

ENGLISH 102: ARGUMENTS AND RESEARCH SKILLS



Professor Ukaisha Al-Amin
City Colleges of Chicago

Professor Ukaisha Al-Amin's English 102

This text is disseminated via the Open Education Resource (OER) LibreTexts Project (<https://LibreTexts.org>) and like the thousands of other texts available within this powerful platform, it is freely available for reading, printing, and "consuming."

The LibreTexts mission is to bring together students, faculty, and scholars in a collaborative effort to provide an accessible, and comprehensive platform that empowers our community to develop, curate, adapt, and adopt openly licensed resources and technologies; through these efforts we can reduce the financial burden born from traditional educational resource costs, ensuring education is more accessible for students and communities worldwide.

Most, but not all, pages in the library have licenses that may allow individuals to make changes, save, and print this book. Carefully consult the applicable license(s) before pursuing such effects. Instructors can adopt existing LibreTexts texts or Remix them to quickly build course-specific resources to meet the needs of their students. Unlike traditional textbooks, LibreTexts' web based origins allow powerful integration of advanced features and new technologies to support learning.



LibreTexts is the adaptable, user-friendly non-profit open education resource platform that educators trust for creating, customizing, and sharing accessible, interactive textbooks, adaptive homework, and ancillary materials. We collaborate with individuals and organizations to champion open education initiatives, support institutional publishing programs, drive curriculum development projects, and more.

The LibreTexts libraries are Powered by [NICE CXone Expert](#) and was supported by the Department of Education Open Textbook Pilot Project, the California Education Learning Lab, the UC Davis Office of the Provost, the UC Davis Library, the California State University Affordable Learning Solutions Program, and Merlot. This material is based upon work supported by the National Science Foundation under Grant No. 1246120, 1525057, and 1413739.

Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation nor the US Department of Education.

Have questions or comments? For information about adoptions or adaptations contact info@LibreTexts.org or visit our main website at <https://LibreTexts.org>.

This text was compiled on 07/26/2025

TABLE OF CONTENTS

Licensing

1: Writing the Classic Argument

- 1.1: The Reading Writing the Classic Argument-Introductions and Conclusions
- 1.2: Writing the Classic Argument--Classroom Lecture and Activity
- 1.3: Writing the Basic Argument--Assignment

2: Identifying and Learning about Logical Fallacies

- 2.1: The Reading Types of Fallacies
- 2.2: The Classroom Lecture and Activity
- 2.3: The Assignment Practicing Identifying Fallacies

3: Managing a Research Project

- 3.1: The Reading Notetaking and Managing a Research Project
- 3.2: The Classroom Lecture and Activity
- 3.3: The Assignment Creating a Research Plan

4: Choosing a Research Topic

- 4.1: The Reading Find and Develop a Research Topic
- 4.2: The Classroom Lecture and Activity
- 4.3: The Assignment Finalizing a Research Topic

5: How to Start Research by Using Inquiry Based Research

- 5.1: The Reading Learning About Discourse Communities and Academic Disciplines
- 5.2: The Classroom Lecture and Activity
- 5.3: The Assignment Practicing Inquiry Based Research Questions

6: Rhetorical Analysis of Visual Arguments

- 6.1: The Reading Evaluating Arguments
- 6.2: The Classroom Lecture and Activity
- 6.3: The Assignment Writing a Rhetorical Analysis

7: Writing Effective Research Questions

- 7.1: The Reading Writing Research Questions
- 7.2: The Classroom Lecture and Activity
- 7.3: The Assignment for this LO goes here

8: Discovering Experts and Examining Authority For Evaluation of Sources

- 8.1: The Reading Evaluating Authority
- 8.2: The Classroom Lecture and Activity
- 8.3: The Assignment

9: Writing An Effective Research Proposal

- 9.1: The Classroom Lecture and Activity
 - 9.1.1: The Reading Developing a Research Proposal
 - 9.1.1.1: The Assignment Write Your Own Research Proposal

10: Revising An Essay

- 10.1: 17.1 The Classroom Lecture and Activity
- 10.2: The Reading
 - 10.2.1: The Assignment

11: Essay Structure Lesson 1 Delayed Thesis Type of Structures

- 11.1: The Classroom Lecture and Activity
 - 11.1.1: The Reading
 - 11.1.1.1: The Assignment

12: Essay Structure Lesson 2 Researcher Centered Structure

- 12.1: The Classroom Lecture and Activity
 - 12.1.1: The Reading
 - 12.1.1.1: The Assignment
- 12.2: Evaluating and Analyzing Different Types of Sources By Ukaisha Al-Amin
 - 12.2.1: The Classroom Lecture and Activity
 - 12.2.1.1: 20.2 The Reading
 - 12.2.1.1.1: The Assignment

13: Evaluating and Analyzing Different Types of Sources

- 13.1: The Classroom Lecture and Activity
 - 13.1.1: 20.2 The Reading
 - 13.1.1.1: The Assignment

14: Annotated Bibliographies

- 14.1: The Classroom Lecture and Activity
 - 14.1.1: The Reading
 - 14.1.1.1: The Assignment Create an Annotated Bibliography

15: Integrating Sources Successfully Using MLA

- 15.1: The Classroom Lecture and Activity
 - 15.1.1: The Reading
 - 15.1.1.1: The Assignment Create a Works Cited Page

16: Final Drafts of Research Essays

- 16.1: The Classroom Lecture and Activity
 - 16.1.1: The Reading
 - 16.1.1.1: The Assignment

[Index](#)

[Glossary](#)

[Detailed Licensing](#)

[Detailed Licensing](#)

Licensing

A detailed breakdown of this resource's licensing can be found in [Back Matter/Detailed Licensing](#).

CHAPTER OVERVIEW

1: Writing the Classic Argument

SLOs-Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation -Direct an argument or explanation to the designated audience -Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis -Employ rhetorical strategies consistent with the purpose of the writing task

Intro: Writing a research essay is a big task to take on. It often requires mixing rhetorical strategies and genres that you have learned in the past. Many research essays require knowledge of writing the basic classic argument. This is typically an argument written for an academic audience with a healthy dose of skepticism. This lesson will review the elements of a classic argument and give examples of those elements, including:

Introduction, Stance, Conversation, Support for Stance, Counter Argument, Conclusion. See how all these elements fit together in the chart below.

Classic Argument Structure	
Introduce the research problem or question that is the focus of the paper. Introduce the Debate	Provide factual background. Dramatize with an anecdote or other attention getter. Establish the significance of the problem by citing experts or other observers.
What will be your argument or claim in the paper? This is your thesis.	What do you think your readers should believe or what do you think they should do? State the thesis clearly. Stance+Reasons=Thesis statement
Review the literature. What have others already said about the question or problem? (The Conversation)	Cite published studies, interviews, commentaries, experiment, and so one that are relevant to question or problem. Which ideas or voices seem most important? Are there identifiable camps in the debate, or certain patterns of argument? Address popular assumptions. What do most people believe to be true?
What are your reasons for believing what you believe and for each reason, what specific evidence did you find that you thought was convincing?	What kinds of evidence will your readers find most persuasive? Are there various kinds of evidence that can be brought to the conversation? How do your reasons square with those who might disagree with you? (Counter argument)
What is the significance of your claim? What's at stake for your audience? What might be other avenues for research.	What should we do? What might happen if we don't act? (Avoid Fallacies!) How does the thesis or claim that you propose resolve some part of the problem? What part remains unresolved? What questions remain?

[1.1: The Reading Writing the Classic Argument-Introductions and Conclusions](#)

[1.2: Writing the Classic Argument--Classroom Lecture and Activity](#)

[1.3: Writing the Basic Argument--Assignment](#)

1: Writing the Classic Argument is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

1.1: The Reading Writing the Classic Argument-Introductions and Conclusions

Here are suggestions for writing introductions and conclusions to an argumentative essay. You can use this reading to help you if you are stuck with starting or finishing your classic argumentative essay. The following chapters are from the UNC Writing Center and Quillbot. [CC BY-NC-ND: Attribution-NonCommercial-NoDerivatives](#)

Introductions

WHAT THIS HANDOUT IS ABOUT

This handout will explain the functions of introductions, offer strategies for writing effective ones, help you check your drafted introductions, and provide you with examples of introductions to be avoided.

THE ROLE OF INTRODUCTIONS

Introductions and conclusions can be the most difficult parts of papers to write. Usually when you sit down to respond to an assignment, you have at least some sense of what you want to say in the body of your paper. You might have chosen a few examples you want to use or have an idea that will help you answer the main question of your assignment: these sections, therefore, are not as hard to write. But these middle parts of the paper can't just come out of thin air; they need to be introduced and concluded in a way that makes sense to your reader.

Your introduction and conclusion act as bridges that transport your readers from their own lives into the “place” of your analysis. If your readers pick up your paper about education in the autobiography of Frederick Douglass, for example, they need a transition to help them leave behind the world of Chapel Hill, television, e-mail, and the The Daily Tar Heel and to help them temporarily enter the world of nineteenth-century American slavery. By providing an introduction that helps your readers make a transition between their own world and the issues you will be writing about, you give your readers the tools they need to get into your topic and care about what you are saying. Similarly, once you've hooked your reader with the introduction and offered evidence to prove your thesis, your conclusion can provide a bridge to help your readers make the transition back to their daily lives. *See conclusions below.*

WHY BOTHER WRITING A GOOD INTRODUCTION?

You never get a second chance to make a first impression. The opening paragraph of your paper will provide your readers with their initial impressions of your argument, your writing style, and the overall quality of your work. A vague, disorganized, error-filled, off-the-wall, or boring introduction will probably create a negative impression. On the other hand, a concise, engaging, and well-written introduction will start your readers off thinking highly of you, your analytical skills, your writing, and your paper. This impression is especially important when the audience you are trying to reach (your instructor) will be grading your work.

Your introduction is an important road map for the rest of your paper. Your introduction conveys a lot of information to your readers. You can let them know what your topic is, why it is important, and how you plan to proceed with your discussion. In most academic disciplines, your introduction should contain a thesis that will assert your main argument. It should also, ideally, give the reader a sense of the kinds of information you will use to make that argument and the general organization of the paragraphs and pages that will follow. After reading your introduction, your readers should not have any major surprises in store when they read the main body of your paper.

Ideally, your introduction will make your readers want to read your paper. The introduction should capture your readers' interest, making them want to read the rest of your paper. Opening with a compelling story, a fascinating quotation, an interesting question, or a stirring example can get your readers to see why this topic matters and serve as an invitation for them to join you for an interesting intellectual conversation.

STRATEGIES FOR WRITING AN EFFECTIVE INTRODUCTION

Start by thinking about the question (or questions) you are trying to answer. Your entire essay will be a response to this question, and your introduction is the first step toward that end. Your direct answer to the assigned question will be your thesis, and

your thesis will be included in your introduction, so it is a good idea to use the question as a jumping off point. Imagine that you are assigned the following question:

Education has long been considered a major force for American social change, righting the wrongs of our society. Drawing on the Narrative of the Life of Frederick Douglass, discuss the relationship between education and slavery in 19th-century America. Consider the following: How did white control of education reinforce slavery? How did Douglass and other enslaved African Americans view education while they endured slavery? And what role did education play in the acquisition of freedom? Most importantly, consider the degree to which education was or was not a major force for social change with regard to slavery.

You will probably refer back to your assignment extensively as you prepare your complete essay, and the prompt itself can also give you some clues about how to approach the introduction. Notice that it starts with a broad statement, that education has been considered a major force for social change, and then narrows to focus on specific questions from the book. One strategy might be to use a similar model in your own introduction—start off with a big picture sentence or two about the power of education as a force for change as a way of getting your reader interested and then focus in on the details of your argument about Douglass. Of course, a different approach could also be very successful, but looking at the way the professor set up the question can sometimes give you some ideas for how you might answer it.

Decide how general or broad your opening should be. Keep in mind that even a “big picture” opening needs to be clearly related to your topic; an opening sentence that said “Human beings, more than any other creatures on earth, are capable of learning” would be too broad for our sample assignment about slavery and education. If you have ever used Google Maps or similar programs, that experience can provide a helpful way of thinking about how broad your opening should be. Imagine that you’re researching Chapel Hill. If what you want to find out is whether Chapel Hill is at roughly the same latitude as Rome, it might make sense to hit that little “minus” sign on the online map until it has zoomed all the way out and you can see the whole globe. If you’re trying to figure out how to get from Chapel Hill to Wrightsville Beach, it might make more sense to zoom in to the level where you can see most of North Carolina (but not the rest of the world, or even the rest of the United States). And if you are looking for the intersection of Ridge Road and Manning Drive so that you can find the Writing Center’s main office, you may need to zoom all the way in. The question you are asking determines how “broad” your view should be. In the sample assignment above, the questions are probably at the “state” or “city” level of generality. But the introductory sentence about human beings is mismatched—it’s definitely at the “global” level. When writing, you need to place your ideas in context—but that context doesn’t generally have to be as big as the whole galaxy!

Try writing your introduction last. You may think that you have to write your introduction first, but that isn’t necessarily true, and it isn’t always the most effective way to craft a good introduction. You may find that you don’t know what you are going to argue at the beginning of the writing process, and only through the experience of writing your paper do you discover your main argument. It is perfectly fine to start out thinking that you want to argue a particular point, but wind up arguing something slightly or even dramatically different by the time you’ve written most of the paper. The writing process can be an important way to organize your ideas, think through complicated issues, refine your thoughts, and develop a sophisticated argument. However, an introduction written at the beginning of that discovery process will not necessarily reflect what you wind up with at the end. You will need to revise your paper to make sure that the introduction, all of the evidence, and the conclusion reflect the argument you intend. Sometimes it’s easiest to just write up all of your evidence first and then write the introduction last—that way you can be sure that the introduction will match the body of the paper.

Don’t be afraid to write a tentative introduction first and then change it later. Some people find that they need to write some kind of introduction in order to get the writing process started. That’s fine, but if you are one of those people, be sure to return to your initial introduction later and rewrite if necessary.

Open with an attention grabber. Sometimes, especially if the topic of your paper is somewhat dry or technical, opening with something catchy can help. Consider these options:

1. an intriguing example (for example, the mistress who initially teaches Douglass but then ceases her instruction as she learns more about slavery)
2. a provocative quotation (Douglass writes that “education and slavery were incompatible with each other”)
3. a puzzling scenario (Frederick Douglass says of slaves that “[N]othing has been left undone to cripple their intellects, darken their minds, debase their moral nature, obliterate all traces of their relationship to mankind; and yet how wonderfully they have sustained the mighty load of a most frightful bondage, under which they have been groaning for centuries!” Douglass clearly asserts that slave owners went to great lengths to destroy the mental capacities of slaves, yet his own life story proves that these efforts could be unsuccessful.)

4. a vivid and perhaps unexpected anecdote (for example, “Learning about slavery in the American history course at Frederick Douglass High School, students studied the work slaves did, the impact of slavery on their families, and the rules that governed their lives. We didn’t discuss education, however, until one student, Mary, raised her hand and asked, ‘But when did they go to school?’ That modern high school students could not conceive of an American childhood devoid of formal education speaks volumes about the centrality of education to American youth today and also suggests the significance of the deprivation of education in past generations.”)
5. a thought-provoking question (given all of the freedoms that were denied enslaved individuals in the American South, why does Frederick Douglass focus his attentions so squarely on education and literacy?)

Pay special attention to your first sentence. Start off on the right foot with your readers by making sure that the first sentence actually says something useful and that it does so in an interesting and error-free way.

Be straightforward and confident. Avoid statements like “In this paper, I will argue that Frederick Douglass valued education.” While this sentence points toward your main argument, it isn’t especially interesting. It might be more effective to say what you mean in a declarative sentence. It is much more convincing to tell us that “Frederick Douglass valued education” than to tell us that you are going to say that he did. Assert your main argument confidently. After all, you can’t expect your reader to believe it if it doesn’t sound like you believe it!

HOW TO EVALUATE YOUR INTRODUCTION DRAFT

Ask a friend to read it and then tell you what he or she expects the paper will discuss, what kinds of evidence the paper will use, and what the tone of the paper will be. If your friend is able to predict the rest of your paper accurately, you probably have a good introduction.

FIVE KINDS OF LESS EFFECTIVE INTRODUCTIONS

1. The place holder introduction. When you don’t have much to say on a given topic, it is easy to create this kind of introduction. Essentially, this kind of weaker introduction contains several sentences that are vague and don’t really say much. They exist just to take up the “introduction space” in your paper. If you had something more effective to say, you would probably say it, but in the meantime this paragraph is just a place holder.

Example: Slavery was one of the greatest tragedies in American history. There were many different aspects of slavery. Each created different kinds of problems for enslaved people.

2. The restated question introduction. Restating the question can sometimes be an effective strategy, but it can be easy to stop at JUST restating the question instead of offering a more specific, interesting introduction to your paper. The professor or teaching assistant wrote your questions and will be reading ten to seventy essays in response to them—he or she does not need to read a whole paragraph that simply restates the question. Try to do something more interesting.

Example: Indeed, education has long been considered a major force for American social change, righting the wrongs of our society. The Narrative of the Life of Frederick Douglass discusses the relationship between education and slavery in 19th century America, showing how white control of education reinforced slavery and how Douglass and other enslaved African Americans viewed education while they endured. Moreover, the book discusses the role that education played in the acquisition of freedom. Education was a major force for social change with regard to slavery.

3. The Webster’s Dictionary introduction. This introduction begins by giving the dictionary definition of one or more of the words in the assigned question. This introduction strategy is on the right track—if you write one of these, you may be trying to establish the important terms of the discussion, and this move builds a bridge to the reader by offering a common, agreed-upon definition for a key idea. You may also be looking for an authority that will lend credibility to your paper. However, anyone can look a word up in the dictionary and copy down what Webster says—it may be far more interesting for you (and your reader) if you develop your own definition of the term in the specific context of your class and assignment, or if you use a definition from one of the sources you’ve been reading for class. Also recognize that the dictionary is also not a particularly authoritative work—it doesn’t take into account the context of your course and doesn’t offer particularly detailed information. If you feel that you must seek out an authority, try to find one that is very relevant and specific. Perhaps a quotation from a source reading might prove better? Dictionary introductions are also ineffective simply because they are so overused. Many graders will see twenty or more papers that begin in this way, greatly decreasing the dramatic impact that any one of those papers will have.

Example: Webster’s dictionary defines slavery as “the state of being a slave,” as “the practice of owning slaves,” and as “a condition of hard work and subjection.”

4. The “dawn of man” introduction. This kind of introduction generally makes broad, sweeping statements about the relevance of this topic since the beginning of time. It is usually very general (similar to the place holder introduction) and fails to connect to the thesis. You may write this kind of introduction when you don’t have much to say—which is precisely why it is ineffective.

Example: Since the dawn of man, slavery has been a problem in human history.

5. The book report introduction. This introduction is what you had to do for your elementary school book reports. It gives the name and author of the book you are writing about, tells what the book is about, and offers other basic facts about the book. You might resort to this sort of introduction when you are trying to fill space because it’s a familiar, comfortable format. It is ineffective because it offers details that your reader already knows and that are irrelevant to the thesis.

Example: Frederick Douglass wrote his autobiography, Narrative of the Life of Frederick Douglass, An American Slave, in the 1840s. It was published in 1986 by Penguin Books. In it, he tells the story of his life.

To view original material click the link below.

<https://quillbot.com/courses/english-composition-ii-c/chapter/introductions/>

Conclusions

What this handout is about

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

About conclusions

Introductions and conclusions can be difficult to write, but they’re worth investing time in. They can have a significant influence on a reader’s experience of your paper.

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

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

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

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

Strategies for writing an effective conclusion

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

- **Play the “So What” Game.** If you’re stuck and feel like your conclusion isn’t saying anything new or interesting, ask a friend to read it with you. Whenever you make a statement from your conclusion, ask the friend to say, “So what?” or “Why should anybody care?” Then ponder that question and answer it. Here’s how it might go: You: Basically, I’m just saying that education was important to Douglass. Friend: So what? You: Well, it was important because it was a key to him feeling like a free and equal citizen. Friend: Why should anybody care? You: That’s important because plantation owners tried to keep slaves from being educated so that they could maintain control. When Douglass obtained an education, he undermined that control personally. You can also use this strategy on your own, asking yourself “So What?” as you develop your ideas or your draft.
- **Return to the theme or themes in the introduction.** This strategy brings the reader full circle. For example, if you begin by describing a scenario, you can end with the same scenario as proof that your essay is helpful in creating a new understanding.

You may also refer to the introductory paragraph by using key words or parallel concepts and images that you also used in the introduction.

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

Strategies to avoid

- Beginning with an unnecessary, overused phrase such as “in conclusion,” “in summary,” or “in closing.” Although these phrases can work in speeches, they come across as wooden and trite in writing.
- Stating the thesis for the very first time in the conclusion.
- Introducing a new idea or subtopic in your conclusion.
- Ending with a rephrased thesis statement without any substantive changes.
- Making sentimental, emotional appeals that are out of character with the rest of an analytical paper.
- Including evidence (quotations, statistics, etc.) that should be in the body of the paper.

Four kinds of ineffective conclusions

1. **The “That’s My Story and I’m Sticking to It” Conclusion.** This conclusion just restates the thesis and is usually painfully short. It does not push the ideas forward. People write this kind of conclusion when they can’t think of anything else to say. Example: In conclusion, Frederick Douglass was, as we have seen, a pioneer in American education, proving that education was a major force for social change with regard to slavery.
2. **The “Sherlock Holmes” Conclusion.** Sometimes writers will state the thesis for the very first time in the conclusion. You might be tempted to use this strategy if you don’t want to give everything away too early in your paper. You may think it would be more dramatic to keep the reader in the dark until the end and then “wow” them with your main idea, as in a Sherlock Holmes mystery. The reader, however, does not expect a mystery, but an analytical discussion of your topic in an academic style, with the main argument (thesis) stated up front. Example: (After a paper that lists numerous incidents from the book but never says what these incidents reveal about Douglass and his views on education): So, as the evidence above demonstrates, Douglass saw education as a way to undermine the slaveholders’ power and also an important step toward freedom.
3. **The “America the Beautiful”/“I Am Woman”/“We Shall Overcome” Conclusion.** This kind of conclusion usually draws on emotion to make its appeal, but while this emotion and even sentimentality may be very heartfelt, it is usually out of character with the rest of an analytical paper. A more sophisticated commentary, rather than emotional praise, would be a more fitting tribute to the topic. Example: Because of the efforts of fine Americans like Frederick Douglass, countless others have seen the shining beacon of light that is education. His example was a torch that lit the way for others. Frederick Douglass was truly an American hero.
4. **The “Grab Bag” Conclusion.** This kind of conclusion includes extra information that the writer found or thought of but couldn’t integrate into the main paper. You may find it hard to leave out details that you discovered after hours of research and thought, but adding random facts and bits of evidence at the end of an otherwise-well-organized essay can just create confusion. Example: In addition to being an educational pioneer, Frederick Douglass provides an interesting case study for masculinity in the American South. He also offers historians an interesting glimpse into slave resistance when he confronts Covey, the overseer. His relationships with female relatives reveal the importance of family in the slave community.

Works consulted

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

Douglass, Frederick. 1995. *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*. New York: Dover.

Hamilton College. n.d. "Conclusions." Writing Center. Accessed June 14, 2019. <https://www.hamilton.edu/academics/centers/writing/writing-resources/conclusions>.

Holewa, Randa. 2004. "Strategies for Writing a Conclusion." LEO: Literacy Education Online. Last updated February 19, 2004. <https://leo.stcloudstate.edu/acadwrite/conclude.html>.



This work is licensed under [CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/)

You may reproduce it for non-commercial use if you use the entire handout and attribute the source: The Writing Center, University of North Carolina at Chapel Hill

1.1: The Reading Writing the Classic Argument-Introductions and Conclusions is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

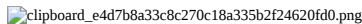
1.2: Writing the Classic Argument--Classroom Lecture and Activity

Writing the Classic Argument

SLOs-Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation -Direct an argument or explanation to the designated audience -Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis -Employ rhetorical strategies consistent with the purpose of the writing task

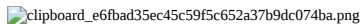
While you there are many topics with which you can write your argumentative essay about, all argumentative essays have the following elements: **Introduction, Stance, Conversation, Support for Stance, Counter Argument, Conclusion.**

Stance And Counter Arguments



Argument: Making a Stance and Supporting it

- - A stance is the writer's attitude towards the topic.
 - This is also what the writer thinks about the topic.
 - Once the writer decides which perspective they support, they make a claim.
 - The writer's claim and stance create their argument.
 - The writer then needs to support the claim with reasons.
 - Since a claim comes from one perspective, there is always a counter argument.
 - In an argument essay, the writer is choosing to add their perspective to a conversation or debate that already exist.

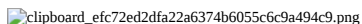


Since it is a conversation, there are typically several perspectives and claims that surround the topic. Even when people agree on a certain topic, sometimes they disagree on methods to fix or approach the problem. Always introduce the topic of debate so readers know why you are making a claim in the first place. Finally, remember that an argument doesn't mean someone is angry. It just means a difference in ideas.

Counter Arguments

A counter argument happens when another perspective disagrees with the writer's claim.

This does not have to be about something serious, and the opposing sides don't have to dislike each other for there to be a counter argument.



For example, there are several people that know how to make apple pie, but many of those people disagree on how to prepare it.

Let's Take a Closer Look: one group-Use only Honey Crisp apples; another group-Use only Granny Smith apples; another group-Use all butter crust; another group-Dutch apple pie is the best; the last group-Use flour not corn starch to thicken filling.

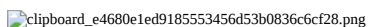


What about you? Where do you stand?

Each perspective surrounding the apple pie was different even though they all agreed that they love apple pie. This leads to different types of arguments. How the argument is presented can further change based on the audience.

An example of a thesis statement for one of the perspectives could look like this:

Using granny smith apples for apple pie is the best choice because they are firm, tart, and produce less liquid when baked.



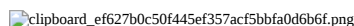
The Counter Argument has two parts.

The first part is the *counter argument*. This explains the opposing perspective and why that side disagrees with the main points of the argument.

The second part is *the rebuttal*. This is where the writer explains further why their perspective is the most logical.

The rebuttal can include a concession where the writer shows that they do agree with some aspects, but they should still end with their claim.

A direct counter argument to the thesis above would be for using honey crisp apples.



Here is an example paragraph:

Other bakers insist that honey crisp apples are better. Their claim is that honey crisp apples are naturally sweeter, they are bigger, and produce more filling. One chef in the big city when interviewed by Chef Judge for Famous Chefs magazine even explained that “honey crisp apples were the only apples he used in his pies at his five-star restaurant,”(Judge 39). While the pies at that restaurant are great, a baker will ultimately use less ingredients when baking with granny smith apples allowing for a simpler, purer taste that really showcases the apple. This is not possible when using Honey crisp because most chefs add lemon to create more tartness and cornstarch to thicken the filling.

Once you are done explaining the counter, you need to add a rebuttal. This is when you present your side of the argument again to reiterate your points. The rebuttal is important because it refocuses the essay back to your side. Without a rebuttal, you are not arguing, just exploring each side.



Example: Although, many bakers disagree with this method of creating the filling. These bakers believe that you have to use granny smith apples, cinnamon, brown sugar and corn starch to create the best apple pie filling. While they are right about the thickness that these ingredients achieve, it only comes from the theory of trying to make your homemade apple pie like store bought apple pie. Also, these bakers would see nothing wrong with that. Yet, I do. I think the homemade apple pie should offer depth in flavor and a looser consistency that lets the eater know that the pie isn't filled with mostly cornstarch. I still insist that a combination of honey crisp and granny smith apples tastes better and using a bit of flour is more than enough to thicken the filling.

Since there are often counter claims, a writer uses rhetorical appeals to convince the audience of their claim.

There are four rhetorical appeals:

Ethos: Writer uses credibility and facts to appeal to the reader (audience).

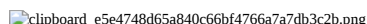
Logos: The writer appeals to the logic of the argument by making connections.

Pathos: The writer uses emotion to appeal to the reader (audience).

Kairos: The writer makes sure the argument is timely-relevant.

Misusing the appeals can lead to fallacies.

Writing a counter argument can sometimes be the hardest part of a classic argument.



Classroom Activity

To practice, write a counter argument paragraph for the following debate.

The city of Chicago has the best food options and variety in the country.

Remember to have a counter and a rebuttal. Share your counter argument paragraph and discuss. What was difficult about creating one? What was easy?

	Excellently	Adequately	Needs to Review Concepts

Student answers the full question correctly. Paragraph has a counter and a rebuttal.			
Student explains reasoning logically and in detail.			
Students reflects on writing concepts.			

The Conversation

Writing an argumentative research essay, will also require you to go beyond a five paragraph essay. This means entering the conversation and expanding your ideas.

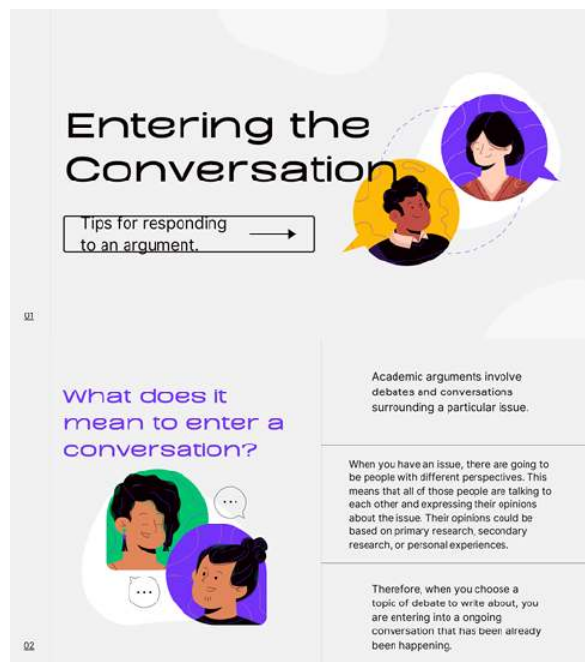


Image: Entering the Conversation-Tips for Responding to an argument

What does it mean to enter a conversation?

Academic arguments involve debates and conversations surrounding a particular issue.

When you have an issue, there are going to be people with different perspectives. This means that all of those people are talking to each other and expressing their opinions about the issue. Their opinions could be based on primary research, secondary research, or personal experiences.

Therefore, when you choose a topic of debate to write about, you are entering into a ongoing conversation that has been already been happening.

So where do you start?

Start by summarizing the current conversations/debates. This will ensure that you fully understand what is at stake and who all the people are that are involved. (Stakeholders)

To summarize the full debate successfully, first write accurate summaries of all your articles, then synthesize those ideas. You can watch videos on summarizing and synthesizing on owl.excelsior.edu

Next ask yourself: To finally enter the conversation, you need to add your own ideas and claims. You can do this by writing an argumentative thesis statement. For tips on writing thesis statements, review the Focus and Thesis Statements presentation.

Tips for Synthesizing: Find the connection between each of the authors of your sources. Ask yourself these questions: Does this author agree or disagree with the next author? To what extent to they agree or disagree? What about this author's

ideas stands out from the rest of the information I have?

Tips for adding your own ideas: If your claim is similar to what has already been said, think about your unique background and experience and how that influenced your ideas. Use that to help you write your claim differently.

If you completely disagree with what has already been said or done, be careful not to make the other argument seem weaker on purpose. Always represent other ideas accurately and fairly. You can also add your ideas even if you agree and disagree. Just be sure to be clear on what you mean.

If you want to acknowledge that the debate so far is interesting but you think it should be focused on something different, you can do that too! This works best when your claim comes from a completely different angle.



Here is an example paragraph.

The oven timer beeped, so I turned it off and put on my oven mitts. I opened the oven to a blast of heat that immediately made me blink to prevent dry eyes. I pulled out the apple pie. The smell of apples and cinnamon enveloped me. I couldn't wait to slice into the pie and taste it. This happened to me yesterday, but it happens all the time in homes and restaurants across America. Home bakers and professional pastry chefs create apple pies using a variety of ingredients and methods. While all of these bakers can agree on their love for apple pie, they tend to disagree on most everything else. While the trials end in tasty outcomes, bakers are continuously debating how to get to the final product. Some bakers are solely concerned with the final product. They say that as long as it tastes good and it sells, it doesn't matter how they got there. Others, especially pastry chefs are most concerned with the method. They believe that being meticulous and learning the techniques is essential. Still, others slightly disagree with both of these views. These bakers insists that apple pie is all about comfort. It should make you feel good, and if it is does that, it is a success. I think making apple pie depends mostly on the type of ingredients, the quality of those ingredients, and some basic techniques. These important factors will yield a final product that could rival any five star restaurant.

Here is a paragraph example:

The oven timer beeped, so I turned it off and put on my oven mitts. I opened the oven to a blast of heat that immediately made me blink to prevent dry eyes. I pulled out the apple pie. The smell of apples and cinnamon enveloped me. I couldn't wait to slice into the pie and taste it. This happened to me yesterday, but it happens all the time in homes and restaurants across America. Home bakers and professional pastry chefs create apple pies using a variety of ingredients and methods. While all of these bakers can agree on their love for apple pie, they tend to disagree on most everything else. While the trials end in tasty outcomes, bakers are continuously debating how to get to the final product. Some bakers are solely concerned with the final product. They say that as long as it tastes good and it sells, it doesn't matter how they got there. Others, especially pastry chefs are most concerned with the method. They believe that being meticulous and learning the techniques is essential. Still, others slightly disagree with both of these views. These bakers insists that apple pie is all about comfort. It should make you feel good, and if it is does that, it is a success. I think making apple pie depends mostly on the type of ingredients, the quality of those ingredients, and some basic techniques. These important factors will yield a final product that could rival any five star restaurant.

To learn about introductions do the reading for this lesson.

So where do you start?



Start by summarizing the current conversations/debates. This will ensure that you fully understand what is at stake and who all the people are that are involved. (Stakeholders)

To summarize the full debate successfully, first write accurate summaries of all your articles, then synthesize those ideas. You can watch videos on summarizing and synthesizing on owl.excelsior.edu

Tips for Synthesizing



Find the connection between each of the authors of your sources. Ask yourself these questions: Does this author agree or disagree with the next author? To what extent to they agree or disagree? What about this author's ideas stands out from the rest of the information I have?

Next, Add yourself.

To finally enter the conversation, you need to add your own ideas and claims. You can do this by writing an argumentative thesis statement. For tips on writing thesis statements, review the Focus and Thesis Statements presentation.

Tips for adding your own ideas.



If your claim is similar to what has already been said, think about your unique background and experience and how that influenced your ideas. Use that to help you write your claim differently.

If you completely disagree with what has already been said or done, be careful not to make the other argument seem weaker on purpose. Always represent other ideas accurately and fairly.

You can also add your ideas even if you agree and disagree. Just be sure to be clear on what you mean.

If you want to acknowledge that the debate so far is interesting but you think it should be focused on something different, you can do that too! This works best when your claim comes from a completely different angle.

1.2: Writing the Classic Argument--Classroom Lecture and Activity is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) license and was authored, remixed, and/or curated by LibreTexts.

1.3: Writing the Basic Argument--Assignment

Purpose: The purpose of this assignment is to practice writing a full classic argument in a shorter form than a longer research essay. For many students, this will be review, and for some this will be their first time writing an argument that requires a counter argument.

SLOs-Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation -Direct an argument or explanation to the designated audience -Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis -Employ rhetorical strategies consistent with the purpose of the writing task

Course Objectives:

1. Develop students' writing process in composing formal, college-level essays using various rhetorical writing modes
2. Cultivate students' awareness of purpose and audience when assessing a writing situation
3. Enhance students' abilities in organizing, developing, and revising their essays

Assignment:

Write a short argumentative essay based on the writing prompt below.

The City of Chicago is unique, and like most large cities it is a microcosm of the political, social, and cultural debates happening around the nation. For this argumentative writing assignment, think about the issue that you want the mayor or city council to address this year. This is your audience. You will either argue **why** your topic is an issue; this can include arguing for what you think causes this issue, OR you can argue for the best solutions to the problem. This means arguing **how** the issue should be solved. The key is to help your reader understand why this topic matters. You will use your own knowledge and experience to support your ideas. Make sure your thesis statement is argumentative and has logical reasons.

Sources: You can use 1-2 sources for this short essay. The articles you need will depend on the issue you want to address. Once you have decided on an issue, please visit the City Colleges of Chicago library database for sources.

Guidelines:

Your essay should be at least 1000 words.

Your essay should be double-spaced and in MLA format.

It should be multiple paragraphs: including an introduction, support paragraphs, a counter argument, and a conclusion.

Assessment Tool:

Here is a basic rubric for assessing argumentative writing.

Criteria	Excellent	Sufficient	Adequate	Lacking	
Focus and Purpose	Purpose is clear. Excellent ability to write a detailed, nuanced thesis with clear main points sustained throughout the essay.	Generally, presents clear main points that are sustained throughout the essay. At times purpose is unclear but has a thesis.	May occasionally present main points that lack clear purpose or distract the reader. Has thesis but needs details.	Lacks clear thesis statement but does have a few main points. Essay has several tangents.	Does not have a thesis statement. Overall, essay has no clear purpose. Does not attempt to answer prompt. Essay is completely off topic
Development and Analysis	Excellent use of detailed examples, instances, and scenarios to fully support main ideas. Uses well thought out explanations to analyze sources.	Generally, offers adequate support for main points; incorporates sources in a responsible way that clearly furthers student's ideas. Adequate explanations that analyze the sources.	May occasionally include information that strays from otherwise consistently supported main points. May contain some confusing explanations but has an attempt at analysis and counter-arguments	Main points are not matched with supported examples, instances, or evidence. Some examples are confusing. Explanations do not work. Constant Repetition. Lacking information and/or counter arguments Does not meet page or word count.	Has very little support for main points. Examples are confusing. Does not meet word count requirement. No explanations. Relies heavily on summary. Does not have support for main point. No Analysis evident.
Grammar and Mechanics	Correct grammar, spelling, and punctuation shows evidence of editing. Appropriate vocabulary with complex sentence structure. 0-2 major errors	Generally, presents smooth, easily understood sentences, with few serious grammatical and mechanical problems throughout the portfolio. 3-4 major errors	May occasionally contain wordy or awkward prose with some grammatical and mechanical problems, though errors do not frequently inhibit readability. 4-6 major errors	Some confusing language. Clear lack of editing and punctuation. Overuse of simple sentences. 6 or more errors	Frequent grammatical and mechanical errors in each sentence that inhibit readability. Uses other weak stylistic choices that do not reflect awareness of a reader and/or purpose.
Organization and Structure	Uses a structure that promotes clarity of expression, effective seamless transitions with paragraphing order that highlights the rhetorical mode.	Generally, uses organizational choices that foster sense that essays are cohesive units with a purpose; and some ineffective transitions and focused, ordered paragraphing	May occasionally present paragraphs that lack clear purpose, focus, or logical breaks. Repetitive transitions. Relies on 5-paragraph structure or unclear structure but has adequate information.	Uses organizational choices that frequently disrupt clarity; presents paragraphs that often lack logical breaks, purpose, or focus. Relies too heavily on 5 paragraph structure. Structure does not match purpose	Lacks proper paragraph breaks. Does not have ordered paragraphs. Does not have clear structure. Does not show the ability to use paragraphs.
Documentation and Synthesis	Integrates all sources correctly and smoothly. Sources support ideas and do not overpower student's ideas. Excellent synthesis and connection between sources. Offers correctly formatted Works Cited page that reflects cited sources. Sources offer multiple perspectives.	Generally, integrates sources smoothly. Demonstrates the ability to distinguish student's ideas from source's ideas and to distinguish student's words from source's words. Adequate Synthesis throughout. Good variety of sources. Has Work Cited page with minor errors.	May occasionally include errors in citations, but errors do not interfere with reader's ability to identify sources. An attempt at synthesis is visible. Has in-text citations but there are errors. Has Work cited page with missing sources or extra sources. Some variety of sources.	Overuse or underuse of sources, errors in citations, and inability to distinguish students' ideas from sources used. Has no in-text citations, or improper in-text citations throughout. An attempt at Works Cited page. Not enough variety of sources.	Shows inability to use sources correctly or does not use sources. Does not use a works cited page. Relies on information from the same sources or uses unreliable sources. Plagiarism or clear over use of sources.

https://brightspace.ccc.edu/d2l/p/rubrics/edit_structure.d2l?rubricId=93003&ou=214781

As you brainstorm for ideas, remember to think about issues that you can personally give examples for. This will help you keep the topic local and relevant.

Here are some possible topics:

- Arguing why abandoned CPS school buildings should be re-purposed as activity centers.
- Turning small city plots into neighborhood gardens for residents to have access to free, fresh vegetables and fruit.
- Adding wellness centers and activities for teens to the Chicago Park District events.
- Extending bus routes and train service to areas of the city with infrequent service.
- Investing in transportation for Chicago Public School students to keep them safer to and from school.

Some students start with an outline, while others prefer to write out their ideas in a free writing exercise. Here is an example of prewriting narrative that will help the student start to think about how to formulate their argument.

✓ Example 1.3.1

Student Example Prewrite

Gun violence in Chicago

The great city of Chicago is known for many things across the nation. From its beautiful skyline to its historical sites and architecture. Unfortunately, Chicago is also infamous for one major problem that has plagued the city for my entire lifetime; gun violence. Gun violence has gone ignored for too long and far too little has been done by those put in charge to take care of our beautiful city as the violence taints the name of Chicago.

It seems like not a day goes by where we hear of gun violence on the news in Chicago. One has to wonder when it will be time to be proactive instead of reactive since nothing seems to have changed. In fact, it seems that the issue is getting worse. This doesn't just affect the south side of the city as some who know little about the issue might think. Yes, it has a larger impact on impoverished neighborhoods compared to wealthy neighborhoods, but it is a plague that has spread across the city. Myself and many other people that I have known across my life have been impacted in some way, shape, or form from gun violence. The residents of Chicago should not have to keep their head on a swivel whenever they leave their homes.

I strongly believe for the next mayoral election this should be a main focal point of the campaign for all parties. Mayor Lightfoot and all her predecessors have not done nearly enough to help resolve this issue. The Chicago police department has done an adequate job of taking many illegal and unregistered guns off the streets of Chicago, but what about the ones that are legal? I don't believe we should completely take guns off the streets, but it is far too easy for anyone to purchase a gun. I know friends and family who own guns and when I questioned them about how that process was, they explained to me that it was seemingly super simple, with little to no background check being done. This is extremely alarming and could be one of the reasons the gun violence in this city is so out of control. Another explanation for the issue at hand could be gang violence. What about the innocent caught in the crossfire of a gang shootout? Regardless of whether it is gang related or not, the weapon of choice are guns.

In Chicago around the summer holidays are when gun violence spikes the most. Memorial Day, Fourth of July, and Labor Day are the deadliest holidays here in the city. You always wake up to the news the next day with an alarming number of shootings that took place during the holiday weekend. Just recently we had a large shooting in one of our suburbs that shook people to their core. Every time I have gone to Lollapalooza, another music festival, or even on a night out my parents are always cautioning me to stay alert. It is incredibly saddening that people have to live in this constant state of fear and paranoia, and that Chicago, instead of being recognized for all the amazing qualities that make up the city, is recognized by the entire nation as one of the most violent cities in America. No one should have to lose classmates, children, and parents to gun violence. The lasting affect gun violence has on the communities it has impacted is irreparable.

Thinking towards the future, how many people would want to stay here in Chicago? I love my city but personally, I don't know if I would raise my kids here. There is simply just too much exposure to gun violence and most people I know see it getting worse before it gets better. Illinois is actually one of the states with the most people leaving it. People are recognizing the issue here and taking action into their own hands by abandoning the city.

Something must be done by our leaders that gives Chicagoans hope for a brighter future. Chicago has been tirelessly portrayed as one of the most violent cities in the country and for good reason. There is a lot of work to do in order for that image to change but the work must be done.

1.3: Writing the Basic Argument--Assignment is shared under a CC BY-NC-SA 1.0 license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

2: Identifying and Learning about Logical Fallacies

Intro: In this lesson, you will be looking at texts rhetorically and looking for any logical fallacies within the text to help further determine if it should be used for your research. As a researcher, you are learning how to evaluate information from sources. Part of that evaluation happens on the sentence level. It is important to look at the language and word choice that a writer uses to get their point across to the reader. In order to write a successful research essay, you will need to be able to think about your essay rhetorically. What is the “real world plausible situation” that you want to create with *your* research project? You should be able to answer this question before you start writing your research essay.

SLO-Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others

[2.1: The Reading Types of Fallacies](#)

[2.2: The Classroom Lecture and Activity](#)

[2.3: The Assignment Practicing Identifying Fallacies](#)

[2: Identifying and Learning about Logical Fallacies](#) is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

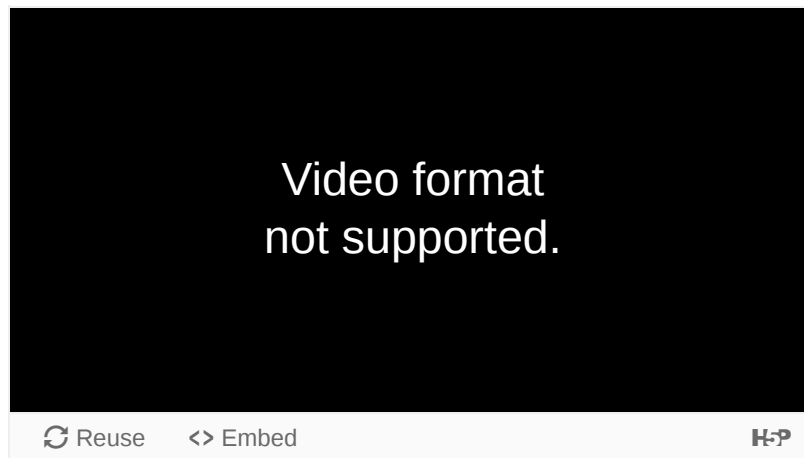
2.1: The Reading Types of Fallacies

The following reading from Excelsior OWL (CC-BY) will explain the major types of fallacies, give you examples, and help you avoid them in your arguments.

Analyze This

Fallacies are everywhere! You have learned about some of the most common logical fallacies in this section of the Excelsior OWL, but now, it's time to see some examples of how we encounter these fallacies in our everyday lives.

In the video below, a student examines some ads for fallacies. Watch and listen as he identifies fallacies that we should be aware of.



<https://owl.excelsior.edu/argument-and-critical-thinking/logical-fallacies/logical-fallacies-analyze-this/>

<https://owl.excelsior.edu/argument-and-critical-thinking/logical-fallacies/>

Common Fallacies:

Straw Man-

A straw man fallacy occurs when someone distorts or exaggerates another person's argument, and then attacks the distorted version of the argument instead of refuting the original point. By using a straw man, someone can give the appearance of refuting an argument when they have not actually engaged with the original ideas.

False Dilemma-

Sometimes called the “either-or” fallacy, a false dilemma is a logical fallacy that presents only two options or sides to an issue when there are actually more complexities. Essentially, a false dilemma presents a “black and white” kind of thinking when there are many shades of gray.

The simplest form of a false dilemma would be a question like: “do you want ketchup or mustard on your hot dog?” Why not both? Or neither? Or maybe a salad? We probably encounter these harmless false dilemmas often in everyday life. Sometimes, simplifying the number of choices available can even be a useful way to reach a consensus.

However, false dilemmas can become harmful when they’re used to purposely exclude options in order to distort an argument. False dilemmas can also be used to imply that two contrasting positions are actually contradictory. ,

Hasty Generalization-

The hasty generalization fallacy is sometimes called the over-generalization fallacy. This fallacy occurs when an argument is based on a body of evidence that is simply too small. For instance, if your uncle was a lifelong cigarette smoker who lived into his nineties, it would be a hasty generalization to claim that smokers have a high life expectancy based on such limited evidence.

Appeal to Fear-

An appeal to fear fallacy occurs when someone uses fear to drive a response to an argument. Typically, fear is used to make a decision or position seem fraught with negative consequences. Often, an appeal to fear fallacy occurs in conjunction with a slippery slope fallacy,

Ad Hominem-

Ad hominem means “against the man,” and this type of fallacy is sometimes called name calling or the personal attack fallacy. An ad hominem fallacy occurs when someone attacks the person instead of attacking his or her argument. This approach can act as a method of discrediting an opponent or simply deflecting or avoiding the actual topic of discussion.

Slippery Slope-

A slippery slope fallacy occurs when someone claims that a position or decision will lead to a series of unintended negative consequences. These negative consequences are often bad and/or increasingly outlandish. The person using the slippery slope fallacy takes these consequences as a certainty and does not analyze the logic of their own position. A slippery slope fallacy can be used as a deflection to avoid discussing the merits of a position, shifting the field of debate.

Bandwagon-

The bandwagon fallacy is also sometimes called the appeal to common belief or appeal to the masses because it’s all about getting people to do or think something because “everyone else is doing it” or “everything else thinks this.” The bandwagon fallacy presumes that because a position is popular, it must therefore be correct.

Guilt by Association-

A guilt by association fallacy occurs when someone connects an opponent to a demonized group of people or to a bad person in order to discredit his or her argument. The idea is that the person is “guilty” by simply being similar to or associated with this “bad” group and, therefore, their arguments should be disregarded.

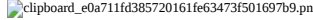
Guilt by association fallacies can often work in concert with hasty generalization or ad hominem fallacies, especially when they’re used to attack a specific group of people.

While guilt by association fallacies often include unfair stereotypes, this is not always the case. Guilt by association can even be factually accurate. For example, imagine two politicians both support a bill for free school lunches. However, one of these politicians has a known history of corruption. Despite being based on fact, it would still be illogical to use the corrupt politician as a means to discredit the second politician and their ideas.

2.1: The Reading Types of Fallacies is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

2.2: The Classroom Lecture and Activity

 Responding to Texts-Reading Texts Rhetorically: Active Reading Strategies to facilitate Writing.(Presentation)
By Ukaisha Al-Amin



What are Texts?

You might only think of a newspaper article or an essay in a textbook as texts, but there is more to it when you discuss texts in academia.

Texts are any piece of media that you interact with.

Texts come in print and visual format.

Essays, articles, speeches, documentaries, commercials, and billboards are some of the type of texts that you are familiar with.

Stories in print or in visual format are also considered texts.

Novels, short stories, poems, plays, movies, and songs are also texts that you interact with and 'read' every day.

Reading Texts



- When you read a text, you are not just reading and pronouncing the words on the page or listening to the words spoken.

In academia, when you read a text you must be active and pay attention to how that text connects to the world around you.

The best way to do this is to annotate or keep a reading journal.

If you aren't annotating, or actively reading, you aren't reading at a college level.



Why is Being and Active Reader Important?

- Being an active reader has many advantages.

It helps you with comprehension of the text.

Being able to understand the text allows to you summarize it accurately.

However, the most important and relevant advantage for actively reading in a writing course or for a writing assignment, is that it will help you respond to the text.

There are 3 ways to respond to a text



- You might want to respond with how you feel about the text. This means you would be writing a reflection.

You might want to respond to the argument or arguments in a text. This means you will write about how you agree or disagree with the author's ideas.

You might want to respond to how the text is written. This means you will evaluate the text and analyze how successful the author was at using rhetorical appeals or literary concepts.

Putting Texts in Conversations

-ONE OF THE OTHER WAYS THAT WE READ TEXTS IN ACADEMIA IS TO PUT THEM INTO CONVERSATION WITH OTHER TEXTS AND THE WORLD.

Definition: Conversations with other texts

This means comparing the argument that the author is making to arguments that other authors are making.
This also means comparing one expert's research to another expert's research.

✓ Example 2.2.1

Author A says -----, but Author B suggests that------. On the other hand, Author C thinks that both authors have missed the mark.
Expert J conducted research on -----and came to the conclusion that------, while Expert K has used that research to create -----.

Definition: Conversations with the World

This means reading for how that text connects to a social, political, cultural, historical, or religious context.
This also means looking for the texts' importance in that space.

✓ Example 2.2.1

Author W argued in their 1969 speech that------. This speech would become the ----- of a generation, but Author E claims that the speech is no longer relevant.
The movie----- is a commentary about ----- insists Expert G. This idea is furthered by Expert V who suggests that-----.

 Key Takeaways: At HWC, you will get a chance to do all of these things. This will allow you to build your reading and interpretation skills.

Be an active reader!

Figure out how you want to respond to or use the text.

Think about how that text connects to other texts and to the world.

Reading to Analyze Rhetorically: Ethos, Pathos, Logos, Fallacies, and Kairos

When you encounter sources like critical articles and essays that are arguments on a specific issue you will need to be able to analyze them rhetorically. In these texts, the authors make a claim whether implicitly or explicitly and therefore, when you read the essay, you not only have to run it through a general evaluation, but you also need to read the text rhetorically. This means discussing how the author uses rhetorical appeals - ethos, logos, pathos, and kairos-to get their point across to the audience. This is what we mean when we say that you can respond to text by how it is written. You also want to consider the other types of strategies the author uses including rhetorical styles/strategies.

Styles of Development and Rhetorical Styles

You probably have some experience with rhetorical styles. Maybe you have had to write a compare and contrast essay, or perhaps you learned about using a descriptive style in a narrative essay.

Most essays contain more than one rhetorical style (method of development), but some essay assignments will follow one particular style more than others.

For example, an essay that discusses the various means of taking courses may give examples of how each student would manage his or her time while taking a specific course. The writer may use the illustration rhetorical style to give examples of time management techniques in one of the

paragraphs in a classification and division essay. In this case, since the essay categorizes the various means of taking courses, the essay may be called a classification and division essay—even though the illustration rhetorical style is present.

Once you learn the various rhetorical styles, you'll have a variety of tools to help you as you develop your writing assignments.

Here is a great resource!

In the Rhetorical Styles area of the Excelsior OWL, you'll learn about different rhetorical styles or, essentially, different strategies for developing your essays and other writing assignments. These basic strategies are not all encompassing but will provide you with a foundation and a flexibility to help you as you engage in writing assignments in your introductory writing classes and beyond.

In the following pages, you'll find support for nine major styles of development, including [narrative](#), [process](#), [definition](#), and [compare and contrast](#). For each style, you'll find visual instruction, an interactive outline, a sample paper, and a sample paper from across the disciplines, showing you how each style works outside of your writing classes. Each sample paper includes tips and instructions, making this learning area one you will want to visit for support for most major types of assignments you'll encounter in college.

It's also important to remember that there are certain features that all of these styles or methods have in common:

- A clear [thesis statement](#) usually provided at the beginning of the essay
- Clear and logical [transitions](#)
- Focused [body paragraphs](#) with evidence and support
- Appropriate [format and style](#) if you use source material
- A [conclusion](#) that expands upon your thesis and summarizes evidence
- Clear writing that follows standard conventions for things like [grammar](#), [punctuation](#), and spelling.

As you explore Rhetorical Styles, think about the key features of each type of essay as well as the features that all effective essays have in common.

<https://owl.excelsior.edu/rhetorical-styles/>

Each method, when used masterfully creates convincing texts. Since critical texts are solidified in the author's claim, some authors try to do whatever they can to get the audience to their side. This means that they will sometimes create logical fallacies either on accident or on purpose to appeal to the audiences' beliefs or emotions. Logical fallacies can undermine an argument, making it weak, thus it becomes easier to critique as not credible. You will learn how to look for these rhetorical methods and watch out for logical fallacies.

Logical fallacies are errors in reasoning that are based on poor or faulty logic. When presented in a formal argument, they can cause you to lose your credibility as a writer, so you have to be careful of them.

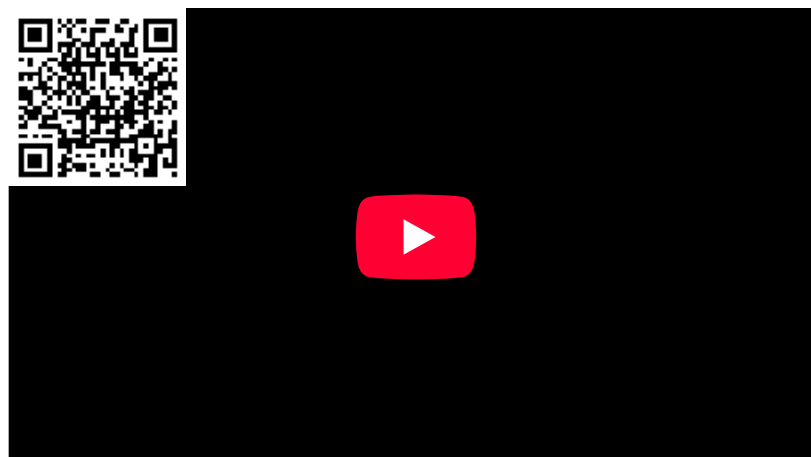
Sometimes, writers will purposefully use logical fallacies to make an argument seem more persuasive or valid than it really is. In fact, the examples of fallacies on the following pages might be examples you have heard or read. While using fallacies might work in some situations, it's irresponsible as a writer, and, chances are, an academic audience will recognize the fallacy.

However, most of the time, students accidentally use logical fallacies in their arguments, so being aware of logical fallacies and understanding what they are can help you avoid them. Plus, being aware of these fallacies can help you recognize them when you are reading and looking for source material. You wouldn't want to use a source as evidence if the author included some faulty logic.

Classroom Activity:

Students should be able to identify fallacies, which will help them evaluate arguments. Working in a group, watch some ads from either the last Illinois Governors Race or Chicago Mayoral Race. It is important as you think about doing research that you consider the issues that surround you or impact you on a day to day basis.

Here are some videos to choose from, but the group can find their own as an option.





What fallacies do you find? Discuss the fallacy your group found and why you all think the ad had that particular fallacy. Share your groups reasoning with the class for participation. **Journal/Discussion:** How do you think these local ads help or hinder you as voter in the City of Chicago or State of Illinois?

Simple Discussion Rubric (Formative or Summative)

Criteria	Meets All Requirements	Meets Most Requirements	Missing Some Requirements	Missing Most Requirements	Criterion Score
Completeness/Correctness	Student answers the full question correctly using details, instances, and/or adds personal examples and meets the word count of at least a 150 words.	Student mostly answers the full question somewhat correctly using some details, instances, and/or personal examples, and meets the word count of at least 125 words.	Student mostly answers the full question somewhat correctly using some details, instances, and/or adds personal examples, and has a word count of 100 words.	Student does not answer the full question using details, instances, and adds personal examples, and does not meet the word count.	Score of Completeness/Correctness,

Focus	Student's answer is focused, clear, and stays on topic throughout the post.	Student's answer is mostly focused, clear, and stays on topic during most of the post.	Student's answer is somewhat unfocused, clear, and stays on topic during most of the post.	Student's answer is not focused, not clear, and does not stay on topic throughout the post.	Score of Focus,
-------	---	--	--	---	-----------------

Grammar and Mechanics	Correct grammar, spelling, and punctuation shows evidence of editing. Appropriate vocabulary with complex sentence structure.	Mostly correct grammar, spelling, and punctuation shows some evidence of editing.	Some correct grammar, spelling, and punctuation.	Frequent grammatical and mechanical errors in each sentence. Inappropriate language.
-----------------------	---	---	--	--

2.2: The Classroom Lecture and Activity is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

2.3: The Assignment Practicing Identifying Fallacies

SLO-Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others

Activity 2: Read the fallacies below. Write down the correct fallacy and a short explanation of why you chose that fallacy. Remember, many arguments can have multiple fallacies so your explanation is important. As a last step, write at least one sentence explaining how you think this argument might be persuasive to a certain audience. Be sure to state the audience.

1. Either we invest more money in improving our mental health care system or our society will experience more frequent outbursts of violence in mass shootings.
2. Living in a low income area does not mean a person will become a gang member because my uncle lived in a housing project for twenty years and became a lawyer.
3. Chicago has an obligation to provide housing for the homeless because people without adequate shelter have a right to the resources of the community.
4. Based on my observations of the two renters in our neighborhood, I have concluded that people who own their own homes take better care of them than those who rent. [This arguer provided detailed evidence about the house-caring practices of the two renters and of the homeowners in the neighborhood.]
5. If we pass legislation requiring mandatory registration of handguns, we'll open the door to eventual confiscation of hunting rifles.
6. Those who support gun control are wrong because they believe that no one should have the right to defend himself or herself in any situation.
7. We should question the alderman's endorsement of charter schools because he is one of the major shareholders in a corporation that develops curricula used in these schools.

Assessment Tool: Student should receive points for the writing the correct fallacy/fallacies, points for adding an explanation, and points for adding how it can be persuasive. Below is an example rubric.

	Excellently	Adequately	Needs to Review Concepts
Student answers the full question correctly.			
Student explains reasoning in detail.			
Student analyzes counter argument and states audience, at least one sentence.			

2.3: The Assignment Practicing Identifying Fallacies is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

3: Managing a Research Project

SLO-Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading -Engage in a reflective process of evaluating their own drafts and those of others

Before starting a research project it is good to make a plan based on the type of research assignment you will be doing. Too often, students overlook this crucial step and run out of time or get overwhelmed by the research process. In this lesson, you will get tips for managing a research project and keeping a research notebook.

[3.1: The Reading Notetaking and Managing a Research Project](#)

[3.2: The Classroom Lecture and Activity](#)

[3.3: The Assignment Creating a Research Plan](#)

[3: Managing a Research Project](#) is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

3.1: The Reading Notetaking and Managing a Research Project

To learn more about note taking and managing the research project read the following articles from Excelsior OWL (CC-BY) and Quillbot (CC-BY-NC-SA).

SLOs-Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading -Engage in a reflective process of evaluating their own drafts and those of others

Note-Taking



Taking notes well is a highly underrated skill. If you take notes well, your [writing process](#) will flow much more smoothly than if you take notes with an erratic and incomplete system. In addition, a good note-taking system makes it much less likely that you'll have to backtrack to find missing information or clarify unclear information on your cards.

You want to avoid the following scenario:

After several weeks of painstaking research, you're finally ready to start drafting parts of your paper. You pull out your reams of electronic or handwritten notes or notecards and start arranging the materials you're most likely to use first. You start drafting a section; suddenly, you remember running across a really perfect set of data that clearly supports the point you're arguing. Excited, you draft the paragraph making the point, find the card with the data you need, and write the following: "An experiment that clearly documents this trend was conducted at...." You look all over the card or paper and discover that you forgot to write down the specifics of whose experiment this was. You also forgot to write down in which journal and article the experiment was reported.

Now you have some choices to make:

- Retrace your research steps and try to find the article again.
- Replace the perfect data with information from another experiment you read about that doesn't support your point quite as well and leaves you with a weaker argument.
- Abandon that part of your argument altogether.

Obviously, choices two and three are highly imperfect, but choice number one may take you several hours. What do you do?

The following pages in this section on note-taking will provide you with some guidelines to help you avoid this kind of situation altogether.

Labeling Notes

Label Your Notes: Summary, Paraphrase, or Quotation



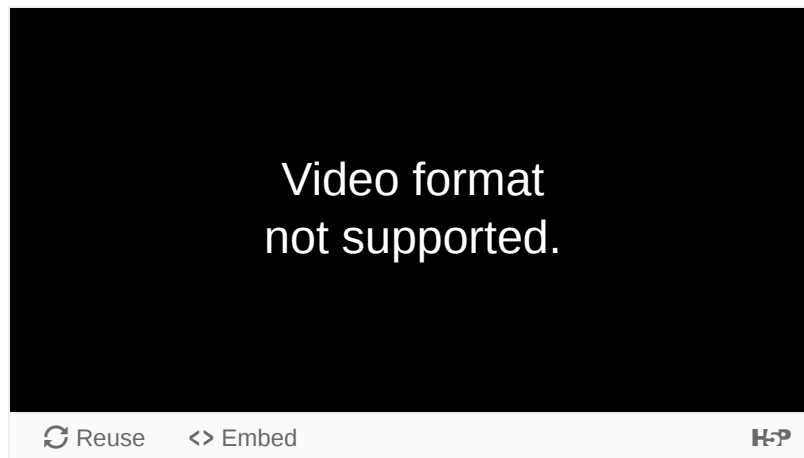
When you are taking notes, you might jot down the general parameters of an experiment you read about, you might summarize an author's argument, or you might copy a section of text. Three, four, or five weeks later, when you sit down to write, you probably won't remember which card contained the [quote](#), which contained the [paraphrase](#), and which contained the [summary](#) in your own words.

Whether you are reporting someone else's experimental process, idea, or comment, you must always clearly distinguish when your use of that other person's material is a **summary of a main idea** (someone else's key idea, but in your own words), a **paraphrase** (someone else's supporting materials rewritten in your own words), or a **quotation** (someone else's exact words).

You can help protect yourself from errors by creating a system that labels the material. One easy system is to mark quotations with a clear **Q**, paraphrases with a **P**, and summaries with an **S**. With guidelines such as these, or with another clear system that you devise, you won't find yourself unintentionally using someone else's words by confusing a quote with your own summary. Using another author's words without proper quotation marks is considered plagiarism, even if you have a footnote or a citation!

Read the original by clicking the link below.

<https://owl.excelsior.edu/research/note-taking/>



Planning Your Project

Each step of a research project requires time and attention. Careful planning helps ensure that you will keep your project running smoothly and produce your best work. Set up a project schedule that shows when you will complete each step. Think about *how* you will complete each step and what project resources you will use. Resources may include anything from library databases and word-processing software to interview subjects and writing tutors.

To develop your schedule, use a calendar and work backward from the date your final draft is due. Generally, it is wise to divide half of the available time on the research phase of the project and half on the writing phase. For example, if you have a month to work, plan for two weeks for each phase. If you have a full semester, plan to begin research early and to start writing by the middle of the term. You might think that no one really works that far ahead, but try it. You will probably be pleased with the quality of your work and with the reduction in your stress level.

As you plan, break down major steps into smaller tasks if necessary. For example, step 3, conducting research, involves locating potential sources, evaluating their usefulness and reliability, reading, and taking notes. Defining these smaller tasks makes the project more manageable by giving you concrete goals to achieve.

Jorge had six weeks to complete his research project. Working backward from a due date of May 2, he mapped out a schedule for completing his research by early April so that he would have ample time to write. Jorge chose to write his schedule in his weekly planner to help keep himself on track.

Review Jorge's schedule. Key target dates are shaded. Note that Jorge planned times to use available resources by visiting the library and writing center and by meeting with his instructor.

TIP

Plan your schedule realistically, and consider other commitments that may sometimes take precedence. A business trip or family visit may mean that you are unable to work on the research project for a few days. Make the most of the time you have available. Plan for unexpected interruptions, but keep in mind that a short time away from the project may help you come back to it with renewed enthusiasm. Another strategy many writers find helpful is to finish each day's work at a point when the next task is an easy one. That makes it easier to start again.

Writing at Work

When you create a project schedule at work, you set target dates for completing certain tasks and identify the resources you plan to use on the project. It is important to build in some flexibility. Materials may not be received on time because of a shipping delay. An employee on your team may be called away to work on a higher-priority project. Essential equipment may malfunction. You should always plan for the unexpected.

Staying Organized

Although setting up a schedule is easy, sticking to one is challenging. Even if you are the rare person who never procrastinates, unforeseen events may interfere with your ability to complete tasks on time. A self-imposed deadline may slip your mind despite your best intentions. Organizational tools—calendars, checklists, note cards, software, and so forth—can help you stay on track.

Throughout your project, organize both your time and your resources systematically. Review your schedule frequently and check your progress. It helps to post your schedule in a place where you will see it every day. Both personal and workplace e-mail systems usually include a calendar feature where you can record tasks, arrange to receive daily reminders, and check off completed tasks. Electronic devices such as smartphones have similar features.

Organize project documents in a binder or electronic folder, and label project documents and folders clearly. Use note cards or an electronic document to record bibliographical information for each source you plan to use in your paper. Tracking this information throughout the research process can save you hours of time when you create your references page.

TIP

Some people enjoy using the most up-to-date technology to help them stay organized. Other people prefer simple methods, such as crossing off items on a checklist. The key to staying organized is finding a system you like enough to use daily. The particulars of the method are not important as long as you are consistent.

Anticipating Challenges

Do any of these scenarios sound familiar? You have identified a book that would be a great resource for your project, but it is currently checked out of the library. You planned to interview a subject matter expert on your topic, but she calls to reschedule your meeting. You have begun writing your draft, but now you realize that you will need to modify your thesis and conduct additional research. Or you have finally completed your draft when your computer crashes, and days of hard work disappear in an instant.

These troubling situations are all too common. No matter how carefully you plan your schedule, you may encounter a glitch or setback. Managing your project effectively means anticipating potential problems, taking steps to minimize them where possible, and allowing time in your schedule to handle any setbacks.

Many times a situation becomes a problem due only to lack of planning. For example, if a book is checked out of your local library, it might be available through interlibrary loan, which usually takes a few days for the library staff to process. Alternatively, you might locate another, equally useful source. If you have allowed enough time for research, a brief delay will not become a major setback.

You can manage other potential problems by staying organized and maintaining a take-charge attitude. Take a minute each day to save a backup copy of your work on a portable hard drive. Maintain detailed note cards and source cards as you conduct research—doing so will make citing sources in your draft infinitely easier. If you run into difficulties with your research or your writing, ask your instructor for help, or make an appointment with a writing tutor.

Writing at Work

In the workplace, documents prepared at the beginning of a project often include a detailed plan for risk management. When you manage a project, it makes sense to anticipate and prepare for potential setbacks. For example, to roll out a new product line, a

software development company must strive to complete tasks on a schedule in order to meet the new product release date. The project manager may need to adjust the project plan if one or more tasks fall behind schedule.

KEY TAKEAWAYS

- To complete a research project successfully, a writer must carefully manage each phase of the process and break major steps into smaller tasks.
- Writers can plan a research project by setting up a schedule based on the deadline and by identifying useful project resources.
- Writers stay focused by using organizational tools that suit their needs.
- Anticipating and planning for potential setbacks can help writers avoid those setbacks or minimize their effect on the project schedule.

Read the original text by clicking the link below.

<https://quillbot.com/courses/research-based-writing/chapter/managing-your-research-project/>

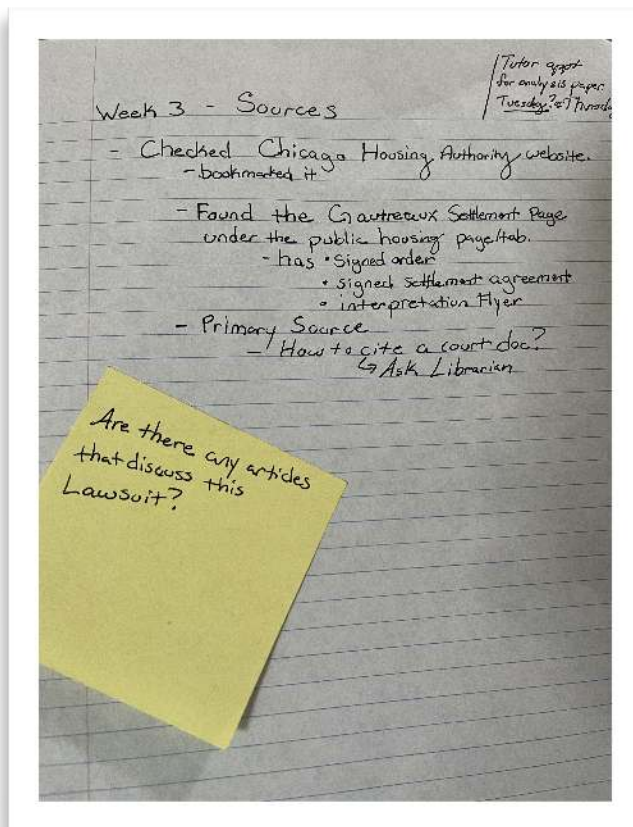
3.1: The Reading Notetaking and Managing a Research Project is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

3.2: The Classroom Lecture and Activity

SLO-Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading -Engage in a reflective process of evaluating their own drafts and those of others

Most of the information gathering, thoughts about your research, and prewriting strategies will happen in your research notebook. The notebook doesn't need to be a physical notebook, especially if you plan on conducting most or all of your research online. Either way, the key is to keep everything together at the very beginning. You will thank yourself later when you are looking for an article or trying to connect an idea. Keeping a research notebook also gives you the chance to reflect on the information you are finding and on your drafts.

Physical Notebook: If you are using a physical notebook, you might also want to get other physical supplies like highlighters, sticky notes, and tabs. Be prepared to not only write in your notebook, but to draw tables, numbered list, and brainstorming maps. Use the tabs to section off your notebook to make it easier to find what you wrote later. Here are some pictures of note taking.



Notes: Week 3 Sources

- Check Chicago Housing Authority website
- Bookmarked it
- Found the Gautreaux Settlement page under the 'public housing' page/tab.
-

Note

This settlement has a
signed order
signed settlement agreement
interpretation flyer

Primary Source

- How to cite a court document?
- Ask Librarian
- Are there any articles that discuss this lawsuit?

Digital Notebook: This can be a new folder on your computer, laptop or tablet that holds your word or pages documents, and downloaded content. You might also create a bookmark folder for all the online articles you find, and finally, when you are using the library database, you can save the information from sources you find in a folder or email it to yourself.

The first thing you might want to do is to copy the assignment to the top your research notebook. This will help later when you are double checking guidelines.

Use a date for each entry or a week by week heading to stay organized. Here is an example:

Research Notes

Notes from my Teacher: For your research essay, you will choose a topic and research question then find sources to answer the question. Once you have answered the question, your sources will also be used to discuss the issue. Then, you will create a claim and use other sources to support the claim. Your research paper is the final essay due in this class, but it has multiple steps and deadlines that must be met in order for your essay to be considered for a grade.

Week 1

- Brainstorming: What happened to the Ida B Wells Homes?
- I could also look into Robert Taylor Homes, Altgeld Gardens, and Cabrini Green. Do other housing projects still exist?
- Who should I ask? Where should I look?
- Found this youtube video. Will watch later.

Research Notes

Notes from my Teacher: For your research essay, you will choose a topic and research question then find sources to answer the question. Once you have answered the question, your sources will also be used to discuss the issue. Then, you will create a claim and use other sources to support the claim. Your research paper is the final essay due in this class, but it has multiple steps and deadlines that must be met in order for your essay to be considered for a grade.

Week 1

- Brainstorming: What happened to the Ida B Wells Homes?
- I could also look into Robert Taylor Homes, Altgeld Gardens, and Cabrini Green. Do other housing projects still exist?
- Who should I ask? Where should I look?
- Found this youtube video. Will watch later.



EBSCOhost

Detailed Record

PDF Full Text

Source: Journal of the American Planning Association

Date: September 1, 2012

Inside this work

Full Text Contents

1 - 5 - 6 - 10 - 11 - 15 >>

Planning Note: Publi... 432

Wagner-Stegall and 434

Planning Note: Fruit... 450

The Transformation 452

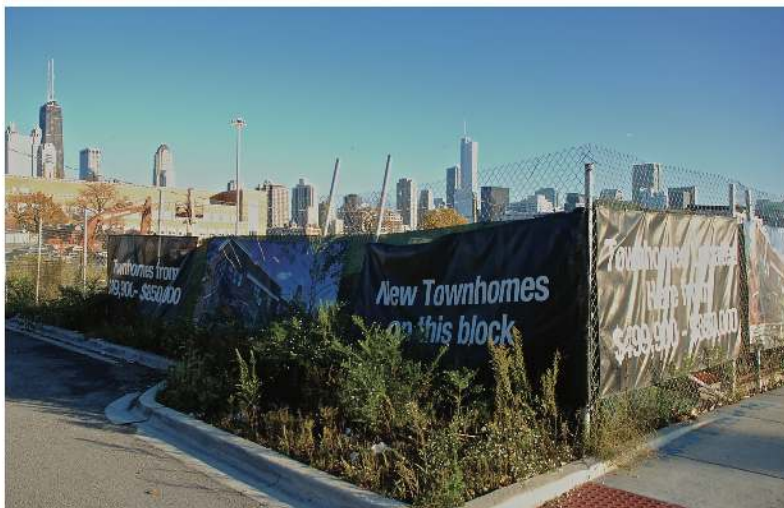
Planning Note: The 464

Choose Another Issue

HTML Full Text

Planning Note: The Chicago Housing Authority's Plan for Transformation: Ass...

This content may contain URLs/links that would redirect you to a non-EBSCO site. EBSCO does not endorse the accuracy or accessibility of these sites, nor of the content therein.



- Found this article in the library.
- <https://search.ebscohost.com/login.a...ustid=s9211204>

Double-Entry Notes:

As you find information it is important to not only annotate the the text, but to record your reactions and analysis. This will help you later as you start to draft your own ideas about the topic. On the right side, list the article and write a brief summary. On the left side, write your reactions and how it may be connected to other sources or ideas. This will also help later when you have to write an annotated bibliography.

Double Entry Research Notes	
source, summary, any quotes you want to discuss	This article is interesting because This data from this quote is different from the date in the documentary I watched. This article makes we wonder what schools the kids who lived in these housing projects went to.

Time Management

If you are like or most other students at the city colleges, you are pretty busy. Sometimes, taking the time out apart from class time to get research and homework done can be difficult. This could also be compounded by the other courses you are taking as well. There are many ways to manage your time, and everyone has to find a way that works for them. However, what ever that is going to be, figuring it out now will help you later. Using a simple calendar, take a moment to think about all the requirements you have throughout the week. What things are mandatory? What are optional? For instance, if you have a child or sibling at a Chicago Public School, picking them up at the end of day may fall under mandatory, so that time slot is already filled.

Once you have everything filled out, look to see how much time you have for English 102 research and assignments. For a 3 credit hour class, you should have about 6 hours during the week dedicated to that class. How close to 6 hours can you get? Did you find only a 30 minute slot on Sunday night? All of these things should be taken into consideration before jumping into your research project.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	School Drop off 7:30 Work 8:30-3 School Pick up 3:30 EN Class 5:00-6:15	School Drop off 7:30 Work 8:30-3 School Pick up 3:30 Homework? Math 7:00-8:15	School Drop off 7:30 Work 8:30-3 School Pick up 3:30 EN Class 5:00-6:15	School Drop off 7:30 Work 8:30-3 School Pick up 3:30 Homework? Math 7:00-8:15	School Drop off 7:30 Work 8:30-3 School Pick up 3:30	Soccer Practice 9-12 Homework?

Classroom Activity: Using an article from the library database, ideally on a topic you want to research, and create a practice double-entry note table. Compare the notes you took to others in the class. Discuss the ways in which this task was easy or difficult. You may include whether this was your first time and whether you think this prewriting and planning strategy will work for you.

Formative Assessment (Reflection)

Completeness/Correctness	Student answers the full question correctly using details, instances, and/or adds personal examples and meets the word count of at least a 150 words.	Student mostly answers the full question somewhat correctly using some details, instances, and/or personal examples, and meets the word count of at least 125 words.	Student mostly answers the full question somewhat correctly using some details, instances, and/or adds personal examples, and has a word count of 100 words.	Student does not answer the full question using details, instances, and adds personal examples, and does not meet the word count.	Score of Completeness/Correctness,

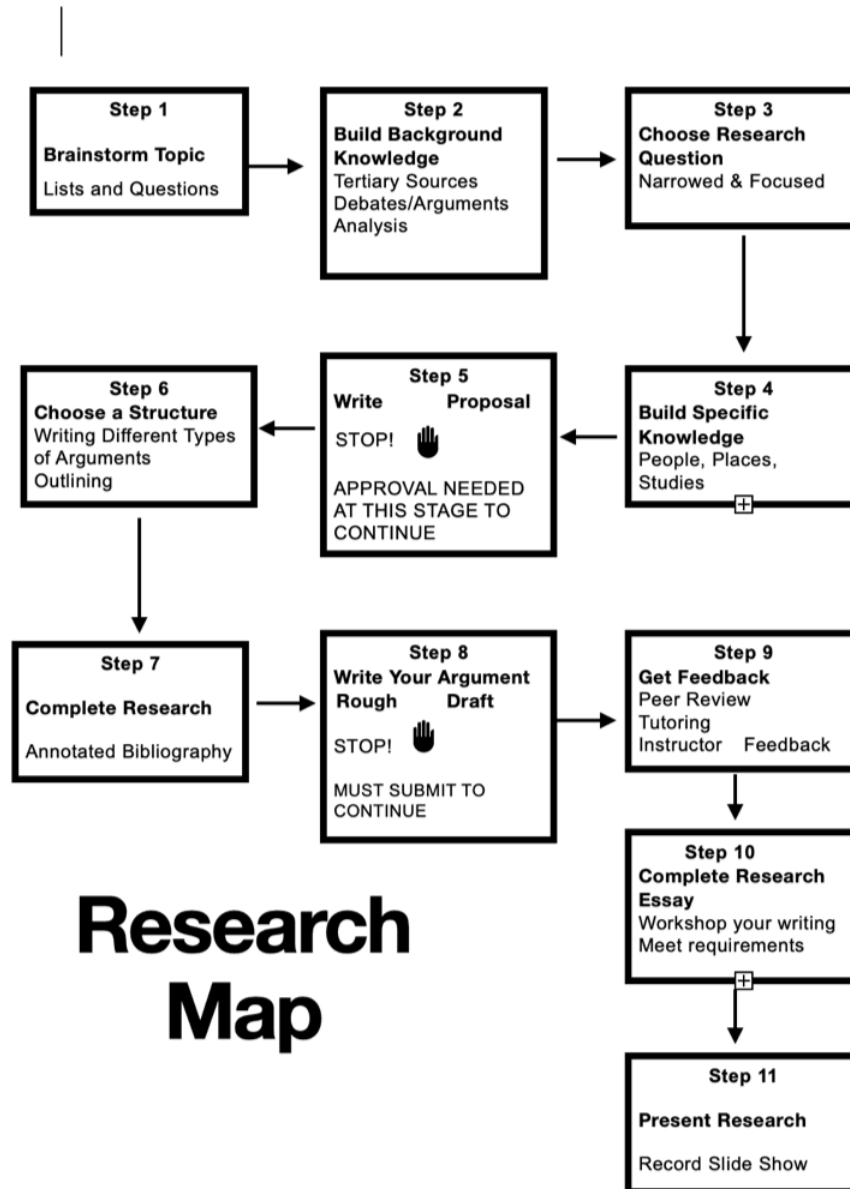
Focus	Student's answer is focused, clear, and stays on topic throughout the post.	Student's answer is mostly focused, clear, and stays on topic during most of the post.	Student's answer is somewhat unfocused, clear, and stays on topic during most of the post.	Student's answer is not focused, not clear, and does not stay on topic throughout the post.	Score of Focus,
-------	---	--	--	---	-----------------

3.2: The Classroom Lecture and Activity is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

3.3: The Assignment Creating a Research Plan

Activity 2: Using the research road map below, create your research plan. This should include your system for taking and keeping your research notes, as well as a calendar or timeline.

ENG 102 Research Handout



Caption

Journal Question: What hindrances do you think you might have or will have to overcome to complete your research project?

Formative Assessment: Does the student's plan so far seem feasible?

Yes? No?

If not, offer feedback and refer to any resources they may need.

3.3: The Assignment Creating a Research Plan is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

4: Choosing a Research Topic

SLO-Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

Intro: In this lesson, you will start the process of choosing topics for a research project and narrowing your ideas using four major criteria. All of the examples revolve around a scenario of a student using Chicago as their focal point. You will see how the student came to that topic, how they chose their research question, their research process, and their drafting of their research essay.

[4.1: The Reading Find and Develop a Research Topic](#)

[4.2: The Classroom Lecture and Activity](#)

[4.3: The Assignment Finalizing a Research Topic](#)

4: Choosing a Research Topic is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

4.1: The Reading Find and Develop a Research Topic

Read: For more help and advice about learning how to choose a topic for your research essay, read the following short chapters from Cornell University Library via Quillbot (CC BY NA SA) and Excelsior OWL (CC-BY)

SLO-Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

How to Find and Develop a Viable Research Topic

Identify a Topic

State your topic idea as a question. For example, if you are interested in finding out about use of alcoholic beverages by college students, you might pose the question, “What effect does use of alcoholic beverages have on the health of college students?”

Identify the main concepts or keywords in your question. In this case they are alcoholic beverages, health, and college students.

Suggestions for Finding a Topic

- Discuss your topic ideas with your class instructor.
- Discuss your topic ideas with a reference librarian. It may be wise to set up a research consultation.
- Explore current topics using [News Collections Online](#).
- Browse these [subject research guides](#).

Test Your Topic

Test the main concepts or keywords in your topic by looking them up in the appropriate background sources or by using them as search terms in periodical databases.

- If you are finding *too much information* and too many sources, narrow your topic by using the and operator: beer *and* health *and* college students, for example.
- Finding *too little information* may indicate that you need to broaden your topic. For example, look for information on students, rather than college students. Link synonymous search terms with or: alcoholic beverages or beer or wine or liquor. Use truncation (i.e., alcohol*) with search terms to broaden the search and increases the number of items you find.

Access original content in the link below.

<https://quillbot.com/courses/research-based-writing/chapter/develop-a-research-proposal-discovering-and-choosing-a-topic/>

Narrowing Your Topic / Asking the Right Questions

It may seem easy to choose a topic for a research paper, but it can actually be difficult sometimes. In fact, determining a good, solid research question can be one of the hardest parts of writing a strong research paper.

Here are some guidelines to help you.

If you are able to choose your topic, find a topic that interests you. If your topic is assigned, try thinking about an aspect of that topic you find most interesting. You’ll be spending a great deal of time working on this paper. Make sure that it’s about something that you really are interested in learning to understand very well.

Keep in mind that your final topic and research question won’t simply come to you by thinking about it. You need to get out there and start digging—through books, through encyclopedias, and through internet sites. Pick a general topic that attracts you, and then roll up your sleeves and start reading. The narrowed topic and research question will only come to you as you wrestle with the material related to that topic.

Now, here’s one of the keys to doing a research paper for a college course. Don’t try to write the history of everything about your topic. Instead, find one small intriguing aspect of your topic and focus on that. A good research paper is not a big, general history or overview of everything that covers a great deal of information in a very superficial manner. It’s narrowed and focused and goes deep into a limited area of a topic.

By the time you are finished researching and writing, you have become something of an expert on that very narrow topic. Let's take an example and walk you through the process.

Narrowing Process

The example we'll use to demonstrate a narrowing process will be World War II. Suppose you want to write your research paper on World War II.

The material written on World War II has filled whole libraries, so you obviously won't be able to complete a research paper on all of WWII in just eight or ten weeks.

See below how you might narrow a topic like World War II.

First level Narrowing

The first question to ask yourself is: "What aspect of WWII am I interested in understanding better?"

- Strategies?
- Weapons?
- Major characters?
- Specific battles?

Let's say you want to understand more about WWII weapons. OK, what types of weapons were used in WWII?

Second-Level Narrowing

You consult a couple of encyclopedia articles on WWII weapons and discover that the general categories of weapons at that time were tanks, artillery, and firearms.

Each of these categories includes several dozen to several hundred specific weapons.

Can you cover all of these in one paper? Sure, if you write a sentence on each one. But then you're not really writing a research paper; you're writing a list. You need to go deep, not wide. No one, including you, wants to read a paper that treats a great deal of material in a very superficial manner.

Third-Level Narrowing

You continue to survey general information sources on WWII weapons. You read a little bit on each of the categories listed in the Second-Level Narrowing tab and decide that the one you are most interested in is artillery. OK, but what kind?

- Surface-to-air missiles (SAMS)?
- Machine guns?
- Anti-aircraft guns (Flaks)?

As you continue to poke around, you learn that air defense tactics and the various models of anti-aircraft guns were extremely critical in various battles, so you decide to focus on that.

Fourth-Level Narrowing

Look at your previous terminology: "critical in various battles." Do you think you'll be able to do a paper on the role of anti-aircraft guns in all battles of WWII? No, you won't. So the next logical step is to look at encyclopedias and websites to determine what were some of the major battles of WWII where the use of anti-aircraft guns were critical.

You remember hearing something about "the Blitz" of London, so you look that up and decide to focus on the role of anti-aircraft guns in defending London from German planes.

Constructing a Research Question

Here are some ideas for your research question

- **How questions:** How were anti-aircraft guns used in the defense of London through the Blitz?
- **Why questions:** Why were anti-aircraft guns initially limited in their ability to defend London during the Blitz?
- **What questions:** What were the initial and later strategies for deploying anti-aircraft guns during the Blitz of London?

As you continue to work, you might find yourself combining some of these into a single question. For example, "What changes were made in the technology and deployment of anti-aircraft guns during the Blitz that allowed them to be used more effectively as

the Blitz wore on?”

Notice that the question above allows you to go deep with a single, limited topic and master some important information in one area of weapons and those weapons used in WWII. By the time you're finished writing this paper, you'll be a semi-expert on the Blitz of London and the use of anti-aircraft guns by the British during that period.

Narrowing Your Topic

No matter what your topic is, you can follow the same four-level process in narrowing your topic and developing your research question.

Try following these steps once you have settled on a general topic:

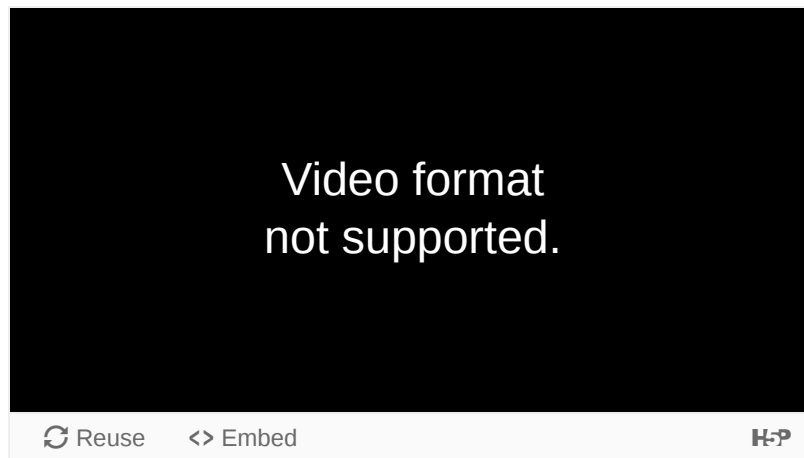
1. How many different aspects of this topic am I able to list? You may want to consult encyclopedias or web pages to get you started here if you are stuck. Write down the list.
2. Of those aspects listed above, which am I most interested in learning more about? Write down one or two and follow steps 3 and 4 for each one. You may find that you come up with more than one interesting research question. Then you'll need to choose!
3. Of the aspect that most interests me, what elements of it am I able to find information about in an encyclopedia or on a web page? (Notice that you may need to repeat this step more than once to really get down to a workable limited focus.) Make a list.
4. What relationships between these elements are suggested by combining them using what, when, where, why, or how words?

Tweaking the Research Question

Change can be a good thing.

Remember, too, that a research question is a beginning point to writing your paper. Once you start digging more deeply into the research process and start drafting your paper, you may find that the focus of your question shifts somewhat. Maybe you thought you were going to do a **Why** question, but as you research, you find that the most interesting material really relates to a **How** question. That's OK! You're not absolutely committed to your original writing and focus.

Keep in mind, though, that you don't want to go off into another direction entirely (for example, switching from a focus on the use of anti-aircraft guns during the Blitz to the process and perils of evacuating the children of London during the Blitz). Tweak, but don't put yourself in a position where you need to start all over by changing your entire direction. You'll find lots of interesting material related to your topic. Rather than changing direction entirely, however, save some of that intriguing but different material for a future paper that examines another aspect of your topic.



Excelsior Online Writing Lab (OWL). This site is licensed under a [Creative Commons Attribution-4.0 International License](#).



4.1: The Reading Find and Develop a Research Topic is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

4.2: The Classroom Lecture and Activity

Classroom Lecture and Activity:

SLO-Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

THERE ARE NO BAD TOPICS

One of the most important parts about research to remember is that not only are there no stupid questions, but there are no stupid topics. If you think about it, without strange questions, we wouldn't have the niche fields of study that we have today. For instance, think about the first person that asked, "What are those particles I see in the air when the light shines a certain way?" Research is also often a reflection of the researcher. This means thinking about the world around you and the impacts on the people and places around you. Sometimes you might start with topics you are familiar with like topics that come from a hobby or a career path. You might even start with topics that you are surrounded by. This means that you will be starting with some background knowledge about the topic. On the other hand, you might brainstorm topics that you are interested in, but maybe don't know a lot about it. Even if you don't have experience with a topic, it is still possible to add it to a list of possible topics. At the beginning of your research process, you should keep an open mind. One pitfall that many students fall into is trying to choose a topic that their teacher will like or one that is really serious but that they have no real interest in. For most 102 courses you will be spending the rest of the semester with your chosen topic, so making this initial decision is important.

Making lists and Asking questions

To get started, you are going to make an interest inventory. This is a list of all the things you are curious about. No topics are off limits. This is just to get your ideas out in the open.

Interest Inventory Example

Baking	Women, Gender, and Sexuality Studies
Music	Black Lives Matter Movement
Ceramics	Civil Rights Movement
Architecture	Domestic Violence
Literature	Drug Abuse
Gardening	Culture and Ethnicities
Building Hardware	Sub Cultures
Software, apps, the internet	Orphans
Cars	Environment
Education	Agriculture
Acting	Health

Next, you are going to take one of those topics and turn it into a list of ten questions. The purpose of this is to get you in the habit of asking questions: research as inquiry. Create the questions as a form of free writing. The questions should be a mixture of open ended and close ended questions.

List 1 Music

1. Is there a type of music associated with Chicago?
2. Why are some types of music associated with certain races?
3. What is the difference between cultural appropriation and cultural appreciation when it comes to adopting a musical genre?
4. Why aren't there more female rappers and hip hop artist?
5. Is there any woman from Chicago that has made a big impact in the music industry?
6. Why is it hard for women musicians' albums to go platinum after 45?
7. How many music programs are located in CPS schools on the south side?
8. Which women musicians do little black girls have to look up to besides Beyonce?
9. Who is the woman version of Chance the Rapper?
10. How does gender inequality play out in the music industry?

Then, you are going to do this four more times, for a total of **5 lists**. Please feel free to do more if you haven't found a topic you like once you get to the fifth list.

Think about any preliminary research that you can do to help you choose.

Assessment Tool (Completion of tasks. Engaging in the writing process)

Created 5 lists or more? Yes No

Has at least 10 questions for each topic? Yes No

Questions are a mixture of open ended and closed ended? Yes No

4.2: The Classroom Lecture and Activity is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

4.3: The Assignment Finalizing a Research Topic

Course Objective- Support students in developing research questions, finding and evaluating sources, and integrating appropriate sources into their writing.

SLO-Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

Activity: Short Writing Assignment

Look at the questions on your list. Now, it is time to narrow your lists down to **Plan A** and **Plan B**. During the research process, there may be times where you have to switch gears, so having a Plan B is essential. It is better to have and not need it, then need it and not have it.

- Do you have more than 10 questions in any of your lists? The topic you choose for research should be one in which you have plenty of questions.
- Do any of your questions help narrow the topic or create new key words or phrases? Begin to highlight questions that may create subtopics.
- Using your questions, what type of information comes up from browsing through general search engine, library database results, or documentaries? You don't have to record or keep any sources now, but you want to look around just to see what is out there.

Talk it over with a friend: maybe over coffee or tea! Maybe your topic could be about societal trends and coffee in the City of Chicago. How do coffee houses create communities? Either way, it is important to find something that is sustainable and not overwhelming. Make sure you have a topic for Plan A and a topic for Plan B.

You will spend the rest of the semester with your topic, so make sure you use this activity to help you pick. If you couldn't think of any questions about your topic, then you shouldn't choose it. This activity should facilitate creating a research question later.

Assessment Tool

Has at least 10 questions for each topic? Yes No

Questions are a mixture of open ended and closed ended? Yes No

Student has highlighted the questions in a list that are similar? Yes No

Student has chosen a plan A and plan B? Yes No

If any of the answers were no, have student complete the activity or recommend working with a tutor to brainstorm ideas.

4.3: The Assignment Finalizing a Research Topic is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

5: How to Start Research by Using Inquiry Based Research

SLO-Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

Intro: In this lesson, you will learn how to start research by asking questions instead of starting with a thesis. In this way, you will learn how to engage in inquiry based research.

[5.1: The Reading Learning About Discourse Communities and Academic Disciplines](#)

[5.2: The Classroom Lecture and Activity](#)

[5.3: The Assignment Practicing Inquiry Based Research Questions](#)

[5: How to Start Research by Using Inquiry Based Research](#) is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

5.1: The Reading Learning About Discourse Communities and Academic Disciplines

Read: For a more in-depth understanding of discourse communities and academic disciplines read the following chapter: Writing in the Academic Disciplines by Saylor Academy via Quillbot (CC BY NA SA). This will help you understand some of the research question categories better, especially disciplines. It will also help when you are looking for a variety of sources.

SLO-Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

Course Objective: Foster the appreciation of writing as an important skill for success in the classroom, workplace, and community, and as an essential component of learning and thinking.

Intellectual and Discourse Communities

My contention has been that, in order to become better researchers and writers, we need to know not only the “how’s” of these two activities but also the “why’s.” In other words, it is not sufficient to acquire practical skills of research and writing. It is also necessary to understand why you do what you do as you research and what results you can expect to achieve as a result of your research. And this is where rhetorical theory comes in. Writing and reading are interactive, social processes. Ideas presented in written texts are born as a result of long and intense dialog between authors and others interested in the same topic or issue. Gone is the image of the medieval scholar and thinker sitting alone in his turret, surrounded by his books and scientific instruments as the primary maker and advancer of knowledge.

Instead, the knowledge-making process in modern society is a collaborative effort to which many parties contribute. Knowledge is not a product of individual thinking, but of collective work, and many people contribute to its creation. Academic and professional readers and writers function within groups known as discourse communities. The word “discourse” means the language that a group uses to talk about what interests its members. For example, as a student, you belong to the community of your academic discipline.

Together with other members of your academic discipline’s intellectual community, you read the same literature, discuss and write about the same subjects, and are interested in solving the same problems. The language or discourse used by you and your fellow-intellectuals in professional conversations (both oral and written) is discipline-specific. This explains, among other things, why the texts you read and write in different academic disciplines are often radically different from one another and even why they are often evaluated differently.

? Exercise 5.1.1

WRITING ACTIVITY: ANALYZING INTELLECTUAL AND DISCOURSE COMMUNITIES

List all intellectual and discourse communities to which you belong. Examples of such communities are your academic major, any clubs or other academic or non-academic groups you belong to, your sorority or fraternity, and so on. Do not limit yourself to the groups with which you interact while in school. If you are a member of any virtual communities on the Internet, such as discussion groups, etc., include them in this list as well. Once you have listed all the intellectual and discourse communities to which you belong, consider the following questions:

- What topics of discussion, issues, problems, or concerns keep these communities together? And what constitutes new knowledge for your group? Is it created experimentally, through discussion, or through a combination of these two and other methods?
- How would you characterize the kinds of language which each of these communities use? Is it formal, informal, complex, simple, and so on? How are the community’s reasons for existence you listed in the first question reflected in their language?
- When you entered into the community, did you have to change your discourse, both oral and written, in any way, to be accepted and to participate in the discussions of the community? This might be a good time to consider all the linguistic adjustments you had to make becoming a college student or entering your academic major.
- Think of several classes you are currently taking. How do the discourses used in them differ from one another? Think about topics discussed, ways of making knowledge accepted in them, the degree of formality of the language used, and so on.

- Does your community or group produce any written documents? These may include books, professional journals, newsletters, and other documents. Don't forget the papers that you write as a student in your classes. Those papers are also examples of your intellectual community's discourse.
- What is the purpose of those documents, their intended audience, and the language that they use? How different are these documents from one community to the next? Compare, for example, a paper you wrote for your psychology class and one for a literature class.
- How often does a community you belong to come into contact with other intellectual and discourse groups? What kinds of conversations take place? How are conflicts and disagreements negotiated and resolved? How does each group adjust its discourse to hear the other side and be heard by it?

After completing this activity, you will begin to see knowledge making as a social process. I also hope that you will begin to notice the differences that exist in ways that different groups of people use language, reading, and writing. As persuasive and rhetorical mechanisms, reading and writing are supposed to reach between people and groups.

The term community does not necessarily mean that all members of these intellectual and discourse groups agree on everything. Nor does it mean that they have to be geographically close to one another to form such a community. Quite the opposite is often true. Debates and discussions among scientists and other academics who see things differently allows knowledge to advance. These debates in discussions are taking place in professional books, journals, and other publications, as well as at professional meetings.

The Making of Knowledge in Academic Disciplines

In the preceding section of this chapter, I made a claim that the making of new knowledge is a social process, undertaken by intellectual communities. In this section, we will look at one influential theory that has tried to explain how exactly this knowledge-making process happens. The theory of knowledge-making which I am talking about was proposed by Thomas Kuhn in his much-cited 1962 book *The Structure of Scientific Revolutions*. Although, as the book's title suggests, Kuhn was writing about sciences, Kuhn's theory has now been accepted as relevant and useful not only by academic disciplines outside of natural sciences. According to Kuhn, the change in human knowledge about any subject takes place in the following steps. At first, an academic discipline or any other intellectual community works within the confines of an accepted theory or theories. The members of the community use it systematically and methodically.

Kuhn calls this theory or theories the accepted paradigm, or standard of the discipline. Once the majority of an intellectual community accepts a new paradigm, the community's members work on expanding this paradigm, but not on changing it. While working within an established paradigm, all members of an intellectual community have the same assumptions about what they study and discuss, use the same research methods and approaches, and use the same methods to present and compare the results of their investigation. Such uniformity allows them to share their work with one another easily.

More importantly, though, staying within an accepted paradigm allows researchers to create a certain version of reality that is based on the paradigm that is being used and which is accepted by all members of the community. For example, if a group of scientists studies something using a common theory and common research methods, the results that such investigation yields are accepted by this group as a kind of truth or fact that had been experimentally verified. Changes in scientific paradigms happen, according to Kuhn, when scientists begin to observe unusual phenomena or unexpected results in their research. Kuhn calls such phenomena anomalies. When anomalies happen, the current paradigm or system of research and thinking that a community employs fails to explain them. Eventually, these anomalies become so great that they are impossible to ignore. Then, a shift in paradigm becomes necessary.

Gradually, then, existing paradigms are re-examined and revised, and new ones are established. When this happens, old knowledge gets discarded and substituted by new knowledge. In other words, an older version of reality is replaced by a newer version. To illustrate his theory, Kuhn uses the paradigm shift started by the astronomer Copernicus and his theory that the Earth revolves around the Sun. I have also used this example in the chapter of this book dedicated to rhetoric to show that even scientific truths that seem constant and unshakable are subject to revision and change. To an untrained eye it may seem that all scientists and other researchers do is explain and describe reality which is unchangeable and stable. However, when an intellectual community is working within the confines of the current paradigm, such as a scientific theory or a set of research methods, their interpretations of

this reality are limited by the capabilities and limitations of that paradigm. In other words, the results of their research are only as good as the system they use to obtain those results.

Once the paradigm use for researching and discussing the subjects of investigation changes, the results of that investigation may change, too. This, in turn, will result in a different interpretation of reality.

Application of the Concept of Discourse Communities to Research Writing

Kuhn's theory of knowledge making is useful for us as researchers and writers because it highlights the instability and changeability of the terms "fact" and "opinion." As I have mentioned, the popular perception of these two terms is that they are complete opposites. According to this view, facts can be verified by empirical, or experimental methods, while opinions are usually purely personal and cannot be verified or proven since they vary from one person to another. Facts are also objective while opinions are subjective. This ways of thinking about facts and opinions is especially popular among beginning writers and researchers.

When I discuss with my students their assumptions about research writing, I often hear that research papers are supposed to be completely objective because they are based on facts, and that creative writing is subjective because it is based on opinion. Moreover, such writers say, it is impossible to argue with facts, but it is almost equally impossible to argue with opinions since every person is entitled to one and since we can't really tell anyone that their opinions are wrong.

In college writing, such a theory of fact and opinion has very tangible consequences. It often results in writing in which the author is either too afraid to commit to a theory or points of view because he or she is afraid of being labeled subjective or biased. Consequently, such writers create little more than summaries of available sources. Other inexperienced writers may take the opposite route, writing exclusively or almost exclusively from their current understanding of their topics, or from their current opinions. Since "everyone is entitled to their own opinion," they reason, no one can question what they have written even if that writing is completely unpersuasive. In either case, such writing fails to fulfill the main purpose of research, which is to learn.

What later becomes an accepted theory in an academic discipline begins as someone's opinion. Enough people have to be persuaded by a theory in order for it to approach the status of accepted knowledge. All theories are subject to revision and change, and who is to say some time down the road, a better research paradigm will not be invented that would overturn what we now consider a solid fact. Thus, research and the making of knowledge are not only social processes but also rhetorical ones. Change in human understanding of difficult problems and issues takes place over time. By researching those problems and issues and by discussing what they find with others, writers advance their community's understanding and knowledge.

A study by Daniel Melzer examined the kinds of research and writing assignments students in various colleges and universities across the nation receive in different disciplines. Melzer's shows that students in various academic disciplines are asked to conduct research for a variety of purposes, which ranged from informing and persuading to exploration and self-expression (91). Also, according to Melzer's study, students in different disciplines researched and wrote for a variety of audience which included not only the instructor of their class, but also their classmates and for wider audiences outside of their classes (95). Despite this variety of goals, methods, and approaches, there are several key principles of source-based writing which span different academic disciplines and professions. These principles are:

- The purpose of academic writing is to generate and communicate new knowledge and new ideas.
- Academic writers write "from sources." This means that new ideas, conclusions, and theories are created on the basis of existing ideas and existing research
- Academic writers examine their sources carefully for their credibility and appropriateness for the writer's goals and objectives.
- Academic writers carefully acknowledge all their research sources using source citation and documentation systems accepted in their disciplines.

For original content click the link below.

License: CC BY: Attribution <https://quillbot.com/courses/research-based-writing/chapter/research-writing-in-the-academic-disciplines/>

5.1: The Reading Learning About Discourse Communities and Academic Disciplines is shared under a CC BY-NC-SA 1.0 license and was authored, remixed, and/or curated by LibreTexts.

5.2: The Classroom Lecture and Activity

How to Start Research By Using Inquiry Based Research

SLO-Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

The reason why writers and researchers start with questions is so that they can narrow information down to the most relevant and useful. You may be used to starting your essay with a thesis and then finding a few sources to support your ideas. While this method is useful to teach you about writing basic argumentative essays, it often leads to one-sided or flimsy arguments and skimming of information. Example: Children who play violent video games learn violent behavior. You might also have been assigned to write a persuasive essay where you try to convince the audience to do, think or feel something. For these assignments, you may have also started with a thesis. Example: Private schools are better than public schools. Now that you know how to write these types of essays, it is time to learn how to balance these rhetorical strategies to write more effective essays. An effective argumentative research essay balances these two styles. If you focus too much on persuasion and only thinking about the audience, your essay can become skewed and fall into propaganda. If you focus too much on exploring the topic, you will writing more of an expose with no explicit argument. See the chart below.

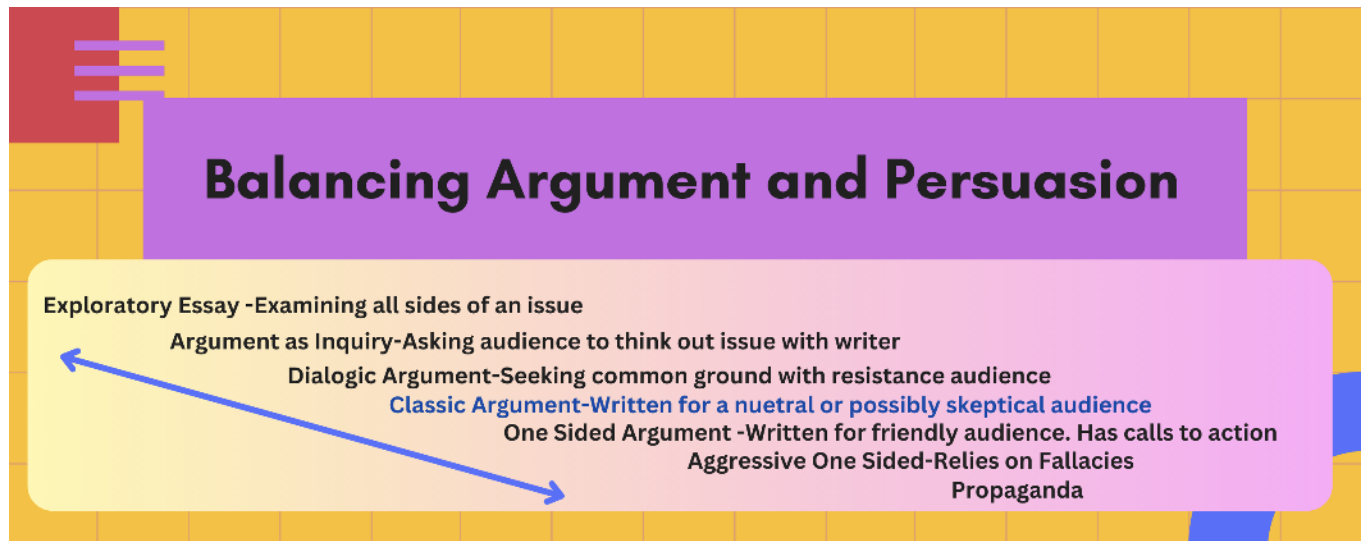


Image: Truth Seeking-Persuasion

Exploratory essay examining all sides of an issue

Argument as inquiry, asking audience to think out issue with writer

Dialogic argument seeking common ground with a resistant audience

Classical argument aimed at a neutral or possibly skeptical audience

One-sided argument aimed at a friendly audience often for fund-raising or calls to action)

Aggressive one-sided arguments

"Outright propaganda"(Ramage, Bean, Johnson)

By starting with a question, you are not predetermining the outcome of your research. It allows you to see first what the information and experts are currently saying before making decision. It can also allow yo the opportunity to conduct your own primary research if you have the time and resources. This approach gets you closer to truth seeking and further away from propaganda.

Works Cited: *Writing Arguments* 10th ed. by John D. Ramage, John C. Bean, and June Johnson

Inquiry-Based Research

"In inquiry-based research, you often begin a project not knowing much about the topic. But to find the questions that will sustain your investigation, you have to quickly listen in to what other people have said about it." For example, take a student's interest in The Projects. She certainly knows something about the projects because she passes by them everyday in her commute to school and remembers where other project buildings used to be. She knows enough to ask a preliminary question: **What is happening with former CHA land?** But this student needs to have working knowledge of her topic before she will be able to pose an inquiry question that might work. But what kinds of things do you need to know to ask a good question?

<i>Steps for developing an Inquiry Question</i>	
	Topic: The Projects
Working Knowledge	Opening Question: What is happening with former CHA land?
Focused Knowledge	Inquiry Question: What is the relationship between Chicago housing policies and where low income housing is placed?

You need some background (or working) knowledge on your topic before you can settle on a researchable inquiry question. In this example, the student begins with a general factual question, and after learning enough about her topic (focused knowledge), is able to craft the inquiry question that will guide her research for the next few weeks.

Developing that knowledge means asking many more questions and looking your topic through certain lenses or using certain categories. If the student develops a working knowledge on Chicago housing policies, this is what she might discover.

1. Definitions. The way in which something is defined has impact on how people use it. This extends to connotations. Is there a set of specialized criteria that is used to define it? Why does this matter?

The student quickly discovers that there are competing definitions about things she thought were settled. What, for example, is the difference between low-income housing, section-8, and mixed income housing? What do people mean when they use the term redlining? What are the current housing policies?

2. Conversations. The ongoing conversations and debates/controversies that people are having can determine what issues get noticed. What do experts disagree on? Which debates are the most heated in this topic? After some time searching online, it's obvious that there are fundamental disagreements among people on a whole range of issues. Should the city be allowed to sell CHA land to private developers? Should property tax statements be more transparent? Should low-income housing be mixed with high end properties? Is it wrong that certain banks don't lend in African-American and Latinx neighborhoods? Can ethnic or racial community areas be better than diverse areas?

3. People. Behind every argument or conversation is a person or group of people. This can range from experts to community members. Who are the influential people in the field? What about their ideas are interesting? Could you profile them?

It doesn't take much searching on this subject to begin to recognize certain experts or advocates whose names come up again and again in the debates. For example community advocates such as, Karen Freeman-Wilson of The Chicago Urban League who works for economic, educational and social progress for African Americans and promotes strong, sustainable communities through advocacy, collaboration and innovation. Diane Latiker of Kids off the Block organization, and Leah Levinger of the Chicago Housing Initiative. There are investigative journalist such as Natalie Moore- the Southside reporter for WBEZ news and Josh McGhee of the Chicago Reporter. Equally important is also the mayor of the city- depending on the year- Richard Daley, Rahm Emanuel, Lori Lightfoot, or Brandon Johnson. Since positions of authority can change often which means the people will change, it is important to make sure the information you find is timely.

4. Disciplines. Disciplines are the areas of expertise or study that people choose to pursue. This can fall into different discourse communities. Before long, the student will realize that she can understand Chicago housing policies in more than just the context of debates among advocates, journalists, and government officials. Can the student ask what her topic has in relationship to another topic? What type of context does it create? How does this help her understand her topic better? This is a topic that combines a whole range of disciplines: anthropology, sociology, law, psychology, and urban planning.

5. Impact and Place- What about the topic has the most impact on the most people? What may have the most effect in the future? Are there any specific places (a city or state?) that are directly impacted by the topic? While the student's topic already deals with Chicago, she will have to consider that not every person that lives in the city of Chicago cares about, deals with, or is impacted by the Chicago Housing Authority. By focusing on one or two specific neighborhoods, the student might find more information. For example they might look at articles, documentaries, and events surrounding the Ida B Wells projects or Cabrini Green.

6. Trends - Are there any recent and significant developments in this topic? This is importance especially for timeliness. The student can always add in relevant history, but seeing what is currently happening with help her see if some of her questions have already been answered or some issues already solved.

Works Cited: The Curious Researcher By Bruce Ballenger

Continue to Narrow your Topic by developing a working knowledge

As you search and collect information, ask yourself new questions about your topic that were not on your list. This is why keeping a research notebook, whether physical or digital is important.

Classroom Activity: Using the six categories above, and your knowledge of issues or concerns about Harold Washington College or City Colleges of Chicago, write **one** question for **each** category. You may work in groups or alone. Which categories do did find it easier to come up with questions? Explain. Share out.

Criteria	Meets All Requirements	Meets Most Requirements	Missing Requirements	Some Requirements	Missing Requirements	Most Requirements
Completeness	Student answers the full question completely using details, instances, and adds personal examples	Student mostly answers the full question using some details, instances, and adds personal examples	Student answers the full question using few details, instances, and adds personal examples	Student mostly answers the full question using some details, instances, and adds personal examples	Student does not answer the full question using details, instances, and adds personal examples	Student does not answer the full question using details, instances, and adds personal examples
Focus	Student's answer is focused, clear, and stays on topic throughout the post.	Student's answer is mostly focused, clear, and stays on topic during most of the post.	Student's answer is somewhat unfocused, clear, and stays on topic during most of the post.	Student's answer is mostly focused, clear, and stays on topic during most of the post.	Student's answer is not focused, not clear, and does not stay on topic throughout the post.	Student's answer is not focused, not clear, and does not stay on topic throughout the post.
Grammar and Mechanics	Correct grammar, spelling, and punctuation shows evidence of editing. Appropriate vocabulary with complex sentence structure.	Mostly correct grammar, spelling, and punctuation shows some evidence of editing.	Some correct grammar, spelling, and punctuation.	Mostly correct grammar, spelling, and punctuation.	Frequent grammatical and mechanical errors in each sentence. Inappropriate language.	Frequent grammatical and mechanical errors in each sentence. Inappropriate language.

5.2: The Classroom Lecture and Activity is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

5.3: The Assignment Practicing Inquiry Based Research Questions

SLO-Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

Activity: Complete in research notebook. Using the categories that you learned about, create questions for each category using your research topic. If you completed the lesson on finalizing a topic, you can look through the questions you already have and copy them next to a category that best fits. Once you are finished, all categories should have at least one question.

Here are the categories again.

- **Definitions**
- **Conversations**
- **People**
- **Disciplines**
- **Impact and Place**
- **Trends**

Assessment Tool: Student Survey-Formative Assessment

Do you feel like you are ready to develop a research question? Yes, No, Maybe. Explain why. Be sure to add what else you think you need to move forward.

For students that responded no, work with a tutor on the next step which is writing the official research question.

5.3: The Assignment Practicing Inquiry Based Research Questions is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

6: Rhetorical Analysis of Visual Arguments

SLO-Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation -Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others

Rhetorical Analysis of Visual Arguments

In this lesson, you will learn how to analyze and evaluate documentaries, which are some of the same strategies that you can use to evaluate and analyze written text sources. Documentaries and videos have quickly become a main source of information for people. Therefore, it has become more acceptable and at times encouraged to use these types of sources in your research essay. This means that when you do research, you may come across a visual argument that seems perfect to add to your sources, but you will need to be able to evaluate and analyze it first.

[6.1: The Reading Evaluating Arguments](#)

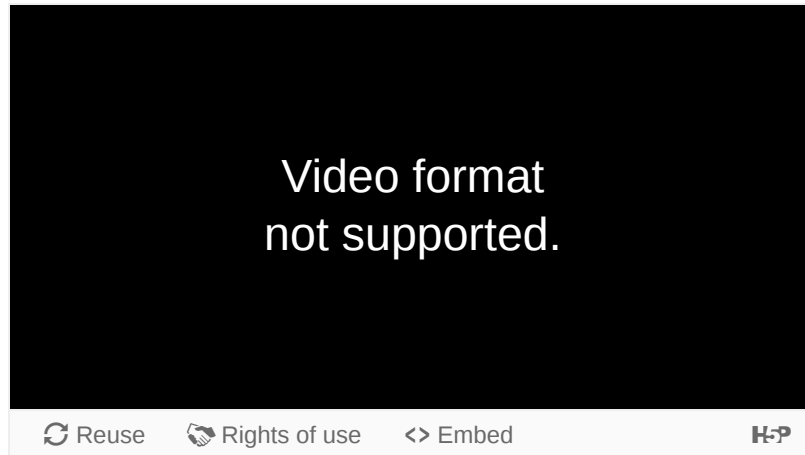
[6.2: The Classroom Lecture and Activity](#)

[6.3: The Assignment Writing a Rhetorical Analysis](#)

[6: Rhetorical Analysis of Visual Arguments](#) is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

6.1: The Reading Evaluating Arguments

Read: To learn more about what was discussed in this lesson, watch this video from OWL Excelsior about Evaluating Arguments. This information will help you as you come across arguments in written form and in visual form.



<https://owl.excelsior.edu/orc/what-to-do-after-reading/analyzing/evaluating-an-argument/>

6.1: The Reading Evaluating Arguments is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

6.2: The Classroom Lecture and Activity

Understanding Rhetorical Appeals and Modes

In order to properly evaluate different types of arguments and further understand voice and tone, it is important to understand that while you may be writing a research essay, the sources you find may come from different types of media. It is common to use visual arguments in conjunction with academic articles in order to keep your sources relevant and to have a variety. In this lesson, you will learn how to evaluate and analyze a documentary. Many of you have watched documentaries and may even know of one that you can use in your research essay. In fact, some of you may be inspired to research a certain topic because you watched a documentary. Just like any other source, these visual texts need to be evaluated.

VISUAL TEXTS

Documentaries are just one type of visual texts. Poster ads, commercials, photos, and info-graphics are all texts that should be evaluated. The first thing you need to do is to determine if the text is argumentative. This way, you will know if you need to evaluate the argument as well as the general credibility. For instance, a commercial is an argument. It relies heavily on convincing the viewer to buy a product. On the other hand, an info-graphic could be argumentative or informative. Oftentimes, non-profit organizations use large colorful info-graphics with other icons to evoke emotion from the viewer and to establish authority. While a graph created from a study at a university is informational, it would still need to be evaluated to make sure the qualitative or quantitative data is represented correctly.

Just like any other source that you might find while doing research, the documentary can be used as a primary source or as a secondary source. It can be considered primary if your focus is on the director's work. There is also first-hand footage that is considered primary. However, many documentaries bring a variety of sources and methods together to make a claim. This can render the documentary as a whole to be secondary.

Aspects of a Documentary

Director's Intent is the core of the documentary. This is their main purpose for shooting the film.

To inform: In documentaries that are used to inform, the director is often on the scene filming. The information that is gathered first hand on the film is considered primary. Often times, the director is also a scientist working to collect data. The director and their team sort through the data and produce the stats and facts.

Examples: National Geographic nature and anthropological documentaries, Disney *African Cats*

To persuade: This is what makes documentaries secondary sources. The director has thought about the topic, done research, and **reached a claim on the topic**. Their claim is embedded into the documentary. They interpret the information and synthesize the sources they find. This can happen when the director is a reporter or advocate. Also, in order to support their argument, they use personal interviews. These interview segments are considered primary information.

Example: Food Inc

Things to consider when analyzing a documentary:

Bias:

- Who produced the film?
- How was the film funded?
- Can the media company be checked using Allsides or other evaluation websites?

What does all this information show you about the bias or perspective of the film or film company as a whole?

Ethos- Authority

- Who uploaded the video? Is it the same as the director or production company? Always try to look for the original documentary or double check to see if the version you watched is the same on their website.
- The Director: What do you know about the director? This can include other projects, educational background, or interviews and commentary with them from other sources.
- How is authority established in the film?
- What experts do they choose to interview?

Overall, how effective are all these elements in establishing authority?

Reliability

- How does the director use sources?
- What type of primary sources are used?
- Can you fact check the information used in the documentary? How?
- How does editing, sound/music, and images play a role in how the viewer processes the information?
- What about the pace of the film? Does the viewer need to rewatch the important facts to understand them?

Overall, can the viewer rely on the information obtained from the film?

Logos

- What is the claim?
- What questions does the director ask?
- How is the claim supported?

Overall, does the argument make sense and does it lack logical fallacies?

Pathos

- What does the director/producer want the viewer to feel?
- Were they successful?
- How did they achieve this?
- How does editing, sound/music, and images play a role in how the viewer **feels** about the information?

Overall, what emotional appeals are being made and how does this affect the way the viewer processes the information?

Classroom Activity

In a notebook or on a sheet of paper, copy this chart. As you watch the following short documentaries, write down your reactions for each one.

Documentary Analysis Reaction Chart

The purpose of this chart is for you to record any reactions that will help you analyze the effect the rhetorical strategies are having on the audience: you. THEN, you can compare your reactions to that of the intended audience. Is the documentary persuasive to the intended audience? Does it rely on fallacious content? It is possible that you are not the intended audience.

Rhetorical Strategies	Initial Reactions and Thoughts
Ethos How is authority established?	
Logos What is the argument? Is it logical?	
Pathos How does the documentary make you feel?	
Kairos How timely is this film in discussing this topic?	

Now, let's look at three samples of short documentaries on Youtube. For the purposes of this example, we will use the following research question: **"How does living in Chicago impact cultural identity, educational opportunities, economic mobility, and food access? How is Chicago politically structured and how have policies shaped the lives of its' citizens today?"**

1. [American segregation, mapped at day and night](#)
2. [Why Are Cities Still So Segregated? | Let's Talk | NPR](#)
3. [The Racist History Of Chicago's Housing Policies \[Inside Chicago, Part 1\]](#)

Journal Question: Which documentary would you choose? Explain.

As you can see, all the documentaries are from completely different news outlets, display the information differently, but discuss the same topic. It's up to you as the researcher to choose the documentary that you feel best answers the question and fits your needs, but you wouldn't need all of the them because you would end up with too much repetition of information.

Finding Documentaries

If you are looking for a documentary to use as a source for your research essay, here are some places that you can look.

Library Database- The library has a wide variety of documentaries available to stream or borrow as a disk. Change the type of database to videos then search. They have Kanopy, Swank, and AVON just to name a few.

You Tube- Remember if you use YouTube, you should make sure it is the official channel of that company.

Vox, DW, BBC, A+J, Vice, NPR, and National Geographic are just a few.

Streaming Service- You can find some quality documentaries on Netflix, Hulu, and Amazon Prime.

Cable Networks- You can find documentaries on cable channels especially channels dedicated to documentaries and reporting.

6.2: The Classroom Lecture and Activity is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

6.3: The Assignment Writing a Rhetorical Analysis

Now that you have learned how to analyze a documentary, it's your turn to try it.

Rhetorical Analysis of Documentary

Purpose: For this assignment, you will be doing a rhetorical analysis of an **argumentative documentary**. As you dive deeper into finding sources you may have already realized that some of these sources will be visual, more specifically, many of the sources will be visual arguments.

SLOs-Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation -Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others

Writing Prompt: Choose an argumentative documentary. **Evaluate** the source for credibility and type of bias and **analyze** the source for rhetorical appeals: ethos, pathos, logos, and kairos. Write an essay breaking down the source into the above properties and supporting your analysis with evidence from the text.

Tasks

Step #1 **Watch** the film twice, if possible, and take notes to extract the most from it that you can, looking for **target audience, claims, rhetorical appeals, and logical fallacies. Pause the film to write out possible quotes to use and timestamps (if possible).**

Step #2 **Make an outline for your essay.**

Here is a sample way to organize a Rhetorical Analysis. If there is more than one point you want to make under an appeal, you can start a new paragraph.

- **Introduction**

Introduce general film information. Summarize film. Write a thesis that contains your claim about the overall bias and whether the film used rhetorical appeals **successfully** or **unsuccessfully** for the chosen audience.

- **P1 Bias** What was the overall bias or perspective of the film, film maker or film company?

- **P2 Ethos- Authority**

Overall, how effective is the film in establishing authority?

- **P3 Reliability**

Overall, can the viewer rely on the information (primary and secondary) obtained from the film?

- **P4 Logos**

Overall, what is the argument, and is it presented in a logical way that makes sense? Which logical fallacies, if any, does it use?

- **P5 Pathos**

Overall, what emotional appeals are being made, and how does this affect the way the viewer processes the information? How are the emotional appeals achieved? (This is an example of an appeal that may require 2 paragraphs.)

- **Conclusion** Final thoughts. Film recommendation. How can this documentary be useful?

Step #3 **Write a rough draft.** Remember that you are evaluating the **source as a whole**. Do not respond directly to the content of the essay. In other words, do not turn your essay in to a typical argument.

Step #4 **Go to the Writing Lab**

Step #5 **Add to your essay, revise, edit.**

Here are some things to think about as you continue to draft your essay.

- - Does your thesis statement encompass your main points?
 - Do you have an example from the text (documentary) for each point?
 - Have you used description and dialogue?

- Have you included at least 3 direct quotes?
- Have you used transitions to move from paragraph to paragraph and to connect ideas from sentence to sentence?
- Have you included the rhetorical categories to analyze each source?

Step #6

Edit, Edit, Edit. Don't lose all your grammar points.

Step #7 **Check the minimum requirements**

- Follow MLA formatting: 12 pt font, typed, double-spaced, 1-inch margins all around, and proper in-text citations that point the reader to a correct Works Cited page.
- Your essay must have a title.
- Your purpose and audience (rhetorical situation) should be easily identifiable.
- All essays should be at least 4 **full** pages 1250/wds, but no more than 5 pages please.
- This essay must use at least 3 direct quotes.
- This essay must use 1 source.

Step #8 Turn in final draft of essay on by the due date posted on Brightspace.

Assessment Tool (Summative): Here is an example of a rubric that can used to assess the assignment.

	Focus and Purpose	
Excellent	Purpose to analyze is clear. Excellent ability to write a detailed, nuanced thesis with clear rhetorical devices and strategies mentioned and argument sustained throughout the essay that uses evidence from the text.	
Adequate	Generally, presents clear main points that are sustained throughout the essay. At times purpose to analyze is unclear but has a clear thesis.	
Emerging	May occasionally present main points that lack clear purpose or distract the reader from the analysis. Has thesis but needs details.	
Lacking	Lacks clear thesis statement but does have a few main points. Essay has several tangents. Does not have a thesis statement. Overall, essay has no clear purpose. Does not attempt to answer prompt.	

	Development and Analysis	
Excellent	Excellent use of detailed examples, instances, and evidence to fully support analysis. Uses well thoughtful explanations that describe what the author is doing. Evaluates the text for credibility, bias, and informal fallacies.	
Adequate	Generally, offers adequate support for main points; incorporates evidence from the text in a responsible way that clearly furthers student's ideas. Adequate explanations that analyze the text. Adequate evaluation.	
Emerging	May occasionally include information that strays from otherwise consistently supported main points. May contain some confusing explanations but has an attempt at analysis. At attempts evaluation.	
Lacking	Main points are not matched with supported examples, instances, or evidence. Some examples are confusing. Explanations do not work. Constant Repetition. Lacking information. Does not meet page or word count. Relies heavily on summary.	

	Writing Fluency	

Excellent	Correct grammar, spelling, and punctuation shows evidence of editing. Appropriate vocabulary with complex sentence structure. 0-2 major errors
Adequate	Generally, presents smooth, easily understood sentences, with few serious grammatical and mechanical problems throughout the portfolio. 3-4 major errors
Emerging	May occasionally contain wordy or awkward prose with some grammatical and mechanical problems, though errors do not frequently inhibit readability. 4-6 major errors
Lacking	Some confusing language. Clear lack of editing and punctuation. Overuse of simple sentences. 6 or more errors Frequent grammatical and mechanical errors in each sentence that inhibit readability. Uses other weak stylistic choices that do not reflect awareness of a reader and/or purpose.

	Organization and Structure
Excellent	Uses a structure that promotes clarity of expression, effective seamless transitions with paragraphing order that highlights the rhetorical mode.
Adequate	Generally, uses organizational choices that foster sense that essays are cohesive units with a purpose; and some ineffective transitions and focused, ordered paragraphing
Emerging	May occasionally present paragraphs that lack clear purpose, focus, or logical breaks. Repetitive transitions. Relies on 5-paragraph structure or unclear structure but has adequate information.
Lacking	Uses organizational choices that frequently disrupt clarity; presents paragraphs that often lack logical breaks, purpose, or focus. Structure does not match purpose Does not have ordered paragraphs. Does not have clear structure.

	Documentation and Synthesis
Excellent	Integrates all source material correctly and smoothly. Source information supports ideas and do not overpower student's ideas. Excellent synthesis and connection between ideas if textual or sources contextual analysis. Offers correctly formatted Works Cited page that reflects cited sources.
Adequate	Generally, integrates sources smoothly. Demonstrates the ability to distinguish student's ideas from source's ideas and to distinguish student's words from source's words. Adequate Synthesis throughout. Has Work Cited page with minor errors.
Emerging	May occasionally include errors in citations, but errors do not interfere with reader's ability to identify textual evidence. An attempt at synthesis is visible. Has in-text citations but there are errors. Has Work cited page with missing sources or extra sources.
Lacking	Overuse or underuse of sources, errors in citations, and inability to distinguish students' ideas from sources used. Has no in-text citations, or improper in-text citations throughout. An attempt at Works Cited page. Shows inability to use sources correctly or does not use sources. Plagiarism or clear over use of sources.

CHAPTER OVERVIEW

7: Writing Effective Research Questions

Writing Effective Research Questions

In this lesson, you will learn how to write and finalize your research question/s. This lesson will walk you through the process of creating a research question and how to use that research question to find experts and the sources that they author or are featured in. In other words, you can start looking for specific source information once you have your research question. This helps you conduct inquiry based research instead of what you may be used to which is finding a few sources to support a thesis. While you may eventually need a couple more sources once you have a thesis, starting with a question means that you are trying to understand the conversation, not just one side.

You will use this question to focus the rest of your research project.

Time to Finalize your Research Question!

[7.1: The Reading Writing Research Questions](#)

[7.2: The Classroom Lecture and Activity](#)

[7.3: The Assignment for this LO goes here](#)

7: [Writing Effective Research Questions](#) is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

7.1: The Reading Writing Research Questions

Read: To read more about why research questions are important and how they differ from starting with a thesis, read the following chapters by 1. the Harold Washington College library and 2. Composition II. Authored by: Janet Zepernick, and Provided by: Pittsburg State University.

SLOs-Support students in developing research questions, finding and evaluating sources, and integrating appropriate sources into their writing. -Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading -Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

1. The Harold Washington Library Research Guides. Starting Your Research

<https://researchguides.ccc.edu/c.php...0798&p=9006896>

2. The Qualities of a Good Research Question

Consider again the following definitions for ‘research’ and ‘research question,’ which apply to the work that we do when we conduct scholarly or academic research:

Research – *The physical Process of gathering information, plus the mental process of drawing conclusions from that information in order to answer a research question.*

Research Question – *A question that can be answered through a process of collecting relevant information and then drawing conclusions and building the answer from the relevant information*

Developing a good research question is the foundation of a successful research project, so it is worth spending time and effort understanding what makes a good question.



1. A good research question is a question that CAN be answered in an objective way, at least partially and at least for now.

- Questions that are based purely on your personal values (such as “Why should assisted suicide be legal?”) or personal preferences (such as “What is the best kind of diet: meat, vegetarian, or vegan?”) cannot be answered objectively because the answer varies depending on one own values or preferences. Be wary of questions that include “should” or “ought” because those words often (although not always) indicate a values- or preference based question. However, note that most values-based questions can be turned into research questions by judicious reframing. For instance, you could reframe “Why Should assisted suicide be legal?” as “What are the ethical implications of legalizing assisted suicide?” Using a “what are” frame turns a values-based question into a legitimate research question by moving it out of the world of debate and into the world of investigation.

2. A good research question is one about which you can draw conclusions based on information that already exists or that can be collected.

- For instance, the question, “Does carbon-based life exist outside of Earth’s solar system?” is a perfectly good research question in the sense that it is not values-based and therefore could be answered in an objective way, IF it were possible to

collect data about the presence of life outside of Earth's solar system. That is not yet possible with current technology; therefore, this is not (yet) a research question because it's not (now) possible to obtain the data that would be needed to answer it. Instead, you might ask a question such as "What do the discoveries about organisms that live in extreme environments on earth tell us about the possibility of beyond the planet earth?" since this draws from scientific information that does exist in order to draw conclusions.

3. A good research question is a question that hasn't already been answered, or hasn't been answered completely, or hasn't been answered for your specific context.

- If the answer to the question is readily available in a good encyclopedia, textbook, or reference book, then it is a homework question, not a research question. It was probably a research question in the past, but if the answer is so thoroughly known that you can easily look it up and find it, then it is no longer an open question. However, it is important to remember that as new information becomes available, homework questions can sometimes be reopened as research questions. Equally important, a question may have been answered for one population or circumstance, but not for all populations or all circumstances. As you do preliminary research, think carefully about the questions that do not appear to be (fully) answered. These questions make better research questions.

Read the original content using the link below.

- Image of question mark. **Authored by:** cesar bojorquez. **Retrieved from:** <https://flic.kr/p/2uKyU>. **License:** [CC BY: Attribution](#)
- <https://quillbot.com/courses/english...ch-question-2/>

7.1: The Reading Writing Research Questions is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

7.2: The Classroom Lecture and Activity

SLO: Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

RESEARCH PROCESS

Now that you have some preliminary knowledge about your topic, including questions and experts in the field, you can create the inquiry question that will be the foundation of the rest of your research. If you are doing this lesson and haven't had a chance to look up some initial information about your research topic, do that now before moving forward. In your research notebook, make a list of questions about your topic. If you find it difficult to come up with at least ten questions, you might consider switching topics. If you have any closed ended questions on your list, lookup the answers to help get a bit more information.

To finalize your research question, you will need to take some of your smaller questions from your list and combine them. Then, you can edit the words to make sure they make sense. It is important to write your research question out in your research notebook since you will need it throughout the research process. The main thing to remember is that a regular question has a simple answer, but a research question is used to explore and has multiple answers which could lead to other questions. The answers you find will also help you make a better, informed thesis.

Classroom Activity

What types of Questions should you be asking?

As you start to put together your final draft of your research question, you should think about any other perspective that you could be missing. It is important to think about your topic from several different angles so that you have key words to find sources. In order to do this, you should consider the difference between a regular question and a research question, the smaller questions you have from your lists, and any questions posed from the experts you learned about in your initial research phase.

Below is one way to help you get to a final research question. The chart uses different lenses or categories to reconsider questions about a topic.

As a class, a group, or on your own, see if you can come up with additional questions to add to this list using the topic provided or using City Colleges of Chicago as a focus.

Types of Research Questions

Type and Sentence Starter	Impacts of living in Chicago
Policy -This is when you consider the laws, guidelines, rules, or even unsaid rules about an issue. What should be done about____?	What should be done about unfair housing practices in the City of Chicago?
Hypothesis -This is when you give an educated guess about what is going on. The answer can even come initial articles that you have read. What is the best explanation for____?	What is the best explanation for uneven distribution of resources Chicago Public Schools? How did the community areas become cultural hubs?
Relationship -Think about connections, links, and cause and effect type of relationships within your topic. What is the relationship between____And____? What might be the cause of ____?	What is the relationship between low income housing, food deserts, and poorly resources schools? What might be the cause of school closings on the south and west side of the city?

Interpretation- This deals with the many ways people have defined an issue. Since experiences are different, there can be different interpretations. What might _____mean?	What might food desert mean? What does economic mobility look like in Chicago?
Value - This deals the importance on a certain issue to a certain group of people. How good is_____?	How good is a certain neighborhood or community? How good is the access to resources throughout the city?
Claim - What conclusions have been drawn by experts already exploring the issue? What does the evidence about_____suggest?	What does the evidence about unfair housing policing and segregation suggest?

Final Research Question: Based on the information in the chart, this is what a final research could look like.

How does living in Chicago affect cultural identity, educational opportunities, economic mobility, and food access? How is Chicago politically structured and how have policies shaped the lives of its' citizens today?

7.2: The Classroom Lecture and Activity is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

7.3: The Assignment for this LO goes here

Writing Out Your Research Question

SLOs-Support students in developing research questions, finding and evaluating sources, and integrating appropriate sources into their writing. -Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading -Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

Using the chart in the Classroom Lecture 14.1, write out possible research questions using your own topic. Next, spend some time combing and refocusing the question. Submit for evaluation. This assignment can be done as formative or summative assessment.

Assessment Tool: Effective Research Question

	Effective Research Question	
Excellent	Question is within the scope of the project, specific enough to address one main issue and group of people, is written as a question, does not contain leading phrases or logical fallacies.	
Satisfactory	Question is within the scope of the project (may be have a larger scope than necessary, specific enough to address one main issue and group of people but may still be broad), is written as a question, does not contain leading phrases or logical fallacies.	
Adequate	Question is not quite within the scope of the project and is either too narrow or too broad, is not quite specific enough to address one main issue and group of people, is written as a question, may contain a leading phrase but has no logical fallacies.	
Needs revision	Question is not within the scope of the project, and/or is not specific enough to address one main issue and group of people, and/or is not written as a question, and/or contains leading phrases or logical fallacies.	

Note: The more effective the research question, the more effective the thesis will be. Students should not skip this step even if it happens early in the research process.

7.3: The Assignment for this LO goes here is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

8: Discovering Experts and Examining Authority For Evaluation of Sources

Discovering Experts and Examining Authority For Evaluation of Sources

SLO-Cultivate students' awareness of purpose and audience when assessing a writing situation -Enhance students' abilities in organizing, developing, and revising their essays

In this lesson, you will learn how to examine authority by looking up experts and understanding the role they play in leading conversations and debates. We often talk about finding sources for your arguments and other essays. This is an important step when conducting college level writing. However, we often don't have enough conversation about the authors of these sources. Yes, we might briefly look up the author to see if they have a degree, but most of the time, we are focusing on the information in the article or text we are reading or watching. Getting to know more about the author or specific authors can help you better understand the voices behind many of the arguments we engage in and the information we use. It is important to understand that learning more about how experts' ideas and beliefs that make a culture are behind the arguments and issues you will write about later in your research essay. You will also see that at times, experts have different approaches or even disagree with each other. Being able to analyze these views is integral. Closely evaluating the author will also add to the ethos of your work. You can keep track of information about the authors in your research notebook. Writing a profile a essay about an expert in the field of your research question is one another way to do this.

[8.1: The Reading Evaluating Authority](#)

[8.2: The Classroom Lecture and Activity](#)

[8.3: The Assignment](#)

8: Discovering Experts and Examining Authority For Evaluation of Sources is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

8.1: The Reading Evaluating Authority

Review how to evaluate a source by reading the two lessons below. 1. from Chapter 4: Finding and Evaluating Research Sources. Authored by: Pavel Zemliansky. Provided by: Saylor via Quillbot. 2. Author and Authorship by Excelsior OWL. **Pay close attention to the Authority Category**

Evaluating Sources

You will need to evaluate each source you consider using by asking two questions:

- Is this source trustworthy?
- Is this source suitable?

Not every suitable source is trustworthy, and not every trustworthy source is suitable.

Determining Suitability

Your task as a researcher is to determine the appropriateness of the information your source contains, for your particular research project. It is a simple question, really: will this source help me answer the research questions that I am posing in my project? Will it help me learn as much as I can about my topic? Will it help me write an interesting, convincing essay for my readers?

To view original content, click the link below.

<https://quillbot.com/courses/english-composition-ii/chapter/evaluating-sources/>

Authorship & Authority

When you consider the quality of your sources, you should also consider the authorship and authority of your sources. Who wrote the material? Is that person or organization credible? The following interaction will provide you with more details on authorship and authority to help you make good decisions about your sources.

Publisher-Provided Biographical Information



Often, books and scholarly journals will have a short biography of the author, outlining her or his credentials: education, publications, and experience in the field.

Look the biography over. Does the material there seem to suggest this writer has in-depth knowledge on the topic? What educational credentials does the writer have? If the writer is a trained economist but is writing on scientific matters, you need to keep that in mind as you look at her or his arguments. If the writer is associated with a specific conservative or liberal think tank, be aware that the arguments presented will probably reflect the ideology of that organization.

An ideological agenda does not mean that you have to avoid material. You simply need to read it with an awareness that the writer is writing from a specific point of view.

Minimal qualifications or qualifications that seem unrelated to the topic are a warning sign to you that you might want to reconsider using the material.

Outside Biographical Information

If no biography is attached to the work, an advanced search on Google or another search engine can be very helpful. You might also check hard copy or online sources such as Contemporary Authors, Book Review Index, or Biography index.

Many authors also have their own websites, listing information about their educational background, current and past research, and experience.

If you can find no or little information about a writer, be careful about using her or his material. You may want to consider replacing it altogether with a different source where the credentials of the writer are more readily available.

No Author Listed

While you want to be careful of sources without authors, that doesn't mean you can't use them. Often, websites won't list an author. In that case, you need to evaluate the sponsoring organization. Look for the following information:

- Does the home page offer information about the organization?
- Is there a mission statement?
- Does the site offer any indication that the material on the webpage has been reviewed or checked by experts, often called a "peer-review process"?
- Does the site provide a link with an address, phone, and email?

Yes — If you find only some of the points from the bulleted list, try filling in the blanks with an internet search on the organization. Often, an encyclopedia — online or hard copy — provides background information on an organization. Try to find out a little bit about who funds it, who its audience is, and what its objectives are.

Again, discovering that an organization has specific ideological ties does not mean that you need to discard the material you have found there. You simply need to use it carefully and balance it with material from other sources.

No — If the answer to all of the bulleted questions is "no," be careful!

A site that provides no information about its sponsors is a site that you should avoid using for your paper.

If no one is willing to put her or his name on the site and accept responsibility for the information, do you think you should trust that information for your research? Definitely not.

<https://owl.excelsior.edu/research/evaluating-sources/evaluating-sources-authorship-and-authority/> CC-BY 4.0



CC BY-NC-SA 4.0: <https://creativecommons.org/licenses/...>

8.2: The Classroom Lecture and Activity

Discovering Experts and Examining Authority

While searching for sources for your profile essay, you might come across a source that seems secondary because the author is critiquing an issue and referring to other research. For instance, maybe the author is a journalist. However, if the author is the focus of the essay, the source is part of their contribution to the field and is considered primary. By looking at publications from the expert, you can see how their work has evolved, learn their opinion on issues, and often hear their voices in panel discussions, interviews, speeches, and documentaries.

Therefore, this will allow you to summarize their main points and explain how that has added to their field of study. It may make it easier to then compare one expert's work with other experts. This gives you a stronger foundation for putting sources into conversation with each other. Not only will it help you develop your essay, but it is a source that you may use later in your research essay.

Activity 1: For the purposes of this class activity, we will be using the topic of race and inequalities in Chicago Public Schools as a research topic. As a class, read the biography about Natalie Moore from WBEZ's website to learn who she is. <https://www.wbez.org/author/natalie-moore>

Then, watch a video where Natalie Moore is used as an expert. **63 Boycott.** (Available at the Harold Washington College Library) This means she was interviewed for the film along with other experts because the producers and directors valued the conclusions she drew from the evidence she collected over the years. (30 minutes)

Next, watch the media burn footage of her full interview. This footage is long, but since it is the raw footage, you can fast forward past many of the breaks. <https://mediaburn.org/video/natalie-moore/>

Journal: Just from watching the videos, what have you learned about this expert? Would it be easy or difficult to find articles and books that she has written? How do think reading a couple of her published works would help you understand her contribution to her field and to this topic?

8.2: The Classroom Lecture and Activity is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

8.3: The Assignment

SLO-Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis -Employ rhetorical strategies consistent with the purpose of the writing task -Cultivate students' awareness of purpose and audience when assessing a writing situation -Enhance students' abilities in organizing, developing, and revising their essays

Activity: To further look into the authority of an author, find an expert using your own research topic. You can start by looking at the author of articles you have read, Ted Talks, experts featured in documentaries, speeches or panel discussions. Write a short essay that informs the audience about the expert's life and their contribution to their field. *This is not an argumentative essay.* It is important to practice other rhetorical genres of writing. This assignment can be a stand alone assignment or it can be combined with a research project by keeping one or two of sources found for this assignment and adding them to a longer research essay.

To write the profile essay, you will be using several rhetorical strategies: biographical writing—narrative, description, dialogue, and report. The profile essay requires observation acquired firsthand or through research.

This assignment requires inductive reasoning and to write in a responsible and ethical way because you are writing about other people. Inductive Reasoning means that you will ***come to a conclusion after exploring the answers*** that you received from watching and reading interviews and doing additional primary research.

Writing Prompt: Using the information from the interviews, observations, and other primary source material, write a detailed profile piece that presents information with a clear purpose that teaches the audience about your chosen expert. Your essay should include biographic information about the person, why this person is important to the overall field of the chosen topic, the field in which they work, or their place in a social/cultural/ political/scientific landscape. Your essay should also include the expert's answers to questions you might have developed at the beginning of your research. You should incorporate the answers into your essay as narrative or as short quotes. Lastly, in your conclusion, include what you have learned from this experience.

Tasks

Figure out who you want to be the focus of your profile. Use your research question if you have one already.

Depending on your topic, "expert" may also mean someone with first-hand experience.

Find key primary sources and do research.

- Interviews, panel discussions, or speeches with chosen expert
- Any other primary sources—autobiographies or research written by the expert, speeches, Government documents, laws, or any other primary source that you need to fill in the blanks and answer any other questions you might have. This assignment is meant to be short and straightforward. Don't get lost in articles. Save some of that energy for your main research essay.

To write the profile essay, you will be using several rhetorical strategies: biographical writing—narrative, description, dialogue, and report. The profile essay requires observation acquired firsthand or through research.

This assignment requires inductive reasoning and to write in a responsible and ethical way because you are writing about other people. Inductive Reasoning means that you will ***come to a conclusion after exploring the answers*** that you received from watching and reading interviews and doing additional primary research.

Profile Essay Outline

Below is an example of a possible way to outline your Profile essay. Overall, your outline will depend on the kind of information you find about your expert. While everyone will be profiling a different person, there are a few elements that every essay should have.

Introduction

Introduce the topic- Let the reader know what field or industry you are researching. You might also define any terms specific to that field.

Short Bio- Use a transition to then introduce the expert. This is where you will give brief information about the person. You can add where they are from, things that might show up on their resume and any awards or accolades.

Current Occupation- The short bio will lead into what the expert is currently doing. If this is a historical figure, you might mention what they are best known for here.

Body Paragraphs

Your body paragraphs will depend on how much information you find and what type of information. The main element that you should consider is whether you are going to organize your information *topically* or *chronologically*.

Topically- This means you will pick the aspects/categories that you want to focus on and then use one paragraph for each. Remember, since this is a profile, you will base the information under each category on what the expert says and their experience.

For example: Chicago Housing Policies explained (Natalie Moore's definition and perspective)

The Impacts of Living in certain neighborhoods in Chicago (Moore's time living on the South Side)

Headlines about inequality in Chicago (Moore's contribution to reporting and investigating for WBEZ)

Should more people care about housing inequity in Chicago? (Moore's message to her audience and her goals)

Chronologically- This means ordering the information from the past and leading up to the present.

Assessment Tool:

Development and Details	
Excellent	Excellent use of detailed examples, instances, and descriptions to fully support main ideas. Uses well thought out explanations to discuss the expert's opinions. The expert's role and contribution to the field is clear.
Adequate	Generally, offers adequate support from expert for main points; incorporates sources in a responsible way that clearly furthers student's purpose. Adequate explanations.
Emerging	May occasionally include information that strays from the expert, but has adequate information. May contain some confusing explanations, but otherwise consistent.
Lacking	Lacks explanations or explanations do not work. Some examples and descriptions are confusing. Constant repetition. It is not clear who the expert is. Does not meet page or word count.

Documentation and Synthesis	
Excellent	Integrates all sources correctly and smoothly. Sources highlight the experts voice and opinion. Excellent synthesis and connection between sources. Offers correctly formatted Works Cited page that reflects cited sources.
Adequate	Generally, integrates sources smoothly. Demonstrates the ability to distinguish student's ideas from source's ideas and to distinguish student's words from source's words. Adequate Synthesis throughout.
Emerging	May occasionally include errors in citations, but errors do not interfere with reader's ability to identify sources. An attempt at synthesis is visible. May rely on secondary sources.
Lacking	Lacks explanations or explanations do not work. Some examples and descriptions are confusing. Constant repetition. It is not clear who the expert is. Does not meet page or word count. Does not use any primary sources.

Rhetorical Genre and Strategies

Excellent	The purpose to inform is clear.Excellent ability to write a detailed, nuanced thesis at the end. Uses strategies that promotes clarity of expression, effective seamless transitions with organization that highlights the rhetorical mode.
Adequate	Generally, presents clear main points that are sustained throughout the essay. At times purpose is unclear. Generally, uses strategies to highlight rhetorical mode but has some ineffective transitions and focused, ordered paragraphing
Emerging	May occasionally present main points or paragraphs that lack clear purpose or distract the reader or has logical breaks. Repetitive transitions. At times, written as a transcript.
Lacking	Does not have a thesis statement nor any main points. Overall, essay has no clear purpose. Does not attempt to answer prompt. Not focused on one expert. Does not have ordered paragraphs. Does not show the ability to use paragraphs. This is not a profile essay.

8.3: The Assignment is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

9: Writing An Effective Research Proposal

SLO-Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading -Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation -Direct an argument or explanation to the designated audience -Employ rhetorical strategies consistent with the purpose of the writing task

Writing An Effective Research Proposal

In this lesson, you learn how to write a research proposal. Research Proposals are a formal document where your research plan is written out. It encompasses what you are going to do and how you are doing to do it. Proposals in general are also a form a writing that is useful to have in your writer's tool box. In other disciplines or careers, you may be asked to write a proposal. Research proposals are not always required by an instructor, and some instructors have different guidelines for the proposal, so be sure to check the assignment.

9.1: The Classroom Lecture and Activity

9.1.1: The Reading Developing a Research Proposal

9.1.1.1: The Assignment Write Your Own Research Proposal

9: Writing An Effective Research Proposal is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

9.1: The Classroom Lecture and Activity

Research Proposals

Proposals are a good step in the research process because it allows you to take an initial look at the scope of your research project and how it is coming together so far. If the research question covers too much for the assignment, you may need to narrow it down a bit more. If the research proposal is part of an approval process, this document will allow you to continue with your current topic. As you put together your proposal, use everything that you've already written and gathered to do this. The proposal doesn't require you to write too much additional information if you have been gathering information before now.

If this is the first step in your research project, here are few things to consider.

- **What do you want to research and why?**
- **What is your research question?**
- **What types of sources do you need and where will be look for source information?**
- **Have you evaluated and/or analyzed any of the sources that you found?**
- **Is everything you researched so far in one accessible place: a research notebook or file folder?**
- **Based on the research you have so far, do you have a working thesis?**

Constructing your Proposal

Below is a an example of a one-page research proposal. Each section is in bold, but you do not need to label these sections when you write your own proposal.

EXAMPLE

-The first thing you need for your Proposal is the Working Title

✓ Example 9.1.1

A City Divided Together: The Impacts of Living in Chicago

-Next, the Proposal asks you to add your research question and working claim. The research question here is very big and complex in scope. If your research project requires about 2500 words, a would be able to pick just one of these aspects have more than enough to write about. If you don't have a working claim yet, you should write about the debates that are relevant and current to your topic.

✓ Example 9.1.1

My research question is "How does living in the city of Chicago affect cultural identity, educational opportunities, economic mobility, and food access?" I also want to ask "how is Chicago politically structured and how have policies shaped the lives of its' citizens today?" Both of these questions will help me understand the city better and how it is a microcosm of United States.

So far, I've come to the conclusion that there are more negative effects than positive if a person does live in an affluent part of the city. This may change as I gather more sources

Then, you should discuss the types of media you plan to use as well as an evaluated primary and secondary source. In other words, you only add sources to your proposal that you know will definitely use and ones that may have prior approval.

✓ Example 9.1.1

I plan to use a wide variety of sources. I have found books, journals, and articles. I also plan on using podcasts, documentaries, and panel discussions, and hopefully one live interview. I have my questions ready, but I am waiting on a response from the person.

The main secondary source that I am using is the book *The South Side* by Natalie Moore. In this book, Moore offers commentary about the politics and racial and cultural divides in the city of Chicago. She supports her ideas with personal experience, research from the investigations she participated in during her work as a reporter for WBEZ, and synthesizes ideas from other cultural critics. This book answers most of the parts of my research question and has helped me figure out where I stand in this conversation. Another secondary source that I plan to use is the documentary, *Let the Little Light Shine*, which is about an attempt to close a predominantly black Chicago public school that was built on old Chicago housing authority land.

The main primary source that I am using is a study from Mari Gallagher of the MG research and consulting group titled “Examining the impact of Food Deserts on Public Health in Chicago”. The report explains how opportunities to buy food and the quality of that food varies by neighborhood. This in depth report gives the methodology used to gather data, the findings, and the author’s conclusions. The findings and conclusions are important to help me integrate and synthesize this information to the bigger picture of my research question.

Don't forget to add other experts, specific organizations and other sources that you plan on using. These can sources that you have watched or read, but haven't made a decision on whether to use them as well as bookmarked sources that you haven't read yet, but through class assignments know they would be approved. They will be important as you draft the conversation part of your essay.

✓ Example 9.1.1

Other experts and important institutions beside Natalie Moore and Mari Gallagher research group are Chip Mitchell, Gene Demby, Lori Lightfoot, Janice Jackson, The Code Switch Podcast, Chicago Tonight, University of Chicago, The Chicago Reporter PBS WTTW, and WBEZ's Race, Class, & Communities section.

Finally, reflect on why you chose this topic.

✓ Example 9.1.1

I am interested in this topic because I see the housing projects everyday, and I remember what it was like to live in the projects that have already been torn down. Also, I know people that won't go past Roosevelt road or west past Ashland Ave. Therefore, exploring low-income housing means not just looking at the buildings but understanding the culture of the people, the quality of education in the area, the amount of jobs, and the access of food. In the wake of the current unrest in the city, I've seen people in different Chicago communities impacted more severely during this difficult time: from which schools have technology access for remote learning, which communities have a disruption in food supplies after the protests and riots, how connected people feel with their community centers and cultural centers, and what the response has been from the mayor, and the governor.

I want to learn about how we got here.

Classroom Activity:

Look at the rubric and sample research proposals provided. Which research proposal do you think earned the most points? Why?

Note: If you need to review the difference between primary and secondary sources, please do so before completing the activity.

? Exercise 9.1.1

SAMPLE 1: The Rise and Expression of Chicano Literature

For the English 102 research paper, my research question will be, “What is the relationship between education and literature and chicanismo? What does Chicano literature mean for Chicanos and society as a whole?” These questions will help me

analyze the contribution of chicanismo to literature and the effect this has on modern day literature as well as the empowerment of Chicanos. From my current research and knowledge thus far, I understand that Chicano literature has created a new platform for the self-expression of first-generation Mexican Americans to voice the unique struggles faced pertaining to this identity in everyday lives. From this platform stems awareness of the identity by society.

For this research paper, I plan to look at a wide variety of sources. A secondary source I will be using is the book *Spanish Perspectives on Chicano Literature: Literary and Cultural Essays* by Jesus Rosales and Vanessa Fonseca. Specifically, I will look at its 9th edition, which analyzes the importance of belonging to contemporary Chicano literature. In this book/chapter, perspectives from three important Chicano authors are analyzed and explained in order to define the sense of placement in the community, and why this is so instrumental to the Chicano experience. This source also combines the perspectives from the three writers, which will be able to give me a broader scope into the significance of community to Chicanos.

A primary source I plan to use is an article by NPR. This article, titled “Remembering a Giant of Chicano Literature: Rudolfo Anaya,” is a 12-minute recording of an interview with one of the most influential contemporary Chicano writers. In this interview, Maria Hinojosa, interviewer, speaks with Anaya upon his success as a writer, as well as his perspectives on identity and censorship of Chicano literature. I plan to use this to show an issue pertaining to the Chicano identity and literature, and how struggles are still faced after achieving success. Further, this will also aid me in explaining the meaning of Chicano literature for society. Since Anaya was censored, it can be said that he broke many boundaries with his writing.

This topic interests me because as a Chicana, I want to learn more about people who have experienced similar struggles to me. I lack information of the significance of Chicano literature, which is something I would like to improve on. By researching this topic more, I think I would be able to better understand my own experiences as a first-generation Mexican American and perhaps gain inspiration for my own personal writing projects.

? Exercise 9.1.1

SAMPLE 2 The Politics of Natural Hair

In the beginning of this research process, the question that emerged from the rest and engrossed my attention is the question(s) that asks, “Why is natural hair viewed as a distraction in the workplace and in schools?” “Is there a politics of hair?” From the research that I have done thus far, I have come to the realization that beauty and culture have politicized women of color. Some would argue that this is an issue of the past and that all appearances are accepted in today’s society. Others would argue that the issue of hair discrimination is very much alive, and that society has adopted and kept Eurocentric beauty standards. Is this type of discrimination apparent or discrete? Could someone’s appearance really effect their opportunities in today’s society?

The information that will be collected in order to generate an answer to my research questions will be obtained from books, journals, and magazine articles. I have already gathered vital information from these sources that has allowed me to reach a certain understanding on this issue. One of the secondary sources that I will be using for this paper is a book by Ayana Byrd and Lori Tharps called, *Hair Story: Untangling the Roots of Black Hair in America*. This book is about the culture and politics of black hair from 15th century Africa to present-day United States.

A primary source that I will be using is “Born this Way”, also by Ayana Byrd. This article was published in *Essence Magazine*. In this article, the author talks about the experiences that different black women have endured with their natural hair.

The reason why I chose this topic is because I am fascinated with learning about natural hair in general. Also, being that I am a woman of color with natural hair, I think that it is imperative to learn how this unique feature that I have could affect me and future opportunities.

	<i>Excellent</i>	<i>Satisfactory</i>	<i>Needs Revision</i>
<i>Effective Research question</i>			
<i>Primary source with explanation</i>			
<i>Secondary Source with explanation</i>			
<i>Type of Media Used</i>			
<i>Working title, thesis/Debate</i>			
<i>Explanation of why you chose the topic</i>			

9.1: The Classroom Lecture and Activity is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

9.1.1: The Reading Developing a Research Proposal

Read: For more help writing a research proposal, read this chapter from 2012 books via Quillbot (CC BY NA SA). Remember that your research proposal may have specific guidelines outside of the information from this lesson. Be sure to follow those guidelines first.

Steps in Developing a Research Proposal

Writing a good research paper takes time, thought, and effort. Although this assignment is challenging, it is manageable. Focusing on one step at a time will help you develop a thoughtful, informative, well-supported research paper.

Your first step is to choose a topic and then to develop research questions, a working thesis, and a written research proposal. Set aside adequate time for this part of the process. Fully exploring ideas will help you build a solid foundation for your paper.

Choosing a Topic

When you choose a topic for a research paper, you are making a major commitment. Your choice will help determine whether you enjoy the lengthy process of research and writing—and whether your final paper fulfills the assignment requirements. If you choose your topic hastily, you may later find it difficult to work with your topic. By taking your time and choosing carefully, you can ensure that this assignment is not only challenging but also rewarding.

Writers understand the importance of choosing a topic that fulfills the assignment requirements and fits the assignment's purpose and audience. (For more information about purpose and audience, see Chapter 6 "Writing Paragraphs: Separating Ideas and Shaping Content".) Choosing a topic that interests you is also crucial. Your instructor may provide a list of suggested topics or ask that you develop a topic on your own. In either case, try to identify topics that genuinely interest you.

After identifying potential topic ideas, you will need to evaluate your ideas and choose one topic to pursue. Will you be able to find enough information about the topic? Can you develop a paper about this topic that presents and supports your original ideas? Is the topic too broad or too narrow for the scope of the assignment? If so, can you modify it so it is more manageable? You will ask these questions during this preliminary phase of the research process.

Identifying Potential Topics

Sometimes, your instructor may provide a list of suggested topics. If so, you may benefit from identifying several possibilities before committing to one idea. It is important to know how to narrow down your ideas into a concise, manageable thesis. You may also use the list as a starting point to help you identify additional, related topics. Discussing your ideas with your instructor will help ensure that you choose a manageable topic that fits the requirements of the assignment.

In this chapter, you will follow a writer named Jorge, who is studying health care administration, as he prepares a research paper. You will also plan, research, and draft your own research paper.

Jorge was assigned to write a research paper on health and the media for an introductory course in health care. Although a general topic was selected for the students, Jorge had to decide which specific issues interested him. He brainstormed a list of possibilities.

TIP

If you are writing a research paper for a specialized course, look back through your notes and course activities. Identify reading assignments and class discussions that especially engaged you. Doing so can help you identify topics to pursue.

Possible topics

1. Health Maintenance Organizations (HMOs) in the news
2. Sexual education programs
3. Hollywood and eating disorders
4. Americans' access to public health information
5. Media portrayal of the health care reform bill
6. Depictions of drugs on television
7. The effect of the Internet on mental health
8. Popularized diets (such as low-carbohydrate diets)

9. Fear of pandemics (bird flu, H1N1, SARS)
10. Electronic entertainment and obesity
11. Advertisements for prescription drugs
12. Public education and disease prevention

Narrowing Your Topic

Once you have a list of potential topics, you will need to choose one as the focus of your essay. You will also need to narrow your topic. Most writers find that the topics they listed during brainstorming or idea mapping are broad—too broad for the scope of the assignment. Working with an overly broad topic, such as sexual education programs or popularized diets, can be frustrating and overwhelming. Each topic has so many facets that it would be impossible to cover them all in a college research paper. However, more specific choices, such as the pros and cons of sexual education in kids' television programs or the physical effects of the South Beach diet, are specific enough to write about without being too narrow to sustain an entire research paper.

A good research paper provides focused, in-depth information and analysis. If your topic is too broad, you will find it difficult to do more than skim the surface when you research it and write about it. Narrowing your focus is essential to making your topic manageable. To narrow your focus, explore your topic in writing, conduct preliminary research, and discuss both the topic and the research with others.

Exploring Your Topic in Writing

"How am I supposed to narrow my topic when I haven't even begun researching yet?" In fact, you may already know more than you realize. Review your list and identify your top two or three topics. Set aside some time to explore each one through free writing. (For more information about free writing, see Chapter 8 "The Writing Process: How Do I Begin?") Simply taking the time to focus on your topic may yield fresh angles.

Jorge knew that he was especially interested in the topic of diet fads, but he also knew that it was much too broad for his assignment. He used free writing to explore his thoughts so he could narrow his topic. Read Jorge's ideas.

Our instructors are always saying that accurate, up-to-date information is crucial in encouraging people to make better choices about their health. I don't think the media does a very good job of providing that, though. Every time I go on the Internet, I see tons of ads for the latest "miracle food." One week it's acai berries, the next week it's green tea, and then six months later I see a news story saying all the fabulous claims about acai berries and green tea are overblown! Advice about weight loss is even worse. Think about all the diet books that are out there! Some say that a low-fat diet is best; some say you should cut down on carbs; and some make bizarre recommendations like eating half a grapefruit with every meal. I don't know how anyone is supposed to make an informed decision about what to eat when there's so much confusing, contradictory information. I bet even doctors, nurses, and dietitians have trouble figuring out what information is reliable and what is just the latest hype.

Conducting Preliminary Research

Another way writers may focus a topic is to conduct preliminary research. Like free writing, exploratory reading can help you identify interesting angles. Surfing the web and browsing through newspaper and magazine articles are good ways to start. Find out what people are saying about your topic on blogs and online discussion groups. Discussing your topic with others can also inspire you. Talk about your ideas with your classmates, your friends, or your instructor.

Jorge's free writing exercise helped him realize that the assigned topic of health and the media intersected with a few of his interests—diet, nutrition, and obesity. Preliminary online research and discussions with his classmates strengthened his impression that many people are confused or misled by media coverage of these subjects.

Jorge decided to focus his paper on a topic that had garnered a great deal of media attention—low-carbohydrate diets. He wanted to find out whether low-carbohydrate diets were as effective as their proponents claimed.

Writing at Work

At work, you may need to research a topic quickly to find general information. This information can be useful in understanding trends in a given industry or generating competition. For example, a company may research a competitor's prices and use the

information when pricing their own product. You may find it useful to skim a variety of reliable sources and take notes on your findings.

TIP

The reliability of online sources varies greatly. In this exploratory phase of your research, you do not need to evaluate sources as closely as you will later. However, use common sense as you refine your paper topic. If you read a fascinating blog comment that gives you a new idea for your paper, be sure to check out other, more reliable sources as well to make sure the idea is worth pursuing.

A Plan for Research

Your freewriting and preliminary research have helped you choose a focused, manageable topic for your research paper. To work with your topic successfully, you will need to determine what exactly you want to learn about it—and later, what you want to say about it. Before you begin conducting in-depth research, you will further define your focus by developing a research question, a working thesis, and a research proposal.

Formulating a Research Question

In forming a research question, you are setting a goal for your research. Your main research question should be substantial enough to form the guiding principle of your paper—but focused enough to guide your research. A strong research question requires you not only to find information but also to put together different pieces of information, interpret and analyze them, and figure out what you think. As you consider potential research questions, ask yourself whether they would be too hard or too easy to answer.

To determine your research question, review the freewriting you completed earlier. Skim through books, articles, and websites and list the questions you have. Include simple, factual questions and more complex questions that would require analysis and interpretation. Determine your main question—the primary focus of your paper—and several subquestions that you will need to research to answer your main question.

Here are the research questions Jorge will use to focus his research. Notice that his main research question has no obvious, straightforward answer. Jorge will need to research his subquestions, which address narrower topics, to answer his main question.

Topic: Low-carbohydrate diets

Main question: Are low-carbohydrate diets as effective as they have been portrayed to be by media sources?

Subquestions:

Who can benefit from following a low-carbohydrate diet?

What are the supposed advantages of following a low-carbohydrate diet?

When did low-carb diets become a “hot” topic in the media?

Where do average consumers get information about diet and nutrition?

Why has the low-carb approach received so much media attention?

How do low-carb diets work?

Constructing a Working Thesis

A working thesis concisely states a writer’s initial answer to the main research question. It does not merely state a fact or present a subjective opinion. Instead, it expresses a debatable idea or claim that you hope to prove through additional research. Your working thesis is called a working thesis for a reason—it is subject to change. As you learn more about your topic, you may change your thinking in light of your research findings. Let your working thesis serve as a guide to your research, but do not be afraid to modify it based on what you learn.

Jorge began his research with a strong point of view based on his preliminary writing and research. Read his working thesis statement, which presents the point he will argue. Notice how it states Jorge’s tentative answer to his research question.

Main research question: Are low-carb diets as effective as they have sometimes been portrayed to be by the mass media?

Working thesis statement: Low-carb diets do not live up to the media hype surrounding them.

TIP

One way to determine your working thesis is to consider how you would complete sentences such as *I believe* or *My opinion is*. However, keep in mind that academic writing generally does not use first-person pronouns. These statements are useful starting points, but formal research papers use an objective voice.

Creating a Research Proposal

A research proposal is a brief document—no more than one typed page—that summarizes the preliminary work you have completed. Your purpose in writing it is to formalize your plan for research and present it to your instructor for feedback. In your research proposal, you will present your main research question, related subquestions, and working thesis. You will also briefly discuss the value of researching this topic and indicate how you plan to gather information.

When Jorge began drafting his research proposal, he realized that he had already created most of the pieces he needed. However, he knew he also had to explain how his research would be relevant to other future health care professionals. In addition, he wanted to form a general plan for doing the research and identifying potentially useful sources. Read Jorge's research proposal.

✓ Example 9.1.1.1

Jorge Ramirez

March 28, 2011

Health Care 101

Professor Habib

Research Proposal

In recent years, topics related to diet, nutrition, and weight loss have been covered extensively in the popular media. Different experts recommend various, often conflicting strategies for maintaining a healthy weight. One highly recommended approach, which forms the basis of many popular diet plans, is to limit consumption of carbohydrates. Yet experts disagree on the effectiveness and health benefits of this approach. What information should consumers consider when evaluating diet plans?

In my research, I will explore the claims made by proponents of the “low-carbohydrate lifestyle.” My primary research question is: Are low-carbohydrate diets as effective for maintaining a healthy weight as they are portrayed to be? My secondary research questions are:

- - Who can benefit from following a low-carbohydrate diet?
 - What are the supposed advantages to following a low-carb diet?
 - When did low-carb diets become a “hot” topic in the media?
 - Where do average consumers get information about diet and nutrition?
 - Why has the low-carb approach received so much media attention?
 - How do low-carb diets work?

My working thesis is that low-carbohydrate diets do not live up to the media hype surrounding them. For this assignment, I will review general-interest and scholarly articles that discuss the relationship between low-carbohydrate diets, weight loss, and long-term health outcomes.

Writing at Work

Before you begin a new project at work, you may have to develop a project summary document that states the purpose of the project, explains why it would be a wise use of company resources, and briefly outlines the steps involved in completing the

project. This type of document is similar to a research proposal. Both documents define and limit a project, explain its value, discuss how to proceed, and identify what resources you will use.

Writing Your Own Research Proposal

Now you may write your own research proposal, if you have not done so already. Follow the guidelines provided in this lesson.

KEY TAKEAWAYS

- Developing a research proposal involves the following preliminary steps: identifying potential ideas, choosing ideas to explore further, choosing and narrowing a topic, formulating a research question, and developing a working thesis.
- A good topic for a research paper interests the writer and fulfills the requirements of the assignment.
- Defining and narrowing a topic helps writers conduct focused, in-depth research.
- Writers conduct preliminary research to identify possible topics and research questions and to develop a working thesis.
- A good research question interests readers, is neither too broad nor too narrow, and has no obvious answer.
- A good working thesis expresses a debatable idea or claim that can be supported with evidence from research.
- Writers create a research proposal to present their topic, main research question, subquestions, and working thesis to an instructor for approval or feedback.

Read original content in the link below.

<https://quillbot.com/courses/english-composition-ii/chapter/steps-in-developing-a-research-proposal/>

9.1.1: The Reading Developing a Research Proposal is shared under a CC BY-NC-SA 1.0 license and was authored, remixed, and/or curated by LibreTexts.

9.1.1.1: The Assignment Write Your Own Research Proposal

Assignment: Now write your own one page research proposal based on your own research topic. Use the examples and samples from the classroom lecture and activity to help you. They are not templates, so you should organize your proposal in a way that makes sense for the information that you have.

SLOs-Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading -Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation -Direct an argument or explanation to the designated audience - Employ rhetorical strategies consistent with the purpose of the writing task

Assessment Tool <i>Rubric</i>			
	<i>Excellent</i>	<i>Satisfactory</i>	<i>Needs Revision</i>
<i>Effective Research question</i>			
<i>Primary source with explanation</i>			
<i>Secondary Source with explanation</i>			
<i>Type of Media Used</i>			
<i>Working title, thesis/Debate</i>			
<i>Explanation of why you chose the topic</i>			

9.1.1.1: The Assignment Write Your Own Research Proposal is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

10: Revising An Essay

SLO-Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading -Engage in a reflective process of evaluating their own drafts and those of others

Revising An Essay

In this lesson, you will learn about revising an essay. Revision is an important step in the writing process. Learning to revise and when to revise will help make your writing more effective. You can use this lesson to help you revise previous essays or to help you revise your research essay when you are ready.

[10.1: 17.1 The Classroom Lecture and Activity](#)

[10.2: The Reading](#)

[10.2.1: The Assignment](#)

10: Revising An Essay is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

10.1: 17.1 The Classroom Lecture and Activity

SLOs-Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading -Engage in a reflective process of evaluating their own drafts and those of others

Revising an Essay

Writing is considered a process. While you engage in the writing process as you write your essays, there are often times when you realize you still need to revise after you have turned in a final draft. If you are lucky, your instructor will let you revise the essay. However, revisions should be done before turning a final draft. In order to avoid this, it is important to revise full drafts with a critical eye. Learning to self-critique your work and determine what to revise can be tricky, but if you start to practice looking at your draft critically, you will be on your way to revisions that more closely reflect your ideas.

- A substantial revision means taking a closer look at your writing and making big changes.
- A revision **is not** changing two words or adding a sentence or adding a comma.
- A substantial revision starts with one main question:

Did you complete the assignment and meet the requirements?

One way to revise is to look at your draft using the rubric. What categories will the essay be evaluated on? Do you understand the descriptions in each category? Here is an example. Let us say that your research essay is getting assessed based on the following categories: Focus and claim development, research development and engagement, organization, writing fluency, and documentation. For the first category, to score satisfactorily, you will need to “*Generally, present clear main points that are sustained throughout the essay. At times purpose is unclear but has a thesis.*” Looking at this column on a rubric may seem straight to the point, but what does ‘generally’ really mean? You should get clarification from the instructor, but you can also ask yourself, was there any time that I went off topic, ranted, needed to write ‘now back to the main point’ in any parts of my essay? To check for focus and claim development, choose a highlighter color and highlight your thesis, all your topic sentences and ending sentences, and any other transitions that directly show you are supporting the thesis. Do not highlight quotes, paraphrases, and summaries. For this category, look at only your claim and your own explanations.

In this way, you should see if the essay is indeed focused or if it went off the rails at any moments. You can use this method and the rubric given to you by your instructor to go through each category.

You can also use a critique sheet to help you ask the right questions about your draft.

Here is an example of what one looks like.

✓ Example 10.1.1

Self review gives students a chance as writers to see how well their ideas translate into words on the page and analyze what it is they want to achieve with a particular essay. The same questions they ask themselves are the same questions a peer or tutor reviewer will ask about the draft.

Instructions: Use this worksheet as a guide as you read, comment, and ask questions about your draft. Use the questions as a checklist. Please answer all questions in **complete sentences**.

Rhetorical Situation

Purpose

1. What is your purpose for writing the essay? What do you want the audience to do, think or feel? What is the thesis statement?

Audience

2. **Who is the wider audience:** people that may not have an immediate investment in the topic and ask so what? How do you reach them? **Who is the immediate audience:** people who have a high stake in the topic and who already care. These are also people that could solve the problem. **What type of tone do/should you use?**

Development/Structure

3. What are your supporting ideas? What specific rhetorical strategies/styles have you used to develop these ideas? How did you organize your paragraphs? (Topically [Least important to most important or vice versa], Chronologically, Step by Step)

Documentation

4. Summarize the evidence you use to support your main point. How many quotations do [or should] you use, and which quotes are used or would be supportive to your claim? What *type* of sources do you use? Do any of these sources point to a citation on the Works Cited page?

5. What transitions do you use before and after quotes, summaries and paraphrases to distinguish between what you say and what the sources say? Give an example of the type of transitions you use to connect ideas from sentence to sentence and in between paragraphs.

6. What other ideas do you have for this essay that is not in this draft?

Classroom Activity:

Look at the selected draft. This draft is at the perfect point to start revising by thinking about expanding ideas, adding explanations, sources, and looking critically how the argument is coming across to the reader. The writer has started to consider what to revise and how to revise by highlighting their thesis and some main points. They have also considered the rhetorical appeals that they used so far. What do you think? Using the categories from a chosen rubric and/or answering the questions from the critique worksheet, discuss what the writer should revise.

Cedar Martinez

Eng 101

Argument Rough Draft

Why Banning Books is Harmful to High School Students

During high school, self exploration and learning about the world is very important. Students learn more about their interests, passions, and who they want to be. In school, books play a big role in self discovery, as students are usually presented with books to read in their school library and are able to pick something that appeals to them. Books teach students lessons through stories of people they identify with, or teach them more about a subject they're passionate about. In addition to this, books also teach students about the world around them, through the experiences of others with different cultures and identities. **Book bans in high schools obstruct this journey of self-growth and intellectual development in students, creating barriers that should really be pathways for them to learn about themselves and the world. Metaphor, comparing book bans to a physical obstruction on personal progress.** It is up to teachers, faculty, and the learning resources they provide to lead students into the right direction in their life. Banning books also keeps students from engaging in further learning, due to limiting exposure to diverse perspectives, limiting their curiosity, and restricting academic freedom, hindering their learning completely. **Young adult books should not be banned in public high schools and libraries because it disables the ability for students to develop critical thinking, inhibits a further passion for learning, and prevents students from truly learning about themselves and the world; however, it is also the responsibility of schools and faculty to promote the importance of learning and self-discovery in students. Pathos and logos, a linear/logical train of thought on how this affects children, and pathos in that you draw on emotions about the kids losing an educational experience.**

This censorship that comes from book bans disables the ability for students to think for themselves. They aren't allowed to read what they may be interested in, whether that be books from authors of a similar background, or topics ranging from history to science. What these book bans do is make students believe that their interests or values are **off-limits or unacceptable, repetition** even when that may not be the case. Banning books also deprives students from the range of perspectives there are in the world, making their opinions very one-sided. Both of these issues prevent students from developing critical thinking.

In the film, *The ABCs of Book Banning* by MTV Documentary Films, they feature a speech made by Grace Lin at a school board meeting in Florida where she compares banned books to burning books done by the Nazis in world war II.

Ethos and pathos. A person with an established reputation in the topic speaking on a particular issue and plays on a memory in the collective conscience that draws on our emotions “Banned books and burning books are the same, both are done for the same reason: fear of knowledge. Fear is not freedom. Fear is not liberty. Fear is control.” Grace Lin pushes and reinstates the idea that banning books keeps students from thinking for themselves because the banning puts a restriction on them, controlling what they read and learn. This prevents students from deciding for themselves what is wrong or right, as banning books makes that decision for them.

What this control also does is prevents students from developing a further passion for learning, whether that be for reading alone or researching topics they are interested in. When students have restricted access to books, they are closed off completely from engaging in any further learning.

Both of these issues show that placing restrictions on books in schools prevents students from truly learning about themselves and the world. When certain books are banned, students can miss out on opportunities to see themselves reflected in a book and to explore their own identities, beliefs, and values through the characters and stories they read. Even when the stories aren’t about people like them, books about people of minority groups or less fortunate backgrounds allow students to figure out their place in the world and develop empathy and emotional intelligence, which is essential to understanding themselves and others. **Banning books that deal with issues such as race, gender, sexuality, and identity can prevent students from exploring and understanding different aspects of their own identities. Cause and effect.**

Many books that are banned are about empowering minority groups, banning these books with stories of resilience and triumph can deprive students of the motivation and encouragement they need to overcome obstacles and achieve their goals.

Although this may be true, many people believe that faculty in schools play a bigger role in students' self discovery and promoting learning. Teachers and faculty should be able to create a space for students to develop their own interests and want to learn outside the classroom as well, which as a result will also make students learn about who they are. However, the problem with this idea is that if a school district is banning books, the topics within these books are most likely banned to be spoken about in classrooms too. Teachers are not allowed to talk about things that students might be curious or passionate about, which reinforces the idea in students that what they care about is wrong or unacceptable. repetition

Books should not be banned in schools as it prevents students from truly learning about who they are and what they are interested in and passionate about. Instead of teaching students about having agency and having confidence in what they believe in, they teach students that what they care about is wrong. It censors the history of many people of different backgrounds, and tells students that anything within these banned books is unacceptable. In essence, book bans are a form of censorship that goes against the principles of education and deprives students of the opportunity to engage with literature as a means of broadening their understanding of the world and themselves. Pathos

Post Draft Outline

Another way to revise your draft is to create a post draft outline.

 clipboard_ea8bbc639931074e3f1a36949280a1775.png

Transcript of presentation. You are probably used to creating pre-draft outline as part of a pre-writing strategy. Pre-draft outlines are good for generating ideas. But let's be honest, how many times did you look at that outline while you were actually drafting?

clipboard_ef9d16e9f5c48efc3d0a76a2a03ac5694.png

Even if you did refer to it while you were drafting, it's very likely that you didn't follow it exactly. As you drafted your essay, you probably made small changes as well as large ones, along the way. As you encountered the "real world" situation your essay faced your initial outline might have become obsolete.

clipboard_ecbb70d73d1ab9dc8a44068adc05b2310.png

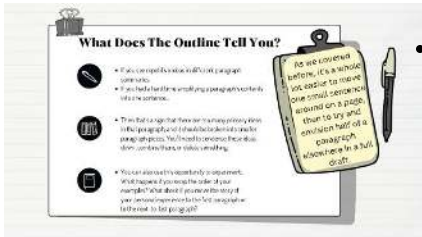
clipboard_e44d5f1486261b7b818aabc89a96d61c9.png That's where the post-draft outline comes in.

Post-draft outlines let us see the main ideas all at once. Even better, they let us experiment with changes with no risk. It's easier to rearrange a few sentences than a whole essay. It's very hard to get the big picture of what a multi-page essay looks like, structurally. Remembering what's on page 3, by the time you get to page 5, can be difficult.

So, let's try it.

- Step 1: Count the number of paragraphs in the draft.
- Step 2: Open a new Word document. Create a numbered list on that document--one number for each paragraph in your draft. The example above has 7 paragraphs.
- Step 3: On the new document, write no more than ONE SENTENCE describing what the paragraph is about, for each number on the list. Less is fine, like a phrase.
- Step 4: Step back and view the completed list. Read through it, line by line. This should allow to you to get a sense of what the flow of the overall product is, at the moment.

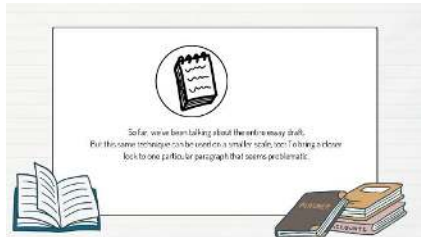
clipboard_ed635e1bb9751ea60ae17368e9dc34cc5.png

- 
 - If you see repetitive ideas in different paragraph summaries
 - If you had a hard time simplifying a paragraph's contents into one sentence...

Then that's a sign that there are too many primary ideas in that paragraph, and it should be broken into smaller paragraph pieces. You'll need to condense these ideas down, combine them, or delete something.

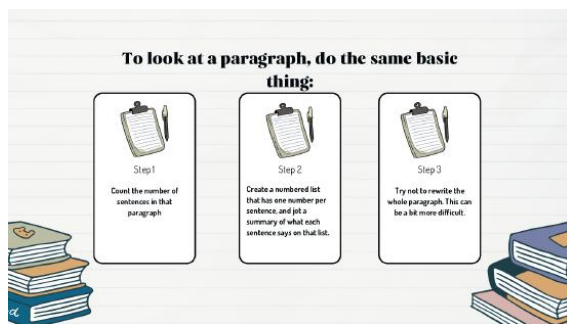
You can also use this opportunity to experiment. What happens if you swap the order of your examples? What about if you move the story of your personal experience to the first paragraph or to the next-to-last paragraph?

As we covered before, it's a whole lot easier to move one small sentence around on a page, then to try and envision half of a paragraph elsewhere in a full draft.



So far, we've been talking about the entire essay draft.

But this same technique can be used on a smaller scale, too: To bring a closer look to one particular paragraph that seems problematic.



To look at a paragraph, do the same basic thing:

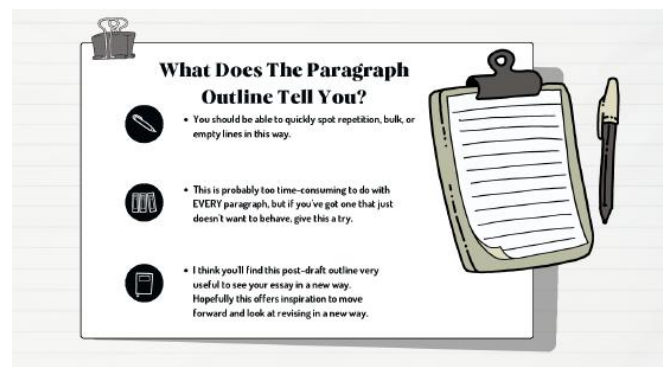
-Count the number of sentences in that paragraph; create a numbered list that has one number per sentence; and jot a summary of what each sentence says on that list. Try not to rewrite the whole paragraph. This can

be a bit more difficult.

You should be able to quickly spot repetition, bulk, or empty lines in this way.

This is probably too time-consuming to do with EVERY paragraph, but if you've got one that just doesn't want to behave, give this a try.

I think you'll find this post-draft outline very useful to see your essay in a new way. Hopefully this offers inspiration to move forward and look at revising in a new way.



clipboard_ecdf6d2691c13ee87dbe978324e7cb197.png

Composition II. **Authored by:** Alexis McMillan-Clifton. **Provided by:** Tacoma Community College. **Retrieved from:** <http://www.tacomacc.edu>. **Project:** Kaleidoscope Open Course Initiative. **License:** CC BY: Attribution

Post Draft Outlines for revision <https://quillbot.com/courses/english-composition-ii/chapter/discussion-post-draft-outline/>

Images for Post Draft Outline By U. A.

10.1: 17.1 The Classroom Lecture and Activity is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

10.2: The Reading

Read: How to Revise Effectively from Quillbot.

Revising and Editing

Revising and Editing

LEARNING OBJECTIVES

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

- Identify major areas of concern in the draft essay during revising and editing.
- Use peer reviews and editing checklists to assist revising and editing.
- Revise and edit the first draft of your essay and produce a final draft.

Revising and editing are the two tasks you undertake to significantly improve your essay. Both are very important elements of the writing process. You may think that a completed first draft means little improvement is needed. However, even experienced writers need to improve their drafts and rely on peers during revising and editing. You may know that athletes miss catches, fumble balls, or overshoot goals. Dancers forget steps, turn too slowly, or miss beats. For both athletes and dancers, the more they practice, the stronger their performance will become. Web designers seek better images, a more clever design, or a more appealing background for their web pages. Writing has the same capacity to profit from improvement and revision.

Understanding the Purpose of Revising and Editing

Revising and editing allow you to examine two important aspects of your writing separately, so that you can give each task your undivided attention.

- When you revise, you take a second look at your ideas. You might add, cut, move, or change information in order to make your ideas clearer, more accurate, more interesting, or more convincing.
- When you edit, you take a second look at how you expressed your ideas. You add or change words. You fix any problems in grammar, punctuation, and sentence structure. You improve your writing style. You make your essay into a polished, mature piece of writing, the end product of your best efforts.

TIP

How do you get the best out of your revisions and editing? Here are some strategies that writers have developed to look at their first drafts from a fresh perspective. Try them throughout this course; then keep using the ones that bring results.

- Take a break. You are proud of what you wrote, but you might be too close to it to make changes. Set aside your writing for a few hours or even a day until you can look at it objectively.
- Ask someone you trust for feedback and constructive criticism.
- Pretend you are one of your readers. Are you satisfied or dissatisfied? Why?
- Use the resources that your college provides. Find out where your school's writing lab is located and ask about the assistance they provide online and in person.

Many people hear the words *critic*, *critical*, and *criticism* and pick up only negative vibes that provoke feelings that make them blush, grumble, or shout. However, as a writer and a thinker, you need to learn to be critical of yourself in a positive way and have high expectations for your work. You also need to train your eye and trust your ability to fix what needs fixing. For this, you need to teach yourself where to look.

Creating Unity and Coherence

Following your outline closely offers you a reasonable guarantee that your writing will stay on purpose and not drift away from the controlling idea. However, when writers are rushed, are tired, or cannot find the right words, their writing may become less than they want it to be. Their writing may no longer be clear and concise, and they may be adding information that is not needed to develop the main idea.

When a piece of writing has unity, all the ideas in each paragraph and in the entire essay clearly belong and are arranged in an order that makes logical sense. When the writing has coherence, the ideas flow smoothly. The wording clearly indicates how one idea leads to another within a paragraph and from paragraph to paragraph.

TIP

Reading your writing aloud will often help you find problems with unity and coherence. Listen for the clarity and flow of your ideas. Identify places where you find yourself confused, and write a note to yourself about possible fixes.

Creating Unity

Sometimes writers get caught up in the moment and cannot resist a good digression. Even though you might enjoy such detours when you chat with friends, unplanned digressions usually harm a piece of writing.

Mariah stayed close to her outline when she drafted the three body paragraphs of her essay she tentatively titled “Digital Technology: The Newest and the Best at What Price?” But a recent shopping trip for an HDTV upset her enough that she digressed from the main topic of her third paragraph and included comments about the sales staff at the electronics store she visited. When she revised her essay, she deleted the off-topic sentences that affected the unity of the paragraph.

Read the following paragraph twice, the first time without Mariah’s changes, and the second time with them.

Nothing is more confusing to me than choosing among televisions. It confuses lots of people who want a new high-definition digital television (HDTV) with a large screen to watch sports and DVDs on. ~~You could listen to the guys in the electronics store, but word has it they know little more than you do. They want to sell you what they have in stock, not what best fits your needs.~~ You face decisions you never had to make with the old, bulky picture-tube televisions. Screen resolution means the number of horizontal scan lines the screen can show. This resolution is often 1080p, or full HD, or 768p. The trouble is that if you have a smaller screen, 32 inches or 37 inches diagonal, you won’t be able to tell the difference with the naked eye. ~~The 1080p televisions cost more, though, so those are what the salespeople want you to buy. They get bigger commissions.~~ The other important decision you face as you walk around the sales floor is whether to get a plasma screen or an LCD screen. ~~Now here the salespeople may finally give you decent info.~~ Plasma flat-panel television screens can be much larger in diameter than their LCD rivals. Plasma screens show truer blacks and can be viewed at a wider angle than current LCD screens. ~~But be careful and tell the salesperson you have budget constraints.~~ Large flat-panel plasma screens are much more expensive than flat-screen LCD models. Don’t ~~let someone make you~~ buy more television than you need!

TIP

When you reread your writing to find revisions to make, look for each type of problem in a separate sweep. Read it straight through once to locate any problems with unity. Read it straight through a second time to find problems with coherence. You may follow

this same practice during many stages of the writing process.

Writing at Work

Many companies hire copyeditors and proofreaders to help them produce the cleanest possible final drafts of large writing projects. Copyeditors are responsible for suggesting revisions and style changes; proofreaders check documents for any errors in capitalization, spelling, and punctuation that have crept in. Many times, these tasks are done on a freelance basis, with one freelancer working for a variety of clients.

Creating Coherence

Careful writers use transitions to clarify how the ideas in their sentences and paragraphs are related. These words and phrases help the writing flow smoothly. Adding transitions is not the only way to improve coherence, but they are often useful and give a mature feel to your essays. Table 7.3 “Common Transitional Words and Phrases” groups many common transitions according to their purpose.

Table 7.3 Common Transitional Words and Phrases

Transitions That Show Sequence or Time		
after	before	later
afterward	before long	meanwhile
as soon as	finally	next
at first	first, second, third	soon
at last	in the first place	then
Transitions That Show Position		
above	across	at the bottom
at the top	behind	below
beside	beyond	inside
near	next to	opposite
to the left, to the right, to the side	under	where
Transitions That Show a Conclusion		
indeed	hence	in conclusion
in the final analysis	therefore	thus
Transitions That Continue a Line of Thought		
consequently	furthermore	additionally
because	besides the fact	following this idea further
in addition	in the same way	moreover
looking further	considering..., it is clear that	
Transitions That Change a Line of Thought		
but	yet	however

nevertheless	on the contrary	on the other hand
Transitions That Show Importance		
above all	best	especially
in fact	more important	most important
most	worst	
Transitions That Introduce the Final Thoughts in a Paragraph or Essay		
finally	last	in conclusion
most of all	least of all	last of all
All-Purpose Transitions to Open Paragraphs or to Connect Ideas Inside Paragraphs		
admittedly	at this point	certainly
granted	it is true	generally speaking
in general	in this situation	no doubt
no one denies	obviously	of course
to be sure	undoubtedly	unquestionably
Transitions that Introduce Examples		
for instance	for example	
Transitions That Clarify the Order of Events or Steps		
first, second, third	generally, furthermore, finally	in the first place, also, last
in the first place, furthermore, finally	in the first place, likewise, lastly	

After Maria revised for unity, she next examined her paragraph about televisions to check for coherence. She looked for places where she needed to add a transition or perhaps reword the text to make the flow of ideas clear. In the version that follows, she has already deleted the sentences that were off topic.

TIP

Many writers make their revisions on a printed copy and then transfer them to the version on-screen. They conventionally use a small arrow called a caret (^) to show where to insert an addition or correction.

Finally,
^Nothing is more confusing to me than choosing among televisions. It confuses lots of people who want a new high-definition digital television (HDtelevision) with a large screen to watch sports and DVDs on. ^There's good reason for this confusion: You face decisions you never had to make with the old, bulky picture-tube televisions. ^The first big decision is the screen resolution you want. Screen resolution means the number of horizontal scan lines the screen can show. This resolution is often 1080p, or full HD, or 768p. The trouble is that if you have a smaller screen, 32 inches or 37 inches diagonal, you won't be able to tell the difference with the naked eye. The ^second^other important decision you face as you walk around the sales floor is whether to get a plasma screen or an LCD. Along with the choice of display type, a further decision buyers face is screen size and features. Plasma flat-panel television screens can be much larger in diameter than their LCD rivals. Plasma screens show truer blacks and can be viewed at a wider angle than current LCD screens. ^However, Large flat-panel plasma screens are much more expensive than flat-screen LCD models. Don't buy more television than you need!

Being Clear and Concise

Some writers are very methodical and painstaking when they write a first draft. Other writers unleash a lot of words in order to get out all that they feel they need to say. Do either of these composing styles match your style? Or is your composing style somewhere in between? No matter which description best fits you, the first draft of almost every piece of writing, no matter its author, can be made clearer and more concise.

If you have a tendency to write too much, you will need to look for unnecessary words. If you have a tendency to be vague or imprecise in your wording, you will need to find specific words to replace any overly general language.

Identifying Wordiness

Sometimes writers use too many words when fewer words will appeal more to their audience and better fit their purpose. Here are some common examples of wordiness to look for in your draft. Eliminating wordiness helps all readers, because it makes your ideas clear, direct, and straightforward.

- **Sentences that begin with**

There is

or

There are

Wordy: There are two major experiments that the Biology Department sponsors. **Revised:** The Biology Department sponsors two major experiments.

- **Sentences with unnecessary modifiers.** **Wordy:** Two extremely famous and well-known consumer advocates spoke eloquently in favor of the proposed important legislation. **Revised:** Two well-known consumer advocates spoke in favor of the proposed legislation.
- **Sentences with deadwood phrases that add little to the meaning.** Be judicious when you use phrases such as *in terms of*, *with a mind to*, *on the subject of*, *as to whether or not*, *more or less*, *as far as...is concerned*, and similar expressions. You can usually find a more straightforward way to state your point. **Wordy:** As a world leader in the field of green technology, the company plans to focus its efforts in the area of geothermal energy. **Revised:** A report as to whether or not to use geysers as an energy

source is in the process of preparation.**Revised:** As a world leader in green technology, the company plans to focus on geothermal energy. A report about using geysers as an energy source is in preparation.

- **Sentences in the passive voice or with forms of the verb *to be*.** Sentences with passive-voice verbs often create confusion, because the subject of the sentence does not perform an action. Sentences are clearer when the subject of the sentence performs the action and is followed by a strong verb. Use strong active-voice verbs in place of forms of *to be*, which can lead to wordiness. Avoid passive voice when you can.**Wordy:** It might perhaps be said that using a GPS device is something that is a benefit to drivers who have a poor sense of direction.**Revised:** Using a GPS device benefits drivers who have a poor sense of direction.
- **Sentences with constructions that can be shortened.****Wordy:** The e-book reader, which is a recent invention, may become as commonplace as the cell phone. My over-sixty uncle bought an e-book reader, and his wife bought an e-book reader, too.**Revised:** The e-book reader, a recent invention, may become as commonplace as the cell phone. My over-sixty uncle and his wife both bought e-book readers.

Choosing Specific, Appropriate Words

Most college essays should be written in formal English suitable for an academic situation. Follow these principles to be sure that your word choice is appropriate.

- **Avoid slang.** Find alternatives to *bummer*, *kewl*, and *rad*.
- **Avoid language that is overly casual.** Write about “men and women” rather than “girls and guys” unless you are trying to create a specific effect. A formal tone calls for formal language.
- **Avoid contractions.** Use *do not* in place of *don't*, *I am* in place of *I'm*, *have not* in place of *haven't*, and so on. Contractions are considered casual speech.
- **Avoid clichés.** Overused expressions such as *green with envy*, *face the music*, *better late than never*, and similar expressions are empty of meaning and may not appeal to your audience.
- **Be careful when you use words that sound alike but have different meanings.** Some examples are *allusion/illusion*, *complement/compliment*, *council/counsel*, *concurrent/consecutive*, *founder/flounder*, and *historic/historical*. When in doubt, check a dictionary.
- **Choose words with the connotations you want.** Choosing a word for its connotations is as important in formal essay writing as it is in all kinds of writing. Compare the positive connotations of the word *proud* and the negative connotations of *arrogant* and *conceited*.
- **Use specific words rather than overly general words.** Find synonyms for *thing*, *people*, *nice*, *good*, *bad*, *interesting*, and other vague words. Or use specific details to make your exact meaning clear.

Now read the revisions Mariah made to make her third paragraph clearer and more concise. She has already incorporated the changes she made to improve unity and coherence.

~~confuses buyers more than purchasing~~
Finally, nothing ~~is more confusing to me than choosing among televisions. It confuses~~
~~lots of people who want~~ a new high-definition digital television (HDTV), ~~with a large~~
~~and with~~
~~screen to watch sports and DVDs on.~~ There's good reason ~~for this confusion.~~ You face
~~decisions you never had to make with the old, bulky picture-tube televisions.~~ The first
~~involves~~ which
big decision is[^] the screen resolution, ~~you want.~~ [^]Screen resolution means the number of
horizontal scan lines the screen can show. This resolution is often expressed as 1080p,
~~as~~ on
or full HD, or [^]768p, which is half that. The trouble is that[^] ~~if you have a smaller~~
~~screen, viewers will not~~ between them
~~screen, 32-inch or 37-inch diagonal~~ [^]~~you won't~~ be able to tell the difference[^] with
the naked eye. The second important decision ~~you face as you walk around the sales~~
~~floor is whether to get a plasma screen or an LCD screen. Along with the choice of~~
~~display type, a further decision buyers face is screen size and features.~~ Plasma flat-
panel television screens can be much larger in diameter than their LCD rivals. Plasma
~~deeper~~
screens show ~~these~~ [^]blacks and can be viewed at a wider angle than current LCD screens.
However, large flat-panel plasma screens are much more expensive than flat-screen LCD
~~Only after buyers are totally certain they know what they want should they open their wallets.~~
models. [^]~~Don't buy more television than you need!!~~

Completing a Peer Review

After working so closely with a piece of writing, writers often need to step back and ask for a more objective reader. What writers most need is feedback from readers who can respond only to the words on the page. When they are ready, writers show their drafts to someone they respect and who can give an honest response about its strengths and weaknesses.

You, too, can ask a peer to read your draft when it is ready. After evaluating the feedback and assessing what is most helpful, the reader's feedback will help you when you revise your draft. This process is called peer review.

You can work with a partner in your class and identify specific ways to strengthen each other's essays. Although you may be uncomfortable sharing your writing at first, remember that each writer is working toward the same goal: a final draft that fits the audience and the purpose. Maintaining a positive attitude when providing feedback will put you and your partner at ease. The box that follows provides a useful framework for the peer review session.

Questions for Peer Review

Title of essay: _____

Date: _____

Writer's name: _____

Peer reviewer's name: _____

1. This essay is about_____.
2. Your main points in this essay are_____.
3. What I most liked about this essay is_____.
4. These three points struck me as your strongest:
 1. Point: _____ Why: _____
 2. Point: _____ Why: _____
 3. Point: _____ Why: _____
5. These places in your essay are not clear to me:
 1. 1. Where: _____ Needs improvement
because_____
 2. Where: _____ Needs improvement because

 3. Where: _____ Needs improvement because

6. The one additional change you could make that would improve this essay significantly is
_____.

Writing at Work

One of the reasons why word-processing programs build in a reviewing feature is that workgroups have become a common feature in many businesses. Writing is often collaborative, and the members of a workgroup and their supervisors often critique group members' work and offer feedback that will lead to a better final product.

Using Feedback Objectively

The purpose of peer feedback is to receive constructive criticism of your essay. Your peer reviewer is your first real audience, and you have the opportunity to learn what confuses and delights a reader so that you can improve your work before sharing the final draft with a wider audience (or your intended audience).

It may not be necessary to incorporate every recommendation your peer reviewer makes. However, if you start to observe a pattern in the responses you receive from peer reviewers, you might want to take that feedback into consideration in future assignments. For example, if you read consistent comments about a need for more research, then you may want to consider including more research in future assignments.

Using Feedback from Multiple Sources

You might get feedback from more than one reader as you share different stages of your revised draft. In this situation, you may receive feedback from readers who do not understand the assignment or who lack your involvement with and enthusiasm for it.

You need to evaluate the responses you receive according to two important criteria:

1. Determine if the feedback supports the purpose of the assignment.
2. Determine if the suggested revisions are appropriate to the audience.

Then, using these standards, accept or reject revision feedback.

Editing Your Draft

If you have been incorporating each set of revisions as Mariah has, you have produced multiple drafts of your writing. So far, all your changes have been content changes. Perhaps with the help of peer feedback, you have made sure that you sufficiently supported your ideas. You have checked for problems with unity and coherence. You have examined your essay for word choice, revising to cut unnecessary words and to replace weak wording with specific and appropriate wording.

The next step after revising the content is editing. When you edit, you examine the surface features of your text. You examine your spelling, grammar, usage, and punctuation. You also make sure you use the proper format when creating your finished assignment.

TIP

Editing often takes time. Budgeting time into the writing process allows you to complete additional edits after revising. Editing and proofreading your writing helps you create a finished work that represents your best efforts. Here are a few more tips to remember

about your readers:

- Readers do not notice correct spelling, but they *do* notice misspellings.
- Readers look past your sentences to get to your ideas—unless the sentences are awkward, poorly constructed, and frustrating to read.
- Readers notice when every sentence has the same rhythm as every other sentence, with no variety.
- Readers do not cheer when you use *there*, *their*, and *they're* correctly, but they notice when you do not.
- Readers will notice the care with which you handled your assignment and your attention to detail in the delivery of an error-free document.

The last section of this book offers a useful review of grammar, mechanics, and usage. Use it to help you eliminate major errors in your writing and refine your understanding of the conventions of language. Do not hesitate to ask for help, too, from peer tutors in your academic department or in the college's writing lab. In the meantime, use the checklist to help you edit your writing.

Checklist

Editing Your Writing

Grammar

- Are some sentences actually sentence fragments?
- Are some sentences run-on sentences? How can I correct them?
- Do some sentences need conjunctions between independent clauses?
- Does every verb agree with its subject?
- Is every verb in the correct tense?
- Are tense forms, especially for irregular verbs, written correctly?
- Have I used subject, object, and possessive personal pronouns correctly?
- Have I used *who* and *whom* correctly?
- Is the antecedent of every pronoun clear?
- Do all personal pronouns agree with their antecedents?
- Have I used the correct comparative and superlative forms of adjectives and adverbs?
- Is it clear which word a participial phrase modifies, or is it a dangling modifier?

Sentence Structure

- Are all my sentences simple sentences, or do I vary my sentence structure?
- Have I chosen the best coordinating or subordinating conjunctions to join clauses?
- Have I created long, overpacked sentences that should be shortened for clarity?
- Do I see any mistakes in parallel structure?

Punctuation

- Does every sentence end with the correct end punctuation?
- Can I justify the use of every exclamation point?
- Have I used apostrophes correctly to write all singular and plural possessive forms?
- Have I used quotation marks correctly?

Mechanics and Usage

- Can I find any spelling errors? How can I correct them?
- Have I used capital letters where they are needed?
- Have I written abbreviations, where allowed, correctly?
- Can I find any errors in the use of commonly confused words, such as *to/too/two*?

TIP

Be careful about relying too much on spelling checkers and grammar checkers. A spelling checker cannot recognize that you meant to write *principle* but wrote *principal* instead. A grammar checker often queries constructions that are perfectly correct. The

program does not understand your meaning; it makes its check against a general set of formulas that might not apply in each instance. If you use a grammar checker, accept the suggestions that make sense, but consider why the suggestions came up.

TIP

Proofreading requires patience; it is very easy to read past a mistake. Set your paper aside for at least a few hours, if not a day or more, so your mind will rest. Some professional proofreaders read a text backward so they can concentrate on spelling and punctuation. Another helpful technique is to slowly read a paper aloud, paying attention to every word, letter, and punctuation mark.

If you need additional proofreading help, ask a reliable friend, a classmate, or a peer tutor to make a final pass on your paper to look for anything you missed.

Formatting

Remember to use proper format when creating your finished assignment. Sometimes an instructor, a department, or a college will require students to follow specific instructions on titles, margins, page numbers, or the location of the writer's name. These requirements may be more detailed and rigid for research projects and term papers, which often observe the American Psychological Association (APA) or Modern Language Association (MLA) style guides, especially when citations of sources are included.

To ensure the format is correct and follows any specific instructions, make a final check before you submit an assignment.

KEY TAKEAWAY

- Revising and editing are the stages of the writing process in which you improve your work before producing a final draft.
- During revising, you add, cut, move, or change information in order to improve content.
- During editing, you take a second look at the words and sentences you used to express your ideas and fix any problems in grammar, punctuation, and sentence structure.
- Unity in writing means that all the ideas in each paragraph and in the entire essay clearly belong together and are arranged in an order that makes logical sense.
- Coherence in writing means that the writer's wording clearly indicates how one idea leads to another within a paragraph and between paragraphs.
- Transitional words and phrases effectively make writing more coherent.
- Writing should be clear and concise, with no unnecessary words.
- Effective formal writing uses specific, appropriate words and avoids slang, contractions, clichés, and overly general words.
- Peer reviews, done properly, can give writers objective feedback about their writing. It is the writer's responsibility to evaluate the results of peer reviews and incorporate only useful feedback.
- Remember to budget time for careful editing and proofreading. Use all available resources, including editing checklists, peer editing, and your institution's writing lab, to improve your editing skills.

LICENSES AND ATTRIBUTIONS

CC LICENSED CONTENT, SHARED PREVIOUSLY

- English for Business Success. Retrieved from: <http://2012books.lardbucket.org/book...iness-success/>. License: [CC BY-NC-SA: Attribution-NonCommercial-ShareAlike](#)

<https://quillbot.com/courses/english-composition-ii-b/chapter/revising-and-editing/>

10.2: The Reading is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

10.2.1: The Assignment

SLOs-Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading -Engage in a reflective process of evaluating their own drafts and those of others

Activity: Using a current or past essay, **create a post-draft outline** for the entire essay. At the end, discuss whether you need to reorganize or rethink ideas. Why or Why not?

Formative Assessment:

Does the post draft outline use only one sentence to describe each paragraph? Yes No

Does the outline make sense when read in the order of the sentences? Yes No

Has the student offered an explanation for revisions Yes No

10.2.1: The Assignment is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

11: Essay Structure Lesson 1 Delayed Thesis Type of Structures

SLO-Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation -Direct an argument or explanation to the designated audience -Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis -Employ rhetorical strategies consistent with the purpose of the writing task

Essay Structure Lesson 1 Delayed Thesis Type of Structures

In this lesson, you will learn how to structure a research essay differently from the classic argumentative structure. If your class requires you to use the classic argumentative structure, you may skip this lesson. Learning different structures is important because you might not always be writing for the same audience or for the same purpose. Adding different structures and rhetorical strategies to your writer's toolbox will help you later.

[11.1: The Classroom Lecture and Activity](#)

[11.1.1: The Reading](#)

[11.1.1.1: The Assignment](#)

[11: Essay Structure Lesson 1 Delayed Thesis Type of Structures](#) is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

11.1: The Classroom Lecture and Activity

Different Types of Essay Structures

SLO-Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation -Direct an argument or explanation to the designated audience -Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis -Employ rhetorical strategies consistent with the purpose of the writing task

Overview

Before you pick a structure for your research essay, you have to decide what your main purpose is going to be. Do you want to explore or argue? Knowing this will help you figure out where your thesis will appear in the essay. Also, while there are different topics of argument that you can choose as well as different structures and organization, all research essays should include the following elements.

1. A point, a claim, a thesis, and one main thing you are trying to say. Bruce Ballenger calls this S.O.F.T. This means Say One Frickin' Thing. The gist is that even though your essay has different ideas, there should be one specific point you are trying to get across to the reader.
2. A review or discussion with what has already been said about the topic. This is where you 'say back' or engage in **conversation** with current experts in the field.

The Conversation

Each essay should have a section where you put your sources into conversation with each other. This can be tricky if you haven't done this before, but hopefully, this template will explain it a bit more.

EXPERTS

In order to engage in conversation, you should have several sources from experts that offer different perspectives to answering your research question. When you put them into conversation with each other, this means you will draw connections to each of them by comparing and contrasting or adding information.

✓ Conversation Example 11.1.1

Expert A's perspective is that generally, "_____". While another social perspective looks at it as _____.

Interestingly enough, this idea is supported by Dr. _____ who says _____. On the other hand, sociologist _____disagrees and thinks _____.

In other words, it is your job as the researcher to make connections as if these people were in contact with other. One way to imagine it would be to pretend that they were on a panel and you are the facilitator.

3. Specific Information: This is all the data, sources, evidence, studies, and research that you find.
4. You should have a method of reasoning. You want to consider all the writing strategies available to you that would best fit the rhetorical situation of your essay. This includes using narrative, compare and contrast, argument, evaluation, definition, dialogue, description, and analysis.

The structure of your essay deals mostly with where you want to present your thesis and what type of tone you want to use.

Organization is how you order your paragraphs and sections. This can be from most important to least important or vice versa. If your research essay has distinct sections, each section might have paragraphs that are ordered differently. For instance, if you have a background or historical section, it would be organized chronologically; on other hand, the paragraphs that directly support your thesis would be ordered in the same way they are presented in the thesis. Below are two structural ideas that you can use that show the reader that you have explored the topic. If your main purpose is to argue your point now that you have done your research, there are a couple of suggestions that you can use. Ultimately, you should choose a structure that helps the reader understand your purpose. It always comes back to the rhetorical situation. Reflecting on the rhetorical situation you want to create with your research essay will help you choose a structure that's right for you.

Considering audience is also important. In Chapter 3 of Writing Persuasive Research Essays or Open Letters from *Designing Arguments*, they explain it this way.

Writing to Persuade Skeptical or Resistant Audiences

Writing for audiences already in agreement with you is a relatively easy task: you can rely on one-sided arguments, choose research that your audience already expects and respects, and easily accommodate the beliefs and values of your readers or listeners. In many ways, you are not actually arguing but stoking your audience's enthusiasm for the issue and your position.

However, if you are thrown into a rhetorical situation in which you have to consider skeptical or resistant audiences, you'll need to contend with many significant rhetorical constraints. To start off with, you need to grapple with the various perspectives on the issue (multisided argumentation); understand your audience's positions, beliefs, and values; consider research that counters your position and find ways to respond to that information; shape your ethos to make you a more trustworthy and sympathetic writer for your readers; find moments of common ground and compromise; and imagine ways to use pathos-based appeals to reach your readers.

The difficulty of addressing skeptical and resistant audiences can be found in popular adages or sayings. If we are "preaching to the choir" in one-side arguments (with audiences that are in accord with our positions), what are the similar sayings for dialogical arguments?

A few have negative connotations of the audience: "Casting pearls to swine" (imagining your arguments as "pearls" and your audience as "swine" may not be the best way to plan for persuading them); similarly, "Talking to a fence post" and "Banging your head against a wall" may depict opposing audiences in ways that are not useful for you. "Leading a horse to water" is a good possibility, as it shows that good persuasion is similar to good teaching. "Winning hearts and minds," meanwhile, summarizes pathos- and logos-based persuasive strategies. All of these phrases make clear, though, that persuading a resistant audience is more difficult than addressing an audience who already agrees with you.

Depending upon the level of resistance of your audience, you may decide that persuasive strategies will not be useful. For especially hostile audiences, you can only hope to make them more open for persuasion in the future. Therefore, instead of offering an argument that they will immediately reject, you might use a dialogical or invitational approach: you pose questions, tell stories, and try to get them to reflect on their own values and beliefs and to at least better understand alternative viewpoints, even if they don't agree with them.

And, here's some bad news. According to Ezra Klein in *Why We're Polarized* (2020), Americans are getting more and more entrenched in their own views and becoming more unwilling to listen to views and opinions that are different from their own. Consequently, the rhetorical strategies are extremely important for you to consider. Learning how to communicate across difference is a crucial skill, not only in college, but in the workplace and in society more broadly. (Marzluf)

You might also want to start thinking about your essay as having sections depending on the requirements of your particular assignment. If you're mainly used to writing 6-7 paragraphs in an essay, a 8-10 page or longer essay may seem daunting. To tackle a research essay project, put your paragraphs into sections. Label these sections as reminders to what you are trying to achieve in that particular section. Later, in the final draft stage, if your assignment does not call for sections, you can delete the section headings

Delayed-Thesis Structure: This structure invites the writer and reader to a deeper understanding of the issue.

Introduction	Establish the problem under discussion and the occasion that makes the issue timely (kairos) Engage the audience in the problem
Discussion	Explore the problem from multiple perspectives, showing the validity of different perspectives. Invite the audience to join with you in considering different perspectives. Show how you are wrestling with the problem. For a good portion of the argument, keep the problem open, building some suspense.

Delayed Thesis and Support	Present your thesis-claim toward the end of the essay Support the thesis with several reasons and a brief discussion that may build on points presented earlier.
Conclusion	Leave the audience thinking about the problem and your position.

Rogierian Communication (Dialogue): This type of structure is more open and your thesis is more of a suggestion.

Introduction	Address the audience and identify the problem that you and audience want to solve. Try to establish a friendly or cordial relationship with the audience. Possibly indicate information that shows your familiarity with the audience.
Summary of the Audience's Views	Summarize the audience's views in a fair and neutral way that the audience would accept. Show that you understand the audiences positions. Also, show an understanding of, and respect for the audiences values and beliefs; the goal of this 'saying back' is to summarize these views in a way that will be entirely acceptable to the audience.
Common Ground	Identify common ground you share with your audience. Demonstrate your growth through empathic consideration of views that you would otherwise find threatening or unwelcome Show understanding of the audience's views by playing the believing game and by extending them to other situations through new examples. Show how your views have been enlarged by empathic listening to the audience's ideas.
Contribution of New Points [Thesis]	Respectfully propose your own way of looking at this issue Through respectful and inquiring tone, encourage the audience to listen and work with you to solve the problem.
Conclusion	Possibly propose a synthesis of the two positions, discuss how both parties gain from a bigger vision or invite the audience to ongoing negotiation.

Classroom Activity

Read the student sample and discuss how the delayed thesis approach helped the essay to be more persuasive to a resistance audience. Discuss with your group and the class. If you think using a different structure would have been better, explain.

Yusuf Ciftci wrote this persuasive research essay in Caitlin Hymans' ENGL 200 class. Ciftci's audience is legislative leadership in states that have not expanded to Medicaid

Healthcare Equity and Social Justice

The ideals of the American Revolution were founded on the concept of unalienable rights, described as "life, liberty, and the pursuit of happiness" in the Declaration of Independence. The inclusion of an endowed right to life is rather interesting. What constitutes the right to life? How can the government ensure a right to life among constituents? These difficult questions have dominated political discourse surrounding American healthcare since the early 20th century. In recent decades, rising healthcare costs, barriers to healthcare access, and deteriorating health outcomes among the general population have threatened this fundamental right to life. In response, legislative reforms have focused on mending inequalities within the American healthcare system. Most notably, the Affordable Care Act (ACA), colloquially known as Obamacare, significantly altered the structure of American healthcare in the past decade. A critical, yet controversial, component of the ACA focused on increasing healthcare coverage through Medicaid expansion, the premier federal safety net for socioeconomically disadvantaged individuals.

To explore why some legislators oppose Medicaid expansion, I will initially analyze the short-term fiscal impact of Medicaid expansion, barriers to healthcare delivery, and limitations on patient autonomy. Following this analysis, I will explore research on

health outcomes, long-term health expenditures, and healthcare delivery reforms in Medicaid to understand the positive impacts of expansionary policies.

Many legislators who oppose Medicaid expansion are concerned about inefficiencies in Medicaid, directing attention to high tax rates and excessive spending throughout the years to maintain the program. Bryce Ward, a researcher on health economics with a Ph.D. from Harvard University, states that the median cost of Medicaid expansion for each state is approximately \$100 million each year. Moreover, the federal government only covers the cost of expansion for the first three years of implementation, followed by incremental increases in state responsibility for the cost of expansion in successive years (2020). The substantial cost of Medicaid expansion, at \$100 million each year, is concerning for legislators who are tasked with allocating limited funds to improve their communities. As a result, legislators may view opposing such large amounts of government spending as an appealing prospect to garner support among constituents.

Additionally, some are worried about the fiscal burden of Medicaid expansion on states after the three-year grace period. Given legislative term limits and recurrent election cycles, there is limited political incentive to undertake such a burdensome expansion in the view of some policymakers. Instead, legislators may focus on policies that are more likely to provide tangible short-term benefits to their communities. Rising tax rates introduce another dimension of complexity on the issue of Medicaid expansion. Ward (2020) states that “several states have explicitly raised taxes and fees to cover their share of Medicaid expansion.” Therefore, legislators who value limited government interference may be unwilling to adopt government-subsidized healthcare coverage and leverage their opposition to high tax-rates for constituent support. The fiscal impact of Medicaid expansion is a challenge that must be addressed if the ACA is to succeed in its goal of increasing access to healthcare.

Opponents of Medicaid expansion are also worried that expanding Medicaid may not improve short-term health outcomes because of barriers to healthcare delivery. Gordon et al. (2018), a group of health policy professors in leading medical schools across the nation, explored this endogenous relationship between healthcare delivery and health outcomes. According to their study, relatively low Medicaid reimbursement rates and the “administrative burden of navigating a state-run insurance program” led to historically low provider participation rates in 2018. Physicians are confronted with several barriers that prevent them from providing care for those in need. These include both bureaucratic restrictions on scope of practice and insurance companies requiring prior authorization for treatments. Moreover, providers interviewed as part of the study explicitly stated that inadequate investment placed a strain on providers and was not feasible in the short-term (Gordon et al., 2018). Thus, legislators may believe that Medicaid expansion negatively impacts healthcare workers who are reluctant to undertake the additional administrative burden of Medicaid expansion without adequate compensation.

On the other hand, such policies introduce an additional barrier to healthcare delivery and reinforce detrimental health outcomes among at-risk communities. One pediatrician specifically addressed barriers to mental healthcare, stating that “They [patients] have very poor access...[to] mental health services. The mental health services they do have, on paper don’t seem to solve the problems” (Gordon et al., 2018). Barriers to healthcare delivery place an undue burden on physicians, ultimately reflecting on patients in the form of disparate health outcomes. Presumably, a majority of legislators are concerned with public service and improving the lives of their constituents. As a result, some legislators may be hesitant to endorse Medicaid expansion without fundamental changes in healthcare delivery.

Finally, some legislative opponents of Medicaid expansion argue that the policy limits patient autonomy, the intrinsic right of patients to decide on medical care. In 2012, the Supreme Court reached a landmark decision ruling that critical parts of the ACA, including the Medicaid expansion mandate, were constitutional (National Federation of Independent Business v. Sebelius, 2012). However, on the question of whether Congress exceeded its power in withdrawing federal funds for states refusing to expand Medicaid, the Supreme Court ruled that “the Medicaid expansion provisions were unconstitutionally coercive as written.” Therefore, the federal government exceeded its power in leveraging federal funds to incentivize Medicaid expansion. This apparent overreach of power by the federal government may be worrying for some legislators who oppose Medicaid expansion. Among policymakers who value individual autonomy, the prospect of the federal government dictating medical care and coercing individuals to enroll in government-subsidized health coverage is likely to elicit strong opposition. As a result, legislators may appeal to constituents by publicly opposing “coercive”

Medicaid expansion mandates and appearing to advocate for the common citizen in the face of government overreach. I understand why some legislators may oppose Medicaid expansion as a mandate of the ACA because of its fiscal burden on constituents, inefficient healthcare delivery, and constraints on patient autonomy. However, I respectfully disagree with these arguments for several reasons. I believe that Medicaid expansion will decrease long-term healthcare costs, incentivize the development of efficient healthcare delivery models, and ultimately increase patient autonomy by resulting in a healthier population. Medicaid

expansion will lead to improved long-term health outcomes, effectively reducing healthcare costs and compensating for short-term costs. In his article “The Long-term Health Impacts of Medicaid and CHIP,” Owen Thompson, a professor of health economics, longitudinally tracked health outcomes among children benefitting from Medicaid coverage. The study suggests that “an additional year of public health insurance eligibility during childhood... substantially reduces health limitations, chronic conditions and asthma prevalence while improving self-rated health” (2017). The results indicate that healthcare coverage in early childhood translates to improved health outcomes and lower rates of chronic illness in adulthood. Essentially, Medicaid expansion serves to improve the health and lives of children. These long-term impacts may serve as an incentive for legislators who value intrinsic concepts like “the American Dream” and equality of opportunity. Essentially, children will have the opportunity to succeed and contribute to society as healthy individuals without experiencing burdensome health disparities. By endorsing Medicaid expansion, legislators will position themselves as advocates for future generations and demonstrate their investment in the long-term success of the communities they represent, an appealing prospect for any policymaker across the country.

Conversely, improved long-term health outcomes will reduce the fiscal burden of disease on individuals and the healthcare system, lowering healthcare costs as a result. The Centers for Disease Control, the leading public health institute in the nation, reports that treatment costs for individuals with chronic conditions constitute roughly 90% of all healthcare expenditures in the United States. Moreover, approximately 42% of the general population is diagnosed with a chronic condition (Buttorff, Ruder, and Bauman, 2017). Given that the United States spends \$3.5 trillion on healthcare each year, chronic conditions represent a tremendous financial burden on patients, providers, and taxpayers alike. Additionally, the annual cost of Medicaid expansion is estimated at 100 million each year, a significantly smaller amount compared to the healthcare cost of treating chronic illness (Ward, 2020). As established by Thompson (2017), Medicaid expansion is correlated with improved long-term health outcomes and reduced rates of chronic disease. Therefore, reduced healthcare expenditures to treat chronic illness in the long-term will offset the short-term fiscal impact of Medicaid expansion on constituents. Once again, endorsing Medicaid expansion allows legislators to entrench themselves as advocates concerned with long-term success in communities they represent. Moreover, legislators concerned about the fiscal impact of Medicaid may view the long-term payoffs in the form of improved health outcomes and reduced expenditures as appealing factors.

Medicaid expansion has also benefited from flexibility at the state level, where different states have implemented various programs to improve Medicaid. States are commonly referred to as laboratories of democracy, as they often practice innovative or controversial programs before such policies are implemented on a federal level. Medicaid expansion is no exception to this trend. The State Innovation Models Initiative, sponsored by the Centers for Medicare and Medicaid Services (CMS), offers grants for states to implement innovative healthcare delivery models. For example, Maine and Minnesota have utilized these grants to implement the Patient-Centered Medical Homes (PCMH) primary care model for Medicaid recipients. This innovative healthcare delivery model coordinates patient care among providers, including primary care physicians, specialty providers, and long-term care specialists, among others (Van Vleet and Paradise, 2014).

Moreover, the PCMH model incorporates community and personalized wellness coaching into healthcare. According to a longitudinal study on the effect of PCMH on health outcomes, researchers found that patients receiving care under this coordinated care model had lower mortality rates, decreased rates of chronic illness, and lower numbers of visits to the emergency room (Jackson et al., 2013). These key indicators of long-term patient health outcomes may be encouraging for legislators who desire to improve the lives of their constituents and communities. Considering that the PCMH is one aspect of flexibility in healthcare delivery, there exists tremendous potential to implement other innovative models of healthcare delivery and improve healthcare outcomes across the nation through Medicaid expansion.

Another key provision of Medicaid integrates social determinants of health (SDOH) into healthcare, ultimately leading to reduced healthcare disparities and increased patient autonomy. The SDOH are commonly defined as socioeconomic and environmental factors that influence individual health. These include income, education, housing, and transportation (Alderwick and Gottlieb, 2019). According to a study by Braveman and Gottlieb (2014), socioeconomic status “follows a stepwise gradient pattern, with health improving incrementally as social position rises.” Moreover, this same study reported that “the number of U.S. deaths in 2000 attributable to low education, racial segregation, and low social support was comparable with the number of deaths attributable to myocardial infarction, cerebrovascular disease, and lung cancer, respectively.” The SDOH are a significant systemic barrier to healthcare access and negatively impact health outcomes among individuals.

Furthermore, these determinants limit patient autonomy, as patients are forced to choose between healthcare and essential expenses like food and rent. Thus, individuals are not afforded the right to choose medical care for themselves simply because they are unable to access healthcare. Provisions of Medicaid expansion integrate programs targeting SDOH inequalities with healthcare

delivery, demonstrating tremendous potential to alleviate these systemic barriers to patient autonomy. This is an appealing prospect for legislators who value patient autonomy and desire to portray themselves as advocates of limited government interference.

Like many issues that impose significant challenges on the status quo, Medicaid expansion remains a controversial issue among legislators across the nation. There are legitimate concerns with the fiscal impact of Medicaid expansion, inefficient models of healthcare delivery, and possible limitations on patient autonomy among legislators who oppose Medicaid expansion. Nonetheless, I believe that the beneficial impacts of Medicaid expansion warrant its consideration as a tool to reduce healthcare disparities in the American healthcare system. Expansionary policies can achieve this goal by decreasing long-term health expenditures, incentivizing flexibility to develop efficient healthcare delivery models, and ultimately increasing patient autonomy. These outcomes represent important progress toward achieving the Declaration of Independence's ideals of "right to life, liberty, and the pursuit of happiness."

References

- Alderwick, H., & Gottlieb, L. M. (2019). Meanings and misunderstandings: A social determinants of health lexicon for health care systems. *The Milbank Quarterly*, 97(2), 407.
- Braveman, P., & Gottlieb, L. (2014). The social determinants of health: It's time to consider the causes of the causes. *Public Health Reports* (Washington, D.C.: 1974), 129 Suppl 2(Suppl2), 19–31. <https://doi.org/10.1177/00333549141291S206>.
- Buttorff, C., Ruder, T., and Bauman, M. (2017). Multiple chronic conditions in the United States, pp. 1-33. Santa Monica, CA: Rand.
- Crumley, D., Lloyd, J., Pucciarello, M., & Stapelfeld, B. (2018). Addressing social determinants of health via Medicaid managed care contracts and section 1115 demonstrations. Center for Health Care Strategies. <https://www.chcs.org/media/Addressing-SDOH-Medicaid-Contracts-1115-Demonstrations-121118.pdf>.
- Gordon, S. H., Gadbois, E. A., Shield, R. R., Vivier, P. M., Ndumele, C. D., & Trivedi, A. N. (2018). Qualitative perspectives of primary care providers who treat Medicaid managed care patients. *BMC Health Services Research*, 18(1), 728.
- Health and Economic Costs of Chronic Diseases. (2020, September 15). Retrieved November 05, 2020, from <https://www.cdc.gov/chronicdisease/a...osts/index.htm>
- Jackson, G. L., Powers, B. J., Chatterjee, R., Prvu Bettger, J., Kemper, A. R., Hasselblad, V., ... & Gray, R. (2013). The patient-centered medical home: a systematic review. *Annals of Internal Medicine*, 158(3), 169-178.
- Nat. Fedn. of Indep. Business v. Sebelius, 132 S. Ct. 2566, 567 U.S. 519, 183 L. Ed. 2d 450 (2012).
- Thompson, O. (2017). The long-term health impacts of Medicaid and CHIP. *Journal of Health Economics*, 51, 26-40.
- Van Vleet, A., & Paradise, J. (2014). The state innovation models (SIM) program: an overview. Kaiser Family Foundation.
- Ward, B. (2020). The impact of Medicaid expansion on states' budgets. The Commonwealth Fund.
- Citations and Licenses: Marzluf, Phillip, "Designing Arguments for Academic, Public, and Professional Audiences" (2021). NPP eBooks. 40. <https://newprairiepress.org/ebooks/40>
- Creative Commons License CC-BY-NC 4.0

11.1: The Classroom Lecture and Activity is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) license and was authored, remixed, and/or curated by LibreTexts.

11.1.1: The Reading

Read: Here is further explanation of the Rogerian Structure with a couple of examples by Utah State University via Quillbot.

Rogerian Argument

The Rogerian argument, inspired by the influential psychologist Carl Rogers, aims to find compromise on a controversial issue.

If you are using the Rogerian approach your introduction to the argument should accomplish three objectives:

1. **Introduce the author and work**

Usually, you will introduce the author and work in the first sentence, as in this example: *In Dwight Okita's "In Response to Executive Order 9066," the narrator addresses an inevitable by-product of war – racism.* The first time you refer to the author, refer to him or her by his or her full name. After that, refer to the author by last name only. Never refer to an author by his or her first name only.

2. **Provide the audience a short but concise summary of the work to which you are responding**

Remember, your audience has already read the work you are responding to. Therefore, you do not need to provide a lengthy summary. Focus on the main points of the work to which you are responding and use direct quotations sparingly. Direct quotations work best when they are powerful and compelling.

3. **State the main issue addressed in the work** Your thesis, or claim, will come after you summarize the two sides of the issue.

The Introduction

The following is an example of how the introduction of a Rogerian argument can be written. **The topic is racial profiling.**

In Dwight Okita's "In Response to Executive Order 9066," the narrator — a young Japanese-American — writes a letter to the government, who has ordered her family into a relocation camp after Pearl Harbor. In the letter, the narrator details the people in her life, from her father to her best friend at school. Since the narrator is of Japanese descent, her best friend accuses her of "trying to start a war" (18). The narrator is seemingly too naïve to realize the ignorance of this statement, and tells the government that she asked this friend to plant tomato seeds in her honor. Though Okita's poem deals specifically with World War II, the issue of race relations during wartime is still relevant. Recently, with the outbreaks of terrorism in the United States, Spain, and England, many are calling for racial profiling to stifle terrorism. The issue has sparked debate, with one side calling it racism and the other calling it common sense.

Once you have written your introduction, you must now show the two sides to the debate you are addressing. Though there are always more than two sides to a debate, Rogerian arguments put two in stark opposition to one another. Summarize each side, then provide a middle path. Your summary of the two sides will be your first two body paragraphs. Use quotations from outside sources to effectively illustrate the position of each side.

An outline for a Rogerian argument might look like this:

- Introduction
- Side A
- Side B
- Claim
- Conclusion

The Claim

Since the goal of Rogerian argument is to find a common ground between two opposing positions, you must identify the shared beliefs or assumptions of each side. In the example above, both sides of the racial profiling issue want the U.S. A solid Rogerian argument acknowledges the desires of each side, and tries to accommodate both. Again, using the racial profiling example above, both sides desire a safer society, perhaps a better solution would focus on more objective measures than race; an effective start would be to use more screening technology on public transportation. Once you have a claim that disarms the central dispute, you should support the claim with evidence, and quotations when appropriate.

Quoting Effectively

Remember, you should quote to illustrate a point you are making. You should not, however, quote to simply take up space. Make sure all quotations are compelling and intriguing: Consider the following example. In “The Danger of Political Correctness,” author Richard Stein asserts that, “the desire to not offend has now become more important than protecting national security” (52). This statement sums up the beliefs of those in favor of profiling in public places.

The Conclusion

Your conclusion should:

- Bring the essay back to what is discussed in the introduction
- Tie up loose ends
- End on a thought-provoking note

The following is a sample conclusion:

Though the debate over racial profiling is sure to continue, each side desires to make the United States a safer place. With that goal in mind, our society deserves better security measures than merely searching a person who appears a bit dark. We cannot waste time with such subjective matters, especially when we have technology that could more effectively locate potential terrorists. Sure, installing metal detectors and cameras on public transportation is costly, but feeling safe in public is priceless.

To view original content click the link below.

<https://quillbot.com/courses/english-composition-ii-b/chapter/rogerian-argument/>

11.1.1: The Reading is shared under a CC BY-NC-SA 1.0 license and was authored, remixed, and/or curated by LibreTexts.

11.1.1.1: The Assignment

SLOs: -Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis
-Employ rhetorical strategies consistent with the purpose of the writing task

Activity: Using your research essay topic or a topic from a previous essay, structure or restructure it using the Rogerian or Delayed Thesis Structure by adding your main points to an empty chart. Look at the chart. Will either of these structures work for your topic? Why or why not?

Rogerian		Delayed Thesis	
Introduction		Introduction	
Audience's Views		Discussion/Conversation	
Common Ground		Delayed Thesis	
Contribution of New Points [Thesis]		Support	
Conclusion		Conclusion	

Formative Assessment Tool: Use a simple rubric.

	Fully Meets Expectations	Adequately Meets Expectations	Does Not Meet all Expectations
Completeness/Correctness	Completes the task. Adds full details, supports ideas, and/or uses thoughtful reflection in answers.	Maybe be missing some information from chart. Has some details, some evidence of support, and/or some reflection.	Does not support ideas, use examples, or thoughtful reflections.
Learning Outcomes	Shows understanding of concepts through explanations and use of lesson's vocabulary.	Understands concepts, but may be confused one concept or new term.	Needs to review new concepts and ideas. does not show understanding of lesson.
Grammar and Mechanics	Uses appropriate language that is free from grammatical and mechanical errors.	Evidence of editing, but there are some grammatical and mechanical errors: though, they do not inhibit readability.	Grammatical and mechanical errors throughout. At times, inhibits readability and clarity of expression.

11.1.1.1: The Assignment is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

12: Essay Structure Lesson 2 Researcher Centered Structure

Researcher Centered Structure

SLO-Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation -Direct an argument or explanation to the designated audience -Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis -Employ rhetorical strategies consistent with the purpose of the writing task

In this lesson, you will learn how to write and use a researcher centered structure for your research essay. This type of structure is useful when you want the audience to join you in your journey of research and fully understand your thinking. This is also useful when you need to conduct your own primary research and then incorporate it into your essay. While this structure may not fit your current essay, it is important to learn different types of structures to add to your writer's tool box.

[12.1: The Classroom Lecture and Activity](#)

[12.1.1: The Reading](#)

[12.1.1.1: The Assignment](#)

[12.2: Evaluating and Analyzing Different Types of Sources By Ukaisha Al-Amin](#)

[12.2.1: The Classroom Lecture and Activity](#)

[12.2.1.1: 20.2 The Reading](#)

[12.2.1.1.1: The Assignment](#)

12: Essay Structure Lesson 2 Researcher Centered Structure is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

12.1: The Classroom Lecture and Activity

SLOs:

- Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation
- Direct an argument or explanation to the designated audience
- Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis
- Employ rhetorical strategies consistent with the purpose of the writing task

Classroom Lecture and Activity:

Sometimes when you are writing a research essay that needs to have an argument, it is useful to let your audience know how you, the author, came to your conclusion. This means not only stating your thesis, but the process of thinking that helped you decide on that particular claim. A researcher focused structure is also useful when you have to conduct your own primary research, much like an investigator. It can help the authority of the essay if the audience knows you took critical steps to find or conduct your research and/or choose your sources of information. For example: if you are writing about segregation in Chicago, you might mention which neighborhood you live in, the demographics, and cost of living in the community. In this instance, adding yourself let's the reader know you have first hand experience. Your connections to the area can also help you gather information. You might later add an interview with your alderperson or a representative of the ward office, the minutes from a community meeting, and a survey from the residents. Discussing why you've added this particular information will help the reader further understand your reasoning.

Finally, being researcher focused encourages the author to examine their bias and stick to the path of truth seeking. For example, you might state that many residents choose to live in a certain neighborhood or community for reasons that don't align with the common argument, and you might also mention that you did not receive all the information needed from the Chicago Housing Authority due to access. You'll notice that many primary research scholarly articles include sections on the pitfalls and caveats of the research that was conducted. Therefore, this is a writing structure and strategy that is commonly used. On another note, for beginner writers in general, this type of structure allows them to keep themselves in the argument which is helpful in finding their voice and practicing expressing thoughts precisely.

It is also important to remember that using a new structure is just another way of practicing using and combining writing strategies. Writing strategies are useful every time you write. Remember: there is no one 'right' way to write an essay. This is why you will find that you will be asked to write multiple types of essays for all sorts of classes.

Question-Claim Structure: The purpose of this structure is still to explore but your thesis comes more in the middle or right before the middle.

Introduce the research problem or question and then your motive for exploring it.	Tell a story that dramatized the problem Describe your own experiences with it What did you read, observe, or experience that made you curious about it?
Establish the significance of the problem or question and why readers should care about it.	How many other people are affected? What difference will it make in people's lives? Why is this particular question significant?
Describe and analyze what has already been written or said by others about the problem or question and how this advances your understanding.	Who has made a significant contribution to the conversations about this? What have they said and how does that relate to your research question? What important questions do these other voices raise for you?

Explain what you find to be the most persuasive or significant answer to the research question. This is your thesis.	Who has made a significant contribution to the conversations about this? What have they said and how does that relate to your research question? What important questions do these other voices raise for you?
Describe what you've come to understand about the topic that you didn't fully appreciate when you began the project. What is left to explore?	What difference will the discoveries you made about your question? In your readers lives? What do you remain curious about? What questions are unresolved and what directions might more inquiry take if you were to continue?

Classroom Activity: As a class decide to read the Introduction and/or Chapter 1 of *The Southside: A Portrait of Chicago and American Segregation* by Natalie Moore. Go into the CCC library database and check out the book.

As you read, highlight or take note of the different structure categories from the question-claim structure the author is taking to write her essay. What do you notice? Share your observations with the class. If there is time, fill out a question-claim chart based on what everyone noticed.

12.1: The Classroom Lecture and Activity is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

12.1.1: The Reading

Read: Comparative Chart of writing Strategies to review the styles, strategies, and structures commonly used in composition writing from Lumen Learning and The writers handbook from Saylor Academy via Quillbot (CC BY NA SA).

SLO-Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation -Direct an argument or explanation to the designated audience -Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis -Employ rhetorical strategies consistent with the purpose of the writing task

Comparative Chart of Writing Strategies

Structuring Specialized Paragraphs

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

Pattern	Explanation	Example
Analogy	Analogies are used to draw comparisons between seemingly unlike people, items, places, or situations. Writers use analogies to help clarify a point.	Walking down an aisle at a farmers' market is like walking down the rows in a garden. Fresh mustard greens might be on one side and fresh radishes on another. The smell of green beans meshes with the smell of strawberries and the vibrant colors of nature are everywhere. You might find that you even have a little garden dirt on your shoes.
Cause and effect	Cause-and-effect paragraphs point out how one thing is caused by another and are used to clarify relationships.	You will find that your meals benefit greatly from shopping at the farmers' market. You will eat fewer unnatural foods, so you will feel better and have more energy. The freshness of the foods will make your dishes taste and look better. The excitement of finding something new at the market will translate to eagerness to try it out within a meal. It won't be long until you anticipate going to the farmers' market as a way to enhance the quality of your meals.
Comparison and contrast	Comparison and contrast is simply telling how two things are alike or different. You can choose to compare and contrast by selecting a trait, explaining how each thing relates, and then moving on to another trait (alternating organization, as here). Or for more complex comparisons and contrasts, you can describe all the features of one thing in one or more paragraphs and then all the features of the other thing in one or more paragraphs (block organization).	Tomatoes purchased at the farmers' market are almost totally different from tomatoes purchased in a grocery store. To begin with, although tomatoes from both sources will mostly be red, the tomatoes at the farmers' market are a brighter red than those at a grocery store. That doesn't mean they are shinier—in fact, grocery store tomatoes are often shinier since they have been waxed. You are likely to see great size variation in tomatoes at the farmers' market, with tomatoes ranging from only a couple of inches across to eight inches across. By contrast, the tomatoes in a grocery store will be fairly uniform in size. All the visual differences are interesting, but the most important difference is the taste. The farmers' market tomatoes will be bursting with flavor from ripening on the vine in their own time. The grocery store tomatoes are often close to flavorless. Unless you have no choice, you really should check out a farmers' market the next time you're shopping for fresh produce.
Definition	Definition paragraphs are used to clarify key word or concepts.	If you see a "pluot" at the farmers' market, give it a try. It might seem odd to see a fruit you have never heard of before, but pluots are relatively new in the fruit world. A pluot is a hybrid fruit created from joining an apricot and a plum. Pluots range in size from that of a small apricot to that of a large plum. The outer skin varies in color from sort of cloudy golden to cloudy purplish. Overall, a pluot looks and tastes more like a plum than an apricot, although the skins are less tart than those of typical plums.

Description	You can use description to bring something to life so that the readers can get a clear impression of it.	The farmers who sell their wares at the farmers' market near my house are as natural as their foods. They are all dressed casually so that they look more like they are hanging out with friends than trying to entice people to purchase something from them. The women aren't wearing makeup and the men have not necessarily shaved in a few days. They are eager to share information and samples without applying any sales pressure. They are people with whom you would likely enjoy sitting around a campfire and trading stories.
Examples	Examples are commonly used to clarify a point for readers.	You will find some foods at the farmers' market that you might not typically eat. For example, some farmers bring pickled pigs' feet or mustard greens that taste like wasabi. Some vendors sell gooseberry pies and cactus jelly. It is not uncommon to see kumquat jam and garlic spears. The farmers' market is truly an adventuresome way to shop for food.
Narration	Narration is writing that sounds like a story. You might use narration within a nonfiction paper as a means of personalizing a topic or simply making a point stand out.	Sauntering through the farmers' market on a cool fall day, I happened upon a small lizard. Actually, my foot nearly happened upon him, but I stopped just in time to pull back and spare him. As I stooped to look at him, he scampered up over the top of a watermelon and out of sight. Glancing behind the melon, I saw that the lizard had a friend. I watched them bopping their heads at each other and couldn't help but wonder if they were communicating. Perhaps the one was telling the other about the big brown thing that nearly crashed down upon him. For him, I expect it was a harrowing moment. For me, it was just another charming trip to the farmers' market.
Problem-solution	A problem-solution paragraph begins with a topic sentence that presents a problem and then follows with details that present a solution for the problem.	Our farmers' market is in danger of closing because a building is going to be constructed in the empty lot where it has been held for the past ten years. Since the market is such an asset to our community, a committee formed to look for a new location. The first idea was to close a street off for a few hours each Saturday morning. Unfortunately, the city manager nixed that idea since he believed that too many people would complain. Barry Moore suggested that the market could be held in the state park that is just a few miles out of town. Again, a government worker struck down the idea. This time, the problem was that for-profit events are not allowed in state parks. Finally, I came up with the perfect idea, and our government blessed the idea. Since the high school is closed on Saturday, we will be having the market in the school parking lot.

Using a Clear Organizational Pattern

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

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

Chronological	Chronological arrangement presents information in time order.	As soon as I arrived at the farmers' market, I bought a large bag of lettuce. I walked around the corner and saw the biggest, most gorgeous sunflower I had ever seen. So I bought it and added it to my lettuce bag. The flower was so big that I had to hold the bag right in front of me to keep it from being bumped. At the Wilson Pork Farm booth, I tasted a little pulled pork. You guessed it—I had to buy a quart of it. I went on with a plastic quart container in my left hand and my lettuce and flower in my right hand. I was handling it all just fine until I saw a huge hanging spider plant I had to have. Ever so gently, I placed my pulled pork container inside the spider fern plant pot. Now I was holding everything right in front of me as I tried to safely make my way through the crowd. That's when I met up with little Willie. Willie was about seven years old and he was playing tag with his brother. I'm not sure where their mother was, but Willie came running around the corner and smacked right into me. You are probably thinking that poor Willie had pulled pork all over his clothes and an upside-down plant on his head. But no, not at all. That was me. Willie didn't even notice. He was too busy chasing his brother.
General-to-specific	A common paragraph format is to present a general idea and then give examples.	The displays at the farmers' market do not lack for variety. You will see every almost every kind of fresh, locally grown food you can imagine. The featured fruits on a given day might be as varied as pomegranates, persimmons, guava, jackfruit, and citron. Vegetables might include shiitake mushrooms, artichokes, avocados, and garlic. Some vendors also sell crafts, preserves, seeds, and other supplies suitable for starting your own garden.
Specific-to-general	The reverse of the above format is to give some examples and then summarize them with a general idea.	Your sense of smell is awakened by eighteen varieties of fresh roma tomatoes. Your mouth waters at the prospect of sampling the fresh breads. Your eye catches a glimpse of the colors of handmade, embroidered bags. You linger to touch a perfectly ripe peach. Your ears catch the strain of an impromptu jug band. A walk up and down the aisles of your local farmers' market will engage all of your senses.
Spatial	A paragraph using spatial organization presents details as you would naturally encounter them, such as from top to bottom or from the inside to the outside. In other words, details are presented based on their physical location.	From top to bottom, the spice booth at our farmers' market is amazing. Up high they display artwork painstakingly made with spices. At eye level, you see at least ten different fresh spices in small baggies. On the tabletop is located an assortment of tasting bowls with choices ranging from desserts to drinks to salads. Below the table, but out of the way of customers, are large bags of the different spices. Besides being a great use of space, the spice booth looks both professional and charming.

Maintaining Internal Integrity of Paragraphs

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

Pattern	Explanation	Example

Linkages	Paragraphs with linkages flow well so that readers can follow along easily. You need to present an idea and then link the rest of the ideas in the paragraph together. Do not leave any pulling together for your readers to do mentally. Do it all for them.	Not all the booths at a farmers' market feature food. One couple has a booth that sells only fresh flowers. They display some flowers in antique containers and sell the flowers, the containers, or both. A clothesline above our heads displays a variety of dried flowers. A table holds about fifty vases of varying sizes, and they are all full of flowers. Some vases hold only one kind of long-stem flowers. Others hold mixtures of uncut flowers. Still others showcase gorgeous arrangements. Both the man and the woman wear a wreath of flowers on their heads. The whole display is so attractive and smells so fabulous that it really draws people in.
Parallelism	Parallelism means that you maintain the same general wording and format for similar situations throughout the paragraph so that once readers figure out what is going on, they can easily understand the whole paragraph.	The history of this farmers' market followed a fairly typical pattern. It started out in the 1970s as a co-op of local farmers, featuring a small city block of modest tables and temporary displays every Saturday morning from April to October from 9 a.m. to 1 p.m. In the early 1990s, with the help of a grant from the city, the market expanded its footprint to a larger, more centrally located city block with ample parking. It benefited greatly from the installation of permanent booths, electrical outlets, and a ready water supply. These amenities drew far more customers and merchants. Its popularity reached unprecedented levels by 2000, when the city offered to help with the staffing needed to keep it open from 9 a.m. to 5 p.m. on Saturdays and from noon to 5 p.m. on Sundays. Recently, discussions began about how to open the market on weeknights in the summer from 5 p.m. to 8 p.m.
Consistency	A paragraph with consistency uses the same point of view and the same verb tense throughout. In other words, if you are using third person in the beginning of the paragraph, you use it throughout the paragraph. If you are using present tense to start the paragraph, you stick with it.	There comes a time each year when you must begin the all-important step of actually harvesting your vegetable garden. You will want to pick some of your vegetables before they are fully ripe. Eggplants, cucumbers, and squash fall into this category because they can further ripen once you have picked them. On the other hand, you will find that tomatoes, pumpkins, and most melons really need to ripen fully before you harvest them. You should also keep in mind that you will need plenty of storage space for your bounty. And if you have a good harvest, you might want to have a few friends in mind, especially as recipients for your squash and cucumbers.

Using Transitions

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

Commonly Used Transition Words	
To compare/contrast	after that, again, also, although, and then, but, despite, even though, finally, first/second/third/etc., however, in contrast, in the same way, likewise, nevertheless, next, on the other hand, similarly, then
To signal cause and effect	as a result, because, consequently, due to, hence, since, therefore, thus
To show sequence or time	after, as soon as, at that time, before, during, earlier, finally, immediately, in the meantime, later, meanwhile, now, presently, simultaneously, so far, soon, until, then, thereafter, when, while

To indicate place or direction	above, adjacent to, below, beside, beyond, close, nearby, next to, north/south/east/west, opposite, to the left/right
To present examples	for example, for instance, in fact, to illustrate, specifically
To suggest relationships	and, also, besides, further, furthermore, in addition, moreover, too

View original content using the link below.

<https://quillbot.com/courses/english-composition-i-b/chapter/comparative-chart-of-writing-strategies/>

12.1.1: The Reading is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

12.1.1.1: The Assignment

SLOs:

Engage in a reflective process of evaluating their own drafts and those of others

Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation

Direct an argument or explanation to the designated audience

Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis

Employ rhetorical strategies consistent with the purpose of the writing task

Activity: Read this student attempt. Using a highlighter, highlight each section of the essay that represents a part of the question-claim structure. Use purple or blue for any section/paragraph that established the problem or question and it's importance. Use orange or yellow to highlight the conversation: what are other people/experts saying about the issue. Use green to highlight the thesis. Use pink to highlight descriptions of what the author has learned. You can download this essay to your word processing software or you can print it out. Compare what you have highlighted with a classmate or group. What did you notice? Are there any ways that you think the student could use the structure more effectively?

STUDENT EXAMPLE:

For here or to go?: How will Ghost Kitchens Impact the Restaurant Industry?

Despite my efforts, I find myself ordering from door dash again. It has been a long week and I personally would rather order from my favorite taco place than eat microwave mac and cheese again. Yet, I want to try something different, and I came across this place called "Take a Bao." As I looked through the reviews, I noted that many customers call it a ghost kitchen. I really was captivated by what a ghost kitchen is. A ghost kitchen is a virtual restaurant in the food service business that serves customers exclusively through delivery and pick-up-based online ordering. I was amazed by this type of concept since this is not a chain restaurant that I am ordering from. So, I proceeded to order from the restaurant which I personally would rate three out of five stars. The experience was cool, the menu options were unique. My food did take a long time to arrive, it was warm. I noticed that my order came with a note expressing their gratitude for my order and hoping that I would have a good rest of the day. This was an interesting interaction since I have never personally ordered from here and their note was really touching. In a way I felt connected to this ghost kitchen, so I do see why the reviews are very personal without having interacted with the owner. I cannot help to question; are there more ghost kitchens I do not know of? I mean I used my delivery app occasionally, but I barely know much about where my food comes from.

So, I started my investigation from where the restaurant industry is at. During the pandemic, the height of pick and delivery skyrocketed. We had to be more cautious about basic activities to be safe. That caused many restaurants to be closed which resulted in 80 million lost in sales according to the national restaurant business association. (Miller) That three-month lock down caused about \$120 million in sales. Keep in mind that these owners do not have a guarantee that the restaurants will be open in a week or in three months. The CDC (Centers for Disease Control) set rules for restaurants to be opened again. Many employees had to take a course to ensure safety for them as well as the customers. Yet few restaurants were lucky enough to fully open. For example, Blackbird in Chicago that is known for elegant and imaginative midwestern cuisine. Chef Paul Kahan has created a space where basic concepts of food are elevated in taste and in looks. Which is something that every independent restaurant wants to achieve. Unfortunately, since the restaurant is small, it is not feasible to make profits. In their website that announced, "while our hearts are broken to see Blackbird's journey come to an end, we are humbled to have contributed in a small way to Chicago's incredible restaurant community for over two decades, serving as a place of warmth and hospitality while all along the way, building lifelong friendships with our team, guests and partners." (Pena) Just like blackbird many restaurants had to closed for many similar circumstances that affected the community in many ways. The owner of roots pizza, Scott wiener, explains, "the thing that makes neighborhoods vibrant and makes them grow is the retail in the neighborhood and the restaurants. The restaurants are the anchors that create growth in neighborhoods." Fox News 8:25: Certain neighborhoods are known for their cuisines highlighting the community. This is important for the neighborhood cause all that will be left is empty buildings and no sense of unity. Some restaurants were fortunate enough to be open under CDC rules. This includes cutting the cost of the tables to serve and employees. As a result, many businesses are not short staffed and overwhelmed with the high demand.

This, therefore, creates a new "normal" for the restaurant industry. Thanks to technology many restaurants were able to switch to digital menus and take-out or delivery apps. That includes also paying at the table contactless. This is important to keep a safe distance from employees and the customer. It is so normal to use apple pay or even google pay in each restaurant or food

establishment. Yet, the service can create a less welcoming feeling. Connections are what restaurants are known for; servers are ambassadors of the chefs' works. Just entering a new restaurant, you want to know the servers' recommendations. These minute details create a space for a customer to come back again or even recommend. Hence the Online reviews, telling the future customer that it is worth coming to this establishment or not. Having that instant feedback is helpful in many ways. An article in Boston University states, "Restaurant operators need to ensure they are smart and tactical with their brand strategy, menu, operations, store design, and their technology stack. All those things need to communicate together and work together in one direction." (Restaurant management & Experiences) Resultant owners to have a goal in which their business is known for. Bees cost can create a successful business. For example, a restaurant in Miami called "Time machine: Gourmandize Bistro" was known for high-end food by Antonio Garcia. It was close to shutting down due to the pandemic. Garcia decided to reinvent his menu to make something more affordable for customers. Yet he wanted to make something unique that represents him as a Latin chef. Garcia states, "I changed the concept due to the pandemic and the economic turmoil," Garcia said. "Today we are open and in service as Latin Wraps and Bowls. I have placed into motion the concept of bringing the flavors from Latin America into a modern and effortless way to enjoy wraps and bowls." (Ruse) It is important to inviolate because of the pandemic this new normal for restaurants creates a new opportunity for the target customer. Garcia and many other owners have used the locked down to create better menu items and better goals. However, pick-up and delivery has expanded to more customers. In an article by PBS states, "In 2020, Uber Eats generated \$4.8 billion in revenue, [a 152 percent increase](#) from \$1.9 billion in 2019" (Stanley) Knowing that Uber and many other delivery apps will create millions in revenue in more coming years. We cannot ignore the fact that delivery and pick-up is more convenient for certain consumers. The importance is that every customer is satisfied with the food and service that generate a community

Restaurants have reinvented themselves and are continuing to serve quality food. But this new normal that the restaurant industry is now in has created a new platform for ghost kitchens to arise. Now that we know what ghost kitchens are through my research, I noticed that there are three diverse types of ghost kitchens. First, the incubator Ghost restaurant is an existing traditional restaurant. This is to create more revenue for the restaurant. For example, Blue Island oysters bar created a ghost kitchen called The Denver lobster stop. Selling a similar cuisine but at an affordable price to a specific consumer. They only focus on items that will travel well to live up to their brand. Next, we have an entrepreneur ghost restaurant. This allows entrepreneurs to rent spaces and operate them as virtual kitchens. This is mostly in a multi-restaurant warehouse that allows many different businesses to operate in this. The appliances and delivery are taking care of all you need to do is operate your business brand. For example, Cloud Kitchens which was founded by Travis Kalanick. Cloud kitchens help set up a space for success for any new business owner entering the restaurant industry. In which Uber does all the delivery for the restaurant under the cloud kitchen operations. The last concept of ghost kitchens is Kitchen pods that are operated in small shipping containers with outfitted kitchen. Kitchen pods are convenient you do have limits to consider. For example, a good uncle is a ghost kitchen aim for in students. Order pre-purchased meals through the good uncle app or Grub hub. These three distinct types of ghost kitchens allow a variety of opportunities for existing or new owners to enter the restaurant industry. Ghost kitchens come in all different shapes and sizes.

This fast-growing concept creates many opportunities for many diverse types of business. It can also create a solution. For example, Lisa Youen, the owner of Dai Yee Asian kitchen, had to close because of the pandemic. Once the concept of ghost kitchens was presented to her this created a new journey for her business. She was able to join cloud kitchens at Rockwell St. in Chicago. Youen expressed, "It's safe. Everything is up to code. Really nice professional equipment, you do not have to worry about the dining room. It saves a lot of overhead. It's a great concept; I think this will exist for a long time. This is the future kitchen." (6:45, Fox news) Youen saved her passion for cooking without going bankrupt. Ghost kitchens create that same opportunity for many businesses that face similar situations like Youen. Yet, just like everyone else we want to know the price that is paid for success. The passion for cooking lived through the work in the product being produced. So, in many ways, the concept has created new opportunities that might continue. Another example of this concept being successful is the franchise called Dog's Halls. Dog's Halls are known for their American queen in open space concept with vibrant graphics to attract young customers. Jesse Koontz owned one of the dog hauls restaurants in Chicago Lincoln Park. Because of its success, Koontz wanted to open a second location closer to downtown. Yet the cost of opening a new one was significantly high. His goal was to create more revenue and more new customers. So, the concepts of ghost kitchens were planned for the future of Dog's Halls. Koontz joined Kitchen United which has three locations in the Chicago area. Dog Haus Officially moved in Sedgwick area that we're close to a lot of businesses and group on headquarters. Koontz states, "A build it to suit your needs. You just need to tell them what you want, and they'll give you a list of equipment's to choose from.", (Smith) Kitchen United helps each owner to feel comfortable and ready to operate. Kitchen United has a software that delivers in a certain radius. And if there's any situation within the delivery process or during the preparation Koontz is always aware. This trend creates a fear of eliminating the future of dine-in restaurants. Many others fear that many warehouse multi kitchen structures can hurt the community.

So now you are walking around your neighborhood, and you are left with vacant storefronts and businesses. This problem could result in many different financial and economic problems. One implication could be because of this big warehouse food center that ghosts' kitchens establish in the neighborhood that vibrance of the space. When talking with someone 8 times out of 10, it's about food in the specific neighborhood. Chicago is known for its cultural and inclusive variety of high-end cuisine. For instance, the best Posole you can get is around humble park. Humble Park is known for its Latin culture in cuisine. So, it's obvious to go places that are known for a specific cuisine. "If you can just open ghost kitchen concepts in manufacturing and then eventually doesn't make sense to have any sort of retail on these main streets and the fabric of our neighborhoods, open ghost kitchen concepts in manufacturing and then eventually just doesn't make sense to have any sort of retail on these main streets and the fabric of our neighborhoods is dying. " (Chicago) Scott Weiner, Owner of F flitty/50 restaurants group. The important takeaway is to invest in your community.

The restaurant is the community around it. So, when it comes to ghost kitchens many find a problem in that. The shared concept multi kitchens has pulled in traffic with many orders coming in. Yes, that is great but the 4000 block of north Rockwell Avenue does not agree. The Rockwell food center is known to be owned and operated by cloud kitchens. They opened in the middle of 2020, from their neighbors have been pushing back. Since there are so many orders, delivery drivers must line up in the area to find a parking space to pick up the order and deliver it. Since this is a two-way St trying to find parking in front of cloud kitchens is difficult since other businesses around have trouble operating with such traffic. The Alderman Matt Martin explains, "there is this very small infrastructure in terms of what the streets will tolerate. There are also public safety issues involving revolving verbal altercations with third-party delivery drivers, residents the other owners about the block." (3:30, Fox News). This affects the community in a negative way. The point of Cloud kitchens is to create an opportunity for many restaurants business not to create problems. The community is what makes cloud kitchens successful. Since cloud kitchens is the biggest player in ghost kitchens with a \$5 billion-dollar valuation it will be hard to keep them out. This location is prime with many orders delivery quicker that makes many customers happy. With many backs and forth tense public meetings cloud kitchens has focus a plan to control traffic. Yet, the neighborhood is pushing hard to avoid future problems like this. It's hard to say that a concept that supports local business ends up dividing the community's servers in.

The idea of ghost kitchens raised the question of, is it worth opening one up? Just like you and me. We are still exploring what this concept really is and what it represents. The milt kitchen warehouses combine many businesses' news in one space. It can create a less cost-effective grand opening and provide more income for the quality of food. Having no dining in is no money spent on the layout, tables, chairs, and decorative elements. I mean it takes millions to create your brand and have your own space. From there you must think of hiring people and delivery drivers. There are so many costs that you must worry about. In which Ghost kitchens help provide all those costs without you worrying about. Allowing you to have a larger audience for your business, since everything is on the app more people will order from there. So, you have mostly control over what your brand represents and its goals. Owning a restaurant is craft and skill, the passion for food is a must. I mean ghost kitchens give life to bright ideas with a small price to pay. It's a risk regardless causes your putting your craft out there for many to enjoy. That said, business can lead to failure. It's common since this is a trail an error industry. The risk was less since the pay was less. There are many factors in how to make a successful business. Dine in restaurants as well can faced these types of situations.

The restaurant industry is constantly changing. So yes, ghost kitchens can create an opportunity to create your craft with a minimal risk. so the viral sensation of those kitchens popping up has created many new options for the consumer. Yet many dine-in restaurants have evolved in order to stay open during these tough times as well. By changing the Newport brand or even adding new reinforcements within the restaurant. It's clear that the restaurant industry has evolved in many ways for the consumer to be satisfied with their service. No matter what happens dine-in restaurants in ghost kitchens can lead to success or failure. Each have their own unique concept to the consumer which results in then come back again. To answer the question, I do believe ghost kitchens have impacted a new view on how the restaurant industry will continue to grow. So the future of the restaurant industry can potentially be table-less but by the looks of it many communities preferred their local restaurants. So I guess it's up to you to decide if the meal is for here to go.

Works Cited

Chicago, Fox. “Ghost Kitchens: Should Your Neighborhood Be Afraid?” *FOX 32 Chicago*, 23 June 2021, www.fox32chicago.com/news/ghost-kitchens-should-your-neighborhood-be-afraid.

ENL insights. “What Is a Ghost Kitchen? The Future of Fast Food.” *Hospitality Insights*, hospitalityinsights.ehl.edu/ghost-kitchen.

“The Future of Restaurants” Trends, Models, Technology | BU SHA | School of Hospitality Administration.” © 2022 *Boston University*, 19 Nov. 2021, www.bu.edu/hospitality/2021/11/19/future-of-restaurants.

Jennings, Lisa. “MEET THE GHOST KITCHEN PLAYERS.” *Restaurants Hospitality*, vol. 104, no. 2, Feb. 2020, pp. p36-37.

Miller, Richard. *Restaurants: Impact of the Pandemic*. RKMA Market Research Handbook Series, Special edition. Miramar, Florida: Richard K. Miller and Associates., 2020.

Peach, Katherine. “The Dark Truth About Ghost Kitchens.” *Mashed*, 2 June 2021, www.mashed.com/426156/the-dark-truth-about-ghost-kitchens.

Romeo, Peter. “GHOST KITCHENS GAIN TRACTION: Restaurant Operations of All Types and Sizes Are Suddenly Embracing the Facilities, Which Are Evolving to Address Past Shortcomings.” *Restaurant Business.*, vol. 118, no. 11, season-03 2019, pp. p46-48.

Ruse, Gary Alan. “New Restaurant Owner Adapts to ‘New Normal.’” *Miami’s Community News*, 27 July 2020, communitynewspapers.com/featured/new-restaurant-owner-adapts-to-new-normal.

Smith, Bryan. “THE FUTURE WILL BE TABLE-LESS.” *Entrepreneur*, vol. 48, no. 1, Jan. 2020, pp. p112-122.

Stanley, Justin. “How Restaurants Have Innovated to Face the Pandemic.” *PBS NewsHour*, 14 Sept. 2021, www.pbs.org/newshour/economy/how-restaurants-have-innovated-to-face-the-pandemic.

Types of Ghost Kitchens – MenuDrive – Restaurant Online Ordering and Marketing Platform. www.menudrive.com/types-of-ghost-kitchen

Assessment Tool:

Student used 4 different colors to highlight sections. The highlighted sections are all correct.

Student used 4 different colors to highlight sections but 1 section is highlighted incorrectly.

Student used 4 different colors to highlight section but 1-2 sections are incorrect.

Student only used 3 different colors for highlighted sections but all are correct.

Student used less than 3 different colors for highlighted sections and/ or some are incorrect.

12.1.1.1: The Assignment is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) license and was authored, remixed, and/or curated by LibreTexts.

SECTION OVERVIEW

12.2: Evaluating and Analyzing Different Types of Sources By Ukaisha Al-Amin

Evaluating Secondary Sources and Organizations

In this lesson, you will learn how to look for different types of organizations and websites that contain information as well as secondary sources. Secondary sources are second hand accounts of information. They usually synthesize ideas and include a claim about the topic. As you find these sources, you may realize that many are very similar. A strong evaluation will help you decide which source to pick. You want to avoid having ten similar sources. These secondary sources may be op-ed articles, persuasive documentaries, cultural or social critiques, textual analyses, and different types of arguments.

Topic hierarchy

12.2.1: The Classroom Lecture and Activity

12.2.1.1: 20.2 The Reading

12.2.1.1.1: The Assignment

12.2: Evaluating and Analyzing Different Types of Sources By Ukaisha Al-Amin is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

12.2.1: The Classroom Lecture and Activity

Classroom Lecture and Activity

SLOs-Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others -Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

Evaluating and Analyzing Different Types of Sources

There are many places to source information for your essays. Sometimes the container -where that information lives- is automatically deemed credible. For instance, a Library database with curated articles, essays, and other texts. On the other hand, there are plenty of websites where you might go get information that might leave you a bit more skeptical. It is important to approach finding information from the perspective of evaluation. Everything you decide to use in your research essay should be evaluated regardless of where you found it. This may mean that some of your evaluation will be more in depth and some of your evaluations will be quick and that will you leave only to analyze the information.

Resources for Evaluation

There are many articles, websites, and video tutorials that you can use to help you understand evaluation and sites that do part of the evaluation for you. For example, Allsides is a website that does the political/media bias evaluation for you.

NON-PROFIT ORGANIZATIONS

During your research, you will encounter organizations that publish articles (primary, secondary, or tertiary), conduct interviews, produce primary research, write tertiary information, and present data. It is your job as a researcher to evaluate that information and determine whether it is sufficient for your research. No longer will you look at an url and say that just because it is a .org that it is credible and should be used.

Are Non-Profits Good to use or Bad?

It is not about whether the organization or their site is good or bad. Answering that question won't help with your evaluation. A better question to ask is whether the information on the site can pass the RADAR or C.R.A.A.P test.

In this lesson, you will look at some sources that seem like great options for research, but they are sources to really use your RADAR on.

As you research, you will need to use your R.A.D.A.R and your other research skills (like the CRAAP test) to determine not only if a source is credible, but also if you want to incorporate that source into your essay. Ask yourself: Is it a trustworthy source?

Use your R.A.D.A.R to find out.

R RELEVANCE: HOW WELL DOES THIS FIT YOUR NEEDS?	Is the information too advanced or too basic? Who is the intended audience? Does this help answer your research question?
A AUTHORITY: WHERE DOES THIS COME FROM?	Who made this? What are their qualifications or experiences? Who published this? What are their goals? Can you check the information they use yourself? Provide a works cited or bibliography? Has someone else already checked their information? Peer-Review?

D DATE: HOW OLD IS THIS?	When was this first published? Last updated? Are any of the links broken? Is any of the information outdated? How recent does information need to be to answer your research question?
A APPEARANCE: WHAT DOES IT LOOK LIKE?	How many ads are there? How many images used? Are images used to persuade or inform? Is it presented in a professional style? What style is is presented in? Do they make it easy to find their sources? What kinds of words do they use? Are there any typos or errors?
R REASON: WHY WAS THIS MADE?	Is there any obvious bias or prejudice? (Remember this is not the same as having an opinion) Does it use emotional or forceful language? Are different points of view discussed? Are important facts or data left out?

IS THE SOURCE RELIABLE OR IS IT CRAAP?

C CURRENCY: IS THE INFORMATION TIMELY?	Is the information up to date? When the website last updated?
R RELEVANCE: Does it answer your research question?	Does the website/article address the topic and have the information you need? Does the information enhance your research project?
A AUTHORITY: WHO MADE THIS?	Who created the information? Who sponsored the website/information? Are the authors clearly identified? Are the authors qualified?
A ACCURACY: CAN YOU VERIFY THE INFORMATION?	Is there a list of references or bibliography? Does the site/article link to other high quality relevant sites/articles? Can you verify the facts? Has significant information been omitted?
P PURPOSE: WHY DOES THE SITE/ARTICLE EXIST?	Is the purpose to inform, teach, sell, entertain, or persuade? What type of information is present? Propaganda, fact or opinion? Is the information biased or one-sided? Is the information comprehensive or does it just give an overview?

There are many other ways to evaluate sources. Go to the City Colleges Of Chicago Library and check out the Libguides.
<https://researchguides.ccc.edu/libraries/guides>

When doing research, you may oftentimes run across not-for-profit organizations that do a good job of summarizing the cause they represent and have credible information that you can use in your essays. When evaluating these sources, it is important to take into account their purpose, how they present information to the audience, and how biased the information is. Remember that most sources have a bias; it isn't inherently wrong. Your job is to figure out the degree and whether it will hinder your research or not.

Not-for-Profit examples that *may* not be good sources

- **WWF Effects of Climate Change:** The WWF is an organization that is well known so it may pop up in your search if you are writing about the environment or animals. However, their main purpose for disseminating information is to get people to donate to their cause. In order to do this, they release a lot of information, but as a researcher, if it doesn't pass an evaluation, especially with when it comes to authorship, it may not be the best choice for your college essay. At times, this means if you do use it, it would be considered a tertiary source.
- **About PETA:** This another popular organization that would more than likely come up during a search if your topic was about animals or the environment. Once again, evaluation has nothing to do with whether her organization in and of itself is good or bad. As a researcher you have to ask yourself how the information can be used in your essay and if it fits. What type of explanations and analysis would need to accompany the source? Finally, if you are trying to do an evaluation and you end up in an information loop: all the data comes from the same organization, you might want to consider comparing the information to other sources.
- **Greater Chicago Food Depository-** This organization does amazing work around Chicago, but if you are researching food inequities and need credible information that isn't tertiary, you will need to turn to other sources.

Non-Profit examples that could work

On the other hand, there are many non-profit and government organizations that do offer credible information that would pass an evaluation. This is usually because the organization is linked to a research center where experts author studies, or they have two parts to their websites. The front end usually offers tertiary information, but the other side offers the collected research, in depth reports and are often written by academics or experts in the field of study for other experts to read. In this way, you may come across primary sources and scholarly articles.

- **Chicago Urban League Website:** They have a partnership with the University of Chicago in their research and policy section. They often run sociological studies and publish the findings on their website.
- **Chicago Housing Authority Website:** This government website is very cluttered, but as a large organization, they also publish and house court and government documents that can be used as primary sources.
- <https://kidsofftheblock.us>: This website at first glance, doesn't offer much information except for their mission statement and some personal experiences. However, many websites like this have links to current news stories that you could then use. So while, you wouldn't cite directly from this website, the new article you find could be used once it passed an evaluation.

Apart from non-profit organizations, you will definitely need to find other sources. You may even not be allowed to them at all. Depending on your assignment requirements, you may need a variety of sources that you will need to evaluate and analyze. Using the topic 'Impacts of living in Chicago', here are some sources that you might find while researching and want to analyze further.

Books

Remember that books can be primary or secondary; digital or physical, but many books that criticize a situation or offer a theoretical lens through which to examine a topic are secondary sources. The library is a great place to find your books and many books have electronic versions where you can easily scan the chapters or download individual chapters if you need to.

- **The South Side:** a portrait of Chicago and American segregation / Natalie Y. Moore



The South Side

A Portrait of Chicago and American Segregation

by Moore, Natalie Y.



Paperback - 2017
F548.9.A1M66 2017
Available [View details](#)

For Later

Place a Hold



Downloadable Audiobook - 2016
Available

For Later

Checkout Now



Paperback - 2016
F548.9.A1M66 2016
Available [View details](#)

For Later

Place a Hold



eBook - 2016
All copies in use
Holds: 32 on 8 copies

For Later

Request this Download



Audiobook CD - 2016
F548.9.A1M66 2016b
All copies in use [View details](#)
Holds: 0 on 4 copies

For Later

Place a Hold

^ To

Scholarly Journal

Scholarly Journals are also wonderful great options for primary and secondary sources. Your job is to determine to what extent you will be able to use and decode the information. Many journals are written in the jargon of that field by experts for other experts. Also, many scholars at research universities must publish to keep their jobs. This is known as publish or perish; so oftentimes, it is good to look at the author and find the work that best aligns with their true expertise.

Basic Search Advanced Search Search History »

Refine Results

Current Search

Proximity:
chicago housing

Expanders
Apply equivalent subjects

Limiters
Full Text

Limit To

☒ Full Text
☐ References Available
☐ Peer Reviewed

From: 1979 To: 2024
Publication Date

Search Results: 1 - 30 of 293

Relevance Page Options Share

1. **Race and Poverty Deconcentration Initiatives: The Saliency of Race in Subsidized Housing Redevelopment in Chicago.**

By: Williams, Cameron; Blackmond-Larnell, Twyla; Eddie, April. Journal of African American Studies. Jun2023, Vol. 27 Issue 2, p142-158. 17p. DOI: 10.1007/s12111-023-09620-x.

Subjects: RACE; HOUSING subsidies; PUBLIC housing; POVERTY; URBAN growth; HOUSING development; CHICAGO (Ill.); Land Subdivision; Lessors of social housing projects

Cited References: (61)

HTML Full Text PDF Full Text (605KB)

2. **Participatory Sketch Mapping for Policy: A Case Study of Reentry Housing from Chicago.**

By: Hamlin, Madeleine. Professional Geographer. 2022, Vol. 74 Issue 1, p52-66. 15p. DOI: 10.1080/00330124.2021.1952883.

Subjects: HOUSING; HOUSING policy; CHICAGO (Ill.); Other Community Housing Services; Administration of Housing Programs

HTML Full Text PDF Full Text (1.4MB)

Primary

- Examining the impact of Food deserts on Public Health in Chicago By Mari Gallagher
<https://www.marigallagher.com/2020/02/20/examining-the-impact-of-food-deserts-on-public-health-in-chicago/>
- Chicago Food Desert Report PDF

Magazine Articles

Secondary

- <https://www.newyorker.com/news/news-desk/the-unfulfilled-promise-of-the-fair-housing-act>
- Food deserts persist in Chicago despite more supermarkets - Chicago ReporterChicago Reporter1.pdf
- <https://www.newyorker.com/culture/culture-desk/the-unexpected-power-of-your-old-neighborhood>

News Organizations

When you are looking at newspaper and magazine articles for your essay, you may have too many to choose from, which means you will run across some of the same information. It is your job to evaluate these sources especially for media bias. Then, you can decide which article you want to keep. It is no point in using two articles that have essentially the same information. To learn about media bias, there are several websites to use. One resource you can use is Allsides. <https://www.allsides.com/media-bias/media-bias-ratings>

Classroom Activity

Using the library databases, see if you can find one book, one academic journal, and one news article using your chosen research topic. Then run a RADAR OR CRAAP test on the news article. Since the source comes from the library, you may already assume it is credible, but it is important to pay close attention to it's relevance to your research essay.

12.2.1: The Classroom Lecture and Activity is shared under a CC BY-NC-SA 1.0 license and was authored, remixed, and/or curated by LibreTexts.

12.2.1.1: 20.2 The Reading

Read: Rhetorical Research Strategy

Rhetorical Research Strategies

Rebecca Moore Howard, in her *The Citation Project* (see <http://www.citationproject.net/>), reported several concerns with how college student writers used research. For example, students cited material from the first page of their research sources 46% of the time, suggesting that they were not reading these sources carefully and comprehensively. Of their sources, 56% of them were cited only once in their drafts. Furthermore, 52% of the sources involved “patchwriting” in some way—an indication that student writers were paraphrasing and/or quoting these sources in ways that would concern their instructors.

Another concern that students show in their research is their tendency to only choose sources that confirm their ideas and perspectives. In short, these are sources that their skeptical readers may not find persuasive and credible. As a 2014 PEW Research study on political polarization shows, these student writers are acting similar to Americans in general: they prefer to read or view media sources that confirm their worldviews. For example, the PEW study found that 47% of conservative viewers watch a single news source, Fox News.

As this chapter asks you to consider argumentation as taking on risks — after all, you are making yourself vulnerable and allowing for the possibility that your ideas about the issue will change — you should also look for research sources that your own skeptical or resistant readers will find persuasive. In other words, you want to make sure you’re using research *rhetorically*: with consideration for your audience, message, and persuasive purpose.

We will look at these three strategies for using research rhetorically:

- Consider the credibility and bias of your research sources
- Use different types of research that your skeptical readers will find credible and persuasive
- Shape your research sources to fit your skeptical readers’ assumptions and values

Consider the Credibility and Bias of Your Research Sources

As you choose sources, you’ll want to determine how credible they will be for your readers. Use criteria such as the following to judge how credible your sources are:

- **Currency:** How recent are your research sources? (Be mindful that certain audiences will expect far more recent research than others.)
- **Authority:** How easy is it to determine who the author or sponsoring organization is of the source? (If you are using a website, domain names indicated by .gov, .org, or .edu may have more credibility.)
- **Comprehensiveness:** Does the source include evidence and information that is complete and satisfying for your readers?
- **Accuracy:** Does the information and evidence in the source appear to be accurate?

In addition to these criteria, you should also be aware of the ideological slant or bias of the source you are considering. You can get an idea about the bias of your sources by going to a website such as AllSides (allsides.com/media-bias), which categorizes many media sites according to a “left” (liberal), center, and “right” (conservative) continuum. For example, the following figure shows how a few well-known media sources are categorized:

Left	Left-Leaning	Center	Right-Leaning	Right
<i>The Huffington Post</i> <i>Mother Jones</i> <i>MSNBC</i> <i>The New Yorker</i> <i>The Daily Beast</i>	<i>The Atlantic</i> <i>BuzzFeed News</i> <i>The New York Times</i> <i>The Washington Post</i>	<i>USA Today</i> <i>Bloomberg</i> <i>Reuters</i> <i>AP</i>	<i>The Wall Street Journal</i> <i>The Washington Times</i>	<i>Breitbart</i> <i>National Review</i> <i>The New York Post</i>

Figure 2: Selected Online News Media Sites from AllSides

Though you don’t necessarily need to stay away from media sources that have an ideological bias—all sources in some way will favor a particular ideology or worldview—you do have to be aware of these ideological and political sources, especially when you

are using them for evidence to persuade your own readers.

To get better at examining sources, you might want to develop your strategy of “lateral reading.” Unlike “vertical reading,” in which you literally read closely through a single source, lateral reading asks you to jump to different online media sources to quickly determine what they are saying about the site you are interested in. The author of the online text, *Web Literacy for Student Fact-Checkers*, Michael A. Caulfield, describes the process of lateral reading:

When presented with a new site that needs to be evaluated, professional fact-checkers don’t spend much time on the site itself. Instead they get off the page and see what other authoritative sources have said about the site. They open up many tabs in their browser, piecing together different bits of information from across the web to get a better picture of the site they’re investigating. In other words, twenty-first century reading requires intensive and careful reading of sources and, at the same time, scanning of similar sources to figure out how one source fits into a larger network of sources.

For example, how about if you find a source from this organization, the James G. Martin Center for Academic Renewal (www.jamesgmartin.center)? How will you know if this organization has a strong ideological bias or not? How can you tell if your readers will consider it to be credible?

pastedGraphic.png

You can find a little bit about this organization’s political position if you go to its “About Us” page in its website. Here is the statement of the organizational goals:

Our goals are to improve colleges and universities, especially in North Carolina. We want to:

- Increase the diversity of ideas taught, debated, and discussed on campus
- Encourage respect for the institutions that underlie economic prosperity and freedom of action and conscience
- Increase the quality of teaching and students’ commitment to learning so that they graduate with strong literacy and fundamental knowledge
- Encourage cost-effective administration and governance

These are goals that many groups, regardless of ideological conviction, may champion, yet two phrases stand out: “diversity of ideas” and “economic prosperity.” These are concepts that more conservative groups will often be committed to.

By searching about this organization and looking at what other sources say about it, you can begin to get a better portrait of the politics of this organization. You will find that it is linked to the *National Review*, a traditionally conservative publication, and to the National Association of Scholars, a conservative academic think tank. SourceWatch, a website curated by the Center for Media and Democracy, defines this organization as a “right-wing 501(c)3 nonprofit and associate member of the State Policy Network,” itself a “web of right-wing ‘think tanks’ and tax-exempt organizations.”

Use Different Types of Research That Your Skeptical Readers Will Find Credible and Persuasive

As you conduct library- and Internet-based research, consider the types of research that your audience will value. Although you want to avoid stereotyping your audience, you can make some good educated guesses regarding, for instance, whether your readers will gravitate towards personal stories or towards statistics. Other audiences will be more accepting of information sources such as company blogs, whereas others will expect peer-reviewed academic research articles.

Here is a list of some possible research sources, which is far from complete:

- Primary research sources, including field research, observations, interviews, and surveys
- Peer-reviewed articles from library databases
- Statistics
- Government white papers
- Editorials and commentary
- Human-interest stories or examples from newspaper or Internet sources
- Internet blogs
- Social media sources, including user comments and chat room transcripts
- Personal stories or anecdotes
- Textbooks and class notes

One research strategy, coming from the social sciences, is that of “triangulation”—to find different types of research sources to satisfy your readers. For example, you might find yourself blending several different types of research sources together to enhance your persuasiveness, such as starting off your introduction with a personal story related to the issue, then reviewing alternative perspectives by using library-based research, and then supporting your own position with an interview of a professor, statistics that come from a textbook, and a statement from a company press release.

Shape Your Research Sources to Fit Your Skeptical Readers’ Assumptions and Values

Your research will take on several different purposes. Among many possibilities, it will

- Support your main reasons
- Support your assumptions
- Show your understanding of alternative perspectives
- Reach your audience emotionally
- Emphasize strengths in your argument and subordinate weaknesses
- Rebut the reasons, assumptions, or evidence of alternative or oppositional sources
- Provide an example of the issue
- Demonstrate your commitment to the issue

You should use readerly cues and explain your use of the research to help guide your readers and shape their reading experience. (If you look up “Transitional Devices” on the Purdue Online Writing Lab, you’ll find a substantial list of these readerly cues.) In fact, rhetorically researching and using research rhetorically implies that you are thinking about your readers and how they will be interacting with the information, and, hopefully, being persuaded by how you are using the research.

Here is one example of how Kelsey Reith uses research rhetorically in her essay, “Bathroom (In)Security” (please see the Student Example in the back of this chapter):

Next, safety is not only a concern for those that would support the strict sex- assignment use of public restrooms; safety is a huge issue for the transgender community. Imagine a woman, who would for all intents and purposes appears to be woman, but perhaps her birth certificate says otherwise. What might happen to her if she were to follow her sex-assignment, and walk into the men’s bathroom? This is the reason that harassment is frequently reported by the transgender community. The 2015 U.S. Transgender Survey found that in the past year 59% of those surveyed had avoided the bathroom out of fear of conflict, 12% had been verbally harassed, and 1% had been physically and sexually harassed while using public restrooms (Barnett). The way transgender people are politically and socially treated in bathrooms is an issue of discrimination. This treatment has been shown in several studies to lead to violence, poverty, and isolation. Which puts transgender people’s quality of life at risk. Between 2003 and 2016, there has only been 1 case of a transgender individual committing sexual assault in a public restroom, while there have been 19 cases of cis-gender men pretending to be transgender in order to enter women’s bathrooms and commit sexual assault. There has been no evidence to suggest a connection between laws that permit transgender people to use their preferred bathrooms and an increase in cases of assault by cis-gender men disguised as transgender women (Barnett). What this means is that predators have been committing sexual assault under the guise of the transgender identity for a significant time and there hasn’t been a rise of these occurrences in areas where restroom facility policy is favorable to the transgender community. When it comes to sexual assault in bathroom, laws that allow transgender people to use their preferred restroom are not the problem, and not allowing them to do so is not the solution to the behavior of cis-gender predators.

pastedGraphic_1.png

Importantly, although Reith is only using one research source here, she is paraphrasing the statistics from this source and introducing, contextualizing, and explaining her use of the sources (the chunks that have been underlined). She asks her readers interactive questions, and she explicitly tells them what the research is doing or showing:

- “This treatment has been shown in several studies to lead to violence, poverty, and isolation.”
- “What this means is that predators have been committing sexual assault under the guise of the transgender identity for a significant time...”

Finally, shaping your research sources might also entail having to explain or qualify your use of them. For example, what should you do if you have found the “perfect research source,” yet it’s one that you are fearful will not meet the ideological worldview of your readers? In this case, instead of hiding the ideological angle of the source, admit it and then qualify your use of the source:

- Although the United States Interior Secretary David Bernhardt is well connected to the petroleum industry, we shouldn't immediately discount his rejection of environmental regulations.
- Undoubtedly, many conservative readers will wonder why I have cited statistics from a study that PETA sponsored. Although, like you, I do not accept some of the advocacy work that PETA does, I think we can all agree that dangerous conditions of farm animals need to be looked at—to increase the safety of meat consumers and relieve the suffering of animals.

Citations and Licenses: Marzluf, Phillip, "Designing Arguments for Academic, Public, and Professional Audiences" (2021). 134-139 NPP eBooks. 40.

<https://newprairiepress.org/ebooks/40> Creative Commons License CC-BY-NC 4.0

12.2.1.1: 20.2 The Reading is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

12.2.1.1.1: The Assignment

Activity: To practice evaluating your articles for media bias, you will complete the Allsides exercise. To do this, you should use your topic to find **one news story** that was reported in several newspapers: *one from the left, one from the center, and one from the right*. Then you will analyze how each newspaper covers the story. After your media bias evaluation, the article that fits the best can be kept as one of your secondary sources.

Here's an example. **Topic/Search Terms: Remote Learning Plans For Chicago Public Schools**

Left

Headline: Chicago Public Schools to start the year with Remote Learning, Mayor Lightfoot, CPS, announces

Author and Publisher: Jessica D'Onofrio, Craig Wall, Liz Nagy, and Sarah Schultz - AbC7 Eyewitness News <https://abc7chicago.com/cps-remote-school-learning-chicago/6354910/>

Date and Summary: Aug 5th, 2020- The Reporters discuss how remote learning won't be easy or cheap.

They establish ethos by: There is an embedded video of the reporters interviewing CPS teachers. There are quotes from CPS CEO Janice Jackson, CTU VP and CTU President along with parents. This shows that they collected information from different perspectives for full coverage of the story. There are some typos and several ads that take away from the authority.

They establish logos by: The report is organized mainly topically and is mostly informative. The main claims and argument come from the quotes in the interviews. They present CPS plans, but then also state the plans for private schools right at the end eluding to the tension in the city.

They rely on pathos by: They use language like the Mayor feeling 'threatened' by the CTU. They describe the news of a possible teachers strike as "rumblings".

Center

Headline: Chicago Public Schools Announce Remote Learning for First Quarter

Author and Publisher: The Associate Press, The New York Times

Date and Summary: Aug 5th, 20 CPS Janice Jackson and Mayor Lori Lightfoot state why they decided to start the school year remotely. <https://www.nytimes.com/video/us/100000007274410/chicago-public-schools-remote-learning.html>

They establish ethos by: This is a recorded clip of the press conference held by the Mayor and CPS CEO. This is first hand information, so it is actually a primary source. One way that the authority is diminished is because the clip is only one minute and it the link is misleading. It seems like it will be a full article, but it is not. Therefore, there is not enough information to use in my research.

They establish logos by: The clip is purely informative in how it is presented to the reader. The argument however comes from the content of the Mayor and CPS CEO insisting that stating with remote learning is the best way to go because of the suggestions from public health advisers.

They rely on pathos by: The video takes up the whole page demanding that the viewer pay attention to what is being said. This makes the viewer feel like they are at the actual press conference.

Right

Headline: Chicago Schools to Begin Year with all Remote Learning after Teachers Union Objects Hybrid Format

Author and Publisher: Zachary Evans- National Review

Date and Summary: Aug 5th, 20 <https://www.nationalreview.com/news/chicago-schools-to-begin-year-with-all-remote-learning-after-teachers-union-objects-to-hybrid-format/>

They establish ethos by: The authority is diminished in this article first by all the advertisements. There are so many pop up ads that they continuously cover the words. Next the picture of the classroom is not of a CPS school, which can be misleading. Evans tries to establish authority by adding quotes from CTU President's twitter account, quotes from Mayor Lori Lightfoot's press conference, and citing a survey. The link to the survey takes the reader to another secondary source and not the actual survey. Finally, the last quote from a parent is not actually a parent of CPS but of the school district in Evanston.

They establish logos by: The article is mostly informative, but there is an argumentative aspect as Evans claims that parents are divided on whether to reopen remotely or not and takes the side that the Mayor's decision is from "strong pushback" from the teacher's union.

They rely on pathos by: The picture at the beginning of the article of the empty classroom is used to evoke sadness in the reader, but it is not successful as it could be because it is not from a CPS school.

Overall, I would not use this article because it is too short and at times misleading.

Evaluating News Paper Articles and Popular Sources

To continue to learn about bias, go to Allsides.com <https://www.allsides.com/unbiased-balanced-news> and pick one news story.

Summarize and analyze how **each** side represents this news story. EXPLAIN what rhetorical methods are used: ethos, logos, and pathos. Ethos is the authority. Logos is type of logic that is used to present information. Pathos is how the source uses emotion. Remember to look at the words that are used to create these rhetorical appeals. Give examples.

You might have to look around for the same exact news story. Sometimes they are not always right across from each other.

Your analysis should be 3 long paragraphs-1 for each side. Below is a template to use.

Topic/Search Terms:

Left

Headline:

Author and Publisher:

Date and Summary:

They establish ethos by:

They establish logos by:

They rely on pathos by:

Center

Headline:

Author and Publisher

Date and Summary:

They establish ethos by:

They establish logos by:

They rely on pathos by:

Right

Headline:

Author and Publisher

Date and Summary:

They establish ethos by:

They establish logos by:

They rely on pathos by:

Assessment Tool:

	Fully Meets Expectations	Adequately Meets Expectations	Does Not Meet all Expectations
Completeness/Correctness	Has article from all sides on the same topic. Discusses briefly why or why not they would use the article. Completes the task.	Maybe be missing some information about the article. Discusses briefly why or why not they would use the article.	Missing most of the information about the article. Does not discuss why or why not they would use the article.
Learning Outcomes	Has an explanation for each logos, pathos and ethos. Shows understanding of concepts through explanations and use of lesson's vocabulary.	Understands concepts, but may be confused one concept or new term.	Needs to review new concepts and ideas. does not show understanding of lesson.
Grammar and Mechanics	Uses appropriate language that is free from grammatical and mechanical errors.	Evidence of editing, but there are some grammatical and mechanical errors: though, they do not inhibit readability.	Grammatical and mechanical errors throughout. At times, inhibits readability and clarity of expression.

12.2.1.1.1: The Assignment is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

13: Evaluating and Analyzing Different Types of Sources

Evaluating Secondary Sources and Organizations

In this lesson, you will learn how to look for different types of organizations and websites that contain information as well as secondary sources. Secondary sources are second hand accounts of information. They usually synthesize ideas and include a claim about the topic. As you find these sources, you may realize that many are very similar. A strong evaluation will help you decide which source to pick. You want to avoid having ten similar sources. These secondary sources may be op-ed articles, persuasive documentaries, cultural or social critiques, textual analyses, and different types of arguments.

[13.1: The Classroom Lecture and Activity](#)

[13.1.1: 20.2 The Reading](#)

[13.1.1.1: The Assignment](#)

[13: Evaluating and Analyzing Different Types of Sources](#) is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

13.1: The Classroom Lecture and Activity

Classroom Lecture and Activity

SLOs-Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others -Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

Evaluating and Analyzing Different Types of Sources

There are many places to source information for your essays. Sometimes the container -where that information lives- is automatically deemed credible. For instance, a Library database with curated articles, essays, and other texts. On the other hand, there are plenty of websites where you might go get information that might leave you a bit more skeptical. It is important to approach finding information from the perspective of evaluation. Everything you decide to use in your research essay should be evaluated regardless of where you found it. This may mean that some of your evaluation will be more in depth and some of your evaluations will be quick and that will you leave only to analyze the information.

Resources for Evaluation

There are many articles, websites, and video tutorials that you can use to help you understand evaluation and sites that do part of the evaluation for you. For example, Allsides is a website that does the political/media bias evaluation for you.

NON-PROFIT ORGANIZATIONS

During your research, you will encounter organizations that publish articles (primary, secondary, or tertiary), conduct interviews, produce primary research, write tertiary information, and present data. It is your job as a researcher to evaluate that information and determine whether it is sufficient for your research. No longer will you look at an url and say that just because it is a .org that it is credible and should be used.

Are Non-Profits Good to use or Bad?

It is not about whether the organization or their site is good or bad. Answering that question won't help with your evaluation. A better question to ask is whether the information on the site can pass the RADAR or C.R.A.A.P test.

In this lesson, you will look at some sources that seem like great options for research, but they are sources to really use your RADAR on.

As you research, you will need to use your R.A.D.A.R and your other research skills (like the CRAAP test) to determine not only if a source is credible, but also if you want to incorporate that source into your essay. Ask yourself: Is it a trustworthy source?

Use your R.A.D.A.R to find out.

R RELEVANCE: HOW WELL DOES THIS FIT YOUR NEEDS?	Is the information too advanced or too basic? Who is the intended audience? Does this help answer your research question?
A AUTHORITY: WHERE DOES THIS COME FROM?	Who made this? What are their qualifications or experiences? Who published this? What are their goals? Can you check the information they use yourself? Provide a works cited or bibliography? Has someone else already checked their information? Peer-Review?

D DATE: HOW OLD IS THIS?	When was this first published? Last updated? Are any of the links broken? Is any of the information outdated? How recent does information need to be to answer your research question?
A APPEARANCE: WHAT DOES IT LOOK LIKE?	How many ads are there? How many images used? Are images used to persuade or inform? Is it presented in a professional style? What style is is presented in? Do they make it easy to find their sources? What kinds of words do they use? Are there any typos or errors?
R REASON: WHY WAS THIS MADE?	Is there any obvious bias or prejudice? (Remember this is not the same as having an opinion) Does it use emotional or forceful language? Are different points of view discussed? Are important facts or data left out?

IS THE SOURCE RELIABLE OR IS IT CRAAP?

C CURRENCY: IS THE INFORMATION TIMELY?	Is the information up to date? When the website last updated?
R RELEVANCE: Does it answer your research question?	Does the website/article address the topic and have the information you need? Does the information enhance your research project?
A AUTHORITY: WHO MADE THIS?	Who created the information? Who sponsored the website/information? Are the authors clearly identified? Are the authors qualified?
A ACCURACY: CAN YOU VERIFY THE INFORMATION?	Is there a list of references or bibliography? Does the site/article link to other high quality relevant sites/articles? Can you verify the facts? Has significant information been omitted?
P PURPOSE: WHY DOES THE SITE/ARTICLE EXIST?	Is the purpose to inform, teach, sell, entertain, or persuade? What type of information is present? Propaganda, fact or opinion? Is the information biased or one-sided? Is the information comprehensive or does it just give an overview?

There are many other ways to evaluate sources. Go to the City Colleges Of Chicago Library and check out the Libguides.
<https://researchguides.ccc.edu/libraries/guides>

When doing research, you may oftentimes run across not-for-profit organizations that do a good job of summarizing the cause they represent and have credible information that you can use in your essays. When evaluating these sources, it is important to take into account their purpose, how they present information to the audience, and how biased the information is. Remember that most sources have a bias; it isn't inherently wrong. Your job is to figure out the degree and whether it will hinder your research or not.

Not-for-Profit examples that *may* not be good sources

- **WWF Effects of Climate Change:** The WWF is an organization that is well known so it may pop up in your search if you are writing about the environment or animals. However, their main purpose for disseminating information is to get people to donate to their cause. In order to do this, they release a lot of information, but as a researcher, if it doesn't pass an evaluation, especially with when it comes to authorship, it may not be the best choice for your college essay. At times, this means if you do use it, it would be considered a tertiary source.
- **About PETA:** This another popular organization that would more than likely come up during a search if your topic was about animals or the environment. Once again, evaluation has nothing to do with whether her organization in and of itself is good or bad. As a researcher you have to ask yourself how the information can be used in your essay and if it fits. What type of explanations and analysis would need to accompany the source? Finally, if you are trying to do an evaluation and you end up in an information loop: all the data comes from the same organization, you might want to consider comparing the information to other sources.
- **Greater Chicago Food Depository-** This organization does amazing work around Chicago, but if you are researching food inequities and need credible information that isn't tertiary, you will need to turn to other sources.

Non-Profit examples that could work

On the other hand, there are many non-profit and government organizations that do offer credible information that would pass an evaluation. This is usually because the organization is linked to a research center where experts author studies, or they have two parts to their websites. The front end usually offers tertiary information, but the other side offers the collected research, in depth reports and are often written by academics or experts in the field of study for other experts to read. In this way, you may come across primary sources and scholarly articles.

- **Chicago Urban League Website:** They have a partnership with the University of Chicago in their research and policy section. They often run sociological studies and publish the findings on their website.
- **Chicago Housing Authority Website:** This government website is very cluttered, but as a large organization, they also publish and house court and government documents that can be used as primary sources.
- <https://kidsofftheblock.us>: This website at first glance, doesn't offer much information except for their mission statement and some personal experiences. However, many websites like this have links to current news stories that you could then use. So while, you wouldn't cite directly from this website, the new article you find could be used once it passed an evaluation.

Apart from non-profit organizations, you will definitely need to find other sources. You may even not be allowed to them at all. Depending on your assignment requirements, you may need a variety of sources that you will need to evaluate and analyze. Using the topic 'Impacts of living in Chicago', here are some sources that you might find while researching and want to analyze further.

Books

Remember that books can be primary or secondary; digital or physical, but many books that criticize a situation or offer a theoretical lens through which to examine a topic are secondary sources. The library is a great place to find your books and many books have electronic versions where you can easily scan the chapters or download individual chapters if you need to.

- **The South Side:** a portrait of Chicago and American segregation / Natalie Y. Moore



The South Side

A Portrait of Chicago and American Segregation

by Moore, Natalie Y.



Paperback - 2017
F548.9.A1M66 2017
Available [View details](#)

For Later

Place a Hold



Downloadable Audiobook - 2016
Available

For Later

Checkout Now



Paperback - 2016
F548.9.A1M66 2016
Available [View details](#)

For Later

Place a Hold



eBook - 2016
All copies in use
Holds: 32 on 8 copies

For Later

Request this Download



Audiobook CD - 2016
F548.9.A1M66 2016b
All copies in use [View details](#)
Holds: 0 on 4 copies

For Later

Place a Hold

^ To

Scholarly Journal

Scholarly Journals are also wonderful great options for primary and secondary sources. Your job is to determine to what extent you will be able to use and decode the information. Many journals are written in the jargon of that field by experts for other experts. Also, many scholars at research universities must publish to keep their jobs. This is known as publish or perish; so oftentimes, it is good to look at the author and find the work that best aligns with their true expertise.

Basic Search Advanced Search Search History »

Refine Results

Current Search

Proximity:
chicago housing

Expanders

Apply equivalent subjects

Limiters

Full Text

Limit To

☒ Full Text

☐ References Available

☐ Peer Reviewed

From: 1979 To: 2024

Publication Date

Search Results: 1 - 30 of 293

Relevance Page Options Share

- #### 1. Race and Poverty Deconcentration Initiatives: The Saliense of Race in Subsidized Housing Redevelopment in Chicago.

By: Williams, Cameron; Blackmond-Larnell, Twyla; Eddie, April. Journal of African American Studies. Jun2023, Vol. 27 Issue 2, p142-158. 17p. DOI: 10.1007/s12111-023-09620-x.

Subjects: RACE; HOUSING subsidies; PUBLIC housing; POVERTY; URBAN growth; HOUSING development; CHICAGO (Ill.); Land Subdivision; Lessors of social housing projects

Cited References: (61)

HTML Full Text PDF Full Text (605KB)
- #### 2. Participatory Sketch Mapping for Policy: A Case Study of Reentry Housing from Chicago.

By: Hamlin, Madeleine. Professional Geographer. 2022, Vol. 74 Issue 1, p52-66. 15p. DOI: 10.1080/00330124.2021.1952883.

Subjects: HOUSING; HOUSING policy; CHICAGO (Ill.); Other Community Housing Services; Administration of Housing Programs

HTML Full Text PDF Full Text (1.4MB)

Primary

- Examining the impact of Food deserts on Public Health in Chicago By Mari Gallagher
<https://www.marigallagher.com/2020/02/20/examining-the-impact-of-food-deserts-on-public-health-in-chicago/>
- Chicago Food Desert Report PDF

Magazine Articles

Secondary

- <https://www.newyorker.com/news/news-desk/the-unfulfilled-promise-of-the-fair-housing-act>
- Food deserts persist in Chicago despite more supermarkets - Chicago ReporterChicago Reporter1.pdf
- <https://www.newyorker.com/culture/culture-desk/the-unexpected-power-of-your-old-neighborhood>

News Organizations

When you are looking at newspaper and magazine articles for your essay, you may have too many to choose from, which means you will run across some of the same information. It is your job to evaluate these sources especially for media bias. Then, you can decide which article you want to keep. It is no point in using two articles that have essentially the same information. To learn about media bias, there are several websites to use. One resource you can use is Allsides. <https://www.allsides.com/media-bias/media-bias-ratings>

Classroom Activity

Using the library databases, see if you can find one book, one academic journal, and one news article using your chosen research topic. Then run a RADAR OR CRAAP test on the news article. Since the source comes from the library, you may already assume it is credible, but it is important to pay close attention to it's relevance to your research essay.

13.1: The Classroom Lecture and Activity is shared under a CC BY-NC-SA 1.0 license and was authored, remixed, and/or curated by LibreTexts.

13.1.1: 20.2 The Reading

Read: Rhetorical Research Strategy

Rhetorical Research Strategies

Rebecca Moore Howard, in her *The Citation Project* (see <http://www.citationproject.net/>), reported several concerns with how college student writers used research. For example, students cited material from the first page of their research sources 46% of the time, suggesting that they were not reading these sources carefully and comprehensively. Of their sources, 56% of them were cited only once in their drafts. Furthermore, 52% of the sources involved “patchwriting” in some way—an indication that student writers were paraphrasing and/or quoting these sources in ways that would concern their instructors.

Another concern that students show in their research is their tendency to only choose sources that confirm their ideas and perspectives. In short, these are sources that their skeptical readers may not find persuasive and credible. As a 2014 PEW Research study on political polarization shows, these student writers are acting similar to Americans in general: they prefer to read or view media sources that confirm their worldviews. For example, the PEW study found that 47% of conservative viewers watch a single news source, Fox News.

As this chapter asks you to consider argumentation as taking on risks — after all, you are making yourself vulnerable and allowing for the possibility that your ideas about the issue will change — you should also look for research sources that your own skeptical or resistant readers will find persuasive. In other words, you want to make sure you’re using research *rhetorically*: with consideration for your audience, message, and persuasive purpose.

We will look at these three strategies for using research rhetorically:

- Consider the credibility and bias of your research sources
- Use different types of research that your skeptical readers will find credible and persuasive
- Shape your research sources to fit your skeptical readers’ assumptions and values

Consider the Credibility and Bias of Your Research Sources

As you choose sources, you’ll want to determine how credible they will be for your readers. Use criteria such as the following to judge how credible your sources are:

- **Currency:** How recent are your research sources? (Be mindful that certain audiences will expect far more recent research than others.)
- **Authority:** How easy is it to determine who the author or sponsoring organization is of the source? (If you are using a website, domain names indicated by .gov, .org, or .edu may have more credibility.)
- **Comprehensiveness:** Does the source include evidence and information that is complete and satisfying for your readers?
- **Accuracy:** Does the information and evidence in the source appear to be accurate?

In addition to these criteria, you should also be aware of the ideological slant or bias of the source you are considering. You can get an idea about the bias of your sources by going to a website such as AllSides (allsides.com/media-bias), which categorizes many media sites according to a “left” (liberal), center, and “right” (conservative) continuum. For example, the following figure shows how a few well-known media sources are categorized:

Left	Left-Leaning	Center	Right-Leaning	Right
<i>The Huffington Post</i> <i>Mother Jones</i> <i>MSNBC</i> <i>The New Yorker</i> <i>The Daily Beast</i>	<i>The Atlantic</i> <i>BuzzFeed News</i> <i>The New York Times</i> <i>The Washington Post</i>	<i>USA Today</i> <i>Bloomberg</i> <i>Reuters</i> <i>AP</i>	<i>The Wall Street Journal</i> <i>The Washington Times</i>	<i>Breitbart</i> <i>National Review</i> <i>The New York Post</i>

Figure 2: Selected Online News Media Sites from AllSides

Though you don’t necessarily need to stay away from media sources that have an ideological bias—all sources in some way will favor a particular ideology or worldview—you do have to be aware of these ideological and political sources, especially when you

are using them for evidence to persuade your own readers.

To get better at examining sources, you might want to develop your strategy of “lateral reading.” Unlike “vertical reading,” in which you literally read closely through a single source, lateral reading asks you to jump to different online media sources to quickly determine what they are saying about the site you are interested in. The author of the online text, *Web Literacy for Student Fact-Checkers*, Michael A. Caulfield, describes the process of lateral reading:

When presented with a new site that needs to be evaluated, professional fact-checkers don’t spend much time on the site itself. Instead they get off the page and see what other authoritative sources have said about the site. They open up many tabs in their browser, piecing together different bits of information from across the web to get a better picture of the site they’re investigating. In other words, twenty-first century reading requires intensive and careful reading of sources and, at the same time, scanning of similar sources to figure out how one source fits into a larger network of sources.

For example, how about if you find a source from this organization, the James G. Martin Center for Academic Renewal (www.jamesgmartin.center)? How will you know if this organization has a strong ideological bias or not? How can you tell if your readers will consider it to be credible?

pastedGraphic.png

You can find a little bit about this organization’s political position if you go to its “About Us” page in its website. Here is the statement of the organizational goals:

Our goals are to improve colleges and universities, especially in North Carolina. We want to:

- Increase the diversity of ideas taught, debated, and discussed on campus
- Encourage respect for the institutions that underlie economic prosperity and freedom of action and conscience
- Increase the quality of teaching and students’ commitment to learning so that they graduate with strong literacy and fundamental knowledge
- Encourage cost-effective administration and governance

These are goals that many groups, regardless of ideological conviction, may champion, yet two phrases stand out: “diversity of ideas” and “economic prosperity.” These are concepts that more conservative groups will often be committed to.

By searching about this organization and looking at what other sources say about it, you can begin to get a better portrait of the politics of this organization. You will find that it is linked to the *National Review*, a traditionally conservative publication, and to the National Association of Scholars, a conservative academic think tank. SourceWatch, a website curated by the Center for Media and Democracy, defines this organization as a “right-wing 501(c)3 nonprofit and associate member of the State Policy Network,” itself a “web of right-wing ‘think tanks’ and tax-exempt organizations.”

Use Different Types of Research That Your Skeptical Readers Will Find Credible and Persuasive

As you conduct library- and Internet-based research, consider the types of research that your audience will value. Although you want to avoid stereotyping your audience, you can make some good educated guesses regarding, for instance, whether your readers will gravitate towards personal stories or towards statistics. Other audiences will be more accepting of information sources such as company blogs, whereas others will expect peer-reviewed academic research articles.

Here is a list of some possible research sources, which is far from complete:

- Primary research sources, including field research, observations, interviews, and surveys
- Peer-reviewed articles from library databases
- Statistics
- Government white papers
- Editorials and commentary
- Human-interest stories or examples from newspaper or Internet sources
- Internet blogs
- Social media sources, including user comments and chat room transcripts
- Personal stories or anecdotes
- Textbooks and class notes

One research strategy, coming from the social sciences, is that of “triangulation”—to find different types of research sources to satisfy your readers. For example, you might find yourself blending several different types of research sources together to enhance your persuasiveness, such as starting off your introduction with a personal story related to the issue, then reviewing alternative perspectives by using library-based research, and then supporting your own position with an interview of a professor, statistics that come from a textbook, and a statement from a company press release.

Shape Your Research Sources to Fit Your Skeptical Readers’ Assumptions and Values

Your research will take on several different purposes. Among many possibilities, it will

- Support your main reasons
- Support your assumptions
- Show your understanding of alternative perspectives
- Reach your audience emotionally
- Emphasize strengths in your argument and subordinate weaknesses
- Rebut the reasons, assumptions, or evidence of alternative or oppositional sources
- Provide an example of the issue
- Demonstrate your commitment to the issue

You should use readerly cues and explain your use of the research to help guide your readers and shape their reading experience. (If you look up “Transitional Devices” on the Purdue Online Writing Lab, you’ll find a substantial list of these readerly cues.) In fact, rhetorically researching and using research rhetorically implies that you are thinking about your readers and how they will be interacting with the information, and, hopefully, being persuaded by how you are using the research.

Here is one example of how Kelsey Reith uses research rhetorically in her essay, “Bathroom (In)Security” (please see the Student Example in the back of this chapter):

Next, safety is not only a concern for those that would support the strict sex- assignment use of public restrooms; safety is a huge issue for the transgender community. Imagine a woman, who would for all intents and purposes appears to be woman, but perhaps her birth certificate says otherwise. What might happen to her if she were to follow her sex-assignment, and walk into the men’s bathroom? This is the reason that harassment is frequently reported by the transgender community. The 2015 U.S. Transgender Survey found that in the past year 59% of those surveyed had avoided the bathroom out of fear of conflict, 12% had been verbally harassed, and 1% had been physically and sexually harassed while using public restrooms (Barnett). The way transgender people are politically and socially treated in bathrooms is an issue of discrimination. This treatment has been shown in several studies to lead to violence, poverty, and isolation. Which puts transgender people’s quality of life at risk. Between 2003 and 2016, there has only been 1 case of a transgender individual committing sexual assault in a public restroom, while there have been 19 cases of cis-gender men pretending to be transgender in order to enter women’s bathrooms and commit sexual assault. There has been no evidence to suggest a connection between laws that permit transgender people to use their preferred bathrooms and an increase in cases of assault by cis-gender men disguised as transgender women (Barnett). What this means is that predators have been committing sexual assault under the guise of the transgender identity for a significant time and there hasn’t been a rise of these occurrences in areas where restroom facility policy is favorable to the transgender community. When it comes to sexual assault in bathroom, laws that allow transgender people to use their preferred restroom are not the problem, and not allowing them to do so is not the solution to the behavior of cis-gender predators.



Importantly, although Reith is only using one research source here, she is paraphrasing the statistics from this source and introducing, contextualizing, and explaining her use of the sources (the chunks that have been underlined). She asks her readers interactive questions, and she explicitly tells them what the research is doing or showing:

- “This treatment has been shown in several studies to lead to violence, poverty, and isolation.”
- “What this means is that predators have been committing sexual assault under the guise of the transgender identity for a significant time...”

Finally, shaping your research sources might also entail having to explain or qualify your use of them. For example, what should you do if you have found the “perfect research source,” yet it’s one that you are fearful will not meet the ideological worldview of your readers? In this case, instead of hiding the ideological angle of the source, admit it and then qualify your use of the source:

- Although the United States Interior Secretary David Bernhardt is well connected to the petroleum industry, we shouldn't immediately discount his rejection of environmental regulations.
- Undoubtedly, many conservative readers will wonder why I have cited statistics from a study that PETA sponsored. Although, like you, I do not accept some of the advocacy work that PETA does, I think we can all agree that dangerous conditions of farm animals need to be looked at—to increase the safety of meat consumers and relieve the suffering of animals.

Citations and Licenses: Marzluf, Phillip, "Designing Arguments for Academic, Public, and Professional Audiences" (2021). 134-139 NPP eBooks. 40.

<https://newprairiepress.org/ebooks/40> Creative Commons License CC-BY-NC 4.0

13.1.1: 20.2 The Reading is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

13.1.1.1: The Assignment

Activity: To practice evaluating your articles for media bias, you will complete the Allsides exercise. To do this, you should use your topic to find **one news story** that was reported in several newspapers: *one from the left, one from the center, and one from the right*. Then you will analyze how each newspaper covers the story. After your media bias evaluation, the article that fits the best can be kept as one of your secondary sources.

Here's an example. **Topic/Search Terms: Remote Learning Plans For Chicago Public Schools**

Left

Headline: Chicago Public Schools to start the year with Remote Learning, Mayor Lightfoot, CPS, announces

Author and Publisher: Jessica D'Onofrio, Craig Wall, Liz Nagy, and Sarah Schultz - AbC7 Eyewitness News <https://abc7chicago.com/cps-remote-school-learning-chicago/6354910/>

Date and Summary: Aug 5th, 2020- The Reporters discuss how remote learning won't be easy or cheap.

They establish ethos by: There is an embedded video of the reporters interviewing CPS teachers. There are quotes from CPS CEO Janice Jackson, CTU VP and CTU President along with parents. This shows that they collected information from different perspectives for full coverage of the story. There are some typos and several ads that take away from the authority.

They establish logos by: The report is organized mainly topically and is mostly informative. The main claims and argument come from the quotes in the interviews. They present CPS plans, but then also state the plans for private schools right at the end eluding to the tension in the city.

They rely on pathos by: They use language like the Mayor feeling 'threatened' by the CTU. They describe the news of a possible teachers strike as "rumblings".

Center

Headline: Chicago Public Schools Announce Remote Learning for First Quarter

Author and Publisher: The Associate Press, The New York Times

Date and Summary: Aug 5th, 20 CPS Janice Jackson and Mayor Lori Lightfoot state why they decided to start the school year remotely. <https://www.nytimes.com/video/us/100000007274410/chicago-public-schools-remote-learning.html>

They establish ethos by: This is a recorded clip of the press conference held by the Mayor and CPS CEO. This is first hand information, so it is actually a primary source. One way that the authority is diminished is because the clip is only one minute and it the link is misleading. It seems like it will be a full article, but it is not. Therefore, there is not enough information to use in my research.

They establish logos by: The clip is purely informative in how it is presented to the reader. The argument however comes from the content of the Mayor and CPS CEO insisting that stating with remote learning is the best way to go because of the suggestions from public health advisers.

They rely on pathos by: The video takes up the whole page demanding that the viewer pay attention to what is being said. This makes the viewer feel like they are at the actual press conference.

Right

Headline: Chicago Schools to Begin Year with all Remote Learning after Teachers Union Objects Hybrid Format

Author and Publisher: Zachary Evans- National Review

Date and Summary: Aug 5th, 20 <https://www.nationalreview.com/news/chicago-schools-to-begin-year-with-all-remote-learning-after-teachers-union-objects-to-hybrid-format/>

They establish ethos by: The authority is diminished in this article first by all the advertisements. There are so many pop up ads that they continuously cover the words. Next the picture of the classroom is not of a CPS school, which can be misleading. Evans tries to establish authority by adding quotes from CTU President's twitter account, quotes from Mayor Lori Lightfoot's press conference, and citing a survey. The link to the survey takes the reader to another secondary source and not the actual survey. Finally, the last quote from a parent is not actually a parent of CPS but of the school district in Evanston.

They establish logos by: The article is mostly informative, but there is an argumentative aspect as Evans claims that parents are divided on whether to reopen remotely or not and takes the side that the Mayor's decision is from "strong pushback" from the teacher's union.

They rely on pathos by: The picture at the beginning of the article of the empty classroom is used to evoke sadness in the reader, but it is not successful as it could be because it is not from a CPS school.

Overall, I would not use this article because it is too short and at times misleading.

Evaluating News Paper Articles and Popular Sources

To continue to learn about bias, go to Allsides.com <https://www.allsides.com/unbiased-balanced-news> and pick one news story.

Summarize and analyze how **each** side represents this news story. EXPLAIN what rhetorical methods are used: ethos, logos, and pathos. Ethos is the authority. Logos is type of logic that is used to present information. Pathos is how the source uses emotion. Remember to look at the words that are used to create these rhetorical appeals. Give examples.

You might have to look around for the same exact news story. Sometimes they are not always right across from each other.

Your analysis should be 3 long paragraphs-1 for each side. Below is a template to use.

Topic/Search Terms:

Left

Headline:

Author and Publisher:

Date and Summary:

They establish ethos by:

They establish logos by:

They rely on pathos by:

Center

Headline:

Author and Publisher

Date and Summary:

They establish ethos by:

They establish logos by:

They rely on pathos by:

Right

Headline:

Author and Publisher

Date and Summary:

They establish ethos by:

They establish logos by:

They rely on pathos by:

Assessment Tool:

	Fully Meets Expectations	Adequately Meets Expectations	Does Not Meet all Expectations
Completeness/Correctness	Has article from all sides on the same topic. Discusses briefly why or why not they would use the article. Completes the task.	Maybe be missing some information about the article. Discusses briefly why or why not they would use the article.	Missing most of the information about the article. Does not discuss why or why not they would use the article.
Learning Outcomes	Has an explanation for each logos, pathos and ethos. Shows understanding of concepts through explanations and use of lesson's vocabulary.	Understands concepts, but may be confused one concept or new term.	Needs to review new concepts and ideas. does not show understanding of lesson.
Grammar and Mechanics	Uses appropriate language that is free from grammatical and mechanical errors.	Evidence of editing, but there are some grammatical and mechanical errors: though, they do not inhibit readability.	Grammatical and mechanical errors throughout. At times, inhibits readability and clarity of expression.

13.1.1.1: The Assignment is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

14: Annotated Bibliographies

SLO-Integrate students' own ideas with those of others, using an appropriate documentation style (i.e., MLA or APA) - Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others -Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

Intro: In this lesson, you will learn how to create an annotated bibliography for record keeping or for an annotated bibliography assignment. Writing an annotated bibliography can be an important step in the research process. You will also see how to do this in MLA, which is the writing style used in the English discipline.

[14.1: The Classroom Lecture and Activity](#)

[14.1.1: The Reading](#)

[14.1.1.1: The Assignment Create an Annotated Bibliography](#)

[14: Annotated Bibliographies](#) is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

14.1: The Classroom Lecture and Activity

Classroom Lecture and Activity:

SLO-Integrate students' own ideas with those of others, using an appropriate documentation style (i.e., MLA or APA) - Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others -Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

Purpose: The main two purposes for the annotated bibliography is to ensure you have read and carefully evaluated all the sources you want to use in your research essay and to make sure you know how to utilize the library databases. The annotated bibliography is an alphabetical list and summary of all the sources that you plan to use in your research essay. How many sources you need and what type are usually dictated by the specific annotated bibliography assignment from your professor. For instance, a 2500 word research essay may require 8-10 sources. Most annotated bibliographies are not just submitted for a grade but for approval. This approval process is a great way to avoid having any sources that are not credible enough or that do not meet the requirements of the assignment. Sometimes you may be asked to turn in the annotated bibliography along with your essay. In these instances, it is even more important that the sources you choose meet the standards of the assignment since you may not have a chance to revise.

What type of sources should go into your bibliography? It is good to diversify your information as much possible. This means gathering information from primary and secondary sources. Use tertiary sources sparingly. You then need to also look at the type of medium the information is coming from. Are all your sources YouTube videos? Are all your sources dense academic scholarly research that you find hard to sift through? As you collect sources during the research process and as you evaluate and analyze, many sources will not be a good fit. As you compile the annotated bibliography, you may also need to weed out repetitive sources. For instance, you have two articles about the neighborhood school options in the same Chicago community areas, but they are written by two different corporations and authors. One was published by NPR and the other one was published by University of Chicago. You will need to decide which article to keep.

Here are some common source requirements for a annotated bibliography. Always make sure to follow the guidelines of your specific assignment. Some instructors may require you to only use primary sources or some may not want you to use popular sources.

- - A Scholarly peer reviewed source
 - A book (this can be in physical format or ebook edition) Advice: You may choose to use multiple chapters from a book and not the whole book.
 - An image. (This includes any infographics that you find. All images must be cited. Try using the library, creative commons, gimp.org or other open source free websites.
 - An article from a magazine or newspaper. (The magazine or newspaper publication does not have to also be available in print.)

Annotated Bibliography Entries

The bibliography is a list much like a works cited page, but each entry in the bibliography should include more than the full citation or link to the source. Each source must be credible and have the following criteria to be approved.

- - Full citation including url or doi if applicable
 - Type of source (Primary/Secondary/Tertiary)
 - Thoughtful evaluation of the source. This means choosing an evaluation method and showing how you evaluated the source using each criteria.
 - Summary of the source
 - How you plan to use the source in your essay

SAMPLE ENTRIES

These are samples of successful annotated entries. These samples come from different annotated bibliographies.

SAMPLE 1

Caron, Christina. "Surrogacy Is Complicated. Just Ask New York." The New York Times,

The New York Times, 18 Apr. 2020, www.nytimes.com/2020/04/18/parenting/pregnancy/surrogacy-laws-new-york.html Accessed on 12 November 2021.

This article provides a statistical infographic image of the number of babies born in the U.S. Ever since 2004 to 2015, the rate of surrogacy births has increased over the years, leading many infertile parents to trust the operation.

The source relates to my topic because it discusses the positive outcomes surrogacy has had within many infertile parents, creating the population of surrogate pregnancy to grow. The infographic that Beitsch uses to analyze the growth of surrogacy is from the American Society for Reproductive Medicine. ASRM accomplishes its mission through excellent research on patients, physicians, and affiliated health care providers.

The author and publisher in this article are Rebecca Beitsch from the Pew Charitable Trust. The Pew Charitable Trust is known for its research on social issues, public opinion, and demographic trends shaping the United States and the world. Pew Charitable Trust's vision is to solve today's most challenging problems while applying analytical research and countries' policies. Rebecca Beitsch has won various journalism awards based on the extraordinary stories she provides for readers.

She covered state governments in Missouri and North Dakota, discussing the intersection of politics and policy for news radios. The information comes from infographics and experiences from infertile and gay marriages.

The infographic image will help support my thesis on why surrogacy should be considered a helpful process for any new parents yearning to experience parenthood.

The article discusses how The New York State Assembly passed a bill to protect surrogates' health and rights, but it stalled in the Senate. The New York bill aimed to legalize gestational surrogacy and discourage traditional surrogacy. State laws are changing to allow surrogacy. Washington State, New Jersey, and 47 other states have laws allowing surrogacy. With perspectives from doctors, surrogates, and state representatives, it provides the readers with the understanding that surrogate participants need a support system. The information was published on April 18, 2020, by the New York Times. The article relates to my topic and question because it talks about U.S. laws and the legal aspect of surrogacy. Links are functional on the underlined words and sentences such as "surrogacy" and "not so fast". The intended audience is the citizens of the U.S. and any individuals who are interested in a surrogate pregnancy. The author and publisher in this article are Christina Caron from the New York Times. The New York Times is known for its credible information and exposing factual truths that lie within events. Christina Caron is a reporter who covers mental health and the intersection of culture and health care. She qualifies to write on this topic because she has spent a decade working in broadcast news and worked as a clinical research coordinator. The information comes from doctors, lawyers, and nurse practitioners. It also comes from the links she provided, which readers can review the evidence themselves. The purpose of the information was to inform how different groups perceive surrogacy. Caron gives various perspectives, thus leading this article to not hold any biases. This article is a secondary source because she does not conduct any form of study of her own.

I will use this article because it dives into different spectrums of surrogacy while including historical events. For example, Caron uses the case of Baby M, a case in which surrogacy had complications in ethics. I can use this portion of the article to discuss the legal and ethical perspectives of surrogacy. The details of the case helped me get an understanding of surrogate participants' experiences. Baby M's case will help answer the first part of the question of how a person's legal and ethical ideologies impact the view of surrogate pregnancy.

SAMPLE 2

Lee, Charles, et al. "Chapter Eight: Environmental Justice." Environmental Health : From

Global to Local, edited by Howard Frumkin, John Wiley & Sons, Incorporated, 2005. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/ccchicago/detail.action?docID=239440>.

I would like to note that this book source is quite peculiar as each chapter in the book has a different author. The chapter I am using, chapter eight, was written by Charles Lee, so I put his name in my citation followed by et al for all the other authors of the other chapters in the book. This source is a very dense public health book that talks about environmental health ranging from a global lense to a local one. Environmental health is a specific branch of public health that works on understanding the natural and human made environment and how they affect public health. Since the book is so dense, I decided to use the chapter I thought

would provide me with the most information, chapter eight. The purpose of this chapter is to help the audience understand the role that environmental justice plays in shaping the interaction of people with the environment depending on certain factors such as race, ethnicity, and financial stability. This chapter establishes authority successfully because the author, Charles Lee, is an activist who works for the EPA as a senior policy advisor, so he is a credible expert in his field. Published in 2005, this book helps me create a timeline to conceptualize the development of climate related issues and their effect on indigenous communities. The fact that Lee is making similar connections in his chapter as other authors/researchers like Shanondora Billiot and Catherine E. McKinley who have both published works more recently shows that there is a continual trend of climate change affecting marginalized communities more severely. This makes the book relevant to my paper because it helps me build on the concepts of more recent studies and draw connections to the past. The chapter appears to be structured so that it builds on concepts in a way to help the reader understand the topic on a small and grander scale. I plan on using this secondary source to help paint a picture of how climate change relates to disparities in indigenous communities.

Classroom Activity

Using the following short article, create an annotated bibliography entry for it. You may work in groups or on your own. Discuss what was most difficult and most easy about creating the entry.

“Chicago Inside Out” by Maya Dukmasova

<https://placesjournal.org/article/chicago-inside-out/>

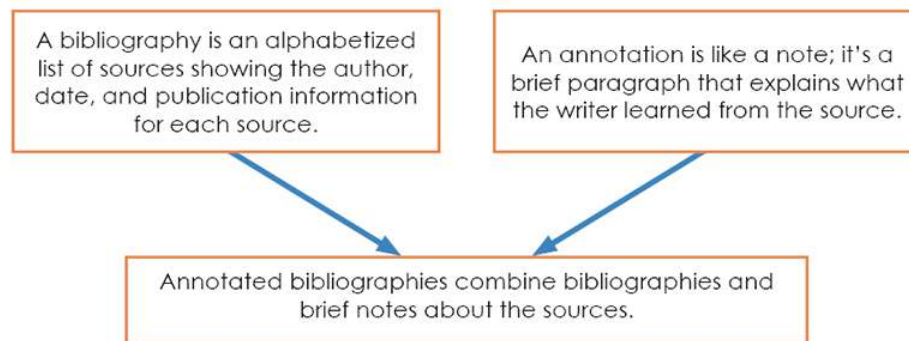
14.1: The Classroom Lecture and Activity is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

14.1.1: The Reading

SLOs

Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others

Annotated Bibliographies by OWL Excelsior (CC-BY)



Writers often create annotated bibliographies as a part of a research project, as a means of recording their thoughts and deciding which sources to actually use to support the purpose of their research. Some writers include annotated bibliographies at the end of a research paper as a way of offering their insights about the source's usability to their readers.

Instructors in college often assign annotated bibliographies as a means of helping students think through their source's quality and appropriateness to their research question or topic.

Although it may take a while to complete the annotated bibliography, the annotations themselves are relatively brief.

Annotations may include three things:

- A brief summary of the information in that source.
- A brief evaluation of the quality of the source's information.
- A brief evaluation of whether the source is useful for the purpose of the research.

NOTE: Although there is a basic structure to annotated bibliographies that most professors will follow, your professor may require something a little different. Be sure to follow your assignment instructions, as each professor may have expectations that are slightly different.

Seeing a sample annotated bibliography can be a helpful way to get started.

Tips on Writing an Annotated Bibliography



You need a **relatively narrow focus** (a relatively narrow research question or a working thesis sentence with a clear angle) in order to gain value from doing an annotated bibliography.

As you research, **select the sources that seem most related** to your narrow focus. **Skim the sources first**; then more carefully read those that seem useful to your research focus.

In your annotation for each entry in your annotated bibliography, **summarize the source**. Reproduce the author's main ideas in your own words. Be careful to change the wording and the structure as you put the information from the source into your own words.

After you summarize, **analyze the source**. Ask yourself questions such as the following: Is there enough relevant information to address my narrow focus? Does the author delve deeply into the subject as opposed to offering a general overview? What type of evidence does the author use? Does the author use statistical information accurately, to the best of my knowledge?

Finally, **evaluate the source's usefulness** to the narrow focus of your research. Make connections between the source and your focus for your project.

Be sure to **use the assigned bibliographic style** (usually standard MLA or APA style) to create the bibliography entry that starts off each annotated source on your list.

In most annotated bibliographies, your summary, analysis, and evaluation for each source becomes the body of your annotation for that source. Some annotated bibliographies may not require all three of these elements, but most will. Be sure to consult your professor and ask questions if you're unsure about the required elements within each entry of your annotated bibliography. Each entry in an annotated bibliography includes the full reference information for each source. In this example, the author follows MLA.

The first part of each entry provides a summary of the source. Not all professors will require it, but most annotated bibliographies include some type of evaluation of the source.

Christine McLaughlin

Dr. William Xu

English 301

13 June 2024

Each entry in an annotated bibliography includes the full reference information for each source. In this example, the author follows MLA guidelines.

Writing Skill Transfer: Annotated Bibliography

Boone, Stephanie, et al. "Imagining a Writing and Rhetoric Program Based on Principles of

Knowledge "Transfer": Dartmouth's Institute for Writing and Rhetoric." *Composition*

Forum, vol 26, fall 2012. <http://compositionforum.com/issue/26/dartmouth.php>

Providing an example of what a writing program based on writing-related transfer research might look like, Boone et al. provide an overview of the writing program at Dartmouth's Institute for Writing and Rhetoric. The authors provide a history of the program development, explain current curriculum and organization, and provide a look to future directions for the program. Beginning with the idea that not all skill or knowledge transfers in the same way, program developers at Dartmouth set out to explore what kind of knowledge writing is and how this knowledge is transferred. By developing curriculum and sequences of courses that encourage reflection and connections to future courses, as well as engaging in faculty development and reflection, Dartmouth has established a writing program that provides a model for other writing programs. The authors explore the state of research on the program and goals based on current assessment.

This piece serves as an excellent guide for writing program administrators and writing researchers interested in seeing how current research on writing transfer can be applied to a real program. The authors offer practical advice, include sample syllabi and

The first part of each entry provides a summary of the source.

Not all professors will require it, but most annotated bibliographies include some kind of evaluation of the source.

 clipboard_eefd3c681f0c03cdd53b2806c1ac38636.png

View original content in the link below.

<https://owl.excelsior.edu/wp-content/uploads/2024/07/Annotated-BibliographyMLA2024.pdf>

<https://owl.excelsior.edu/research/annotated-bibliographies/>

14.1.1: The Reading is shared under a CC BY-NC-SA 1.0 license and was authored, remixed, and/or curated by LibreTexts.

14.1.1.1: The Assignment Create an Annotated Bibliography

SLO-Integrate students' own ideas with those of others, using an appropriate documentation style (i.e., MLA or APA) - Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others -Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments.

Create an annotated bibliography for the sources that you have gathered for your research essay. Be sure to follow any guidelines provided by your instructor.

If you haven't been assigned an annotated bibliography assignment yet, for practice, you can create this annotated bibliography using 5 sources [a mixture of articles and journals-primary and secondary] that would help you answer the following research question.

What is the economic and educational impact on Chicagoans who live on CHA (Chicago Housing Authority) land?

All Sources	No Revisions Needed	Some Revisions Needed	Missing information or sources	Criterion Score
Full citation including url or doi if applicable	20 points	15 points	10 points	Score of Full citation including url or doi if applicable, / 20
Summary of the source AND how the annotation is written: grammar and punctuation.	20 points	15 points	10 points	Score of Summary of the source AND how the annotation is written: grammar and punctuation., / 20
How you plan to use the source in your essay	20 points	15 points	10 points	Score of How you plan to use the source in your essay, / 20

All Sources	No Revisions Needed	Some Revisions Needed	Missing Information or sources	Criterion Score
Thoughtful evaluation of the source AND Type of Source (Primary/Secondary/Tertiary)	40 points	30 points	20 points	Score of Thoughtful evaluation of the source AND Type of Source (Primary/Secondary/Tertiary), / 40

Total

Score of Annotated Bibliography Rubric,

/ 100

Overall Score

All Sources Approved

100 points minimum

All sources are annotated correctly.

Most Sources Approved

80 points minimum

Most sources are approved OR all sources are approved yet need revisions.

Some Sources Approved

60 points minimum

The sources listed may not be approved and some that are listed may still need revisions. Student may need to continue to find the rest of their sources.

14.1.1.1: The Assignment Create an Annotated Bibliography is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

15: Integrating Sources Successfully Using MLA

SLOs-Support students in developing research questions, finding and evaluating sources, and integrating appropriate sources into their writing. -Integrate students' own ideas with those of others, using an appropriate documentation style (i.e., MLA or APA)

In this lesson, you will learn about the ways in which you can integrate source material into your essay. You will also review using MLA (Modern Language Associations) style for formatting and citing sources. You can visit their website directly by going to the link below.

https://style.mla.org/?_ga=2.1861474...394.1667346991

15.1: The Classroom Lecture and Activity

15.1.1: The Reading

15.1.1.1: The Assignment Create a Works Cited Page

15: Integrating Sources Successfully Using MLA is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

15.1: The Classroom Lecture and Activity

Integrating Sources

SLOs-Support students in developing research questions, finding and evaluating sources, and integrating appropriate sources into their writing. -Integrate students' own ideas with those of others, using an appropriate documentation style (i.e., MLA or APA)

The way in which you integrate source material depends heavily on two things. First, the style that you are using, and second, the idea you are trying to support or emphasize in a paragraph. Let's briefly discuss style. There are many different styles of documentation (APA, MLA, Chicago Style, ASA, etc) and it will depend on the class, discipline, or career you are in to determine which style to use. Therefore, it is important to know that you are not expected to memorize every single aspect of a style especially when you are still seeking a undergraduate degree. What you *can* do is familiarize yourself with some go to resources for various styles so that you can refer to them when you need to. Typically, going to the website of the particular style will give you the information you need; however, there are many online writing labs and style guide books that are sometimes more helpful. In this lesson, you will learn the basics of MLA (Modern Language Association) which is the standard style for English courses. Please read the MLA information in 22.2 before doing the activity.

The next important aspect is to be careful how you actually put source information into your paragraph. Paraphrases, summaries, and direct quotes are all considered using source information and should be cited using a style of documentation. Each one can be inserted differently, so it is important to think about the flow of your writing.

Paraphrases: These are ideas of the author, but written in your own words. Typically, a paraphrase summarizes singular idea.

Example:

While reading may be the core of literacy, Naomi Baron argues that literacy can be complete only when reading is accompanied by writing (194).

OR

While reading may be the core of literacy, literacy can be complete only when reading is accompanied by writing (Baron 194)

In the first example above, the student is stating Baron's ideas using her name, so the paraphrase is cited only with the page number. In the next example, the student leaves out the name completely, and without the citation, the reader would assume this idea is the students'. Or if the student meant to cite the information but forgot, it is still considered plagiarism. Therefore, it is the second type of paraphrasing that you should double check to make sure you have inserted the citation in order to avoid plagiarism.

Summaries: Summaries are also the ideas of the author and written in the student's own words. The biggest difference between summaries and paraphrases is that summaries tend to comprise of multiple ideas or maybe the full stance from an essay. This means that you may find yourself writing more than one sentence and then the line between your ideas and the author's ideas can get blurry. In order to prevent plagiarism and confusion for your reader, start summaries with a solid introduction. Then at the end, make a clear transition away from the source information back to your own ideas or analysis. Make sure you have read, annotated, and understood the article. Here are some tips:

- Introduce the article using the author, title, and where it was published.
- Use a verb that matches the tone of the article or what the author's purpose is.
- ◦ ▪ Here are some verbs:

advocates - argues – asserts – believes – claims –complains - endorses - implores - insists – observes –reports – suggests – rejects – urges - warns

- Use your **own words** to restate the main ideas of the article. Remember, the summary should still be written from the author's perspective.
- Do not add your opinion in the actual summary.

Here is an example:

Source- "Certainly teachers, parents, and the educational system all bear some of the blame for the cheating mentality that has taken hold of our kids. It will most definitely take the efforts, not only of the students themselves, but also of every adult who cares about kids to shake loose that hold. Parents need to teach their children from a very early age that cheating is wrong. We need to teach it in the same way we teach them about drugs or smoking or stranger danger. Teachers must teach students what constitutes

academic dishonesty and be more vigilant about catching cheaters. We have to hold them to a higher standard of academic integrity. And our educational system must stop treating kids like sources of data to be mined and instead instill in them a passion for learning, for true education” (Hudgens).

Summary - Hudgens suggests that even though students need to make some effort to learn, it is also the responsibility of the educational system to help students embrace learning, the teachers to catch more students who are cheating, and the parents to teach about cheating at home.

Integration: When you insert a direct quote, you should do four things. 1. **Introduce the quote.** 2. **insert quote using quotation marks,** 3. **add in-text citation as needed** 4. **explain, analyze, or connect the quote back to main ideas.**

Here is a student example:

Moreover, banning books restricts access to different thoughts, opinions, and knowledge, which can hinder personal growth and limit the understanding of different perspectives. **According to Alex Gino, author of *Melissa*,** “Hiding the beautiful range of humanity from young people does not keep young people from being themselves. Instead, it makes the road for queer and trans people to find themselves harder and more damaging, and leaves a large majority of cisgender people who don’t know us, and therefore are much more likely to fear, and hurt, us. Positive representation saves lives,” (qtd in Friedman, Johnson, and Magnusson 16). **Alex Gino is right that banning books of different thoughts, opinions, and knowledge can cause more damage to young adults. For example, if a young Mexican girl is having family problems, trouble finding her own identity, trying to fit in the family dynamics, wanting to go college, and being depressed, reading “I am not your perfect Mexican daughter” by Erika L. Sanchez will provide different thoughts and solutions to help her overcome the problems she is facing. And for those who may not be in that situation, they can build empathy by reading the story.**

Classroom Activity:

Look at the excerpt from a draft of a student essay and their Works Cited page. Based on what is cited and highlighted in yellow in the essay and the information on the works cited page, how should the student cite the material? You may need to click to on the article link to get full information. (If the class already has articles they are working with, students should practice citing that information in MLA.)

STUDENT DRAFT EXCERPT

✓ Example 15.1.1

Tamia Grant

English

Writing Diagnostic Revision

It is important to address what led to society's current state, the worldwide economic shift in inflation caused by Covid-19. Did you know the daily cost of living has been its highest since 1981 ? Laponsi, Maryalene and Alberstadt, Hannah. <https://www.usatoday.com/money/bluep...-increase/.USA> Today, 2023. Production prices are skyrocketing which is why grocery stores and gas stations are forced to increase their prices to cover merchandise and make profit Bureau of Labor Statistics. <https://www.bls.gov/news.release/pdf/cpi.pdf> U.S Department of Labor, 2023. With everything being so high, people are weighing one bill over the next as expenses increase worldwide. The average Chicagoan who makes \$20/hr receives their check on Friday and spends it by Monday and are barely making it as they have to cover groceries, childcare expenses, rent, home and self care essentials, gas, etc. We need a source to alleviate financial burdens and promote food security.

Many people today are struggling silently as they push forward trying to make a way out of none. People who experience hardship often experience it alone in their own household, and those who do reach out for help often exhaust their ask. With the help of public food sheds there are a number of problems that can be solved. Firstly, the one to two sheds will be set up in each neighborhood of Chicago. There will be deliveries made weekly to these locations and workers will stock the refrigerators and divide food into portions to be dispersed evenly. This step alone will offer accessibility, employment, and volunteer opportunities to the community.

<https://blockclubchicago.org/2019/12...cal-market-ope> ns-as-hundreds-of-residents-celebrate/

<https://www.cnet.com/health/nutritio...tian-cracks-th> e-code

<https://www.bls.gov/news.release/pdf/cpi.pdf> <https://www.usatoday.com/money/blueprint/2017-08-17/blueprint-increase/>
https://www.ted.com/talks/shari_davis_how_the_government_spends_public_funds

15.1: The Classroom Lecture and Activity is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

15.1.1: The Reading

Read: MLA Style information from Excelsior OWL

MLA Style How To Format

MLA stands for the Modern Language Association, and its style guidelines have been assisting authors since 1951. In 2016, the *MLA Handbook* introduced a template using core elements in an effort to simplify much of the documentation process in MLA format. In 2021, the ninth edition was expanded with considerably more content and visuals.

MLA Formatting: The Basics

Papers constructed according to MLA guidelines should adhere to the following elements:

- Double-space all of the text of your paper (including entries within Works Cited).
- Use a clear font between 11 and 13 points. One example is Times New Roman font.
- Use one-inch margins on all sides and indent the first line of a paragraph one half-inch from the left margin.
- Add a running head in the upper right-hand corner with your last name, a space, and then a page number. Pages should be numbered consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin.
- List your name, your instructor's name, the course, and the date double-spaced in the upper left-hand corner of the first page. This is your header. There is no cover page.
- Center the title on the next double-spaced line after the header.
- Provide in-text citations for all quoted, paraphrased, and summarized information in your paper.
- Include an alphabetized Works Cited page at the end of your paper that gives full bibliographic information for each item cited in your paper.
- If you use endnotes, include them on a separate page before your Works Cited page.

To see how these formatting guidelines come together on an actual document, [visit our MLA Essay Template](#).

The following pages in this section will provide you with more information regarding MLA formatting, in-text citations, and the Works Cited entries. There are also three videos that give an overview of MLA formatting, in-text citations, and the Works Cited section. In addition, this section contains a practice activity as well as a page containing MLA sample papers. The information in this section follows the [MLA Handbook](#), 9th edition. MLA guidelines do change over time, so it's important to be aware of the most current information. As always, follow the requirements of your teacher or professor; their requirements take precedence.

Attributions

Image from <https://www.mla.org/Publications/Boo...-Ninth-Edition>

Modern Language Association of America. (2021). *MLA Handbook* (9th ed.).

MLA In-Text Citations

MLA Citations in the Body of Your Paper

MLA citations follow specific conventions that distinguish them from other styles. In-text citations are also sometimes known as “parenthetical citations” because they are enclosed in parentheses. Most often, the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in parentheses at the end of the sentence.

At the end of the day Wilbur made “in excess of half a million dollars” (Marx 43).

If you use the name of the author to set up your quote or paraphrase, mention the full author's name the first time in the sentence; thereafter use only the last name. Then put the page number without p. or pp. in the parentheses at the end of the sentence.

According to Marx, Wilbur made “in excess of half a million dollars” (43).

Page numbers should appear as they do in the source. If the source is only one page, do not add a page number in the citation. Examples of how numbers could appear in citations include 422, xxvi, and D32.

If other location types are used within a citation, they are listed often using abbreviations. The table below shows some location options with the appropriate abbreviations. When using any of these location types, add a comma within the citation after the

author's name. Only use the location type if they are included in the source. For example, do not use line or paragraph numbers if they are not included in the source referenced.

Location	Appropriate Abbreviation
chapter(s)	ch. or chs.
line	Do not abbreviate. Write out line or lines.
paragraph(s)	par. or pars.
scene	sc.
section(s)	sec. or secs.

NOTE: If you reference the work as a whole, page numbers are not required within the citation.

If an ebook is used, use page numbers that are consistent across devices. Chapter numbers are also acceptable. However, do not use location numbers as they can vary in different devices.

If you need to cite more than one source in your in-text citation, you should use a semicolon to separate the sources.

(Jones 101; Williams 23).

It's important to remember, in MLA style, each citation in your text must have a complete bibliographic entry in your Works Cited page, so, if readers want to go to the original source, they can!

The examples above are just a few of the most common examples of in-text citations in MLA style. The following pages provide more detailed information about in-text citing in MLA.

MLA Block Quotations

Quotations that are more than four lines should be set off from the text of your essay in a block quote. The text you're quoting should be indented a half inch. Do not add quotation marks for a block quote. All lines of the block quote should be indented a half inch, with the start of any paragraph that occurs within the quoted passage indented another half inch. Remember to introduce your block quote with an explanation that ends with a colon. The parenthetical citation of a block quote follows the last bit of punctuation and follows normal citation guidelines.

A sample block quotation:

no easy task. Authors have described varying approaches to find their voice: |

I myself find that I trust my own writing most, and others seem to trust it most, too, when I sound most like a person from Indianapolis, which is what I am. What alternatives do I have? The one most vehemently recommended by teachers has no doubt been pressed on you, as well: to write like cultivated Englishman of a century or more ago.

I used to be exasperated by such teachers but am no more. I understand now that all those antique essays and stories with which I was to compare my own work were not magnificent for their datedness or foreignness, but for saying precisely what their authors meant them to say. (Vonnegut 2)

For poetry, block quotes are used when quoting more than three lines. Each line should be indented a half inch. Spacing such as stanza breaks or other unusual formatting should be preserved to the best of your ability. If a line of poetry is too long to fit on a single line in your block quotation, it should be formatted with a hanging indent.

A sample poetry block quotation:

If you're referencing poetry, excerpts longer than three lines should be placed in a block quote. For example, if we were to quote from the poem "For the young who want to," that would look like this:

The reason people want M.F.A.'s,
take workshops with fancy names
when all you can really
learn is a few techniques,
typing instructions and some-
body else's mannerisms

is that every artist lacks
a license to hang on the wall (Piercy)

For more help with formatting your paper to meet MLA guidelines, please [visit our formatting guide](#) or [download our essay template](#).

Organizational Author | MLA In-Text Citations

If a source is created by an organization (a corporation, a research institute, etc), the author element in the in-text citation is the name of the organization shortened to its shortest noun phrase. The citation will point the reader to the full name within the Works Cited page. In the text and in the Works Cited, use the full name of the organization.

For instance, the Excelsior Online Writing Lab is an organization. Our name consists of two noun phrases: "Excelsior" and "Online Writing Lab." Therefore, for an in-text citation of our site, a student would only use "Excelsior." In our example below, you'll see how we've shortened the National Academy of Medicine down to simply the National Academy.

Examples:

Citations

According to the National Academy of Medicine, "sources should be science-based, objective, transparent, and accountable."

"Sources should be science-based, objective, transparent, and accountable" (National Academy).

Work Cited

National Academy of Medicine. "NAM & WHO Encourage Digital Platforms to Apply Global Principles for Identifying Credible Sources of Health Information." 24 Feb. 2022, <https://nam.edu/nam-who-encourage-digital-platforms-to-apply-global-principles-for-identifying-credible-sources-of-health-information/>.

Citing Indirect Sources | MLA In-Text Citations



Citing an indirect source occurs when quoting from a source that is quoting from another source. For instance, if you are quoting from a New York Times article that references a story originally published in The Washington Post, you are citing an indirect source. The MLA Handbook recommends taking material from the original source whenever possible. If you need to use indirect quotations, use “qtd. in” to indicate the source consulted. If it is clear in the text that the source is secondhand, “qtd. in” is not needed within the citation.

Example:

Jones claimed that runners who “drank regularly usually stopped running after a few months” (qtd. in Salazar 212).

<https://owl.excelsior.edu/citation-and-documentation/mla-style/>

15.1.1: The Reading is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

15.1.1.1: The Assignment Create a Works Cited Page

MLA Escape room.

Create an accurate Works Cited page using the library database to find the clue word to ‘escape’.

Welcome to the Library Archives

Team Number and Group Members: You can complete this on your own or in a group.

Scenario: During a visit to the library archives, an apocalyptic event occurs. The earth shakes, and the Head Archivist tells you to stay put and run from the room. The earth shakes again, there are screams, and the archives initiates a lockdown to protect the documents and books with everyone inside. This room was not meant to hold people and does not have enough oxygen to support the whole class for longer than 1 hour. In order to escape from the library, you only need to put in the Librarian’s code. The librarian only introduced themselves as the Head Archivist.

Task: Each group will be given a jumbled incorrect works cited page. They should use the information they have to find the rest of the source information and place the entries in order to create a **correct mock works cited** page. The first letter from each entry—when cited correctly—will need to be **rearranged on their own** to create the Head Archivist’s passcode. This means you will receive points for creating a correct works cited page **and** guessing the code word. Use the online library book catalog.

Topics and Hints: The class can work in separate teams, as one large group, or individually. If working in teams, each team will have a different name and a different clue. Hints: You can ask for hints from the instructor as you complete the works cited page. Each group is allowed to ask the librarian to find one source from the list

Time Limit: You have one hour to find all the sources, arrange a works cited page, find the clue, and write the name.

Code Word:

Associated Student Learning Outcomes

- Use citations appropriately
- Use MLA documentation system
- Apply systematic research methodology using library databases to locate and utilize a variety of sources (including print media)
- Locate appropriate primary and secondary sources.

MLA Activity :These are the entries. They are jumbled and missing information.

Eisinger, Chester E. University of Chicago Press Fiction of the forties,1963

Best African American Fiction 2010. Edited by Gerald Early and Guest Edited by Nikki Giovanni. Ballantine Books,

Ishiguro, K. *The buried giant*. Vintage International | 2016 | 1st Vintage International ed.

Ingman, Heather. Women's fiction between the wars : St. Martin's Press, 1998.

Teresa, De Lauretis,. Technologies of gender : essays on theory, film, and fiction. Indiana University Press, 1987.

Roberts, Adam. The history of science fiction. 2nd ed. Palgrave Macmillan, 2016.

Short stories by Latin American women : the magic and the real / edited by Celia Correias de Zapata ; foreword by Isabel Allende.

Sanello, Frank. Spielberg : the man, the movies, the mythology. 1996

Morrison, Toni. *A Mercy*. Year. (PS3563.O8749 M47 2008)

The poet X. Acevedo, Elizabeth. HarperTeen, an imprint of HarperCollinsPublishers | 2018

Díaz, Junot. *Oscar Wao*. 1st ed. Riverhead Books, 2008.

Formative Assessment Tool:

Identify correct usage and integration of MLA documentation.

Works Cited page is correct with no errors.

Works Cited page is ordered correctly but has 1-2 errors

Works Cited page is ordered correctly but has 3-4 errors

Works Cited page is not ordered correctly but has errors

Bonus: Student figures out the code word.

15.1.1.1: The Assignment Create a Works Cited Page is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

16: Final Drafts of Research Essays

Course Objectives

1. Develop students' writing process in composing formal, college-level essays using various rhetorical writing modes
2. Enhance students' abilities in organizing, developing, and revising their essays

SLOs-Process

1. Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading
2. Engage in a reflective process of evaluating their own drafts and those of others
3. Revise work to enhance coherence and clarity while communicating with relevant discourse communities

Turning in a Final Draft

In this lesson, you will review what to go over before turning in a final draft. This can be a final draft of a short essay or a research essay. Overall, reviewing guidelines and revising the draft before turning it in for a grade is a crucial step in the writing process.

[16.1: The Classroom Lecture and Activity](#)

[16.1.1: The Reading](#)

[16.1.1.1: The Assignment](#)

16: Final Drafts of Research Essays is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

16.1: The Classroom Lecture and Activity

Classroom Lecture and Activity:

Course Objectives

1. Develop students' writing process in composing formal, college-level essays using various rhetorical writing modes
2. Enhance students' abilities in organizing, developing, and revising their essays

SLOs-Process

1. Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading
2. Engage in a reflective process of evaluating their own drafts and those of others
3. Revise work to enhance coherence and clarity while communicating with relevant discourse communities

Turning in a Final Draft

Final drafts are the last stage of the writing process and are usually turned in for a grade. This makes this final stage more high stakes than the rest of the writing process. However, if you prepared, your final written essay will effectively reflect your ideas.

Before submitting a final draft of an essay whether that be a short essay or a longer research essay, you should double check several things.

1. **Due date.** If the due is already upon you as you grow through this list, you haven't given yourself enough time. Here is a tip: if an essay has a due date, always be ready to review your final draft 48 hours before. This way, if you need to make any additional major changes, you will have time. This means putting the wrong date in your calendar, but it is great safety net especially for longer essays. Some instructors don't allow revisions after an essay had been submitted as a final draft. Some instructors also take off points or lower the grades on late work. Keep this in mind as you start and finish your research essay.
2. **Assignment Guidelines:** Double check that you have met the minimum requirement for the assignment. These could things like, using MLA instead of APA, word or page count, formatting, source requirements and submission guidelines. Remember if you haven't completed the minimum assignment guidelines, the essay may not pass just based on that. Here's a tip: Get help early in the research essay process if you don't understand the assignment or have questions. Remember: there are many different types of research essays that you may be required to write in your classes, so it is important to not assume that the guidelines will be the same. Some research essays require you to conduct interviews or short surveys. You will need to make sure you have cited all this information correctly and submitted anything that you needed to pertaining to it.
3. **Revisions and Editing.** At this point in writing a research essay, you have gone through multiple big revisions. Big revisions involve looking at the essay through these following categories: *Focus and Thesis, Development, Analysis, and Original ideas; Source engagement, Structure and Organization, Style and Formatting.* If you haven't had a chance to revise your essay, you should refer to a lesson that focuses on revising. At this stage of the research essay, the last task to do is to edit. Separating the revisions from editing can save you a lot of time depending on how effective your writing fluency is. Sometimes, you do need to do some sentence level editing as you revise. However, if you only focus on grammar, especially when you don't particularly need to, getting to a final draft could take longer. As you edit, you should be looking not just for spelling errors or comma mistakes, but for word choice effectiveness, complicated sentence structures, missing or repeated words. Word choice is important because a word can be grammatically correct, but create the wrong tone, have a connotation that you don't want to convey, or misrepresent ideas from a source.
4. **Fresh Pair of Eyes:** Once you get to a final draft, and have done all you can, having someone read it over or out loud to you will give you a chance to see how your words are coming across to a reader. Booking an appointment with a writing tutor a few day before the due date of the final draft the perfect chance to do this. While the tutor can't give you a grade, they can offer some comments and possibly some final suggestions for your paper. Tutoring sessions are normally 45 to an hour so if you have an essay that is ten pages or longer, be prepared to have to come back for an additional session. This is also why step one is so important.

Classroom Activity

There are 2 final drafts below. Using the sample rubric and assignment sheet, 'grade' the essay. Do any of either of the essays need revision? Write a short explanation for your reasoning.

Criteria	Excellent	Sufficient	Adequate	Lacking	D
Focus	Has a clear detailed thesis and clear main points are sustained throughout the essay.	Generally presents clear main points that are sustained throughout the essay.	Lacks clear thesis statement, but does have a few main points. Slightly off topic.	May occasionally present main points that lack clear purpose or distract the reader.	Does not have a thesis statement. Overall, essay has no clear purpose. Does not attempt to answer prompt.
Development	Excellent use of detailed examples, instances, and scenarios to fully support main ideas. Analysis and explanation are logical and show critical thinking	Generally, offers adequate support for main points; incorporates sources in a responsible way that clearly furthers student's ideas. Adequate analysis.	May occasionally include information that strays from otherwise consistently supported main points. An attempt at analysis	Main points are not matched with supported examples, instances, or evidence. Some examples are confusing.	Has very little support for main points. Examples are confusing. Does not meet word count requirement.
Grammar and Mechanics	Correct grammar, spelling, and punctuation shows evidence of editing. Appropriate vocabulary with complex sentence structure.	Generally, presents smooth, easily-understood sentences, with few serious grammatical and mechanical problems throughout the essay.	May occasionally contain wordy or awkward prose with some grammatical and mechanical problems, though errors do not frequently inhibit readability.	Some confusing language. Clear lack of editing. Over use of simple sentences.	Many grammatical and mechanical errors that inhibit readability. Uses other weak stylistic choices that do not reflect awareness of a reader and/or purpose.
Organization	Uses a structure that promotes clarity of expression, effective seamless transitions with paragraphing order that highlights the rhetorical mode.	Generally, uses organizational choices that foster sense that essays are cohesive units; and some ineffective transitions and focused, ordered paragraphing	May occasionally present paragraphs that lack clear purpose, focus, or logical breaks. Repetitive transitions.	Uses organizational choices that frequently disrupt clarity; presents paragraphs that often lack logical breaks, purpose, or focus.	Lacks proper paragraph breaks. Does not have ordered paragraphs.
Documentation	Integrates all sources correctly and smoothly. Sources support ideas and do not overpower student's ideas. Offers correctly formatted Works Cited page that reflects cited sources	Generally, integrates sources smoothly. Demonstrates the ability to distinguish student's ideas from source's ideas and to distinguish student's words from source's words.	May occasionally include errors in citations, but errors do not interfere with reader's ability to identify sources. At times, misrepresents the writer.	Overuse or Underuse of sources, errors in citations, and inability to distinguish students' ideas from sources used.	Shows inability to use sources correctly or does not use sources. Lack of understanding of the source.

Writing Prompt: In the Ted Talk, "What if you could help decide how the government spends public funds in your community?" Shari Davis explains the idea behind participatory budgeting. Make an argument for what you think are the most important things on which the local government should spend the participatory budget. Keep in mind that most PB funds are around one million dollars. Make sure to be clear on what issues you are talking about in your thesis and explain why these are most important. The argument should then show how you would utilize the funds.

STUDENT SAMPLE 1

Emily Lopez
Professor Al-Amin
English

Participatory Budgeting

As a community one of our most pressing matters that need to be addressed and included in the public budget is adding more community centers to our neighborhoods. Community centers provide a wide range of resources from food, clothing, shelter, entertainment, and education, to domestic violence assistance and substance abuse prevention. These centers are here for the benefit of the people and are worth the investment to support the youth, and keep crime rates below twenty percent. In that matter, our public funds should be used to host fundraiser events for the community centers, to add more athletic opportunities, and create hands-on opportunities for the people to learn.

The way we achieve this is by understanding our democratic rights here within our community. There is a process called *Participatory Budgeting* where members of communities decide how the public funds are spent. The New York Times calls this process "revolutionary civics in action." It truly is revolutionary since it brings communities together, exercises our democratic rights, and creates more equitable issuing of public resources. These meetings that discuss the public funds are often held at community centers. While these centers provide a space for such important meetings, they also act as a hub of activity for people of all ages. In order to keep the community centers strong and independent, we would first invest in organizing fundraiser events throughout the year. Some examples include, breakfast with Santa, ice skating, movies in the park, easter egg hunts, and fall fests with hayrides and pumpkin carving booths. In tango, we would put the funds towards advertising these events through email, keeping the website updated, staying active on social media, and printing flyers too. These events will raise money to create self-sustaining centers so we will maintain our flexibility when deciding how we want to spend the future public funds.

We would not only spend the funds on advertising and hosting community events, but to commercialize what sports are offered too. Athletics are a great way to help children burn their built up energy, keep them off the streets, and practice their social skills. To encourage this, we would finance indoor and outdoor basketball courts, swimming pools, and running paths so they can be accessed all year round. We would also put money into buying sports equipment for the fitness gyms to offer as many sports as possible to appeal to a larger crowd. These centers are not just catered to the youth, they offer adult activities like intramural sport teams, water aerobics, physical therapy, first aid training, and more. A recent survey conducted under *The Sports facilities Companies* showed that adults under sixty five who exercise regularly save over one thousand two hundred thirty dollars in medical costs annually. So while partaking in the sports alongside their children, parents, retired individuals, and anyone interested, can donate their free time to coach youth teams, or even teach too.

Luckily, the teaching isn't entirely dependent on volunteers. Community centers create jobs for people to coach and teach as well. Whether it's fun culinary classes for parents and their kids, organizing book clubs and tutoring the youth, learning is prioritized and delivered within these centers. A national evaluation discovered that over forty percent of students who attend community center learning programs improve their core curricular grades like math and reading. And with this increased adult supervision, working families have one less thing to worry about. These programs reduce the gap of mischief from when the children leave school to when they return home with their parents; community centers have been shown to reduce crime. One twenty [year study](#) conducted by New York University observed two hundred sixty four cities' community nonprofits, focused on crime prevention, substance abuse prevention, job training, and youth programs. The results revealed every ten new nonprofits reduced the homicide rate by nine percent, lowered violent crime by six percent, and decreased property crime by four percent.

Now some people believe these funds should be put towards neighborhood schools instead. Fear not, there would be room to directly fund schools in the future due to the self sustaining outcome of these fundraiser events. Not only are community centers able to stand on their own after we invest in them, but they can partner with schools and act as a facility to host after school activities for the students. This would include educational electives like SEL, financial literacy, and self defense classes with sports teams to keep our kids off the streets.

These changes are urgently needed. Crime rates are steadily increasing, but it's clear to hinder these unlawful acts is to add more community centers to our neighborhoods. The addition of these centers will help children burn their built up energy, keep them off the streets, and practice their social skills. This is not only to help us, but to help the future of our families, friends, and our community as a whole. If we want future generations to flourish, this is the first step.

Works Cited

Colin, Chris. "What if Public Funds Were Controlled by the Public?" The New York Times Article, 2022,
<https://www.nytimes.com/2022/04/18/us/participatory-budgeting-shari-davis.html>
Accessed on September 20th, 2023

City of Chicago, "Community-based initiatives." Chicago, 2023
<https://www.chicago.gov/city/en/sites/public-safety-and-violence-reduction/home/community-based-initiatives.html>
Accessed on September 20th, 2023

Jumpsix2, "The Positive Impact of Community Recreation Centers." The Sports Facilities Companies, 2016
<https://sportsfacilities.com/the-positive-impact-of-community-recreation-centers/>
Accessed on September 20th, 2023

STUDENT EXAMPLE 2

Danielle Apolonio
Professor Al-Amin
English

Participatory Budgeting

Many people question whether the government utilizes the public funds for the right purpose or whether if they squander it. In the Ted Talk, Shari Davis made some compelling points about Participatory Budgeting, she starts by explaining the meaning of PB which is a process that brings the community and the government together to create solutions within the community. Davis further explains why it is a great process to use, by using an example of her launching "Youth Lead the Change," within this group everyone had a role to play because she valued their expertise whether if

they formerly incarcerated, sexuality or simply just age. Participatory Budgeting can ease corruption whilst increasing people's faith in the government, create a safe space for youths' creativity and productivity by allocating funds to improve school conditions and invest in entrepreneurs in the community.

Shari David explains why participatory budgeting is essential for the community, in simpler terms it aids in bringing the community and the government together whilst keeping them involved in changes within the community. I totally agree with Shari's points, with the people and the government working hand in hand. the people get the front seat get to see the impact on the community, and if there is any misuse of the funds, whilst ease the level of corruption. Anyone that is dishonest about past reform within the community should be removed. This is where real democracy come in and the community hold a meeting and nominate who seemed fit for the role to represent the community of which it stands. However, they should educate and create more room for roles in the office such as communication advisors, community managers and secretaries for those within the community so that they may become more active. Also, with the media included they can document events to have as proof in case any misguided information monetary donation is not used as planned.

Through Participatory Budgeting, the community can allocate funds to improve school conditions by donating computers. This is a wonderful use of resources; I have always believed in investing in the youths of tomorrow, in addition creating after school vocational training programs such as culinary, technical or any relevant trade that educates kids from young. This is a practical route to take and introduce to the youths, this give the child time to put their creativity to use whilst find something that they are genuinely interested in. On Chicago's Report Card website, the dropout rate is at a whopping 8 percent, whereas the graduation rate is at sixty-nine percent. The kids should be given the opportunity to make a choice to expand their expertise and knowledge by doing after school programs. Many kids drop out if school, due to its mundane programs that does not grasp their attention. For example, many kids aren't keen to mathematics, but for those who are they are places is activities and games to enhance their skill rather than left out like the ones who aren't. Many teachers don't have the equipment or time to help each student find what they are interested with in the school hours, because they have a lesson plan to follow and objective to achieve at the end of a class or semester.

Lastly, investing in entrepreneurs within the community. Most entrepreneurs are already invested in the growth of their community. Many shows support buy supporting the non-profits within the community. They believe that giving back to the community keeps it relevant in hopes to save it from gentrification. Entrepreneurs are understanding of all concepts of business, hence the reason to keep the money flow local. For example, if the money within the community they can expand their business and hire from that same community, which in return the person takes his pay to maintain his livelihood in that same neighborhood which doesn't allow gentrification to happen. It is truly best if you utilize those that grew up within the area since they know what is truly needed for growth and improvement and has the community's best interest at heart.

Although Shari Davis advocates for the use of Participatory Budgeting to basically reform the City Hall, Davis states "We've got to open the doors to city halls and school so wide that people can't help but walk in," she basically welcomes all perspectives because it's the only way for us to succeed together. For example, when young people were being criminalized and placed in the justice system for placing their arts on walls, which is legally known as vandalism. She states that creating art walls gave them a safe space to practice their craft. I understand why Davis thought this was the best route for the kids, however as I stated in my second paragraph the best route would've been after school art class. This would give the child the tools and time to improve their craft.

Shari Davis advocates for Participatory Budgeting to be use for parks, youth groups and for new members of the city hall that looks more like her, whereas I lean more towards easing the level of corruption, trading schools and investing in entrepreneurs. We both want what's best for our ward, however I believe my reason are essential for the growth that the community can eventually see in the years to come. In conclusion, Participatory Budgeting plays a key part in reaching goals within the community.

Works Cited

https://www.ted.com/talks/shari_davis_what_if_you_could_help_decide_how_the_government_spends_public_funds?language=en- -Davis,Shari. "What If You Could Help Decide How The Government Spends Public Funds" 2020

<https://www.illinoisreportcard.com/school.aspx?source=studentcharacteristics&source2=dropoutrate&Schoolid=150162990250526> – Illinois State Board of Education 2022

16.1: The Classroom Lecture and Activity is shared under a CC BY-NC-SA 1.0 license and was authored, remixed, and/or curated by LibreTexts.

16.1.1: The Reading

Read: Specific Revision points to consider.

SLOs

- Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading
- Engage in a reflective process of evaluating their own drafts and those of others
- Revise work to enhance coherence and clarity while communicating with relevant discourse communities

Specific Revision Points to Consider

LEARNING OBJECTIVE

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

- List six specific elements of every document to check for revision

When revising your document, it can be helpful to focus on specific points. When you consider each point in turn, you will be able to break down the revision process into manageable steps. When you have examined each point, you can be confident that you have avoided many possible areas for errors. Specific revision requires attention to the following:

- Format
- Facts
- Names
- Spelling
- Punctuation
- Grammar

Let's examine these characteristics one by one.

Format

Format is an important part of the revision process. Format involves the design expectations of author and audience. If a letter format normally designates a date at the top, or the sender's address on the left side of the page before the salutation, the information should be in the correct location. Formatting that is messy or fails to conform to the company style will reflect poorly on you before the reader even starts to read it. By presenting a document that is properly formatted according to the expectations of your organization and your readers, you will start off making a good impression.

Facts

Another key part of the revision process is checking your facts. Did you know that news organizations and magazines employ professional fact-checkers? These workers are responsible for examining every article before it gets published and consulting original sources to make sure the information in the article is accurate. This can involve making phone calls to the people who were interviewed for the article—for example, “Mr. Diaz, our report states that you are thirty-nine years old. Our article will be published on the fifteenth. Will that be your correct age on that date?” Fact checking also involves looking facts up in encyclopedias, directories, atlases, and other standard reference works; and, increasingly, in online sources.

While you can't be expected to have the skills of a professional fact-checker, you do need to reread your writing with a critical eye to the information in it. Inaccurate content can expose you and your organization to liability, and will create far more work than a simple revision of a document. So, when you revise a document, ask yourself the following:

- Does my writing contain any statistics or references that need to be verified?
- Where can I get reliable information to verify it?

It is often useful to do independent verification—that is, look up the fact in a different source from the one where you first got it. For example, perhaps a colleague gave you a list of closing averages for the Dow Jones Industrial on certain dates. You still have the list, so you can make sure your document agrees with the numbers your colleague provided. But what if your colleague made a mistake? The Web sites of the *Wall Street Journal* and other major newspapers list closings for “the Dow,” so it is reasonably easy for you to look up the numbers and verify them independently.

Names

There is no more embarrassing error in business writing than to misspell someone's name. To the writer, and to some readers, spelling a name "Michelle" instead of "Michele" may seem like a minor matter, but to Michele herself it will make a big difference. Attribution is one way we often involve a person's name, and giving credit where credit is due is essential. There are many other reasons for including someone's name, but regardless of your reasons for choosing to focus on them, you need to make sure the spelling is correct. Incorrect spelling of names is a quick way to undermine your credibility; it can also have a negative impact on your organization's reputation, and in some cases it may even have legal ramifications.

Spelling

Correct spelling is another element essential for your credibility, and errors will be glaringly obvious to many readers. The negative impact on your reputation as a writer, and its perception that you lack attention to detail or do not value your work, will be hard to overcome. In addition to the negative personal consequences, spelling errors can become factual errors and destroy the value of content. This may lead you to click the "spell check" button in your word processing program, but computer spell-checking is not enough. Spell checkers have improved in the years since they were first invented, but they are not infallible. They can and do make mistakes.

Typically, your incorrect word may in fact be a word, and therefore, according to the program, correct. For example, suppose you wrote, "The major will attend the meeting" when you meant to write "The mayor will attend the meeting." The program would miss this error because "major" is a word, but your meaning would be twisted beyond recognition.

Punctuation

Punctuation marks are the traffic signals, signs, and indications that allow us to navigate the written word. They serve to warn us in advance when a transition is coming or the complete thought has come to an end. A period indicates the thought is complete, while a comma signals that additional elements or modifiers are coming. Correct signals will help your reader follow the thoughts through sentences and paragraphs, and enable you to communicate with maximum efficiency while reducing the probability of error (Strunk & White, 1979).

Table 12.1 "Punctuation Marks" lists twelve punctuation marks that are commonly used in English in alphabetical order along with an example of each.

Table 12.1 Punctuation Marks

	Symbol	Example
Apostrophe		Michele's report is due tomorrow.
Colon	:	This is what I think: you need to revise your paper.
Comma	,	The report advised us when to sell, what to sell, and where to find buyers.
Dash	—	This is more difficult than it seems—buyers are scarce when credit is tight.
Ellipsis	...	Lincoln spoke of "a new nation...dedicated to the proposition that all men are created equal."
Exclamation Point	!	How exciting!
Hyphen	—	The question is a many-faceted one.
Parentheses	()	To answer it (or at least to begin addressing it) we will need more information.
Period	.	The answer is no. Period. Full stop.

Question Mark	?	Can I talk you into changing your mind?
Quotation Marks	“ ”	The manager told him, “I will make sure Renée is available to help you.”
Semicolon	;	Theresa was late to the meeting; her computer had frozen and she was stuck at her desk until a tech rep came to fix it.

It may be daunting to realize that the number of possible punctuation errors is as extensive as the number of symbols and constructions available to the author. Software program may catch many punctuation errors, but again it is the committed writer that makes the difference. Here we will provide details on how to avoid mistakes with three of the most commonly used punctuation marks: the comma, the semicolon, and the apostrophe.

Commas

The comma is probably the most versatile of all punctuation marks. This means you as a writer can use your judgment in many cases as to whether you need a comma or not. It also means that the possible errors involving commas are many. Commas are necessary some of the time, but careless writers often place a comma in a sentence where it is simply not needed.

Commas are used to separate two independent clauses joined by a conjunction like “but,” “and,” and “or.”

Example

The advertising department is effective, but don’t expect miracles in this business climate.

Commas are not used simply to join two independent clauses. This is known as the comma splice error, and the way to correct it is to insert a conjunction after the comma.

Examples

The advertising department is effective, the sales department needs to produce more results.

The advertising department is effective, *but* the sales department needs to produce more results.

Commas are used for introductory phrases and to offset clauses that are not essential to the sentence. If the meaning would remain intact without the phrase, it is considered nonessential.

Examples

After the summary of this year’s sales, the sales department had good reason to celebrate.

The sales department, *last year’s winner of the most productive award*, celebrated their stellar sales success this year.

The sales department celebrated their stellar sales success this year.

Commas are used to offset words that help create unity across a sentence like “however” and “therefore.”

Examples

The sales department discovered, *however*, that the forecast for next year is challenging.

However, the sales department discovered that the forecast for next year is challenging.

Commas are often used to separate more than one adjective modifying a noun.

Example

The sales department discovered the *troublesome, challenging* forecast for next year.

Commas are used to separate addresses, dates, and titles; they are also used in dialogue sequences.

Examples

John is from Ancud, Chile.

Katy was born on August 2, 2002.

Mackenzie McLean, D. V., is an excellent veterinarian.

Lisa said, “When writing, omit needless words.”

Semicolons

Semicolons have two uses. First, they indicate relationships among groups of items in a series when the individual items are separated by commas. Second, a semicolon can be used to join two independent clauses; this is another way of avoiding the comma splice error mentioned above. Using a semicolon this way is often effective if the meaning of the two independent clauses is linked in some way, such as a cause-effect relationship.

Examples

Merchandise on order includes women’s wear such as sweaters, skirts, and blouses; men’s wear such as shirts, jackets, and slacks; and outerwear such as coats, parkas, and hats.

The sales campaign was successful; without its contributions our bottom line would have been dismal indeed.

Apostrophes

The apostrophe, like the semicolon, has two uses: it replaces letters omitted in a contraction, and it often indicates the possessive. Because contractions are associated with an informal style, they may not be appropriate for some professional writing. The business writer will—as always—evaluate the expectations and audience of the given assignment.

Examples

It’s great news that sales were up. *It is* also good news that *we’ve* managed to reduce our advertising costs.

When you indicate possession, pay attention to the placement of the apostrophe. Nouns commonly receive “’s” when they are made possessive. But plurals that end in “s” receive a hanging apostrophe when they are made possessive, and the word “it” forms the possessive (“its”) with no apostrophe at all.

Examples

Mackenzie’s sheep are ready to be sheared.

The parents’ meeting is scheduled for Thursday.

We are willing to adopt a dog that has already had its shots.

Grammar

Learning to use good, correct standard English grammar is more of a practice than an event, or even a process. Grammar involves the written construction of meaning from words and involves customs that evolve and adapt to usage over time. Because grammar

is always evolving, none of us can sit back and rest assured that we “know” how to write with proper grammar. Instead, it is important to write and revise with close attention to grammar, keeping in mind that grammatical errors can undermine your credibility, reflect poorly on your employer, and cause misunderstandings.

Jean Wyrick has provided a list of common errors in grammar to watch out for, which we have adapted here for easy reference (Wyrick, 2008). In each case, the error is in *italics* and the *[correct form]* is italicized within square bracket.

Subject-Verb Agreement

The subject and verb should agree on the number under consideration. In faulty writing, a singular subject is sometimes mismatched with a plural verb form, or vice versa.

Examples

Sales have not been consistent and they *doesn't* *[do not]* reflect your hard work and effort.

The president appreciates your hard work and *wish* *[wishes]* to thank you.

Verb Tense

Verb tense refers to the point in time where action occurs. The most common tenses are past, present, and future. There is nothing wrong with mixing tenses in a sentence if the action is intended to take place at different times. In faulty or careless writing, however, they are often mismatched illogically.

Examples

Sharon was under pressure to finish the report, so she *uses* *[used]* a shortcut to paste in the sales figures.

The sales department holds a status meeting every week, and last week's meeting *will be* *[was]* at the Garden Inn.

Split Infinitive

The infinitive form of verb is one without a reference to time, and in its standard form it includes the auxiliary word “to,” as in “to write is to revise.” It has been customary to keep the “to” next to the verb; to place an adverb between them is known as splitting the infinitive. Some modern writers do this all the time (for example, “to boldly go...”), and since all grammar is essentially a set of customs that govern the written word, you will need to understand what the custom is where you work. If you are working with colleagues trained across the last fifty years, they may find split infinitives annoying. For this reason, it's often best to avoid splitting an infinitive wherever you can do so without distorting the meaning of the sentence.

Examples

The Marketing Department needs assistance *to accurately understand our readers* *[to understand our readers accurately]*.

David pondered *how to best revise* *[how best to revise]* the sentence.

Double Negative

A double negative uses two negatives to communicate a single idea, duplicating the negation. In some languages, such as Spanish, when the main action in the sentence is negative, it is correct to express the other elements in the sentence negatively as well. However, in English, this is incorrect. In addition to sounding wrong (you can often hear the error if you read the sentence out loud), a double negative in English causes an error in logic, because two negatives cancel each other out and yield a positive. In fact, the wording of ballot measures is often criticized for confusing voters with double negatives.

Examples

John *doesn't need no* *[any]* assistance with his sales presentation. [Or *John needs no assistance with his sales presentation.*]

Jeri *could not find no* *[any]* reason to approve the request. [Or *Jeri could find no reason to approve the request.*]

Irregular Verbs

Most verbs represent the past with the addition of the suffix “ed,” as in “ask” becomes “asked.” Irregular verbs change a vowel or convert to another word when representing the past tense. Consider the irregular verb “to go”; the past tense is “went,” not “goed.”

Examples

The need *arised* [*arose*] to seek additional funding.

Katy *leaped* [*leapt*] onto the stage to introduce the presentation.

Commas in a Series

A comma is used to separate the items in a series, but in some writing styles the comma is omitted between the final two items of the series, where the conjunction joins the last and next-to-last items. The comma in this position is known as the “serial comma.” The serial comma is typically required in academic writing and typically omitted in journalism. Other writers omit the serial comma if the final two items in the series have a closer logical connection than the other items. In business writing, you may use it or omit it according to the prevailing style in your organization or industry. Know your audience and be aware of the rule.

Examples

Lisa is an amazing wife, mother, teacher, *gardener, and editor.*

Lisa is an amazing wife, mother teacher, *gardener and editor.*

Lisa is an amazing teacher, editor, gardener, *wife and mother.*

Faulty Comparisons

When comparing two objects by degree, there should be no mention of “est,” as in “biggest” as all you can really say is that one is bigger than the other. If you are comparing three or more objects, then “est” will accurately communicate which is the “biggest” of them all.

Examples

Between the twins, Mackenzie is the *fastest* [*faster*] of the two.

Among our three children, Mackenzie is the *tallest.*

Dangling Modifiers

Modifiers describe a subject in a sentence or indicate how or when the subject carried out the action. If the subject is omitted, the modifier intended for the subject is left dangling or hanging out on its own without a clear relationship to the sentence. Who is doing the seeing in the first sentence?

Examples

Seeing the light at the end of the tunnel, celebrations were in order.

Seeing the light at the end of the tunnel, *we decided* that celebrations were in order.

Misplaced Modifiers

Modifiers that are misplaced are not lost, they are simply in the wrong place. Their unfortunate location is often far from the word or words they describe, making it easy for readers to misinterpret the sentence.

Examples

Trying to avoid the deer, *the tree hit my car.*

My car hit the tree when I tried to avoid a deer in the road.

KEY TAKEAWAY

By revising for format, facts, names, spelling, punctuation, and grammar, you can increase your chances of correcting many common errors in your writing.

LICENSES AND ATTRIBUTIONS

CC LICENSED CONTENT, SHARED PREVIOUSLY

- English for Business Success. **Authored by:** Anonymous. **Provided by:** Anonymous. **Retrieved from:** <http://2012books.lardbucket.org/book...iness-success/>. **License:** [CC BY-NC-SA: Attribution-NonCommercial-ShareAlike](#)
<https://quillbot.com/courses/english-composition-ii-c/chapter/specific-revision-points-to-consider/>

16.1.1: The Reading is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

16.1.1.1: The Assignment

Review and Revise a Final Draft

Using a final draft that you have, conduct a final peer review of your essay with a classmate using the worksheet, your class rubric or the one provided in the class activity. If you are working by yourself, use a critical eye to review your draft. A final option would be to work with a writing tutor to determine what revisions should be made.

Rhetorical Situation

Purpose

1. What is your purpose for writing the essay? What do you want the audience to do, think or feel? What is the thesis statement?

Audience

2. **Who is the wider audience:** people that may not have an immediate investment in the topic and ask so what? How do you reach them? **Who is the immediate audience:** people who have a high stake in the topic and who already care. These are also people that could solve the problem. **What type of tone do/should you use?**

Development/Structure

3. What are your supporting ideas? What specific rhetorical strategies/styles have you used to develop these ideas? How did you organize your paragraphs? (Topically [Least important to most important or vice versa], Chronologically, Step by Step)

Documentation

4. Summarize the evidence you use to support your main point. How many quotations do [or should] you use, and which quotes are used or would be supportive to your claim? What *type* of sources do you use? Do any of these sources point to a citation on the Works Cited page?

5. What transitions do you use before and after quotes, summaries and paraphrases to distinguish between what you say and what the sources say? Give an example of the type of transitions you use to connect ideas from sentence to sentence and in between paragraphs.

6. What other ideas do you have for this essay

Assessment Tool: Formative Assessment- Ability to engage in the writing process, critical thinking, writing about writing. Yes No

16.1.1.1: The Assignment is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) license and was authored, remixed, and/or curated by LibreTexts.

Index

A

Academic Disciplines

- 5.1: The Reading Learning About Discourse Communities and Academic Disciplines

Annotated Bibliographies

- 14: Annotated Bibliographies
- 14.1: The Classroom Lecture and Activity
- 14.1.1.1: The Assignment Create an Annotated Bibliography

Argumentative Essays

- 1: Writing the Classic Argument

arguments

- 1.2: Writing the Classic Argument--Classroom Lecture and Activity

authority

- 8: Discovering Experts and Examining Authority For Evaluation of Sources

C

conclusion

- 1.1: The Reading Writing the Classic Argument-Introductions and Conclusions

counter argument

- 1.2: Writing the Classic Argument--Classroom Lecture and Activity

D

delayed thesis

- 11: Essay Structure Lesson 1 Delayed Thesis Type of Structures
- 11.1.1.1: The Assignment

discourse communities

- 5.1: The Reading Learning About Discourse Communities and Academic Disciplines

drafting

- 16: Final Drafts of Research Essays
- 16.1.1.1: The Assignment

E

essay organization

- 12.1.1: The Reading

essay structure

- 11: Essay Structure Lesson 1 Delayed Thesis Type of Structures
- 11.1: The Classroom Lecture and Activity
- 11.1.1: The Reading
- 12: Essay Structure Lesson 2 Researcher Centered Structure
- 12.1: The Classroom Lecture and Activity
- 12.1.1: The Reading
- 12.1.1.1: The Assignment

evaluating arguments

- 6.1: The Reading Evaluating Arguments

Excelsior OWL

- 2.1: The Reading Types of Fallacies
- 6.1: The Reading Evaluating Arguments

G

Grammar and Vocabulary

- 16.1.1: The Reading

I

Inquiry Based research

- 5: How to Start Research by Using Inquiry Based Research
- 5.2: The Classroom Lecture and Activity
- 5.3: The Assignment Practicing Inquiry Based Research Questions

integrating quotations

- 15: Integrating Sources Successfully Using MLA
- 15.1: The Classroom Lecture and Activity
- 15.1.1: The Reading

introduction paragraph

- 1.1: The Reading Writing the Classic Argument-Introductions and Conclusions

L

logical fallacies

- 2: Identifying and Learning about Logical Fallacies
- 2.1: The Reading Types of Fallacies
- 2.3: The Assignment Practicing Identifying Fallacies

M

media bias

- 12.2.1.1.1: The Assignment
- 13.1.1.1: The Assignment

MLA

- 15: Integrating Sources Successfully Using MLA
- 15.1.1.1: The Assignment Create a Works Cited Page

O

owl excelsior

- 15.1.1: The Reading

P

peer review

- 16.1.1.1: The Assignment

profile essay

- 8.3: The Assignment

Q

quillbot

- 9.1.1: The Reading Developing a Research Proposal
- 10.2: The Reading

R

research planning

- 3.2: The Classroom Lecture and Activity
- 3.3: The Assignment Creating a Research Plan

research project

- 3: Managing a Research Project
- 3.1: The Reading Notetaking and Managing a Research Project

research proposal

- 9: Writing An Effective Research Proposal
- 9.1: The Classroom Lecture and Activity
- 9.1.1.1: The Assignment Write Your Own Research Proposal

Research question

- 7.2: The Classroom Lecture and Activity
- 7.3: The Assignment for this LO goes here

research questions

- 5: How to Start Research by Using Inquiry Based Research
- 5.2: The Classroom Lecture and Activity
- 7: Writing Effective Research Questions
- 7.1: The Reading Writing Research Questions

research topic

- 4: Choosing a Research Topic

research topics

- 4.1: The Reading Find and Develop a Research Topic
- 4.2: The Classroom Lecture and Activity
- 4.3: The Assignment Finalizing a Research Topic

revising

- 10.1: 17.1 The Classroom Lecture and Activity
- 10.2: The Reading
- 10.2.1: The Assignment

revision

- 10: Revising An Essay

Rhetorical Analysis

- 2.2: The Classroom Lecture and Activity
- 6.3: The Assignment Writing a Rhetorical Analysis

rhetorical analysis of a visual argument

- 6: Rhetorical Analysis of Visual Arguments

rhetorical appeals

- 6: Rhetorical Analysis of Visual Arguments
- 6.2: The Classroom Lecture and Activity

rhetorical strategies

- 12.2.1.1: 20.2 The Reading
- 13.1.1.1: 20.2 The Reading

Rogerian Argument

- 11.1.1: The Reading
- 11.1.1.1: The Assignment

S

style

- 1: Writing the Classic Argument

T

thesis statement

- 1.2: Writing the Classic Argument--Classroom Lecture and Activity

tone

- 1: Writing the Classic Argument

W

Works Cited

- 15.1.1.1: The Assignment Create a Works Cited Page

writing process

- 10: Revising An Essay
- 10.1: 17.1 The Classroom Lecture and Activity
- 10.2: The Reading
- 12.1.1.1: The Assignment
- 16: Final Drafts of Research Essays
- 16.1: The Classroom Lecture and Activity
- 16.1.1: The Reading

Detailed Licensing

Overview

Title: [English 102: Arguments and Research Skills](#) by Professor Ukaisha Al-Amin

Webpages: 79

Applicable Restrictions: Noncommercial

All licenses found:

- [CC BY-NC-SA 1.0](#): 86.1% (68 pages)
- [CC BY-NC-SA 4.0](#): 11.4% (9 pages)
- [Undeclared](#): 2.5% (2 pages)

By Page

- [English 102: Arguments and Research Skills](#) by Professor Ukaisha Al-Amin - [CC BY-NC-SA 4.0](#)
 - [Front Matter](#) - [CC BY-NC-SA 4.0](#)
 - [TitlePage](#) - [CC BY-NC-SA 4.0](#)
 - [InfoPage](#) - [CC BY-NC-SA 4.0](#)
 - [Table of Contents](#) - [Undeclared](#)
 - [Licensing](#) - [CC BY-NC-SA 4.0](#)
 - [1: Writing the Classic Argument](#) - [CC BY-NC-SA 1.0](#)
 - [1.1: The Reading Writing the Classic Argument- Introductions and Conclusions](#) - [CC BY-NC-SA 1.0](#)
 - [1.2: Writing the Classic Argument--Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [1.3: Writing the Basic Argument--Assignment](#) - [CC BY-NC-SA 1.0](#)
 - [2: Identifying and Learning about Logical Fallacies](#) - [CC BY-NC-SA 1.0](#)
 - [2.1: The Reading Types of Fallacies](#) - [CC BY-NC-SA 1.0](#)
 - [2.2: The Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [2.3: The Assignment Practicing Identifying Fallacies](#) - [CC BY-NC-SA 1.0](#)
 - [3: Managing a Research Project](#) - [CC BY-NC-SA 1.0](#)
 - [3.1: The Reading Notetaking and Managing a Research Project](#) - [CC BY-NC-SA 1.0](#)
 - [3.2: The Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [3.3: The Assignment Creating a Research Plan](#) - [CC BY-NC-SA 1.0](#)
 - [4: Choosing a Research Topic](#) - [CC BY-NC-SA 1.0](#)
 - [4.1: The Reading Find and Develop a Research Topic](#) - [CC BY-NC-SA 1.0](#)
 - [4.2: The Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [4.3: The Assignment Finalizing a Research Topic](#) - [CC BY-NC-SA 1.0](#)
 - [5: How to Start Research by Using Inquiry Based Research](#) - [CC BY-NC-SA 1.0](#)
 - [5.1: The Reading Learning About Discourse Communities and Academic Disciplines](#) - [CC BY-NC-SA 1.0](#)
 - [5.2: The Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [5.3: The Assignment Practicing Inquiry Based Research Questions](#) - [CC BY-NC-SA 1.0](#)
 - [6: Rhetorical Analysis of Visual Arguments](#) - [CC BY-NC-SA 1.0](#)
 - [6.1: The Reading Evaluating Arguments](#) - [CC BY-NC-SA 1.0](#)
 - [6.2: The Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [6.3: The Assignment Writing a Rhetorical Analysis](#) - [CC BY-NC-SA 1.0](#)
 - [7: Writing Effective Research Questions](#) - [CC BY-NC-SA 1.0](#)
 - [7.1: The Reading Writing Research Questions](#) - [CC BY-NC-SA 1.0](#)
 - [7.2: The Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [7.3: The Assignment for this LO goes here](#) - [CC BY-NC-SA 1.0](#)
 - [8: Discovering Experts and Examining Authority For Evaluation of Sources](#) - [CC BY-NC-SA 1.0](#)
 - [8.1: The Reading Evaluating Authority](#) - [CC BY-NC-SA 1.0](#)
 - [8.2: The Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [8.3: The Assignment](#) - [CC BY-NC-SA 1.0](#)
 - [9: Writing An Effective Research Proposal](#) - [CC BY-NC-SA 1.0](#)

- 9.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 9.1.1: The Reading Developing a Research Proposal - *CC BY-NC-SA 1.0*
 - 9.1.1.1: The Assignment Write Your Own Research Proposal - *CC BY-NC-SA 1.0*
- 10: Revising An Essay - *CC BY-NC-SA 1.0*
 - 10.1: 17.1 The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 10.2: The Reading - *CC BY-NC-SA 1.0*
 - 10.2.1: The Assignment - *CC BY-NC-SA 1.0*
- 11: Essay Structure Lesson 1 Delayed Thesis Type of Structures - *CC BY-NC-SA 1.0*
 - 11.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 11.1.1: The Reading - *CC BY-NC-SA 1.0*
 - 11.1.1.1: The Assignment - *CC BY-NC-SA 1.0*
- 12: Essay Structure Lesson 2 Researcher Centered Structure - *CC BY-NC-SA 1.0*
 - 12.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 12.1.1: The Reading - *CC BY-NC-SA 1.0*
 - 12.1.1.1: The Assignment - *CC BY-NC-SA 1.0*
 - 12.2: Evaluating and Analyzing Different Types of Sources By Ukaisha Al-Amin - *CC BY-NC-SA 1.0*
 - 12.2.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 12.2.1.1: 20.2 The Reading - *CC BY-NC-SA 1.0*
 - 12.2.1.1.1: The Assignment - *CC BY-NC-SA 1.0*
- 13: Evaluating and Analyzing Different Types of Sources - *CC BY-NC-SA 1.0*
 - 13.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 13.1.1: 20.2 The Reading - *CC BY-NC-SA 1.0*
 - 13.1.1.1: The Assignment - *CC BY-NC-SA 1.0*
- 14: Annotated Bibliographies - *CC BY-NC-SA 1.0*
 - 14.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 14.1.1: The Reading - *CC BY-NC-SA 1.0*
 - 14.1.1.1: The Assignment Create an Annotated Bibliography - *CC BY-NC-SA 1.0*
- 15: Integrating Sources Successfully Using MLA - *CC BY-NC-SA 1.0*
 - 15.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 15.1.1: The Reading - *CC BY-NC-SA 1.0*
 - 15.1.1.1: The Assignment Create a Works Cited Page - *CC BY-NC-SA 1.0*
- 16: Final Drafts of Research Essays - *CC BY-NC-SA 1.0*
 - 16.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 16.1.1: The Reading - *CC BY-NC-SA 1.0*
 - 16.1.1.1: The Assignment - *CC BY-NC-SA 1.0*
- Back Matter - *CC BY-NC-SA 4.0*
 - Index - *CC BY-NC-SA 4.0*
 - Glossary - *CC BY-NC-SA 4.0*
 - Detailed Licensing - *CC BY-NC-SA 4.0*
 - Detailed Licensing - *Undeclared*

Detailed Licensing

Overview

Title: [English 102: Arguments and Research Skills](#) by Professor Ukaisha Al-Amin

Webpages: 79

Applicable Restrictions: Noncommercial

All licenses found:

- [CC BY-NC-SA 1.0](#): 86.1% (68 pages)
- [CC BY-NC-SA 4.0](#): 11.4% (9 pages)
- [Undeclared](#): 2.5% (2 pages)

By Page

- [English 102: Arguments and Research Skills](#) by Professor Ukaisha Al-Amin - [CC BY-NC-SA 4.0](#)
 - [Front Matter](#) - [CC BY-NC-SA 4.0](#)
 - [TitlePage](#) - [CC BY-NC-SA 4.0](#)
 - [InfoPage](#) - [CC BY-NC-SA 4.0](#)
 - [Table of Contents](#) - [Undeclared](#)
 - [Licensing](#) - [CC BY-NC-SA 4.0](#)
 - [1: Writing the Classic Argument](#) - [CC BY-NC-SA 1.0](#)
 - [1.1: The Reading Writing the Classic Argument- Introductions and Conclusions](#) - [CC BY-NC-SA 1.0](#)
 - [1.2: Writing the Classic Argument--Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [1.3: Writing the Basic Argument--Assignment](#) - [CC BY-NC-SA 1.0](#)
 - [2: Identifying and Learning about Logical Fallacies](#) - [CC BY-NC-SA 1.0](#)
 - [2.1: The Reading Types of Fallacies](#) - [CC BY-NC-SA 1.0](#)
 - [2.2: The Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [2.3: The Assignment Practicing Identifying Fallacies](#) - [CC BY-NC-SA 1.0](#)
 - [3: Managing a Research Project](#) - [CC BY-NC-SA 1.0](#)
 - [3.1: The Reading Notetaking and Managing a Research Project](#) - [CC BY-NC-SA 1.0](#)
 - [3.2: The Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [3.3: The Assignment Creating a Research Plan](#) - [CC BY-NC-SA 1.0](#)
 - [4: Choosing a Research Topic](#) - [CC BY-NC-SA 1.0](#)
 - [4.1: The Reading Find and Develop a Research Topic](#) - [CC BY-NC-SA 1.0](#)
 - [4.2: The Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [4.3: The Assignment Finalizing a Research Topic](#) - [CC BY-NC-SA 1.0](#)
 - [5: How to Start Research by Using Inquiry Based Research](#) - [CC BY-NC-SA 1.0](#)
 - [5.1: The Reading Learning About Discourse Communities and Academic Disciplines](#) - [CC BY-NC-SA 1.0](#)
 - [5.2: The Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [5.3: The Assignment Practicing Inquiry Based Research Questions](#) - [CC BY-NC-SA 1.0](#)
 - [6: Rhetorical Analysis of Visual Arguments](#) - [CC BY-NC-SA 1.0](#)
 - [6.1: The Reading Evaluating Arguments](#) - [CC BY-NC-SA 1.0](#)
 - [6.2: The Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [6.3: The Assignment Writing a Rhetorical Analysis](#) - [CC BY-NC-SA 1.0](#)
 - [7: Writing Effective Research Questions](#) - [CC BY-NC-SA 1.0](#)
 - [7.1: The Reading Writing Research Questions](#) - [CC BY-NC-SA 1.0](#)
 - [7.2: The Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [7.3: The Assignment for this LO goes here](#) - [CC BY-NC-SA 1.0](#)
 - [8: Discovering Experts and Examining Authority For Evaluation of Sources](#) - [CC BY-NC-SA 1.0](#)
 - [8.1: The Reading Evaluating Authority](#) - [CC BY-NC-SA 1.0](#)
 - [8.2: The Classroom Lecture and Activity](#) - [CC BY-NC-SA 1.0](#)
 - [8.3: The Assignment](#) - [CC BY-NC-SA 1.0](#)
 - [9: Writing An Effective Research Proposal](#) - [CC BY-NC-SA 1.0](#)

- 9.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 9.1.1: The Reading Developing a Research Proposal - *CC BY-NC-SA 1.0*
 - 9.1.1.1: The Assignment Write Your Own Research Proposal - *CC BY-NC-SA 1.0*
- 10: Revising An Essay - *CC BY-NC-SA 1.0*
 - 10.1: 17.1 The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 10.2: The Reading - *CC BY-NC-SA 1.0*
 - 10.2.1: The Assignment - *CC BY-NC-SA 1.0*
- 11: Essay Structure Lesson 1 Delayed Thesis Type of Structures - *CC BY-NC-SA 1.0*
 - 11.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 11.1.1: The Reading - *CC BY-NC-SA 1.0*
 - 11.1.1.1: The Assignment - *CC BY-NC-SA 1.0*
- 12: Essay Structure Lesson 2 Researcher Centered Structure - *CC BY-NC-SA 1.0*
 - 12.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 12.1.1: The Reading - *CC BY-NC-SA 1.0*
 - 12.1.1.1: The Assignment - *CC BY-NC-SA 1.0*
 - 12.2: Evaluating and Analyzing Different Types of Sources By Ukaisha Al-Amin - *CC BY-NC-SA 1.0*
 - 12.2.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 12.2.1.1: 20.2 The Reading - *CC BY-NC-SA 1.0*
 - 12.2.1.1.1: The Assignment - *CC BY-NC-SA 1.0*
- 13: Evaluating and Analyzing Different Types of Sources - *CC BY-NC-SA 1.0*
 - 13.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 13.1.1: 20.2 The Reading - *CC BY-NC-SA 1.0*
 - 13.1.1.1: The Assignment - *CC BY-NC-SA 1.0*
- 14: Annotated Bibliographies - *CC BY-NC-SA 1.0*
 - 14.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 14.1.1: The Reading - *CC BY-NC-SA 1.0*
 - 14.1.1.1: The Assignment Create an Annotated Bibliography - *CC BY-NC-SA 1.0*
- 15: Integrating Sources Successfully Using MLA - *CC BY-NC-SA 1.0*
 - 15.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 15.1.1: The Reading - *CC BY-NC-SA 1.0*
 - 15.1.1.1: The Assignment Create a Works Cited Page - *CC BY-NC-SA 1.0*
- 16: Final Drafts of Research Essays - *CC BY-NC-SA 1.0*
 - 16.1: The Classroom Lecture and Activity - *CC BY-NC-SA 1.0*
 - 16.1.1: The Reading - *CC BY-NC-SA 1.0*
 - 16.1.1.1: The Assignment - *CC BY-NC-SA 1.0*
- Back Matter - *CC BY-NC-SA 4.0*
 - Index - *CC BY-NC-SA 4.0*
 - Glossary - *CC BY-NC-SA 4.0*
 - Detailed Licensing - *CC BY-NC-SA 4.0*
 - Detailed Licensing - *Undeclared*