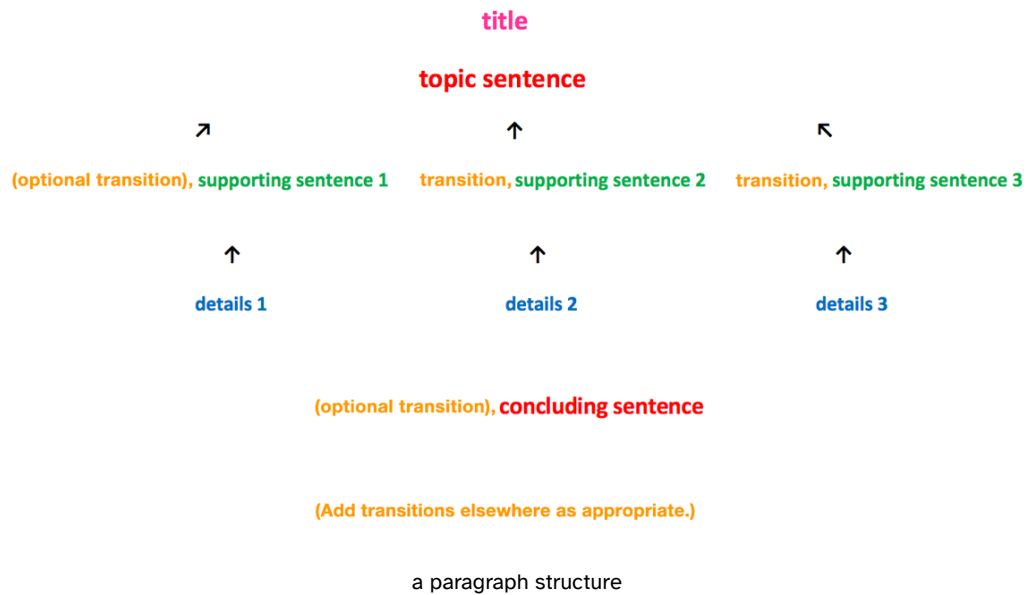
Use the above paragraph as an example. Is the following new one complete? If not, discuss what is missing and how you can improve the paragraph.



unleashed dogs on beach

Unleashed dogs are dangerous to the environment, other living beings, and even to themselves. First of all, dogs do not have minds like humans; therefore, they often do not know what proper behavior is in public. When they are not restricted by a leash, they can run and step on flowers and plants in the parks. They may also leave their waste there if their owners are unaware of it. What's more, dogs can frighten the pedestrians on the street. Some of them are afraid of dogs and may experience intense fear when a dog jumps at them. Dogs may also scare drivers. What if they lose control of their vehicles? Other animals like ducks and geese will also find the running and barking "strangers" threatening. Lastly, unleashed dogs are a danger to themselves. There are many hidden holes on the roads and in the parks, and dogs can easily fall into them and hurt themselves. Because dogs can also cause traffic accidents, they may be injured as well. If there is construction nearby with heavy machinery and harmful chemicals, the consequences will be deadly to the dogs.

Now you can understand better all the parts of a paragraph and how they relate to each other. The following template is not the only way to write a paragraph, but it is a good way to start.



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2.10: Paragraph Review

Paragraph Review

Exercise 21

Put these sentences in order (1-9) to make a paragraph. Pay attention to transitions and connections that show logical order.

The Process of Writing a Paragraph

___ Once you have chosen a topic, you should brainstorm as much as you can on that topic in order to narrow it down to your main idea.

___ First, you must choose a topic.

__1_ For many students, writing is one of the most difficult subjects, but they can follow a few simple steps to make the process easy.

___ Then you should organize your thoughts by outlining a topic sentence with a few phrases of support information that you will expand upon in a first draft.

___ If you feel stuck while writing your first draft, stop and do something else to clear your mind.

___ Use your outline to help you to write a first draft. Don't forget to provide details for your support!

___ Sometimes your instructor will assign the topic, and sometimes you will have a few choices.

___ By following these simple steps, you will find that writing an essay is a piece of cake.

___ As soon as you have a finished draft, ask a friend or a tutor to read your paper before you give it to your teacher.

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Exercise 22

Read the following paragraph about online learning. It is based on an outline example you studied earlier in this unit. As you read, do the following:

Color code the paragraph: Title – pink Topic sentence – red Major supports – green Minor supports (details) – blue Transitions – yellow Concluding sentence(s) – red	Discuss: Have you taken an online class? If so, have you had similar experiences as described in this paragraph? What types of major supporting ideas and details are used to explain the main idea? Does the paragraph have unity? What type of conclusion is used? Is the paragraph complete? Is the title centered on the top line? Is the first sentence indented? What do you like about this paragraph? How would you improve the paragraph?
--	--



a MacBook, a notebook, etc. on a desk

Three Benefits of Online Classes for College Students

Taking online classes helps college students in three significant ways. First of all, online classes provide many conveniences. Many college students have a job, and some also need to take care of their family. When the courses are online, the students often do not have a fixed class time. As a result, they can pick any shift available at work, and they can also schedule activities with their loved ones like going to the park or even going on a vacation. For those with small children, childcare is no longer a huge issue. In addition, some college students do not own a car, but their education will not be affected because they can take classes remotely. Secondly, college students improve their time management skills. I have learned to use my time more wisely. For example, during my first semester of online class, I spent a lot of time video chatting with my friends in the beginning. My professor set all the test deadlines by midnight each Sunday, so I postponed my study till Saturday. However, there was too much reading and practicing then, and I simply could not complete the required study to get a good grade. In the second half of the semester, I forced myself to make a schedule for daily study time and to be more disciplined in following it. I was able to finish all the materials before the test, and my grade improved. The most important skill through online learning is independent learning. Even though professors are available through office hours, emails, and live sessions, students must learn to solve problems on their own most of the time. They can do so by reading, checking dictionaries, and finding additional online learning resources from YouTube videos or the Khan Academy website. This type of “self help” fosters skills in independent learning, which is essential in college study and students’ future professions. Taking online classes is challenging, but these benefits make their experiences worthwhile.

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2.11: Formatting Your Paragraph

Formatting Your Paragraph

Look at this typed paragraph below and notice how it looks on the page. In college, some professors may ask you to format your paper differently, but for this class we will use MLA (Modern Language Association) format. The paragraph below is in MLA format.

Last Name 1

First Name Last Name
Professor Name
Course Name and Number
11 April 2022

The Process of Writing

For many students, writing is one of the most difficult subjects, but with a little bit of organization and a good attitude, writing can be a very simple process. Once you have a topic, the first thing to do is brainstorm and outline. These two steps go well together because you'll need to get ideas with a brainstorm and then organize them with the outline. After that, the best thing to do is just write the whole first draft. If you feel stuck while writing your first draft, stop and take a shower or go for a walk to clear your mind. As soon as you have a finished draft, ask a friend or a tutor to read your paper before you give it to your teacher. Finally, carefully read your teacher's feedback and follow their instructions if they ask you to write a second draft. Following your teacher's recommendations and asking questions about them will ensure that you get the best grade possible. By following these simple steps, you will find that writing an essay is a piece of cake.

Exercise 23

A. Label these items on the paragraph by numbering them on the document.

1. header
2. indent
3. title
4. margin
5. double-spaced lines

B. Now read the paragraph and highlight the key features of the paragraph:

1. topic sentence
2. transitional words
3. major supports
4. conclusion sentence

For more information about how to format your paragraph in MLA style using Microsoft Word online, watch the first 2 minutes and 45 seconds of [this helpful video](#).

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2.12: Paragraph Practice

Paragraph Practice

Practice writing an academic paragraph using the parts that we have discussed in class.

Read the topic below. Brainstorm your ideas first on a separate sheet of paper. Then make a plan for your paragraph on another sheet of paper. (You will submit both your brainstorming and paragraph plan.) Write a paragraph of 8-12 sentences. Include a title, a clear topic sentence, supporting sentences with examples and details, and a concluding sentence that restates the main idea. Follow the formatting on the previous page.

Exercise 24

Write about three things that have changed in your life since you started college. These should be changes on a more personal level than simply “lots of homework.” These are changes that affect your lifestyle, routines, schedule, or personal life.

When you finish writing your paragraph, remember to proofread it carefully:

- Do you have 8-12 sentences?
- Do you have a clear topic sentence with a specific controlling idea? (not too general)
- Do your major and minor supporting sentences give more information about the topic and controlling idea? (use lots of adjectives and adverbs to describe things)
- Does your final sentence make the paragraph feel complete and whole?
- Did you follow the formatting on the previous page? (header, indent, title, double-spaced lines)
- Did you check your spelling?
- Did you check your grammar?
- Did you read it out loud to listen to the flow?

Answer available at the end of this section.

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Answers

Exercise 24

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2.13: Language Practice- Sentence Types

Language Practice: Sentence Types

1. Simple sentence

A simple sentence consists of a subject – main verb combination (+ complement). Either the subject or the verb, or both of them, may be compound.

Examples: John went to the dentist.

The student and instructor discussed the test and planned another conference.

Note: A simple sentence can also be called an independent clause.

A simple sentence can be introduced with a sentence modifier:

as a result, consequently, first, second, for example, however, in addition, in contrast, in fact, on the other hand, on the contrary, therefore, in other words

2. Compound sentence

A compound sentence is two (or more) independent clauses joined with a coordinating conjunction and punctuation.

Coordinating conjunctions (FANBOYS) are used with commas: for, and, nor, but, or, yet, so

Example: The student studies every night, but his grades do not show his hard work.

3. Complex sentence

A complex sentence is one independent clause joined with one (or more) dependent or subordinate clauses. The subordinate clauses are determined by the words that introduce them.

Types of dependent (subordinate) clauses:

- Adjective/relative clause: introduced by *who*, *whom*, *which*, *that*, *whose*, *where*, *when* (formally called “relative pronouns”)

Example: The student who is sitting in the front of the class is always attentive.

- Adverb clause: introduced by *after*, *although*, *because*, *in order that*, *since*, *though*, *while*, *when*, *if*, *whether*, *whereas*, *before* (formally called “subordinators”)

Example: Although the student studies every night, his grades do not show his hard work.

- Noun clause: introduced by *that*

Example: The teacher says that the student's grades do not reflect his work.

Notes on punctuation of complex sentences with adverb clauses:

If the independent clause is followed by the dependent clause, you do not use a comma.

Examples:

We went out to a restaurant for dinner when my mother came home.

We arrived too late at the bus stop although we ran to catch the bus.

If the dependent clause is followed by the independent clause, you use a comma before the independent clause.

Example:

When my mother came home, we went out to a restaurant for dinner.

Although we ran to catch the bus, we arrived too late at the bus stop.

4. Compound-Complex sentence

A compound-complex sentence consists of two (or more) independent clauses and one (or more) dependent clauses.

Example:

After the student reviewed his notes, he thought he was ready for the test, and he was right.

Exercise 25

Label the following sentences as simple, compound, complex, and compound-complex. (Write S, Cx, Co, or Co-Cx in the blanks). Remember to look carefully at the number of clauses, any conjunctions, and punctuation to help you decide.

1. Some companies show and advertise cars, food, clothes, and music. _____
2. Although television advertising is still very popular, Internet ads are on the rise. ____
3. Not all buyers go directly to the Internet to find a product. _____
4. Many buyers discover new products when they go to their social media outlets. _____
5. Internet browsers use “cookies” to track users’ search histories, and they select products that potential shoppers might want. _____
6. If a person has been looking at cars on the Internet, similar makes and models of cars could show up in advertisements in their social media. _____
7. Whenever an individual goes online, desirable products appear in and around the pages that they read. _____
8. Through this medium, potential shoppers are always bombarded with new products. _____
9. Internet advertising has become so sophisticated that shoppers are not always aware of it. _____
10. Students interested in nursing programs may pursue a Nursing LPN, or they may pursue an Associate of Science in Nursing. _____
11. Students must decide if they wish to spend more time and money earning the Associate of Science in Nursing. _____
12. The Nursing Certificate gets a student into the working world much faster but with a lower salary. _____
13. Some students who complete the certificate program change their minds later, and they decide to go back to school. _____
14. When a student goes back to school after working for several years, they often have to retake classes that they already took due to changes in the course requirements. _____

15. Both programs are rigorous and provide students with good training. _____

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2.14: Common Sentence Errors

Fragments



A fragment occurs when a group of words that does not form a complete sentence is punctuated as though it were a complete sentence. Here are three common types of fragments and ways to correct them:

The fragment may be missing a subject.

Missing Subject Fragments

Fragment

Is incredibly hot today.

Complete Sentence

It is incredibly hot today.

Note: In English, every sentence must have a subject and a verb.

The fragment may be missing part of the verb--usually a helping verb like is, are, was, were, have, or has.

Incomplete Verb Fragments

Fragment

The runners staggering in the 100-degree heat.

Complete Sentence

The runners were staggering in the 100-degree heat.

Note: The present participle, "staggering," is not a complete verb without the helping verb "were."

The fragment may be a subject with modifiers that is missing a linking verb.

Fragments with Missing Linking Verbs

Fragment

Doubt and mistrust everywhere, fogging the minds of managers and workers alike.

Complete Sentence

Doubt and mistrust were everywhere, fogging the minds of managers and workers alike.

Note: *Were* supplies the needed linking verb in this sentence. *Fogging* may seem like a verb, but it is only part of a participial phrase and cannot be a complete verb without a helping verb.

The fragment may be a dependent (subordinate) clause that needs to be attached to an independent clause.

Dependent Clause Fragments

Fragment

Unless she could earn the money for tuition.

Complete Sentence

Unless she could earn the money for tuition, she would have to drop out of school.

Note: The fragment here is an adverb clause and does not express a complete thought unless it is attached to an independent clause.

Adjective Clause Fragments

Fragment

Which was the best thing to do.

Complete Sentence

My sister decided to sell the house, which was the best thing to do.

(Note: The fragment here is an adjective clause and does not express a complete thought unless it is attached to an independent clause. See section Complex Sentences.)

Run-on Sentences

Sentences with two or more independent clauses that have been incorrectly combined are known as **run-on sentences**. A run-on sentence may be either a fused sentence or a comma splice.

Fused sentence: A family of foxes lived under our shed young foxes played all over the yard.

Notice that there are two sentences here, one about a family of foxes, which ends with the word *shed*, and another about the young foxes. These two sentences are simply run together without any punctuation, coordination, or subordination, creating a fused sentence.

Comma splice: We looked outside, the kids were hopping on the trampoline.

Here the break between the two sentences is marked with only a comma. Since a comma is not a legitimate way to connect independent clauses, this creates a comma splice.

Correcting Run-ons with Punctuation

One way to correct run-on sentences is to correct the punctuation.

- Adding a period will correct the run-on by creating two separate sentences.
- Using a semicolon between the two complete sentences will correct the error. Note: A semicolon allows you to keep the two closely related ideas together in one sentence. When you punctuate with a semicolon, make sure that both parts of the sentence are independent clauses.
- Coordinating conjunctions (remember FANBOYS).
- Subordination can also be used to fix run-ons.

Correcting a Run-On

Run-On (fused sentence)

The accident closed both lanes of traffic we waited an hour for the wreckage to be cleared.

Corrected Sentence

The accident closed both lanes of traffic; we waited an hour for the wreckage to be cleared.

When you use a semicolon to separate two independent clauses, you may wish to add a conjunctive adverb to show the connection between the two thoughts. After the semicolon, add the conjunctive adverb and follow it with a comma (see Compound Sentences).

Using Conjunctive Adverbs with Semicolons

Run-On (comma splice)

The project was put on hold, we didn't have time to slow down, so we kept working.

Corrected Sentence

The project was put on hold; however, we didn't have time to slow down, so we kept working.

Exercise 26: Identify Common Sentence Errors



Use what you have learned so far to identify common sentence errors. Label each sentence as a fragment (F), a run-on sentence (R), or a correct, complete sentence (C) in the space before each. Write corrected sentences on the lines below fragments and run-ons.

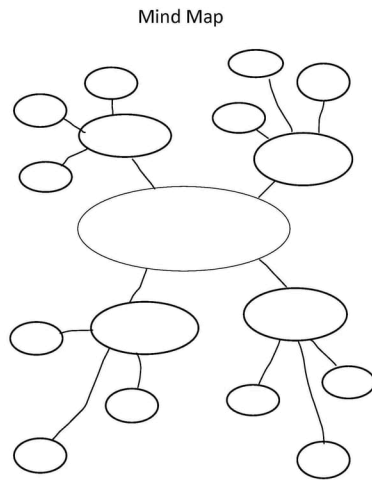
1. ____ Being absent hurts a student's grade, he or she should be in class every day.

- 2.____ Having been interested in science most of her life, she did well in Biology 101.
- 3.____ Hurry with your breakfast, you will miss the bus.
- 4.____ Several students had the right answer; however, most of them failed the exam.
- 5.____ Several girls expressed concerns about course selections, therefore, changes were made.
- 6.____ Jim practiced the violin daily, he wanted to excel in music.
- 7.____ The child loved his mother, but he did not want to obey her.
- 8.____ I had a severe case of the flu last year.
- 9.____ And spent the first three days of my illness in bed.
- 10.____ Because I was sick of my bed, I decided I would lie on the sofa and watch television.
- 11.____ Only getting up to take care of the necessities of life.
- 12.____ Then I must have fallen asleep.
- 13.____ When I was suddenly conscious again.
- 14.____ The wind howled outside, the house was damp and chilly, and my fever soared.
- 15.____ Then, somewhere in the blackness ahead of me, I saw a spot of light.
- 16.____ Because I was sure that I had died.
- 17.____ Running a temperature between 102 and 107.
- 18.____ Voting is a privilege, this privilege should not be taken for granted.
- 19.____ Be ready for any emergency, plan ahead.
- 20.____ What has happened to the economy, many Americans want the answer to this question.
- 21.____ A friend is always willing to help, friendship is invaluable.
- 22.____ Although he was sick, James came to class.
- 23.____ He arrived at the office late, then he realized he had left his laptop at home.
- 24.____ We were excited about the game, and we won.
- 25.____ Be careful with your answer, your grade could be affected.

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2.15: Brainstorming Template



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3: THE LOGICAL ORDER ESSAY

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- 3.14: Subordination and Sentence Combining

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3.1: Introduction

Introduction

This unit will introduce you to the essay in general--its structure and key parts.

An essay is a coherent piece of writing that contains several paragraphs all about the same topic. Several paragraphs are necessary because the topic is complex and requires detail for each of its subtopics. Just like a paragraph, an essay has three parts: it thoroughly introduces its topic in an introductory paragraph, discusses each subtopic in detail in its body paragraphs, and concludes the topic and makes its final remarks in a conclusion paragraph.

Key Elements of the Logical Order Essay:

- An introduction providing background on the topic that will be discussed
- A clear thesis statement with a controlling idea that lists the features, aspects, or qualities that will be discussed about that topic
- A body paragraph for each feature, aspect, or quality
- Further explanations, details, and examples of the feature, aspect, or quality in each body paragraph
- Clear subtopic sentences with transition words introducing each new feature, aspect, or quality
- A concluding paragraph with a restatement of the thesis, summary, and prediction or recommendation

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

- Define an essay and its parts.
- Write an introduction and conclusion paragraph for an essay.
- Write a coherent thesis statement.
- Provide adequate support for a thesis statement in body paragraphs.
- Use transitional expressions to show organization of ideas.
- Use the entire writing process to write, edit, and revise a logical order essay.
- Coherently combine clauses and use correct comma placement.
- Enhance vocabulary by using suffixes to vary word forms.

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3.2: The Writing Process- Planning and Writing an Essay

The Writing Process: Planning and Writing an Essay

Academic writing is a process; that is, it requires several steps to create a successful piece of writing. No piece of writing is perfect on the first try! Good writers never sit down and write great essays without thinking about them and carefully planning them first.

As you learned in Chapter 1, there are three major stages in the writing process:

- Pre-writing
 - Understanding the assignment: One good technique to make sure you understand the assignment is to copy down the writing prompt in your notebook and circle the key words in the prompt. Some key words might tell you what topic your teacher expects you to write about. Other key words might give you information about how your teacher expects you to develop the topic (for example, by comparing or contrasting, giving the reasons for something, or explaining the steps in a process).
 - Brainstorming: Whether you choose free writing, listing, or clustering, you can gather ideas about a given topic by writing whatever comes to mind about the topic. This is the idea-gathering stage. This might take ten to fifteen minutes. Don't worry about grammar or neatness!
 - Outlining: In this step, you can use an assigned outline template or make your own outline that organizes the ideas and the details that you want to talk about in the essay. Some questions to ask in this step are:
 1. What are you going to say about the topic? That will be your topic sentence or thesis.
 2. How will you support this topic with evidence?
 3. In what order will you put your subtopics?
- Writing
 - Drafting: This is a very important step: writing an organized response to the prompt. Use your outline to write your ideas into complete sentences. If you were assigned a paragraph, begin with your topic sentence. If you were assigned an essay, begin with the introductory paragraph.
- Post-writing
 - Revising: In this step, you revise, or improve, your draft according to your own knowledge as well as feedback from a peer, a tutor, and/or your instructor. You may need to revise your ideas to make them clearer or more interesting. You may need to reorganize your ideas for unity and coherence.
 - Editing: In this step, you will check for errors with sentence structure, grammar, formatting, punctuation, capitalization, and spelling.

After you have completed all of these steps, you are ready to submit your assignment!

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3.3: Paragraph to Essay

Paragraph to Essay

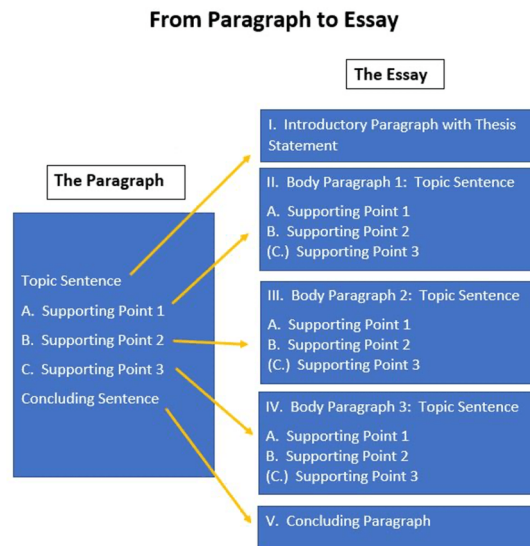
Exercise 1

Highlight the topic and underline the controlling idea of this paragraph. How many subtopics are given? How could this topic and subtopics be used to write an essay with five paragraphs?

Paragraph:

A variety of technological advancements in the modern kitchen has revolutionized the lives and health of millions of people. One advancement that has enabled cooks and consumers to enjoy fruits, vegetables, and wholesome meals year-round is the freezer. Prior to modern methods of freezing and refrigeration, food choices were limited only to what was seasonally and locally available, which itself was dependent on factors like the weather. In addition to modern freezing methods, advancements in stove and cooktop technology have provided quick and safe ways to get hot meals to the table at any time. The efficient, clean, and compact electric and gas stoves allow cooks to heat food indoors without the mess and risks that older coal and wood stoves and even campfires once posed. Finally, the microwave has enhanced the benefits of refrigeration and modern stoves by allowing us to heat or reheat food or drinks in a fraction of the time that older heating methods required. Thus, people can literally eat “on the run.” Indeed, freezer, stovetop, and microwave technology have revolutionized the way people can cook, eat, and live. They are time-saving, clean, and efficient.

The diagram below shows the overall structure of a typical five-paragraph essay and how it is similar to the structure of a paragraph. In most of your college writing, you will write longer essays that usually have anywhere from eight to fifteen paragraphs. The length will depend on the topic and how deeply you need to explore that topic according to the assignment instructions.



Model Outline 1: Now you will see how a writer takes the same topic and main idea from the paragraph above to write an essay. Notice how the writing process is used to further develop the topic and subtopics.

The following is an EXAMPLE of an essay that was developed by using the writing process. Notice how the information and ideas develop and become clearer and more organized as the writer goes through the process.

Example Writing Prompt (Always read prompts carefully!):

We live in an ever-changing world with many new developments, some productive and some destructive. Think about how developments in technology have affected people in modern times. Technology can have positive or negative impacts on people's lives. Think about some areas in life where developments in technology have changed lives. Then plan and write an essay about how one type of development has changed people's lives.

Outlining (Organizing Ideas):

I. Introduction

II. Body Paragraph 1 Topic Sentence: (use transitional expressions!):

One advancement that has enabled cooks and consumers to enjoy fruits, vegetables, and wholesome meals year-round is the freezer.

A. Talk about how in the past, we had to eat seasonal food.

B. Food spoiled and people ran out of food in winter.

III. Body Paragraph 2 Topic Sentence:

In addition to modern freezing methods, advancements in stove and cooktop technology have provided quick and safe ways to get hot meals to the table at any time.

A. How meals are fast and easy.

B. No pollutants or danger posed by fire or coal.

IV. Body Paragraph 3 Topic Sentence:

Finally, the microwave has enhanced the benefits of refrigeration and modern stoves by allowing us to heat or reheat food or drinks in a fraction of the time that older heating methods required.

A. We can "eat on the run"!

B. Heat up frozen meals.

V. Conclusion: (Restate your thesis and share a prediction, suggestion, or opinion):

In conclusion, with the combination of refrigeration and stove and microwave technology, people can eat and drink whatever they want, whenever they want, with no concerns about a poor crop yield and no dependence on locally-produced foods.

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3.4: Model Essay 1

Model Essay 1

Here is the first draft of the essay:

First Name Last Name

Professor Name

Course Name and Number

Day Month Year

Advancements in Kitchen Technology

(1) Every facet of modern life is affected by technological advancement. Technology can be both a curse and a gift. A person can spend too much time on Facebook, Twitter, Snapchat, or other social media. A shopper can go into debt internet shopping. A driverless car can malfunction. Technology has earned a somewhat negative reputation in recent years, but it certainly isn't all bad. Advancements over time have changed our lives in many positive ways. Because of technology, we can live cleaner, freer lives in and out of our homes. A variety of technological advancements in the modern kitchen have revolutionized the lives and health of millions of people.

(2) One advancement that has enabled cooks and consumers to enjoy fruits, vegetables, and wholesome meals year-round is the freezer. Prior to modern methods of freezing and refrigeration, food choices were limited to what was seasonally and locally available, which itself was dependent on factors like the weather. The only fruits and vegetables available in winter were preserved goods and certain items like squash and potatoes that had a long shelf life. Even these limited items were dependent on the crop yield that season. Poor production meant less to eat in the winter. Today, however, freezing enables people to ship and enjoy any type of food they want from anywhere in the world. Thanks to the freezer, an individual in Maine can enjoy oranges from Florida; or a family can eat a meal that was prepared months ago and stored in the freezer. Freezing, however, isn't the only technology that has forever improved cooking and eating.

(3) In addition to modern freezing methods, advancements in stove and cooktop technology have provided quick and safe ways to get hot meals to the table at any time. The efficient, clean, and compact electric and gas stoves allow cooks to heat food indoors without the mess and risks that older coal and wood stoves and even campfires once posed. With the help of electricity and efficient gas distribution, cooks can regulate cooking temperatures and times, close a door, and get on with their lives while they wait for their meal. There is no need to tend a fire or coals and deal with the constant mess and potential hazards of open flames. Modern stovetops and ovens allow anyone to cook without slaving in an overheated kitchen in front of a fire. In fact, modern stoves now allow us to socialize in our kitchens, since their heat is contained.

(4) Finally, the microwave has enhanced the benefits of refrigeration and modern stoves by allowing us to heat or reheat food or drinks in a fraction of the time that older heating methods required. If saving time is the ultimate goal for a modern cook, then the microwave is the ultimate tool. With a few button clicks, a microwave can heat frozen meals in minutes. It can boil liquids in seconds. And it requires no maintenance. Any work that an oven or a stovetop can do, the microwave can do faster.

(5) In conclusion, with the combination of refrigeration and stove and microwave technology, people can eat and drink whatever they want, whenever they want, with no concerns about a poor crop yield and no dependence on locally-produced foods. This technology has not only revolutionized the way people can cook and eat, but also how people live. Such technological advancements in the kitchen provide us with wholesome food and more free time than our ancestors could have dreamed. We are fortunate.

Questions about Model Essay 1:

1. How did the writer use the topic and subtopics from the paragraph to outline an essay?
2. Review the outline. What parts of the outline are complete, detailed sentences? What parts of it are just "ideas"?

3. What does the writer include in the essay draft that is not included in the outline? There is more than one answer!
4. How closely do the ideas sketched out in the outline match the complete essay? Did the writer's ideas change slightly from the outline to the draft?
5. What transitional word does the writer use to conclude the essay? Are there other words the writer could have used?

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3.5: Model Essay 2

Model Essay 2

Read the model essay and answer the questions that follow.

First Name Last Name

Professor Name

Course Name and Number

Day Month Year

Consider this Before Choosing a Major

(1) Many people in the U.S. are raised to believe that college is the key to success, and they are not necessarily wrong. A college degree can provide access to better, higher-paying jobs. A college education can also provide a sense of accomplishment and personal success. College degrees don't come easily, however. They require a lot of time and money to complete. Therefore, new enrollees should think very carefully about how to make the most of their investment. Since not all degrees are equal, thinking carefully about a course of study before embarking on the journey is one of the wisest things students can do. Choosing the right major can make a college investment truly worth it. The most important factors to consider before choosing a major are one's interest in the coursework, the flexibility the major provides, and ultimately one's passion for the work that comes after its completion.

(2) The first factor to think about when choosing a major should be a real interest in the coursework. College is a long and expensive commitment, so no matter how good a particular degree might appear in the abstract, it's important to consider that it takes years of coursework to get there. If the subject matter and the assignments in the classes required for this major are not at all interesting, or are too difficult, that could be a sign that the major itself is not the right one. It's better to choose a major with classes that are interesting but also challenging because those classes may signal interesting challenges beyond.

(3) Another consideration before choosing a major is the flexibility it could provide out in the workforce. A major that is too broad may require extra coursework and training later on to be suitable for a particular job, while a major that is too narrow limits job choices. For instance, many English majors continue their studies after they receive their degrees because English is like an "umbrella" major. English majors often go on to study law, business, advertising, and teaching, among other things. A major like "Crime Scene Technician," however, limits job choices to one very particular niche in the law enforcement field. In these cases, English is not an end goal, and Crime Scene Technician is a bit too specific. Choosing a major that offers some flexibility with job choices but does not necessarily require further education could allow students to apply for a wider range of jobs for which they will be qualified, which, from there, allows them to build hands-on skills for more opportunities in the field.

(4) Finally, before and after choosing a major, students should never forget their own interests and passions. It is more than a commitment of a few years. A major is an indicator of the kind of work that students might do for the rest of their lives. They leave college with particular skill sets that they will most likely use over and over again in the workforce. It's important to think ahead by ten or fifteen years before choosing a major and ask yourself, "What will I be doing at that time?" If the answer does not relate to your coursework or your major, then it could be a sign to choose a different major. College is a short period of time compared to a lifetime of work. Will the work be worth it?

(5) In conclusion, college can be a highly gratifying and uplifting endeavor, but a lot of thought should go into choosing the right course of study. Students should consider their talents, their interests, and their needs and apply these to their choice of major. Choosing an inappropriate major can result in a lot of wasted time and money, or worse, a wasted career. Students should always consider their interest in the coursework and the opportunities that coursework will provide for a long time to come.

Questions about Model Essay 2:

1. In an essay, we call the essay's main idea the thesis. Where is the thesis located in the essay?

2. How does the writer introduce the topic of choosing a major?
3. How many paragraphs are the essay? Which paragraphs explain the subtopics?
4. What words does the writer use to introduce new subtopics in the essay?
5. What words does the writer use to conclude the essay?

Exercise 2

Outline the above essay by copying the outline template below into your notebook. Fill in the key features of the essay—thesis statement, topic sentences, and details. Outlines—except for the thesis statement and the topic sentences—do not need to be in complete sentences.

Essay Outline

I. Introduction

Background Information:

Thesis Statement:

II. Body Paragraph 1 Topic Sentence:

A.

B.

III. Body Paragraph 2 Topic Sentence:

A.

B.

IV. Body Paragraph 3 Topic Sentence :

A.

B.

V. Conclusion:

Restate Thesis:

Final Comment:

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3.6: Writing Thesis Statements

Writing Thesis Statements

Exercise 3

Read the thesis statements below. Some are too general, and others are too specific. Rewrite each thesis to make it more effective for a five-paragraph essay. Consider using subtopics such as advantages, disadvantages, characteristics, ways, reasons, or kinds.

Examples:

Computers are very useful. (Too general)

College students need computers to complete assignments that must be typed. (Too specific)

Computers can be used in several ways to enhance a college student's education. (Improved)

1. A college education is useful for our life.

2. There are eight thousand students studying at this college this semester.

3. Healthcare is a popular field for students to pursue.

4. Students' tuition fees help pay for the computer equipment on this campus.

5. Moving to a new country is stressful.

Direct Thesis Statements:

Some thesis statements tell the reader directly which subtopics the essay will discuss. This is called a **direct thesis statement**. For example, if you write about three reasons you chose to come to this college, you might state the *quality of programs, affordability, and variety of class scheduling* in your thesis. These points need to have the same grammatical form so they have **parallel structure**. You can read more about parallel structure in Appendix 1 ([6.7: Parallel Structure](#)). In this example, there are

three noun phrases:

I decided to attend this college because of the quality of its programs, its affordability, and its variety of class scheduling.

Exercise 4

Identify the parallel structures in the following sentences.

1. Gardening is known to support both good physical and mental health.
2. Computer user support specialists help customers with computer problems, set up computers and related hardware, and train new users on software.
3. When choosing a major, it is important to consider your interest in the field, the potential salaries of jobs, and the outlook for employment.
4. A well-written application essay, transcripts of all courses taken, and letters of recommendation are three typical requirements of a scholarship application.
5. In addition to teaching academic skills, elementary school teachers help students develop their social and organizational skills.

Exercise 5

Identify and correct the faulty parallelism.

1. Community colleges are popular because they are more affordable than most four-year colleges, they typically have smaller class size, and certificate programs.
2. Some great ways to get physical activity are to take the stairs instead of the elevator, biking to work, and doing yard work.
3. The field of nursing offers job security, a variety of specializations, and it pays well.
4. Cybersecurity employers are looking for job applicants who are properly trained in the field, enthusiastic about working with the team, and can communicate well.
5. Young children can benefit from learning a musical instrument or they can take an art class.

Exercise 6

Complete the following sentences with your own idea. Pay attention to the parallel structure.

1. Students love when their course has both interesting content and _____
2. If you want to succeed in class, you should attend every session, do all the homework, and _____.
3. The loss of a job can lead to financial difficulties, _____.

Exercise 7

Write complete sentences using parallel structure to answer the following questions.

1. What are your three favorite activities?

2. What three qualities will you look for in your perfect career?
3. What are three things that teenagers typically worry about?
4. How can students improve their grades if they are having difficulties?
5. What are different kinds of popular vacation destinations?

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3.7: The Introductory Paragraph

The Introductory Paragraph

We've already looked at some introductory paragraphs. Introductory paragraphs provide the reader with some background and a reason to read the essay before concluding with a thesis statement. Most introductory paragraphs begin with a "hook" statement, or a statement designed just to catch the reader's attention. It should relate to the topic of the essay.

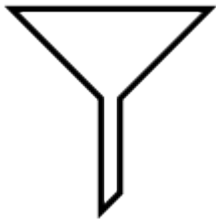
Hook statements can be:

- surprising facts.
- interesting stories.
- important questions.
- general statements about the topic.

Background information about the topic, problem, or idea being addressed provides the reader with context for the thesis statement and invests the reader in the information to follow. Background information can be:

- an overview of the problem--past, present, or both.
- information about the topic.
- a story leading to the thesis statement.

The Funnel Model--note that the information goes from general to specific.



Technology continues to influence every aspect of modern life. Nowhere is this more evident than in education. Throughout the world, students and teachers are using technology in ways that were unimaginable even five years ago, and a computer and an internet connection are now as central to learning as the pen and paper used to be. This is especially the case for college students. This influence is noticeable in the way college students learn course content, do research, and communicate with teachers and classmates.

Exercise 8

Read the following student samples of introductory paragraphs. Consider how each student begins the paragraph and what kind of background information the student provides. How are these introductory paragraphs similar? How are they different? Discuss with a partner and then answer the questions that follow.

Example A:

Recently, a classmate lost his cell phone and could not remember his mother's phone number, as the numbers of everyone he knew were stored in his phone. Since he didn't have access to his mother's number, he had to go back to the school and ask the counselor to look it up. As a result, he missed his bus, all because he allowed his cell phone to think for him. Cell phones have become a part of us. They carry features like the contacts pages that are very useful in our lives, but sometimes we depend too much on these features. Technology has made our lives better in so many ways, but too much dependence on it can be disastrous.

Example B:

From traffic lights, to the electric iron, and even to our phones, technology seems to be present everywhere and part of our everyday lives. There is no doubt that technology has impacted our lives in various ways. Before various forms of technology were invented, people had to make use of smoke, fire, and arrows for communication. They also used animals for transportation. Today, the various uses of technology are quite impressive, and their impacts on our lives are very noticeable. The three products of technology that have impacted our lives the most are computers, automobiles, and electronic appliances.

Questions about the Examples: Answer “Example A” or “Example B” for each of the following questions.

____ Which introductory paragraph concludes with a direct thesis statement?

____ Which introductory paragraph introduces the thesis with a story?

____ Which introductory paragraph provides background information on the topic?

____ In your opinion, which introductory paragraph is more interesting?

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3.8: Model Essay 3

Model Essay 3

First Name Last Name

Professor Name

Course Name and Number

Day Month Year

Don't Expel Them

I. Introduction

Background Information: _____

Thesis Statement: _____

First, students who cheat should be given a chance to learn from their mistakes. Everyone makes mistakes. Humans are not perfect and go through their whole lives making mistakes. Even the Pope has to apologize sometimes. Also, school is a place for learning. Teachers are not only responsible for teaching their subject material, but also responsible for teaching students how to be good people. Therefore, it is important that they teach life lessons because students spend most of their time in the classroom. Furthermore, if students learn a lesson, they won't repeat the mistake. Expelling students without teaching them a lesson makes it likely that they will cheat again. They have developed a bad habit and have not learned any other way of getting by. It would be better to teach them a lesson.

Another reason that students should not be expelled is that getting expelled will ruin the students' lives. For one thing, they may have trouble getting into another school. This could result in their not being able to graduate or get a degree since other schools will not want to accept them. The students could also have trouble getting a job. People who aren't able to get a degree cannot get a good-paying job. If they continue cheating throughout life because they didn't learn the lesson not to, they may cheat in their work too, making employers not want to hire them. In addition, people who are expelled from school will probably have other problems too. Their self-worth will suffer, and they will see themselves as a failure. As a result, they may have trouble in relationships or have emotional problems. It is not worth ruining someone's life for making a mistake.

Finally, the seriousness of cheating is not the same in all cultures. Americans value individualism and honesty. Children are taught from a young age to work hard and do their own work. Even though some American children still cheat in school, it is a very embarrassing and shameful thing to be caught cheating. That makes most American students not interested in cheating. On the other hand, not all cultures share this attitude about cheating. In China, for example, students are taught to help each other and not be too proud. It's common for classmates to share answers with each other and not get in trouble for it. It is not fair to punish students from other countries when they cheat in American classrooms. They may not know the American value of doing one's own work, or they may not even be aware of it. Because there are different views on cheating, students should not be expelled for making this mistake.

V. Conclusion:

Restate Thesis: _____

Final comment:_____

Questions about Model Essay 3

1. What is the topic of this essay?
2. What are its subtopics? Write each subtopic in the outline below.
3. Write an appropriate thesis statement for this essay in the outline below.

Exercise 9

After you fill in the outline, write a suitable introduction for this essay. Make sure the introduction is at least 5 sentences. Remember to indent the first sentence of each paragraph and double-space.

I. Introductory Paragraph

Background Information

Thesis Statement:_____

II. Body Paragraph 1 (subtopic 1): _____

III. Body Paragraph 2 (subtopic 2): _____

IV. Body Paragraph 3 (subtopic 3): _____

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3.9: Developing Body Paragraphs

Developing Body Paragraphs

As we discussed earlier, an essay has three parts: it thoroughly introduces its topic in an introductory paragraph, discusses each subtopic in detail in its body paragraphs, and concludes the topic and makes its final remarks in a conclusion paragraph.

Developing detailed and coherent body paragraphs is essential to essay writing. Yet, many students fail to adequately develop the content of their essays. Your body paragraphs should do the following:

- introduce your subtopic in a topic sentence with transitions.
- provide an explanation that links the subtopic to your original claim (thesis).
- expand on your explanation with adequate details or specific examples.

Exercise 10

Read the following thesis statement and topic sentences. Fill in the missing information with your own details and examples.

Thesis Statement: People who live outside the U.S. often hold misconceptions about life in the U.S.

Topic Sentence 1: One misconception of many people outside the U.S. is that everyone in the U.S. is wealthy.

Explanation: Provide some explanation of *why* people might think everyone in the U.S. is wealthy.

Example: Share some specific examples that you have seen or heard about showing that people believe everyone in the U.S. is wealthy.

Details: This is a good place to share a personal story about this misconception or to give further details about why others think that everyone in the U.S. is wealthy.

Conclude: Finish this paragraph by transitioning to the next paragraph or summing up your thoughts about the misconception about people in the U.S. being wealthy.

Topic Sentence 2: Another misconception people hold about life in the U.S. is that we have a lot of leisure time.

Explanation: Explain why people are misinformed about how people spend their time in the U.S.

Example: Give an example of how people actually spend their time based on your experience.

Details: Provide more details about leisure time in the U.S. _____

Conclude: Finish this paragraph by transitioning to the next paragraph or summing up your thoughts on the misconception of leisure time in the U.S. _____

Topic Sentence 3: The third common misconception people hold about life in the U.S. is that _____

Explanation: Explain why people have this misconception. _____

Example: Give an example of where you have seen this misconception. _____

Details: Provide more details about this topic. _____

Conclude: Finish this paragraph by summing up your thoughts on this misconception about life in the U.S.

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3.10: Conclusions

Conclusions

What is a conclusion?

The conclusion is the last paragraph in the essay that brings the writer's argument to a close and makes the reader reflect on the discussion in the body of the essay. Conclusions provide effective closure for the discussion in the body paragraphs but don't simply summarize but rather look at the larger implications of the topic.

Why is it important?

So much is at stake in writing a conclusion. This is, after all, your last chance to persuade your readers to accept your point of view and your reasoning. The impression you create in your conclusion will shape the impression that stays with your readers after they've finished the essay. Your conclusion should be the best part of your paper.

As a result, the end of an essay should convey a sense of completeness and closure. At the same time, it should inspire the reader to think further about the topic – its larger meaning and its implications. The final paragraph should finish the essay, but it should not stop people from continuing to consider the ideas.

How do I create one?

1. Before you begin:

Read your entire essay and think of your larger purpose. What exactly does your reader need to think about as you close your essay? Review your thesis so that you know where the paper started.

2. What to avoid in a conclusion:

- Avoid an abrupt start. Use some form of a transition into your final paragraph. Often, writers choose an appropriate transitional phrase to begin the concluding paragraph. Typical transitional phrases include ***in conclusion***, ***to sum up***, ***in sum***, ***in short***, ***to conclude***, and ***in summary***.
- Avoid directly copying your thesis to your conclusion.
- Avoid summarizing all of the details in the whole paper.
- Avoid introducing new ideas. If you find that you want to add a new idea, then you need to consider it carefully to see if it instead deserves a body paragraph.
- Avoid throwing the paper off balance by either (a) being too long or, alternatively, (b) ending with a conclusion that is under-developed and too short.

3. Decide on an effective closing approach:

Authors use different types of conclusions for different kinds of essays. Below is a list of the more popular styles for conclusions. However, just like with approaches for introductions, you don't need to feel limited to this list because there are many creative approaches you can use:

- Reinforce the larger significance of the discussion showing your readers why the paper was important, meaningful and/or useful—answer the question “so what?”
- Propose a course of action.
- Make a prediction.
- Challenge the reader to look to the future.
- Establish a sense of closure in your essay by linking the last paragraph to the first, perhaps by reiterating a word, phrase, reference or idea you used at the beginning.
- End with a quotation from or reference to a primary or secondary source, one that amplifies your main point or puts it

in a different perspective.

- Offer opinions that your reader might not have accepted earlier.
- Consider the implications or outcomes of your argument.
- Try to solve a problem you have raised.

Examples of conclusions

Here are some example conclusions using some of the approaches listed:

- **Reinforce the larger significance of the discussion. Here is an example:**

To sum up, language is always evolving. As society changes, new words appear, adding to our vocabulary and shaping our understanding of the world. Because of this, we must keep up with new terms so that we do not fall behind in communication, both locally and globally. Language connects us through newspapers, blogs, social media, emails, and messages, so we should be open to new forms of expression and willing to expand our language skills. Having flexible literacy abilities is essential to staying informed and actively participating in our constantly changing world.

- **Make a prediction about whether the outcome is favorable or unfavorable. Here is an example:**

In sum, literacy is very important for fighting injustice and protecting our rights. Great civilizations have left us important writings that guide our laws and moral values. Frederick Douglass showed in his autobiography how learning to read helped him understand the wrongs of slavery and gave him the power to fight against it. If we want to live in a fair society, we must encourage literacy. Without it, we risk losing our ability to speak up against injustice and to protect everyone equally.

- **Call to action. Here is an example:**

In conclusion, we need to reform our educational system and reconsider our educational priorities. At present, the focus on standardized testing does not support the development of critical thinking and literacy skills that are essential for success in today's world. Instead, schools should prioritize a strong curriculum that emphasizes reading and writing, ensuring that students are prepared to contribute to progress and innovation in society.

- **Challenging the reader to look into the future. Here is an example:**

In conclusion, strong reading and writing skills are essential for human progress. A society which is literate will grow and thrive, creating a better world for our children. However, technology is causing our literacy skills to deteriorate as we passively watch and listen rather than read and write. Also, if money continues to dictate who receives quality education, a larger illiterate class will grow, and we will lose the vast potential of future generations. We need to ensure that active literacy is both encouraged and accessible to all or else we will not progress but rather devolve into a passive, ignorant, and apathetic society.

Exercise 11

Analyze these conclusions and describe the different approaches each one used:

CREATIVE APPROACHES FOR CONCLUSIONS:

- Reinforce the larger significance
- Propose a course of action
- Make a prediction
- Challenge the reader to look to the future
- Link the last paragraph to the first
- End with a quotation
- Offer opinions your reader might not have accepted earlier.
- Consider the implications or outcomes of your argument
- Try to solve a problem you have raised

(1) In sum, traveling in a foreign country after graduating from college offers many advantages. It gives new graduates the opportunity to learn about different cultures and lifestyles. This can broaden the way that they view the world. Travel also allows graduates to improve their language skills and solve problems on their own. Finally they develop the independence, confidence, and adaptability that employers desire. Therefore, all new graduates should look for opportunities to visit other countries before they begin their chosen careers.

(2) In conclusion, since we now see access to the Internet as a natural right, we must recognize that it carries a great deal of responsibility. We must also accept that not everyone has the experience to act reasonably in such a potentially dangerous space. Currently, we limit the right to vote to persons who are older than 18. In addition, we do not allow those under the age of 21 to drink alcohol. We enforce those restrictions because we believe that people under those ages are not ready to safely take part in such activities. Although we want to extend freedoms and rights to everyone, we must think of the safety of our young people. No one has the right to put other people's lives in danger, whether it be in a car on the freeway or a plane in the sky. In the same way, children should not have unmonitored access to the Internet if they are endangering themselves. We must help minors help themselves.

(3) In short, if young children do not realize that their parents speak from firsthand experience of their own youth, how can parents convince their children of their wisdom? The answer lies in the trust that must be established in the family. Parents need to make conscious efforts to set time aside to connect with and bond with their children even when children reach the ages when they seek more independence. Parents need to share their life stories with their children, even the ones of poor decisions and regret, so children can learn from their elders and avoid similar pitfalls. Children learn from and respect honesty and will trust and relate to their parents more if they are allowed to see that they too make mistakes. If children have learned to trust their folks, they will heed them, whether or not they understand the source of their knowledge.

Answer available at the end of this section.

Answers

Exercise 11

- (1) Reinforce the larger significance
- (2) Propose a course of action and offer opinions your reader might not have accepted earlier
- (3) Try to solve a problem you have raised

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3.11: Planning and Writing an Essay

Planning and Writing an Essay

Writing Practice

In this activity, you will (a) brainstorm, (b) outline, and (c) write a five-paragraph essay on the following prompt.

(a) Use the mind map technique to generate ideas.

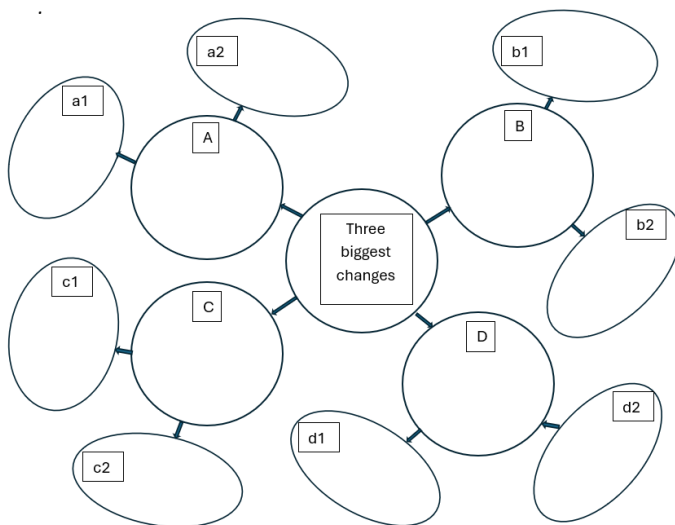
(b) Then complete the outline below to organize your ideas. Follow the instructions to complete the outline. Write complete sentences for the thesis statement, topic sentences, and conclusion (thesis restatement). Write enough key words/details for the supporting details that you will be able to write paragraphs in your first draft.

(c) Finally, write your first draft. The first portion of the introductory paragraph has been provided for you.

Writing Prompt

Here is the writing prompt: Write about the three biggest changes that immigrants must make or adjust to after moving to the United States.

Mind Map



Procedure

1. Complete the mind map brainstorm tool to identify possible ideas for your essay.
2. Using the prompt that you've been given and your ideas from your mind map activity, finish the following **Thesis Statement** below and write it on the thesis statement line. Use the three strongest major supports out of your four possible options. (In other words, use **three** of these from your mind map: A, B, C, or D).

Three of the biggest changes that immigrants must make or adjust to after moving to the United States are _____, _____, and _____.

Remember: the thesis statement should be **one sentence only!**

3. The **three strongest major supports** from your mind map that you chose for your thesis statement will become your three body paragraphs. Complete the following steps **for each** of the body paragraphs.

- a. Use the **major support** that you choose for this paragraph (for example, A) and write a **complete Topic Sentence** for the body paragraph. Be sure to include a **topic and controlling** idea.
- b. Use the two **minor supports** for that major support in your mind map (for example, a1 and a2) to write **two major supporting details** for your topic sentence.
- c. For each major supporting detail, add two additional **minor supporting details**.

Each **body paragraph** in the outline will look like:

I. Topic sentence (for Example, using A): *Transition*, topic + controlling idea.

A. Major Supporting Detail: (a1)

1. Minor Supporting Detail 1

2. Minor Supporting Detail 2

B. Major Supporting Detail (a2)

1. Minor Supporting Detail 1

2. Minor Supporting Detail 2

4. Write a **concluding paragraph** that:

- a. restates the thesis
- b. summarizes the supporting points
- c. ends with a final thought

Outline Form

I. Introductory Paragraph:

(Here is your hook and background information. All you need to do is write the thesis statement.)

Throughout our lives, we experience changes—changes in living conditions, changes in health, and changes in any of life's circumstances. Some changes are more dramatic than others. Moving, for instance, can create big changes in one's life. Moving to another country, in fact, with a different culture and language, can create major life changes for better or for worse.

Thesis Statement (should be last sentence in introduction): Three of the biggest changes that immigrants must make or adjust to after moving to the United States are _____, _____, and _____.

II. Body Paragraph 1 (for the first item in the thesis statement):

Topic sentence: *Transition*, topic + controlling idea. _____

A. Major Supporting Detail 1:

1. Minor Supporting Detail 1:

2. Minor Supporting Detail 2:

B. Major Supporting Detail 2:

1. Minor Supporting Detail 1:

2. Minor Supporting Detail 2:

III. Body Paragraph 2 (for the second item in the thesis statement):

Topic sentence: *Transition*, topic + controlling idea. _____

A. Major Supporting Detail 1:

1. Minor Supporting Detail 1:

2. Minor Supporting Detail 2:

B. Major Supporting Detail 2:

1. Minor Supporting Detail 1:

2. Minor Supporting Detail 2:

IV. Body Paragraph 3 (for the third item in the thesis statement):

Topic sentence: *Transition*, topic + controlling idea. _____

A. Major Supporting Detail 1:

1. Minor Supporting Detail 1:

2. Minor Supporting Detail 2:

B. Major Supporting Detail 2:

1. Minor Supporting Detail 1:

2. Minor Supporting Detail 2:

V. Concluding Paragraph:

Restate Thesis: _____

Summarize Supporting Points:

Final Thought: _____

5. Now, type a draft of your essay. Format it according to MLA style.

MLA Academic Format

This is the style to follow for essay writing in MLA style. At the top left of the page, put a heading with your name on the top line, your professor's name on the second line, the title of the course on the third line, and the date on the last line. Keep a one-inch margin on all sides of the page. (This is the default setting in Microsoft Word). Then put a title below the heading. The title of your essay should not be in bold, italicized, or in quotation marks. The title should be centered on the page and capitalized correctly. Double-space your essay using the double-spacing function under "Paragraph Format" in Microsoft Word. Do not press return twice to double-space. Use size 12-point font and Times New Roman style. Indent each paragraph using the Tab key on the computer keyboard. For a demonstration of how to format your essay in MLA format, watch [this video](#).

Here is an example of a properly formatted heading. Please note that this heading appears only on the first page of your essay.

Sally Smith

Professor Jones

ESOL 0184 A01

30 April 2024

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3.12: Language Practice

Language Practice

Exercise 12

Many of the following sentences use connectors to join clauses. In each sentence, highlight the connector and add punctuation if necessary.

1. Although students struggle to pay for tuition a college degree increases their ability to earn more over a lifetime.
2. Public high schools are available for all students but the quality of each school varies greatly.
3. States are making improvements in their public schools since the federal government has made more funding available.
4. If students attend a high performing high school they are much more likely to graduate.
5. The research shows that more educated Americans are more likely to be in stable relationships also they are likely to be happier with their lives.
6. A college degree matters because the gap in pay is substantial in the U.S.
7. Many people believe all public schools offer a good basic education however some schools are struggling to find enough teachers and staff.
8. While schools work to improve the quality of education they offer some students want more choices in their school district.
9. Before students change schools they must receive permission from the district administration.
10. After the government started to collect data about student achievement many schools saw an increase in their test scores in math.

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Authors: Hall, Barbara and Wallace, Elizabeth, "[College ESL Writers: Applied Grammar and Composing Strategies for Success](#)" (2018). English Open Textbooks. 14.

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3.13: Coordinating Conjunctions and Conjunctive Adverbs

Coordinating Conjunctions

A coordinating conjunction is a word that joins two independent clauses. The coordinating conjunctions are *for*, *and*, *nor*, *but*, *or*, *yet* and *so*. Note that a comma comes at the end of the first independent clause when joining two clauses.

Table of Coordinating Conjunctions with Example Sentences

Independent Clause	Coordinating Conjunction	Independent Clause	Revised Sentence
I will not be attending the dance.	“for” indicates a reason or cause	I have no one to go with.	I will not be attending the dance, for I have no one to go with.
I plan to stay at home.	“and” joins two ideas	I will complete an essay for class.	I plan to stay at home, and I will complete an essay for class.
Jessie isn't going to be at the dance.	“nor” indicates a negative	Tom won't be there either.	Jessie isn't going to be at the dance, nor will Tom be there.
The fundraisers are hoping for a record-breaking attendance.	“but” indicates a contrast	I don't think many people are going.	The fundraisers are hoping for a record-breaking attendance, but I don't think many people are going.
I might go to the next fundraising event.	“or” offers an alternative	I might donate some money to the cause.	I might go to the next fundraising event, or I might donate some money to the cause.
My parents are worried that I am antisocial.	“yet” indicates a contrast	I have many friends at school.	My parents are worried that I am antisocial, yet I have many friends at school.
Buying a new dress is expensive.	“so” indicates a result	By staying home, I will save money.	Buying a new dress is expensive, so by staying home, I will save money.

Tip: To help you remember the seven coordinating conjunctions, think of the acronym FANBOYS: *for*, *and*, *nor*, *but*, *or*, *yet*, *so*. Remember that when you use a coordinating conjunction in a sentence, a comma comes at the end of the first independent clause.

Conjunctive Adverbs

Another method of joining two independent clauses with related and equal ideas is to use a conjunctive adverb and semicolon. A conjunctive adverb is a linking word that demonstrates a relationship between two clauses.

Since the below sentences contain two equal and related ideas, they may be joined using a conjunctive adverb. Notice that the conjunctive adverb comes after the semicolon that separates the two clauses and has a comma after it.

Ex: Bridget wants to take part in the next Olympics. She trains every day.

Ex: Bridget wants to take part in the next Olympics; therefore, she trains every day.

Review the following chart of some common conjunctive adverbs with examples of how they are used:

table of conjunctive adverbs with examples

Function	Conjunctive Adverb	Example
Addition	also, furthermore, moreover, besides	Alicia was late for class and stuck in traffic; furthermore, her shoe heel had broken and she had forgotten her lunch.
Comparison	similarly, likewise	Recycling aluminum cans is beneficial to the environment ; similarly, reusing plastic bags and switching off lights reduce waste.
Contrast	instead , however, conversely	Most people do not walk to work; instead, they drive or take the train.
Emphasis	certainly, indeed	The Syberian tiger is a rare creature; indeed, there are fewer than 500 left in wild.
Cause & Effect	accordingly, consequently, hence, therefore, thus	I missed my train this morning; consequently, I was late for my meeting.
Time	finally, next, subsequently	Tim crossed the barrier, jumped over the wall, and pushed through the hole in the fence; finally, he made it to the station.

Exercise 13

Combine each sentence pair into a single sentence using either a coordinating conjunction or a conjunctive adverb.

Example:

- Pets are not allowed in Ms. Wallace's building.
- She owns several cats and a parrot.

Pets are not allowed in Ms. Wallace's building; however, she owns several cats and a parrot.

Pair 1

- New legislation prevents drivers from sending or reading text messages while driving.
- Many people continue to use their phones illegally.

Pair 2

- The coroner concluded that the young man had taken a lethal drug.
 - By the time his relative found him, nothing could be done.
-

Pair 3

- Amphibians are vertebrates that live on land and in the water.
 - Flatworms are invertebrates that live only in water.
-

Pair 4

- Priya carefully fed and watered her tomato plants all summer.
 - The tomatoes grew juicy and ripe.
-

Pair 5

- When he lost his car key, James attempted to open the door with a wire hanger, a credit card, and a paperclip.
 - He called the manufacturer for advice.
-

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3.14: Subordination and Sentence Combining

Subordination and Sentence Combining

Subordination is used to join two sentences with related ideas by merging them into a main clause (a complete sentence) and a dependent clause. This creates a complex sentence. Coordination allows a writer to give equal weight to the two ideas that are being combined, and subordination enables a writer to emphasize one idea over the other. Take a look at the following sentences:

Example: Farnaz stopped to help the injured man. She would be late for work.

To illustrate that these two ideas are related, we can rewrite them as a single sentence using the subordinating conjunction *even though*.

Revised Example: Even though Farnaz would be late for work, she stopped to help the injured man.

In the revised sentence, we now have an independent clause (she stopped to help the injured man) that stands as a complete sentence and a dependent clause (Even though Farnaz would be late for work) that is subordinate to the main clause. We could also write the sentence as shown below:

Revised Example: Farnaz stopped to help the injured man even though she would be late for work.

The meaning remains the same in both of the sentences.

Tip: To punctuate sentences correctly, look at the position of the main clause and the subordinate clause. If a subordinate clause preceded the main clause, use a comma. If a subordinate clause follows the main clause, no punctuation is required.

Subordinating Conjunctions

A subordinating conjunction is a word that joins a subordinate (dependent) clause to a main (independent) clause. Review the following chart of some common subordinating conjunctions and examples of how they are used.

Subordinating Conjunctions

Function	Subordinating Conjunction	Example
Concession	although, while, though, whereas, even though	Sarah completed her report even though she had to stay late to get it done.
Condition	if, unless, until	Until we know what is causing the problem, we will not be able to fix it.
Manner	as if, as though	Everyone in the conference room stopped talking at once as though they had been stunned into silence.
Reason	because, since, so that, in order that	Because the air conditioning was turned up so high, everyone in the office wore sweaters.

Function	Subordinating Conjunction	Example
Time	after, before, while, once, when	After the meeting had finished, we all went to lunch.

Key Takeaways:

- Coordination and subordination join two sentences with related ideas.
- Coordination joins sentences with related and equal ideas, whereas subordination joins sentences with related but unequal ideas.
- Sentences can be coordinated using either a coordinating conjunction and a comma or a conjunctive adverb and a semicolon.
- Subordinate sentences are characterized by the use of the subordinate conjunction.
- In a subordinate sentence, a comma is used to separate the main idea clause from the dependent clause if the dependent clause is placed at the beginning of the sentence.

Exercise 14

Combine each sentence pair into a single sentence using a subordinating conjunction.

Example:

- Tanya wants to get a cat.
- Her husband is allergic to cats.

Although Tanya wants to get a cat, her husband is allergic to cats.

Pair 1

- Amir wants to go to Mexico with his friends.
 - He cannot take any time off.
-

Pair 2

- A snowstorm disrupted the traffic all over the east coast.
 - There will be long delivery delays this week.
-

Pair 3

- My neighbor had his television volume turned up too high.
 - I banged on his door and asked him to keep the noise down.
-

Pair 4

- Jessica prepared the salad and sauteed the potatoes.
 - Brenda marinated the chicken.
-

Pair 5

- The administrative team meets.
 - A decision will be made.
-

Exercise 15

Combine each sentence pair using a coordinator, a subordinator, or a conjunctive adverb.

Pair 1

- Heroin is an extremely addictive drug.
 - Thousands of heroin addicts die each year.
-

Pair 2

- Shakespeare's writing is still relevant today.
 - He wrote about timeless themes. These themes include love, hate, jealousy, death and destiny.
-

Pair 3

- Originally, gay marriage was legal in only six states: Iowa, Massachusetts, Connecticut, Vermont, New Hampshire, and Maine.
 - The Supreme Court ruled it was legal in all states.
-

Pair 4

- Prewriting is a vital stage of the writing process.
 - Prewriting helps you organize your ideas. Types of prewriting include outlining, brainstorming, and idea mapping.
-

Pair 5

- Ernest Hemingway is a famous writer.
 - His house is in Key West, Florida.
-

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4: THE CAUSE AND EFFECT ESSAY

- 4.1: Introduction to the Cause and Effect Essay
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4.1: Introduction to the Cause and Effect Essay

Introduction to the Cause and Effect Essay

Many college assignments ask students to look at the causal relationships between events. Students need to explain the reasons behind an event (the causes) or the results of the event (the effects). The following are sample writing prompts from various academic disciplines that require cause-effect development.

- History: How were Native Americans on the Atlantic Coast of North America affected by the arrival of the first Europeans?
- Psychology: What factors are behind the increase in teen suicide?
- Environmental Science: What are some of the long-term environmental effects of Hurricane Katrina on the Louisiana coastal communities?
- Health: What are the effects of too much screen time on small children?
- Education: What reasons are behind the decrease in ACT scores over the last few decades?

Key Elements Of The Cause & Effect Essay:

- Cause & Effect essays look at reasons for an event and/or the outcomes of an event. You will look at a situation and describe its causes (how the situation came about) or its effects (the situations that resulted from the event).
- Effects can be short-term or long-term. You might need to focus your essay on one or the other or both.
- Sometimes cause-effect essays describe a chain of linked events in which one effect becomes the cause of a subsequent effect which then becomes its own cause.
- Cause and effect relationships need to be clearly and directly stated using specific vocabulary and structures. There is likely to be confusion if you expect the reader to make the connections.

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

- Identify cause and effect relationships in model essays.
- Construct clearly formulated thesis statements that show cause and effect relationships.
- Use the writing process to complete and revise a five-paragraph practice cause and effect essay.
- Combine simple sentences to create sentences expressing cause and effect relationships.
- Produce complete sentences with correct subject-verb agreement.

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4.2: Cause and Effect Model Essay 1

Read the essay and answer the questions that follow.

First Name Last Name

Professor Name

Course Name and Number

Day Month Year

Video Game Addiction

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

(2) One common effect of video game addiction is isolation and withdrawal from social experiences. Video game players often hide in their homes or in Internet cafés for days at a time—only reemerging for the most pressing tasks and necessities. The effect of this isolation can lead to a breakdown of communication skills and often a loss in socialization. While it is true that many games, especially massive multiplayer online games, involve a very real form of e-based communication and coordination with others, and these virtual interactions often result in real communities that can be healthy for the players, these communities and forms of communication rarely translate to the types of valuable social interaction that humans need to maintain typical social functioning. As a result, the social networking in these online games often gives the users the impression that they are interacting socially, while their true social lives and personal relations may suffer.

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

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

(5) In conclusion, the causes of video game addiction are complex and can vary greatly, but the effects have the potential to be severe. Playing video games can and should be a fun activity for all to enjoy. However, just like everything else, the amount of time one spends playing video games needs to be balanced with personal and social responsibilities. Otherwise, the effects can be detrimental in many ways.

Questions about Model Essay 1

1. Find the thesis and the concluding sentences. Is this essay about causes or effects?
2. Which transitions and signal words are used to show cause & effect? NOTE: there are various sentence structures featured in this essay.
3. Find the topic sentence for each body paragraph—those are the sentences that introduce each new subtopic.
4. List the three subtopics of this essay.



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Exercise 1

Refer back to the essay “Video Game Addiction” and complete the following outline with the missing information.

I. Introduction:

Thesis: Regardless of the severity of the addiction, many suffer detrimental effects.

II. Body Paragraph 1 Topic Sentence: One common effect of video game addiction is isolation and withdrawal from social experiences

- A. hiding at home or an internet cafe
- B. some interaction in gaming communities but breakdown in communication skills
- C. _____

III. Body Paragraph 2 Topic Sentence: Another unfortunate product of the isolation that often accompanies video game addiction is the disruption of the user’s career.

- A. some people don’t have problems; some do
 - 1. demerits / poor performance
 - 2. _____
- B. sleep deprivation
 - 1. _____
 - 2. _____

IV. Body Paragraph 3 Topic Sentence: _____

- A. days without eating
- B. _____

V. Conclusion: In conclusion, the causes of video game addiction are complex and can vary greatly, but the effects have the potential to be severe.

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4.3: Cause and Effect Model Essay 2

Cause and Effect Model Essay 2

Read the essay and answer the questions that follow.

First Name Last Name

Professor Name

Course Name and Number

Day Month Year

Reasons for Joining a Gym

(1) Every day the media provides more news about the benefits of exercise, and many people are responding by starting an exercise program. Some people choose to exercise at home by watching an exercise video or using resistance bands and light weights. Others prefer to go outdoors where they can walk, jog, or bike their way to health. Still others choose to join a gym. This last group has been growing over the last twenty years. Though there are many reasons for joining a gym, most people join because the gym makes exercise convenient, helps keep up motivation, and provides opportunities for social interaction.

(2) People often join gyms because a gym makes exercise convenient. First, gyms are quite popular, so there are locations just about everywhere in any city or town. They are located in shopping centers, schools, and even in many workplaces. Consequently, it is easy for people to get to a gym without going out of their way. Also, gyms have equipment such as exercise bikes, step machines, free weights, and other equipment all in one place. It is a logical choice for people who do not want to spend a lot of money on such equipment or who simply do not want to clutter their homes with it. Finally, in many gyms, on-site professional trainers are available who can help members on their journey to a better body. It is clear that gyms offer many conveniences.

(3) Not only is a gym convenient, it can also motivate a person to work out. Everyone at the gym is there for the same purpose: exercise. Unlike the home environment, with its disruptions and distractions, a gym helps keep a person focused on their goal. Additionally, seeing other people make progress in their muscle gain or weight loss can be very inspiring. Finally, the price of the membership alone, especially at an expensive boutique gym, is often enough to cause someone to keep showing up for exercise. It would be a waste of money not to use the membership to its fullest. All of these things keep a person on track to their fitness goals.

(4) Finally, a number of people sign up for a gym membership because they believe it can help improve their social life. The gym can provide opportunities to meet other health-conscious people. These are different from one's family or coworkers, especially those who do not share the interest in exercise. Oftentimes gym acquaintances can develop into friendships or even romances outside the gym. In addition, most gyms have classes on training techniques, nutrition, and mental health that provide additional social interaction between gym members. Finally, gyms often provide opportunities for friendly competition between their members by organizing weight-lifting tournaments, swim meets, and basketball games.

(5) The rise of gym memberships is not surprising considering how it can be a great support to people who want to work out regularly. Not only do people find it convenient to have so many services available under one roof, they are attracted to the social interaction that the gym provides. For people who have not been successful in sticking to an exercise program on their own, the gym seems like a perfect solution.

Questions about Model Essay 2

1. Does the essay focus on causes, effects, or both?
2. Find the thesis and the concluding sentences.
3. Find transitions and signal words that show cause & effect. NOTE: there are various sentence structures featured in this essay.
4. Find the topic sentences—those are the sentences that introduce each new subtopic.

5. In what ways can a gym be motivating? Find some examples in the essay. Did the author use signal words to introduce examples?

Exercise 2

Refer back to the essay for “Reasons for Joining a Gym” and complete the following outline with the missing information.

I. Introduction: Thesis: _____

II. Body Paragraph 1 Topic Sentence: People often join gyms because a gym makes exercise convenient.

A. Lots of locations _____

1. Shopping centers _____

2. _____

3. _____

B. _____

1. bikes _____

2. _____

3. _____

C. _____

III. Body Paragraph 2 Topic Sentence: _____

A. fewer distractions than at home

B. inspiration from other people

C. _____

IV. Body Paragraph 3 Topic Sentence: _____

A. meet people with same goals

B. _____

C. _____

V. Conclusion: Final thought: _____

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4.4: Organizing the Cause and Effect Essay

Organizing the Cause and Effect Essay

Exercise 3

Check the sample below and use the following topics to brainstorm causes and effects.

Topic 1: Losing a job

Topic 2: Academic dishonesty

Topic 3: Homelessness in the U.S.

Topic 4: Stress in college students

Losing a Job: Causes and Effects

Causes	Topic	Effects
- Poor job performance - Dishonesty - Inability to be part of a team	Losing a Job	
	Losing a Job	- Financial difficulties - Mental Health Issues - Problems in personal relationships

Causes and Effects Chart: Blank for Practice

Causes	Topic	Effects

When organizing a cause-effect essay, it is important to know whether you are writing mainly about the causes, the effects, or both.

The following are three common ways to organize a five-paragraph cause-effect essay.

Three Typical Cause and Effect Essay Outlines

Focus on Effects	Focus on Causes	Focus on Both Causes & Effects
I. Introduction with main cause or causes II. First effect III. Second effect IV. Third effect V. Conclusion	I. Introduction with main effect or effects II. First cause III. Second cause IV. Third cause V. Conclusion	I. Funnel introduction II. Major cause III. First effect IV. Second effect V. Conclusion

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4.5: Cause and Effect Sample Writing Process

Cause and Effect Sample Writing Process

Read the following sample of the prewriting process. You do not need to write anything-- just read through each step and pay attention to how the writer develops the topic.

Topic: Causes/Effects of Stress on College Students

Step 1: Brainstorming

Causes and Effects of Stress on College Students

Causes	Effects
• Cost of tuition • Family responsibility • Academic workload • Work demands • Sleep deprivation	• Bad grades • Health issues • Depression • Sleep deprivation

Step 2: Outlining

Outline of the Essay

Introduction: Causes of stress in college students
Subtopic #1: Family responsibility
Subtopic #2: College expenses
Subtopic #3: Academic workload
Conclusion will end with a prediction as a final thought

Step 3: Detailed Outlining

I. Introduction

Hook: _____

Background Information: _____

Thesis Statement: There are many causes for college students to feel stressed.

II. Cause/Effect: Perhaps the most common reason for them to feel stressed is family responsibility.

Explanation: _____

Example: _____

III. Cause/Effect: Another cause of stress is college expenses.

Explanation: _____

Example: _____

IV. Cause/Effect: Third, the academic workload can cause students to feel stressed.

Explanation: _____

Example: _____

V. Conclusion

Restate thesis: _____

Final remarks: _____

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4.6: Planning and Writing a Cause and Effect Essay

Planning and Writing a Cause and Effect Essay

Writing Practice: Choose **one** of the following topics to brainstorm ideas for a cause-effect essay. Then fill in the given outline below and write your first draft using academic format.

Essay Topic 1a: During the pandemic, many people made lifestyle changes, such as diet, exercise, and activities. Choose **a lifestyle change you made** during the pandemic. What were the reasons **you** made this change? Note: If you choose this topic, you should write about the reasons you made one specific lifestyle change during the pandemic.

Essay Topic 1b: During the pandemic, many people made lifestyle changes, such as diet, exercise, and activities. Choose **a lifestyle change you made** during the pandemic. What effects did you see **in your life** from **this change**? Note: If you choose this topic, you should write about the effects of **the lifestyle change you made, not** the effects of the pandemic in general.

Essay Topic 2a: Did you ever know someone who was caught cheating on a school assignment (test, paper, etc.)? What caused the student to resort to cheating on his or her assignment? Note: If you choose this topic, you should write about **one specific student**. You can write about yourself if you want!

Essay Topic 2b: Did you ever know someone who was caught cheating on a school assignment (test, paper, etc.)? What effects did the cheating have on the student when it was discovered? Note: If you choose this topic, you should write about **one specific student**. You can write about yourself if you want!

Essay Topic 3a: Enrolling in college is an important decision. Why did **you** decided to enroll in this college?

Essay Topic 3b: Enrolling in college is an important decision. How has enrolling in this college affected **your life** so far?

Essay Outline:

I. Introduction

Hook:

Background

Information:

Thesis

Statement:

II. Body Paragraph 1 Topic

sentence:

A. Major Supporting Detail 1:

1. Minor Supporting Detail 1:

2. Minor Supporting Detail 2:

B. Major Supporting Detail 2:

1. Minor Supporting Detail 1:

2. Minor Supporting Detail 2:

III. Body Paragraph 2 Topic

sentence:

A. Major Supporting Detail 1:

1. Minor Supporting Detail 1:

2. Minor Supporting Detail 2:

B. Major Supporting Detail 2:

1. Minor Supporting Detail 1:

2. Minor Supporting Detail 2:

IV. Body Paragraph 3 Topic

sentence: _____

A. Major Supporting Detail 1:

1. Minor Supporting Detail 1:

2. Minor Supporting Detail 2:

B. Major Supporting Detail 2:

1. Minor Supporting Detail 1:

2. Minor Supporting Detail 2:

V. Concluding Paragraph:

Restate Thesis:

Summarize Supporting Points:

Final Thought:

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4.7: The Language of Cause and Effect

The Language and Cause and Effect

Below are some of the most common language structures used in cause/effect writing. As you review them, pay attention to the part of speech (noun, verb, adjective) and the preposition used in each structure.

Structures to Express Causes

The Language of Cause

I. Coordinator:

for	Citizens must have a good education, for without educated voters democracy is impossible.
-----	---

II. Subordinating Conjunctions:

because	Working students often have poor diets because their work and school schedules prevent regular meals.
since	Since technology has proven beneficial in the classroom, more schools have dedicated money to computer labs.

III. Verbs:

to result from (cause)	A number of childhood diseases result from improper nutrition.
to be affected by (cause)	A child's physical development can be negatively affected by poor nutrition.
to be caused by (cause)	Scientists attribute climate change to human activity.
to attribute (effect) to (cause)	Some people blame immigrants for unemployment.
to be attributed to (cause)	
to blame (cause) for (effect)	

The Language of Cause

IV. Nouns:

to be the result of (cause)	Effective marketing strategies are the result of good research.
to be the effect of (cause)	
to be the consequence of (cause)	

V. Other Words and Structures:

due to (cause)	Due to the years-long drought, the government put a ban on watering of lawns.
because of (cause)	
as a result of (cause)	

Structures to Express Effects

The Language of Effects

I. Coordinator:

so	Good students are aware of the demands of work outside of the classroom, so they plan their weekly schedules carefully.
----	---

II. Conjunctive Adverbs:

As a result, As a consequence, Consequently, Therefore, Thus, Hence,	The average temperature at the north and south poles has increased. As a result, massive amounts of ice have broken away from the ice caps.
---	---

The Language of Effects

III. Verbs:

to result in (effect)	Lowering the number of students in a classroom results in better learning.
to lead to (effect)	After school tutoring programs contribute to student success.
to cause (effect)	Warmer temperatures are responsible for the melting of massive glaciers.
to affect	
to impact	
to change	
to contribute to (effect)	
to bring about (effect)	
to be responsible for (effect)	
to play a role in (effect)	

IV. Nouns:

to be the cause of (effect)	Support from a supervisor often has a positive effect on a worker's productivity.
to be the reason for (effect)	Alcohol is a factor in numerous car accidents every year.
to be a factor in (effect)	
to have an effect on	
to have an impact on	

V. Other Words and Structures:

thereby (+ causing / producing / leading to etc.)	The citrus farms were severely damaged by the cold, thereby causing a sharp increase in the price of some fruits.
---	---

Exercise 4

Read the following sentences to highlight the signal words. Underline the causes.

1. The difference between income and housing costs has created a crisis of unaffordable housing options.

2. Real estate developers purchase properties and build luxury apartments throughout the city, thereby making it difficult for residents of average income to find affordable housing.
3. Economists attribute the 2008 economic recession to the unregulated housing market.
4. Homelessness contributes to health conditions that make people vulnerable to contagious diseases like COVID 19.
5. Secure housing can lead to better health and emotional resilience.

Exercise 5

Read the following sentences to highlight the signal words. Underline the effects.

1. Every year in the U.S. there are about a thousand tornadoes, thereby causing millions of dollars of damage and the death of over 70 people.
2. Tornadoes are extremely destructive and result in damaged houses, cars and businesses.
3. Strong winds in a tornado are responsible for flipping over cars or lifting them to another area.
4. Scientists have improved forecasting and warning systems for tornadoes; as a result, the number of deaths has decreased.
5. The National Weather Service monitors storms with a Doppler radar; consequently, tornado warnings can be issued in a timely manner.

Exercise 6

Fill in the blanks with appropriate signal words from the box. Pay attention to the grammar and punctuation needed to make the sentence correct.

Signal Words for Exercise 5

due to	the result of	because
contribute to	results in	a positive effect

1. Genetic variants may _____ a pattern of obesity in a family.
2. Weight gain can be _____ medications such as antidepressants.
3. Obesity _____ challenges to mental health and self-esteem.
4. Regular visits to green spaces such as parks, forests, and rural areas have _____ on people's moods and sense of well-being.
5. _____ a dangerous or polluted community environment, residents may find it difficult to engage in physical activity outside.

Exercise 7

Fill in the blanks with appropriate signal words to show the cause-effect relationship. Pay attention to the grammar and punctuation needed to make the sentence correct.

1. Many people do not have a basic understanding of how the internet works, _____ they do not know that their personal online privacy is often compromised.
2. A lot of time spent using electronic devices _____ the students' ability to socialize in a face to face environment.
3. Reading aloud to children has a positive _____ their ability to learn to read.
4. The overall health of a nation is directly linked to the health of the population. _____, governments need to take measures to ensure the people are healthy.
5. Good nutrition and mental health go hand in hand. For example, a deficiency in vitamin B9 (found in leafy greens, legumes, and grains) can _____ irritability, apathy, depression and other issues.
6. Researchers have found that the area of the brain associated with motor skills was greatly _____ in children who had regular practice of a musical instrument.

Exercise 8

The following adjectives are useful when describing the cause or effect more specifically. Choose five of the following and write a sentence that identifies a specific kind of cause or effect. Think of situations when these specific words would be appropriate.

Describing Causes and Effects

Describing the Cause	Describing the Effect
the main cause of	a major/ significant / insignificant / profound / dramatic / serious effect on
a major cause of	a minimal / insignificant effect on
an underlying cause of	an unexpected / unforeseen / surprising effect on
the principal cause of	a lasting effect on
a common cause of	a calming effect on
a direct link between	
a strong correlation between	
an unknown cause	

Example: A common cause of obesity is a lack of physical activity.

1. _____
2. _____
3. _____
4. _____
5. _____

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4.8: Cause and Effect Model Essay 3

Cause and Effect Model Essay 3

Read the following essay and fill in the blanks with suitable cause-effect signal words and phrases. See Section 4.7 for examples if you need help. Pay attention to the sentence structure to help you decide. There may be more than one correct signal word or phrase.

First Name Last Name

Professor Name

Course Name and Number

Day Month Year

The Effects of Dropping Out of High School

(1) Every year thousands of teenagers drop out of high school. Some of these teenagers are wage earners who need to contribute to the family income. For them, the immediate need of helping out financially overrides their need for a diploma. Some teenagers did not get a strong academic foundation in elementary and middle school, so the high school curriculum proves to be too challenging, which leads to frustration. They find it easier to leave school and start life as working adults. Still others become involved in illegal activities, which often include drug use. Such a lifestyle is not compatible with regular attendance and study necessary for high school success. In spite of the efforts of parents, teachers, and counselors, these teens end up leaving school to face whatever “real life” brings them. In their situations, it is difficult for them to see that leaving school will have profound effects on their finances, their ability to function in society, and even their sense of self-worth.

(2) Clearly, leaving high school without a diploma will have a negative (a) _____ on a person's finances. Though there are jobs that do not require a high school diploma, these are often not suitable for the long term. Most of these are minimum-wage paying jobs, paying hourly wages that barely cover basic living expenses. Such jobs are usually in the service industry and are often physically demanding. They typically do not offer a lot of job satisfaction. Though there are some better-paying jobs that do not require a high school diploma, such as utility line installers, heavy equipment operators, and communications installers, these jobs rarely (b) _____ higher-level managerial positions without a high school diploma. (c) _____, for the rest of their lives, high school dropouts are locked in jobs with little hope of significant pay increases to keep up with the cost of living or to provide for a family beyond life's basics.

(3) Dropping out of high school can also negatively (d) _____ a person's ability to function as a fully participating member of society. High school math skills, which go beyond the basics, are necessary to function as an informed consumer. These skills affect good decision making about everything from home mortgages to retirement plans. The advanced reading and critical thinking skills that are part of the high school curriculum are also necessary to make good choices, whether choosing a cell phone plan or voting in local and national elections. The ability to be a fully participating member of society is severely hindered if a person lacks the skills learned in high school.

(4) Finally, a less obvious (e) _____ of dropping out of high school concerns the person's sense of self-worth. A high school diploma is considered a measure of a basic level of learning for citizens in modern societies. The vast majority of people complete this educational milestone. People who drop out, however, cannot claim this accomplishment. (f) _____, they may feel that they are not as valuable to society as others or that other people are somehow better than they are. Though this is not necessarily always the case, the lack of a diploma can lead to a lack of confidence. This could affect their interaction with other people, whether during a casual conversation when meeting new people at a party or during a high stakes job interview. High school dropouts may even feel they do not belong to a group of people with more education than they have.

(5) In short, the knowledge and skills learned in high school form a foundation for full participation in our society. Without a diploma, teens have limited opportunities financially and socially. For those who choose not to complete this degree, life will provide a series of unique challenges, so it is important that anyone thinking of dropping out really understands the consequences.

Questions about Model Essay 3

1. Find the thesis statement of this essay.
2. Does the writer focus on causes or effects?
3. Does the writer give any causes? If so, where? What are they?
4. Can you think of any additional effects?

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5: PARAPHRASING

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5.1: Introduction

Introduction

In this course and others in your college career, you will be using other people's ideas - found in articles, textbooks, videos, and other sources - in a variety of ways. Sometimes you will be asked to explain these ideas, respond to them, or use them to craft and support your own argument.

There are two ways in which you can introduce others' ideas: quoting and paraphrasing. To quote means to use the author's exact words, while to paraphrase means to put the author's ideas into your own words. Here's an example of each.

Example

Quotation

Nicole Pajer points out in "How to Have a Healthy Relationship with Social Media in 2021" that social media is "driving wedges between families and friends over differing political views, keeping us glued to our phones all day long, and causing some to develop self-esteem issues from comparing their lives to other people's virtual ones."

Paraphrase

In "How to Have a Healthy Relationship with Social Media in 2021," Nicole Pajer suggests that social media causes us to stare at our phones 24/7, argue with our loved ones over politics, and even have problems with self-confidence because we compare ourselves to others' online selves.

Note that both the quotation and the paraphrase give credit to the author and introduce their idea. They differ, though, in sentence structure, grammar, and vocabulary.

Using a quotation makes sense when the author uses striking words to make their point, or when you want your reader to see their exact words. So... why not just quote? There are several reasons:

1. An essay full of quotations can be repetitive and boring. Using both quotations and paraphrases adds **variety and interest** to your writing.
2. Paraphrasing allows you to select just the most relevant information to include in your essay and **avoid excess detail**.
3. When used in conjunction with a quotation, paraphrasing shows the reader your interpretation of the ideas.
4. Paraphrasing lets your reader see that you understand the ideas. In fact, the process of paraphrasing helps you to understand better. The more you do it, the better your reading skills will become!
5. Paraphrasing helps you avoid plagiarism.

Learning Objectives

Here are our goals for this chapter:

- identifying the elements of an effective paraphrase
- closely reading and annotating a passage with the intention of paraphrasing it
- practicing various strategies for paraphrasing sentences and paragraphs
- paraphrasing quotations using a two-step strategy
- citing our source using a signal phrase

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5.2: Recognizing Effective Paraphrases

Recognizing Effective Paraphrases

First, let's look at some examples of what a paraphrase looks like. A good paraphrase uses some combination of all of the steps we'll practice in this chapter, changing grammar and vocabulary as much as possible while citing the author and expressing the same meaning as the original passage. Here's an example:

Example

Quotation

"The point isn't just that it's nice to goof off every so often - it's that it's necessary. And that's true even if your ultimate goal is doing better work: Downtime allows the brain to make new connections and better decisions. Multiple studies have found that sustained mental attention without breaks is depleting, leading to inferior performance and decision-making." - Rob Walker, "How to Take a Break"

Paraphrase

In "How to Take a Break," Rob Walker argues that taking intentional pauses from work is necessary because it helps people be more creative and productive. He points out that research has shown that we can't maintain focused attention to a task for a very long time, and that if we try to do so we don't complete the work as well or make good decisions.

The paraphrase above

1. Cites the original passage
2. Accurately expresses the same meaning
3. Uses different grammatical structures and vocabulary choices

Exercise 1: Analyzing and Evaluating Paraphrases

Now, look at the example paraphrases below and check the characteristics that each paraphrase has. What could be done to improve each of these?

ORIGINAL PASSAGE 1: "The artificial confines of lab experiments lead to very limited sets of observations, insights that may not apply to real life, says experimental psychologist Andrew Przybylski of the University of Oxford." (Laura Sanders, "Smartphones May be Changing the Way We Think")

PARAPHRASE: Experimental psychologist Andrew Przybylski of the university of Oxford says that the artificial scope of lab experiments leads to very limited sets of observations, insights that may not be used in real life.

This paraphrase...

___cites the original source

___accurately expresses the same meaning

___uses different grammatical structures and vocabulary choices.

ORIGINAL PASSAGE 2: Machines aren't used because they perform some tasks that much better than humans, but because, in many cases, they do a "good enough" job while also being cheaper, more predictable and easier to control than quirky, pesky humans. Technology in the workplace is as much about power and control as it is about productivity and efficiency. (Zeynep Tufekci, "The Machines are Coming")

PARAPHRASE: According to Zeynep Tufekci, author of "The Machines are Coming," employers don't prefer machines because of their power over humans, but because they perform just enough for the requirement of the boss without complaining and don't require strict management.

This paraphrase...

- ☐ cites the original source.
- ☐ accurately expresses the same meaning.
- ☐ uses different grammatical structures and vocabulary choices.

ORIGINAL PASSAGE 3: "The coronavirus crisis instead should be seen as the strongest argument for baby bonds. It has exposed and exacerbated the inequities of life and death in New Jersey and the rest of the nation." (The New York Times Editorial Board, "Give Money to Babies")

PARAPHRASE: The coronavirus crisis is the perfect example of why we need the baby bonds program. Many people struggle in life because of the crisis, especially the poor people.

This paraphrase...

- ☐ cites the original source.
- ☐ accurately expresses the same meaning.
- ☐ uses different grammatical structures and vocabulary choices.

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5.3: Annotating to Paraphrase

Annotating to Paraphrase

To "annotate" means to take notes. Annotation is an essential step in reading actively and understanding and remembering what you read.

When tasked with paraphrasing a passage, it's important to try to break down complex ideas so that you can explain them accurately in your own words. Below are steps to follow to annotate a passage you wish to paraphrase.

STEP 1

Read the passage more than once. Focus on getting the general idea. Ask these questions:

- What is the topic?
- What is the author saying about the topic?
- Is the author's attitude toward the topic positive, negative, or neutral?

Now, of course, there are all kinds of red flags that go up when you start talking about artificially intelligent robots playing a bigger role in teaching. Data privacy is a big one, with huge fears that kids would share personal information with an artificially intelligent robot they trust, and that information could get in the hands of people who should not see it. Plus, if the information that is input into the robots to allow them to learn is biased or skewed, that would make the judgments of the robot flawed. Source: "Teachers, the Robots Are Coming. But That's Not a Bad Thing" (Kevin Bushweller, Education Week, 7 January 2020)

Looking at the passage above, identify the topic. Can you tell how the author views the topic? What are 3-4 words or phrases that help you to determine the author's attitude?

STEP 2.

Mark and look up any unfamiliar words.

Look at the passage again. Highlight any words that you're unfamiliar with, and add a brief definition in the margin.

Now, of course, there are all kinds of red flags that go up when you start talking about artificially intelligent robots playing a bigger role in teaching. Data privacy is a big one, with huge fears that kids would share personal information with an artificially intelligent robot they trust, and that information could get in the hands of people who should not see it. Plus, if the information that is input into the robots to allow them to learn is biased or skewed, that would make the judgments of the robot flawed. Source: "Teachers, the Robots Are Coming. But That's Not a Bad Thing" (Kevin Bushweller, Education Week, 7 January 2020)

STEP 3

Break down complex sentences into smaller chunks.

Now, of course, there are all kinds of red flags that go up when you start talking about artificially intelligent robots playing a bigger role in teaching. Data privacy is a big one, with huge fears that kids would share personal information with an artificially intelligent robot they trust, and that information could get in the hands of people who should not see it. Plus, if the information that is input into the robots to allow them to learn is biased or skewed, that would make the judgments of the robot flawed. Source: "Teachers, the Robots Are Coming. But That's Not a Bad Thing" (Kevin Bushweller, Education Week, 7 January 2020)

The first sentence has been broken down into two smaller chunks. Where would you logically split the other two sentences in the passage? Mark the chunks.

STEP 4

Use your knowledge of grammar to identify the main idea or focus of each sentence as well as supporting details or ideas that provide extra information.

Take a look at the chunks you identified in Step 3. Examine each sentence individually. Which chunk represents the main idea of the sentence? Which chunk provides details or extra information? If both chunks present main ideas, do you think they are equal in importance? What key words suggest whether they are or aren't?

STEP 5

Identify pronouns and other pointing words and the words or ideas they are referring to.

Now, of course, there are all kinds of red flags that go up when you start talking about artificial intelligent robots playing a bigger role in teaching. Data privacy is a big one, with huge fears that kids would share personal information with an artificially intelligent robot they trust, and that information could get in the hands of people who should not see it. Plus, if the information that is input into the robots to allow them to learn is biased or skewed, that would make the judgments of the robot flawed. Source: "Teachers, the Robots Are Coming. But That's Not a Bad Thing" (Kevin Bushweller, Education Week, 7 January 2020)

Circle 5-6 pronouns or pointing words or phrases in the passage. Underline the word or phrase each refers to, and draw an arrow from the pronoun to its referent (the word or phrase it refers to).

STEP 6

Read the passage again to be sure you understand how the ideas fit together. Pay attention to the connecting words (both at the beginning of sentences and within sentences) and the prepositions.

Now, of course, there are all kinds of red flags that go up **when** you start talking about artificial intelligent robots playing a bigger role **in** teaching. Data privacy is a big one, **with** huge fears that kids would share personal information **with** an artificially intelligent robot they trust, **and** that information could get **in** the hands of people **who** should not see it. Plus, if the information that is input into the robots to allow them to learn is biased or skewed, that would make the judgments **of** the robot flawed.

-Source: "Teachers, the Robots Are Coming. But That's Not a Bad Thing" (Kevin Bushweller, Education Week, 7 January 2020)

Exercise 2: Analyzing Function Words in a Passage

Look at each of the highlighted connectors and prepositions in the paragraph above. What is the purpose of each? Fill in the chart.

fill in table of prepositions and connectors and their purpose

WORD	PURPOSE
Now	Could mean "at the present time as opposed to the past" or could be used for emphasis. Check previous paragraph.
when	The clause that follows describes the red flags or issues - they are focused on the use of robots in education.
in	This prepositional phrase narrows the use of robots specifically to teaching.

WORD	PURPOSE
with	
with	
and	
in	
who	
Plus	
if	
into	
of	

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5.4: Paraphrasing Step 1 - Try to Explain

Paraphrasing Step 1 - Try to Explain

After you've carefully read and annotated a passage, the first step in paraphrasing is simply to explain what the passage is about: What is the author trying to say? We'll practice this paraphrasing strategy with some proverbs, or well-known expressions. (Note that because these expressions are common knowledge, we do not need to cite the author.)



1

Example: "Every cloud has a silver lining."

Close your eyes and think about what this proverb means. How would you explain it to someone?

There are lots of different ways you could explain this proverb. Here are some example paraphrases:

- Even bad events have something good in them.
- Always look on the bright side.
- If it rains, that means that flowers will grow!
- When something negative happens, there's usually something positive in it.

Exercise 3: Paraphrasing Proverbs

Try this first step with the following proverbs. Explain what each means.

1. Proverb: Beauty is only skin-deep.

My paraphrase:

2. Proverb: Never send a boy to do a man's job.

My paraphrase:

3. Proverb: Practice makes perfect.

My paraphrase:

When you select a quotation to paraphrase, always start with this first step. Without looking at the passage, think about how you would explain it to another person. Write that down without looking at the passage. Then, move on to Step 2 to improve your paraphrase.

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5.5: Paraphrasing Step 2 - Make It Your Own- Common Paraphrasing Strategies

Paraphrasing Step 2 - Make It Your Own - Common Paraphrasing Strategies

The next step is to look at your explanation. How similar or different is it to the original passage? If it is already very different - while still conveying the same meaning - your paraphrase might be complete! However, if the vocabulary and grammar are still quite similar, you'll have to keep working on it. Here are six strategies (which should always be used in combination) you can use to make your paraphrase your own:

A. Use Synonyms

One effective way to quickly put a passage in your own words is to replace those words with synonyms, or words that have the same meaning. Take a look at the example paraphrase from this chapter's introduction. Some of the synonyms have been highlighted:

Quotation

Nicole Pajer points out in "How to Have a Healthy Relationship with Social Media in 2021" that social media is "driving wedges between families and friends over differing political views, keeping us glued to our phones all day long, and causing some to develop self-esteem issues from comparing their lives to other people's virtual ones."

Paraphrase

In "How to Have a Healthy Relationship with Social Media in 2021," Nicole Pajer suggests that social media causes us to stare at our phones 24/7, argue with our loved ones over politics, and even have problems with self-confidence because we compare ourselves to others' online selves.

Notice that one key phrase - social media - hasn't been changed. That's OK! When paraphrasing, you want to make sure the core meaning of the passage stays the same. This sometimes means keeping key words.

Exercise 4: Identifying Key Words and Synonyms

Highlight the synonyms you see in the quotation and paraphrase below. Underline the key word that has not changed.

Quotation

According to Don Anair, the research director of the UCS Clean Transportation Program, "There are opportunities for ride-hailing to be part of a low-carbon transportation future, with some concerted effort among ride-hailing companies, policymakers, and consumers alike."

Paraphrase

Don Anair, the research director of the UCS Clean Transportation Program, suggests that ride-hailing could produce fewer emissions in the years ahead if governmental organizations, companies like Uber and Lyft, and customers all work together.

B. Change Word Forms

We've talked about using synonyms to convey the author's meaning. If the author's word choice is key to the passage's meaning, though - or if you're having trouble finding an appropriate synonym - you might change the form of the word instead. Remember that each word in English has its own part of speech; it might be a noun, verb, adjective, adverb, or another kind of word like a conjunction or article. Don't worry about those other kinds; we'll just focus on the main four here.

Take a look at these examples of word families:

1. beauty

beauty (n.) - His speech showed beauty.

beautiful (adj.) - His speech was beautiful.

beautifully (adv.) - He spoke beautifully.

Notice how the three sentences above convey the same meaning while using different forms of the word beauty.

2. run

run (n.) - We often see the track team go on a run around our neighborhood.

run (v.) - We often see the track team run around our neighborhood.

running (adj.) - We often see the running team around our neighborhood.

Again, notice how these three sentences mean the same thing while using different forms of the word run.

Exercise 5: Identifying Word Forms

Highlight the different word forms you see in the quotation and paraphrase below:

Quotation

"It's easy to imagine an alternate future where advanced machine capabilities are used to empower more of us, rather than control most of us," Tufekcki writes.

Paraphrase

Tufekci suggests that it's not difficult to dream of a different future in which people use sophisticated machines to help humanity, with these machines empowering us instead of controlling us.

Exercise 6: Paraphrasing with Word Forms

Change the highlighted words to a different word form (for example, noun → verb) to make a sentence with the same meaning.

1. Alex enjoys photographing his friends and family.
2. They find written assignments really challenging.
3. Cristina Hunger has taught her dog to communicate clearly.
4. Her book, *How Stella Learned to Talk*, is fascinating.

C. Modify Verbs

Another straightforward way to change a passage is to change the form of its verbs. For instance, you can change the tense (for example, past simple to present perfect or present simple to present continuous) or add a modal such as "can" or "might."

Again, see our example from Strategy 1. In addition to most of these words being synonyms, their verb forms are different:

Quotation

Nicole Pajer points out in "How to Have a Healthy Relationship with Social Media in 2021" that social media is "driving wedges between families and friends over differing political views, keeping us glued to our phones all day long, and causing some to develop self-esteem issues from comparing their lives to other people's virtual ones."

Paraphrase

In "How to Have a Healthy Relationship with Social Media in 2021," Nicole Pajer suggests that social media causes us to stare at our phones 24/7, argue with our loved ones over politics, and even have problems with self-confidence because we compare ourselves to others' online selves.

Exercise 7: Paraphrasing with Verb Forms

Highlight the changed verb forms you see in the quotation and paraphrase below.

Quotation

"The best way to avoid destructive conflict in the future is to continue the advance of our social ideals, which has already greatly reduced violence" (Kurzweil 28).

Paraphrase

Ray Kurzweil suggests that the ideal way of avoiding destructive conflict is continuing to make societal progress, which is already greatly reducing violence.

D. Move Sentence Parts

Another paraphrasing strategy is to move parts of a sentence. You might rearrange a list of items or swap the order of clauses. Note the different placement of the highlighted phrases in the example below:

Quotation

According to Don Anair, the research director of the UCS Clean Transportation Program, "There are opportunities for ride-hailing to be part of a low-carbon transportation future, with some concerted effort among ride-hailing companies, policymakers, and consumers alike."

Paraphrase

Don Anair, the research director of the UCS Clean Transportation Program, suggests that ride-hailing could produce fewer emissions in the years ahead if governmental organizations, companies like Uber and Lyft, and customers all work together.

Exercise 8: Moving Sentence Parts

Highlight the rearranged elements you see in the quotation and paraphrase below.

Quotation

Emma Marris argues that "The climate change crisis is not going to be solved by personal sacrifice. It will be solved by electing the right people, passing the right laws, drafting the right regulations, signing the right treaties - and respecting those treaties already signed, particularly with indigenous nations."

Paraphrase

According to Emma Marris, we aren't going to be able to fix climate change with individual changes. Rather, governmental organizations will be able to solve it by making and acknowledging official agreements (especially with indigenous nations), creating strong laws and regulations, and bringing in good elected officials.

E. Use Negative Forms/Opposites

Another way you can change a passage is by using words with the opposite meaning in order to make negative phrases positive and vice versa. Just make sure to keep the meaning the same; this can be tricky!

Note the use of negatives and opposites in the example below:

Quotation

Nicole Pajer points out in "How to Have a Healthy Relationship with Social Media in 2021" that social media is "driving wedges between families and friends over differing political views, keeping us glued to our phones all day long, and causing some to develop self-esteem issues from comparing their lives to other people's virtual ones."

Paraphrase

In "How to Have a Healthy Relationship with Social Media in 2021," Nicole Pajer suggests that social media causes us to not get along with each other because of politics, stop doing other activities, and not feel positive about ourselves because we compare ourselves to other people.

Note too that in addition to changing positive clauses to negative ones, the writer has used synonyms; a good paraphrase uses multiple strategies.

Exercise 9: Identifying Negative Forms

Highlight the opposite forms you see in the quotation and paraphrase below.

Quotation

"It's easy to imagine an alternate future where advanced machine capabilities are used to empower more of us, rather than control most of us," Tufekcki writes.

Paraphrase

Tufekci suggests that it's not difficult to dream of a different future in which people use sophisticated machines to help humanity, with these machines empowering us instead of controlling us.

Exercise 10: Using Negative Forms

Paraphrase the sentences below, focusing on changing the negative forms to positive ones, and the positive forms to negative ones.

1. Our professor told us that it's not a big deal to miss class from time to time, as long as we finish all of the required work.
2. Kaisong was confident that he was well-prepared for the presentation.

F. Combine or Separate Sentences

Yet another way to improve your paraphrase is to combine shorter sentences or break apart longer ones. Note this strategy in the example below:

Quotation (1 sentence)

Nicole Pajer points out in "How to Have a Healthy Relationship with Social Media in 2021" that social media is "driving wedges between families and friends over differing political views, keeping us glued to our phones all day long, and causing some to develop self-esteem issues from comparing their lives to other people's virtual ones."

Paraphrase (divided into 3 sentences)

In "How to Have a Healthy Relationship with Social Media in 2021," Nicole Pajer suggests that social media causes us to not get along with each other because of politics. She says it also stops us from doing other activities. Pajer also points out that when we use social media we don't feel good about ourselves because we compare ourselves to other people.

Exercise 11: Combining Sentences

Combine the two sentences in the quotation below to make one longer sentence.

Emma Marris argues that "The climate change crisis is not going to be solved by personal sacrifice. It will be solved by electing the right people, passing the right laws, drafting the right regulations, signing the right treaties - and respecting those treaties already signed, particularly with indigenous nations."

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5.6: Combining Paraphrasing Strategies - Practice

Combining Paraphrasing Strategies - Practice

A good paraphrase will use many of the strategies we've looked at in this chapter. You can break a passage into chunks when you read it, think of how you'd explain the idea to a classmate, then change as much as possible of the passage's grammatical structure and vocabulary. Write down your paraphrase for each of these steps. Sometimes it will be easy to paraphrase on the first try, but other times you might need to go through three or four different strategies before coming up with a strong paraphrase.

Exercise 12: Combining Paraphrasing Strategies

Here are a few sample quotations to practice paraphrasing:

1. ORIGINAL: "There is a connection between novelty and happiness," Dr. Laurie Santos, a cognitive scientist who teaches the wildly popular "Psychology and the Good Life" course at Yale, told me. "Novel stimuli tend to activate regions of our brain that are associated with rewards." There's more than just the dopamine rush, though. "Novel things also capture our attention ... you're more likely to notice things and be present," Santos continued. "There's lots of evidence that simply being more present can improve our mood and happiness." (Gabriella Paiella, "The Brain-Changing Magic of New Experiences")

MY PARAPHRASE:

2. ORIGINAL: For many Americans, a trip to the doctor hinges on whether they can afford to go, rather than if it's a medical necessity. Over the past year, 22% of Americans say they have steered clear of some sort of medical care - including doctor visits, medications, vaccinations, annual exams, screenings, vision checks and routine blood work - because of the expense, according to a recent online survey of roughly 2,500 U.S. adults. (Megan Leonhardt, "Nearly 1 in 4 Americans are Skipping Medical Care Because of the Cost")

MY PARAPHRASE:

3. ORIGINAL: As one of America's most sprawling cities, Indianapolis is also one of its least transit-friendly. Of the roughly 1 million jobs in the area in 2019, fewer than 10,000 were accessible within 30 minutes or less by bus, according to a University of Minnesota report that ranked it 36th in transit accessibility among the nation's 50 largest cities. Those barriers affect the city's many impoverished households the most: Just 16% live within walking distance to a transit stop with frequent arrivals. (Laura Bliss, "Expand Transit Access: Indianapolis, Indiana")

MY PARAPHRASE:

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5.7: Citing Your Source with Signal Phrases

Citing Your Source with Signal Phrases

As we've discussed above, you always need to cite your source--to show where the information you're paraphrasing or quoting came from. To do this, you should use a signal phrase--in other words, a phrase that signals to your reader that what follows is someone else's idea rather than your own.

Here are some examples of signal phrases that we've seen in this chapter:

"There is a connection between novelty and happiness," Dr. Laurie Santos, a cognitive scientist who teaches the wildly popular "Psychology and the Good Life" course at Yale, told me.

In "How to Have a Healthy Relationship with Social Media in 2021," Nicole Pajer suggests that social media causes us to not get along with each other because of politics.

According to Emma Marris, we aren't going to be able to fix climate change with individual changes.

A signal phrase must include the author's name. Depending on the situation, you may also include the title of the source (the article, book, or website where you found the information) or information about the author (such as if they are an expert in the field).

A signal phrase also includes a reporting verb or the phrase "according to":

A. Reporting Verbs

Reporting verbs are verbs like "claim," "argue," or "say." Here are some examples of them in use:

- Zeynep Tufekci argues that robots could be useful for humanity.
- My teachers say that it is a good habit to review notes right after class.
- Don Anair describes ways in which ride-sharing could help the environment.

Some reporting verbs can be followed by that + a complete idea, while others can take a direct object.

B. "According To"

If you use the phrase "according to," you do not need to use a reporting verb:

- According to Nicole Pajer, social media has many negative effects.
- Money could solve many problems for American children, according to the New York Times Editorial Board.

To cite correctly in MLA format, you need to include the author's full name and the page number where you found the information in your paraphrase.

There are two exceptions to this rule:

1. If you are using a source from a website that does not have page numbers, you do not need to include the page number.
2. If you have already used the author's full name in your paper, you can just use their last name (also known as their surname or family name).

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5.8: Chapter Summary

Chapter Summary

In this chapter, you have learned about paraphrasing - putting another person's ideas into your own words. You've learned that a good paraphrase conveys the same idea as the original passage, uses different language, and cites the author. You've practiced recognizing effective paraphrases, annotating to paraphrase, and writing your own paraphrases using two steps: first, explaining what you've read without looking at the text; and second, making sure your paraphrase differs from the original in both grammar and vocabulary.

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6: SUMMARIZING

6.1: Introduction

6.2: Annotating to Summarize - Identifying Key Ideas

6.3: Recognizing Patterns of Organization

6.4: Writing a One-Sentence Summary

6.5: Writing a Paragraph Summary

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6.1: Introduction

There are many instances in which you will be required to summarize, or to give a short explanation of a work in your own words. A professor might ask you to summarize a reading passage to show that you've understood its meaning, or your friend might ask you to summarize a TV show to see if it sounds interesting.

Our goals for this chapter include:

- using annotation strategies specific to summarizing.
- recognizing various patterns of organization of a text.
- using templates to construct one-sentence summaries.
- selecting and using appropriate reporting verbs.
- outlining and writing a paragraph summary.
- giving effective writing feedback.

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6.2: Annotating to Summarize - Identifying Key Ideas

Annotating to Summarize - Identifying Key Ideas

Good writers read a text a few times and annotate - or mark up - the text as they read. This helps them to identify the parts of the text and how they fit together.

Annotating is a personal practice; as you make it a habit, you'll discover the ways that work best for you. You may prefer to use different-colored highlighters or just a pen. The important thing is that you DO take notes while you read; this will make you a better reader and writer!

Below is one approach to annotating an article that will help you to identify the author's argument and support for it.

STEP 1. Get a general idea of the article.

First, skim the article quickly, just to get the gist of it.

- Read the title and look at the first sentence of each paragraph. What overall topic is the article about?
- Do you get a sense of what the author is trying to convey about this topic?
- If the author is trying to convince the reader to believe an idea, what kinds of evidence are they using to support that argument?
- Underline any key words or phrases that seem to be central to the topic.

STEP 2. Read carefully for the main idea.

Now that you have a sense of what the article is about, read it through carefully, thinking about how the ideas are connected to each other.

- Look for words that indicate the organizational pattern of the article; underline or highlight these. For example, is the author comparing two things, making an argument for change, or describing the reasons that something happened?
- Try to find a statement that shows the main idea of the article. Put a star next to this and write it in your own words in the margin. If you can't find this kind of statement, don't panic! The main idea might be implied (not directly stated).
- Remember that the first paragraph(s) might be background information; be careful not to confuse this with the main idea.

STEP 3. Read again for the points that support the main idea.

- As you read this time, underline the supporting points for the main idea you've identified. These sentences may occur at the beginning of paragraphs (similar to topic sentences) or at the end. One way to find these is to ask yourself as you finish reading each paragraph if the idea in this paragraph was new or if it continued the idea from the previous paragraph.
- Underline and mark each point with a number or other symbol.
- After you have found the supporting points, make sure that they match the main idea you wrote in Step 2.
- If the points don't seem to match the main idea you identified earlier, skim the article again and edit your annotations accordingly. You may need to change either the main idea or the supporting points. (For example, if you wrote that the author explained the causes of poverty, but each of the supporting points are about the effects of poverty, you would have to change your main idea statement.)
- Think about how you will explain each point; begin paraphrasing in your own words in the margin. You may want to use one or two details that you found most convincing to explain each supporting point in your summary.

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6.3: Recognizing Patterns of Organization

Recognizing Patterns of Organization

Identifying the organizational pattern of a text can make it much easier to summarize, particularly for longer texts in which it can be particularly challenging to identify main ideas and important details. In this section, we'll learn how to identify these and use them to summarize.

A. Identifying Organizational Patterns in Academic Writing

The purpose of academic writing is to present a number of ideas that logically fit together. Writers use an organizational pattern to help organize their ideas in ways that make an argument and help you to understand the material being presented. Organizational patterns can be identified by transitions or "signal words" the author uses. Recognizing the type of pattern can help the reader put all of the facts together and understand what the text is about.

Organizational Patterns

ORGANIZATIONAL PURPOSE PATTERN		SIGNAL WORDS
Classification	Lists a series of categories, types, features, or characteristics that support the main idea	Also, and, another, a number of, as well as, too, besides, first, for example, for instance, furthermore, in addition, in fact, largest, least, moreover, most important, second, several, the following
Cause/Effect	Describes how one or more things cause or are related to one another	Cause: Because, because of, since, stems from, one cause is, one reason is, leads to, for this reason Effect: consequently, results in, one result is, therefore, thus, as a result, hence
Comparison/Contrast	Discusses similarities and/or differences among ideas, objects, people	Similarities: both, also, similarly, likewise, as well as, correspondingly, in the same way Differences: unlike, differs from, in contrast, on the other hand, instead, despite, nevertheless, however, in spite of, whereas, as opposed to
Problem/Solution	Discusses problem(s) and provides solution(s)	Problem: issue, problem, problematic, challenge Solution: propose, solution, answer, remedy, prevention, fix

ORGANIZATIONAL PURPOSE PATTERN		SIGNAL WORDS
Pro/Con	Discusses advantages and disadvantages	Pros: advantage, benefit, in favor of, positive Cons: disadvantage, drawback, argument against, negative
Definition and Example	Explains the meaning of new words or phrases and gives examples to explain	Refers to, can be defined as, means, consists of, is a term that, is called, is characterized by, for example, to illustrate, for instance, such as
Chronological Order (Time)	Describes the sequence in which events occur in time	First, second, later, before, next, as soon as, after
Process	Describes how to do or make something	First, second, next, then, following

Exercise 1: Identifying Patterns of Organization

For each passage, identify the pattern of organization used by the author.

1. Responsibility, a basic concept of Reality Therapy, is here defined as the ability to fulfill one's needs, and to do so in a way that does not deprive others of the ability to fulfill their needs. To illustrate, a responsible person is able to give and receive love. If a woman, for example, falls in love with a man, we would expect him either to return her love or to let her know in a considerate way that he appreciates her affection, but does not share her feelings. If he takes advantage of her love, we would not consider him responsible. A responsible person also does that which gives a feeling of self-worth and a feeling that they are worthwhile to others. They are motivated to strive and perhaps endure privation to attain self-worth. When a responsible person says they will perform a job for us, they will try to accomplish what was asked.

Pattern of Organization:

Why:

2. It would seem, in retrospect, that the prohibition laws of the 1920s actually helped encourage, rather than hinder, illegal activity. Citizens in every section of the country showed nothing but contempt for laws, and any attempt to enforce laws was met with indifference or hostility. Probably the worst effect of the laws was that the control of liquor distribution fell into the hands of organized crime, which resulted in increased criminal violence throughout the country. Rather than decreasing crime, the prohibition laws actually helped to increase it.

Pattern of Organization:

Why:

3. Many high school graduates go straight on to college. Others go to work full-time, then decide later to start college. The graduates who go off to a job always run the risk of being unable to let go of that paycheck. It may be too hard to live the lean life of a student again. However, once these students do return to college, they usually bring a maturity that is a big asset in

the classroom. True, those students will be older than the others when they finally get that college degree. On the other hand, these older students more often know from experience what kind of job best suits them. The students are less likely to end up in a make-do job after college.

Pattern of Organization:

Why:

B. Organizational Pattern Practice

Let's take a look at how we can use organizational patterns to explain the plot of a movie. Disney's Frozen is nearly two hours long, but we can summarize it in a concise way by using organizational patterns to capture the main elements of the film. Using the organizational pattern, we've chosen the most important details and can now use them to write a summary. This is the overall gist:

One-Sentence Summary: Elsa learns to control her power to create ice and snow and, with the help of her sister Anna, defeats the evil Prince Hans to become queen of Arendelle.

Organizational Pattern: Problem/Solution

Problems

- Elsa was born with the magical power to create ice and snow, but she doesn't know how to control her power.
- Prince Hans is planning to marry Anna and kill Elsa.
- Elsa locks Arendelle in eternal winter.
- Elsa runs away to the North Mountain and then accidentally freezes Anna's heart when she comes to find her.

Solutions

- Anna saves Elsa from being killed by Hans.
- By sacrificing herself for her sister, Anna performs an act of true love, which allows her to recover from being frozen.
- Elsa realizes she can control her powers with love.
- Hans is arrested for treason and Elsa becomes queen of Arendelle.

Exercise 2: Organizational Pattern Practice

Use the outline below to summarize one of your favorite pieces of media.

Your Favorite Movie/TV Show/Novel:

One-Sentence Summary:

Organizational Pattern(s):

ORG PATTERN 1:

•

ORG PATTERN 2:

•

C. Combining Patterns of Organization

Don't assume that every important thought in a multi-paragraph reading will be covered by a single organizational pattern. It's possible for a writer to use one or more organizational patterns and still include important information that is not completely included in the pattern or patterns used to develop the main idea. The test for what's important is always based on the main idea using questions like "What information do I need in order to fully explain or prove the main idea?"

Example: Cause and Effect plus Comparison and Contrast

A study in Romania suggests that children who are abandoned at birth and placed in state-run institutions can eventually thrive if they leave the institution and are placed in foster care. In fact, children in the study who were placed in foster homes ended up on par emotionally, intellectually, and physically with children of the same age who had grown up with their biological families. In contrast, orphaned children who never left the state-run institutions showed steady declines in their emotional and mental health over the course of their stay. While the study supports the idea that foster care for abandoned children is better than institutional life, it's worth noting that Romanian institutions have a particularly horrific reputation for neglect. This may well account for the effects of long-term and unrelieved institutionalization upon abandoned children.

The paragraph opens with a clear cause and effect relationship: Orphaned children who enter foster care benefit from leaving the institution, and children who do not enter foster care do not fare as well. Note, however, that the two groups are also contrasted in order to prove the main idea expressed in the first sentence. Children abandoned at birth can thrive if they enter foster care. Thus, as the transitional phrase "in contrast" suggests, comparison and contrast is the second pattern used to organize the material.

Example: Classification based on Cause and Effect with Definition

According to economists, there are four different types of unemployment, each with its own specific cause. The first type of unemployment is seasonal. Workers in certain industries--such as agriculture, resorts and retail--are subject to fluctuating demands for their services because of peak and off-peak times in these industries. This type of unemployment is regular, predictable, and relatively short-term. The second type of unemployment is referred to as frictional. It is caused by school and college graduates seeking jobs for the first time and by workers changing jobs. These people usually remain unemployed for just a short time while they seek a position. A third type of unemployment is structural, caused, for example, by the use of new machinery, such as robots, that can perform simple repetitive tasks. Workers displaced by structural changes often experience long-term unemployment while seeking a job that matches their skills and salary expectations. The last type of unemployment is cyclical. This kind is produced by the overall business cycle. Cyclical unemployment increases in recessions; it decreases during growth periods.

The opening sentence provides two sets of clues. The phrase "four different types of unemployment" suggests classification, mainly because the sentence suggests that these four types comprise all the possible kinds of unemployment. If it did not, then simple listing would be the better answer. However, the phrase "each with its own specific cause" implies the cause and effect pattern. In addition, the italics for the names of the four types followed by a specific definition make it clear that the definition pattern is also in play.

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6.4: Writing a One-Sentence Summary

Writing a One-Sentence Summary

A. Introduction

A one-sentence summary provides information about the source that is being summarized and presents the thesis or argument of that source. Think of it as a very brief introduction to your reader of the article, chapter, or book you've read; all that they need to know is who wrote it, what its title is, and what its main argument is.

In order to write an effective summary sentence, you should keep the following in mind:

- Include the author's full name.
 - First mention: first and last (family) name
 - Subsequent mentions (if your one-sentence summary is followed by a paragraph summary, for example): last name only
- Include the title of the source.
 - For articles like the ones we are using in this class, put the title in quotation marks (""). If you need to summarize a book or movie, put the title in italics.
 - If you refer to this source later in your paper, you generally only need to use the author's name, not the title again.
- Include the thesis or argument of the article you are summarizing.
 - State the argument or main idea concisely and clearly.
 - Do not include details in the summary sentence.
- Use a strong reporting verb that accurately describes what the article is doing. (However, if you use "according to" in your summary sentence you will not need a reporting verb.)

B. Basic Formula for a One-sentence Summary

Title of article + Author's name (first then last) + Reporting verb + Thesis, argument, or main idea

The first three elements - information about the author/article and a reporting verb - make up a signal phrase showing that the idea came from someone else rather than you. The signal phrase is a crucial part of your one-sentence summary because it gives credit to the author.

C. One-sentence Summary Templates

Following are some examples of one-sentence summaries. You can use these as templates for writing your own.

One-Sentence Summary Templates

TEMPLATE 1: USING A REPORTING VERB	
Example	In "Coping with Procrastination," Angela Moore suggests that in order to stop procrastinating, we need to analyze the real reasons we procrastinate.
Formula	In + "Title," + Author + reporting verb + that + main idea.

TEMPLATE 1: USING A REPORTING VERB

Grammatical Notes	1. It is optional to add information about what kind of source this is (eg. In the article “Coping with Procrastination,...” “In the movie <i>The Avengers</i>,...”) 2. The comma after the title is necessary, and should come before the end quotation mark. 3. In MLA format, the reporting verb should be in third person present simple; this generally means that it will end in an -s, but will not if there is more than one author. 4. The reporting verb is followed by a noun clause made up of that and a full sentence paraphrasing the main idea. This is also in the present tense. 5. The order in which the elements are arranged can be shifted, but note the changes to the formula: a. In order to stop procrastinating, we need to analyze the real reasons we procrastinate, suggests Angela Moore in the article “Coping with Procrastination.” Formula: Main idea, + reporting verb + Author + in + “Title.” b. Angela Moore suggests in the article “Coping with Procrastination” that in order to stop procrastinating, we need to analyze the real reasons we procrastinate. Formula: Author + reporting verb + in + “Title”+ that + main idea.
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TEMPLATE 2: USING “ACCORDING TO”

Example	According to Angela Moore in “Coping with Procrastination,” in order to stop procrastinating, we need to analyze the real reasons we procrastinate.
Formula	According to + Author + in + “Title,” + main idea.
Grammatical Notes	1. See notes 1-3 for Template 1. 2. Using “according to” means that the reporting verb and “that” are unnecessary. 3. The order in which the elements are arranged can be shifted, but not as much as Template 1. Note the changes to the formula: In order to stop procrastinating, we need to analyze the real reasons we procrastinate, according to Angela Moore in the article “Coping with Procrastination.” Formula: Main idea, + according to + Author + in + “Title.”

D. Signal Phrases: Saying Vs Doing

When creating multiple summaries (such as a one-sentence summary and a paragraph summary) or a summary/response essay, which requires both types, it’s important to find different ways to express the main idea/thesis/argument of the article. One helpful way to approach this is to think about what the author says and what the author does.

i. Capturing What the Author Says

For a one-sentence summary or the first sentence of a summary-response essay, it might be most helpful to focus on what the author says, or the main argument of the article. These signal verbs are typically followed by that and a complete statement of the main idea.

In the article "Coping with Procrastination," Angela Moore suggests that in order to change the habit of procrastination, it is essential to look below the surface for the real reasons why one puts off doing things. (main argument of the article)

Moore argues that procrastination is one of the most pervasive bad habits among college students. (statement of a point from the author's argument)

ii. Capturing What the Author Does

For a paragraph summary, consider focusing on what the author does, or how he or she constructs the argument or organizes the ideas in the article. These signal verbs are generally followed by a noun or noun phrase.

Throughout the article, Moore enumerates the fundamental reasons why people procrastinate and how to overcome these issues. (reference to the organizational patterns used in the article)

Moore presents three solutions to overcoming procrastination. (one of the moves the author makes to support her main point)

Here are some signal verbs to use for each type of summary sentence:

SIGNAL VERBS FOR “SAYING”	SIGNAL VERBS FOR “DOING”
acknowledges (that)	acknowledges + noun
agrees (that)	addresses + noun
argues (that)	affirms + noun
believes (that)	analyzes + noun
claims (that)	asks + noun
complains (that)	categorizes + noun
declares (that)	compares + noun
explains (that)	critiques + noun
finds (that)	defines + noun
insists (that)	demonstrates + noun
maintains (that)	discusses + noun
makes the case (that)	disproves + noun
notes (that)	enumerates + noun
observes (that)	examines + noun
points out (that)	furnishes + noun
posits (that)	identifies + noun
shows (that)	illustrates + noun
speculates (that)	interprets + noun
states (that)	investigates + noun
stresses (that)	lists + noun
submits (that)	outlines + noun
suggests (that)	presents + noun
theorizes (that)	questions + noun
thinks (that)	supports + noun
warns (that)	surveys + noun
writes (that)	traces + noun

Exercise 3: Revising Summary Sentences

Look at the one-sentence summary that you wrote in Exercise 2. Rework it below so that your one sentence summary focuses on saying. Then imagine that you are going to write a paragraph summary. Write the first sentence of this summary, focusing on doing and pointing to the main organizational pattern used in the article.

One-sentence summary: What does the author argue? What is the thesis of the article?

First sentence of paragraph summary: What does the author do in the article? How does the author organize the argument or their ideas?

Have a classmate review your sentences. What suggestions do they have for improving them?

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6.5: Writing a Paragraph Summary

Writing a Paragraph Summary

While a one-sentence summary serves to introduce only the most essential aspects of a source, a paragraph summary includes a bit more information.

A. Characteristics of a Good Paragraph Summary

A strong paragraph summary

- includes the main idea of the article.
- includes the supporting details of the article (the ideas that prove the main idea).
- paraphrases the original article.
- has transitions between main ideas, details, and examples.
- frequently refers to the author by last name.
- identifies how the original article is organized.
- is concise (for this class, about 150-200 words in length).
- does not include any additional information from other sources or your opinion.

B. Structure of a Paragraph Summary

Use your annotations to compose your summary paragraph. Here is an outline to help you:

1. FIRST SENTENCE - ONE SENTENCE SUMMARY/OVERALL MAIN IDEA

Introduce the author, title, & thesis (main idea). For example:

In "(title of article)," (name of author) argues that (thesis).

****See 6.4: Writing a One-Sentence Summary**, One-Sentence Summary Templates and Signal Phrases: Saying vs. Doing for additional templates.

2. MIDDLE SENTENCES (approximately 4-6)

First, demonstrate the organizational pattern(s). For example:

(Author's last name) outlines (three differences between ___ and ___ /two causes and an effect of ___ / the problem of ___ and two possible solutions).

Next, introduce the main supporting details using the organizational pattern. For example:

points out (the pros) of _____. For example...

Optional: If there is more than one organizational pattern, introduce those main supporting points next. For example:

points out (the cons) of _____. For example ...

Remember to use transitions to show how ideas are connected to each other. For example:

_____ goes on to say that .../_____ adds that .../_____ uses the example of _____ to explain ...

****See 6.3: Recognizing Patterns of Organization** for help.

****See Using Precise Reporting Verbs (below)** for additional examples.

3. CONCLUDING SENTENCE

Restate the thesis or the conclusion of the article. For example:

The author concludes that .../ In short, the article recommends that ...

REMEMBER to use different ways to refer to the author throughout the summary paragraph, including their last name and appropriate pronouns. Try not to use "the author."

C. Using Precise Reporting Verbs

A reporting verb is a word which is used to talk about sources or to attribute an idea to someone. Reporting verbs can be very effective in conveying meaning, but the difficulty with using them is that there are many, and each of them has a slightly different and often subtle meaning.

It is repetitive and boring to write Smith says... over and over again. Fortunately, there is a wide choice of reporting verbs in English. Reporting verbs can indicate:

- the author's personal viewpoint
- your viewpoint regarding what the author says
- the author's viewpoint regarding others' ideas

To interpret the writer's ideas accurately, however, you will need to use a verb with the correct nuance (sense of meaning). Use an English learner's dictionary to check that you have the right verb for the right context.

Choosing accurate reporting verbs to reflect both the function that the author is performing and your feeling about it (or to conceal your feeling with a neutral reporting verb) is an important skill to develop. Consider the following:

Choosing Accurate Reporting Verbs

MOVE / FUNCTION	WEAKER POSITION	NEUTRAL POSITION
addition		adds
advice		advises
agreement	admits, concedes	accepts, recognizes
argument and persuasion	apologizes	assures, claims
believing	guesses, hopes, imagines	believes, knows, notes
conclusion		concludes
disagreement and questioning	doubts, questions	challenges, wonders

MOVE / FUNCTION	WEAKER POSITION	NEUTRAL POSITION
discussion	comments	discusses
emphasis		
evaluation and examination		analyzes, contrasts, understands
explanation		articulate
presentation	confuses	comment, identifies, mentions, presents, shows, states
suggestion	alleges, intimates, speculates	advises, proposes

Example Sentences

Remember that in MLA style, reporting verbs should be in the present tense, and you should include the page number if there is one.

Boynton warns the reader that ordinary chocolate is too frail to withstand heat, moisture, and proximity to baked beans (p. 79).

Hanks defines an idiom as an expression whose "meaning...is distinct from the sum of its parts" (p. 257).

Smith disagrees with Frye when she maintains that many students have trouble with reporting verbs.

Some people subscribe to the idea that chocolate is unhealthy, but Boynton's book refutes this claim.

This paper investigates the effects of alcohol on memory and stresses that further research be done as a matter of urgency.

D. Going Beyond List Summaries

i. What are "List Summaries"?

You may have learned to write a list summary in previous English classes. This type of summary involves paraphrasing topic sentences (the first line of each paragraph) from a text and adding "list" transitions between them.

"List" transitions include: first, second, third, finally, next, also, then, additionally, in addition, moreover, furthermore

ii. The Problem with List Summaries

For longer academic texts, list summaries are inefficient. They are often excessively long and full of unnecessary details. They also fail to adequately show the relationship between the ideas in the text.

iii. Summarizing by Organizational Patterns

One way to avoid long summaries with unnecessary details is to summarize by organizational pattern. Think about how the author is developing their argument. Are they presenting the effects of a cause? Contrasting two things? Outlining a problem and offering a solution?

Exercise 4: Reviewing Organizational Patterns

Brainstorm 3-4 examples of organizational/rhetorical patterns that authors might use in their work and what signal phrases may indicate that pattern.

Organizational Patterns and Signal Phrases

Organizational Pattern	Signal Phrases (that help me identify the pattern)
• • • •	• • • •

See 6.3: [Recognizing Patterns of Organization](#) from earlier in this chapter for key words that signal different organizational patterns.

Exercise 5: Evaluating Sample Student Summaries

Below are two student summaries of an article titled "The Deadly Noodle" by Michael Hastings, Stefan Thiel, and Dana Thomas. Consider the pros and cons of each summary, then decide which you think is more effective and explain why.

Summary 1 (172 words)

In their article "The Deadly Noodle," Hastings, Thiel, and Thomas explain that the spread of the American diet and lifestyle has caused health crises in countries around the world. The authors note that both developed and developing countries are experiencing negative effects because of the spread of these habits. The authors explain that one effect is that these nations are experiencing a more sedentary lifestyle. For example, people work on assembly lines, ride in cars, and watch television. In addition to physical activity, the authors also show the ways in which food is being affected. They write that foods are becoming less healthful because of increased use of carbohydrates, oil, and sugar, which all cause an increase in calories. Finally, the authors explain that because of the lack of physical activity and a healthful diet, obesity is rising, and, as a result, health care costs rise as well. The authors conclude that the popularity of the American diet and lifestyle internationally may be attractive, but it is also causing an obesity epidemic worldwide.

Summary 2 (268 words)

In their article, "The Deadly Noodle", Hastings, Thiel, and Thomas write that greasy burgers and processed food are making the world fat. First, they write that France has resisted American cultural imperialism in the area of food, but it is still

influenced by America's junk food. A sign of this is that France's children are gaining more weight in recent years. Then they write that the problem of the spread of American food is even more obvious in developing countries. Urbanization is causing people to move less and foods in these countries are becoming more processed, which makes them higher in calories and healthier. The authors state that nobody thought it would be easy to resist the American diet, but it's even more difficult than people thought it would be. Derek Yach says that people can blame globalization and major brands like Coca-Cola or McDonald's for this issue. Next, the authors say that the number of overweight people in the United States has doubled, and that Asia and Europe are also seeing increasing numbers of overweight people. For example, diabetes has been rising in China and India more than in any other country. Then the authors say that cooking oil is causing a problem because it's so cheap, so Indians use it too much. After that, the authors say that sugar is another part of the problem. Another problem is that people aren't moving around and are becoming couch-potatoes. Finally, the authors say that this is all a problem because healthcare costs are rising. Popkin says, "It's a very attractive lifestyle, but it's killing people all the same."

E. Summary Review & Additional Practice

Now that we've covered one-sentence summaries and paragraph summaries, check your understanding of what makes a summary effective. Try to be as specific as possible when providing feedback in Practice 2.

Exercise 6: Recognizing the Elements of Good and Bad Summaries

Download and open up the [interactive PPT](#) and follow the directions on slide 1.

Exercise 7: Evaluating One-Sentence Summaries

Provide feedback for these three one-sentence summaries of an article by Zeynep Tufekci titled "[The Machines are Coming](#)." What does each do well? How can each be improved?

According to the article, the abilities of robots will be improved constantly. What people need to do to solve this problem is to learn more useful skills in order to improve ourselves.

According to the article "The Machines Are Coming," Zeynep Tufekci states how in the coming age of robots, people should reflect on their progress.

In the article "The Machines Are Coming," Zeynep Tufekci states that robots can collect customers' preference information to benefit employers. She also mentions that we need to think about the relationship between humans and technology.

Exercise 8: Evaluating Paragraph Summaries

Provide feedback for these two paragraph summaries of the article "The Hidden Epidemic of Teen Hunger" by Laura Bliss. What does each do well? How can each be improved?

Summary 1

In her article "The Hidden Epidemic of Teen Hunger," Laura Bliss describes a recent study by Susan J. Popkin that analyzed the causes and effects of teen hunger, as well as presented some possible solutions. Bliss points out that teens in the U.S. are more likely to experience food insecurity than younger kids because programs that fight poverty focus on little kids, while older teens "take on adult-like responsibilities, feel powerful social pressures, and engage in impulsive behavior." Because teenagers can be embarrassed by being poor, many of them shoplift, sell drugs, or even sell their own bodies in order to get food. Ironically, Bliss points out, obesity and food insecurity are two sides of the same coin; fast food is cheaper than healthy food. Popkin's team also suggested some possible solutions to the problem of food insecurity and the negative ways in which teenagers try to deal with it, including giving teenagers more SNAP benefits to get food, making better teen job programs, and getting teens involved in organizations that fight food insecurity.

Summary 2

First, Bliss writes about Susan J. Popkin, a housing and poverty researcher who did a study on teen hunger. Next, she describes how little kids are different from teenagers because teenagers experiencing hunger are overlooked and also feel stigma about being hungry. Bliss says that teenagers undertake risky behavior, like stealing, selling drugs, or using sex to get food. Then, she writes that food insecurity has become "normal." Bliss describes Popkin's study that gathered 200 teenagers from 13 to 18 in 10 communities across the United States to talk about their experiences with food insecurity. First, the study found that teenagers suffer problems just as much as little kids do from food insecurity. Second, the study found that teenagers are totally aware of the problem; they understand that healthy food is expensive and that their families make sacrifices so that all the kids can eat. Third, the teenagers in the study talked about how they find ways to get food, from staying at a friend's family's house to engaging in criminal activities like shoplifting. Finally, Popkin's study talked about federal policy implications and about how teenagers are capable of solving the problem of teen hunger if they work together in organizations.

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6.6: Peer Review

Peer Review

1. Peer Review Form

Use this form to give your classmate feedback on the elements of an effective summary we've discussed in this chapter:

Writer:

Reviewer:

Mark an X in the appropriate box for each of the criteria below. Add comments and suggestions to help the writer improve their summaries.

Peer Review Form

One-Sentence Summary

The sentence has a signal phrase with the correct author's name and title.

The signal phrase is grammatically correct.

The sentence correctly identifies the argument of the reading.

The sentence is paraphrased well and is not copied directly from the article.

The sentence is not too specific, but also not too vague.

Comments on one-sentence summary:

Paragraph Summary

The first sentence of the paragraph summary has a signal phrase with the correct author's name and title.

The summary correctly identifies the overall argument of the reading.

The summary correctly identifies the main ideas of the article.

One-Sentence Summary

The summary has a balance of main ideas and details. There is enough detail to understand the article, but there is also not excessive detail.

The writer has included transitions between the main ideas and details.

The writer has used a variety of transitions; **not just list transitions** (next, also, then, furthermore, in addition, first, second, third, etc.).
If yes, what transitions do they use?

The writer mentions the author's **last name** frequently.

The summary is an appropriate length (150-200 words).

Comments on paragraph summary:

MLA Formatting

The heading includes the writer's name, class, date, and assignment name/draft in the correct format.

The assignment is double spaced.

The first line of the summary is indented ("Tab" button)

The essay has a header with the writer's last name and page number.

The margins are 1 inch on all sides.

Comments on MLA formatting:

2. Self Review Checklist

After you have revised your draft using the feedback you've received from your classmate and instructor, complete the self review. Make sure your summary has all of the characteristics on the checklist.

One-Sentence Summary

- One-Sentence Summary includes the author's name.
- One-Sentence Summary includes the title of the article.
- Both the author's name and title are correct.
- One-Sentence Summary has a grammatically correct **signal phrase** (*according to the author... the author states...*)
- One-Sentence Summary has correctly identified the main idea.
- One-Sentence Summary is **paraphrased**.

Paragraph Summary

- Paragraph correctly identifies the **organizational pattern** (*pro/con, cause/effect compare/contrast, problem/solution, etc.*).
- Paragraph correctly identifies the main supporting details.
- Paragraph uses **transitions** and other cohesive devices.
- Paragraph frequently refers to the author by **last name**.
- Paragraph is paraphrased (**no quotes** are used).

Formatting & Drafting

- Essay has been formatted according to MLA guidelines.
- There are clear changes between the 1st and final drafts.

Self Review Reflection - Summary

As a way to reflect on what you have learned and what is still challenging, write one paragraph (150 words min.) about the changes between your 1st and final drafts. What was challenging the first time that you wrote the assignment? What did you learn in the process of revising? What challenges do you still face?

What will you do to address those challenges? What are you most proud of about this assignment?

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7: APPENDIX - GRAMMAR AND LANGUAGE REVIEW

7.1: Capitalization

7.2: Parts of Speech

7.3: Nouns

7.4: Verbs

7.5: Subject-Verb Agreement

7.6: Adjectives

7.7: Parallel Structure

7.8: Apostrophes

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7.1: Capitalization

Capitalization

Rules for Capitalization

Rule	Example
Capitalize the first letter of a sentence.	Students often visit their teachers during office hours.
The names of cities, states, and countries	New York, Maryland, England, Nigeria, Ethiopia, China
The adjective form of countries	English, Nigerian, Ethiopian, Chinese
The person identified by country	American(s), Nigerian(s), Canadian(s)
Indigenous groups	Iroquois, Yoruba, Maya
Languages	English, French, Twi, Dutch
Religions	Buddhism, Hinduism, Judaism, Islam, Christianity
Days and Months	Tuesday, February
The pronoun "I," even when it appears in the middle of a sentence	My brother and I live in a small apartment.
The main words of titles of books, movies, poems, songs, etc.	<i>Things Fall Apart</i> , <i>The Advantages of Cell Phones</i>

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7.2: Parts of Speech

Parts of Speech

It is important to use the correct part of speech.

- Noun: The things, people, ideas, etc. that we talk and write about
- Verb: The action or condition (state of being) of the nouns
- Pronoun: The words that replace nouns (I, you, he, she, it, they, me, him, her, them, etc.)
- Adjective: A word to describe nouns
- Adverb: A word to describe a verb, an adjective, or a whole sentence. Most of these end in -ly

A *word form error* occurs when you use the wrong part of speech.

- When living in a new culture, a person is often faced with customs and believes that are very different from his own. (believes – beliefs)
- Children are taught from a young age that to be success they have to work hard. (success – successful)
- Strong students know how to work independent and in groups. (independent – independently)

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7.3: Nouns

Nouns

A. Nouns can be singular, plural, or non-count:

Types of Nouns

Singular	Plural	Non-Count
boy	boys	information
child	children	homework
country	countries	knowledge
problem	problems	research
		advice

A singular noun must have a word in front of it to help make its meaning clear.

Modifiers for Singular Nouns

a book	the book	that book
any book	some book	one book

B. Some quantity words are used for plural nouns, some for non-count nouns, and some for both.

Quantity Words for Plural and Non-Count Nouns

	Plural Nouns	Non-Count Nouns
Some	Problems	Information
Any (negative and questions)	Problems	Information

Plural Nouns		Non-Count Nouns
A lot of	Problems	Information
Few	Problems	
A few	Problems	
Little		Information
A little		Information
Much		Information
Many	Problems	
Enough	Problems	Information

The following are just a few of the nouns that are non-count in most situations. *They do not have -s/-es on the end.*

Common Non-count Nouns

furniture	advice	research	fun
grammar	vocabulary	knowledge	police
equipment	garbage	jewelry	music
clothing	cloth	food	climate
evidence	feedback	software	weather

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7.4: Verbs

Verbs

Every sentence has to have a main verb. It has to be in the correct form and tense.

A. The Verb BE (am, is, are, was, were) is never used with the *base form* of the main verb.

- A good student ~~is always study~~ for tests and quizzes. (Incorrect)
- A good student always studies for tests and quizzes. (Simple Present)
- A good student is studying. (Present Continuous)
- The president ~~was take~~ all of the money from the people. (Incorrect)
- The president took all of the money from the people. (Simple Past)
- The president was taking all of the money from the people. (Past Continuous)

B. The verb must be in the correct tense to show when the action happened. Time words and phrases give this information as well.

- Last week the president signed the bill into law.
- In fifty years, we will probably not use cash.
- The students were exercising in the gym when the earthquake hit.

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7.5: Subject-Verb Agreement

Subject-Verb Agreement

Subject-Verb Agreement

			Present Tense	Other Tenses
Singular	First Person	I	I like to teach.	I was in France last year. I have been to France.
	Second Person	You	You are a good student, Mariam.	You were in France last year. You have been to France.
	Third Person	he, she, it = the woman, the teacher, the table, the idea, the system, etc.	The judge decides the sentence. The nurse assists the doctor. The accountant does not calculate quickly.	The judge is deciding this week. The candidate has lost the election. The lawyer was asking for evidence.
Plural	First Person	We	We work well together.	We have worked a lot.
	Second Person	You	Students, you have a lot of homework.	Students, you have made a lot of progress.
	Third Person	They	The nurses work a lot.	The nurses have worked a lot.

Rule 1. If the subject comes before a prepositional phrase, be sure to make the verb agree with the subject and not the noun in the prepositional phrase.

- *The results of the research show that climate patterns are changing.*
- *The complaint from the students states that the teacher did not grade fairly.*

Rule 2. Treat indefinite pronouns as singular subjects.

everybody anybody nobody

everyone anyone no one

everything anything nothing

- Everybody has a right to a good education.
- Nothing you say is going to change my mind.

Rule 3: When using a compound subject with *or*, *nor*, *either/or* and *neither/nor*, use the number of the closest noun or pronoun to determine the verb.

- *The manager or his assistants organize the meeting.*
- *Neither the federal government nor individual states make laws that are unconstitutional.*

Rule 4. In sentences beginning with *here* or *there*, the subject follows the verb.

- *There are a lot of problems in the development of the plan.*
- *There is a problem with the factory's management.*
- *Here are the key points from the lecture.*

Rule 5. Use a singular verb with distances, periods of time, sums of money, etc., when these are considered as a single unit.

- *Six hundred dollars is too much to pay for a cellphone.*
- *Five years is the minimum time required for residency.*

Rule 6. Look at the noun AFTER phrases that show a portion to decide if it is singular or plural.

a lot of / all of / some of / half of / a percentage of

- *A lot of the difficulty is the result of inadequate funding.*
- *A lot of the problems are the result of inadequate funding.*
- *One half of the town was under water.*
- *A third of the people were being evacuated.*
- *All of the advice is useful.*
- *All of the tips are useful.*
- *Some of the information is confusing.*
- *Some of the messages are confusing.*

Rule 7. Collective nouns such as *staff*, *group*, *family*, *audience*, and *population* can be considered singular OR plural depending on the writer's intention.

- *All of my family has arrived / have arrived.*
- *Most of the staff is / are here.*

Rule 8. In subject relative (adjective) clauses, the verb must agree with the word the relative pronoun is describing.

- *Cybersecurity is a major that has recently become more popular with students.*
- *New York City and Los Angeles, which offer a lot of interesting attractions for tourists, are expensive vacation destinations.*

Rule 9. Non-count (mass) nouns like *advice* / *information* / *homework* / *furniture* / *knowledge* take singular verbs.

- *The therapist's advice is not always easy to follow.*
- *The climate has been changing over the last few decades.*

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7.6: Adjectives

Adjectives

1. Adjectives are words that describe nouns. They usually come in front of the noun.

- The prestigious university admits 500 students each year.
- Students love interactive classes.

2. Adjectives can come after the verb BE or linking verbs.

- Advanced mathematics is challenging.
- Fred seems sad today.

3. Adjectives do not add “-s” to “match” plural nouns as in some other languages.

- They had ~~different~~s problems. (different problems)

4. Be careful not to confuse adjectives and verbs. Use “BE” or a linking verb with adjectives.

- Every morning she ~~late~~ to class. Every morning she is late to class.
- That movie ~~does~~ very interesting. That movie is very interesting.

5. Some adjectives are made from the -ed form of the verb. Some are made from the -ing form of the verb. These are adjectives, not verbs. They describe how a person or thing IS, not what the person or thing is doing.

- I was very excited to see him.
- The class was confused during the class.
- He will be surprised when he sees the party.
- The explanation was confusing to me.
- The movie was frightening.
- A mountain vacation can be very relaxing.

6. Like adjectives, relative (adjective) clauses describe nouns: Be careful! Don't repeat subjects and objects in relative pronouns. The people who ~~they~~ were arrested by the oppressive government were finally released.

- The people who were arrested by the oppressive government ~~they~~ were finally released.

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7.7: Parallel Structure

Parallel Structure

In writing, parallelism means that items in pairs or lists have the same grammatical form. These forms can be individual words (nouns, adjectives, adverbs), phrases (using nouns, gerunds, infinitives, and prepositions), and whole clauses (adjective, noun, and adverb).

- *Participating in group sports can help children develop both physical and social skills.* (a pair of adjectives)
- *Intense flooding damaged the business center, the historic district, and many of the residential areas.* (a list of three noun phrases)
- *Social media managers are often responsible for developing an advertising strategy, producing quality content, and assisting with customer service.* (three gerund phrases)

Faulty parallelism means that one or more of the items is not in the same grammatical form.

In a traditional college education students would attend lectures, study the material, and ~~taking~~ tests. (take tests)

Online students need to have strong computer skills, a stable internet connection, and ~~be motivated~~ to learn on their own. (motivation)

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7.8: Apostrophes

Apostrophes

A. Apostrophes are used to show possession or relationship between two nouns.

For a regular plural noun, put the apostrophe after the -s.

- *Teachers' office hours can be a great resource for struggling students.*

For an irregular plural noun, keep the apostrophe before the -s.

- *Children's stories are useful teaching tools.*

For proper nouns that end in -s, both forms can be used.

- *Carlos' ideas / Carlos's ideas are very interesting.*

B. Apostrophes are used to show a contraction. Note: In much academic and professional writing, writers do not use contractions.

- *It's important to study environmental changes. (it is)*
- *The author's discussing his works online. (the author is)*
- *The author's discussed his works online. (the author has)*

Don't use an apostrophe for decades.

- *The 1960s was a time of great change in society.*

Don't use an apostrophe for acronyms.

- *Before streaming music and video, CDs and DVDs were common forms of media.*

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GLOSSARY

S

Sample Word 1 | Sample Definition 1

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