ESL INTEGRATED ADVANCED READING/ WRITING 2 (2026)



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ESL Integrated Advanced Reading/Writing 2 (2026)

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1: ACTIVE READING SKILLS IN CONTEXT

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1.1: Overview and Learning Outcomes

Chapter learning outcomes:

In this chapter, you will learn to:

- Identify reading strategies and pre-read texts.
- Ask questions, make inferences, and annotate texts.
- Identify three methods of persuasion.

Chapter learning goals:

You might consider reading and writing as two distinct activities, but both skills are closely related to each other. You need to actively engage with the material to make meaning and to build our critical thinking and reading skills. In this chapter, you will identify several reading strategies and preview a variety of texts. You will engage with texts by developing questions, making inferences, and annotating texts. You will practice making a reading response journal and learn about three modes of persuasion.

The importance of these goals:

In academic writing, writers need to support their ideas with evidence. Evidence may come from other texts, your personal life, or other sources such as podcasts and TED talks. You will practice active reading as a means to understand and interpret texts.

Chapter theme:

In this chapter, you will be looking at immigration in the U.S., particularly the experiences of undocumented immigrants. Many undocumented immigrants make the difficult journey across the U.S. - Mexican border without legal papers or arrive in the U.S. by plane and overstay their visas. What is it like to live in the U.S. without documentation? What are some challenges these members of our communities face? What are some of the misconceptions other Americans have about undocumented immigrants? What can we all do to protect the rights of undocumented immigrants (see Figure 1.1.1 which shows a march for immigrant rights in Los Angeles)?

Figure 1.1.1 shows a march for immigrant rights in Los Angeles, CA.



Figure 1.1.1: "Los Angeles March for Immigrant Rights"(opens in new window) by mollyktadams(opens in new window) is licensed under CC BY 2.0(opens in new window)

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1.2: Defining Active Reading

Learning Outcomes:

1. **Differentiate between active and passing reading.**
2. **Become familiar with active reading strategies.**

Defining active reading:

What is active reading? The reading you do in college differs from what you did in high school where you read for comprehension. You may have needed to learn information for a test or to write a paper, and you likely accepted what you read without question. We call this **passive reading**.

In college, however, you will be asked to read a variety of texts. Besides textbooks, you may read periodicals, government reports, or academic articles. When you read these things, you will need to consider, then question, what is being said. Then you may be asked to research, write, or synthesize information to create new ideas. Before you begin these tasks, you need to engage with what you read, and the best way to do this is to read actively. **Active reading** is exactly what it sounds like; you are active, doing things, as you read.

Note the difference between passive and active reading side by side in this chart.

Notice this!

Passive vs Active Reading

Passive reading Reading quickly to get it done.	Active reading Setting aside a time and place to read.
Reading without preparation.	Pre-reading by skimming and scanning.
Reading for comprehension only.	Uses strategies to understand subtext along with comprehension.
Having to repeat reading due to lost focus.	Maintaining focus through annotating.
Taking notes without discernment.	Taking notes with purpose.
Needing to repeat later because of forgotten content.	Summarizing when finished to retain and use information.

In this unit, you will learn several active reading strategies. These strategies will help you understand your readings better.

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- 1.1: Active Reading by LauraLee Miller is licensed CC BY-NC-SA 4.0.

1.3: Time Management

Learning outcomes:

1. **Define your current uses of time in daily life.**
2. **Explore time management strategies to add time for college success activities.**
3. **Identify procrastination behaviors and strategies to avoid them.**

The two areas most students struggle with when acclimating to college life are studying and time management. These issues arise from trying to manage newfound freedoms in college and from misunderstanding expectations of college classes. Time management is a means to build a solid foundation for college success.



Figure 1.3.1: "Time Management" by RLHyde is licensed under CC BY-SA 2.0

Using your time:

As most students discover, time in college is not the same as it was in high school. There are many more “unscripted” hours of the day. Fewer hours are devoted to sitting in a classroom, but more hours are expected to be devoted to classwork, on your own. While this can be liberating, you may find that social opportunities conflict with academic expectations. For example, a free day before an exam, if not wisely spent, can spell trouble for doing well on the exam. It is easy to fall behind when there are so many choices and opportunities.

In the next few sections, we’ll take three steps towards learning to effectively manage our time. First, we have to see where we are, currently, with our use of time.

Identifying your time management style:

Try this!

The following self-assessment survey can help you determine your time-management personality type. Read each question in the Questions column. Then read the possible responses. Select one response for each question. Each response should reflect what you probably would do in a given situation, not what you think is the “right” answer. Put a checkmark in the My Time Management Type column next to your likely response.

	QUESTIONS	RESPONSES: Which response most closely matches what you would do? In the right column, check one response (a, b, c or d) for each question.	MY TIME MANAGEMENT TYPE
1	Your instructor just gave your class the prompts for your first essay, which is due in two weeks. How do you proceed from here?	a. Choose a prompt and begin working on a thesis immediately. Better to get it out of the way!	O Early bird
		b. Read over the prompts and let them sink in for a week or so. You'll still have one more week to finish the assignment, right?	O Balancing act
		c. Read the prompts and maybe start playing around with ideas, but wait to really start writing until the day before. You swear it's all in your head somewhere!	O Pressure cooker
		d. Definitely last. You'll wait until everyone else has done their work, so you can make sure you are not duplicating efforts. Whatever, this is why you hate group work.	O Improviser
2	You are working on a group assignment that requires you to split up responsibilities with three other classmates. When would you typically finish your part?	a. First. Then you're done and don't have to worry about it. Plus it could give you time in case you want to tweak anything later.	O Early bird
		b. After one or two of the others have submitted their materials to the group, but definitely not last. You wanted to see how they approached it first.	O Balancing act
		c. Maybe last, but definitely before the assignment due date and hopefully before any of the other group members ask about it.	O Pressure cooker
		d. Definitely last. You'll wait until everyone else has done their work, so you can make sure you are not duplicating efforts. Whatever, this is why you hate group work.	O Improviser
3	Your instructor just shared the instructions for your next assignment and you read them but don't quite understand what he's asking for in a certain part. What would you probably do?	a. Send the instructor an email that afternoon. When he doesn't respond that night, email him again. This is your worst nightmare—you just want to know what he wants!!	O Early bird
		b. Send him an email asking for clarification, giving yourself enough time to wait for his response and then complete the assignment. Better to be safe than sorry.	O Balancing act
		c. Try to figure it out for yourself. You're pretty sure what he's trying to say, and you'll give it your best shot.	O Pressure cooker
		d. Don't say anything until after the assignment is due. Other people in the class felt the same way too, probably!	O Improviser
4	The course you are taking requires you to post in a weekly discussion forum by Sunday night each week so the class can talk about everyone's posts on Monday. When do you submit your posts?	a. Tuesday night, after the first day of class that week. Then it's out of the way.	O Early bird
		b. Thursday or Friday night. You want to let the week's discussion sink in a little so you can collect your thoughts.	O Balancing act

	QUESTIONS	RESPONSES: Which response most closely matches what you would do? In the right column, check one response (a, b, c or d) for each question.	MY TIME MANAGEMENT TYPE
		c. Sunday night. You always forget during the weekend!	O Pressure cooker
		d. Monday at 3 AM. That still counts as Sunday night, right?	O Improviser
5	You have an important assignment due Monday morning, and you have a social/work/family obligation that will keep you busy for most of the weekend. It is now the Wednesday before the assignment is due. How would you approach this dilemma?	a. You already finished it yesterday, the day it was assigned. Done!	O Early bird
		b. You tell yourself that you'll finish it by Friday night, and you manage this by chipping away at it over those 3 days. ...Little. By. Little.	O Balancing act
		c. You tell yourself that you'll finish it by Friday night, so you can have your weekend free, but you still have a little left to do on Sunday—no big deal.	O Pressure cooker
		d. You tell yourself that you'll take the weekend off, then stay up late on Sunday or wake up early on Monday to finish it. It's not a final or anything, and you have a life.	O Improviser
6	You have to read 150 pages before your next class meeting. You have 4 days to do so. What would you most likely do?	a. 150 pages divided by 4 days means... a little less than 40 pages a day. You like to chunk it this way because then you'll also have time to go over your notes and highlights, and come up with questions for the instructor.	O Early bird
		b. 150 pages divided by...well ... 2 days (because it's been a long week), means 75 pages a day. Totally doable.	O Balancing act
		c. 150 pages, the day before it is due. You did this to yourself, it's fine.	O Pressure cooker
		d. How much time does it take to skim the text for keywords and/or find a summary online?	O Improviser

Assessing your responses:

Which of the four basic time-management personality types did you select the most? Which did you select the least? Do you feel like these selections match the student you have been in the past? Has your previous way of doing things worked for you, or do you think it's time for a change? Remember, we can all always improve!

Learn more below about your tendencies. Review traits, strengths, challenges, and tips for success for each of the four time-management personality types.

The Early Bird:

- **Traits**: You like to make checklists and feel great satisfaction when you can cross something off of your to-do list. When it comes to assignments, you want to get started as soon as possible (and maybe start brainstorming before that), because it lets you stay in control.
- **Strengths**: You know what you want and are driven to figure out how to achieve it. Motivation is never really a problem for you.
- **Challenges**: Sometimes you can get more caught up in getting things done as quickly as possible and don't give yourself enough time to really mull over issues in all of their complexity.
- **Tips for Success**: You're extremely organized and on top of your schoolwork, so make sure you take time to really enjoy

learning in your classes. Remember, school isn't all deadlines and checkboxes—you also have the opportunity to think about big-picture intellectual problems that don't necessarily have clear answers.

The Balancing Act:

- **Traits**: You really know what you're capable of and are ready to do what it takes to get the most out of your classes. Maybe you're naturally gifted in this way or maybe it's a skill that you have developed over time; in any case, you should have the basic organizational skills to succeed in any class, as long as you keep your balance.
- **Strengths**: Your strength really lies in your ability to be well rounded. You may not always complete assignments perfectly every time, but you are remarkably consistent and usually manage to do very well in classes.
- **Challenges**: Because you're so consistent, sometimes you can get in a bit of a rut and begin to coast in class, rather than really challenging yourself.
- **Tips for Success**: Instead of simply doing what works, use each class as an opportunity for growth by engaging thoughtfully with the material and constantly pushing the boundaries of your own expectations for yourself.

The Pressure Cooker:

- **Traits**: You always get things done and almost always at the last minute. Hey, it takes time to really come up with good ideas!
- **Strengths**: You work well under pressure, and when you do finally sit down to accomplish a task, you can sit and work for hours. In these times, you can be extremely focused and shut out the rest of the world in order to complete what's needed.
- **Challenges**: You sometimes use your ability to work under pressure as an excuse to procrastinate. Sure, you can really focus when the deadline is tomorrow, but is it really the best work you could produce if you had a couple of days of cushion?
- **Tips for Success**: Give yourself small, achievable deadlines, and stick to them. Make sure they're goals that you really could (and would) achieve in a day. Then don't allow yourself to make excuses. You'll find that it's actually a lot more enjoyable to not be stressed out when completing schoolwork. Who would have known?

The Improviser:

- **Traits**: You frequently wait until the last minute to do assignments, but it's because you've been able to get away with this habit in many classes. Sometimes you miss an assignment or two, or have to pretend to have done reading that you haven't, but everyone does that sometimes, right?
- **Strengths**: You think quickly on your feet, and while this is a true strength, it also can be a crutch that prevents you from being really successful in a class.
- **Challenges**: As the saying goes, old habits die hard. If you find that you lack a foundation of discipline and personal accountability, it can be difficult to change, especially when the course material becomes challenging or you find yourself struggling to keep up with the pace of the class.
- **Tips for Success**: The good news is you can turn this around! Make a plan to organize your time and materials in a reasonable way, and really stick with it. Also, don't be afraid to ask your instructor for help, but be sure to do it before, rather than after, you fall behind.

Creating a schedule:

Once you've evaluated how you have done things in the past, you'll want to think about how you might create a schedule for managing your time well going forward. The best schedules have some flexibility built into them, as unexpected situations will always pop up along the way.

Your schedule will be unique to you, depending on the level of detail you find helpful. There are some things—due dates and exam dates, for example—that should be included in your schedule no matter what. But you also might find it helpful to break down assignments into steps (or milestones) that you can schedule, as well.

Again, this is all about what works best for you. Do you want to keep a record of only the major deadlines you need to keep in mind? Or does it help you to plan out every day so you stay on track? Your answers to these questions will vary depending on the course, the complexity of your schedule, and your own personal preferences.

Your schedule will also vary depending on the course you're taking. So pull out your syllabus and try to determine the rhythm of

the class by looking at the following factors:

- Will you have tests or exams in this course? When are those scheduled?
- Are there assignments and papers? When are those due?
- Are there any group or collaborative assignments? You'll want to pay particular attention to the timing of any assignment that requires you to work with others.

You can find many useful resources online that will help you keep track of your schedule. Some are basic, cloud-based calendars (like Google calendar, iCal, Outlook), and some (like iHomework) are specialized for students.

We all have exactly 168 hours per week. How do you spend yours? How much time will you be willing to devote to your studies?

Questions and answers about schedules:

Student 1: Do I really need to create a study schedule? I can honestly keep track of all of this in my head.

Answer: Yes, you really should create a study schedule. Your instructors may give you reminders about what you need to do when, but if you have multiple classes and other events and activities to fit in, it's easy to lose track. A study schedule helps you carve out sufficient time—and stick to it.

Student 2: Realistically, how much time should I spend studying for class?

Answer: This is a good question and a tough one to answer. Generally speaking, for each hour of class, you should spend a minimum of two to three hours studying. Thus, a typical three-hour class would require a minimum of six to nine hours of studying per week. If you are registered for 15 credits a semester, then you would need to spend 30 to 45 hours each week studying for your classes, which can be as much time needed for a full-time job. If you think of college as a "job," you will understand that it takes work to succeed.

One important college success skill is learning how to interact with the course materials. Think about learning a sport or playing a game. How do you learn how to play it? With lots of practice and engagement. The more you play, the better you get. The same applies to learning. You need to engage with the course material and concentrate on learning.

Student 3: Aside from class time requirements, should I account for anything else as I draw up my schedule?

Answer: This depends on how detailed you want your schedule to be. Is it a calendar of important dates, or do you need a clear picture of how to organize your entire day? The latter is more successful, so long as you stick with it. This is also where it will be helpful to determine when you are most productive and efficient. When are you the most focused and ready to learn new things? In the morning, afternoon, or evening?

Student 4: My life and school requirements change on a week-to-week basis. How can I possibly account for this when making a schedule?

Answer: Try creating a variable schedule in case an event comes up or you need to take a day or two off.

Student 5: I'm beginning to think that scheduling and time management are good ideas, but on the other hand they seem unrealistic. What's wrong with cramming? It's what I'll probably end up doing anyway . . .

Answer: Cramming, or studying immediately before an exam without much other preparation, has many disadvantages. Trying to learn any subject or memorize facts in a brief but intense period of time is basically fruitless. You simply forget what you have learned much faster when you cram. Instead, study in smaller increments on a regular basis: your brain will absorb complex course material in a more profound and lasting way because it's how the brain functions.

Getting better at prioritizing:

Due dates are important. Set your short and long-term goals accordingly. Ask yourself the following:

- What needs to get done today?

- What needs to get done this week?
- What needs to get done by the end the first month of the semester?
- What needs to get done by the end the second month of the semester?
- What needs to get done by the end of the semester?

Your time is valuable. Treat it accordingly by getting the most you can out of it.

Above all, avoid procrastination. Procrastination is the kiss of death, because it's difficult to catch up once you've fallen behind. Do you have a problem with procrastination? Be on your guard so that it doesn't become an issue for you.

Procrastination checklist:

Do any of the following descriptions apply to you?

- My paper is due in two days and I haven't really started writing it yet.
- I've had to pull an all-nighter to get an assignment done on time.
- I've turned in an assignment late or asked for an extension when I really didn't have a good excuse not to get it done on time.
- I've worked right up to the minute an assignment was due.
- I've underestimated how long a reading assignment would take and didn't finish it in time for class.
- I've relied on the Internet for information (like a summary of a concept or a book) because I didn't finish the reading on time.

If these sound like issues you've struggled with in the past, you might want to consider whether you have the tendency to procrastinate and how you want to deal with it in your future classes. You're already spending a lot of time, energy, and money on the classes you're taking—don't let all of that go to waste!

Strategies to combat procrastination:

Below are some effective strategies for overcoming procrastination:

1. **Keep your studying "bite-sized."** When confronted with 150 pages of reading or 50 problems to solve, it's natural to feel overwhelmed. Try breaking it down: What if you decide that you will read for 45 minutes or that you will solve 10 problems? That sounds much more manageable.
2. **Turn off your phone, close your chat windows, and block distracting Web sites**. The best advice we've ever heard is to treat your studying as if you're in a movie theater—just turn it off.
3. **Set up a reward system.** If you read for 40 minutes, you can check your phone for 5 minutes. But keep in mind that reward-based systems only work if you stick to an honor system.
4. **Study in a place reserved for studying ONLY**. Your bedroom may have too many distractions (or temptations, such as taking a nap), so it may be best to avoid it when you're working on school assignments.
5. **Use checklists**. Make your incremental accomplishments visible. Some people take great satisfaction and motivation from checking items off a to-do list. Be very specific when creating this list, and clearly describe each task one step at a time.

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1.4: Sample Reading Response Journal- an Undocumented Teacher's Story

Learning outcomes:

1. **Define a reading response journal.**
2. **Evaluate an example of a reading response journal.**

Keeping a reading response journal:

What is a reading response journal? A reading response journal, which some instructors might call a "dialectic journal" or "reflective reading journal," is a common assignment given in ESL and English courses. Typically an instructor will ask you to choose a few parts of the assigned reading that particularly stand out to you, record each part as a quotation, and then respond to each quotation with a few sentences of reflection, connection, or analysis. Your instructor may expect an informal journal that is mostly about your own reactions and experiences, or they may ask for more formal text analysis, or both.

Your job in a journal is to uncover the parts of the text that are significant to you, and build meaning from the text and your own experience. In the example below, the reader responds to specific parts of the author's story, which begins with a description of working in residential construction with his father, like in Figure 1.4.1,



Figure 1.4.1: "New Home Construction(opens in new window)" by Great Valley Center(opens in new window) is marked with CC BY 2.0(opens in new window).

Sample reading:

In the following example, an instructor has asked students to read the excerpt below and to complete a reading response journal. As you read the text, notice which parts stand out to you. Which quotes would you choose? What would you have to say about them?

Read this!

Reading from a theater project website: "Shoebox Stories UndocuAmerica Series: Stories From Our Undocumented Neighbors" (Excerpt: “Deport Me”)

Motus Theater

You can only understand people if you feel them in yourself.
—John Steinbeck

(Alejandro Fuentes-Mena is a Motus Theater UndocuAmerica monologist. He was born in Valparaiso, Chile, immigrated to the United States at the age of four, and grew up in San Diego, California. He received a BA in psychology from Whitman College in Walla Walla, Washington. Through Teach for America, Alejandro became one of the first two DACAmented teachers in the entire nation. He recently completed his seventh year of teaching in northeast Denver and will be moving on to get his master’s degree in educational leadership in hopes of creating an arts integrated school, to be named the Radical Arts Academy of Denver (RAAD).)

I was just a kid when I realized what being undocumented meant. At age eight, I started going to work with my dad so I could help him rebuild the entire outside of other people’s homes, all the while not having a real home of our own. I would help my dad research what to charge and work out all the math. For example, I would discover that for one given job, contractors would charge $20,000. But my dad had been screwed over so many times that he would only charge $15,000. Clients would see his strength in Spanish, his lack of English, and his lack of documentation, and they would give him about $10,000. And that is who my father believed he was: half the man I thought he was, half the value of any other.

I witnessed as my mother would leave for an entire weekend—seventy-two hours— to take care of someone else’s family. She was lured with the promise of being paid over $300 for the weekend, but she would come back with only $100 in her pocket. One hundred dollars that she saw as a blessing. One hundred dollars that I saw as an attack on our family.

All those rich families saw little value in everything my mom did. They would take her away, only to use her and spit her out. The money they paid was barely enough to put food on the table. It didn’t cover the worry my mom had because she couldn’t be home to take care of us when we were sick, help us with homework, comfort us when we returned to an empty house. One hundred dollars for a whole weekend away from her family—like she was worthless. But don’t you understand? She was priceless to me!

Well, spending my weekends without my mom as she cared for other people’s children, and spending those weekends working for my dad for free so he wouldn’t lose money for the privilege of building a home for someone else’s family, and witnessing this over and over and over again, I began to think that I wasn’t worth much either. Despite the fact that I had been recognized at school as “Gifted and Talented.” Despite the fact that I was a math whiz; that I had learned English—a completely unknown language—in less than a year; and that I was an engaged student. Despite the fact that I was the precocious worship leader at my church. I let those weekends of feeling worthless affect me.

I began making jokes rather than making plans for my future. Playing games rather than paying attention. Chasing girls rather than chasing my dreams. And, like all self-fulfilling prophecies, I got to the point where my grades reflected what society said my parents and I were worth: half-priced human beings.

But luckily, I had a teacher named Ms. Kovacic who worked hard to remind me of my value and helped convince me that what this society was telling me and my family was wrong. With her support, and that of many others, I got myself out of that pit of self-deprecation—past the insecurities, past the hate, past the negativity, past that half version of me—and into a good college and into a position where I am now an educator who teaches math. And like my mentors, I teach young children their value, because all children are valuable, just as you and I are valuable.

As a teacher, I can’t help myself. Let me take you to school for a few moments. Hope you're good with that? Let’s start off with a little math lesson. My father is one man, one of the hardest workers I know. My mother is one woman, one of the strongest and most compassionate individuals in my life. My sister is one daughter, a brat, but a lovable one, and an American citizen. I’m one son, half of this country and half of Chile. And we are four whole, beautiful gifts, indivisible, with liberty and justice for all. Not the half-priced individuals that society has attempted to make us.

Moving to applied math and economics: If this country continues to deport the undocumented community, it is missing out on courageous, strong, intelligent, family-loving, hard-working people of great value. And that is not only our loss; it is your loss to miss out on us, not to mention the billions in taxes we bring in every year, which is billions more than large corporations are paying.

Lastly, moving beyond math to ethics: Paying an undocumented person half the value for their life's work; extracting all you can get to build your homes and take care of your families, and then deporting them, as if they had not brought value, is not just mathematically flawed; it is also an American math story problem gone wrong. It is criminal to treat us as subservient and less desirable.

I am living in this country undocumented, teaching your children, supporting them, engaging their minds in math and in their dreams. I'm 100% here and 100% committed to this country in which I was raised, this country that constantly seeks to spit me out. Lose me and you lose my value-—not just the money I pay in taxes and the money I pay into social security that I will never benefit from, but you also lose my ability to inspire, connect, and engage. You lose my ability to bring an impact, and you lose the knowledge I bring to my students, who are your children. This country would be foolish to lose me.

Deport me. But in the end, it's your loss.

This autobiographical story was written by Alejandro Fuentes-Mena in collaboration with Tania Chairez and Kirsten Wilson as part of a Motus Monologue Workshop.

Sample reading response journal:

Table 1.4.1 shows a sample reading response journal based on the above reading.

Notice this!

Table 1.4.1: Sample Reading Response Journal

Entry number	Quotation	Response
Entry 1	Fuentes-Mena recalls, "At age eight, I started going to work with my dad so I could help him rebuild the entire outside of other people's homes, all the while not having a real home of our own" (par 1).	Here the author paints a vivid image by contrasting his father's work on other people's homes with their own family's lack of "a real home of our own." When he first uses the word "home," he is talking literally about the actual house at the construction site, the wood and siding and shingles, but the effect is symbolic; it shows the stark contrast between the feeling of belonging that the people inside those houses had with his family's position on the outside of society. His family also lived inside a building, but their circumstances were not as safe and solid as the lives of his father's customers. The author's choice to start his piece with this description immediately builds empathy with the reader. We have not all been in the same situation, but we have all been eight years old and can remember the feeling of watching the adults and trying to figure out how things work. Fuentes-Mena shows us the contradiction through his eyes as a child looking in from the outside.

Entry number	Quotation	Response
Entry 2	Fuentes-Mena explains that as a result of witnessing how his parents were exploited each weekend, he did not feel valued, "[d]espite the fact that I had been recognized at school as 'Gifted and Talented.' Despite the fact that I was a math whiz; that I had learned English—a completely unknown language—in less than a year; and that I was an engaged student. Despite the fact that I was the precocious worship leader at my church" (par 4).	After seeing how his father and mother each worked all weekend for low pay, Fuentes-Mena internalized the feeling that he was not worthy. He contrasts this feeling with the reality of his achievements at school and church. The way he writes this list of things that should make him feel valuable, with three sentences all beginning with "Despite the fact . . .," emphasizes how strong the feeling of worthlessness was. The feeling could not be banished by the pride he should have felt from being good at math, learning English quickly, or excelling at school and church. The impact of his parents' status was more powerful than all these talents and successes. The author's skillful use of repetition underlines this contradiction. Each use of "despite the fact" shows us yet another reason he should not have felt worthless, but he still did. It's terrible that he felt shame for reasons that were totally out of his control.
Entry 3	Describing his adolescent frustration, Fuentes-Mena writes, "I began making jokes rather than making plans for my future. Playing games rather than paying attention. Chasing girls rather than chasing my dreams. And, like all self-fulfilling prophecies, I got to the point where my grades reflected what society said my parents and I were worth: half-priced human beings."	In this passage, Fuentes-Mena uses repetition, parallel structure, and rhyme to show the contrast between what he thinks a young person should be encouraged to do and the way he responded to his environment. He repeats words to heighten the comparison when he describes "making jokes" and "making plans", "playing games" and "paying attention", and "chasing girls" and "chasing [his] dreams." This creates a strong rhythm that grabs our attention, almost like rap music, and it keeps our focus on how his life was being wasted on unimportant things instead of focusing on his future. Furthermore, Fuentes-Mena uses different sentence lengths to highlight the effects of this on himself. He starts the paragraph with several short sentences, which make the reader focus on this contrast. Then, he ends the paragraph with one longer sentence: "And, like all self-fulfilling prophecies, I got to the point where my grades reflected what society said my parents and I were worth: half-priced human beings." This long sentence stands out after so many short sentences, and draws our attention the final words of the paragraph, "half-priced human beings." These words are shocking because humans should not be any price; they are all valuable.
Entry 4	Fuentes-Mena reports that he "had a teacher named Ms. Kovacic who worked hard to remind [him] of [his] value and helped convince [him] that what this society was telling [him] and [his] family was wrong. With her support, and that of many others, [he] got [himself] out of that pit of self-deprecation . . . and into a good college."	This quotation demonstrates how an individual teacher can make a big difference in someone's life. This grabbed my attention because I also have a teacher who changed my life. For me, it was Professor Lee, the first openly gay teacher I had. I grew up in a small town and it was impossible to imagine a gay teacher there. In fact, a teacher at my high school was fired because people thought she might be gay. When I started college, Professor Lee was my English teacher during my first semester. He was a challenging teacher and I learned a lot from him. The thing that changed my life was that he showed me that it was possible for someone like me to be themself and also have a professional job and be respected. I felt that I could have a future. As Fuentes-Mena said, he "remind[ed] me of my value and helped convince me that what this society was telling me . . . was wrong."

Work Cited

Motus Theater, “Shoebox Stories UndocuAmerica Series: Stories From Our Undocumented Neighbors.” *Art and Community*, by Wisdom Amouzou, et al, Tilt West, 2020. .

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1.5: Choosing Quotes and Analyzing a Text

Learning outcomes:

1. **Recognize powerful quotations.**
2. **Analyze a short reading.**

Evaluating quotations:

What makes a quotation powerful? Think of a song, video, visual, piece of writing, performance, artwork, speech, etc. that is powerful, moving, or meaningful to you. Why do you find this "text" powerful, moving, or meaningful?

Choosing a powerful quotation:

Now, let's look at an article from a textbook about DACA recipients or Dreamers, as shown in Figure 1.5.1.



Figure 1.5.1: "Defend DACA" by Molly Adams via Flickr is licensed under CC BY 2.0

Try this!

Next read an excerpt on young immigrant DACA recipients (Dreamers) from a sociology textbook. As you read, choose a phrase, sentence, or a group of sentences that speaks to you. It should be something that is meaningful, surprising, or thought provoking.

Reading from a sociology textbook: "The Dreamers" by Erika Gutierrez, et al.

On June 15, 2012 President Barack Obama issued a new law known as Deferred Action for Childhood Arrivals (DACA) that allowed some individuals who were brought to the United States without legal papers as children to apply for a renewable two-year period of deferred action from deportation and to become eligible for a work permit in the United States. Recipients cannot have a criminal record and would not be able to become official U.S. citizens through this policy new law. This was a major victory for a young generation of activists dubbed Dreamers, after the failed DREAM Act (2001) which would have provided paths to citizenship through two years of military service or 2 years of college education. Though the policy did not

apply to all who were brought as children the Migration Policy Institute estimates that over 1.3 million people qualified. As of March 2020, there are 643,560 DACA recipients who at least temporarily have some sense of stability and opportunity that they did not have previously.

DACA would not have been possible if it weren't for the brave young organizers and activists, such as Jose Antonio Vargas, and the organizations who created spaces for young undocumented people to share their stories and realize that they were not alone (see figure 1.8.1). They learned that there was nothing to be ashamed of. They also learned that sticking together as a group allowed them to call for equal rights" (Nicholls, 2014). For this subgroup of undocumented immigrants, the narrative was convincing: they were socialized in U.S. schools, were not familiar with any other country, they played by the rules, and therefore had the right to pursue the American dream.

According to a June 2020 Pew survey, 74% of Americans support granting legal status to immigrants who were brought to the U.S. without legal papers as children, but on September 5, 2017, President Trump announced an end to DACA (Edelman, 2017). Then Attorney General Jeff Sessions criticized DACA and claimed that it "denied jobs to hundreds of thousands of Americans by allowing those same jobs to go to illegal aliens." This announcement sent the hundreds of thousands of DACA recipients into panic-mode as their futures were uncertain yet again. Luckily for them, on June 18, 2020 the Supreme Court ruled that the way DACA was ended was unlawful. Most recently, on December 4th, 2020, a federal judge ordered a full restoration of DACA which means that first-time applicants will be accepted.

Responding to a quotation:

What quote did you choose? Why does this sentence or group of sentences speak to you? Why is it meaningful, surprising, or thought-provoking to you? How might it connect to you (e.g., your experiences, values, beliefs), other texts (e.g., books, movies, articles), or the world (current news events, politics).

Write your answer using one of these sentence frames:

- When I read, "X" (Gutierrez et al), I wondered if Y.
- When I read, "X" (Gutierrez et al), I thought about Y.
- I chose: "X" (Gutierrez et al). My question is, Y?
- I chose: "X" (Gutierrez et al). I made a connection with Y.
- I chose, "X" (Gutierrez et al) because Y.

Analyzing a text:

What is analysis? When you responded to the quotation, you practiced analyzing a text. To analyze something means to study it carefully with the purpose of understanding it more deeply.

Now if you had to choose an example of analysis, what would you choose? A tweet, a TikTok video, a book or movie review, a podcast, a DIY video, a meme, or a hip hop song? If you answered "all," you are right again! Analysis is something that we do every day. It is not just an academic skill. We use it inside and outside the classroom.

When we are asked to analyze a piece of text, we want to explain the significance of it: What is the deeper meaning? Why does it matter?

We might:

- ask questions
- make predictions
- draw conclusions
- identify problems and propose solutions
- make connections (text-to-self, text-to-text, text-to-world)
- discuss opinions
- agree/disagree

In academic writing, we might do the same kinds of thinking as we did above in **Responding to a quotation**. However, the sentences we write for analysis are usually more in the third person, and they usually don't directly talk about our experience as

readers.

Compare these two ways of starting sentences:

Informal response:

- I chose this quote because I think...
- This story reminds me of...
- I wonder why...

Formal analysis:

- This situation is similar to...
- Because of the impact of X,...
- Here, the author seems to imply that...

Analysis example:

Now let's look at an analysis of a quotation.

Notice This!

Read this quotation from a text about Dreamers as well as an analysis. As you read, think about these questions:

- Which is longer, the quotation or the analysis?
- In the analysis, how does the writer connect to their own knowledge, other texts, or the world?

Quotation:

In "The Dreamers", Erika Gutierrez et al. state that, "DACA would not have been possible if it weren't for the brave young organizers and activists, such as Jose Antonio Vargas, and the organizations who created spaces for young undocumented people to share their stories and realize that they were not alone."

Analysis:

As Gutierrez, et al. emphasize, it is critical that youth hear the voices of other immigrants who came to the U.S. without legal papers, so they feel comfortable to share their stories and demand change. In addition to Vargas, another courageous advocate is Reyna Grande. She wrote several books about her life because she could not find any books that told her story, she wanted other undocumented immigrants to know they are not alone, and her goal was to inspire them to follow their dreams. Grande also published a letter in *The New York Times* in response to a comment that Ivanka Trump made blaming the parents for the family separation at the U.S.-Mexican border. Grande shared how her father made the difficult decision to leave for the U.S. when Grande was two to give her family a better life, and that she had to beg her father to bring her with him at the age of nine. Grande pointed out that pathways are needed for migrant families to receive asylum, and that countries like Mexico should receive foreign aid to stimulate the economy. Writers like Jose Antonio Vargas and Reyna Grande have used their voices to advocate for change, and they are educating others on the injustices faced by undocumented immigrants.

Writing your own analysis:

Let's practice analyzing a quotation:

Try this!

Choose one of these two quotations from "The Dreamers":

- "For this subgroup of undocumented immigrants, the narrative was compelling convincing: they were socialized in U.S. schools, were not familiar with any other country, they played by the rules, and therefore had the right to pursue the American dream."
- "According to a June 2020 Pew survey, 74% of Americans support granting legal status to immigrants who were brought to the U.S. illegally without legal papers as children, but on September 5, 2017, President Trump announced an end to DACA" (Edelman 2017).

Now, write a paragraph of your own analysis.

Analyzing a reading response journal:

This chapter started with a ***Sample Reading Response Journal - an Undocumented Teacher's Story***. Now that you have learned about analyzing text, let's return to that reading response journal.

Notice this!

Read the narrative and reading response journal on this page: ***Sample Reading Response Journal- an Undocumented Teacher's Story***. Then, discuss the following questions with a classmate.

1. Which of the four responses are most interesting to you? Why?
2. Which of these methods of analysis did the journal writer use in each of the four entries?
   - ask questions
   - make predictions
   - draw conclusions
   - identify problems and propose solutions
   - make connections (text-to-self, text-to-text, text-to-world)
   - discuss opinions
   - agree/disagree
3. Does the journal writer use the author's first name, last name, or both in the responses?
4. What reporting verbs does the journal writer use?
5. Can you find examples of quoting, paraphrasing, summarizing, and analysis in the four entries? Which does the journal writer use most? Why did the journal writer decide to use short quotations for certain phrases or sentences instead of just paraphrasing them?
6. Can you find examples of square brackets ([ ]) and ellipses (. . .) in the journals? Why did the writer use these?
7. In entry 2, the journal writer uses a quotation that includes the phrase "Gifted and Talented". How do they change the quotation marks to show that this is a quotation within a quotation?
8. In entry 2, when does the journal writer use present tense and when do they use past tense?
9. In entry 4, how does the journal writer change the pronouns "me", "my", and "myself" in the quotation? Why do they do this?
10. How could you use this example to help you with your own textual analyses?

Works Cited

Gutierrez, Erika et al. "Social Change and Resistance." *Race and Ethnic Relations in the U.S.: An Intersectional Approach*. Libretext: 2021.

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1.6: Identifying Reading Strategies and Prereading a Text

Learning Outcomes:

1. **Compare a variety of active reading strategies.**
2. **Practice using these strategies in class.**

Using reading strategies:

We are going to look at strategies you can use to read. Let's start by thinking about what you already know.

What reading strategies do you currently use? For example, do you look at the title/subheadings first? Do you take notes as you read? Make a class list of all the reading strategies people currently use. Here are some examples:

- I look at the title and subtitles first to get an idea of what the text is about.
- I look at how long a text is.

4 Ps: Purpose, Preview, Prior knowledge, and Predict:

A helpful pre-reading strategy is called the 4 Ps: purpose, preview, prior knowledge, and predict. As you examine the four steps, consider which strategies you already use.

1. **Purpose**: Consider why am I reading this text? What am I expected to do with it or get out of this text? Is it to answer specific questions? Prepare for a test? Use ideas in an essay?
2. **Preview**: Think of previewing a text like watching a preview or movie trailer. A movie preview captures the big picture or main idea — what the movie will be about. Previewing helps us get an overview and tap into our prior knowledge. What do we know about the topic or author, for instance? What predictions can we make?

    - check the title and any other headings
    - look for the main idea in the first paragraph or introduction
    - check the last paragraph or conclusion
    - read the first sentence of every paragraph
    - examine any graphic aids such as images, graphs, and diagrams
    - look for key terms that are boldfaced or highlighted

3. **Prior Knowledge**: Based on your background, what do you know about the topic?
4. **Predict**: Based on your initial overview, what do you expect the reading to be about? What is the writer trying to say?

Using the 4 Ps:

Now let's use the 4 Ps to read a textbook passage.

Try this!

Use the 4 Ps to pre-read excerpt from the textbook, *Immigrant and Refugee Families, 2nd edition*.

Reading from a textbook: "Undocumented Families"

For families who do not have a sponsoring family member, have a sponsoring employer, or originate from a country with few immigrants, the options for legal immigration to the United States are very limited. Those families who choose to travel to the United States face substantial barriers, including a perilous trip across the border, few resources, and the constant threat of deportation. Deportation means that a person is removed from the country because they lack legal papers.

One of the most dangerous times for undocumented families is the risky trip across the border. In order to avoid border patrol, undocumented immigrants take very dangerous routes across the United States border. The vast majority of all arrests of undocumented immigrants are on the border. For example, in 2014 ICE (Immigration and Customs Enforcement) conducted 315,943 removals, 67% of which were taken into custody at the border (nearly always by the Border Patrol), and 33% of which were arrested throughout the U.S. (ICE, 2019). The trip and efforts to avoid Border Patrol can be physically dangerous and in some cases, deadly. Unicef estimates that more than 3,800 people have died while crossing the border since 2014. The Trump administration instituted a policy of separating families that were caught at the border including those applying for asylum. More than 2,600 children were separated from their caregivers under this policy, which was later overturned. Figure 1.6.1 shows young people protesting against family separations.



Figure 1.6.1: "Immigration March in DC(opens in new window)" by SEIU International(opens in new window) is marked with CC BY-NC-SA 2.0(opens in new window).

Next, reflect on each step. What was your purpose? Which previewing strategies did you use? What knowledge do you have about this topic? What predictions did you make?

KWL +:

The next pre-reading strategy that we will practice is known as KWL+ (what I **K**now, what I **W**ant to know, what I **L**earned, and **+** what I still want to know). With this strategy, you will complete the first two columns before you read the next text and the final two columns after you have read the text. See Table 1.6.2 for an example of a KWL+ chart.

Table 1.6.2: Four columns for reader to take notes on what I know, what I want to know, what I learned, and what I still want to know

Element	K What I Know	W What I Want to Know	L What I Learned	+ What I Still Want to Know
Notes	Take notes in this column before reading.	Take notes in this column before reading.	Take notes in this column during or after reading.	Take notes in this column after reading.

Using KWL+:

We will look at an excerpt from *The Distance Between Us* by Reyna Grande Figure 1.6.2. In this scene, Grande describes her two failed attempts crossing the Mexican-U.S. border as a 9-year-old on the back of her father, whom she had not seen in over 8 years. On their third attempt, Grande, her dad, her older sister Mago and brother Carlos, make it across the border safely. Grande has written extensively about living in the U.S. as an undocumented immigrant, an immigrant who does not have legal papers to live in the U.S.



Figure 1.6.2: Author Reyna Grande. "Dreamer Success Story" by CSUF Photos is licensed under CC BY-NC-SA 2.0

Now let's use KWL+ to read a passage from a memoir.

Try this!

Follow these four steps:

1. On a piece of paper, draw a KWL+ chart.
2. To complete the first two columns of the KWL+ table, consider the title of the book, the author's name, and the topic of undocumented immigrants. You can write sentences, jot down questions, and/or make connections.
3. After you have read the excerpt, complete the final two columns.
4. Finally, share your notes with a partner or in small groups and reflect on the KWL+ process. How might you be able to apply the KWL+ process when you conduct your own research in the future?

Reading from a memoir: "The Distance Between Us"

Our first two attempts across the border were failures.

Even now I blame myself. I was not used to walking and running so much and so fast. To make things worse, I had woken up with a toothache on the morning of our first attempt, and my father didn't have anything to give me for the pain. Around noon I began to get a fever, and the pain became unbearable. My father ended up carrying me on his back, but still, it wasn't long before a cloud of dust rose in the distance, and before we knew it a truck was heading our way. We rushed into the bushes, but the truck pulled over and border patrol agents got out and told us to come out from our hiding places. We were sent back to Tijuana.

> The second time we tried to cross, we had the same bad luck. Again, I couldn't keep up with the rest of them, and the heat of the sun's rays beating down on my head gave me a headache. Once, when we sat down to rest, I walked away to relieve myself in the bushes and found a man lying not too far from me. I thought he was asleep, but when I got closer to him, I saw the flies buzzing over him and the big bump on his forehead.
>
> I screamed for help. Papi arrived first, followed by the coyote, and then Carlos and Mago. Papi told Mago to shut me up before la migra heard me.
>
> "Is he dead?" I asked Mago as she took me away. "Is he dead?"
>
> "He's sleeping, Nena. He's just sleeping," she said.
>
> We got caught shortly thereafter, and I was glad because I couldn't get that dead man out of my head.

The SQ3R Strategy:

One strategy you can use to become a more active, engaged reader is the SQ3R strategy, a step-by-step process to follow before, during, and after reading. You may already be using some variation of it. In essence, the process works like this:

1. Survey the text in advance.

2. Form questions before you start reading.

3. Read the text.

4. Recite and/or record important points during and after reading.

5. Review and reflect on the text after you read.

Before reading, survey -- or preview -- the text. Read introductory paragraphs and headings to help you figure out the text's main point and identify what important topics will be covered. However, surveying does not stop there. Look over sidebars, photographs, and any other text or graphic features that catch your eye. Skim a few paragraphs. Preview any boldfaced or italicized vocabulary terms. This will help you form a first impression of the material.

Next, start brainstorming questions about the text. What do you expect to learn from the reading? You may find that some questions come to mind immediately based on your initial survey or based on previous readings and class discussions. If not, try using headings and subheadings in the text to formulate questions. For instance, if one heading in your textbook reads "Medicare and Medicaid," you might ask yourself:

- When was Medicare and Medicaid legislation enacted? Why?
- What are the major differences between these two programs?

Although some of your questions may be simple factual questions, try to come up with a few that are ore open-ended. Asking in-depth questions will help you stay more engaged as you read.

The next step is simple: read. As you read, notice whether your first impressions of the text were correct. Are the author's main points and overall approach about the same as what you predicted--or does the text contain a few surprises? Also, look for answers to your earlier questions and begin forming new questions. Continue to revise your impressions and questions as you read.

While you are reading, pause occasionally to record/recite important points. It is best to do this at the end of each section or where there is an obvious shift in the writer's train of thought. Put the book aside for a moment and recite aloud the main points of the section or any important answers you found there. You might also record ideas by jotting down a few brief notes in addition to, or instead of, reciting aloud. Either way, the physical act of articulating information makes you more likely to remember it.

After you have completed the reading, take some time to review the material more thoroughly. If the textbook includes review questions or your instructor has provided a study guide, use these tools to guide your review. You will want to record information in a more detailed format than you did during reading (which would be an outline or a list).

As you review the material, reflect on what you learned. Did anything surprise you, upset you, or make you think? Did you find yourself strongly agree or disagreeing with any points in the text? What topics would you like to explore further? Jot down your reflections in your notes. (Instructors sometimes require students to write brief response papers or maintain a reading journal. Use these assignments to help you reflect on what you read.)

Using the SQ3R Strategy:

Now let's use the SQ3R strategy to read a text from your class.

Try this!

Choose another text that you have been assigned to read for a class. Use the SQ3R process to complete the reading. (Keep in mind that you may need to spread the reading over more than one sesion, especially if the text is long.)

Other active reading strategies:

The SQ3R process encompasses a number of valuable active reading strategies: previewing a text, making predictions, asking and answering questions, and summarizing. You can use the following additional strategies to further deepen your understanding of what you read.

- **Connect what you read to what you already know.** Look for ways the reading supports, extends, or challenges concepts you have learned elsewhere.
- **Relate the reading to your own life.** What statements, people, or situations relate to your personal experiences?
- **Visualize.** For both fiction and nonfiction texts, try to picture what is described. Visualizing is especially helpful when you are readinga narrative text, such as a novel or a historical account, or when you read expository texts that describes a process, such as how to perform cardiopulmonary resuscitation (CPR).
- **Pay attention to graphics a well as text**. Photographs, diagrams, flow charts, tables, and other graphics can help make abstract ideas more concrete and understandable.
- **Understand the text in context.** Understanding context means thinking about who wrote the text, when and where it was written, the author's purpose in writing it, and what assumptions or agendas influenced the author's ideas. For instance, two writers address the subject of health care reform, but if one article is an opinion piece and one is a news story, the rhetorical context is different.
- **Plan to talk or write about what you read.** Jot down a few questions or comments in your notebook so you can bring them up in class. (This also gives you a source of topic ideas for papers and presentations later in the semester.) Discuss the reading on a class discussion board or blog about it.

Additional strategies:

Following are some strategies you can use to enhance your reading even further:

- **Pace yourself.** Figure out how much time you have to complete the assignment. Divide the assignment into smaller blocks rather than trying to read the entire assignment in one sitting. If you have a week to do the assignment, for example, divide the work into five daily blocks, not seven; that way you won't be behind if something comes up to prevent you from doing your work on a given day. If everything works out on schedule, you'll end up with an extra day for review.
- **Schedule your reading.** Set aside blocks of time, preferably at the time of the day when you are most alert, to do your reading assignments. Don't just leave them for the end of the day after completing written and other assignments.
- **Get yourself in the right space.** Choose to read in a quiet, well-lit space. Your chair should be comfortable but provide good support. Libraries were designed for reading—they should be your first option! Don't use your bed for reading textbooks; since the time you were read bedtime stories, you have probably associated reading in bed with preparation for sleeping. The combination of the cozy bed, comforting memories, and dry text is sure to invite some shut-eye!
- **Avoid distractions.** Active reading takes place in your short-term memory. Every time you move from task to task, you have to "reboot" your short-term memory and you lose the continuity of active reading. Multitasking—listening to music or texting on your cell phone while you read—will cause you to lose your place and force you to start over again. Every time you lose focus, you cut your effectiveness and increase the amount of time you need to complete the assignment.

- **Avoid reading fatigue.** Work for about fifty minutes, and then give yourself a break for five to ten minutes. Put down the book, walk around, get a snack, stretch, or do some deep knee bends. Short physical activity will do wonders to help you feel refreshed.
- **Read your most difficult assignments early** in your reading time when you are freshest.
- **Make your reading interesting.** Try connecting the material you are reading with your class lectures or with other chapters. Ask yourself where you disagree with the author. Approach finding answers to your questions like an investigative reporter. Carry on a mental conversation with the author.
- **Highlight** your reading material. Most readers tend to highlight too much, hiding key ideas in a sea of yellow lines, making it difficult to pick out the main points when it is time to review. When it comes to highlighting, less is more. Think critically before you highlight. Your choices will have a big impact on what you study and learn for the course. Make it your objective to highlight no more than 15-25% of what you read. Use highlighting after you have read a section to note the most important points, key terms, and concepts. **You can't know what the most important thing is unless you've read the whole section, so don't highlight as you read.**

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1.7: Using Questions to Be an Active Reader

Learning outcomes:

1. **Apply active reading strategies, including telling someone about what you read.**
2. **Ask questions as an active reading strategy.**

Reading as an active process:

Reading is not a passive process. As good readers, we are constantly connecting our own knowledge to the text and using different strategies to understand. We have already looked at three strategies: prereading, using a KWL+ chart, and using SQ3R to connect the text to what you already know about the topic and what you want to learn. Here are some other strategies that you might use to read actively. Which strategies do you usually use? Are there others that you want to try?

- Skipping confusing parts and returning to them after you finish
- Taking notes about the main points of each section
- Reading some parts quickly and some parts slowly
- Reading again
- Telling someone else what you understand

Telling someone about the reading:

Let's try another active reading strategy: telling someone else about what you understand. Reading quickly with a timer makes you search for the overall meaning without stopping to look up words or get caught in the small details. Like signs at a protest (see Figure 1.7.1, you can only focus on the most important ideas.



Figure 1.7.1: "Los Angeles March for Immigrant Rights" by Molly Adams is licensed under CC-BY 2.0.

Try this!

Here is a report from UNICEF (United Nations Childrens' Fund). Follow these steps:

1. Set a timer for 2 minutes.
2. Read as much as you can in 2 minutes.
3. In your own words, tell a classmate what you understand from the reading.
4. Set the timer for 2 minutes and read again from the top.
5. Again, tell your classmate what you understand from the reading.
6. Read the entire report again without a timer and tell your partner again what you learned.
7. Discuss whether this helped you to understand the report.

Reading an International Report: "A Child is a Child: Protecting Children on the Move from Violence, Abuse and Exploitation"

Millions of children are on the move across international borders – fleeing violence and conflict, disaster or poverty, in pursuit of a better life. Hundreds of thousands move on their own. When they encounter few opportunities to move legally, children resort to dangerous routes and engage smugglers to help them cross borders. Serious gaps in the laws, policies and services meant to protect children on the move further leave them bereft of protection and care. Deprived, unprotected, and often alone, children on the move can become easy prey for traffickers and others who abuse and exploit them.

Many children move alone and face particularly grave risks. In parts of the world, the number of children moving on their own has skyrocketed. On the dangerous Central Mediterranean Sea passage from North Africa to Europe, 92 per cent of children who arrived in Italy in 2016 and the first two months of 2017 were unaccompanied, up from 75 per cent in 2015. At least 300,000 unaccompanied and separated children moving across borders were registered in 80 countries in 2015–2016 – a near fivefold increase from 66,000 in 2010–2011. The total number of unaccompanied and separated children on the move worldwide is likely much higher.

Specific reasons motivate children to undertake journeys alone. Many seek to reunite with family members already abroad. Others pursue their families' aspirations for this generation to have a better life. Perceptions of the potential benefits of children moving, especially to certain destinations, filter through social networks. Other factors include family breakdown, domestic violence, child marriage and forced conscription.

Without safe and legal pathways, children's journeys are rife with risk and exploitation. Whatever their motivation, children often find few opportunities to move legally. Family reunification, humanitarian visas, refugee resettlement spots, and work or study visas are out of reach for most. But barriers to legal migration do not stop people from moving, they only push them underground.

Wherever families and children desperate to move encounter barriers, smuggling in human beings thrives. Smugglers range from people helping others in need for a fee to organized criminal networks that deliver children into hazardous and exploitative situations.

Once children and families place their fates in the hands of smugglers, the transaction can readily take a turn towards abuse or exploitation – especially when children and families incur debts to pay smugglers' fees. Europol estimates that 20 per cent of suspected smugglers on their radar have ties to human trafficking – they help children cross borders, only to sell them into exploitation, sometimes akin to contemporary forms of slavery.

Questioning for active reading:

One of the best ways to read actively is to ask questions before, during, and after we read. These questions help us to set goals for reading, understand what we are reading, and check our understanding afterwards. When we ask questions, it is as though we are having a conversation with the writer: What do you mean here? Where did this happen? Who is involved? Why is this important? How does this relate to the refugee crisis? How did you arrive at that conclusion? When we ask questions, we read with purpose and more depth. As we read and some questions are answered, new questions will arise.

Look at Table 1.7.1. Which of these questions do you currently ask before, during, and after you read a text? Which ones do you not use that you would like to try?

Table 1.7.1: Questions that can be asked before reading, during reading, and after reading

Before Reading	During Reading	After Reading
• Why am I reading this text? What am I expected to do with or get out of this text? Do I need to answer questions? Find the main idea? Use this text in an essay? • What type of text is it? Is it an article, research paper, a blog, a tweet, a TED talk, etc? • Who is the author? What are their credentials (a person's background and qualifications)? What is the name of the publication? When was the text written? • What is the title? Are there any headings/ subheadings or graphic aids (e.g., images, graphs, tables, charts) that give me clues about the topic/key points? • What do I know about the topic and how do I feel about it? • What do I think the text will teach me? • Do I have any biases about the topic because of my feelings towards it? (biases are strong opinions that make it hard to be objective)	• What key terms does the author define in the text? Are there any bold-faced, highlighted, italicized words or terms that are repeated throughout the text? • What seems to be the author's purpose or reason for writing this text? Is it to inform, persuade, or entertain? There can be more than one purpose. • Who is the author's audience? For whom did the writer compose this text, and how are they trying to appeal to their audience? (e.g., Is the text written for a history student, a psychology professor, a person's socio-economic status, political affiliation, religious beliefs, or sexual orientation?) There can be more than one audience. • What seems to be the key point(s), or what question(s) is the author trying to answer in the text? What is the thesis, message, or main idea of the text? Ask yourself: what is it mainly about? Can I find clues in the introduction and conclusion? You might scan the first paragraph or introduction and last paragraph or conclusion. • What evidence is provided to support the author's key points? Are they referring to other texts? Statistics? Examples? Other Wh-question words (who, what, when, where, why, how), • What does the author mean by X? • How does this relate to X? • Why is this X?	• What did I learn? • Is there anything that was unclear? Write down some questions that you want to answer and go back and reread difficult passages with these questions in mind. • Did I find what I needed? If not, what else do I need to know? • Did I find the author's style persuasive? Why or why not? • Do I agree with what I read? Why or why not? • How does what I read compare to other things I have read on this topic? • What ideas stuck with me? Which ones do I want to investigate more?

Asking questions as you read:

Now let's take a look at an article and ask questions before, during, and after reading it:

Try this!

As you read, "Changes in U.S. Immigration Patterns and Attitudes," ask questions before, during, and after reading the text. Use the chart to help you! Create at least three WH-questions while you read. WH-questions can be fact-based ("How many undocumented immigrants live in the U.S.?") or open-ended "Why do you think that the number of undocumented immigrants has declined since 2007?").

Reading from a textbook: "Changes in U.S. Immigration Patterns and Attitudes"

Worldwide patterns of migration have changed, though the United States remains the most popular destination. In 2018, there were over 44.8 million immigrants living in the United States (The Pew Research Center 2018). This is more than four times the 9.7 million immigrants in the United States in 1960. In 2015, there were 12.1 million immigrants to the United States from South or East Asia, 11.6 million from Mexico, and 5.6 million from Canada or Europe. Moreover, the source countries of immigrants has changed. In 1960 the vast majority of immigrants came from Europe and Canada, but there was a large shift in during the 1970s and immigration from other parts of the world increased sharply while European and Canadian immigration declined.

While there are more foreign-born people residing in the United States legally (73% of immigrants in 2018), about 10.5 million are undocumented immigrants. This is a sharp decline from a peak of 12.2 million in 2007.

Most U.S. citizens agree that our national immigration policies are in need of change—almost three-quarters of those in a recent national survey believed undocumented immigrants should have a path to citizenship provided they meet other requirements, such as speaking English.

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Chart of questions for before, during, and after reading adapted from Lumen Learning, *English Composition 1,* "Questioning." License: CC BY.

"Changes in US Immigration Patterns and Attitudes" adapted from Lumen Learning, *Introduction to Sociology* 20.5: Immigration in the United States. License: CC BY.

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1.8: Five Levels of Questions

Learning outcomes:

1. **Differentiate five levels of questions for active reading.**
2. **Implement questioning techniques.**

Critical thinking questions for discussion:

Asking questions during, before, and after reading helps you to think about the reading and measure your own understanding. However, there is also another reason to write questions, which is to prepare for a class discussion. Generally, your class will have a discussion about a reading either in person or online. To prepare for that discussion and to have a conversation that goes below the surface, you will want to prepare questions that get at not just the meaning but at the deeper levels of the text, and at the ideas behind the text.

Here are five levels of questions that you can ask about a reading: experiential, literal, interpretive, thematic, and evaluative. It is useful to prepare questions from each of the levels because they address different parts of the text and reading experience, and help you to think more deeply.

Experiential questions:

These questions are based on your own experience. There are many possible answers based on the reader's experience. These questions ask:

- How does this make me feel?
- What does it remind me of?

Here are some example question starters:

- Have you ever...?
- Which part do you like?
- How did you feel when....?

Literal questions:

These questions are based on the information in the text. One correct answer is found directly in the text. These questions ask:

- What does it say?
- What does this word, phrase, or paragraph mean?

Here are some example question starters:

- Who is...?
- What happens in this section?
- What is the connection between X and Y?

Interpretive questions:

These questions try to find the meaning between the lines of the text. There is more than one possible answer, but the reader's opinion is based on the text. These questions ask:

- What does it mean?

- What are the reasons for people's actions?
- How are the parts connected?

Here are some example question starters:

- What can we say about the author's point of view?
- What is the significance of the title?
- What is the tone / purpose / audience for this?

Thematic questions:

These questions are connected to meaning beyond the text. There are many possible answers, found outside of the text, but the text is a starting place. These questions ask:

- What is the message beyond this text?
- What are the bigger issues this text deals with?

Here are some example question starters:

- How is X common in the real world...?
- Why do people...?
- What is the truth about...?

Evaluative questions:

These questions are about evaluating the text. There are many possible answers, found outside of the text, but the text is referenced. These questions ask:

- How effective is this paragraph / section/ chapter?
- Why did the author make these choices, and how well do they work?
- How does the author use X to show Y?
- How could this be better if...?
- Does this part show bias for/against X?

Identifying critical thinking questions:

Here are critical thinking questions. Let's see if you can identify the different levels of questions.

Try this!

These are questions about the article "*Changes in U.S. Immigration Patterns and Attitudes.*" Decide which of the five levels of questions each question represents: experiential, literal, interpretive, thematic, or evaluative.

1. Why do you think immigration has quadrupled in the U.S. since 1960?
2. Which part of the reading did you find most surprising, and why?
3. What percentage of immigrants come from Mexico? What about Asia?
4. Does the author try to convince the reader to change policies toward undocumented immigrants, or does the author seem objective in their discussion regarding immigration patterns and attitudes?
5. Why do most U.S. citizens agree that immigration policies need to change? What might be the bigger issue here?

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1.9: Making Connections- Text to Self, Text to Text, and Text to World

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Learning outcomes:

1. **Connect what you read to your own life.**
2. **Connect what you read to other texts.**
3. **Connect what you read to events in the world.**

Making connections to your reading:

To be an active and effective reader, you should try to make connections between what you are reading and what you know from your own experiences, from other things you have read, or from the world around you. Think about the reading you did in 1.6: **Reading from a memoir: "*The Distance Between Us*"**

Here are some of the connections you can make:

Connections to yourself:



Figure 1.9.1: "In balance with oneself." by Boris Thaser is licensed under CC BY 2.0.

- Did you think about yourself when you were young like the boy in the story?
- Did you share the feeling of walking and running in the heat?
- Did you picture yourself seeing the dead man?
- Did you know exactly how the boy felt when he thought, "We got caught shortly thereafter, and I was glad because I couldn't get that dead man out of my head."

If you did, you are making a connection between the text and your own feelings and experiences. You don't need to take a

dangerous journey or see something difficult and scary to make a connection; you could share the ideas of the narrator, or you could have experienced similar feelings of having a headache and being very hot.

Connections to other things you have read:



Figure 1.9.2: "Wall of Books" by benuski is licensed under CC BY-SA 2.0.

- Did the article remind you of anything else you have read, either in print or online?
- Did it make you think of any other story you have heard about immigration in the United States?
- Did it remind you of a news story you have read about lately?
- Have you seen a social media post about immigration agents arresting people?

If it did, you are making a connection between the text and other texts.

Connections to the world:



Figure 1.9.3: "World" by kevin dooley is licensed under CC BY 2.0.

- Did the article remind you of anything else you have heard about or seen in the world around you?
- Did you think about trends in society, for example, the trend to immigrate for a better life?
- Did the section about the boy calling his father for help remind you of anything you have seen?
- Do you know anyone who has immigrated to another country?

If it did, you are making a connection between the text and the world around you.

The value of making connections:

There are several reasons why it is helpful to make connections between the reading and other experiences you may have. Some are as follows:

- It helps you to understand the text. If you are not making connections, you become a very passive reader. You are not actively engaged in the reading.
- It helps you to understand the feelings of the writer. If you can relate the writer's experiences to your own, you develop a sense of shared understanding with the writer.
- It helps you to think more broadly about what you are reading. If you can make connections to other texts or experiences, you are well on your way to becoming a critical reader.
- It makes the reading process much more fun. You see the value of reading, and you are more likely to read more, either for pleasure or to find information

Consider how you make connections when you read:

Always read actively. As you read, pause to think about how each point the writer makes is relevant to your own life, or to what you know from your previous experiences.

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1.10: Making Inferences

Learning Outcomes:

1. **Distinguish between inferences and guessing.**
2. **Use inferences to think more deeply about reading materials.**

Inferences vs. guessing:

What is an inference? What's the difference between an inference and a guess? And what does any of this have to do with college-level reading and writing?

An inference is a conclusion you reach by applying logic to the evidence you are given. Making inferences while reading is a strategy that will help you learn, remember, and apply what you have read. When you make inferences, you are "reading between the lines". This tactic is similar to what Sherlock Holmes does when he sees that Dr. Watson has a tan and makes a conclusion about where Watson has recently traveled.

You already make inferences all of the time. For example, if you go over to a friend's house and they point at the sofa and say, "Don't sit there; Candy came over with her baby again," what could you logically conclude? First, you know there must be a reason not to sit where your friend is pointing. Further, you know that the reason to not sit there is related to the fact that Cindy just visited with her baby. You don't know what exactly happened, but you can infer enough and don't need to ask any more questions to know that you do not want to sit there.



Figure 1.10.1: "Reading" by Darkangels is licensed under CC BY 2.0.

Other examples of inferences are when a doctor makes a diagnosis about why you are sick or when a mechanic figures out what is wrong with your car. What can you infer from the image above? Try making some inferences yourself. Imagine you witness each of the following – what can you infer about each situation?

1. You see a woman pushing a baby stroller down the street.

2. You are at a corner and see two cars stopped at an intersection. The rear car starts honking its horn.

3. You are walking down the street, and all of a sudden a dog comes running out of an opened door with its tail between its legs.

For the first example, you probably came up with something simple, such as that there was a baby in the stroller. For the second, you could infer that the first car should have started moving or was waiting too long at the corner and holding up the second car. For the third, you could reasonably guess that the dog had done something wrong and was afraid of being punished. You do not know for certain that these inferences are true.

Just like Sherlock Holmes, you would have to test your theories. If you checked 100 strollers, 99 times you would find a baby, but maybe one time you would find something else, like groceries or a small dog.

Try this!

Write a conclusion you could infer from the following:

1. You see a man running and frantically waving at a bus that is pulling away from a bus stop.
2. You are giving a speech in front of an audience and notice several people laughing and pointing at something on your pants.
3. Your sister comes home from spending the evening with her friends, slams the front door and runs to her room while crying.

Answer available at the end of this section.

Making inferences from reading material:

To make inferences from reading material, take two or more details from the reading and see if you can draw a conclusion. Remember, making an inference is not just making a guess even though the answer is not stated in the reading passage. You need to make a judgment that can be supported, just as you could reasonably infer there is a baby in a stroller, because even though you do not know for certain, it is the most likely possibility. For example, at the end of the story "The Five Orange Pips," you are not told what exactly happened to the Lone Star, but you can infer that it was wrecked in a storm based on the other details provided:

- There was a storm.
- The ship did not arrive at its next destination.
- Wreckage with the initials L.S. were seen by other sailors.

You could claim that the ship was taken by pirates, was sunk by a whale, or even that it landed on a deserted island; however, the only reasonable explanation from the facts is the same one implied by Dr. Watson: the ship was destroyed by the storm.

When you are asked to make an inference, go back over the reading and look for hints within the text, such as words that are directly related to the question. Also check for tone: are there words or phrases that indicate whether something is positive or negative? For example, if someone is referred to as being, sharp, friendly, and loyal, you would know that those are positive attributes, whereas if they were referred to as being slovenly, dull, and selfish, those are negative attributes.

In order to make reasonable inferences that help you better comprehend what you read, remember to do the following:

Understand the stated information. You don't necessarily have to identify the main ideas to make a reasonable inference. However, you do need to understand the important vocabulary and facts in the text. So ask yourself, "What do these details seem to show? Is there enough evidence to support my inference?" "*Are there any other possible ways to interpret this?*"

Use your prior knowledge of the situation and your common sense. However, do not ignore the facts in favor of your own personal opinions.

Consider the alternatives so you don't "jump to conclusions." Inferences tend to be "reasonable" when they are the result of "reasoned" thinking, not emotional reactions. When you go to a doctor for advice, he or she will think of different possible diagnoses before settling on the one that is most likely, given your symptoms. If the doctor jumped too quickly to one conclusion, he might give you the wrong treatment. If, as a reader, you jump too quickly to one interpretation of the text, you may not understand what the writer intended to convey.

Example: Imagine that it is a sunny day and you decide to go see a movie. After the movie is over, you step back outside and see that the sky is now cloudy and the streets and sidewalks are all wet. What can we reasonably infer happened?

If you said that it rained while you were in the theater, you're right! But what if you said that everything is wet because a water truck driving down the street was hit by a piano falling from an upper story window, causing the water truck to burst open and spill

water all? This is a very unlikely scenario.

Questioning/responding (after you read): After you read a text, or part of a book, you will often be asked to respond to questions about the text. Just as you did when you annotated, you will often be asked to write down main ideas from the text as well as your own personal reactions to the text. Hint: Read these questions BEFORE you read the text as a pre-reading exercise. This will help you build more SCHEMA (representation of a theory in the form of an outline) about the text.

Try this!

Read the following passage, and then determine what you can infer from the passage.

Hybrid cars are good for the environment, but they may not perform as well as cars that run only on gasoline. The Toyota Prius gets great gas mileage and has low emissions, making it a good "green" option. However, many people think that it is unattractive. The Prius also cannot accelerate as quickly as other models and cannot hold as many passengers as larger gas-fueled SUVs. Although they save money on fuel, hybrid cars cost more up front than gas-fueled cars. A new hybrid car can cost almost $3,500 more than the same car configured to run just on gasoline.

Which of the following can you infer from the passage?

1. Hybrid cars are more dangerous than other options.
2. Toyota is making a lot of money from the Prius.
3. Cars that use gasoline are going to destroy the environment.
4. Hybrid cars may not be the best choice for everyone.

Answer available at the end of this section.

Try this!

Read the following passages, and then determine what you can infer from the passage.

Paragraph 1:

Redwood trees are rare. They are found only on the coastal slopes of Northern California and Oregon, and in China. Redwoods were thought to be extinct in China, but they were rediscovered by a Chinese forester in 1948. These trees can grow hundreds of feet high and live to be thousands of years old. They are endangered due to logging, pollution, and global warming, which is reducing the amount of fog on the coast. Redwoods get their water from the fog.

Which of the following can you infer from the passage:

1. The Chinese logged the Redwoods almost into extinction.
2. Redwood trees will continue to grow taller throughout their whole lives.
3. Using non-recyclable products will kill Redwood trees.
4. Redwoods can only grow in places that get a lot of fog.

Paragraph 2:

Shannelle is a very good baker. Whenever there is a bake sale to raise money for a cause, Shannelle is always asked to make cupcakes or a pie. People say that they only come to the bake sales if they know that Shannelle is making something. She always agreed to bake things because she hated to say no to anyone. One week, her oven broke and she could not bake, so she decided to go for a hike instead. Shannelle enjoyed it so much that she realized she needed to learn to make time for herself, and not just donate all of her free time to charity.

Which of the following can you infer from the passage:

1. Shannelle is a generous person.
2. Shannelle's mother did a good job teaching her how to bake.
3. The people in the community were taking advantage of Shannelle.

4. Shannelle's brother broke her oven so she would get a day off.

Building on your knowledge of inferences:

Previously, we covered the basics of inferences and reasonable conclusions. Now we are going to look at another strategy to help you make valid inferences: the if-then statement. To use an if-then statement, look at the information presented in the reading and see if you could rephrase it into a statement using the words "if" and "then", which establish a cause-and-effect relationship.

For example:

In the 1800s in England, laws were applied differently depending on the gender of the accused. Women could not own land or vote. Women were barred from receiving a death sentence for crimes that a man could be executed for because people thought it would be too shocking to see a woman hanged publicly. In some places, men could be fined for certain behaviors done in the presence of a woman, such as swearing or spitting, but not if those same behaviors were done only in the presence of men.

What if-then statements could we make based on the paragraph above? Let's go through sentence-by-sentence.

1. If we were back in England in the 1800s, then the laws would be applied differently for men and women.
2. If we were back in England in the 1800s, then women could not own land or vote.
3. If a woman committed a capital crime ("capital" meaning one that could earn a death sentence), then she would not be executed.
4. If a woman were hung, then the public would be shocked.
5. If a man swore in the presence of a woman, then he could be fined.

Broken down like this you can see how much easier it is to make logical inferences. Suppose you were asked if a woman who murdered her husband would be executed.

If-then statement #3 would tell you that the answer is "no," even though that information is not directly mentioned in the text. If you were asked if women were involved in government, you would say "no" because you know that they could not vote (#2). If you were asked if men could own real estate, you would say "yes" because #2 indicates that the fact that women could NOT own real estate was different from what men could do.

Try this!

Now do the same thing with the next paragraph. Write your if-then statements first, then your inferences, and then check your work below.

Many people don't realize that our sun is actually a star. Our sun seems very large because it is so close to us; however, some stars are actually much larger than our sun. Betelguese (pronounced beetle-juice), a star located in the constellation Orion, is much larger than our own sun. In fact, if it were located where our sun is located, its surface would engulf both Earth and Mars. Because other stars are so distant, they appear to be fainter, which is why we cannot see them in the daytime. Betelguese is the 8th brightest star in the night sky. To find Betelguese, first locate the constellation Orion. This star forms his left shoulder.

Answer available at the end of this section.

Try this!

Write an if-then statement for each sentence in the following paragraphs.

Paragraph 1:

Nicaragua is the largest country in Central America. The population in Nicaragua, hovering at approximately 6 million, is multiethnic. Segments of the population include indigenous native tribes from the Mosquito Coast, Europeans, Africans, Asians, and people of Middle East origin. The main language is Spanish although native tribes on the eastern coast speak their native languages, such as Miskito, Sumo, and Rama, as well as English Creole. The mixture of cultural traditions has generated substantial diversity in art, cuisine, literature, and music.

Paragraph 2:

Childhood obesity is a condition where excess body fat negatively affects a child's health or well-being. Since methods to directly determine the amount of body fat are difficult, the diagnosis of obesity is often based on the Body Mass Index (BMI). Due to the rising prevalence of obesity in children and its many adverse health effects, obesity is being recognized as a serious public health concern. The term "overweight" is often used instead of "obese" for children because it is less stigmatizing.

Contributors and Attributions

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Answers

Try this!

You will notice right away that there is nothing about car safety in the passage at all, so you can eliminate choice A. Choice B could be the answer, since the passage mentions that hybrids cost more to purchase. But is it the most reasonable conclusion?

To be sure, you need to go through all of the answers – don't just stop when you find one that looks okay. You may think that choice C is true; after all, many people want hybrid cars because emissions are harmful to the environment. Although this choice seems accurate, it does not follow from anything in the passage. Choice D could be inferred from the text. If a person had a large family, was short on money or needed a car that could accelerate quickly, then a hybrid might not be the best choice for them.

Now compare choice D with the other possible answer, choice B. Choice B might not be as good an answer because you don't know how much it costs Toyota to make the cars, and you don't know how many they sell, so you can't reasonably infer that they are making a lot of money. Choice D is the correct answer.

Try this!

These are just examples, but your answers should be similar to them.

If something is far away, then it will appear smaller. If something looks smaller, then it may not be smaller if it is far away.

From here, there are dozens of conclusions you could infer. For example, if you were asked why Star A appears smaller than Star B, you would know it might be because it is actually smaller. Then again, it might also appear smaller because it is farther away. The if-then statement is a useful strategy that can help you make inferences and increase your reading comprehension.

- If a star is much larger than the sun, then it could be Betelguese.
- If a star is fainter than the sun, then it cannot be seen during the day.
- If a star is the 8th brightest in the night sky, then it is Betelguese.
- If you know which constellation a star is in, then it is easier to find.

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1.11: Annotating a Text

Learning outcomes:

1. **Recognize annotation strategies.**
2. **Apply annotation strategies to a sample text.**

Defining annotation:

"Annotation" means writing notes while you read, usually directly on the text you are reading. While it is common for students to highlight important information in a text, highlighting is considered a passive activity. We want to take notes as we read. Annotating is an important active reading strategy because we engage with a text as the reader. It is as though we are having a conversation with the writer. We might ask them questions, make predictions and connections, or show our agreement or disagreement. We also read a text more closely and retain it better since taking notes slows down our reading process. When it is time to write about a text or take a test, for instance, we will not need to re-read everything, and we can use our annotations instead. Each reader brings their own ideas and background “baggage” to the text, so your annotations will be different from your classmates. Reading is thinking, and like a mirror or a window as in Figure 1.11.1, annotating makes our thinking visible!



Figure 1.11.1: "Rearview mirror(opens in new window)" by ericklawrence(opens in new window) is marked with CC BY 2.0(opens in new window).

Studying an example annotation:

Look at the example annotation below. What observations can you make? Discuss with a partner:

Notice this!

First, read the editorial. Think about what parts are important, how the parts connect to each other, and what questions you have.

Editorial from an online magazine: "A Win for Undocumented Immigrants is a Win for All"

Guest Column by Tram Nguyen, Virginia Mercury, March 27, 2020

Every person in Virginia deserves to live in their community free from fear.

The exclusion of undocumented Virginians from being able to drive has been a crippling barrier to that principle. But the state legislature has now passed a bill that will allow driving for many immigrant residents through driver privilege cards this session. At New Virginia Majority we have organized and advocated for this basic right, and now previously undocumented families and communities will legally be able to drive in the state of Virginia.

Having the right to drive can be a matter of life and death under everyday circumstances: a sick child that needs immediate medical attention, or a woman getting ready to bring a new life into the world. Most of us take this access for granted. This is a crucial advancement – for those that have waited patiently just to be able to drive themselves to work, take their children to doctor's appointments, or attend local events, this a chance to become fully active members of their community.

Ovidia Castillo Rosa, a member of New Virginia Majority's Loudoun County chapter described it best: "Not having a driver's license is like not having feet. Being able to drive would be like having wings. When I have a driver's license, there are so many things that I'll have the freedom to do, including starting my own business."

Cecilia Cruz, a member of the New Virginia Majority, has been involved in the fight for the right to drive, and has called her representatives, and encouraged her friends and neighbors to march in support. "The streets will be more safe and more money will stay in the state," she said. "Families will be able to leave their children and go to work in safety, without fear."

Providing this credential will give thousands of Virginians the ability to legally drive and is a huge victory. But we recognize driver privilege cards are not the same as driver's licenses, and there is much more to be done. Our communities, in an era of open and growing institutional racism and xenophobia, understand that having a driver's privilege card has the potential to make them vulnerable, as it will make them immediately identifiable as an undocumented person and creates a segment of immigrant drivers.

Our organizers, advocates, and chapter members will continue to fight for a society that treats people equally and with dignity no matter what their status, language, zip code, gender, race, or ethnicity is, and we will work to strengthen privacy protections for all Virginians, regardless of immigration status.

When the presidential election comes to a close in the fall, we pledge to stand by immigrant communities and keep them informed of both the opportunities and threats presented by this law, regardless of who holds the office.

We believe in a Virginia that is welcoming and provides an opportunity for all its residents to succeed and live happy and healthy lives. The outcome of this legislative session was a step in the right direction and toward a more inclusive Virginia. But until all of our communities are granted the full protections and access to driver's licenses, the fight continues.

Tram Nguyen is co-executive director of New Virginia Majority, which works to builds power in working-class communities of color, in immigrant communities, among LGBTQ people, women, youth, and progressives across the commonwealth.

"A Win for Undocumented Immigrants is a Win for All" was originally published in the Virginia Mercury and is licensed under CC BY NC ND.

Now look at Figure 1.11.2, an annotation of the same text. What do you notice? What else would you add? Discuss with a partner.

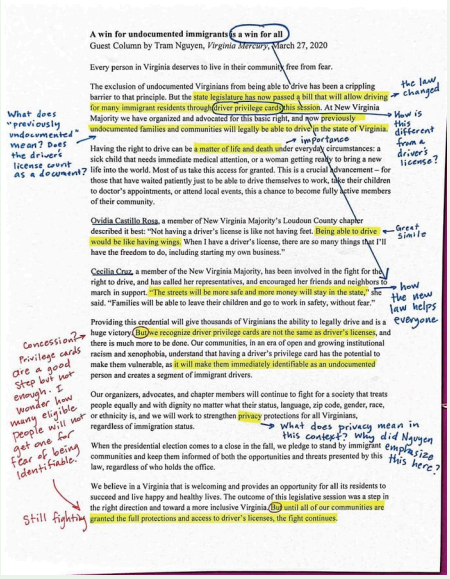


Figure 1.11.2: "Example annotation" by Gabriel Winer is licensed under CC-BY-NC. Text used verbatim from "A Win for Undocumented Immigrants is a Win for All," originally published in the Virginia Mercury and licensed under CC BY NC ND.

Figure 1.11.2 shows the text of "A Win for Undocumented Immigrants is a Win for all" by Tram Nguyen with some passages highlighted, with notes that summarize key information, ask questions, and respond to wording choices the writer made.

Active readers use annotation as a way to

- Make predictions
- Ask questions and look for answers
- Visualize (make pictures in our mind or draw an image or diagram)
- Show agree/disagreements
- Identify problems and/or solutions
- Make connections to ourselves (our background, values, etc), other texts (articles, books, movies, etc), or the world (news events, politics, etc)
- Mark key points
- Summarize key points/ sections of the reading
- Make note of information that shocks, surprises, or challenges us and our beliefs
- Identify unfamiliar vocabulary or parts that are unclear

Some readers also like to

- underline or use symbols to point out key information
- write key words in the margin
- circle definitions and meanings
- write questions in the margins where answers can be found
- identify steps with numbers
- draw arrows to show relationships
- write short summaries in the margins

Practicing annotation:

Now let's use active reading strategies and annotation with a short academic article.

Try this!

1. Use the active reading strategies to get an overview of this article.
2. Annotate as you read the article, "*Undocumented Immigrants May Actually Make American Communities Safer – Not More dangerous – New Study Finds.*"

Reading from an online magazine: "*Undocumented Immigrants May Actually Make American Communities Safer – Not More dangerous – New Study Finds.*"

Robert M. Adelman, University at Buffalo and Lesley Reid, University of Alabama

The Research Brief is a short take about interesting academic work.

The big idea

Undocumented immigration does not increase the violent crime rate in U.S. metropolitan areas. In fact, it may reduce property crime rates. These are the key findings from our recently published article in the Journal of Crime and Justice, co-authored by Yulin Yang, James Bachmeier and Mike Maciag.

Research shows that the American communities where immigrants make their homes are more often improved by their presence than harmed by it. Immigrants bring social, cultural and economic activity to the places they live. That makes these places more vital and safer, not more dangerous.

Why it matters

People from all social groups and backgrounds commit crimes. But undocumented immigrants, and immigrants more generally, are often baselessly blamed for increasing crime rates – including, repeatedly, by President Donald Trump. In the second and final presidential debate, Trump again claimed undocumented immigrants are rapists and murderers.

This notion has existed and been studied since the early 20th century, including in a 2005 analysis we conducted with a number of colleagues that concluded immigration did not increase crime rates in U.S. metropolitan areas.

But this research is often dismissed because most empirical studies cannot separate undocumented immigrants from the total immigrant population. That level of analysis is necessary to draw conclusions about the relationship between undocumented immigration and crime.

For example, we found in a 2017 study with colleagues that from 1970 to 2010 metropolitan areas with greater concentrations of immigrants, legal and undocumented combined, have less property crime than areas with fewer immigrants, on average. Critics suggested that our findings would not hold if we looked at only the subset of undocumented individuals.

So we decided to find out if they were right. Our new study is the result of that effort, and it confirms our original findings: Undocumented immigration, on average, has no effect on violent crime across U.S. metropolitan areas.

In statistical models that did identify a significant relationship between undocumented immigration and crime, we found undocumented immigration reduces property crimes, such as burglary.

How we do our work

Using two different estimates of the undocumented immigrant populations for 154 metropolitan areas in our most recent study – one from the Pew Research Center and one from the Migration Population Institute – we examined the effect of undocumented immigration on homicide, aggravated assault, robbery, burglary and larceny crime rates.

Crime rate data came from the FBI's Uniform Crime Report program. Other data were from the U.S. Census Bureau.

Using a statistical method called regression analysis to examine the data, we found that as the size of the undocumented population increases, the property crime rate decreases, on average. And the size of the undocumented population in a metropolitan area tends to have no impact on the violent crime rate.

> These findings build on the conclusions of a large 2018 study in which researchers Graham Ousey and Charis Kubrin examined 51 studies on immigration and crime published from 1994 to 2014.
>
> What still isn't known
>
> Our analyses looked at broad metropolitan patterns, not the relationship of undocumented immigration and crime rates in distinct, specific places such as New York City and Los Angeles. Nor does our study address the reasons that immigration reduces crime, although there is plenty of other scholarship on that issue.
>
> Robert M. Adelman, Associate Professor and Department Chair of Sociology, *University at Buffalo* and Lesley Reid, Professor of Criminology and Criminal Justice and Interim Dean of the School of Social Work, *University of Alabama*
>
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Reflect on your annotations:

Discuss your annotations with a partner or in small groups. What observations can you make? What worked well? What was confusing? In what way did your annotations reinforce your learning? What kinds of annotations did you apply the most from the list below? Which types of annotations did you not try? Why do you think that is? What do you plan to do differently when you annotate again?

- Make predictions
- Ask questions and look for answers
- Visualize (make pictures in your mind or draw an image or diagram)
- Show agreements or disagreements
- Identify problems and/or solutions
- Make connections to yourself (your background, values, etc), other texts (articles, books, movies, etc), or the world (news events, politics, etc)
- Mark key points
- Summarize key points or sections of the reading
- Make note of information that shocks, surprises, or challenges you and your beliefs
- Identify parts that are unclear

Works Cited

Adelman, Robert M. and Lesley Reid. "Undocumented Immigrants May Actually Make American Communities Safer – Not More Dangerous – New Study Finds." *The Conversation,* 27 Oct. 2020

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1.12: Accessible Version of Annotation Example on 1.10

Accessible version of the annotation example on 1.10

Bold indicates parts the reader has marked to comment on; [words in brackets] shows the notes the reader has made.

A Win for Undocumented Immigrants is **a Win for All** [Will look for exactly how the new law helps everyone and mark with *]

Guest Column by Tram Nguyen, *Virginia Mercury*, March 27, 2020

Every person in Virginia deserves to live in their community free from fear.

The exclusion of undocumented Virginians from being able to drive has been a crippling barrier to that principle. **But the state legislature has now passed a bill that will allow driving for many immigrant residents** [the law changed] through **driver privilege cards** [How are these different from a driver's license?] this session. At New Virginia Majority we have organized and advocated for this basic right, and now **previously undocumented** [What does "previously undocumented" mean? Does the driver's license count as a document?] families and communities will legally be able to drive in the state of Virginia.

Having the right to drive can be **a matter of life and death** [importance] under everyday circumstances: a sick child that needs immediate medical attention, or a woman getting ready to bring a new life into the world. Most of us take this access for granted. This is a crucial advancement – for those that have waited patiently just to be able to drive themselves to work, take their children to doctor's appointments, or attend local events, this a chance to become fully active members of their community.

Ovidia Castillo Rosa [important person in the article], a member of New Virginia Majority's Loudoun County chapter described it best:" Not having a driver's license is like not having feet. **Being able to drive would be like having wings.** [great simile] When I have a driver's license, there are so many things that I'll have the freedom to do, including starting my own business."

Cecilia Cruz [important person in the article], a member of the New Virginia Majority, has been involved in the fight for the right to drive, and has called her representatives, and encouraged her friends and neighbors to march in support. **"The streets will be more safe and more money will stay in the state,"** [* how the new law helps everyone], she said. "Families will be able to leave their children and go to work in safety, without fear."

Providing this

credential

will give thousands of Virginians the ability to legally drive and is a huge victory. **But** [Maybe this signals a concession?] , **we recognize driver privilege cards are not the same as driver's licenses**, [Yes, it is a concession.] and there is much more to be done. Our communities, in an era of open and growing institutional racism and xenophobia, understand that having a driver's privilege card has the potential to make them vulnerable, as **it will make them immediately identifiable as an undocumented person** [Privilege cards are not enough. I wonder how many eligible people will not get one for fear of being identifiable.] and creates a segment of immigrant drivers.

Our organizers, advocates, and chapter members will continue to fight for a society that treats people equally and with dignity no matter what their status, language, zip code, gender, race, or ethnicity is, and we will work to strengthen **privacy** [What does privacy mean in this context? Why did Nguyen emphasize this here?] protections for all Virginians, regardless of immigration status.

When the presidential election comes to a close in the fall, we pledge to stand by immigrant communities and keep them informed of both the opportunities and threats presented by this law, regardless of who holds the office.

We believe in a Virginia that is welcoming and provides an opportunity for all its residents to succeed and live happy and healthy lives. The outcome of this legislative session was a step in the right direction and toward a more inclusive Virginia. **But** [Looks like turning back from this other concession] until all of our communities are granted the full protections and access to driver's licenses, **the fight continues**. [Still fighting]

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1.13: More Suggestions for Annotating a Text

Learning outcomes:

1. **Explore more detailed strategies for annotating a text.**
2. **Use abbreviations to annotate a text.**

More suggestions for annotating a text:

Here are more ways to annotate a text:

Chapter summaries/titles: At the end of each chapter, section, or article, write a brief summary of the main idea, plot, or simply what occurred. This does not have to be long or greatly detailed, but should include all relevant ideas or incidents. This practice will help you improve your understanding of a chapter in just a few of your own words.

Underline: Within the text of any written piece, and as you read, underline or otherwise note anything that strikes you as important, significant, or memorable. If possible, write brief comments within the side margins that indicate your motivation in underlining. In works of non-fiction, focus on important ideas, themes, and the main ideas used by the writer. Underline isolated words and phrases that are important.

Vocabulary/unusual diction: You should circle or highlight words that are unfamiliar or unusual to you. Look up words these words in a dictionary and write a short definition in the margin of the text. You can also write the definition in your own language, but you should have the definition written down in English first. You can also write down synonyms.

Questions: Actively engage the text and further/confirm your understanding of each chapter by writing questions in the margin. This will help you think deeper and more critically about the text. If you have time, make multiple choice, fill in the blank, matching, and true/false questions as well to prepare for a test or quiz.

The Process:

There are a number of procedural expectations that make annotation practical and effective.

- Use a consistent system. Use the same abbreviations and symbols every time you annotate (See Below).
- Use different colors to mark the text to separate important information. For example, yellow for vocabulary, green for main ideas, blue for unknown expressions, and so on.
- Do underlining, brackets [ ], highlighting, and circling as you read.
- At chapter or section ends, stop to index page numbers on your front cover list of character information and traits as well as on your back cover list of themes, images, allusions, etc. Also, write chapter summaries at that time.
- Write questions in the margins to actively engage with the text and to think critically about what you've read.
- Be neat and be disciplined, and always REVIEW your annotations!

Notice this!

Some suggested Abbreviations/Symbols:

b/c = because

+ = and

w/ = with

w/o = without

b/t = between

e.g. = for example

ex = example

info = information

b4 = before

↑ = increase, improvement, rising

↓ = decrease, decline, falling

* = important

** = very important

= of the utmost importance; crucial to understanding

> = use caret to point to an exact location

For Literature:

PLOT = plot item TP = turning point

cf = conflict RA = rising action

Cx = climax FA = falling action

RES = resolution S = setting

POV = point of view (mention type: 1st person, limited omniscient, etc.)

Th = theme

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1.14: Taking Notes

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Learning outcomes:

1. **Identify modified outline format.**
2. **Identify idea mapping.**
3. **Identify charting.**
4. **Identify the Cornell Note Taking System.**

Note taking methods:

One final valuable tool to have in your arsenal as a student is a good note-taking system. Just the act of converting a spoken lecture to notes helps you organize and retain information, and of course, good notes also help you review important concepts later. Although taking good notes is an essential study skill, many students enter college without having received much guidance about note taking.

These sections discuss different strategies you can use to take notes efficiently. No matter which system you choose, keep the note-taking guidelines in mind.

General note taking guidelines:

1. Before class, quickly review your notes from the previous class and the assigned reading. Fixing key terms and concepts in your mind will help you stay focused and pick out the important points during the lecture.
2. Come prepared with paper, pens, highlighters, textbooks, and any important handouts.
3. Come to class with a positive attitude and a readiness to learn. During class, make a point of concentrating. Ask questions if you need to. Be an active participant.
4. During class, capture important ideas as concisely as you can. Use words or phrases instead of full sentences and abbreviate when possible.
5. Visually organize your notes into main topics, subtopics, and supporting points, and show the relationships between ideas. Leave space if necessary so you can add more details under important topics or subtopics.
6. Record the following:
    1. Ideas that the instructor repeats frequently or points out as key ideas
    2. Ideas the instructor lists on a whiteboard or transparency
    3. Details, facts, explanations, and lists that develop main points
    4. Definitions of key terms
7. Review your notes regularly throughout the semester, not just before exams.

Organizing ideas:

A good note-taking system needs to help you differentiate among major points, related subtopics, and supporting details. It visually represents the connections between ideas. Finally, to be effective, your note-taking system must allow you to record and organize information fairly quickly. Although some students like to create detailed, formal outlines or concept maps when they read, these may not be good strategies for class notes, because spoken lectures may not allow time for elaborate notes.

Instead, focus on recording content simply and quickly to create organized, legible notes. Try one of the following techniques.

Modified outline format:

A modified outline format uses indented spacing to show the hierarchy of ideas without including roman numerals, lettering, and

so forth. Just use a dash or bullet to signify each new point unless your instructor specifically presents a numbered list of items.

The first example shows Crystal's notes from a developmental psychology class about an important theorist in this field. Notice how the line for the main topic is all the way to the left. Subtopics are indented, and supporting details are indented one level further. Crystal also used abbreviations for terms like *development* and *example*.


Child Development—20th Century Theorists
-Jean Piaget
-Swiss psychologist, influential in education
-first developed theories in 1920s-30s
-4 major stages of cognitive dev.
-sensorimotor (0-2)—infants explore world through motion & 5 senses
-self-centered perspective
-need to learn that environment still exists even when they can't see people/objects (for ex., playing peek-a-boo)
-preoperational (2-7)—kids use "magical" thinking, often not logical
-less self-centered
-poor sense of time
-can think about people/objects that are not physically present
-concrete operations (7-12)—kids begin to think logically
-thinking is very concrete
-improved understanding of physical world
-formal operations (12-adulthood)—logical thinking develops further
-can understand & test abstract ideas
-more concerned about the future, hypothetical possibilities

Figure 1.14.1: Modified outline format" by by Athena Kashyap & Erika Dyquisto is licensed CC BY-SA 4.0(opens in new window)

Idea mapping:

If you learn best with visual presentations, you may prefer to use a more graphic format for notes, such as an idea map. Figure 1.14.2 shows how Crystal's lecture notes could be set up differently. Although the format is different, the content and organization are the same.

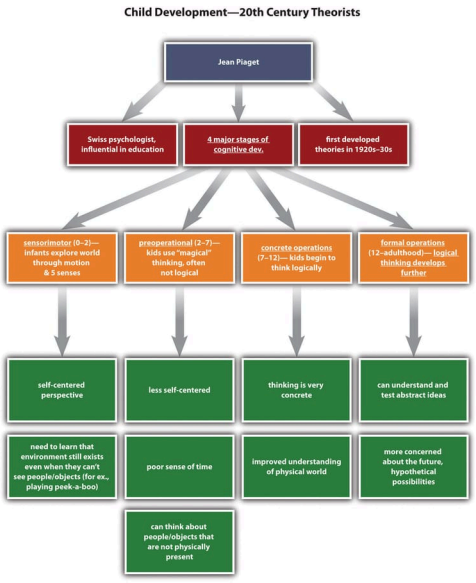


Figure 1.14.2: Idea Mapping by Athena Kashyap & Erika Dyquisto is licensed CC BY-SA 4.0(opens in new window)

Charting:

If the content of a lecture falls into a predictable, well-organized pattern, you might choose to use a chart or table to record your notes. This system works best when you already know, either before class or at the beginning of class, which categories you should include. Table 1.14.1 shows how this system might be used.

Table 1.14.1: Charting by Athena Kashyap & Erika Dyquisto is licensed CC BY-SA 4.0(opens in new window)

THEORIST	COUNTRY OF ORIGIN	YEARS ACTIVE	STAGES OF CHILD DEVELOPMENT
Jean Piaget	Switzerland	1920s through 1970s	1. sensorimotor (0-2) 2. preoperational (2-7) 3. concrete operational (7-12) 4. formal operational (12-adulthood)
Erik Erikson	Denmark (studied in Austria, emigrated to US in 1930s)	1930s through 1980s	1. trust vs. mistrust (infants) 2. autonomy vs. shame and doubt (toddler) 3. initiative vs. guilt (preschool-K) 4. industry vs. inferiority (elementary school) 5. identity vs. role confusion (teen years) ***See also stages of adult development

The Cornell Note Taking System:

In addition to the general techniques already described, you might find it useful to practice a specific strategy known as the Cornell note-taking system. This popular format makes it easy not only to organize information clearly but also to note key terms and summarize content.

To use the Cornell system, begin by setting up the page with these components:

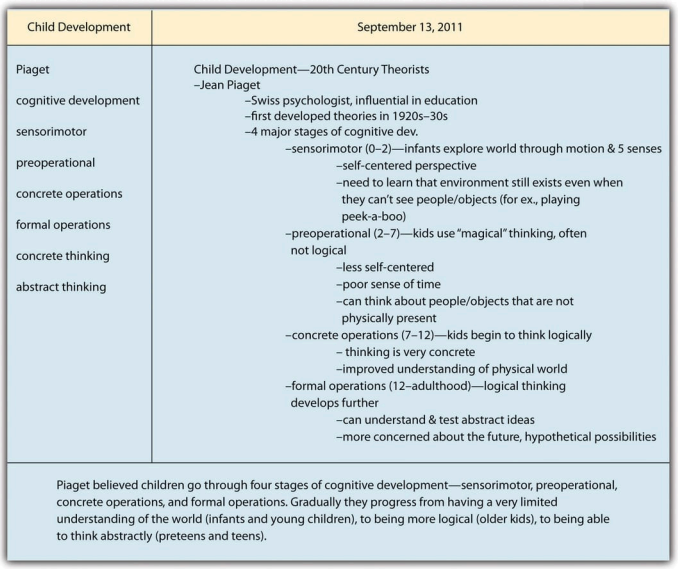
- The course name and lecture date at the top of the page
- A narrow column (about two inches) at the left side of the page
- A wide column (about five to six inches) on the right side of the page
- A space of a few lines marked off at the bottom of the page

During the lecture, record notes in the wide column. You can do so using the traditional modified outline format or a more visual format if you prefer.

Then, as soon as possible after the lecture, review your notes and identify key terms. Jot these down in the narrow left-hand column. You can use this column as a study aid by covering the notes on the right-hand side, reviewing the key terms, and trying to recall as much as you can about them so that you can mentally restate the main points of the lecture. Uncover the notes on the right to check your understanding. Finally, use the space at the bottom of the page to summarize each page of notes in your own words in a few sentences.

Using the Cornell system, Crystal's notes would look like the following:

Table 1.14.2: Cornell system- An example by Athena Kashyap & Erika Dyquisto is licensed CC BY-SA 4.0(opens in new window)



Child Development	September 13, 2011
Piaget cognitive development sensorimotor preoperational concrete operations formal operations concrete thinking abstract thinking	Child Development—20th Century Theorists –Jean Piaget –Swiss psychologist, influential in education –first developed theories in 1920s–30s –4 major stages of cognitive dev. –sensorimotor (0–2)—infants explore world through motion & 5 senses –self-centered perspective –need to learn that environment still exists even when they can't see people/objects (for ex., playing peek-a-boo) –preoperational (2–7)—kids use "magical" thinking, often not logical –less self-centered –poor sense of time –can think about people/objects that are not physically present –concrete operations (7–12)—kids begin to think logically – thinking is very concrete –improved understanding of physical world –formal operations (12–adulthood)—logical thinking develops further –can understand & test abstract ideas –more concerned about the future, hypothetical possibilities
Piaget believed children go through four stages of cognitive development—sensorimotor, preoperational, concrete operations, and formal operations. Gradually they progress from having a very limited understanding of the world (infants and young children), to being more logical (older kids), to being able to think abstractly (preteens and teens).	

Over the next few weeks, establish a note-taking system that works for you.

1. If you are not already doing so, try using one of the aforementioned techniques. (Remember that the Cornell system can be combined with other note-taking formats.)
2. It can take some trial and error to find a note-taking system that works for you. If you find that you are struggling to keep up with lectures, consider whether you need to switch to a different format or be more careful about distinguishing key concepts from unimportant details.
3. If you find that you are having trouble taking notes effectively, set up an appointment with your school's academic resource center.

Taking notes:

Take notes on the margins of the text. If you do not want to write on your book or journal, attach post-it notes with your comments to the text. If your source is electronic, use the highlighting and commenting functions available in many e-readers. Try to avoid reading text on your phone because the screen is small, and cell phones don't generally have annotation capabilities. Do not be afraid to write too much. This is the stage of the reading process during which you are actively finding meaning. Writing about what you read is the best way to make sense of it, especially, if the text is difficult. Writing about what you read will help you not only to remember the argument that the author is trying to advance, but it will also help you create your own interpretations of the text you are reading.

Here are some things you can do in your comments:

- Ask questions.
- Identify unknown vocabulary.
- Agree or disagree with the author.
- Question the evidence presented in the text.
- Offer counter-evidence.
- Offer additional evidence, examples, stories, etc. that support the author's argument.
- Mention other texts that advance the same or similar arguments.
- Mention personal experiences that enhance your reading of the text.

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1.15: Finding Ethos, Pathos, and Logos

Learning outcomes:

1. **Identify rhetorical appeals, including pathos, ethos, and logos.**

Distinguishing rhetorical appeals:

How do we know whom to trust as we read? How can writers convince their readers of their opinions? Rhetoric is the art of effective, persuasive writing and speaking. Writers and speakers often use a combination of strategies to convince their audience of their opinion. Aristotle, a Greek philosopher who lived from 384-322 BC, outlined three methods used to get people to agree with them. He called these three rhetorical appeals: pathos, ethos, and logos. When we read a text or listen to a TED talk, for instance, we can often observe a combination of appeals. In academic writing, we tend to emphasize ethos and logos, but pathos and ethos are useful tools as well. For more about these appeals, see also 5.3: Distinguishing Rhetorical Appeals.

Pathos: emotions and values:

With pathos, the writer or presenter's goal is to convince the audience of their particular opinion by appealing to their heart and emotions.

Some examples are stories, anecdotes, powerful use of words or phrases, or images that awaken a strong emotion such as anger, joy, or fear due to a person's beliefs.

Ethos: credibility and trust:

The writer or presenter builds trust by presenting their argument in a thoughtful and thorough way and including expert opinion(s).

Some examples are introducing recognized experts with their credentials, citing sources accurately, including first-hand testimony, and using appropriate language (e.g., This suggests...)

Logos: logic:

The writer or presenter develops their argument logically with evidence we can measure, count, or agree on.

Some examples include using facts, case studies, experiments, statistics, logical reasoning and organization, defining key terms, explaining ideas, and being objective.

Identifying rhetorical appeals in a text:

We will explore how rhetorical appeals work by looking at three quotations from *Dear America: Notes of an Undocumented Citizen*. Vargas (see Figure 1.15.1) came to the U.S. from the Philippines at age 12 and was surprised to find out at the age of 16 that he was in the U.S. as an undocumented immigrant. When he tried to get his driver's permit at the DMV, the person helping him told him his green card was a fake and he should not return. Vargas is a well-known journalist, filmmaker, and Pulitzer Prize winner.



Figure 1.15.1: "Jose Antonio Vargas"(opens in new window) by MIT Media Lab(opens in new window) is licensed under CC BY-SA 2.0(opens in new window)

Try this!

Identify which appeal is used in each quotation.

1. “Later that night, on a phone call with Mama, I demanded answers to questions I had never imagined I would have to ask. I found out that the “uncle” who accompanied me on the flight to America was a smuggler whom Lolo had paid. The morning I left the Philippines was so rushed because she hadn’t known when I would be leaving. The smuggler didn’t give an exact date or time. The plan was that the smuggler would call hours before my flight was set to depart. I had to be ready at all times. Unbeknownst to me, my suitcase has been packed for months."
2. “Another editor, Ann Gerhart, also known for her keen journalistic eye, and an ace fact-checker, Julie Tate, reported what I wrote, to make sure all the facts lined up.”
3. “Annually, undocumented workers pay 12 billion to the Social Security Trust Fund.”

Which appeals are most effective for you? Why?

Works Cited

Vargas, Jose Antonio. *Dear America: Notes of an Undocumented Citizen*. Dey Street Books, 2018.

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1.16: Takeaways

Summary:

In this chapter you:

- Identified reading strategies and previewed texts
- Developed questions, used active reading strategies, and annotated texts
- Learned about three persuasive techniques writers and presenters use

Questions for reflection:

- What is difficult about reading and responding to texts? How would you like to change your reading approach?
- Which active reading strategies do you already use? Which would you like to try using more?
- What kinds of questions do you usually ask before, during, and after reading a text? Is it most useful for you to just think these questions in my head, to write them down, or to discuss them with someone else?
- How can you add your ideas when analyzing a text?
- Look back at the 1.2: Sample Reading Response Journal - an Undocumented Teacher's Story. Which of the techniques from this chapter did you use to read the text? What techniques does the writer use in their responses? How can reading responses help you to think more deeply about a reading and prepare for writing.



Figure 1.16.1: "Question mark on a scroll" by Jan Ainali is licensed under CC BY 4.0.

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2: THE WRITING PROCESS

2.1: Overview and Learning Outcomes
2.2: The Writing Process
2.3: Discovering Prewriting
2.4: Prewriting Techniques
2.5: The Thesis Statement
2.6: Planning the Organization
2.7: Outlining
2.8: Drafting
2.9: Using Transitions
2.10: Revising and Editing
2.11: Word Choice and Style
2.12: Editing
2.13: Keeping Track of Your Sentence-Level Grammar Errors
2.14: Takeways

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2.1: Overview and Learning Outcomes

Curated and adapted from Kathryn Crowther et al. Georgia Perimeter College via GALILEO Open Learning Materials.

Chapter learning outcomes:

In this chapter, you will learn to:

- Identify steps in the writing process.
- Use prewriting strategies to generate and organize ideas for an essay.
- Practice peer editing for revision.
- Use a checklist to edit your essay.

Chapter learning goals:

If you think that a blank sheet of paper or a blinking cursor on the computer screen is a scary sight, you are not alone. Many writers, students, and employees find that beginning to write can be intimidating. When faced with a blank page, however, experienced writers remind themselves that writing, like other everyday activities, is a process. Every process, from writing to cooking, bike riding, and learning to use a new cell phone, will get significantly easier with practice.

Just as you need a recipe, ingredients, and the proper tools to cook a delicious meal, you also need a plan, resources, and adequate time to create a well-written composition. In other words, writing is a process that requires following steps and using strategies to accomplish your goals.

Effective writing can be simply described as good ideas that are expressed well and arranged in the proper order. This chapter will give you the chance to work on all these important aspects of writing, including prewriting, organizing, drafting, peer reviewing, revising, and editing.

The importance of these goals:

When you are able to use the writing process to help you form ideas, organize them well, and write an essay, you will find that writing tasks are much easier. All successful writers use the writing process to develop and then refine their sentences and paragraphs.

Chapter theme:

This chapter will explore a variety of topics to help you learn how to use the writing process to develop ideas for an essay.

Figure 2.1.1 shows steps in the writing process, including prewriting, organizing, writing, proofreading, making changes, rewriting, and sharing.

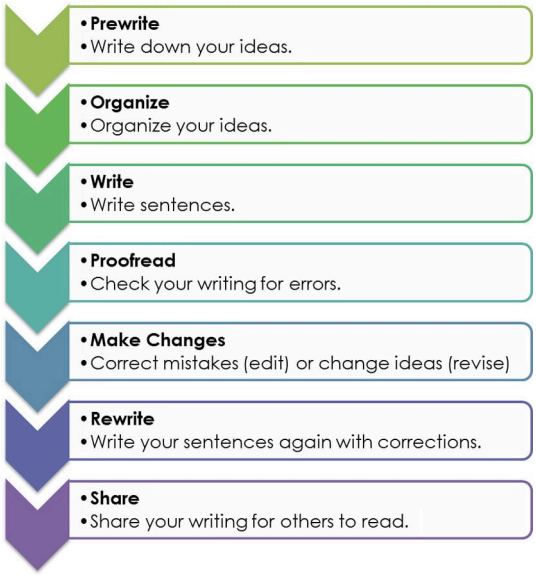


Figure 2.1.1: : "writing process" by projectidea is licensed under CC BY 2.0.

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2.2: The Writing Process

Curated and Adapted from Kathryn Crowther et al. Georgia Perimeter College via GALILEO Open Learning Materials.

Learning outcomes:

1. **Identify steps in the writing process.**

The writing process:

No matter what type of writing you are doing, academic writing, professional writing, or personal writing, it can be made easier by using the writing process. The writing process consists of the different stages that a writer follows to produce a good piece of writing. Although different sources may label and group the stages in various ways, the stages of the writing process are essentially as follows:

Prewriting – Deciding what to write about (the topic) and gathering information to support or explain what you want to say about your subject, and planning how to organize your ideas in a way that effectively develops the topic.

Drafting -Writing the first copy of the piece (essay, article, etc.). This is often called the rough draft. Ultimately, you should have multiple copies or drafts of your work.

Revising -Reconsidering the ideas and content of the essay as well as refining the style and structure of the paper.

Editing/Proofreading – Correcting grammar, punctuation, spelling, and mechanics.

Publishing – Sharing the final draft with others.



Figure 2.2.1The Writing Process

However, the writing process is not a series of neatly developed steps and may differ somewhat for everyone. Sometimes ideas do not flow easily, and the essay that you originally start out to write is not the essay that you end up writing. Often the stages proceed erratically and overlap; the important thing is to keep writing and improving until a final product is achieved. The more that you write, the better you will become as a writer.

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2.3: Discovering Prewriting

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Learning outcomes:

1. **Explore steps in the writing process in more detail.**

Prewriting describes all of the thinking and planning that precedes the actual writing of a paper.

Much careful thought needs to be given to the assignment in general at the beginning of prewriting before focusing on your topic.

Thinking:

- First, understand the writing assignment and its limits. Consider the assignment's length. Always know the expected length of a writing assignment. A two-page paper has a much narrower topic than a ten-page paper would have. If there is no page limit, consider the nature of the assignment to suggest its **length**. A summary of a chapter will be much shorter than the original chapter. An analysis of a poem may likely be longer than the poem itself.
- Second, establish the assignment's **purpose**. It is important to know the reasons you are writing or the purposes you are trying to accomplish with the writing.
    1. **Expressive writing** conveys personal feelings or impressions to the audience.
    2. **Informative writing** enlightens the audience about something.
    3. **Persuasive writing** attempts to convince the audience to think or act in a certain way.

Other more specific purposes can include entertaining, analyzing, hypothesizing, assessing, summarizing, questioning, reporting, recommending, suggesting, evaluating, describing, recounting, requesting, and instructing.

- Next, determine the assignment's **audience**. You must determine to whom you are writing. An audience can be an individual or a group. An audience can be general or specialized. Once you define your audience, you must determine how much the audience already knows about the subject to know how much or little background information should be included. You should also determine how best to approach your audience in terms of language, rhetorical strategies, purposes for reading, and background knowledge.
- Then devise the assignment's **occasion**. The occasion for which you are writing will determine the formality and scope of a writing project. An in-class writing assignment will differ from an out-of-class formal assignment. A memo for fellow office workers will differ from a report written for the company's president. A letter to an aunt will differ from a letter written to a bank to request a personal loan.
- Finally, assess your **own previous knowledge of the subject**. Before writing, you need to determine what you already know about a subject, what you need to find out about the subject, and what you think about the subject. Personal essays draw upon your own experiences and observations; research essays require you to gain new knowledge through research.

Reading:

Reading plays a vital role in all the stages of the writing process, but it first figures in the development of ideas and topics. Different kinds of documents can help you choose a topic and develop that topic. For example, a magazine advertising the latest research on the threat of global warming may catch your eye in the supermarket. This cover may interest you, and you may consider global warming as a topic, or maybe a novel's courtroom drama sparks your curiosity of a particular lawsuit or legal controversy. After you choose a topic, critical reading is essential to the development of a topic. While reading almost any document, you evaluate the author's point of view by thinking about his main idea and his support. When you judge the author's argument, you discover more about the author's opinion as well as your own. If these steps already seem daunting, remember that even the best writers need to use prewriting strategies to generate ideas.

The steps in the writing process may seem time consuming at first, but following these steps will save you time in the future. The more you plan in the beginning by reading and using prewriting strategies, the less time you may spend writing and editing

later because your ideas will develop more swiftly. Prewriting strategies depend on your critical reading skills. Reading prewriting exercises (and outlines and drafts later in the writing process) will further develop your topic and ideas. As you continue to follow the writing process, you will see how to use critical reading skills to assess your own prewriting exercises.

Topic choice:

Choosing a viable general topic for an assignment is an essential step. Sometimes your instructor will give you an idea to begin an assignment, and other times your instructor will ask you to come up with a topic on your own. A captivating topic covers what an assignment will be about and fits the assignment's purpose and its audience. There are various methods you may use to discover an appropriate topic for your writing.

Focusing a topic:

Once a general topic has been assigned to or chosen by you, then you must decide on the **scope** of the topic. Broad topics always need to be narrowed down to topics that are more specific. Then you need to determine what you are going to say about a subject. One way to help narrow a general subject down to a narrower topic is by **probing**, or **asking a reporter's questions**.

- **Probing** is asking a series of questions about the topic. **Who? What? Where? When? Why? How?** As you choose your topic, answering these questions can help you revisit the ideas you already have and generate new ways to think about your topic. You may also discover aspects of the topic that are unfamiliar to you and that you would like to learn more about. All these idea-gathering techniques will help you plan for future work on your assignment.

For example, if you were writing about tattoos, then you might ask yourself the following questions: **Who** do you know that has tattoos or who are some celebrities with memorable tattoos? **What** kinds of tattoos do people usually get–what symbols and what words? **Where** do people place tattoos on their bodies or where do people go to get tattoos–tattoo parlors? **When** do people get tattoos–is it after some memorable event or life stage? **Why** do people get tattoos? Finally, **how** do people get tattoos–what is the actual process?

Developing a topic:

The following checklist can help you decide if your narrowed topic is a possible topic for your assignment:

- Why am I interested in this topic?
- Would my audience be interested and why?
- Do I have prior knowledge or experience with this topic? If so, would I be comfortable exploring this topic and sharing my experiences?
- Why do I want to learn more about this topic?
- Is this topic specific? What specifics or details about this topic stand out to me?
- Does it fit the purpose of the assignment, and will it meet the required length of the assignment?

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2.4: Prewriting Techniques

Learning outcomes:

1. **Practice freewriting.**
2. **Practice listing.**
3. **Practice idea mapping.**

Loosely defined, prewriting includes all the writing strategies employed **before** writing your first draft. Although many more prewriting strategies exist, using the strategies in the following section can help you overcome the fear of the blank page and confidently begin the writing process. In the next few sections, you will follow a writer named Mariah as she explores and develops her essay's topic and focus. You will also be planning one of your own. The first important step is for you to tell yourself **why** you are writing (to inform, to explain, or some other purpose) and **for whom** you are writing. Write your purpose and your audience on your own sheet of paper, and keep the paper close by as you read and complete exercises in this chapter and write the first draft.

My purpose: _____

My audience: _____

Prewriting techniques:

Prewriting techniques are used to:

- Generate topic ideas
- Transfer your abstract thoughts on a topic into more concrete ideas on paper (or digitally on a computer screen)
- Organize the ideas you have generated to discover a focus and develop a working thesis

Although prewriting techniques can be helpful in all stages of the writing process, you will have to find the techniques that are most effective for your writing needs. The following general strategies can be used when initially deciding on a topic, or for narrowing the focus for a topic: **Freewriting, Brainstorming/Listing**, and **Clustering/Idea Mapping**.

In the initial stage of the writing process, it is fine if you choose a general topic. Later you can narrow the focus of the topic. When selecting a topic, you may want to consider something that interests you or something based on your own life and personal experiences. Even everyday observations can lead to interesting topics. After writers think about their experiences and observations, they often take notes on paper to better develop their thoughts. These notes help writers discover what they have to say about their topic.

Prewriting strategies depend on your critical reading skills. Reading, prewriting and brainstorming exercises (and outlines and drafts later in the writing process) will further develop your topic and ideas. As you continue to follow the writing process, you will see how Mariah uses critical reading skills to assess her own prewriting exercises.

Freewriting:

Freewriting is an exercise in which you write freely about any topic for a set amount of time (usually five to seven minutes). During the time limit, you may jot down **any** thoughts that come to your mind. Try not to worry about grammar, spelling, or punctuation. Instead, write as quickly as you can without stopping. If you get stuck, just copy the same word or phrase over and over again until you come up with a new thought.

Writing often comes easier when you have a personal connection with the topic you have chosen. Remember, to generate ideas in your freewriting, you may also think about readings that you have enjoyed or that have challenged your thinking. Doing this may lead your thoughts in interesting directions.

Quickly recording your thoughts on paper will help you discover what you have to say about a topic. When writing quickly, try not to doubt or question your ideas. Allow yourself to write freely and unselfconsciously. Once you start writing with few limitations,

you may find you have more to say than you first realized. Your flow of thoughts can lead you to discover even more ideas about the topic. **Freewriting** may even lead you to discover another topic that excites you even more.

Look at Mariah's example below. The instructor allowed the members of the class to choose their own topics, and Mariah thought about her experiences as a communications major. She used this freewriting exercise to help her generate more concrete ideas from her own experience.

Notice this!

Last semester my favorite class was about mass media. We got to study radio and television. People say we watch too much television, and even though I try not to, I end up watching a few reality shows just to relax. Everyone has to relax! It's too hard to relax when something like the news (my husband watches all the time) is on because it's too scary now. Too much bad news, not enough good news. News. Newspapers I don't read as much anymore. I can get the headlines on my homepage when I check my email. Email could be considered mass media too these days. I used to go to the video store a few times a week before I started school, but now the only way I know what movies are current is to listen for the Oscar nominations. We have cable but we can't afford movie channels, so I sometimes look at older movies late at night. UGH. A few of them get played again and again until you're sick of them. My husband thinks I'm crazy, but sometimes there are old black-and-whites on from the 1930s and '40s. I could never live my life in black-and-white. I like the home decorating shows and love how people use color on their walls. Makes rooms look so bright. When we buy a home, if we ever can, I'll use lots of color. Some of those shows even show you how to do major renovations by yourself. Knock down walls and everything. Not for me--or my husband. I'm handier than he is. I wonder if they could make a reality show about us?

Try this!

Freewrite about one event you have recently experienced. With this event in mind, write without stopping for five minutes. After you finish, read over what you wrote. Does anything stand out to you as a good general topic to write about? One of the following prompts may help you get started:

- A celebration
- The first day of a job or the first day of school
- An illness
- The loss of a friend or relative
- Finding a place to live

After rereading her essay assignment, Mariah realized her general topic, mass media, is too broad for her class's short paper requirement. Three pages are not enough to cover all the concerns in mass media today. Mariah also realized that although her readers are other communications majors who are interested in the topic, they might want to read a paper about a particular issue in mass media.

The prewriting technique of freewriting helped Mariah think more about her topic, but the following prewriting strategies can help her (and you) narrow the focus of the topic:

- Brainstorming/Listing
- Clustering/Idea Mapping

Narrowing the focus means breaking up the topic into subtopics, or more specific points. Generating lots of subtopics will help you eventually select the ones that fit the assignment and appeal to you and your audience.

Brainstorming/Listing:

When brainstorming, you can make a list on your own or in a group with your classmates. Start with a blank sheet of paper (or a blank computer screen) and write your general topic across the top. Underneath your topic, make a list of more specific ideas. Think of your general topic as a broad category and the list items as things that fit in that category. Often you will find that one item can lead to the next, creating a flow of ideas that can help you narrow your focus to a more specific paper topic. The following is Mariah's brainstorming list:

Notice this!

Mass Media

Magazines	DVD	Smart Phones
Newspapers	Gaming/Video	Text Messages
Broadcasting	Games	Tiny Cameras
Radio	Internet	GPS
Television	Cell Phones	

From this list, Mariah could narrow her focus to a particular technology under the broad category of “mass media.”

Idea mapping:

Idea mapping, sometimes called clustering or webbing, allows you to visualize your ideas on paper using circles, lines, and arrows. This technique is also known as clustering because ideas are broken down and clustered, or grouped together. Many writers like this method because the shapes show how the ideas relate or connect, and writers can find a focused topic from the connections mapped. Using idea mapping, you might discover interesting connections between topics that you had not thought of before.

To create an idea map:

1. Start by writing your general topic in a circle in the center of a blank sheet of paper. Moving out from the main circle, write down as many concepts and terms ideas you can think of related to your general topic in blank areas of the page. Jot down your ideas quickly--do not overthink your responses. Try to fill the page.
2. Once you’ve filled the page, circle the concepts and terms that are relevant to your topic. Use lines or arrows to categorize and connect closely related ideas. Add and cluster as many ideas as you can think of.

To continue brainstorming, Mariah tried idea mapping. Review the following idea map that Mariah created: Figure 2.4.1 Idea Map.

Notice this!



Figure 2.4.1 Idea Map

Notice Mariah's largest circle contains her general topic, mass media. Then, the general topic branches into two subtopics written in two smaller circles: television and radio. The subtopic television branches into even more specific topics: cable and DVDs. From there, Mariah drew more circles and wrote more specific ideas: high definition and digital recording from cable and Blu-ray from DVDs. The radio topic led Mariah to draw connections between music, downloads versus CDs, and, finally, piracy. From this idea map, Mariah saw she could consider narrowing the focus of her mass media topic to the more specific topic of music piracy.

If visual strategies are helpful for you, you may also want to consider **doodling/sketching** in addition to mapping. Rather than only using words in your notes, you could also draw pictures and include symbols as you generate ideas.

Prewriting strategies are a vital first step in the writing process. First, they help you choose a broad topic, and then they help you narrow the focus of the topic to a more specific idea. An effective topic ensures that you are ready for the next step: Developing a working thesis and planning the organization of your essay by creating an outline.

Try this!

Return to the topic explored in Exercise 1 through the prewriting technique of freewriting. Explore and narrow the topic further by practicing the prewriting techniques of Brainstorming (listing) and Idea Mapping. Allow yourself no more than five to seven minutes for each technique.

Collaboration: Share your results with a classmate or in small groups, and compare answers. Offer feedback to your classmate(s) on what you find interesting about his or her topic.

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2.5: The Thesis Statement

Learning outcomes:

1. **Define a thesis statement.**
2. **Identify strong thesis statements.**
3. **Practice writing strong thesis statements.**

Defining the thesis statement:

Once the topic has been narrowed to a workable subject, then determine what you are going to say about it; you need to come up with your controlling or main idea. A **thesis** is the main idea of an essay. It communicates the essay's purpose with clear and concise wording and indicates the direction and scope of the essay. It should not just be a statement of fact nor should it be an announcement of your intentions. It should be an idea, an opinion of yours that needs to be explored, expanded, and developed into an **argument** .

A thesis statement:

- tells the reader how you will interpret the significance of the subject matter under discussion.
- is a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper.
- is an interpretation of a question or subject, not the subject itself. The subject, or topic, of an essay might be World War II or *Moby Dick* ; a thesis must then offer a way to understand the war or the novel.
- makes a claim that others might dispute.
- is usually a single sentence somewhere in the introductory paragraph that presents the writer's argument to the reader. However, as essays get longer, a sentence alone is usually not enough to contain a complex thesis. The rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the readers of the logic of their interpretation.

If an assignment asks you to take a position or develop a claim about a subject, you may need to convey that position or claim in a thesis statement near the beginning of your draft. The assignment may not explicitly state that the writer needs a thesis statement because the instructor may assume the writer will include one. When an assignment asks you to analyze, to interpret, to compare and contrast, to demonstrate cause and effect, or to take a stand on an issue, it is likely that you are being asked to develop a thesis and to support it persuasively.

Creating a strong thesis statement:

A thesis is the result of a lengthy thinking process. Formulating a thesis is not the first thing you do after reading an essay assignment. Before you develop an argument on any topic, you have to collect and organize evidence, look for possible relationships between known facts (such as surprising contrasts or similarities), and think about the significance of these relationships. Once you have done this thinking, you will probably have a "working thesis," a basic or main idea, an argument that you can support with evidence. It is deemed a "working thesis" because it is a work in progress, and it is subject to change as you move through the writing process. Writers use all kinds of techniques to stimulate their thinking and to help them clarify relationships or comprehend the broader significance of a topic to arrive at a thesis statement.

For example, there is the question strategy. One way to start identifying and narrowing a thesis idea is to form a question that you want to answer. For example, if the starting question was "Do cats have a positive effect on people with depression? If so, what are three effects?

The question sends you off to explore for answers. You then begin developing support. The first answer you might find is that petting cats lowers blood pressure, and, further question how that works. From your findings (research, interviews, background reading, etc.), you might detail how that happens physically or you might describe historical evidence. You could explain medical research that illustrates the concept. Then you have your first supporting point — as well as the first prong of your thesis: Cats have a positive effect on people with depression because they can lower blood pressure....

When you start with a specific question and find the answers, the argument falls into place. The answer to the question becomes the thesis, and how the answer was conceived becomes the supporting points (and, usually, the topic sentences for each point).

Assessing the strength of a thesis statement:

If there is time, run it by the instructor or make an appointment at the **Tutoring Center** to get some feedback. Even if you do not have time to get advice elsewhere, you can do some thesis evaluation of your own.

When reviewing the first draft and its working thesis, ask the following:

- To create a thesis statement simply follow this formula:

  TOPIC + CLAIM = THESIS STATEMENT

  Examples:

  1. Animals + Dogs make better pets than cats. =When it comes to animals, dogs make better pets than cats because they are more trainable, more social, and more empathetic.
  2. Movies & Emotions + *Titanic* evoked strong emotions. = The movie *Titanic* evoked strong emotions of excitement, fear, and sorrow from the audience.
  3. College + AI is harming student learning. = Because so many college students are using AI to complete assignments, they are not gaining the reading, writing, and critical thinking skills they need for success in the future.

Try this!

Using the formula, create effective thesis statements for the following topics:

1. Loneliness in the United States
2. Immigration
3. Fast Food
4. Homework
5. Competitive sports

Then have a partner check your thesis statements to see if they pass the tests to be strong thesis statements.

Once a working thesis statement has been created, then it is time to begin building the body of the essay. Get all of the key supporting ideas written down, and then you can begin to flesh out the body paragraphs by reading, asking, observing, researching, connecting personal experiences, etc. Use the information from below to maintain the internal integrity of the paragraphs and smooth the flow of your ideas.

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2.6: Planning the Organization

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Learning outcomes:

1. **Organize your ideas before outlining.**
2. **Structure your essay.**

Organizing before outlining:

Once you have generated supporting ideas for the main idea of your paper, you need to arrange those ideas in some type of order. Various strategies can help organize the ideas.

Clustering (also called idea mapping) is a way of visually arranging ideas. Begin clustering by writing the topic in the center of a sheet of paper. Circle the topic, and then surround it with words and phrases that identify the major points to be discussed in the paper. Continue the process until all supporting details and secondary details have been listed. Many writers like this method because the shapes show how the ideas relate or connect, and writers can find a focused topic from the connections mapped. Using clustering, you might discover connections between topics that you had not thought of before.

Or

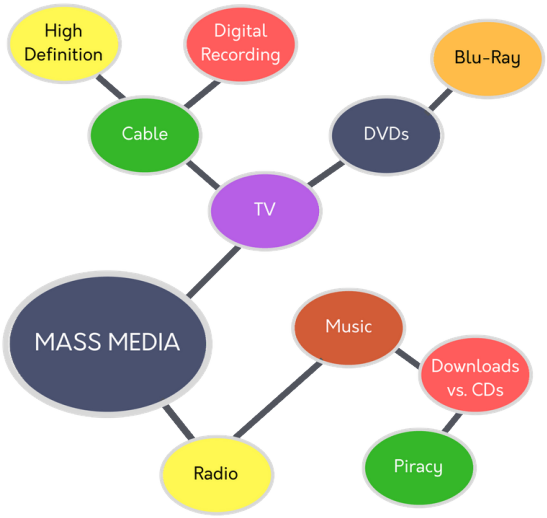


Figure 2.6.1Clustering

Other options for visually arranging your ideas within a linear list include making **rainbow connections** by using different colored highlighters to group components together, **linking** by circling ideas and drawing lines between them, or **emphasizing ideas** in a typed document on your computer by using bold font, underlining, italicizing, etc. to show connections.

Some students prefer the **solitaire** or **slide show** methods for visually arranging ideas. The solitaire method involves writing each idea on a separate note card. The note cards can then be rearranged as many times as necessary to put ideas into different groups. The slide show method is similar but uses computer software like PowerPoint or Google Slides to arrange ideas on different slides.

Notice this!

Using a clear organizational pattern:

Before you write, you need to decide how to organize your ideas. You need to determine the **rhetorical mode(s)** that will be used and the order of the supporting ideas. Simplistically speaking, there are nine basic rhetorical modes.They are as follows: **narration, description, exemplification, process, cause and effect, comparison and contrast, classification and division, definition, and argument.** However, most complex writing begins with an argument of some sort and then uses a combination of modes to relay one's message.

Depending on your topic, you might find it beneficial to use one of these common organizational patterns, either within individual paragraphs or within the entire essay:

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 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. 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 is when I met up with little Willie. Willie was about seven years old, and he was playing tag with his brother. I am 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. I was the one. 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 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.

Pattern	Explanation	Example
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 vendors 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.

Structure of an essay:

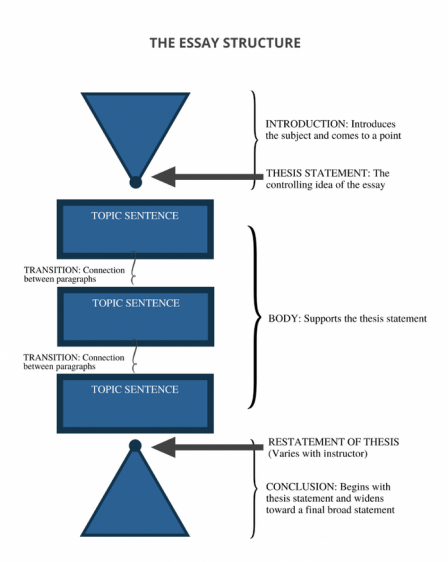


Figure 2.6.2 The Essay Structure

All formal essays have a **title**, a beginning or an **introduction**, a **middle-a body of supporting paragraphs**, and an end or **conclusion**.

A **title** is at the top of your paragraph or essay, but it is often the last thing that you create because until the paper is complete, you do not really know what your final product will be. A good title makes people want to read your paper; it does not merely repeat the topic sentence or thesis statement; it hints at your main idea. It is not a complete sentence, but it is a phrase or phrases that indicate your topic.

An effective **introduction** captures your readers' attention and arouses their curiosity. It usually includes your thesis statement, which narrows your subject, claims something specific and significant, and conveys your purpose and often your form of organization. You can include a question, tell a story, use a quotation, give interesting facts or statistics, give background information, or outline a problem and/or a solution. **Do not tell the reader what your topic is–show them. Do not be vague and mysterious. Do not refer back to your title. Do not apologize for what you are about to say, and be original.** The important thing is that you hook your readers' attention and motivate them to continue reading.

Each **body paragraph** should focus on a different supporting point that connects back to the thesis in the introduction. In the body paragraphs, use repetition sparingly and only when it is effective and necessary. Be consistent in tense, number, and person throughout your paper as well. The entire body of supporting evidence should be focused on supporting your main idea without straying off topic or including unrelated ideas.

Your **conclusion** should let the readers know that you are finished and not leave them with any unanswered questions. It may recommend a call to action, or it may just summarize a long and complex paper. The conclusion may repeat some of the ideas from the introduction, but it should not be a replica of that paragraph. It may restate your main idea. The conclusion can be either hopeful or hopeless depending on the mood of your paper. You may leave your reader with some final important facts, or a compelling example, or a final visual image. **It is important that you do not go off in a new direction in your conclusion. Do not make sweeping generalizations, and again do not apologize for any of your ideas.** Once these arrangements and ideas have been decided, then an outline should be constructed.

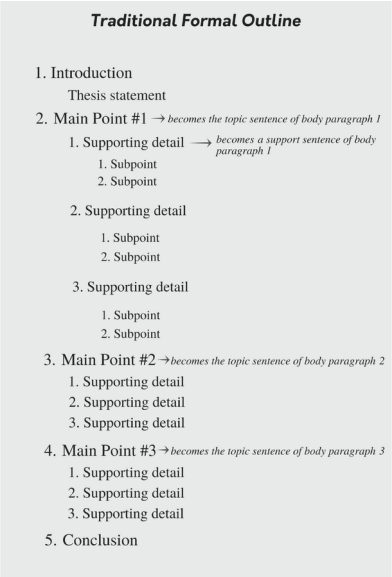


Figure 2.6.3Traditional Formal Outline

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2.7: Outlining

Learning outcomes:

1. **Determine the purpose of an outline.**
2. **Create an outline.**

The purpose of an outline:

Once your topic has been chosen, your ideas have been generated through brainstorming techniques, and you've developed a working thesis, the next step in the prewriting stage is to create an outline. Sometimes called a "blueprint," or "plan" for your paper, an outline helps writers organize their thoughts and categorize the main points they wish to make in an order that makes sense.

Creating an outline is an important step in the writing process!

The purpose of an outline is to help you organize your paper by checking to see if and how your ideas connect to each other, or whether you need to flesh out a point or two.

No matter the length of the paper, from a three-page weekly assignment to a 50-page senior thesis, outlines can help you see the overall picture.

Having an outline also helps prevent writers from "getting stuck" when writing the first draft of an essay.

A well-developed outline will show the essential elements of an essay:

- thesis of essay
- main idea of each body paragraph
- evidence/support offered in each paragraph to substantiate the main points

A well-developed outline breaks down the parts of your thesis in a clear, hierarchical manner. Writing an outline **before** beginning an essay helps the writer organize ideas generated through brainstorming and/or research. In short, a well-developed outline makes your paper easier to write.

The formatting of any outline is not arbitrary; the system of formatting and number/letter designations creates a visual hierarchy of the ideas, or points, being made in the essay.

Major points, in other words, should not be buried in subtopic levels.

Types of outlines:

Alphanumeric outlines:

This is the most common type of outline used and is usually instantly recognizable to most people. The formatting follows these characters, in this order:

Level 1: Roman Numerals (I, II, III, IV, V, etc.)

Level 2: Capitalized Letters (A, B, C, D, E, etc.)

Level 3: Arabic Numerals (1, 2, 3, 4, 5, etc.)

Level 4: Lowercase Letters (a, b, c, d, e, etc.)

Notice this!

I. *(Main point)* Lowering the speed limit to 55 mph on Interstate highways is a cost effective way to reduce pollution and greenhouse gases
   A. *(Supporting detail)* Gas mileage significantly decreases at speeds over 55 mph
      1. *(Supporting detail for sub-point)* Slowing down from 65 mph to 55 mph can increase MPG by as much as 15 percent
         a. *(Additional explanation/support for supporting detail)* Each 5 mph driven over 60 mph is like paying an additional $0.21 per gallon for gas (at $3.00 per gallon).

If the outline needs to subdivide beyond these divisions, use Arabic numerals inside parentheses and then lowercase letters inside parentheses.

Decimal outlines:

The decimal outline follows the same levels of indentation when formatting to indicate the hierarchy of ideas/points as the alphanumeric outline. The added benefit of decimal notation, however, is that it clearly shows, through the decimal breakdown, how each progressive level relates to the larger whole.

Notice this!

1. *(Main point)* Lowering the speed limit on all Interstate highways to 55 mph would create a significant, cost free reduction in air pollution.
   1. 1 *(Supporting detail)* Gas consumption significantly increases at speeds over 55 mph.
      1. 1.1 (Supporting detail for sub-point) Slowing down from 65 mph to 55 mph can increase your MPG by as much as 15 percent, and thereby eliminate 15 percent of carbon emissions.
         1. 1.1.1 *(Additional explanation/support for supporting detail)* According to the U.S. Department of Energy (DOE), “as a rule of thumb, each 5 mph driven over 60 mph is like paying an additional $0.21 per gallon for gas (at $3.00 per gallon).”

Micro and macro outlines:

The indentation/formatting of a micro (full sentence) or macro (topic) outline is essentially the same as alphanumeric/decimal outlines. The difference between micro and macro outlines lies in the specificity and depth of the content.

Micro outlines focus on the “micro,” the drilled-down specific details of the essay’s content. They are particularly useful when the topic you are discussing is complex in nature. When creating a micro outline, it can also be useful to insert the quotations you plan to include in the essay (with citations) and subsequent analyses of quotes. Taking this extra step helps ensure that you have enough support for your ideas, as well as reminding writers to actually analyze and discuss quotations, rather than simply inserting quotes and moving on. While time-consuming to create, micro outlines can be seen as basically creating the first rough draft of an essay.

Macro outlines, in contrast, focus on the “big picture” of an essay’s main points and support by using short phrases or keywords to indicate the focus and content at each level of the essay’s development. A macro outline is useful when writing about a variety of ideas and issues where the ordering of points is more flexible. Macro outlines are also especially helpful when writing timed essays, or essay exam questions--or any rhetorical situation where writers need to quickly get their ideas down in an organized essay format.

Notice this!

I. *(Main point)* Lowering the speed limit on all Interstate highways to 55 mph would create a significant, cost free reduction in air pollution.

A. *(Supporting detail)* Gas consumption significantly increases at speeds over 55 mph.
    1. *(Supporting detail for sub-point)* Slowing down from 65 mph to 55 mph can increase your car's MPG by as much as 15 percent, and thereby eliminate15 percent of carbon emissions.
        a. *(Additional explanation/support for supporting detail)* According to the U.S. DeparExample 2.7.4: Macro/ Topic Outline

Creating an outline:

Identify your topic: Put the topic in your own words in with a single sentence or phrase to help you stay on topic.

Determine your main points. What are the main points you want to make to convince your audience? Using your brainstorming notes, you should be able to create a working thesis with various supporting ideas.

List your main points/ideas in a logical order. You can always change the order later as you evaluate your outline.

Create sub-points for each major idea. Typically, each time you have a new number or letter, there need to be at least two points (i.e. if you have an A, you need a B; if you have a 1, you need a 2; etc.). Though perhaps frustrating at first, it is indeed useful because it forces you to think hard about each point; if you can't create two points, then reconsider including the first in your paper, as it may be extraneous information that may detract from your argument.

Evaluate: Review your organizational plan, your blueprint for your paper. Does each paragraph have a controlling idea/topic sentence? Is each point adequately supported? Look over what you have written. Does it make logical sense? Is each point suitably fleshed out? Is there anything included that is unnecessary?

Notice this!

Outline

Thesis: Making the perfect egg omelet requires proper preparation and skillful cooking technique.

I. Making the perfect egg omelet requires proper preparation.
    A. The cook must have adequate utensils.
        1. A heavy, Teflon-coated frying pan gives even heat and prevents burning.
        2. A plastic spatula prevents the cook from scratching the frying pan.
    B. The cook must select fresh ingredients.
        1. Fresh eggs make a fluffier omelet than eggs that have aged.
        2. Sweet milk blends into the egg batter more evenly than sour milk.
        3. Fresh vegetable oil is necessary to avoid giving the omelet a greasy flavor and texture.
        4. Newly cracked pepper and sea salt add extra zest to the egg batter.
II. Making the perfect egg omelet requires skillful cooking techniques.
    A. The cook must prepare the egg batter quickly.
        1. The eggs must be beaten with a whisk until they are fluffy.
        2. The milk and seasonings must be whisked into the egg batter before the eggs go flat.
    B. The cook must fry the egg batter with care.
        1. The egg batter must be poured into the frying pan as soon as the oil is hot.
        2. The omelet must be turned in the pan only once as soon as the batter sets on top.

Try this!

1. **Create a sentence outline from the following introductory paragraph in alphanumeric format:**

The popularity of knitting is cyclical, rising and falling according to the prevailing opinion of women's places in society. Though internationally a unisex hobby, knitting is pervasively thought of as a woman's hobby in the United States. Knitting is currently enjoying a boost in popularity as traditionally minded women pick up the craft while women who enjoy subverting

traditional gender roles have also picked up the needles to reclaim “the lost domestic arts” and give traditionally feminine crafts the proper respect. American men are also picking up the needles in greater numbers, with men’s knitting guilds and retreats nationwide. This rise in popularity has made the receiving of hand-knit items special, and many people enjoy receiving these long-lasting, painstakingly crafted items. For any knitters, the perfect gift starts by choosing the perfect yarn. Choosing the perfect yarn for a knitting project relies on the preferences of the person for whom the project is being made, the availability of the yarn, and the type of yarn recommended by the pattern.

What is the thesis? How is the topic introduced? Is there a hierarchy of supporting points?

2. **Now create your own outline based on your paper topic.**

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2.8: Drafting

Learning outcomes:

1. **Examine the process of drafting to write a five paragraph essay.**
2. **Explore the Bowtie Method of writing an essay.**

Defining drafting:

Drafting is the stage of the writing process in which you develop a complete first version of a piece of writing. Even professional writers admit that an empty page scares them because they feel they need to come up with something fresh and original every time they open a blank document on their computers. Because you have completed the first two steps in the writing process, you have already recovered from empty page syndrome. You have prewriting and planning already done, so you know what will go on that blank page: what you wrote in your outline.

Goals and strategies for drafting:

Your objective at this stage of the writing process is to draft an essay with at least three body paragraphs, which means that the essay will contain a minimum of five paragraphs, including an introduction and a conclusion. A draft is a complete version of a piece of writing, but it is not the final version. The step in the writing process after drafting, as you may remember, is revising. During revising, you will have the opportunity to make changes to your first draft before you put the finishing touches on it during the editing and proofreading stage. A first draft gives you a working version that you can later improve.

If you are more comfortable starting on paper than on the computer, you can start on paper and then type it before you revise. You can also use a voice recorder to get yourself started, dictating a paragraph or two to get you thinking.

Making the writing process work for you:

The following approaches, done alone or in combination with others, may improve your writing and help you move forward in the writing process:

- **Begin writing with the part you know the most about**: You can start with the third paragraph in your outline if ideas come easily to mind. You can start with the second paragraph or the first paragraph, too. Although paragraphs may vary in length, keep in mind that short paragraphs may contain insufficient support. Readers may also think the writing is abrupt. Long paragraphs may be wordy and may lose your reader's interest. As a guideline, try to write paragraphs longer than one sentence but shorter than the length of an entire double-spaced page.
- **Write one paragraph at a time and then stop**: As long as you complete the assignment on time, you may choose how many paragraphs you complete in one sitting. Pace yourself. On the other hand, try not to procrastinate. Writers should always meet their deadlines.
- **Take short breaks to refresh your mind**: This tip might be most useful if you are writing a multi-page report or essay. Still, if you are antsy or cannot concentrate, take a break to let your mind rest. But do not let breaks extend too long. If you spend too much time away from your essay, you may have trouble starting again. You may forget key points or lose momentum. Try setting an alarm to limit your break, and when the time is up, return to your desk to write.
- **Be reasonable with your goals**: If you decide to take ten-minute breaks, try to stick to that goal. If you told yourself that you need more facts, then commit to finding them. Holding yourself to your own goals will create successful writing assignments.
- **Keep your audience and purpose in mind as you write**: These aspects of writing are just as important when you are writing a single paragraph for your essay as when you are considering the direction of the entire essay.

Of all of these considerations, keeping your purpose and your audience at the front of your mind is the most important key to writing success. If your purpose is to persuade, for example, you will present your facts and details in the most logical and convincing way you can. Your purpose will guide your mind as you compose your sentences. Your audience will guide word choice. Are you writing for experts, for a general audience, for other college students, or for people who know very little about your topic? Keep asking yourself what your readers, with their background and experience, need to be told in order to understand your ideas.

How can you best express your ideas so they are totally clear and your communication is effective?

You may want to identify your purpose and audience on an index card that you clip to your paper (or keep next to your computer). On that card, you may want to write notes to yourself—perhaps about what that audience might not know or what it needs to know—so that you will be sure to address those issues when you write. It may be a good idea to also state exactly what you want to explain to that audience, or to inform them of, or to persuade them about.

Discovering the basic elements of a first draft:

Knowing what a first draft looks like will help you make the creative leap from the outline to the first draft. A first draft should include the following elements:

- An **introduction** that piques the audience's interest, tells what the essay is about, and motivates readers to keep reading.
- A **thesis statement** that presents the main point, or controlling idea, of the entire piece of writing.
- A **topic sentence** in each paragraph that states the main idea of the paragraph and implies how that main idea connects to the thesis statement.
- **Supporting sentences** in each paragraph that develop or explain the topic sentence. These can be specific facts, examples, anecdotes, or other details that elaborate on the topic sentence.
- A **conclusion** that reinforces the thesis statement and leaves the audience with a feeling of completion.

The Bowtie Method:

There are many ways to think about the writing process as a whole. One way to imagine your essay is to see it like a bowtie. In the figure below, you will find a visual representation of this metaphor. The left side of the bow is the introduction, which begins with a hook and ends with the thesis statement. In the center, you will find the body paragraphs, which grow with strength as the paper progresses, and each paragraph contains a supported topic sentence. On the right side, you will find the conclusion. Your conclusion should reword your thesis and then wrap up the paper with a summation, clinch, or challenge. In the end, your paper should present itself as a neat package, like a bowtie.

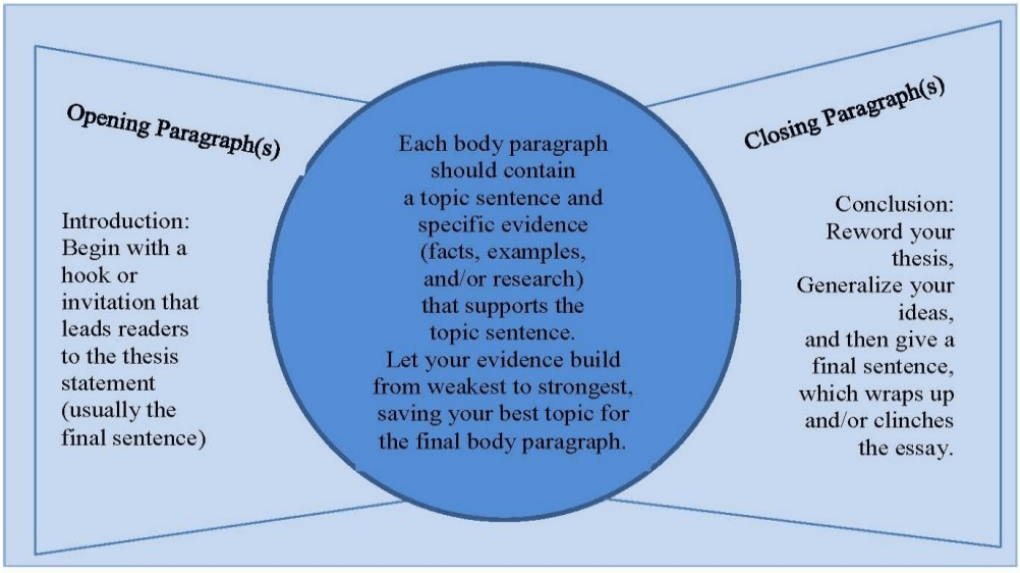


Figure 2.8.1: Figure of the "Bowtie Method"

Starting your first draft:

Now we are finally ready to look over Mariah's shoulder as she begins to write her essay about digital technology and the confusing choices that consumers face. As she does, you should have in front of you your outline, with its thesis statement and topic sentences, and the notes you wrote on your purpose and audience. Reviewing these will put both you and Mariah in the proper mind-set to start.

Here are the notes that Mariah wrote to herself to characterize her purpose and audience:

> Everyone wants the newest and the best digital technology, but the choices are many, and the specifications are often confusing.
>
> Purpose: My purpose is to inform readers about the wide variety of consumer digital technology available in stores and to explain why the specifications for these products, expressed in numbers that average consumer don't understand, often cause bad or misinformed buying decisions.
>
> Audience: My audience is my instructor and members of this class. Most of them are not heavy into technology except for the usual laptops, cell phones, and MP3 players, which are not topics I'm writing about. I'll have to be as exact and precise as I can be when I explain possibly unfamiliar product specifications. At the same time, they're more with it electronically than my grandparents' VCR-flummoxed generation, so I won't have to explain every last detail.

Mariah chose to begin by writing a quick introduction based on her thesis statement. She knew that she would want to improve her introduction significantly when she revised. Right now, she just wanted to give herself a starting point. Remember that she could have started directly with any of the body paragraphs. You will learn more about writing attention-getting introductions and effective conclusions later in this chapter.

With her thesis statement and her purpose and audience notes in front of her, Mariah then looked at her sentence outline. She chose to use that outline because it includes the topic sentences. The following is the portion of her outline for the first body paragraph including the topic sentence for the paragraph, supporting details, and sub-points.

1. *Ebook readers are changing the way people read.*
    1. *Ebook readers make books easy to access and to carry.*
        1. *Books can be downloaded electronically.*
        2. *Devices can store hundreds of books in memory.*
    2. *The market expands as a variety of companies enter it.*
        1. *Booksellers sell their own ebook readers.*
        2. *Electronics and computer companies also sell ebook readers.*
    3. *Current ebook readers have significant limitations.*
        1. *The devices are owned by different brands and may not be compatible.*
        2. *Few programs have been made to duplicate the way Americans borrow and read printed books.*

Mariah then began to expand the ideas in her outline into a paragraph. Notice how the outline helped her guarantee that all her sentences in the body of the paragraph develop the topic sentence.

> *Ebook readers are changing the way people read, or so ebook developers hope. The main selling point for these handheld devices, which are sort of the size of a paperback book, is that they make books easy to access and carry. Electronic versions of printed books can be downloaded online for a few bucks or directly from your cell phone. These devices can store hundreds of books in memory and, with text-to-speech features, can even read the texts. The market for ebooks and ebook readers keeps expanding as a lot of companies enter it. Online and traditional booksellers have been the first to market ebook readers to the public, but computer companies, especially the ones already involved in cell phone, online music, and notepad computer technology, will also enter the market. The problem for consumers, however, is which device to choose. Incompatibility is the norm. Ebooks can be read only on the devices they were intended for. Furthermore, use is restricted by the same kind of DRM systems that restrict the copying of music and videos. So, book buyers are often unable to lend books to other readers, as they can with a read book. Few accommodations have been made to fit the other way Americans read: by borrowing books from libraries. What is a buyer to do?*

Mariah continued writing her essay, moving to the second and third body paragraphs. She had supporting details but no numbered sub-points in her outline, so she had to consult her prewriting notes for specific information to include.

If you decide to take a break between finishing your first body paragraph and starting the next one, do not start writing immediately when you return to your work. Put yourself back in context and in the mood by rereading what you have already written. This is what Mariah did. If she had stopped writing in the middle of writing the paragraph, she could have jotted down some quick notes to herself about what she would write next.

Preceding each body paragraph that Mariah wrote is the appropriate section of her sentence outline. Notice how she expanded

Roman numeral II from her outline into a first draft of the second body paragraph. As you read, ask yourself how closely she stayed on purpose and how well she paid attention to the needs of her audience.

Outline

I. …
II. Digital cameras have almost totally replaced film cameras.
    A. The first major choice is the type of digital camera.
        1. Compact digital cameras are light but lack the megapixels.
        2. Single lens reflex cameras, or SLRs, may be large but can be used for many functions.
        3. Some cameras combine the best features of compacts and SLRs.
    B. Choosing the camera type involves the confusing "megapixel wars."
    C. The zoom lens battle also determines the camera you will buy. …

Digital cameras have almost totally replaced film cameras in amateur photographers' gadget bags. My father took hundreds of slides when his children were growing up, but he had more and more trouble getting them developed. So, he decided to go modern. But, what kind of camera should he buy? The small compact digital cameras could slip right in his pocket, but if he tried to print a photograph larger than an 8 x 10, the quality would be poor. When he investigated buying a single lens reflex camera, or SLR, he discovered that they were as versatile as his old film camera, also an SLR, but they were big and bulky. Then he discovered yet a third type, which combined the smaller size of the compact digital cameras with the zoom lenses available for SLRs. His first thought was to buy one of those, but then he realized he had a lot of decisions to make. How many megapixels should the camera be? Five? Ten? What is the advantage of each? Then came the size of the zoom lens. He knew that 3x was too small, but what about 25x? Could he hold a lens that long without causing camera shake? He read many photography magazines and buying guides, and he still wasn't sure he was right.

Mariah then began her third and final body paragraph using Roman numeral III from her outline.

Outline

I.

II. …
III. Nothing is more confusing to me than choosing among televisions.
    A. In the resolution wars, what are the benefits of 1080p and 768p?
    B. In the screen-size wars, what do plasma screens and LCD screens offer?
    C. Does every home really need a media center? …

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 stores, 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, 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 decent lacks and can be viewed at a wider angle than current LCD screens. But be careful and tell the salesperson you have budget constraints. Large flatpanel plasma screens are much more expensive than flat-screen LCD models. Don't buy more television than you need.

Try this!

Reread body paragraphs two and three of the essay that Mariah is writing. Then answer the questions on your own sheet of paper.

1. In body paragraph two, Mariah decided to develop her paragraph as a nonfiction narrative. Do you agree with her decision? Explain. How else could she have chosen to develop the paragraph? Why is that better?

2. Compare the writing styles of paragraphs two and three. What evidence do you have that Mariah was getting tired or running out of steam? What advice would you give her? Why?
3. Choose one of these two body paragraphs. Write a version of your own that you think better fits Mariah's audience and purpose.

Writing a title:

A writer's best choice for a title is one that alludes to the main point of the entire essay. Like the headline in a newspaper or the big, bold title in a magazine, an essay's title gives the audience a first peek at the content. If readers like the title, they are likely to keep reading.

Following her outline carefully, Mariah crafted each paragraph of her essay. Moving step by step in the writing process, Mariah finished the draft and even included a brief concluding paragraph which you will read later. She then decided, as the final touch for her writing session, to add an engaging title.

Thesis Statement: Everyone wants the newest and the best digital technology, but the choices are many, and the specifications are often confusing.

Working Title: Digital Technology: The Newest and the Best at What Price?

Drafting body paragraphs:

If your thesis gives the reader a roadmap to your essay, then body paragraphs should closely follow that map. The reader should be able to predict what follows your introductory paragraph by simply reading the thesis statement. The body paragraphs present the evidence you have gathered to confirm your thesis. Before you begin to support your thesis in the body, you must find information from a variety of sources that support and give credit to what you are trying to prove.

In order to fulfill the requirements of good supporting evidence, the information you choose must meet the following standards:

- **Be relevant to the thesis**: Primary support is considered strong when it relates directly to the thesis. Primary support should show, explain, or prove your main argument without delving into irrelevant details. When faced with lots of information that could be used to prove your thesis, you may think you need to include it all in your body paragraphs. But effective writers resist the temptation to lose focus. Choose your supporting points wisely by making sure they directly connect to your thesis.
- **Be specific**: The main points you make about your thesis and the examples you use to expand on those points need to be more specific than the thesis. Use specific examples to provide the evidence and to build upon your general ideas. These types of examples give your reader something narrow to focus on, and if used properly, they leave little doubt about your claim. General examples, while they convey the necessary information, are not nearly as compelling or useful in writing because they are too obvious and typical.
- **Be detailed**: Remember that your thesis, while specific, should not be very detailed. The body paragraphs are where you develop the discussion that a thorough essay requires. Using detailed support shows readers that you have considered all the facts and chosen only the most precise details to enhance your point of view.

Types of supporting evidence:

1. **Facts**: Facts are the best kind of evidence to use because they often cannot be disputed. They can support your stance by providing background information on or a solid foundation for your point of view. However, some facts may still need explanation. For example, the sentence "The most populated state in the United States is California" is a pure fact, but it may require some explanation to make it relevant to your specific argument.
2. **Judgments**: Judgments are conclusions drawn from the given facts. Judgments are more credible than opinions because they are founded upon careful reasoning and examination of a topic.
3. **Testimony**: Testimony consists of direct quotations from either an eyewitness or an expert witness. An eyewitness is someone who has direct experience with a subject; he adds authenticity to an argument based on facts. An expert witness is a person who has extensive experience with a topic. This person studies the facts and provides commentary based on either facts or judgments, or both. An expert witness adds authority and credibility to an argument.
4. **Personal observation**: Personal observation is similar to testimony, but personal observation consists of your testimony. It reflects what you know to be true because you have experiences and have formed either opinions or judgments about them.

For instance, if you are one of five children and your thesis states that being part of a large family is beneficial to a child's social development, you could use your own experience to support your thesis.

You can consult a vast pool of resources to gather support for your stance. Citing relevant information from reliable sources ensures that your reader will take you seriously and consider your assertions. Use any of the following sources for your essay: newspapers or news organization websites, magazines, encyclopedias, and scholarly journals, which are periodicals that address topics in a specialized field. When using sources, you are responsible for properly documenting the borrowed information properly.

Topic sentences:

Each body paragraph contains a topic sentence that states one aspect of your thesis and then expands upon it. Like the thesis statement, each topic sentence should be specific and supported by concrete details, facts, or explanations.

Each body paragraph should comprise the following elements: topic sentence + supporting details (examples, reasons, or arguments)

Topic sentences indicate the location and main points of the basic arguments of your essay. These sentences are vital to writing your body paragraphs because they always refer back to and support your thesis statement. Topic sentences are linked to the ideas you have introduced in your thesis, thus reminding readers what your essay is about. A paragraph without a clearly identified topic sentence may be unclear and scattered, just like an essay without a thesis statement.

Notice this!

Author J.D. Salinger relied primarily on his personal life and belief system as the foundation for the themes in the majority of his works.

The following paragraph contains supporting detail sentences for the primary support sentence (the topic sentence), which is underlined.

Salinger, a World War II veteran, suffered from posttraumatic stress disorder, a disorder that influenced the themes in many of his works. He did not hide his mental anguish over the horrors of war and once told his daughter, "You never really get the smell of burning flesh out of your nose, no matter how long you live." His short story "A Perfect Day for Bananafish" details a day in the life of a WWII veteran who was recently released from an army hospital for psychiatric problems. The man acts questionably with a little girl he meets on the beach before he returns to his hotel room and commits suicide. Another short Story, "For Esme – with Love and Squalor," is narrated by a traumatized soldier who sparks an unusual relationship with a young girl he meets before he departs to partake in D-Day. Finally, in Salinger's only novel, the Catcher in The Rye, he continues with the theme of posttraumatic stress, though not directly related to war. From a rest home for the mentally ill, sixteen-year-old Holden Caulfield narrates the story of his nervous breakdown following the death of his younger brother.

Supporting detail sentences:

After deciding which primary support points you will use as your topic sentences, you must add details to clarify and demonstrate each of those points. These supporting details provide examples, facts, or evidence that support the topic sentence. The writer drafts possible supporting detail sentences for each primary support sentence based on the thesis statement:

Thesis: Unleashed dogs on city streets are a dangerous nuisance.

I. Dogs can scare cyclists.
   A. Cyclists are forced to zigzag on the roads.
   B. School children panic and turn wildly on their bikes.
   C. People walking at night freeze in fear.

II. Loose dogs are traffic hazards.
   A. Dogs in the street make people swerve their cars.
   B. To avoid dogs, drivers run into other cars or pedestrians.
   C. Children coaxing dogs across city streets create danger.

III. Unleashed dogs damage gardens.
    A. They step on flowers and vegetables.
    B. They destroy hedges by urinating on them.
    C. They mess up lawns by digging holes.

Try this!

Print out the first draft of your essay and use a highlighter to mark your topic sentences in the body paragraphs. Make sure they are clearly stated and accurately present your paragraphs, as well as accurately reflect your thesis. If your topic sentence contains information that does not exist in the rest of the paragraph, rewrite it to more accurately match the rest of the paragraph.

Drafting introductory and concluding paragraphs:

Picture your introduction as a storefront window: You have a certain amount of space to attract your customers (readers) to your goods (subject) and bring them inside your store (discussion). Once you have enticed them with something intriguing, you then point them in a specific direction and try to make the sale (convince them to accept your thesis). Your introduction is an invitation to your readers to consider what you have to say and then to follow your train of thought as you expand upon your thesis statement.

Writing an introduction:

An introduction serves the following purposes:

- Establishes your voice and tone, or your attitude, toward the subject
- Introduces the general topic of the essay
- States the thesis that will be supported in the body paragraphs

First impressions are crucial and can leave lasting effects in your reader's mind, which is why the introduction is so important to your essay. If your introductory paragraph is dull or disjointed, your reader probably will not have much interest in continuing with the essay.

Attracting interest in your introductory paragraph:

Your introduction should begin with an engaging statement devised to provoke your readers' interest. In the next few sentences, introduce them to your topic by stating general facts or ideas about the subject. As you move deeper into your introduction, you gradually narrow the focus, moving closer to your thesis. Moving smoothly and logically from your introductory remarks to your thesis statement can be achieved using a funnel technique, as illustrated in the diagram "Funnel Technique."

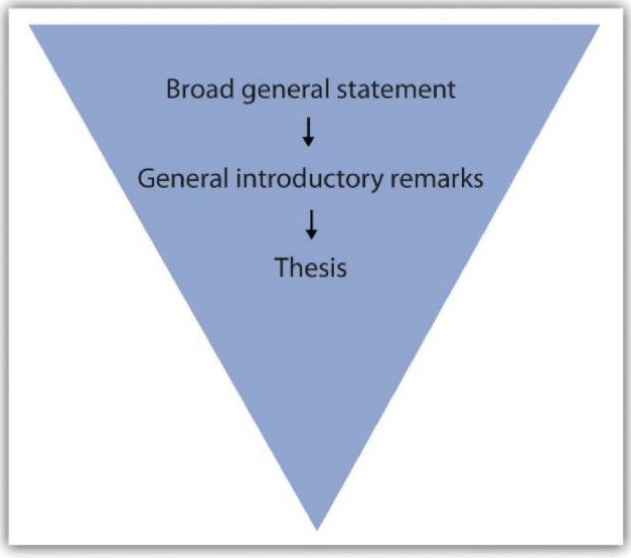


Figure 2.8.2 - *Funnel Technique*

Immediately capturing your readers' interest increases the chances of having them read what you are about to discuss. You can garner curiosity for your essay in a number of ways. Try to get your readers personally involved by doing any of the following:

- Appealing to their emotions
- Using logic
- Beginning with a provocative question or opinion
- Opening with a startling statistic or surprising fact
- Raising a question or series of questions
- Presenting an explanation or rationalization for your essay
- Opening with a relevant quotation or incident
- Opening with a striking image
- Including a personal anecdote

Remember that your diction, or word choice, while always important, is most crucial in your introductory paragraph. Boring diction could extinguish any desire a person might have to read through your discussion. Choose words that create images or express action.

Earlier in this chapter we followed Mariah as she moved through the writing process. In this section, Mariah writes her introduction and conclusion for the same essay. Mariah incorporates some of the introductory elements into her introductory paragraph, which she previously outlined. Her thesis statement is underlined.

> Play Atari on a General Electric brand television set? Maybe watch Dynasty? Or read old newspaper articles on microfiche at the library? Twenty-five years ago, the average college student did not have many options when it came to entertainment in the form of technology. Fast forward to the twenty-first century, and the digital age has revolutionized the way people entertain themselves. In today's rapidly evolving world of digital technology, consumers are bombarded with endless options for how they do most everything, from buying and reading books to taking and developing photographs. In a society that is obsessed with digital means of entertainment, it is easy for the average person to become baffled. Everyone wants the newest and best digital technology, but the choices are many and the specifications are often confusing.

Try this!

Reread each sentence in Mariah's introductory paragraph. Indicate which techniques she used and comment on how each sentence is designed to attract her readers' interest.

Writing a conclusion:

It is not unusual to want to rush when you approach your conclusion, and even experienced writers may fade. But what good writers remember is that it is vital to put just as much attention into the conclusion as in the rest of the essay. After all, a hasty ending can undermine an otherwise strong essay.

A conclusion that does not correspond to the rest of your essay, has loose ends, or is unorganized can unsettle your readers and raise doubts about the entire essay. However, if you have worked hard to write the introduction and body, your conclusion can often be the most logical part to compose.

The anatomy of a strong conclusion:

Keep in mind that the ideas in your conclusion must conform to the rest of your essay. In order to tie these components together, restate your thesis at the beginning of your conclusion. This helps you assemble, in an orderly fashion, all the information you have explained in the body. Repeating your thesis reminds your readers of the major arguments you have been trying to prove and also indicates that your essay is drawing to a close. A strong conclusion also reviews your main points and emphasizes the importance of the topic.

The construction of the conclusion is similar to the introduction, in which you make general introductory statements and then present your thesis. The difference is that in the conclusion you first paraphrase, or state in different words, your thesis and then follow up with general concluding remarks. These sentences should progressively broaden the focus of your thesis and maneuver your readers out of the essay.

Many writers like to end their essays with a final emphatic statement. This strong closing statement will cause your readers to continue thinking about the implications of your essay; it will make your conclusion, and thus your essay, more memorable. Another powerful technique is to challenge your readers to make a change in either their thoughts or their actions. Challenging your readers to see the subject through new eyes is a powerful way to ease yourself and your readers out of the essay.

When closing your essay, do not expressly state that you are drawing to a close. Relying on statements such as *in conclusion, it is clear that, as you can see*, or *in summation* is unnecessary and can be considered trite.

It is wise to avoid doing any of the following in your conclusion:

- **Introducing new material**: Introducing new material in your conclusion has an unsettling effect on your reader. When you raise new points, you make your reader want more information, which you could not possibly provide in the limited space of your final paragraph.
- **Contradicting your thesis**: Contradicting or changing your thesis statement causes your readers to think that you do not actually have a conviction about your topic. After all, you have spent several paragraphs adhering to a specific point of view.
- **Changing your thesis**: When you change sides or open up your point of view in the conclusion, your reader becomes less inclined to believe your original argument.
- **Using apologies or disclaimers**: By apologizing for your opinion or stating that you know it is tough to digest, you are in fact admitting that even you know what you have discussed is irrelevant or unconvincing. You do not want your readers to feel this way. Effective writers stand by their thesis statement and do not stray from it.

Mariah incorporates some of these pointers into her conclusion. She has paraphrased her thesis statement in the first sentence, which is underlined.

> In a society fixated on the latest and smartest digital technology, a consumer can easily become confused by the countless options and specifications. The ever-changing state of digital technology challenges consumer with its updates and add-ons and expanding markets and incompatible formats and restrictions – a fact that is complicated by salesmen who want to sell them anything. In a world that is increasingly driven by instant gratification, it's easy for people to buy the first thing they see. The solution for many people should be to avoid buying on impulse. Consumers should think about what they really need, not what is advertised.

Make sure your essay is balanced by not having an excessively long or short introduction or conclusion. Check that they match each other in length as closely as possible, and try to mirror the formula you used in each. Parallelism strengthens the message of your essay.

Try this!

On a separate sheet of a paper, restate your thesis and then make some general concluding remarks. Next, compose a final emphatic statement. Finally, incorporate what you have written into a strong conclusion paragraph for your essay.

Collaboration: Please share with a classmate and compare your answers.

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2.9: Using Transitions

Learning outcomes:

1. **Identify transition words that best achieve the meaning you want to express in an essay.**
2. **Recognize the importance of linkages, parallelism, and consistency in writing.**

Using transitions:

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. The table below, "Common Transitional Words and Phrases," groups many common transitions according to their purpose.

Table 2.9.1: 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

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

Transitions that Show a Conclusion		
Indeed	hence	all in all
in the final analysis	therefore	thus

Transitions that Continue a Line of Thought

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

Transitions that Change a Line of Thought		
but	yet	however
nevertheless	on the contrary	on the other hand

Transitions that Show Importance

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

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

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

Transitions that Introduce Examples		
for instance	for example	specifically

Transitions that Clarify the Order of Events or Steps

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, finally	likewise, lastly	thus, additionally

Maintaining internal integrity of paragraphs:

Integrity of Paragraphs

Pattern	Explanation	Example
Linkages	Paragraphs with unity 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 unifying 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 display 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.
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 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 would need plenty of storage space for your bounty. If you have a good harvest, you might want to have a few friends in mind, especially as recipients for your squash and cucumbers.

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2.10: Revising and Editing

Learning outcomes:

1. **Understand the purpose of revising and editing.**
2. **Practice peer review.**
3. **Recognize how to create unity, coherence, and clarity through revision.**

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.

Here are some strategies that writers have developed to look at their first drafts from a fresh perspective. Try them over the course of this semester; 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.
- 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.
- Pretend you are one of your readers. Are you satisfied or dissatisfied? Why?

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.

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.

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 following 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:
   a. Point: _____
      Why: _____
   b. Point: _____
      Why: _____
   c. Point: _____
      Why: _____

These places in your essay are not clear to me:

a. Where: _____
   Needs improvement because _____
b. Where: _____
   Needs improvement because _____
c. Where: _____
   Needs improvement because _____

The one additional change you could make that would improve this essay significantly is_____.

Another format for peer review:

When you're reviewing your own paper or the paper of a friend or classmate, ask yourself a few questions:

Organization:

1. What are your initial thoughts? What strengths and weaknesses does the paper have? What parts confused you, or might be confusing to other readers? What's the most important thing that the writer is trying to say?
2. How is the paper you're reviewing organized? Again, does it start with the broad and move to specifics? Do all sentences support the paragraph's topic sentence, and do all paragraphs support the thesis? Is there an *Introduction* that draws in the reader, or does it restate the assignment and become redundant? Is the paper organized in a way that will make sense to readers? Does the writer employ transitions effectively? Does the paper flow from beginning to end?

Focus and Style:

1. Is the paper focused on the assignment? Does it follow the same thought throughout the paper, or does it jump from subject to subject? Do I feel like I'm still learning about/thinking about the same subject at the end of the paper that I was at the beginning of the paper?
2. Try to paraphrase the thesis of the paper as a promise: *In this paper, the writer will...* Does the writer fulfill his/her obligation

stated in the thesis?
3. What's the writer's position on the issue? What words does the writer use to indicate his/her position?
4. In what style is the paper written? Does it *work* for the subject matter and assignment? Will the paper appeal to its intended audience? Is the writing at an appropriate level for the target audience?

Development:

1. Does the title indicate what the paper is about? Does it catch your interest? Does the opening paragraph draw you in? If not, can you suggest a different approach to catch the readers' attention?
2. How is the development of the paper carried out? Does it start with a broad subject and then move to something more specific?
3. Does the concluding sentence draw the argument of the paper to a close by bringing together the main points provided in the paper, or does it just end? Does the writer conclude in a memorable way, or does he/she simply trail off? If the ending is too abrupt or too vague, can you suggest some other way to conclude the paper? Does the ending introduce any new topics?

Conventions:

1. Are common or appropriate writing conventions followed?
2. Are grammar, spelling, punctuation and other mechanics observed?

Try this!

Exchange essays with a classmate and complete a peer review of each other's draft in progress. Remember to give positive feedback and to be courteous and polite in your responses. Focus on providing one positive comment and one question for more information to the author.

Using feedback:

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:

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

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

Revising to create 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.

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, 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 decent lacks 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!

Try this!

1. Answer the following two questions about Mariah's paragraph:
    1. Do you agree with Mariah's decision to make the deletions she made? Did she cut too much, too little, or just enough? Explain.
    2. Is the explanation of what screen resolution means a digression? Or is it audience friendly and essential to understanding the paragraph? Explain.

Collaboration: Please share with a classmate and compare your answers.

2. Now start to revise the first draft of your own essay. Reread it to find any statements that affect the unity of your writing. Decide how best to revise.

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. The Table of Common Transitional Words and Phrases groups many common transitions according to their purpose.

After Mariah 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.

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 (HD television) with a large screen to watch sports and DVDs on. ^ There's good reason for this confusion: You face a decision 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 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 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!

Try this!

1. Answer the following questions about Mariah's revised paragraph.
    1. Do you agree with the transitions and other changes that Mariah made to her paragraph? Which would you keep and which were unnecessary? Explain.
    2. What transition words or phrases did Mariah add to her paragraph? Why did she choose each one?
    3. What effect does adding additional sentences have on the coherence of the paragraph? Explain. When you read both versions aloud, which version has a more logical flow of ideas? Explain.
2. Now return to the first draft of the essay you wrote and revise it for coherence. Add transition words and phrases where they are needed, and make any other changes that are needed to improve the flow and connection between ideas.

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. 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 ebook reader, which is a recent invention, may become as commonplace as the cell phone. My over-sixty uncle bought an ebook reader, and his wife bought an ebook reader, too.
  Revised: The ebook reader, a recent invention, may become as commonplace as the cell phone. My over-sixty uncle and his wife both bought ebook readers.

Try this!

Now return once more to the first draft of the essay you have been revising. Check it for unnecessary words. Try making your sentences as concise as they can be.

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2.11: Word Choice and Style

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Learning outcomes:

1. **Recognize appropriate word choice for formal writing.**

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, cool*, and *yup*.
- **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.

> Finally, nothing ^ confuses buyers more than purchasing ~~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.~~ ^ and with ~~There's a~~ 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~~ ^ involves screen resolution, ~~you want.~~ ^ which ~~Screen resolution~~ means the number of horizontal scan lines the screen can show. This resolution is often 1080p, or full HD, or ^ as 768p. The trouble is that ^ on ~~if you have~~ a ~~smaller screen~~, 32-inch or 37-inch diagonal, ^ screen, viewers will not ~~you won't~~ be able to tell the difference ^ between them with the naked eye. The other 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 screens show ~~truer~~ ^ deeper 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. ^ Only after buyers are totally certain they know what they want should they open their wallets. ~~Don't buy more television than you need!~~

Try this!

1. Answer the following questions about Mariah's revised paragraph:

a. Read the unrevised and the revised paragraphs aloud. Explain in your own words how changes in word choice have affected Mariah's writing.
b. Do you agree with the changes that Mariah made to her paragraph? Which changes would you keep and which were unnecessary? Explain. What other changes would you have made?
c. What effect does removing contractions and the pronoun you have on the tone of the paragraph? How would you characterize the tone now? Why?

2. Now return once more to your essay in progress. Read carefully for problems with word choice. Be sure that your draft is written in formal language and that your word choice is specific and appropriate.

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2.12: Editing

Learning outcomes:

1. **Examine a checklist for editing your writing.**
2. **Practice using the checklist to edit and proofread your own essay.**

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. 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.

Chapter 9 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 following checklists to help you edit your writing.

Checklists for 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, when allowed, correctly?
- Can I find any errors in the use of commonly confused words, such as to/too/two?

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.

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.

Try this!

With the help of the checklist above, edit and proofread your essay.

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.

Try this!

Write a thesis statement and a formal sentence outline for an essay about the writing process. Include separate paragraphs for prewriting, drafting, and revising and editing. Your audience will be a general audience of educated adults who are unfamiliar with how writing is taught at the college level. Your purpose is to explain the stages of the writing process so that readers will understand its benefits.

Collaboration: Please share with a classmate and compare your answers.

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2.13: Keeping Track of Your Sentence-Level Grammar Errors

Learning outcomes:

1. **Use the error analysis checklist to check your own writing.**

The **Error Analysis Checklist** is for you to use when you receive your paper with comments from your instructor. Figure 2.13.1: Error Analysis Checklist is a table with error symbols that your teacher will use to indicate mistakes that you have in your writing. Please refer to this table and these symbols when revising and editing your writing.

		Place a checkmark next to EACH error you find in these essays/compositions				
Error Symbol	**Meaning**	**Essay #1**	**Essay #2**	**Essay #3**	**Essay #4**	**Essay #5**
vt	verb tense					
vf	verb form					
ss	sentence structure					
wo	word order					
conj	conjunction / connector					
sv/agr	subject/verb agreement					
art	article					
det	determiner					
s/pl (num)	singular/ plural noun forms					
wc	word choice					
wf	word form					
prep	preposition					
cs	comma splice					
ro	run on					
frag	fragment					
p	punctuation					
sp	spelling					
cap	capitalization					
unclear ????	unclear point or nonidiomatic English					
MW	missing word					
WW	wrong word					
transition	transition missing or wrong					
⊐	indentation missing					
∿	transpose words					
	Total Error Count:					

Figure 2.13.1: Error Analysis Checklist

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2.14: Takeways

Summary:

In this chapter, you:

- Explored the writing process.
- Identified prewriting strategies and used them to write an essay.
- Used outlining, drafting, peer editing, revising, and editing.
- Focused on using transition words and appropriate word choice in academic essays.

Questions for reflection:

- What prewriting techniques do you like best? Why?
- Why is peer editing a good way to receive feedback on your essays? Do you think you are a good peer editor?
- What is the most difficult part of writing an essay outline? Why is this part difficult?
- What have you learned about writing a thesis statement and topic sentences?

Figure 2.14.1: "The Writing Process" shows the many steps of the writing process. It includes prewriting, writing, revising, rewriting, proofreading, and publishing. You can go back and forth through these steps as many times as you need.

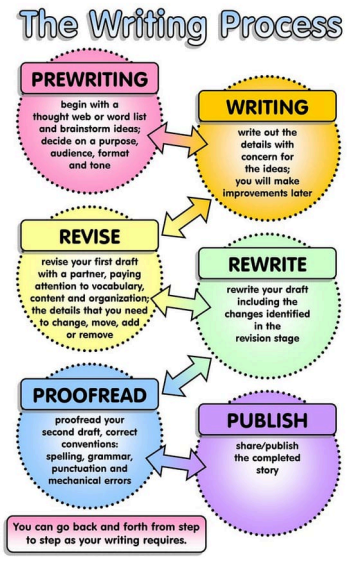


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3: FINDING MAIN IDEAS AND DETAILS, PARAPHRASING, AND SUMMARIZING

3.1: Overview and Learning Outcomes
3.2: Critical Thinking and the Reading/Writing Connection
3.3: Finding Main Ideas and Supporting Details
3.4: More About Main Ideas and Supporting Details
3.5: Quoting, Paraphrasing and Summarizing
3.6: Introduction to Paraphrasing
3.7: Recognizing Effective Paraphrases
3.8: Annotating to Paraphrase
3.9: Paraphrasing Step 1 - Try to Explain
3.10: Paraphrasing Step 2 - Make It Your Own- Common Paraphrasing Strategies
3.11: Combining Paraphrasing Strategies - Practice
3.12: Citing Your Source with Signal Phrases
3.13: Annotating to Summarize - Identifying Key Ideas
3.14: Recognizing Patterns of Organization
3.15: Writing a One-Sentence Summary
3.16: Writing a Paragraph Summary
3.17: Peer Review Form for Summaries
3.18: Takeaways

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3.1: Overview and Learning Outcomes

Chapter learning outcomes:

In this chapter, you will learn to:

- Think critically about reading materials.
- Recognize various patterns of organization of a text.
- Find main ideas and supporting details in an article.
- Use annotation strategies specific to paraphrasing.
- Paraphrase reading materials.
- Use annotation strategies specific to summarizing.
- Summarize reading materials.
- Select and use appropriate reporting verbs.

Chapter learning goals:

In college, students are asked to read a variety of academic materials and demonstrate their understanding of those materials. Students are frequently expected to find the main ideas and supporting details of an article and then analyze that information. In addition, students are often asked to summarize longer texts to demonstrate understanding and to paraphrase authors' ideas in their own words. These activities demonstrate the reading/writing connection. Students read a book, chapter, research paper, or newspaper article and then write to demonstrate understanding and give critical analysis. Critical thinking is the first building block of these activities. Students need to examine texts and analyze the authors' points in order to determine if the ideas are reasonable and logical. As a result, critical thinking, finding main ideas and details, paraphrasing, and summarizing are all goals of this chapter.

The importance of these goals:

Being able to read critically and analyze texts is important in all areas of life, including work, school, and society. For example, if a colleague makes a proposal for a new product, your colleague needs to research the efficacy of the product, determine the cost to produce and market it, and find customers who will buy it. Your colleague might put all of these elements into a written proposal. Of course, a responsible boss will carefully analyze all the data to see if the proposal is feasible. This takes critical thinking skills. It requires finding the main points and the supporting details of the proposal. It also requires interaction with the text. The boss may summarize the key points or put them in his or her own words. It means that no matter who you are and what you do, it is very important to be able to think critically and analyze arguments and ideas.

Chapter theme:

In this chapter, we will be studying a variety of topics to get practice in thinking critically, finding main ideas and details, summarizing, and paraphrasing.



Figure 3.1.1: "The write thing Project 365(2) Day 12" by Keith Williamson is licensed under CC BY 2.0(opens in new window)

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3.2: Critical Thinking and the Reading/Writing Connection

Learning outcomes:

1. **Define critical thinking.**
2. **Identify the role that logic plays in critical thinking.**
3. **Apply critical thinking skills to evaluation of information.**

Thinking critically and creatively:

Critical thinking skills are the most fundamental skills involved in making judgments and solving problems. You use them every day, and you can continue improving them.

The ability to think critically about a matter—to analyze a question, situation, or problem down to its most basic parts—is what helps us evaluate the accuracy and truthfulness of statements, claims, and information we read and hear. It is the sharp knife that, when honed, separates fact from fiction, honesty from lies, and the accurate from the misleading. We all use this skill to one degree or another almost every day.

The academic setting demands more of us in terms of critical thinking than everyday life. It demands that we evaluate information and analyze many issues. It is the environment where our critical thinking skills can be the difference between success and failure. In this environment we must consider information in an analytical, critical manner. We must ask questions—What is the source of this information? Is this source an expert one and what makes it so? Are there multiple perspectives to consider on an issue? Do multiple sources agree or disagree on an issue? Does quality research substantiate information or opinion? Do I have any personal biases that may affect my consideration of this information?

It is only through purposeful, frequent, intentional questioning such as this that we can sharpen our critical thinking skills and improve as students, learners and researchers.

—Dr. Andrew Robert Baker, *Foundations of Academic Success: Words of Wisdom*

Defining critical thinking:

Thinking comes naturally. You don't have to make it happen—it just does. But you can make it happen in different ways. For example, you can think positively or negatively. You can think with "heart" and you can think with rational judgment. You can also think strategically and analytically, and mathematically and scientifically. These are a few of multiple ways in which the mind can process thought.

What are some forms of thinking you use? When do you use them, and why?

As a college student, you are tasked with engaging and expanding your thinking skills. One of the most important of these skills is critical thinking. Critical thinking is important because it relates to nearly all tasks, situations, topics, careers, environments, challenges, and opportunities. It's not restricted to a particular subject area.

Critical thinking is clear, reasonable, reflective thinking focused on deciding what to believe or do. It means asking probing questions like, "How do we know?" or "Is this true in every case or just in this instance?" It involves being skeptical and challenging assumptions, rather than simply memorizing facts or blindly accepting what you hear or read.

Who are critical thinkers, and what characteristics do they have in common? Critical thinkers are usually curious and reflective people. They like to explore and probe new areas and seek knowledge, clarification, and new solutions. They ask pertinent questions, evaluate statements and arguments, and they distinguish between facts and opinion. They are also willing to examine their own beliefs, possessing a manner of humility that allows them to admit lack of knowledge or understanding when needed. They are open to changing their mind. Perhaps most of all, they actively enjoy learning, and seeking new knowledge is a lifelong pursuit.

No matter where you are on the road to being a critical thinker, you can always develop your skills. Doing so will help you develop more balanced arguments, express yourself clearly, read critically, and absorb important information efficiently. Critical thinking skills will help you in any profession or any circumstance of life, from science to art to business to teaching.

Defining Critical Thinking

Critical Thinking IS	Critical Thinking is NOT
Skepticism	Memorizing
Examining assumptions	Group thinking
Challenging reasoning	Blind acceptance of authority
Uncovering biases	

Critical thinking and logic:

Critical thinking is fundamentally a process of questioning information and data. You may question the information you read in a textbook, or you may question what a politician or a professor or a classmate says. You can also question a commonly-held belief or a new idea. With critical thinking, anything and everything is subject to question and examination.

Logic's relationship to critical thinking:

Using logic, a person evaluates arguments and strives to distinguish between good and bad reasoning, or between truth and falsehood. Using logic, you can evaluate ideas or claims people make, make good decisions, and form sound beliefs about the world.[1]

Questions of logic in critical thinking:

The following questions, presented in Figure 1, below, are ones you may apply to formulating a logical, reasoned perspective in any situation:

1. **What's happening?** Gather the basic information and begin to think of questions.
2. **Why is it important?** Ask yourself why it's significant and whether or not you agree.
3. **What don't I see?** Is there anything important missing?
4. **How do I know?** Ask yourself where the information came from and how it was constructed.
5. **Who is saying it?** What's the position of the speaker and what is influencing them?
6. **What else? What if?** What other ideas exist and are there other possibilities?



Figure 3.2.1: Questions a Critical Thinker Asks

Evaluating information with critical thinking:

Evaluating information can be one of the most complex tasks you will be faced with in college. By using the following four strategies, you will be well on your way to success:

1. Read for understanding using text coding:

When you read and take notes, use the text coding strategy. Text coding is a way of tracking your thinking while reading. It entails marking the text and recording what you are thinking either in the margins or perhaps on Post-it notes. As you make connections and ask questions in response to what you read, you monitor your comprehension and enhance your long-term understanding of the material.

With text coding, mark important arguments and key facts. Indicate where you agree and disagree or have further questions. You don't necessarily need to read every word, but make sure you understand the concepts or the intentions behind what is written. Feel free to develop your own shorthand style when reading or taking notes. The following are a few options to consider using while coding text.

Text Coding

Shorthand	Meaning
!	Important
L	Learned something new
!	Big idea surfaced
*	Interesting or important fact
?	Dig deeper
✓	Agree
≠	Disagree

2. Examine arguments:

When you examine arguments or claims that an author, speaker, or other source is making, your goal is to identify and examine the hard facts. You can use the spectrum of authority strategy for this purpose. The spectrum of authority strategy assists you in identifying the “hot” end of an argument—feelings, beliefs, cultural influences, and societal influences—and the “cold” end of an argument—scientific influences.

3. Clarify thinking:

When you use critical thinking to evaluate information, you need to clarify your thinking to yourself and likely to others. Doing this well is mainly a process of asking and answering probing questions, such as the logic questions discussed earlier. Design your questions to fit your needs, but be sure to cover adequate ground. What is the purpose? What question are we trying to answer? What point of view is being expressed? What assumptions are we or others making? What are the facts and data we know, and how do we know them? What are the concepts we’re working with? What are the conclusions, and do they make sense? What are the implications?

4. Cultivate “Habits of Mind”:

“Habits of mind” are the personal commitments, values, and standards you have about the principle of good thinking. Consider your intellectual commitments, values, and standards. Do you approach problems with an open mind, a respect for truth, and an inquiring attitude? Some good habits to have when thinking critically are being receptive to having your opinions changed, having respect for others, being independent and not accepting something is true until you’ve had the time to examine the available evidence, being fair-minded, having respect for a reason, having an inquiring mind, not making assumptions, and always, especially, questioning your own conclusions—in other words, developing an intellectual work ethic. Try to work these qualities into your daily life.

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3.3: Finding Main Ideas and Supporting Details

Learning outcomes:

1. **Define topic, main idea, and supporting details.**
2. **Use critical thinking strategies to identify topic, main idea, and supporting details in an essay.**
3. **Practice finding topic, main idea, and supporting details in a short writing.**

Finding the topic, main idea, and supporting reasons and details in an article or essay:

When we annotate, it can help us find the topic(s), main idea, and supporting details in a text and help us figure out the overall structure of a text. To locate the main idea or thesis in a text, it helps to identify the topic first. Then make sure that the most important supporting details explain the main idea. Table 1.5.1 explains the differences between these elements and clues for finding each element in an academic essay. Note that in other types of texts, such as magazine articles, the elements are all still there, but might be in a different location. For example, paragraphs may be shorter, and the main idea may come later, or not be as explicitly stated.

Table 1.5.1: Definition and How to Find Topic, Main Idea, and Supporting Reasons

Element	Topic	Main Idea	Supporting Reasons	Supporting Details
Definition	The topic is a word or phrase that answers the question: "What is the text about?" Example topics: undocumented immigrant rights, the problem with stereotypes, the environmental problems of fast fashion	The main idea (or thesis) is the most important point the writer makes about the topic. It summarizes the writer's key point or message. All the key information in a text should support the main idea. It can be a lesson or the key point that is made. The title may provide a clue about the main idea as well.	Supporting reasons explain the main idea and present facts that help explain the main idea.	Supporting details clarify the major reasons with examples.
How to find the element in an academic essay	We can find the topic in the title and introduction.	We can find the main idea or thesis of the entire essay at the end of the introduction. It is usually 1-3 sentences in length. A thesis statement drives an essay. It's the controlling idea, and it shows what the writer intends to prove in their essay.	Each body paragraph should begin with a topic sentence that is related to the thesis statement. The topic sentence should be an opinion statement that gives a reason to support the main idea. It introduces the main point of that paragraph.	Each topic sentence is followed by supporting details. These help explain the main point of the paragraph. The supporting details can consist of examples or other points to support the paragraph. Each body paragraph should only focus on one point and relate back to the topic sentence and thesis.

Try this!

Look back at the article "*Undocumented Immigrants May Actually Make American Communities Safer – Not More Dangerous – New Study Finds*" by Robert M. Adelman and Lesley Reid. Can you find the topic, main idea, and major supporting details that prove the main idea?

Analyzing a student essay:

Now let's look for these features in an essay that a student wrote for class.

Try this!

Work with a partner. Read the first two paragraphs of a student essay on Reyna Grande's memoir, *A Dream Called Home,* in which she describes her journey across the border from Mexico from her hometown of Iguala, Mexico (see Figure 1.5.1).



Figure 3.3.1: "Parroquia San Francisco de Asís,Iguala,Estado de Guerrero,México."(opens in new window) by Catedrales e Iglesias(opens in new window) is licensed under CC BY 2.0(opens in new window)

1. What topic(s) can you identify in the student essay?
2. What is the thesis statement (main idea of her essay)?
3. What is the topic sentence? In other words, what is the main idea of the student's first body paragraph?
4. What supporting details does the student provide? Which ones seem to be major ones and which ones are minor ones?

Following One's Dream

According to Pew Research, the U.S. has 44.8 million immigrants who were born in a country other than the U.S. 10.5 million of those immigrants made the dangerous journey across the Mexican-U.S. border without legal papers or are undocumented because they overstayed their visas. While most immigrants come from Mexico to seek a better life, it is expected that Asians will form the largest immigrant group by 2055. I am one of those Asian immigrants who came here to fulfill my dream. Reyna Grande is an immigrant, too, and a Mexican-American author. At the age of two her father left for the U.S. with the goal to earn enough money to return and build a home. Two years later, Reyna's mother moved to the U.S., leaving Reyna and her siblings behind. She spent a difficult childhood without her parents. At the age of nine, her father came back and made the treacherous journey across the border with Reyna and her siblings. Reyna faced many challenges in her life to pursue her dream to become a writer. It was particularly tough as an immigrant of color. *A Dream Called Home* is about her hard life in the U.S. In her memoir, we can see how she struggled to find a sense of belonging in the U.S. and achieve her dream.

Reyna felt like an outsider when she visited her country and wrote stories about her hometown which her creative writing teacher rejected. Reyna spent ten days in Mexico and felt heartbroken that people no longer saw her as Mexican. At the same time, she felt disconnected from people in the U.S. who thought that she was not American enough. It made her feel as though she could not belong anywhere. Reyna wanted to honor the people in her native Mexico by writing stories about them, “I had to remember each of them, write their stories, share their pain, so that they knew they weren’t alone” (74). All her stories took place in her hometown. In one of her stories she described how a flood destroyed her neighborhood and people had to stay on their roofs of their homes and create canoes to collect their dead animals. In another story, a family could not afford shoes, so their daughter had to go to school barefoot where the teacher also hit the girl for being left-handed. When Reyna presented her stories to her creative writing teacher, she rejected them and considered them too outrageous. On the other hand, her teacher loved the stories her American classmates wrote about “drinking, doing drugs, going to parties, and having sex” (75). Being the only Latinx student in a creative writing class at UCSC made her feel hopeless and that she did not belong. It was clear that Reyna’s world was much different from that of her classmates and teacher, and they did not seem eager to hear her stories. Reyna often thought about dropping out of the creative writing program and questioned her dream to become a writer because her stories were not valued by her classmates and creative writing teacher.

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3.4: More About Main Ideas and Supporting Details

Learning outcomes:

1. **Define implicit vs. explicit main ideas/thesis statements.**
2. **Define the parts of an essay/paragraph.**
3. **Use critical thinking and reading strategies to find main ideas and supporting details in example texts.**

Analyze thesis or main ideas of texts:

Being able to identify the purpose and thesis of a text, while you're reading it, takes practice. Questioning the text you're reading is a good place to start. When trying to isolate the thesis, or main idea, of your reading material, consider these questions:

- What is the primary subject of this text?
- Is the author trying to inform me, or persuade me?
- What does the author think I need to know about this subject?
- Why does the author think I need to know about this subject?

Sometimes the answer to these questions will be very clearly stated in the text itself. Sometimes it is less obvious, and in those cases, the techniques on the following page will be useful.

Implicit vs. explicit main idea/thesis statements:

According to author Pavel Zemliansky,

> Arguments then, can be explicit and implicit, or implied. Explicit arguments contain noticeable and definable thesis statements and lots of specific proofs. Implicit arguments, on the other hand, work by weaving together facts and narratives, logic and emotion, personal experiences and statistics. Unlike explicit arguments, implicit ones do not have a one-sentence thesis statement. Instead, authors of implicit arguments use evidence of many different kinds in effective and creative ways to build and convey their point of view to their audience. Research is essential for creative effective arguments of both kinds.

Even if what you're reading is an informative text, rather than an argumentative one, it might still rely on an implicit thesis statement. It might ask you to piece together the overall purpose of the text based on a series of content along the way.

The following video defines the key terms explicit and implicit, as they relate to thesis statements and other ideas present in what you read. It also introduces the excellent idea of the **reading voice** and the **thinking voice** that strong readers use as they work through a text.

To help keep you on your toes, the author of this video challenges you to find her spelling mistake in one of her cards along the way!

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

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Video 3.4.1

Explicit v. implicit. **Authored by:** Michele Armentrout. *All Rights Reserved.* **License Terms:** Standard YouTube license.

Thesis and topic sentences:

You'll remember that the first step of the reading process, **previewing,** allows you to get a big-picture view of the document you're reading. This way, you can begin to understand the structure of the overall text. A later step in the reading process, **summarizing**, allows you to encapsulate what a paragraph, section, or the whole document is about. When summarizing individual paragraphs, it's likely that your summary ends up looking like a paraphrase of that paragraph's **topic sentence**.

A paragraph is composed of multiple sentences focused on a single, clearly-defined topic. There should be exactly one main idea per paragraph, so whenever an author moves on to a new idea, he or she will start a new paragraph. For example, this paragraph defines what a paragraph is, and now we will start a new paragraph to deal with a new idea: how a paragraph is structured.

Paragraphs are actually organized much like persuasive papers are. Just like a paper has a **thesis statement** followed by a body of supportive evidence, paragraphs have a topic sentence followed by several sentences of support or explanation. If you look at this paragraph, for example, you will see that it starts with a clear topic sentence letting you know that paragraphs follow a structure similar to that of papers. The next sentence explains how a paragraph is like a paper, and then two more sentences show how this paragraph follows that structure. All of these sentences are clearly connected to the main idea.

The topic sentence of a paragraph serves two purposes: first, it lets readers know what the paragraph is going to be about; second, it highlights the connection between the present paragraph and the one that came before. The topic sentence of this paragraph explains to a reader what a topic sentence does, fulfilling the first function. It also tells you that this paragraph is going to talk about one particular aspect of the previous paragraph's main idea: we are now moving from the general structure of the paragraph to the particular role of the topic sentence.

After the topic sentence introduces the main idea, the remainder of the sentences in a paragraph should support or explain this topic. These additional sentences might detail the author's position on the topic. They might also provide examples, statistics, or other evidence to support that position. At the end of the paragraph, the author may include some sort of conclusion or a transition that sets up the next idea he or she will be discussing (for example, you can see this clearly in the last sentence of the third paragraph).

The three parts of a paragraph:

Topic:

The topic is the subject of the paragraph. It can be:

- A few words long
- These words (or words related to the topic) are typically repeated throughout the paragraph
- Answers the question: *What is this paragraph about?*

Main Idea:

This is the writer's overall point. It can be:

- A complete sentence
  - If stated in the paragraph, it's called a "topic sentence"
  - If unstated in the paragraph, the reader must figure it out (infer it) from details
- General enough to cover the more specific supporting details
- Usually (but not always!) near the beginning of the paragraph
- Answers the question: *What is the overall point being made about the topic?"*

Supporting Details:

These are the details in the paragraph that support the main idea. They can be either major or minor supporting details.

Tips for identifying main ideas:

Although you are learning to put the main idea first in your own paragraphs, professional writers often don't. Sometimes the first sentence of a paragraph provides background information, poses a question, or serves as a bridge from a previous paragraph. Don't assume it is the main idea. Use these tips instead:

- Look for a general statement that appears to "cover" the other information.
- Figure out the general topic of the paragraph first. Then ask yourself, *"What point is the writer trying to make about this topic?"*
- Look for clue words. Main ideas sometimes have words such as "some" or plural nouns like "ways" or "differences" that signal a list of details to come.
- Check your guess! Once you think you've found the main idea, ask yourself:
  - *Is this statement supported by most of the other information?*
  - *If I turn this statement into a question, does the other information answer it?*

SPECIAL NOTE: Sometimes a main idea covers more than one paragraph. This may happen in newspaper articles or when the writer has a lot to say about one topic.

Difference between the topic and main idea:

To understand the difference between a main idea and the topic, imagine that you are listening to your friends talk about their pets. The TV is on, so all you can make out are the name of their pets. If someone asked you what the topic was, you would say "pets." But because you couldn't hear the whole thing, you didn't understand the "main idea" was whose pet was the best. The topic is very broad – the main idea is more specific. The sentences that follow in the paragraph exercise offer examples or descriptions to illustrate or explain the main idea. Note the reading-writing connection--while we are finding the main idea as readers, we will be using the main ideas to write topic sentences in paragraphs.

Try this!

Read the following paragraph and then decide what the main idea is.

One myth about exercise is that it has to be painful in order to produce results. In fact, there is a saying, "No pain, no gain." However, while exercise can be challenging, pain is not a requirement for progress. Instead, effective exercise focuses on gradually increasing intensity over time to avoid sharp, sudden pain. Another misconception about exercise is that it increases the appetite. Actually, regular exercise stabilizes the blood-sugar level and prevents hunger pangs. Some people also think that a few minutes of exercise a day or one session a week is enough, but at least three solid workouts a week are needed for muscular and cardiovascular fitness.

Choose the Main Idea:

a) Exercise needs to be painful in order to be effective.

b) There are several myths about exercise.

c) Exercise is beneficial to everyone.

d) People use many different excuses to avoid exercising.

Explain why you did or did not choose each possible answer above.

a) _____

b) _____

c) _____

d) _____

Supporting details:

Earlier we covered what a main idea sentence was: a sentence that names the topic, and allows the reader to understand the focus of the paragraph to follow. It is logical then that the rest of the sentences in the paragraph support the main idea sentence. Support means that they either explain something about the topic, or they offer an example.

We've examined the relationship between a text's thesis statement and its overall organization through the idea of topic sentences in body paragraphs. But of course body paragraphs have a lot more "stuff" in them than just topic sentences. This section will examine in more detail what that "stuff" is made of.

First, watch this video that details the relationship between a topic sentence and supporting details, using the metaphor of a house. The video establishes the difference between major and minor details, which will be useful to apply in coming discussions. (The video has instrumental guitar for audio, but no spoken words, so it can be watched without sound if desired.)

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

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Video 3.4.2

Video: Supporting Details. **Authored by:** Mastering the Fundamentals of College Reading and Writing. *All Rights Reserved.* **License Terms:** Standard YouTube license.

All claims need evidence:

Ever heard the phrase "everyone is entitled to his opinion"? It is indeed true that people are free to believe whatever they wish. However, the mere fact that a person believes something is not an argument in support of a position. If a text's goal is to communicate effectively, it must provide valid explanations and sufficient and relevant evidence to convince its audience to accept that position. In other words, "every author is entitled to his opinion, but no author is entitled to have his opinion go unchallenged."

What are the types of evidence?

Any text should provide illustrations for each of its points, but it is especially important to provide reliable evidence in an academic argument. This evidence can be based on **primary source material or data** (the author's own experience and/or interviews, surveys, polls, experiments, that she may have created and administered). Evidence can also stem from **secondary source material or data** (books, journals, newspapers, magazines, websites or surveys, experiments, statistics, polls, and other data collected by others).

Let's say, for example, that you are reading an argument that college instructors should let students use cell phones in class. Primary source material might include a survey the author administered that asks students if policies forbidding cell phone usage actually stop them from using their phones in class. Secondary sources might include articles about the issue from *Faculty Focus* or *The Chronicle of Higher Education*.

Try this!

Read the paragraph below and find the main idea and supporting details.

My parents were very strict when I was growing up. My mother in particular was always correcting my behavior. One day when I forgot to look both ways when I was crossing the street, my mother made me go back home; she said that I could not go out at all if I could not be safe. My father was more concerned with my grades. Every night he would make me go to my room to complete my homework before I could watch television.

Answer: (Let's examine the pattern for this paragraph. The first sentence (1) presents the main idea, that my parents were strict. The second sentence (2) explains what I mean by "strict," by saying that my mother was strict in correcting my behavior. The third sentence (3) offers an example of how she would correct my behavior. The fourth sentence (4) explains further, that my father was strict when it came to schoolwork, and then the fifth sentence (5) offers an example of how he was strict.)

Answer available at the end of this section.

Major and minor supporting details:

One way to talk about whether a sentence directly supports the main idea (the second level), or indirectly supports the main idea (the third level) is to call them MAJOR detail sentences or MINOR detail sentences. Major details directly explain something about the topic, while minor details offer examples for the Major detail that came right before.

Try this!

Read the paragraphs, and then identify each sentence as either a main idea, a major detail, or a minor detail sentence.

Single parents have to overcome many obstacles to return to school. If the child is very young, finding quality babysitting can be difficult. Many babysitters are unreliable and that can mean that the parent has to miss many classes, which can hurt their grades. It is also hard to find enough time to study. Children require a lot of attention and are also noisy, and that can interfere with a parent's ability to complete their homework. Finally, raising children is expensive. Many single parents discover that they can't meet the costs of both raising children and paying for tuition, books, and fees.

Sentence #1:
Sentence #2:
Sentence #3:
Sentence #4:
Sentence #5:
Sentence #6:
Sentence #7:

Many people think that when you get older you can no longer do fun things, but this is not true. My grandmother turned 70 last year and celebrated by going skydiving. She said she always wanted to try and figured it was now or never. The senior center in town offers dance lessons and also takes groups to the art museum. The classes are always full because so many people want to try new things. Towns are even developing senior living communities around activities such as golf and tennis. Those communities are very popular because people like to live with others who share their interests.

Sentence #1:
Sentence #2:
Sentence #3:
Sentence #4:
Sentence #5:
Sentence #6:
Sentence #7

Try this!

Below you will find several main idea sentences. Provide appropriate supporting sentences following the pattern of Major-Minor-Major-Minor.

1. It is not a good idea to watch a lot of television.
Major:
Minor:
Major:
Minor:

2. Coaches have good reasons to be firm with the players on their team.
Major:
Minor:
Major:
Minor:

3. Many people believe it is a bad idea to spank children.
Major:
Minor:
Major:
Minor:

4. There are several steps I can take to be successful in college.

Major:
Minor:
Major:
Minor:

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Answers

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3.5: Quoting, Paraphrasing and Summarizing

Learning outcomes:

1. **Distinguish differences between quoting, paraphrasing, and summarizing.**

Introducing paraphrasing and summarizing:

Let's explore paraphrasing and summarizing in an article about DACA recipients or "Dreamers". Figure 1.8.1 shows a young woman protesting in support of DACA.



Figure 3.5.1: "DACA protest(opens in new window)" by vpickering(opens in new window) is marked with CC BY-NC-ND 2.0(opens in new window).

Look at the example quotation, paraphrase, and summary from the article “What the Supreme Court’s DACA Ruling Means for Undocumented Students and the Colleges and Universities They Attend, Today” in Table 1.8.1 below. What similarities do you notice between the quotation, paraphrase, and summary? What differences do you observe?

Table 1.8.1 Table comparing a quotation, paraphrase and summary of an article

Quotation	Paraphrase	Summary
In The Conversation's "What the Supreme Court's DACA Ruling Means for Undocumented Students and the Colleges and Universities They Attend, Today," Sayil Camacho states, "an estimated 1.1 million undocumented children live in the United States, according to data drawn from the Census Bureau. This number includes about 100,000 undocumented students who graduate from high school every year. The most recent estimates indicate that approximately 450,000 undocumented immigrants are enrolled in colleges and universities, including some 45,000 pursuing advanced degrees."	In The Conversation's "What the Supreme Court's DACA Ruling Means for Undocumented Students and the Colleges and Universities They Attend, Today," Sayil Camacho states that over a million children are in the United States without legal papers. The latest data that was collected by the Census Bureau also shows that almost half a million undergraduate students in higher education are undocumented. Furthermore, this number includes 45,000 students who are enrolled in graduate school.	In The Conversation's "What the Supreme Court's DACA Ruling Means for Undocumented Students and the Colleges and Universities They Attend, Today," Sayil Camacho shares that a large number of children (about 1.1. million) are in the U.S. without legal papers of which 100,000 are in high school, 450,000 in college and 45,000 in graduate school.

Now, check the following list. Did you observe all the similarities and differences?

Similarities:

- Quotations, paraphrases, and summaries all use reporting words to refer to the source.
- Quotations, paraphrases, and summaries all report ideas from the original text.
- Paraphrases and summaries both report ideas from the original text, but change the words and sentence structure.

Differences:

- Quotations use the same exact words from the original text, unlike paraphrases and summaries.
- Quotations use quotation marks "..." to show which words are copied directly.
- Summaries are shorter than the original passage, while paraphrases are closer to the same length as the original.

Paraphrasing:

You can paraphrase a passage to show our comprehension and the meaning of a text. In essays, you might use a paraphrase to provide support for the point you are making. When you paraphrase, you capture what the text says.

With a paraphrase you:

- Keep the length similar to the text we are paraphrasing.
- Use our own words - they should be different from the text (unless a key term is of essence).
- Keep the meaning the same as the original text - we do not include our opinion.
- Use a different sentence structure and change up the grammar.
- Reference the writer's name and title of the text.

Summarizing:

We can also demonstrate our understanding of a text by writing a summary. A summary can be short or long, but it is always significantly shorter than the original text. We might be asked to summarize a whole text or a particular point in a text, and we may have to summarize a text or passage in a sentence, a paragraph, a page, or even a whole essay.

With a summary you:

- Start with an introductory sentence that lists the title of the text, author and the main idea (thesis) restated in your own words.

  Example: In “Title,” author states that…. (or choose a different verb, for example, claims, explains, defends, insists, asserts, compares, warns, observes, condemns, suggests, refutes, shows, or acknowledges.)

- Use your own words to express the ideas.
- Condense the text: it is significantly shorter than the original text.
- Give an overview of the text.
- Accurately capture the key/main points of the original text and ignore most of the details, examples, illustrations or explanations.
- Keep the meaning the same as the original text - we do not include our opinion.
- Use academic conventions (e.g., avoid *you,* contractions such as isn’t - use is not instead - and qualifiers like really / very) + use the writer’s last name after you’ve introduced them by their full name.
- Write the summary as a paragraph.
- Connect points with transition words.

To summarize, consider doing the following:

1. Preview the text.
2. Annotate it.
3. Look for the main idea (thesis).
4. Write a 1-sentence summary for each paragraph in your own words.
5. Write a sentence that summarizes the whole text in your own words.
6. Order key points in a way that makes sense.
7. Connect the points with transition words.
8. Avoid repetition.

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3.6: Introduction to Paraphrasing

Learning outcomes:

1. **Identify the elements of an effective paraphrase.**

Paraphrasing:

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

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

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

Notice this!

Quotation:

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

Paraphrase:

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

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

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

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3.7: Recognizing Effective Paraphrases

Learning outcomes:

1. **Recognize effective paraphrases.**

Recognize effective paraphrases:

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

Notice this!

Quotation:

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

Paraphrase:

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

The paraphrase above:

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

Try this!

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

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

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

This paraphrase...

___cites the original source

___accurately expresses the same meaning

___uses different grammatical structures and vocabulary choices.

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

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

This paraphrase...

___ cites the original source.

___ accurately expresses the same meaning.

___ uses different grammatical structures and vocabulary choices.

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

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

This paraphrase...

___ cites the original source.

___ accurately expresses the same meaning.

___ uses different grammatical structures and vocabulary choices.

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3.8: Annotating to Paraphrase

Learning outcomes:

1. **Analyze the steps to annotate a text for the purpose of paraphrasing.**

Annotating to paraphrase:

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

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

Step 1:

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

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

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

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

Step 2:

Mark and look up any unfamiliar words.

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

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

Step 3:

Break down complex sentences into smaller chunks.

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

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

Step 4:

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

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

Step 5:

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

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

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

Step 6:

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

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

Try this!

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

fill in table of prepositions and connectors and their purpose

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

WORD	PURPOSE
in	This prepositional phrase narrows the use of robots specifically to teaching.
with	
with	
and	
in	
who	
Plus	
if	
into	
of	

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3.9: Paraphrasing Step 1 - Try to Explain

Learning outcomes:

1. **Watch a video that gives steps to paraphrasing.**
2. **Use the step - try to explain - to paraphrase some famous proverbs.**

Before you continue with this lesson on paraphrasing, watch this short video. Understand the steps for paraphrasing given in the video.

How to Paraphrase in Five Easy Steps

Struggling with paraphrasing? Learn how to paraphrase in 5 easy steps, with 4 helpful tips to ace your paraphrasing game! This video will cover: Intro - 0:00 1. Definition: 0:22 2. 5 steps to paraphrasing: 0:37 3. 4 tips of paraphrasing: 1:22 4. Paraphrasing vs. quoting: 3:01 5. Why you should paraphrase: 3:08

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

Video 3.9.1: How to Paraphrase in Five Easy Steps.(opens in new window) **Authored by:** Scribbr. **License:** *All Rights Reserved.* **License Terms:** Standard YouTube license.

Paraphrasing step 1 - try to explain:

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



Figure 3.9.1: "Every cloud has a silver lining."

Example: "Every cloud has a silver lining."

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

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

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

Try this!

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

1. **Proverb: Beauty is only skin-deep.**

My paraphrase:

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

My paraphrase:

3. Proverb: Practice makes perfect.

My paraphrase:

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

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

Learning outcomes:

1. **Practice various strategies for paraphrasing sentences and paragraphs.**

Paraphrasing step 2 - make it your own - common paraphrasing strategies:

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

A. Use synonyms

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

Notice this!

Quotation:

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

Paraphrase:

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

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

Try this!

Identifying key words and synonyms:

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

Quotation:

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

Paraphrase:

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

B. Change word forms:

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

Take a look at these examples of word families:

Notice this!

1. **beauty**

beauty (n.) - His speech showed beauty.

beautiful (adj.) - His speech was beautiful.

beautifully (adv.) - He spoke beautifully.

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

1. **run**

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

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

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

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

Try this!

Identifying word forms:

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

Quotation:

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

Paraphrase:

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

Try this!

Paraphrasing with word forms:

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

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

C. Modify verbs:

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

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

Notice this!

Quotation:

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

Paraphrase:

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

Try this!

Paraphrasing with verb forms:

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

Quotation:

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

Paraphrase:

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

D. Move sentence parts:

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

Notice this!

Quotation:

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

Paraphrase:

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

Try this!

Moving sentence parts:

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

Quotation:

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

Paraphrase:

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

E. Use negative forms/opposites:

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

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

Notice this!

Quotation:

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

Paraphrase:

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

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

Try this!

Identifying negative forms:

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

Quotation:

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

Paraphrase:

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

Try this!

Using negative forms:

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

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

F. Combine or separate sentences

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

Notice this!

Quotation (1 sentence):

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

Paraphrase (divided into 3 sentences):

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

Try this!

Combining sentences:

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

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

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3.11: Combining Paraphrasing Strategies - Practice

Learning outcomes:

1. **Paraphrase quotations using the two-step strategy.**

Combining paraphrasing strategies - practice:

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

Try this!

Combining paraphrasing strategies:

Here are a few sample quotations to practice paraphrasing:

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

MY PARAPHRASE:

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

MY PARAPHRASE:

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

MY PARAPHRASE:

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3.12: Citing Your Source with Signal Phrases

Learning outcomes:

1. **Recognize how to cite your source for a paraphrase using a signal phrase.**

Citing your source with signal phrases:

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

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

Notice this!

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

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

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

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

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

A. Reporting verbs:

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

Notice this!

Zeynep Tufekci **argues that** robots could be useful for humanity.

My teachers **say that** it is a good habit to review notes right after class.

Don Anair **describes** ways in which ride-sharing could help the environment.

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

B. "According To"

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

Notice this!

According to Nicole Pajer, social media has many negative effects.

Money could solve many problems for American children, **according to the *New York Times* Editorial Board**.

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

There are two exceptions to this rule:

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

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3.13: Annotating to Summarize - Identifying Key Ideas

Learning outcomes:

1. **Identify the three steps in annotating to summarize a reading.**

Annotating to summarize - identifying key ideas:

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

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

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

Step 1: get a general idea of the article:

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

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

Step 2: read carefully for the main idea:

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

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

Step 3: read again for the points that support the main idea:

As you read this time, underline the supporting points for the main idea you've identified. These sentences may occur at the beginning of paragraphs (similar to topic sentences) or at the end. One way to find these is to ask yourself as you finish reading each paragraph if the idea in this paragraph was new or if it continued the idea from the previous paragraph.

- Underline and mark each point with a number or other symbol.
- After you have found the supporting points, make sure that they match the main idea you wrote in Step 2.
- If the points don't seem to match the main idea you identified earlier, skim the article again and edit your annotations accordingly. You may need to change either the main idea or the supporting points. (For example, if you wrote that the author explained the causes of poverty, but each of the supporting points are about the effects of poverty, you would have to change your main idea statement.)
- Think about how you will explain each point; begin paraphrasing in your own words in the margin. You may want to use one or two details that you found most convincing to explain each supporting point in your summary.

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3.14: Recognizing Patterns of Organization

Learning outcomes:

1. **Recognize patterns of organization in academic writing.**
2. **Practice identifying patterns of organization in short texts.**

Recognizing patterns of organization:

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

A. Identifying organizational patterns in academic writing:

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

Organizational Patterns

Organizational Pattern	Purpose	Signal Words
Classification	Lists a series of categories, types, features, or characteristics that support the main idea	Also, and, another, a number of, as well as, too, besides, first, for example, for instance, furthermore, in addition, in fact, largest, least, moreover, most important, second, several, the following
Cause/Effect	Describes how one or more things cause or are related to one another	**Cause:** Because, because of, since, stems from, one cause is, one reason is, leads to, for this reason **Effect:** consequently, results in, one result is, therefore, thus, as a result, hence
Comparison/ Contrast	Discusses similarities and/or differences among ideas, objects, people	**Similarities**: both, also, similarly, likewise, as well as, correspondingly, in the same way **Differences**: unlike, differs from, in contrast, on the other hand, instead, despite, nevertheless, however, in spite of, whereas, as opposed to

Organizational Pattern	Purpose	Signal Words
Problem/ Solution	Discusses problem(s) and provides solution(s)	**Problem**: issue, problem, problematic, challenge **Solution**: propose, solution, answer, remedy, prevention, fix
Pro/Con	Discusses advantages and disadvantages	**Pros:** advantage, benefit, in favor of, positive **Cons:** disadvantage, drawback, argument against, negative
Definition and Example	Explains the meaning of new words or phrases and gives examples to explain	Refers to, can be defined as, means, consists of, is a term that, is called, is characterized by, for example, to illustrate, for instance, such as
Chronological Order (Time)	Describes the sequence in which events occur in time	First, second, later, before, next, as soon as, after
Process	Describes how to do or make something	First, second, next, then, following

Try this!

For each passage, identify the pattern of organization used by the author. Then, explain why you chose that pattern of organization.

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

Pattern of Organization:

Why:

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

Pattern of Organization:

Why:

3. Many high school graduates go straight on to college. Others go to work full-time, then decide later to start college. The graduates who go off to a job always run the risk of being unable to let go of that paycheck. It may be too hard to live the lean life of a student again. However, once these students do return to college, they usually bring a maturity that is a big asset in the classroom. True, those students will be older than the others when they finally get that college degree. On the other hand, these older students more often know from experience what kind of job best suits them. The students are less likely to end up in a make-do job after college.

Pattern of Organization:

Why:

B. Organizational pattern practice:

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

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

Organizational pattern: problem/solution:

Problems:

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

Solutions:

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

Try this!

Organizational Pattern Practice:

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

Your Favorite Movie/TV Show/Novel:

One-Sentence Summary:

Organizational Pattern(s):

Organizational Patterns

Org. Pattern 1:	Org. Pattern 2:

C. Combining patterns of organization:

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

Notice this!

Example: Cause and Effect plus Comparison and Contrast:

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

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

Example: Classification based on Cause and Effect with Definition:

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

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

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3.15: Writing a One-Sentence Summary

Learning outcomes:

1. **Identify the parts of a one-sentence summary.**
2. **Write a one sentence summary using various formulas with correct reporting verbs.**

Writing a one-sentence summary:

A. Introduction:

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

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

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

B. Basic formula for a one-sentence summary:

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

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

C. One-sentence summary templates:

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

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

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

D. Signal phrases: saying vs doing:

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

i. Capturing what the author says:

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

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

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

ii. Capturing what the author does:

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

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

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

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

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

Try this!

Look at the one-sentence summary that you wrote on the previous page (3.14). Rework it below so that your one sentence summary focuses on saying. Then imagine that you are going to write a paragraph summary. Write the first sentence of this summary, focusing on doing and pointing to the main organizational pattern used in the piece of media.

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

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

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

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3.16: Writing a Paragraph Summary

Learning outcomes:

1. **Identify the characteristics of a good paragraph summary.**
2. **Evaluate sample student summaries.**
3. **Recognize accurate reporting verbs for different summaries.**

Writing a paragraph summary:

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

A. Characteristics of a good paragraph summary:

A strong paragraph summary:

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

B. Structure of a paragraph summary:

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

1. First sentence - one sentence summary/overall main idea:

Introduce the author, title, & thesis (main idea). For example:
In "(title of article)," (name of author) argues that (thesis).
**See 3.15: Writing a One-Sentence Summary, One-Sentence Summary Templates and Signal Phrases: Saying vs. Doing for additional templates.

2. Middle sentences (approximately 4-6):

First, demonstrate the organizational pattern(s). For example:
(Author's last name) outlines (three differences between ___ and ___ /two causes and an effect of ___ / the problem of ___ and two possible solutions).

Next, introduce the main supporting details using the organizational pattern. For example:
(author) points out (the pros) of (x) . For example...

Optional: If there is more than one organizational pattern, introduce those main supporting points next. For example:
(author) points out (the cons) of (x) . For example ...

Remember to use transitions to show how ideas are connected to each other. For example:
(author) goes on to say that .../___ adds that .../ (author) uses the example of (x) to explain ...

**See 3.14: Recognizing Patterns of Organization for help.
**See Using Precise Reporting Verbs (below) for additional examples.

3. Concluding sentence:

Restate the thesis or the conclusion of the article. For example:
The author concludes that .../ In short, the article recommends that ...
REMEMBER to use different ways to refer to the author throughout the summary paragraph, including their last name and appropriate pronouns. Try not to use "the author."-

C. Using precise reporting verbs:

A reporting verb is a word which is used to talk about sources or to attribute an idea to someone. Reporting verbs can be very effective in conveying meaning, but the difficulty with using them is that there are many, and each of them has a slightly different and often subtle meaning.

It is repetitive and boring to write Smith says... over and over again. Fortunately, there is a wide choice of reporting verbs in English. Reporting verbs can indicate:

- the author's personal viewpoint
- your viewpoint regarding what the author says
- the author's viewpoint regarding others' ideas

To interpret the writer's ideas accurately, however, you will need to use a verb with the correct nuance (sense of meaning). Use an English learner's dictionary to check that you have the right verb for the right context.

Choosing accurate reporting verbs to reflect both the function that the author is performing and your feeling about it (or to conceal your feeling with a neutral reporting verb) is an important skill to develop. Consider the following:

Choosing Accurate Reporting Verbs

Move / function	Weaker position	Neutra
addition		adds
advice		advises
agreement	admits, concedes	accepts, recognize
argument and persuasion	apologizes	assures,
believing	guesses, hopes, imagines	believes, knows, m

Move / function	Weaker position	Neutra
conclusion		conclude
disagreement and questioning	doubts, questions	challenge wonders
discussion	comments	discusses
emphasis		
evaluation and examination		analyzes, contrasts understa
explanation		articulate
presentation	confuses	comment identifies mentions presents, shows, st
suggestion	alleges, intimates, speculates	advises, proposes

Example Sentences:

Remember that in MLA style, reporting verbs should be in the present tense, and you should include the page number if there is one.

Boynton warns the reader that ordinary chocolate is too frail to withstand heat, moisture, and proximity to baked beans (p. 79).

Hanks defines an idiom as an expression whose "meaning…is distinct from the sum of its parts" (p. 257).

Smith disagrees with Frye when she maintains that many students have trouble with reporting verbs.

Some people subscribe to the idea that chocolate is unhealthy, but Boynton's book refutes this claim.

This paper investigates the effects of alcohol on memory and stresses that further research be done as a matter of urgency.

D. Going beyond list summaries:

i. Defining "list summaries":

What is a list summary? You may have learned to write a list summary in previous English classes. This type of summary involves paraphrasing topic sentences (the first line of each paragraph) from a text and adding "list" transitions between them.

"List" transitions include: first, second, third, finally, next, also, then, additionally, in addition, moreover, furthermore

ii. The problem with list summaries:

For longer academic texts, list summaries are inefficient. They are often excessively long and full of unnecessary details. They also fail to adequately show the relationship between the ideas in the text.

iii. Summarizing by organizational patterns:

One way to avoid long summaries with unnecessary details is to summarize by organizational pattern. Think about how the author is developing their argument. Are they presenting the effects of a cause? Contrasting two things? Outlining a problem and offering a solution?

Try this!

Reviewing organizational patterns:

Brainstorm 3-4 examples of organizational/rhetorical patterns that authors might use in their work and what signal phrases may indicate that pattern.

Organizational Patterns

Organizational Pattern	**Signal Phrases** **(that help me identify the pattern)**
• • • •	• • • •

Try this!

Evaluating sample student summaries:

Below are two student summaries of an article titled "The Deadly Noodle" by Michael Hastings, Stefan Thiel, and Dana Thomas. Consider the pros and cons of each summary, then decide which you think is more effective and explain why.

Summary 1 (172 words)
In their article "The Deadly Noodle," Hastings, Thiel, and Thomas explain that the spread of the American diet and lifestyle has caused health crises in countries around the world. The authors note that both developed and developing countries are experiencing negative effects because of the spread of these habits. The authors explain that one effect is that these nations are experiencing a more sedentary lifestyle. For example, people work on assembly lines, ride in cars, and watch television. In addition to physical activity, the authors also show the ways in which food is being affected. They write that foods are becoming less healthful because of increased use of carbohydrates, oil, and sugar, which all cause an increase in calories.

Finally, the authors explain that because of the lack of physical activity and a healthful diet, obesity is rising, and, as a result, health care costs rise as well. The authors conclude that the popularity of the American diet and lifestyle internationally may be attractive, but it is also causing an obesity epidemic worldwide.

Summary 2 (268 words)
In their article, "The Deadly Noodle", Hastings, Thiel, and Thomas write that greasy burgers and processed food are making the world fat. First, they write that France has resisted American cultural imperialism in the area of food, but it is still influenced by America's junk food. A sign of this is that France's children are gaining more weight in recent years. Then they write that the problem of the spread of American food is even more obvious in developing countries. Urbanization is causing people to move less and foods in these countries are becoming more processed, which makes them higher in calories and unhealthier. The authors state that nobody thought it would be easy to resist the American diet, but it's even more difficult than people thought it would be. Derek Yach says that people can blame globalization and major brands like Coca-Cola or McDonald's for this issue. Next, the authors say that the number of overweight people in the United States has doubled, and that Asia and Europe are also seeing increasing numbers of overweight people. For example, diabetes has been rising in China and India more than in any other country. Then the authors say that cooking oil is causing a problem because it's so cheap, so Indians use it too much. After that, the authors say that sugar is another part of the problem. Another problem is that people aren't moving around and are becoming couch-potatoes. Finally, the authors say that this is all a problem because healthcare costs are rising. Popkin says, "It's a very attractive lifestyle, but it's killing people all the same.

E. Summary review and additional practice:

Now that we've covered one-sentence summaries and paragraph summaries, check your understanding of what makes a summary effective. Try to be as specific as possible when providing feedback in the second exercise.

Try this!

Evaluating one-sentence summaries:

Provide feedback for these three one-sentence summaries of an article by Zeynep Tufekci titled "The Machines are Coming." What does each do well? How can each be improved?

According to the article, the abilities of robots will be improved constantly. What people need to do to solve this problem is to learn more useful skills in order to improve ourselves.

According to the article "The Machines Are Coming," Zeynep Tufekci states how in the coming age of robots, people should reflect on their progress.

In the article "The Machines Are Coming," Zeynep Tufekci states that robots can collect customers' preference information to benefit employers. She also mentions that we need to think about the relationship between humans and technology.

Try this!

Provide feedback for these two paragraph summaries of the article "The Hidden Epidemic of Teen Hunger" by Laura Bliss. What does each do well? How can each be improved?

Summary 1:

In her article "The Hidden Epidemic of Teen Hunger," Laura Bliss describes a recent study by Susan J. Popkin that analyzed the causes and effects of teen hunger, as well as presented some possible solutions. Bliss points out that teens in the U.S. are more likely to experience food insecurity than younger kids because programs that fight poverty focus on little kids, while older teens "take on adult-like responsibilities, feel powerful social pressures, and engage in impulsive behavior." Because teenagers can be embarrassed by being poor, many of them shoplift, sell drugs, or even sell their own bodies in order to get food. Ironically, Bliss points out, obesity and food insecurity are two sides of the same coin; fast food is cheaper than healthy

food. Popkin's team also suggested some possible solutions to the problem of food insecurity and the negative ways in which teenagers try to deal with it, including giving teenagers more SNAP benefits to get food, making better teen job programs, and getting teens involved in organizations that fight food insecurity.

Summary 2

First, Bliss writes about Susan J. Popkin, a housing and poverty researcher who did a study on teen hunger. Next, she describes how little kids are different from teenagers because teenagers experiencing hunger are overlooked and also feel stigma about being hungry. Bliss says that teenagers undertake risky behavior, like stealing, selling drugs, or using sex to get food. Then, she writes that food insecurity has become "normal." Bliss describes Popkin's study that gathered 200 teenagers from 13 to 18 in 10 communities across the United States to talk about their experiences with food insecurity. First, the study found that teenagers suffer problems just as much as little kids do from food insecurity. Second, the study found that teenagers are totally aware of the problem; they understand that healthy food is expensive and that their families make sacrifices so that all the kids can eat. Third, the teenagers in the study talked about how they find ways to get food, from staying at a friend's family's house to engaging in criminal activities like shoplifting. Finally, Popkin's study talked about federal policy implications and about how teenagers are capable of solving the problem of teen hunger if they work together in organizations.

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3.17: Peer Review Form for Summaries

Learning outcomes:

1. **Use peer review and self review checklists to evaluate your own and others' one-sentence and paragraph summaries.**

Peer review for summaries:

1. Peer Review Form

Use this form to give your classmate feedback on the elements of an effective summary we've discussed in this chapter:

Writer:

Reviewer:

Mark an X in the appropriate box for each of the criteria below. Add comments and suggestions to help the writer improve their summaries.

Peer Review Form

One-Sentence Summary
The sentence has a signal phrase with the correct author's name and title.
The signal phrase is grammatically correct.
The sentence correctly identifies the argument of the reading.
The sentence is paraphrased well and is not copied directly from the article.
The sentence is not too specific, but also not too vague.
Comments on one-sentence summary:
Paragraph Summary
The first sentence of the paragraph summary has a signal phrase with the correct author's name and title.

One-Sentence Summary

The summary correctly identifies the overall argument of the reading.
The summary correctly identifies the main ideas of the article.
The summary has a balance of main ideas and details. There is enough detail to understand the article, but there is also not exc detail.
The writer has included transitions between the main ideas and details.
The writer has used a variety of transitions; **not just list transitions** (next, also, then, furthermore, in addition, first, second, thir If yes, what transitions do they use?
The writer mentions the author's **last name** frequently.
The summary is an appropriate length (150-200 words).
Comments on paragraph summary:

MLA Formatting

The heading includes the writer's name, class, date, and assignment name/draft in the correct format.
The assignment is double spaced.
The first line of the summary is indented ("Tab" button)
The essay has a header with the writer's last name and page number.
The margins are 1 inch on all sides.
Comments on MLA formatting:

2. Self review checklist:

After you have revised your draft using the feedback you've received from your classmate and instructor, complete the self review. Make sure your summary has all of the characteristics on the checklist.

One-sentence summary:

- One-Sentence Summary includes the author's name.
- One-Sentence Summary includes the title of the article.
- Both the author's name and title are correct.
- One-Sentence Summary has a grammatically correct **signal phrase** *(according to the author... the author states...)*
- One-Sentence Summary has correctly identified the main idea.
- One-Sentence Summary is **paraphrased**.

Paragraph summary:

- Paragraph correctly identifies the **organizational pattern** *(pro/con, cause/effect compare/contrast, problem/solution, etc.)*.
- Paragraph correctly identifies the main supporting details.
- Paragraph uses **transitions** and other cohesive devices.
- Paragraph frequently refers to the author by **last name**.
- Paragraph is paraphrased (**no quotes** are used).

Formatting and drafting:

- Essay has been formatted according to MLA guidelines.
- There are clear changes between the 1st and final drafts.

Self review reflection - summary:

As a way to reflect on what you have learned and what is still challenging, write one paragraph (150 words min.) about the changes between your 1st and final drafts. What was challenging the first time that you wrote the assignment? What did you learn in the process of revising? What challenges do you still face?

What will you do to address those challenges? What are you most proud of about this assignment?

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3.18: Takeaways

Summary:

In this chapter, you:

- Learned to differentiate main ideas from supporting details.
- Read critically and questioned assumptions to evaluate a source.
- Annotated to paraphrase and summarize a text.
- Evaluated our own and other's paraphrases and summaries.

Questions for reflection:

- What do you think is more difficult, paraphrasing or summarizing? Why?
- How do paraphrasing and summarizing make you a better reader?
- Why is it important for writers to use effective organization in their work?



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4: BEGINNING AND ENDING DRAFTS AND EVERYTHING IN BETWEEN

4.1: Overview and Learning Outcomes

4.2: Sample Student Summary/Response Essay- Stereotype Threat

4.3: Writing a Thesis Statement

4.4: Essay Introductions

4.5: Writing Body Paragraphs

4.6: Writing a Conclusion Paragraph

4.7: Parallel Structure

4.8: Creating Cohesion between Paragraphs

4.9: Academic Language for College Essays

4.10: Takeaways

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4.1: Overview and Learning Outcomes

Chapter learning outcomes:

In this chapter, you will learn to:

- Identify the parts of essay structure customary in U.S. academic environments.
- Write a strong introduction with an effective thesis statement.
- Organize body paragraphs using topic sentences, evidence, and analysis.
- Write a strong conclusion.
- Use cohesion strategies to clearly connect sentences and paragraphs.

Chapter learning goals:

In this chapter, you will learn how to organize the major parts of a customary U.S. academic essay: the introduction, body paragraphs, and conclusion. You will also build more cohesion and connection between the parts of an essay in order to make it clear and persuasive for a reader.

The importance of these goals:

When you get assignments in college, you need to know what your instructors and classmates are expecting. They will be looking for a certain pattern of organization that has specific characteristics that are different from other types of writing and also different from academic writing in many other languages. For example, in the U.S., academic essays are divided into several paragraphs that are several sentences each. You should write your main idea clearly as a strong thesis statement at the end of the first paragraph and begin each body paragraph with clear topic sentences rather than with evidence. If you were writing a newspaper article, or an essay at a university in a different country, the expected order might not be the same. If your readers don't see your ideas where they are looking for them, they may not understand your ideas as clearly, or misjudge your writing skills. Once you learn this structure, you will be able to use (or even change) it for your own purposes. Understanding the characteristics of this structure also helps you as a reader because you can more easily follow other writers' ideas.

Chapter theme:

In this chapter, we will be looking at why people form stereotypes and why they are problematic (see Figure 2.1.1 for art protesting stereotypes). We will also look at "stereotype threat", which is how people are affected by the stereotypes other groups have of them. We will also explore how stereotypes affect people's experiences in different jobs, such as women working in the fields of science and engineering.



Figure 4.1.1: "break the stereotype"(opens in new window) by wippetywu(opens in new window) is licensed under CC BY 2.0(opens in new window)

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4.2: Sample Student Summary/Response Essay- Stereotype Threat

Learning outcomes:

1. **Complete a reading from a social studies textbook.**
2. **Read and analyze a sample student summary/response essay.**

Examining a summary/response essay:

In this chapter, you will be exploring how to organize an essay and create strong connections between ideas. In order to do that, you will start by looking at a sample essay. This essay is a "summary/response" essay. In a summary response essay, you explain an article or book you have read and share your ideas about it. The sample essay will also introduce the idea of stereotypes that we will be discussing in this chapter.

Responding to a reading:

In order to prepare to understand the sample essay, first read this article from a textbook on gender:

Read this!

Read this article and take notes about how the authors explain the ideas and whether you are convinced by their points.

Note: Since this article is from a social sciences textbook, it uses APA citation style, which includes the year that the source was published, not a page number, in the in-text citations.

Reading from a gender studies textbook: "Stereotype Threat"

What if just before you went into a job interview, someone told you that you were not qualified and would never get the job? Do you think this would impact your performance during the interview? This is the idea of stereotype threat. Essentially, a stereotype threat is when (1) a person is a member of the group being stereotyped, (2) in a situation in which the stereotype is relevant, and (3) the person is engaging in an activity that can be judged/evaluated (Betz, Ramsey, & Sekaquaptewa, 2014).

The first main researcher on stereotype threat was Claude Steele, who focused on how it impacted African American university students. He began to notice racial minorities and women sometimes performed lower than their abilities. He hypothesized that simply knowing about a stereotype (e.g., women aren't as good at math, racial minorities are not high achieving, etc.) could hinder performance. In groundbreaking research, he revealed his hypothesis to be true (Steele & Aronson, 1995). In this study, Steel and Aronson (1995) conducted a series of tests in which they manipulated the presence of a stereotype threat, the context of testing, etc. For example, they had groups of Black and White college students take the GRE, a test for graduate admissions. In one condition, the participants were told it would be measure their intellectual capacities while other participants were told the test was simply a problem-solving task that did not directly relate to intellectual ability. When students were told that it measured intelligence, Black participants tended to be more aware of stereotypes, have increased concerns about their ability, show reluctance to have their racial identity somehow linked to performance, and even begin to make excuses for their performance. However, Black students who were not reminded of negative stereotypes did much better. Thus, this study provided significant support for stereotype threat (Steele & Aronson, 1995).

In other words, simply knowing that others had a negative stereotype about them made students perform less well (Betz, Ramsey, & Sekaquaptewa, 2014). Spencer, Steele and Quinn (1999) expanded this research from racial minorities to women, particularly as it relates to math performance. Similar to Steele and Aronson's 1995 study, Spencer, Steele, and Quinn (1995)

conducted several studies to measure stereotype threat. For example, in one of the studies, students took a GRE math test. In one condition, participants were told that gender differences had been found in the test whereas in the other condition, participants were told that there had not been a gender difference found in the test. The overall results of the study showed that when women experienced stereotype threat, their test scores were lower (Spencer, Steele, & Quinn, 1999).

Just because people are affected by stereotype threat, it does not mean that they believe the stereotype about their group or about their own abilities. Not believing the stereotype, but being aware that *others* believe it, is enough to create a stereotype threat outcome (Huguet & Regner, 2007; Wheeler & Petty, 2001).

As you may have gathered from the description of Spencer, Steele, and Quinn's 1999 study, girls frequently experience stereotyped threats in school. It appears that around ages 7 to 8, both girls and boys become aware of the stereotype that girls are worse at math (Galdi, Cadinu, & Tomasetto, 2014). Research has shown that females preform worse in math when under stereotype threat, but perform equivalently to males when the threat is removed. Stereotype threats have been shown to reduce test performance, but these threats can also impact a female's ability to incorporate and receive helpful feedback if they are overly focused on whether they are confirming negative stereotypes. For example, if a woman is overly worried about behavior or performing in such a way so as not to confirm a negative stereotype (e.g., women are bad in math), the student may not view teacher feedback as a useful chance to learn. When overly worried about confirming negative stereotypes, individuals may also pull away and avoid class discussions at school, etc. (Betz, Ramsey, & Sekaquaptewa, 2014).

But why does the stereotype threat impact test performance? There are various theories, but one of the most commonly accepted is that by Toni Schmader. Schmader theorized that when one is overly worried about a stereotype threat (e.g., reminded that because she is a woman, she is likely to do poorly on the math test she is about to take), the worry distracts her attention from the test. As a result, she is unable to fully focus on the activity, leading to lower performance.

However, some have argued against the actual validity of the idea of stereotype threats. Early on, a common argument was that most of these studies were conducted in labs and not natural settings, and thus, could not be generalized. Some researchers, such as Paul Sackett, believed that there would be a small effect in a natural setting. This began to spark an interest in conducting more natural setting studies. Naturalistic research has confirmed that stereotype threats indeed have negative impacts on academic experiences, performance, and career goals. Moreover, these negative impacts are accumulating.

With planning, educators can reduce the impacts of stereotype threats. For example, educators can be careful not to frame tests as measures of ability. Even more importantly, they should make sure that their classrooms do not trigger stereotypes by showing the accomplishments of only certain groups. Lastly, teaching students about stereotype threat can help the students to resist it.

Reading: student essay on "*Stereotype Threat*":

Now let's look at one reader's essay responding to this article:

Read this!

Did you know that what others assume about you can affect how well you perform on a test? This is just one of the findings reported by Kristy McRaney and her colleagues in "Stereotype Threat," a chapter in the textbook *The Psychology of Gender*. In this chapter, McRaney and her colleagues discuss a number of studies that examine the phenomenon known as stereotype threat: a situation in which someone is stereotyped, is aware of the stereotype, and is taking part in an activity related to the stereotype (par. 1). According to research reported by McRaney et al., "Being aware that *others* believe [the stereotype], is enough to create a stereotype threat outcome" of poorer performance (par. 5). McRaney and her colleagues also look at research exploring *why* stereotype threat impacts test performance, including the commonly-accepted theory by Toni Schmader that preoccupation with a stereotype threat means that the test-taker "ties up valuable cognitive resources" which "impacts the capacity that one has to draw on their memory and to attend and focus on the task before them" (par. 8). Finally, their article acknowledges and responds to criticism of the idea of stereotype threat (McRaney et al. par 9). Overall, McRaney and her colleagues make an understandable and compelling argument for the existence of stereotype threat; the information they present is engaging, seems balanced, and helps me make sense of my own experiences.

While McRaney and her colleagues draw on many academic studies, they still manage to present the information in a way that is both interesting and understandable to readers without a specialized academic background. For example, they begin the chapter with a series of personal questions for readers to think about as a way to prepare them for the content (McRaney et al. par 1). They also use a fairly conversational tone throughout, which gives readers a sense that the authors are talking to them directly. One example of this is the use of second person, which can be seen in the following sentence: “As you may have gathered from the description of Spencer, Steele, and Quinn’s 1999 study, girls frequently experience stereotyped threats in school” (McRaney et al. par. 5). Another way the authors make the reading accessible is by paraphrasing and summarizing the studies they cite rather than directly quoting what would likely be information presented in a vocabulary specialized to the discipline of social science. In fact, while the authors cite many studies to illustrate the phenomenon of stereotype threat, there are no direct quotations used in the chapter at all.

The authors also address counterarguments and criticism of the research they present, which makes them seem balanced and increases the credibility of their ideas. For example, one early criticism of the idea of stereotype threat they cite has to do with the conditions of these studies. Critics pointed out “that most of these studies were conducted in labs and not natural settings, and thus, could not be generalized” (McRaney et al. par 9). McRaney and her colleagues report that in response to this critique, more naturalistic research was conducted which, in fact, confirmed earlier lab-based studies (par. 9). By including these criticisms, the authors provide a rounded view of the phenomenon of stereotype threat and strengthen the argument that stereotype threat not only exists but is detrimental to stereotyped groups.

Finally, in reading the chapter, I realized that stereotype threat has had an impact on me personally. At the beginning of the chapter, McRaney and her colleagues write that “[stereotype] threats can also impact a female’s ability to incorporate and receive helpful feedback if they are overly focused and worried about providing confirmation of negative stereotypes” (par. 5). When I was in high school, this was true in my freshman math class. My class was made up of mostly male students. I didn’t ask questions in class because I didn’t want the other students to think I was bad at math. Ironically, not asking questions led me to perform worse on my tests, and I never excelled in the subject in school. I never attributed my poor performance to stereotype threat before reading the chapter; I just thought I was bad at math. However, I understand now that the dynamics described in the definition of stereotype were all present in my class.

Overall, in “Stereotype Threat,” McRaney and her colleagues clearly and evenhandedly explain the phenomenon of stereotype threat. Their choice of language makes the chapter interesting and accessible to students who may not have training in the social sciences, even as the authors cite many academic sources. The authors also spend time addressing and responding to some common criticisms of and doubts about the existence of stereotype threat, which makes the ideas they discuss more credible. Furthermore, the content is relatable: the examples provided in the text helped me identify an instance of stereotype threat in my own life and made me think about other situations where stereotype threat may have been at play. It is very important that all people become aware of the dangers that stereotypes pose because stereotypes cause harm. The chapter "Stereotype Threat" highlights an important phenomenon and, with this knowledge, institutions and individuals can take steps to create environments in and out of the classroom that lessen the chance stereotype threat will negatively - and needlessly - affect performance.

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4.3: Writing a Thesis Statement

Learning outcomes:

1. **Describe the elements of a strong thesis statement.**
2. **Analyze thesis statements for the three important qualities of being arguable, specific, and more than just personal opinion.**

The importance of thesis statements:

A thesis statement is one sentence that gives the main idea of your essay. If a friend asks you, "What are you trying to say in your essay?" the thesis should give the answer. It's like a sign that tells your readers where your essay is going. The essay itself explains, justifies, and elaborates on that thesis. Figure 2.3.1 shows a physical signpost.



Figure 4.3.1: Signpost by Andrew Tarrant (CC BY NC; author via Flickr)

Have you ever listened to or read something with a lot of examples and felt confused about the main point? That is what it is like to read an essay without a thesis statement. You get confused about how everything fits together. However, once you know the overall point a writer is trying to make you can understand how everything connects together.

Noticing organization:

Let's look at some sample passages and see which is easier to understand.

Notice this!

Which is easier to understand? Why?

- I thought that students in the United States went to school with cheerleaders and football players like on television. On the other hand, when I met students in the US, they asked me if I rode a camel to school in Kuwait.

- When I came to the United States, I realized that both my new classmates and I had stereotypes about each other based on limited information we had gotten in the media. I thought that students in the United States went to school with cheerleaders and football players like on television. On the other hand, when I met students in the US, they asked me if I rode a camel to school in Kuwait.

Since the second passage contains a main idea sentence, most people will find it easier to understand.

Writing your thesis statement:

Answering the prompt:

If your instructor gave you a question to respond to in your essay, the thesis will generally be the answer to that question. Other times, your assignment may be more broad and you will have to write a working thesis statement based on the ideas you have for the assignment. We call it a "working" thesis statement because you may change it again before the final draft.

Criteria for a strong thesis statement:

Whether you have a question to respond to or not, you will need to write your thesis statement carefully. Since your thesis statement is the "sign" that your readers will follow to understand your essay, you should take your time to carefully write and revise it. Here are some qualities of a strong thesis:

- **Arguable:** This means that someone might disagree with it. When you are writing an essay for a college class you do not want to write something that everyone already knows and agrees with. That means that there is nothing new for you to add. In addition, your writing should not be an obvious fact.
- **Specific:** You want your thesis statement to direct a precise argument in your paper. If it is too broad, the argument will be unclear and unfocused.
- **Not just personal opinion:** You want your thesis to be arguable, but also want it to be something that you have enough reasons and examples that your readers will be persuaded by. If you just share a personal opinion, that will not persuade others.

Evaluating thesis statements:

Now, let's evaluate some thesis statements.

Try this!

Evaluate each thesis statement. Decide if each thesis statement is:

- an effective thesis statement or
- not arguable
- not specific
- just a personal opinion

Some thesis statements have more than one problem.

1. Stereotypes are bad.
2. I think that we should overcome biases.
3. There are benefits and drawbacks to going to another country and learning about a new culture.
4. I don't like it when people make assumptions about me and what I can do.
5. Overall, McRaney and her colleagues make an understandable and compelling argument for the existence of stereotype threat; the information they present is engaging, seems balanced, and helped me make sense of my own experiences.

Revising your thesis statement:

As you write, continue revising your thesis statements. Here are three things to focus on:

Check if it covers the ideas in the essay:

Your thesis will probably change as you write, so you will need to change it to reflect exactly what you have discussed in your essay. Working thesis statements often become stronger as we gather information and form new opinions and reasons for those opinions.

Make it more specific:

Replace nonspecific words (ie people, everything, society, or life) with more precise words.

- Working thesis: People should learn to recognize their biases.
- Revised thesis: Teachers should be required to attend trainings each year to allow them to overcome their biases.

The revised thesis is more specific and arguable.

Add key information:

You should ask yourself questions about what readers will want to know.

- Working thesis: Implicit biases lead to problems with healthcare.
- Possible questions:
  - What kinds of problems does unconscious bias cause?
  - How important are these problems?
  - What are the effects of this problem?
- Revised thesis: Implicit bias is a major cause of inequalities in healthcare, leading to African American patients getting undertreated for illnesses and having decreased life expectancy.

Include organizational language:

A strong thesis will show your reader how the essay is organized. That will help readers to focus on and understand your argument. For example, if your essay is mainly focusing on arguing in favor of one solution to a problem, you should point that out to your readers. Table 2.2.1 presents some language that can be included in a thesis statement to signal how your essay will be organized.

Table 2.3.1: Thesis statement language that can be used to signal different organization patterns

Organization feature in your essay	Signal words you can include in your thesis	Example thesis statement with signal word [in brackets]
Concession	• Although • While • Despite • In spite of	[In spite of] the clear problems with stereotypes, we cannot totally eliminate them from our thinking. [Although] there are clear problems with stereotypes, it is impossible to totally eliminate them from our thinking.

Organization feature in your essay	Signal words you can include in your thesis	Example thesis statement with signal word [in brackets]
Solutions	• we must • it is necessary to • can be overcome by • solve • solutions	Given that biases develop early in life, [it is necessary to] develop anti-bias programs for preschool children. The problem of bias in children is serious, but it [can be partly overcome by] developing anti-bias programs for preschool children.
Causes/effects	• cause • effect • lead to • result in	Better education programs for police will [result in] fewer biases and improved safety for all members of the community. A lack of explicit training about bias for police officers is a main [cause] of discriminatory police brutality.

Improving thesis statements:

Now let's apply these techniques to some sample thesis statements.

Try this!

Here are some sample thesis statements. How can you improve them by making them more specific, adding key information, or including organization language?

1. Stereotypes are bad and keep people from seeing the real me.
2. Categorizing people is a natural function of the brain and identifying stereotypes reduces them.
3. Stereotypes are painful and lower a person's self-esteem.
4. Education is the way to overcome biases.

Evaluating your own thesis statements:

Now let's apply this to your own writing:

Try this!

Look at your own or a classmate's draft.

1. Underline the thesis statement. If you can't find one, write a new thesis statement.
2. Check the thesis statement to see if it is arguable, specific, and not just personal opinion.
3. Try to improve the thesis statement:

- check if it covers the whole essay
- replace nonspecific words
- ask key questions
- include organization language

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4.4: Essay Introductions

Learning outcomes:

1. **Recognize the three parts of an essay introduction paragraph.**
2. **Identify mistakes to avoid when writing thesis statements.**

The purpose of an introduction paragraph:

The introduction of an essay is like a frame for the essay, similar to the frame in figure 2.4.1. That framing helps your audience better understand the argument of your writing by preparing reader for the ideas that are to come in the body of your essay.



Figure 2.4.1 A frame. "Single-Sheet Picture Frame"(opens in new window) by Michał Kosmulski(opens in new window) is licensed under CC BY-NC 2.0(opens in new window)

Not only does a good introduction capture your reader's attention and make them want to read on, but it also gives the reader the information they need to understand what you are writing in your paper.

But just because the introduction comes at the beginning, it doesn't have to be written first. Many writers compose their introductions last, once they are sure of the main points of their essay and have had time to construct a thought provoking beginning, and a clear, cogent thesis statement.

Parts of an introduction paragraph:

The introduction consists of three parts: a hook, background information, and a thesis:

Hook: introduce the topic and get readers interested:

The purpose of a hook is to engage your reader and get your audience excited about reading your essay. You may begin with a question, tell a story, provide a quotation, describe an scene, or pose a problem.

Here are some different strategies for writing a hook and example hooks.

Notice this!

Dramatic description: dramatic description is when the writer describes a scene, person, or object. The writer captures a moment in time. The description should connect to the essay topic.

The air was hot, still, and humid. I was lying languidly on the dry grass when I saw my father walk towards me with the car keys in his hand. The sun made me squint as sweat dripped down the back of my neck.

Narration: narration is when the writer tells a short story using time order. The story should be related to the topic of your essay.

When I was growing up in my country, I loved giving public speeches. I would participate in speech competitions against children in other schools, and I often won. When I started school in the US, I was excited when we had the chance to give presentations. I knew that I was probably the most prepared student in the class, and that my body language, expressions, and tone of voice could draw listeners in. However, right before I gave my presentation, a classmate said to me, "Even though you are not a native English speaker, I think you can do a good job." I think she meant to be kind, but I was shocked. I went on to give my speech, but I was distracted and did poorly.

Striking words: striking words are powerful vocabulary words or words used in an unusual way. These words should relate to the essay topic.

Crack! Bang! Boom! The fireworks illuminated the night sky as my terrified terrier mix Benji ran to the office, hid under my desk, and curled into a tight ball.

Quotation: a quotation can be a direct quote from someone you know, or it can be from a famous person. The quotation should relate to the topic of your essay.

"Remember to help others who are in need," my mother always told me.

Question: a question is a hook in which you ask the reader something relevant to the topic.

Did you know that what others assume about you can affect how well you perform on a test?

Background: Build context for your essay:

The background information defines your topic and shows why your topic matters. It provides context for your thesis statement. You may introduce important sources, define key terms, share a brief history, or explain the debate.

Here is the background information for a summary/response essay. For this kind of essay, the background information includes a summary:

Notice this!

Background information includes a summary of the article:

This is just one of the findings reported by Kristy McRaney and her colleagues in “Stereotype Threat,” a chapter in the textbook *The Psychology of Gender*. In this chapter, McRaney and her colleagues discuss a number of studies that examine the phenomenon known as stereotype threat: a situation in which someone is stereotyped, is aware of the stereotype, and is taking part in an activity related to the stereotype (par. 1). According to research reported by McRaney et al., “being aware that *others* believe [the stereotype], is enough to create a stereotype threat outcome” of poorer performance (par. 5). McRaney and her colleagues also look at research exploring *why* stereotype threat impacts test performance, including the commonly-accepted theory by Toni Schmader that preoccupation with a stereotype threat means

that the test-taker “ties up valuable cognitive resources” which “impacts the capacity that one has to draw on their memory and to attend and focus on the task before them” (par. 8). Finally, their article acknowledges and responds to criticism of the idea of stereotype threat (McRaney et al. par 9).

Thesis statement: roadmap to your essay:

Your thesis statement drives your essay. It's your controlling idea.

- What do you intend to prove in your essay?
- What is your position about the topic, and your reasons for believing it?

A thesis is generally one sentence. It should present your idea, not an announcement of what you will do (ie, "In this essay, I will give three examples of...."). In the U.S., a thesis statement is the last sentence of the introduction paragraph. Here is a strong thesis statement:

Notice this!

Overall, McRaney and her colleagues make an understandable and compelling argument for the existence of stereotype threat; the information they present is engaging, seems balanced, and helps me make sense of my own experiences.

Mistakes to avoid with thesis statements:

Here are some mistakes to avoid with your thesis statement:

Notice this!

1. **Do not write your thesis statement as an announcement.**

Announcement: *This essay is going to discuss how McRaney and her colleagues make a compelling argument for the existence of stereotype threat because their information is engaging, balanced, and enlightening.*

Thesis Statement: *McRaney and her colleagues make a compelling argument for the existence of stereotype threat because their information is engaging, balanced, and enlightening.*

2. **Do not write your thesis statement as a question.**

Question: *Do you think that McRaney and her colleagues make a compelling argument for the existence of stereotype threat? I sure do.*

Thesis Statement: *Overall, McRaney and her colleagues make an understandable and compelling argument for the existence of stereotype threat; the information they present is engaging, seems balanced, and helps me make sense of my own experiences.*

3. **Do not write your thesis statement as an incomplete sentence.**

Incomplete Sentence: *The convincing case that McRaney and her colleagues make about stereotype threat.*

Thesis Statement: *McRaney and her colleagues make a convincing case for the existence of stereotype threat by using engaging and balanced information that helps me make sense of my own experiences.*

Let's put it all together:

Here is an example of a complete introduction paragraph, with a hook, background, and thesis statement:

Notice this!

Did you know that what others assume about you can affect how well you perform on a test? This is just one of the findings reported by Kristy McRaney and her colleagues in “Stereotype Threat,” a chapter in the textbook *The Psychology of Gender*. In this chapter, McRaney and her colleagues discuss a number of studies that examine the phenomenon known as stereotype threat: a situation in which someone is stereotyped, is aware of the stereotype, and is taking part in an activity related to the stereotype (par. 1). According to research reported by McRaney et al., “being aware that *others* believe [the stereotype], is enough to create a stereotype threat outcome” of poorer performance (par. 5). McRaney and her colleagues also look at research exploring *why* stereotype threat impacts test performance, including the commonly-accepted theory by Toni Schmader that preoccupation with a stereotype threat means that the test-taker “ties up valuable cognitive resources” which “impacts the capacity that one has to draw on their memory and to attend and focus on the task before them” (par. 8). Finally, their article acknowledges and responds to criticism of the idea of stereotype threat (McRaney et al. par 9). Overall, McRaney and her colleagues make an understandable and compelling argument for the existence of stereotype threat; the information they present is engaging, seems balanced, and helps me make sense of my own experiences.

Identifying the parts of an introduction:

Try this!

Here is another sample introduction. Can you find the hook, background, and thesis statement?

> Have you ever realized that your first impression about someone was wrong? It is common to have this experience, but it can be useful to understand more about why you thought this. Were your first impressions based on someone's race, gender, general appearance, or age? Chimamanda Adichie describes a similar experience in her TED talk, “The Danger of a Single Story." When she started to write, her writing was only influenced by British and American books that she used to read, and she was not influenced by her everyday reality. She thought that all books are the same. Later, she read books written by African writers like Chinua Achebe and Camara Laye. Adichie felt familiar with the places and characters in the stories. She understood that people like her exist in stories and that knowing only a single story is a danger and it leads to creating stereotypes. "Single stories" develop from making assumptions about others based on hearsay or the media, so the way to combat them is to increase opportunities for genuine interaction between people from different backgrounds.

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4.5: Writing Body Paragraphs

Learning outcomes:

1. **Determine the three parts of a body paragraph.**
2. **Practice identifying the three parts of a body paragraph in examples given below.**

The parts of a body paragraph:

As you noted in Chapter 2: The Writing Process, body paragraphs support and develop your thesis statement. Each body paragraph should focus on one point, which is usually communicated at the beginning of the paragraph in the form of a **topic sentence**. A strong body paragraph should also contain **supporting evidence**, **analysis** showing how this evidence connects to your topic sentence and thesis statement and, finally, a **concluding sentence**.

Noticing the structure of a body paragraph:

Let's look at a sample body paragraph and evaluate how effective it is.

Notice this!

Read the following body paragraph. As you read, think about how the body paragraph does or doesn't fit with our definition above. The thesis statement for this essay is, "The problem with stereotypes is not that they are untrue, but that they are incomplete, and make one story become the only story."

> Adichie argues that a single story usually provides only one part of a story: just one negative or positive side of a person, yet this becomes their label or their definition. Adichie cites the example of Modupe Akinola, a female African-American professor. When she began teaching at Columbia Business School, students often asked her when the professor would arrive because she did not fit the stereotype of what a professor should look like in the U.S. Stereotypes are "incomplete" and can lead to prejudice as Adichie points out in her TED talk. Due to a lack of exposure, Akinola's students were probably expecting to see an old white male or possibly a white female professor instead of a young African-American female professor. Also, because of the angry black female stereotype (Eberhardt), during lectures, this may lead students to read Akinola's facial expressions in an incorrect way which may cause confusion.

If you found the paragraph a little confusing, you aren't alone (see figure 2.5.1)! For example, this paragraph lacks a clear topic sentence; this makes it more difficult for both readers and the writer of the essay to get a clear grasp of the paragraph's purpose. The supporting evidence also isn't sufficiently introduced, and there's no clear concluding sentence.



Figure 4.5.1: "Confused(opens in new window)" by CollegeDegrees360(opens in new window) is marked with CC BY-SA 2.0(opens in new window).

Let's explore each element of a strong body paragraph in further detail. Then, we'll come back to this paragraph about stereotypes.

Topic sentences:

Each body paragraph should begin with a topic sentence that is directly related to and supportive of your thesis statement. The topic sentence should be an opinion statement and should introduce the main idea of the body paragraph. All of the sentences in the rest of the paragraph should relate to, support, and expand on the topic sentence. Here are some guidelines to keep in mind when writing a topic sentence:

- The topic sentence is usually the first sentence of a body paragraph.
- Like a thesis statement, a topic sentence should be arguable and specific.
- A topic sentence should be clear, to-the-point, and in your own words (in general, avoid starting the topic sentence with a quotation or paraphrase).
- A topic sentence can also help the reader transition from one idea in the previous paragraph to the next by referring to a previous idea.

Another way to think about it is this: A topic sentence expresses both the topic and controlling idea of a body paragraph. This means that the topic sentence of a body paragraph goes beyond just stating the topic, but also shows the writer's perspective on the subject.

Read the following topic sentence examples:

- In the STEM field, stereotypes persist that attribute girls' achievements to diligence instead of talent.
- Stereotypes are problematic because they give an insufficient view of a person within a group.
- Recognizing your stereotypes and the potential damage they do is the first step in creating change.

Although the topic—stereotypes—is the same in all three topic sentences, the controlling idea differs depending on the writer's viewpoint.

Support:

Develop the main idea in your topic sentence by following it up with support. Supporting sentences help explain, prove, or enhance the topic sentence. Supporting evidence can take many forms, but generally breaks down into two major categories:

Textual evidence:

- Textual evidence involves integrating outside sources into your writing.
- Books, journals, websites, newspapers, magazines, TED talks, and documentary films are common sources of textual evidence in academic writing.
- This type of evidence often includes information such as facts, statistics, and examples.

Personal experience and anecdotes:

Personal experience can count as evidence when appropriate as well (e.g., to illustrate a point) but is often most effective when paired with other types of evidence.

Integrating supporting evidence:

- There are many ways to integrate evidence, for example, as text in body paragraphs of your essay (e.g., as a quote, paraphrase, or summary or a combination).
- Sometimes you might include graphs, charts, or tables, or images depending on your essay topic.
- You must always credit the source of your information.

Commentary or analysis:

This is *your* thinking about the evidence. This is where you interpret, explain, or comment on your evidence so your reader knows what to do with the point you are making. Your commentary should connect back to your topic sentence and the core of your thesis statement. Here are some questions to think about when writing your commentary/analysis:

- How is this idea related to my thesis statement? How does it support my thesis?
- What conclusions can I draw?
- What does this information imply or suggest?
- What are the consequences of thinking this way or looking at a problem this way?
- I just said that something happens, so how does it happen? How can I show this?
- Can I give an example to illustrate this point?
- How might this evidence relate to other texts?

Concluding sentence:

The concluding sentence is the last sentence in the paragraph. It reminds the reader of your paragraph's main point, and it might hint at the topic of your next sentence.

Finding the parts of a body paragraph:

Let's put this all together.

Try this!

Read the following paragraph. It is a revised version of the body paragraph at the beginning of this section. Can you identify the following elements?

Topic sentence: What is the topic? What is the controlling idea?

Evidence: What evidence is used?

Analysis: What is the writer's thinking about the evidence?

Concluding sentence: How does the writer bring the paragraph to a close?

Stereotypes are problematic because they give an incomplete view of a person within a group. In her TED talk “The Danger of a Single Story,” Adichie argues that a single story usually provides only one part of a story: just one negative or positive side of a person, yet this becomes their label or their definition. An example of this kind of stereotyping is what happened to Modupe Akinola, a female African-American professor. When she began teaching at Columbia Business School, students often asked her when the professor would arrive because she did not fit the stereotype of what a professor should look like in the U.S (Akinola). People tend to make assumptions about the single story they hold of a particular group. Due to a lack of exposure, Akinola’s students were probably expecting to see an old white male or possibly a white female professor instead of a young African-American female professor. Also, because of the angry black female stereotype (Eberhardt), during lectures, this may lead students to read Akinola's facial expressions in an incorrect way which may cause confusion. Thus, stereotypes are "incomplete" and can lead to prejudice as Adichie points out in her TED talk.

Writing a body paragraph:

Now, it's your turn to try!

Try this!

Look at your own or a classmate's draft. Focus on one body paragraph.

1. Can you identify a topic sentence? Does it express both the topic and your paragraph’s controlling idea? Does it relate directly to your thesis statement?
2. What kind of outside support, or evidence, do you use?
3. How do you explain or analyze that evidence? Is there more you can say?
4. How do you conclude the paragraph?

Works Cited

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4.6: Writing a Conclusion Paragraph

Learning outcomes:

1. **Identify the main three parts of a conclusion.**
2. **Practice writing a conclusion with these three parts.**

The main parts of a conclusion:

The conclusion, or concluding paragraph, is the final paragraph in the essay. Because it is at the end, it is the last paragraph your readers will read. It will wrap up your ideas and leave them with something to think about. Having a strong conclusion will help to leave a clear idea in the reader's mind.

With the introduction you started with a broader idea (the hook) and got more specific as you moved through the background section, until you got to the very focused thesis statement. In a conclusion you will do the opposite. You will start with the specific ideas in your paper and move outwards, ending on a bigger idea that is related to your topic but not covered in the body paragraphs.

The three main parts of a conclusion are:

- a summary of the main points of your essay, including the thesis statement.
- an explanation of why your points/ideas are important.
- a final thought, which can be a look to the future, a link to a broader issue, a lesson learned, or a call to action.

Let's look at each of these parts in more detail.

Summary of your important points:

Remind the reader of the points you made in your essay so they can see how everything fits together. Summarize the main idea of the whole essay and the main points of each paragraph in 2 to 4 sentences. Try to change the words so you are not using the exact same language as your topic sentences.

Identifying the summary:

Let's see what a summary looks like:

Notice this!

Read the following conclusion. The sentences [in brackets] are summary sentences that indicate the contents of the writer's thesis statement and body paragraphs.

In sum, [stereotypes are harmful because they present flawed and incomplete views that can lead to prejudice. On an individual level, they take away a person's true identity; a person is given a label based on a group identity that cannot accurately be applied to each person. On a societal level, stereotypes can lead to policies that discriminate against particular groups of people. Stereotypes can also lead to physical violence, as in the examples of the anti-Muslim mosque attacks and anti-Semitic synagogue attacks in Southern California.] As a society, we need to reject stereotypes so that we can be fair to all members in our community. By working hard to combat our own biases and speaking up when we see a "single story" dominate, we can lessen the damaging impact of stereotypes and make the world a safer, more equitable place.

An explanation of why your points/ideas are important:

Once you have summarized the main points of your essay in 2 - 4 sentences, you then need to explain why your points are important. What impact do your points have in the real world? How are people affected by these points/ideas? Here are some questions to help you think about the importance of your ideas:

- How are people impacted by what you have written?
- What is the significance of your points in the real world?
- What are the consequences of your points on society?
- Why should people care about what you have written?

Final thought:

Finally, give a final idea to leave the reader thinking. This is the thought your reader will spend some time pondering. Basically, as you say good bye to your reader, you want them to keep thinking about the ideas in your essay and why these ideas are important. Your final thought can be:

- a suggestion or call to action.
- a reflection on how your own thinking changed through writing this.
- a prediction or warning for the future.
- a lesson learned from the essay content.
- a return to the hook from the introduction with an explanation of how the knowledge we have gained through your paper changes our understanding of it (this makes your paper feel like a full circle, and can be satisfying for the reader).

Let's see what some of these look like:

Try this!

Can you identify what type of final thought is shown in each of the following sentences?

1. By working hard to combat our own biases and speaking up when we see a “single story” dominate, we can lessen the damaging impact of stereotypes and make the world a safer, more equitable place.
2. Researching the topic of bias revealed some large gaps in my understanding, and now I realize that more than ever, identifying and addressing our own personal biases is critical.
3. Although it may be easier to avoid the potential discomfort of considering more than a “single story” about a person or group of people, failure to take multiple stories into account risks a bleak, increasingly polarized future.

Identifying the parts of a conclusion:

Let's see if you can identify the main parts of a conclusion:

Try this!

Here is the conclusion to the summary/response essay we looked at earlier in this chapter. Can you find the summary, the explanation of why the points are important, and a final thought?

Overall, in “Stereotype Threat,” McRaney and her colleagues clearly and evenhandedly explain the phenomenon of stereotype threat. Their choice of language makes the chapter interesting and accessible to students who may not have training in the social sciences, even as the authors cite many academic sources. The authors also spend time addressing and responding to some common criticisms of and doubts about the existence of stereotype threat, which makes the ideas they discuss more credible. Furthermore, the content is relatable: the examples provided in the text helped me identify an instance of stereotype threat in my own life and made me think about other situations where stereotype threat may have been at play. It is very important that all people become aware of the dangers that stereotypes pose because stereotypes cause harm to all of us.

The chapter "Stereotype Threat" highlights an important phenomenon and, with this knowledge, institutions and individuals can take steps to create environments in and out of the classroom that lessen the chance stereotype threat will negatively - and needlessly - affect performance.

Writing your conclusion:

Let's put this all together in your own writing:

Try this!

Look at a draft of your writing, focusing on the conclusion.

- Can you identify the three main elements of a conclusion?
- Is your first summary sentence directly connected to, but not exactly the same as, your thesis statement?
- Does your summary address all the topics in your body paragraphs? (Hint: Look at the topic sentences in each body paragraph; this should help you answer this question.)
- Do you explain why the points in your essay are important to the reader and to the world?
- What information do you leave your reader with in the very last sentence? A suggestion? A return to your hook? Or something else?

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4.7: Parallel Structure

Learning Outcomes:

1. **Identify parallel structure in a variety of sentences.**
2. **Correct faulty sentence structure that is not parallel.**

Defining parallel structure:

As you may know, parallel lines are two lines that continue without ever touching (see Figure 2.10.1). Parallel structure is similar. It is two separate grammar structures that exist side by side in your writing.



Figure 4.7.1: Parallel railroad tracks ("Parallel Lines"(opens in new window) by Ko:(char *)hook(opens in new window) is licensed under CC BY-NC 2.0(opens in new window))

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This results in clearer and more consistent writing, which helps readers better understand your point. We are focusing on parallel structure for two reasons. First of all, you may have errors to fix. However, if you use it correctly, it is a powerful tool for improving cohesion within your essay.

Parallel structure and cohesion:

Parallel structure increases cohesion by showing your reader how ideas are connected together.

Try this!

Let's look at some quotes by public figures that have parallel structure. Can you make a guess at how they end?

1. “Not everything that is faced can be changed. But nothing can be changed until it is ….”—James Baldwin
2. “If you want others to be happy, practice compassion. If you want to be happy, practice ….” —The Dalai Lama
3. “We must accept finite disappointment, but never lose infinite…” —Dr. Martin Luther King, Jr.
4. “Success is getting what you want. Happiness is wanting …..” —Dale Carnegie

5. "People will forget what you said, people will forget what you did, but people will never forget how you made them ....." —Maya Angelou
6. “We make a living by what we get, but we make a life by what .....” —Winston Churchill
7. "To be smart on crime, we should not be in a position of constantly reacting to crime after it happens. We should be looking at preventing crime ....." —Kamala Harris
8. "I just hope that more people will ignore the fatalism of the argument that we are beyond repair. We are not beyond repair. We are never ....." —Alexandria Ocasio-Cortez
9. “Ask not what your country can do for you; ask what....” —John F. Kennedy

As you can see, it was easier to guess and remember the quotations because they use parallel structure. Would anyone remember a quotation like "Ask not what your country can do for you. Instead, why don't you think about whether there is anything that you can do to help improve your nation"? Probably not.

In paragraphs, we can see the same thing. We can understand complex ideas more clearly if there is parallel structure that shows us how they are connected.

Types of parallel structure:

We can use parallel structure for single words up through entire clauses. Let's see how that works.

Parallel structure with words:

If you are listing words, make sure that all of the words are the same part of speech.

> Incorrect parallel structure: Stereotypes are inevitable and problems.
>
> Here, you have an adjective and a noun. The reader will get a little lost in the reading because they will not understand the connection between these words. You can fix it by making both words into adjectives.
>
> Improved parallel structure: Stereotypes are inevitable and problematic.

Parallel structure with verbs:

If you are using two or more verbs that are part of a list, that are connected by a conjunction, or that come after another verb, make sure they are the same form and tense.

> Incorrect parallel structure: I hate to make stereotypes about others and hearing others making stereotypes about me.
>
> You can use either a gerund or an infinitive after the verb "hate", but you should choose the same form for both verbs.
>
> Improved parallel structure: I hate making stereotypes about others and hearing others making stereotypes about me.

Parallel structure with phrases and clauses:

If you are using two or more phrases or clauses that are part of a list or comparison or that are linked by a conjunction, make sure they follow the same structure. This will make it easier for readers to understand the connection between your idea.

> Incorrect parallel structure: There is a lot of discussion about what women experience when they are studying science and engineering and better supporting them.
>
> This sentence confusing for the reader because the objects of the preposition "about" are long and have different structures. To make it more clear, the same structure can be used for both. For example, making them both noun clauses that start with "wh" quesetion words will make the relationship more clear.
>
> Improved parallel structure: There is a lot of discussion about what women experience while studying science and

engineering and how universities can better support them.

Identifying parallel structure:

Let's see how published writers use parallel structure to make complex sentences and ideas more clear for the reader.

Try this!

Here is a paragraph from a published research paper by on women in engineering by Kathleen N. Smith and Joy Gaston Gayles. It has a variety of sentence structures. Can you find examples of parallel structure of words, phrases, or clauses?

Why is it that women who are talented in math and science avoid or leave engineering majors and careers? An American Association of University Women report on women's success in engineering and computing suggests that women who persist in science and engineering are not all that different from women who decide to leave. The major difference between staying and leaving has been found to have less to do with the women themselves and more to do with the academic and workplace environments where they attend school and pursue careers. Throughout the literature on women's persistence in science, technology, engineering, and math (STEM) fields, a range of structural and cultural barriers contribute to the high prevalence of gender bias in these fields, with direct implications for women's self-efficacy, experiences, opportunities, and success, particularly in engineering.

Fixing errors with parallel structure:

Here are some tips for improving your parallel structure:

Articles and prepositions:

Articles (*a*, *an*, *the*) and prepositions (*of, in, by, at*, etc.) in a list should either be used only once or be repeated with each term:

- Faulty parallelism: **The** science fields, **the** technology fields, and engineering fields.
  - Correction: **The** science fields, **the** technology fields, and **the** engineering fields.
  - Alternate correction: **The** science fields, technology fields, and engineering fields.
- Faulty parallelism: **In** elementary school, high school, or **in** college.
  - Correction: **In** elementary school, **in** high school, or **in** college.
  - Alternate correction: **In** elementary school, high school, or college.

Correlative expressions:

Correlative expressions are phrases that are used to connect structures together. However, sometimes they are used incorrectly. Here are some tips:

- "not only" requires a "but also"
- "either" requires an "or"
- "neither" requires a "nor"
- say "first, second, third, etc." or ("firstly, secondly, thirdly," etc.)

Here are some examples:

- Faulty parallelism: It was **neither** helpful or useful.
  - Corrected version: It was **neither** helpful **nor** useful.
- Faulty parallelism: It was **not only** a long class, it was boring.
  - Corrected version: **Not only** was the class long, **but** it was **also** boring.
- Faulty parallelism: **First**, I will explain the problem. **Secondly**, I will offer a solution.
  - Corrected version: **First**, I will explain the problem. **Second**, I will offer a solution.

Add parallel structure for clarity and cohesion:

As your essay, look at each sentence in your draft and check to see if you have problems with the parallel structure or if more parallel structure can make the relationship between ideas stronger.

Try this!

Here are three sentences from a student's body paragraph. How can you improve the parallel structure?

- Having stereotypes highlights people's differences and equality is nearly impossible. In her TED talk, Chimimanda Adichie claims, "The consequence of the single story is this: it robs people dignity. . . . It emphasizes how we are different rather than how we are similar."
- What she means is that a single story usually focuses on what other groups do not have and it benefits the people telling the story, rather than the entire truth.
- This makes us look at our differences, and society is less equal.

Works Cited

Smith, Kathleen N., and Joy Gaston Gayles. "'Girl Power': Gendered Academic and Workplace Experiences of College Women in Engineering." *Social Sciences* 7.1 (2018): 11. *Crossref*. Web.

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4.8: Creating Cohesion between Paragraphs

Learning outcomes:

1. **Examine how transitions can improve cohesion between paragraphs in an essay.**
2. **Evaluate your own or a classmate's essay for cohesion using transitions and bridging techniques.**

Making paragraphs stick together:

We have talked about how you can create cohesion *within* your paragraphs, but you will also want to make sure that each paragraph sticks to the next one.

Transitions:

One way to do that is to start each new paragraph with a transition word in the topic sentence. Here is what that might look like in an essay with four body paragraphs, including a concession:

- The first reason that . . . .
- Another reason is that . . . .
- The most significant reason that . . . .
- Although some argue that [opposing view], it is crucial that we consider [my opinion]

For a full list of transition words and phrases that fit different purposes, please refer back to page 2.9: Using Transitions, in this book.

Bridging techniques:

In addition to using transition words, you can also use your words to connect one body paragraph to the next. These act like a bridge between the two paragraphs (see figure 2.11.1).



Figure 2.11.1
"bridge"(opens in new window)
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Here are some examples of paragraph bridges:

- Repeat key words from the previous paragraph in the topic sentence of the next paragraph.
- Include the idea of the previous paragraph in the topic sentence of the next paragraph. Here are some examples:
  - In addition to *[last paragraph]*, another benefit of X is [*new paragraph topic]*
  - Despite the advantages of *[last paragraph]*, this has not been implemented because of [*new paragraph topic]*.
  - As a result of [*last paragraph]*, [*new paragraph topic]*
  - Though [*last paragraph]* is well-known, fewer people recognize [*new paragraph topic]*

Of course, you must make sure that your topic sentence matches the meaning of your two paragraphs.

Adding bridges to your paragraphs:

Now, let's apply this to your writing.

Try this!

Look at your own or a classmate's draft. Underline or highlight the last sentence of each body paragraph and the first sentence of the next paragraph. Do they lead into each other smoothly?

1. Think about how the ideas are connected and write a topic sentence that shows the connection. You may also need to add a conclusion sentence to the previous paragraph to make the connection smooth.
2. If it is not clear how the paragraphs are connected, you may need to reorganize them!

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4.9: Academic Language for College Essays

Learning outcomes:

1. **Recognize academic language for body paragraphs, including writing clear topic sentences, explaining quotations and examples, analyzing quotations, and writing concessions.**

Academic language for body paragraphs of essays and research papers:

Your topic sentences will reflect your pattern of organization just like your thesis statement does. In addition, you should also use academic language to explain quotations or examples and analyze quotations or arguments.

Body paragraphs:

Topic sentences:

- One [significant/main/major/key] [benefit/advantage] is ….
- One [significant/main/major/key] reason…. is that….
- Another positive aspect of X is ….
- The second main [cause for/problem with/effect of] … is ….
- In order to solve this problem, it is important to….

Explanation of quote or example (use after the quote):

- In other words, [his/her/their] point is…..
- As this quote/example shows,….
- Basically, [Author] is saying….
- [Author]'s point is that …..
- The essence of [Author]'s argument is that ….

Analyzing quotes:

- One implication of [Author]'s view is that….
- Although [Author] does not explicitly say so, we can assume that….

Concession:

Concession topic sentences:

- However, not everyone agrees that…. For example,…..
- On the other hand, some people say that…. For example, ….
- Some may object to the idea of … because…..

Language for concession responses:

- While it is true that….., this is not a major disadvantage because…
- However, it is important to also consider the fact that ….

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4.10: Takeaways

Summary:

In this chapter you:

- Wrote an introduction and developed a working thesis/main claim.
- Examined what makes a successful thesis statement.
- Planned body paragraphs: including a topic sentence, evidence, and analysis.
- Wrote a conclusion.
- Explored different strategies for improving cohesion within and between paragraphs.

Questions for reflection:

- How does having a strong thesis statement affect the rest of the essay?
- What are your favorite strategies for writing a hook? Why?
- What is challenging about writing a strong body paragraph?
- Which methods of using cohesion do you already use, and which ones are new to you?
- Find an essay or article. What kind of cohesion methods does the writer use? Are they effective?
- Examine essays written by your classmates. Can you identify all of the parts of an introduction, body paragraph, and conclusion? Can you find examples of transition words and parallel structure for increasing cohesion?



Figure 4.10.1: "Essay Writing..." by mortsan is licensed under CC BY 2.0.

Section review:

The introduction, or introduction paragraph, is the first paragraph in your essay.

- A strong introduction will attract the reader and give the main idea for the whole essay.
- The three main parts of an introduction are:
  1. A hook that attracts the reader.
  2. Background information that gives the reader needed information about the topic.
  3. A thesis statement that is specific, arguable, and not just personal opinion.

The conclusion, or concluding paragraph, is the final paragraph in your essay.

- A strong conclusion will help to leave a clear idea in the reader's mind.
- The three main parts of a conclusion are:
  1. A summary of main ideas in the essay, including the thesis statement.
  2. An explanation of why your ideas/points are important.
  3. A final sentence that looks to the future, gives a lesson learned, connects to the hook, or uses another strategy.

Body paragraphs support and develop your thesis statement.

- Each body paragraph should focus on one point.
- Strong body paragraphs contain the following elements:
  1. A topic sentence, which is the first sentence of each body paragraph.
  2. Supporting evidence.
  3. Analysis showing how this evidence connects to your topic sentence and thesis statement.
  4. A concluding sentence.

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5: INTEGRATING EVIDENCE

5.1: Overview and Learning Outcomes

5.2: Sample Student Research Essay- Heritage Languages

5.3: Knowing When to Cite

5.4: More about Citations and Plagiarism

5.5: Using Evidence to Support Claims

5.6: Choosing Appropriate Evidence

5.7: Working from Sources

5.8: Introducing and Explaining Evidence

5.9: Formatting Your Paper

5.10: Useful Language to Integrate Evidence

5.11: Takeaways

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5.1: Overview and Learning Outcomes

Chapter learning outcomes:

In this chapter, you will learn to:

- Evaluate and select appropriate text evidence to support your points.
- Integrate quotations and paraphrases using MLA citation style.
- Introduce and analyze evidence to connect it to your own ideas.
- Compose essays that avoid plagiarism.
- Format papers in MLA style.

Chapter learning goals:

In this chapter, you will learn how to use evidence from other sources to support an argument. You will learn about different types of evidence and how to choose the most effective for your topic. In addition, you will learn how to effectively quote, summarize, or paraphrase the outside information and connect it to your own ideas. Lastly, you will learn how to cite the information that you are using to support your argument and avoid plagiarism.

The importance of these goals:

Most academic writing is based on using other texts (books, articles, films, etc.) to support a point; in other words, you need to use other people's writing as proof or evidence of your own argument. To make your own argument more persuasive, you need to be able to choose the best evidence from your sources and smoothly connect it to your own ideas. However, it is also important to show where your information comes from. This will make your own writing more persuasive by showing where you got your information and allowing your readers to check it themselves; even more importantly, it shows your "academic honesty" and that you are not trying to claim that something is your own idea when you learned it from another source.

Chapter theme:

What does your native language mean to you? In this chapter, we will look at native languages and the importance of maintaining them. Sometimes when immigrants arrive in the United States, they feel pressure to stop using their home language in order to assimilate into their new home. People who arrive as children may not yet have very much formal education in their first language, and in the rush to learn English, they miss out on the opportunity to become completely bilingual. However, maintaining home languages is important for academic, cultural, social, and emotional reasons. School systems and state and local governments have long argued about the best way to educate multilingual students. The readings in this chapter explore this theme.



Figure 5.1.1: Standing up for Bilingual and Public Education by Milwaukee Teachers' Education Association is licensed under CC-BY-NC 2.0

Learning outcomes:

In this chapter, you will learn to:

- evaluate and select appropriate text evidence to support your points.
- integrate quotations and paraphrases using MLA citation style.
- introduce and analyze evidence to connect it to your own ideas.
- compose essays that avoid plagiarism.
- format papers in MLA style.

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5.2: Sample Student Research Essay- Heritage Languages

Learning outcomes:

1. **Read and evaluate a sample student academic essay.**

Reading: student essay on heritage languages:

The link below opens a version of the sample essay formatted in MLA 8th edition:

Sample Student Research Paper Heritage Languages.pdf

Read this!

Joana Coelho Silverio

Professor X

Advanced ESL Composition

27 April 2021

Heritage Languages: The Language of Emotions

“Heritage language is the essence of who we are," writes Clara Lee Brown, describing the feelings of Korean immigrant parents she interviewed about their children's language (33). I come from a family of immigrants. For this reason, I know the importance of maintaining the home language, in particular, to have the feeling of belonging to somewhere. Today, people move all around the world and could live in many different countries. Therefore, immigrants feel the need to transmit their language and culture to their children as part of their identity. Nevertheless, some people think that the new country’s language is more important, and don’t want to transmit the heritage language to their children. Although there is a loss of heritage language by the second-generation immigrants, families should keep trying to maintain their mother tongue because our language is our identity.

One significant action for maintaining a child's heritage language is to speak it at home. According to Martin Guardado, an assistant professor in the English Language Program at Alberta University, using the heritage language to communicate at home is an important way to preserve the values, convictions, culture, and identity of the family. The transmission of a language happens when the language is spoken and nothing is better than parents speaking their home language with their children because it will be an emotional language. Also, when parents talk to their children in their home language, they transmit their culture with stories and the family background. In fact, that helps families to keep their identity and their cohesion. As the father of a bilingual child named Nina explains, “We need to talk about our roots as immigrants. Keeping Korean means keeping our roots” (qtd. in Brown 33). As this quote shows, immigrant parents believe that without communication with children in their heritage language, they may become a disconnected family with no relationship (Brown 33). In other words, the heritage language is connected to the culture and the identity of the family. The parents can also try to transmit their culture in the new language, but it is unlikely that they will succeed, because language is closely linked to emotions, and people are better at explaining feelings in their home language. An interesting example of this is that in Portuguese, we have the word ‘saudade.' That word in English means a combination of words like ‘missing,' ‘nostalgia’ and ‘homesickness.’ There is no direct translation in English to that Portuguese word. So, we need to know and understand the Portuguese language and culture to have this feeling. This demonstrates how important is the transmission of the culture through the home language. Communicating in the heritage language at home is an important way to develop and maintain language and culture.

Bilingual and heritage language schools also play an important role in maintaining immigrant children's bilingual proficiency. Languages need to be spoken, but sometimes, just talking in the heritage language at home is not enough, and schools can help to develop literacy skills. According to Ruth Lingxin Yan, a professor at Nebraska College of Education and Human Sciences, "parents who held the view that heritage language learning was connected to the academic performance of their children in regular English-language school tended to choose as the ideal school bilingual schools or English-language schools with extra instruction using the heritage language" (105). In other words, parents understand that learning two or more languages helps children in their academic performance. Some studies show that bilingualism has personal, intellectual, and societal advantages (Kang, 432). An interesting example of this is the variety of opinions that can exist in a group, due to cultural diversity. Different people have different viewpoints, and that is a social wealth. Besides, today, it is so important to know more than a language, that it is in the interest of second-generation immigrants to learn their home language while it is easier for them, because they can speak with their families. Schools that can help families to keep their mother tongue are appreciated.

An additional important way to preserve the heritage language is being around native speakers. Having relatives and compatriots that can talk with immigrant children in their mother tongue contributes to developing and maintaining the home language and culture. Stevens and Ishizawa explain, "Specifically, the presence of siblings and grandparents in the household increases the opportunity for Spanish use because older siblings tend to be more proficient in the mother tongue and grandparents' lack of English proficiency creates the necessity for communication in Spanish" (qtd. in Tran 263). Also, Guardado states that it is usual that families rely on these relatives to improve the home language and culture. In fact, we are more successful in learning a language when we are immersed in a community that speaks this same language. For example, for my cousins that were born in Switzerland, it was easy to learn Portuguese, because they have relatives that live near them, and the Portuguese community in Switzerland is big. Therefore, they could always speak Portuguese while they were learning the language. In contrast, my niece, who lives in the United States, does not have relatives besides me who speak Portuguese. Consequently, she understands almost everything, but she does not speak Portuguese. In cases like these, the possibility to go some months on vacation to the home country, being with family, could help children to learn the language. As one of Hyun-Sook Kang's interviewees recalls, "We . . . spen[t] a whole summer in Korea last year. Henry was five years old. . . . We just sent him to a local kindergarten there, so that he could meet and make friends with Korean kids around his age. His Korean...improved a lot during that time period" (qtd. in Kang 435). Sending the immigrants' children to their home country on holidays is one way that parents have found to put their children in full immersion of the home language. Not to mention that besides language, they will learn the customs, the culture, and even their family background. My niece will go to a Portuguese kindergarten this summer in Portugal, and I hope that she improves her fluency in the language, particularly in order to be able to talk to her great-grandmothers.

On the other hand, some immigrants' children do not learn their heritage language. Clara Lee Brown, an associate professor of the College of Education, Health and Human Sciences, at the University of Tennessee, explains that some parents believe that it is more important to learn the new language from the country where they live. So, they speak that language at home in the hope that children will learn this new language faster (31). However, it is important to also consider the fact that "second-generation children who are fluently bilingual performed better on academic tests and had better GPAs compared to monolinguals..." (San Diego et al. qtd. in Tran 261). Additionally, many children, refuse to speak their heritage language when they grew up, and frequently just the oldest child speaks the native language whereas the siblings start to speak the new language with each other and they do not get to learn the home language. Nevertheless, it lies with parents to motivate children to learn the heritage language making them feel proud of their culture.

In conclusion, families have a major role in maintaining and developing their children's heritage language. Families, with distinct languages in the various countries, have different reasons to keep or not the home language through generations. Despite this, communication between household members is necessary; for this reason, it is important to speak the heritage language at home in an attempt to preserve the family identity and to transmit the culture to the second generation. Moreover, bilingual and heritage language schools could help parents to teach the heritage language to kids. Finally, immersion in the heritage language can increase the motivation that second-generation immigrants need to maintain their native language. It is important to understand that knowing more than a language is having a world of possibilities.

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5.3: Knowing When to Cite

Learning outcomes:

1. **Identify what citations are.**
2. **Recognize when you should cite sources to avoid plagiarism.**

Defining citations:

As an academic writer, you are expected to not just use your own ideas in writing but to also back up your ideas with information from other books, articles, videos, etc. like the multilingual library resources shown in Figure 4.4.1. In addition, you need to show your readers where you got your information from. This process is called *citation* or *citing your sources*. Citation makes you a more credible writer because it shows that you have spent time reading and thinking about other sources and that you have evidence to support your points. Equally importantly, it helps you to avoid plagiarism.



Figure 5.3.1: "Multilingual Welcome(opens in new window)" by Valley Library (Oregon State University)(opens in new window) is licensed under CC BY-NC-SA 2.0(opens in new window).

Citation has two parts: an in-text citation is a reference to the source author's name (or the source title if there is no author) in the sentence with information from that source, and the Works Cited page, which is a more detailed list of references at the end of your paper. You will learn more about these in *5.10 Formatting Your Paper*.

Finding citations:

Let's look at a body paragraph that a student wrote on preserving native languages.

Notice this!

What sentences in this sample paragraph include citations? Why did the writer cite those sentences?

The most important thing immigrant parents can do is to speak heritage language at home. Using the heritage language to communicate at home is an important way to preserve the values, convictions, culture, and identity of the family (Guardado 172). The transmission of a language happens when the language is spoken and nothing better than parents speaking their

home language with their children because it will be an emotional language. Also, when parents talk to their children in their home language, they transmit their culture with stories and family background. In fact, that helps families to keep their identity and their cohesion. As an immigrant father explains, “We need to talk about our roots as immigrants. Keeping Korean means keeping our roots” (Brown 33). As this quote shows, immigrant parents believe that without the communication with children in their heritage language, they would probably become disconnected from their past and family identity. While parents may also transmit their culture in their new language, they may be less successful because the home language is so closely tied to emotions.

When to cite (or not to cite):

Some writers are not sure what ideas need to be cited or not. You **must** cite:

- Any time that you use exact words from a source. These words must be in quotation marks.
- Any time you paraphrase a source.
- Any time that you use information or ideas that came from another source, which you did not know before doing your research, you must cite the source of the information.

Be particularly careful any time you use numbers or statistics from a source. Without a citation, it will look as if you just made this information up.

However, you do not need to cite:

- Information that is general knowledge—things that everybody knows.
- Statements that are obviously true.
- Anecdotal evidence from your own experience.

Deciding if you should cite:

Let's look at some sample sentences from a research paper on preserving native languages:

Try this!

Should these sentences be cited? After you decide, check the answers with your class.

1. More than half of the 6,900 languages in the world will disappear over the next 100 years.
2. It was easy for my cousins who were born in Switzerland to learn Portuguese because there is a large Portuguese community there. In contrast, my niece is growing up in the United States and I am her only Portuguese speaking relative. Consequently, she understands almost everything, but she cannot speak Portuguese.
3. Most immigrants feel the need to transmit their language and culture to their children because it is part of their identity.
4. Children of immigrants who are bilingual have better academic performance than children of immigrants who do not know their parents' native language.

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5.4: More about Citations and Plagiarism

Learning outcomes:

1. **Define plagiarism.**
2. **Recognize when you need to cite evidence and when you do not.**
3. **Analyze different patterns of MLA citations.**

Defining Plagiarism:

Plagiarism is using someone else's work without giving him or her credit. "Work" includes text, ideas, images, videos, and audio. In the academic world, you must follow these rules:

- When you use the exact words, you must use quotation marks and provide a citation.
- When you put the information into your own words (paraphrase or summary), you must provide a citation.
- When you use an image, audio, or video created by someone else, you must provide a citation.

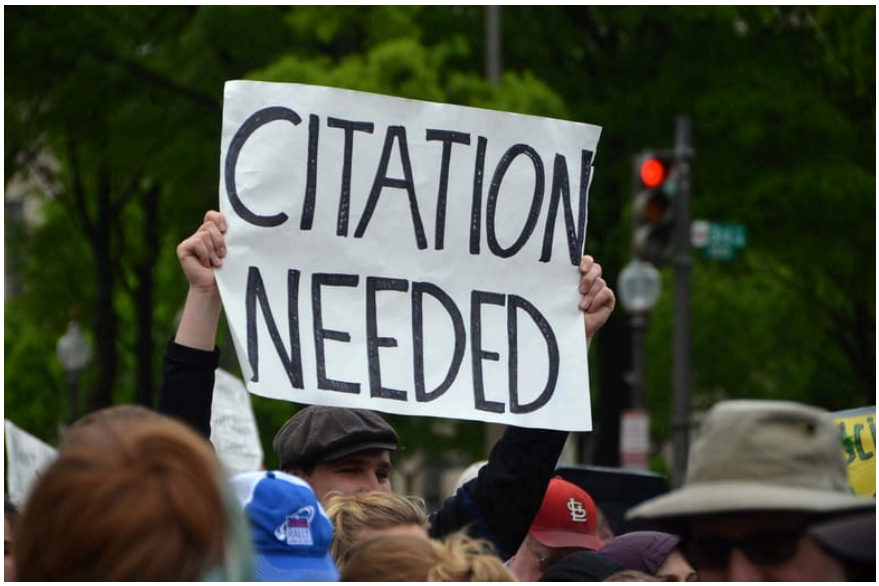


Figure 5.4.1: "Citation Needed" by Adam Fagen is licensed under CC BY-NC-SA 2.0

Plagiarism is a serious academic offense. Penalties can range from failing the assignment to failing the course to being expelled.

Recognizing plagiarism:

Let's see if you can recognize if something is plagiarism.

Try this!

Which of the following scenarios show plagiarism? (Remember, even if it's unintentional, it's still plagiarism!)

1. A student finds a great quotation to use in her essay but forgets to indicate where it's from.
2. Three students in a study group turn in the same answers for a set of exercises.
3. Three students in a study group help each other understand the concepts in the unit, but they each turn in their own answers.

4. A student doesn't realize an important assignment is due in class the next day. Fortunately, they completed a similar assignment in a different class last semester, so they turn that one in instead.

Reasons to cite your sources:

Whenever you use sources, it is important that you document them completely and accurately. You make your work more useful to your reader through complete and careful documentation, so you should think of documentation as essential rather than as an "add on" tacked on at the last minute.

Notice this!

When asked why you should cite your sources, many students reply, "So you don't get accused of plagiarizing." It is true that you must provide citations crediting others' work to avoid plagiarism, but scholars use citations for many other (and more important) reasons:

1. **To make your arguments more credible.** You want to use the very best evidence to support your claims. For example, if you are citing a statistic about a disease, you should be sure to use a credible, reputable source like the World Health Organization or Centers for Disease Control (CDC). When you tell your reader the statistic comes from such a source, she will know to trust it– and thereby trust your argument more.
2. **To show you've done your homework.** You want to make it clear to your audience that you've researched your subject, tried hard to inform yourself, and know what you are talking about. As you dive deeper into your research, you will probably find certain authors are experts on the topic and are mentioned in most of the articles and books. You should read these experts' works and incorporate them into your paper.
3. **To build a foundation for your paper.** Great breakthroughs in scholarship are accomplished by building on the earlier, groundbreaking work of others. What articles, books, and texts inspired you to create your argument? You are not the first person to ever consider this issue. You want to provide references to the works which led to your thesis.
4. **To allow your readers to find the sources for themselves.** Someone interested in your topic may be inspired to read some of the sources you used to write your paper. The citation within the paper tells readers what part of your argument is addressed by a particular source, and the full citation in the bibliography provides the information needed to track down that original research.

Citing sources doesn't just save you from plagiarizing. It also adds credibility to your arguments, helps you build a strong foundation for your work, and helps your readers locate more information about your topic.

Methods to avoid plagiarism:

Notice this!

Don't procrastinate. Students who rush make careless mistakes, such as forgetting to include a particular citation or not having all the information needed for documentation. Students under pressure may also make poor choices, such as not documenting sources and hoping the professor won't notice. Your professor will notice.

Take careful notes. You need to be very clear in your notes whether you are writing down word-for-word what you found somewhere else, or if you are jotting down your own idea. You should take down all the information you will need to create your citations.

Cite your sources. Whenever you quote, paraphrase, summarize, or share an unusual fact, tell your reader where the information came from.

Document at the same time you draft. As you begin drafting, prepare a correctly formatted Works Cited page that captures the information also needed for in-text citations. Insert citations into your paper as you are writing it. If you cite-as-you-go, you won't consume time looking up information all over again at the end, and you make it less likely that you will misidentify or omit necessary documentation.

Get comfortable with the required citation style. The most commonly used citation styles are APA, MLA, and Chicago/Turabian. While they share many similarities, they also have differing requirements about what and when to cite. In English, we use MLA style.



Figure 5.4.2Citations

Ask your professor. If you're not sure about citing something, check with your instructor. Learning when to cite, how to lead-in to sources, and how to integrate them into your sentence structures and ideas takes place over time and with feedback.

Noticing where ideas come from:

Let's see if you can identify which ideas come from a student and which come from outside sources.

Notice this!

Read the following example paragraph. Can you tell which ideas are the student's own and which are from outside sources? How can you tell?

Being able to speak more than one language opens up more employment opportunities. With more and more immigrants coming into the country, more employers are looking for those who can better communicate with people who's best language isn't English. In an *NBC News* article, it was reported that in "2010, there were roughly 240,000 job postings aimed at bilingual workers. But by 2015, that figure swelled to about 630,000... bilingual workers were in demand for both low and high-skilled positions such as financial managers, editors, and industrial engineers" (Cusido). These figures show that there is a desire for those who are able to speak more than one language in a wide range of job markets and these opportunities will likely continue to increase in the future. While speaking multiple languages may not be the only criteria in getting a job, it definitely will help. As Marco Lopez, an executive at a Chicago marketing agency explains, applicants who are bilingual have advantages in being hired (qtd. in Cusido). This shows how simply maintaining connections to an immigrant family's roots and origins can become a major benefit for the children of immigrants. Immigrant parents should be made aware of this benefit so they can foster language growth.

In the example, it is easy to tell whose ideas belong to whom. This is because the paragraph contains clear citations. To properly cite outside sources in your writing, you must do the following:

- Mention the source's owner/creator in your written work at the point where the source is used. You can do this by including the author's name in a sentence or with a parenthetical citation—putting the author's last name in parentheses at the end of the sentence.
- Create a list of all of the sources you used in your assignment; you'll do this by arranging them in a Works Cited list at the end of your essay.

Understanding common knowledge:

Notice this!

Common knowledge is information that is accepted and known so widely you do not need to cite it.

The following are examples of common knowledge:

- **Common sayings or cliches**. Examples: Curiosity killed the cat. Ignorance is bliss.
- **Facts that can be easily verified**. As you are conducting your research on a topic, you will see the same facts repeated over and over. Example: You are writing a paper on presidential elections, and you want to mention that Ronald Reagan was elected in 1980. Although you might not have known this fact before your research, you have seen it multiple times and no one ever argues about it.
- **Facts that you can safely assume your readers know**. Examples: Richmond is the capital of Virginia. The North won the U.S. Civil War. Fish breathe using gills.

Not all facts are common knowledge. You will still need to cite:

- **Facts that surprise you or your reader**. Example: Michelangelo was shorter than average (Hughes and Elam 4).
- **Facts that include statistics or other numbers**. Example: In the 2022–23 school year, there were approximately 1.113 million English learners in California public schools (California Department of Education 1).
- **If you use the exact words of another writer, even if the content could be considered common knowledge**. Example: Lincoln's first campaign dates to "1832, when he ran as a Whig for the Illinois state legislature from the town of New Salem and lost" (Lincoln 451).

Tip:

Common knowledge can be course-specific. For example, the number of bones in the leg could be considered common knowledge in an athletic training course. However, if you are using that fact in an English paper, you cannot assume your professor would have that knowledge, and you would need to cite it. Deciding if something is common knowledge is tricky and can vary depending on your course and your topic. When in doubt, ask your professor.

Understanding MLA:

Different fields prefer different methods of documenting the use of sources. In English, the citation style is called MLA, from the initials of the Modern Language Association. When it comes to documentation, learn to notice and apply the particular style that you are asked to use. Purdue University provides an excellent guide for MLA and APA formatting.

Formatting References:

References record bibliographic information about sources that have been cited in the text. The necessary information is author, title, and details about publication (when the source was published and who published it). The order of the information and the punctuation, abbreviation, and spacing conventions may differ depending on the documentation style, but the purpose of the references will be the same: to allow a reader to easily track down your sources.

Basic MLA style reference for a book:

Author(s). *Title of the Book*. Publisher, Date.

Example:

Burton, Katelyn. *The Best Librarian in the World*. Oxford Press, 2016.

Basic MLA style reference for a journal article:

Author(s)."Title of the Article." *Title of the Journal,* Volume number, Issue number. Date including month or season if you have it,

Page numbers. *Database Title*, URL/Link to the article.

Example:

Burton, Katelyn. “Librarians Are Amazing.” *Library Journal,* vol. 22, no. 3. Spring 2016, pp. 7-28. *JSTOR*, www.jstor.org/61245.

Basic MLA style reference for a webpage:

Author(s).“Title of the Webpage.” *Title of the Website,* Date including day and month if you have it, URL/Link to the webpage.

Example:

Burton, Katelyn. “Tips for Citing Sources.” *Brown Library Website*, 14 June 2016, http://www.virginiawestern.edu/library/index.php.

Formatting in-text citations:

In-text citations point readers toward a source that a writer is using in her own article or essay. They are placed inside your paragraphs, a position that explains why they are called “in-text.” In-text citations are also called parenthetical citations because information identifying the source will be placed inside parentheses (). A writer using MLA style will provide the following in-text information for her readers:

- Author’s last name or the name of the organization that created the source, unless it is previously mentioned in the text.
- Page number if available.

Example: In the first half of the nineteenth century, people worked hard to spread information about how to prevent disease but did not emphasize how to treat diseases (Murphy 141).

Paraphrasing vs. patchwriting:

You will often paraphrase or summarize other sources when you write an academic paper. Paraphrasing means to rewrite someone else’s idea in your own words and sentence structure. However, sometimes writers try to paraphrase but do not change the vocabulary and sentence structure enough. This is called "patchwriting." Patchwriting is considered plagiarism, even if the writer cites the source and did not intend to plagiarize.

Identifying paraphrasing and patchwriting :

Let's compare a paraphrase and patchwriting of a quotation.

Notice this!

Here is a quotation from an article:

"Around the world, more than half of people—estimates vary from 60 to 75 per cent—speak at least two languages. Many countries have more than one official national languages—South Africa has 11. People are increasingly expected to speak, read and write at least one of a handful of “super” languages, such as English, Chinese, Hindi, Spanish or Arabic, as well. So to be monolingual, as many native English speakers are, is to be in the minority, and perhaps to be missing out" (Vince).

Here is patchwriting:

All over the world, over 50% of people speak at least two languages. Many nations have more than one official national language. For example, South Africa has 11. People increasingly need to speak, read and write at least one of a handful of common languages, such as Spanish, English, Chinese, Hindi, or Arabic, in addition. So people who speak one language, as many native English speakers do, means that you are in the minority and missing out (Vince).

As you can see, some words have been replaced by synonyms. However, about half of the words are the same and the sentence structure is exactly the same. Here, words that are repeated from the original are in bold and square brackets:

All over **[the world,]** over 50% of people speak multiple **[languages. Many]** nations **[have more than one official national language.]** For example, [**South Africa has 11. People increasingly]** need to [**speak, read and write at least one of a handful of]** common [**languages, such as Spanish, English, Chinese, Hindi, or Arabic,]** in addition. **[So]** people who speak one language, **[as many native English speakers]** do, means that you are **[in the minority and missing out]** (Vince).

Here is a paraphrase of the same quotation. You will see that there are not only differences in vocabulary, but also in sentence structure.

According to Gaia Vince, while English speakers often speak only one language, it is actually more common to be multilingual. Speakers of smaller languages often need to learn a major language like English, Spanish, or Chinese, and in addition some countries have multiple official languages.

Now, let's see if you can decide if something is paraphrasing or patchwriting.

Try this!

Here is another quotation:

"Multilingualism has been shown to have many social, psychological and lifestyle advantages. Moreover, researchers are finding a swathe of health benefits from speaking more than one language, including faster stroke recovery and delayed onset of dementia" (Vince 1).

Is this an appropriate paraphrase, or is it a plagiarism?

Speaking more than one language has many social, psychological, and lifestyle benefits. In addition, researchers find a lot of health benefits from being multilingual. Those include recovering from strokes and dementia developing later (Vince 1).

Checking for plagiarism:

Now, let's apply this to your own writing.

Try this!

Look at a draft of your writing or a classmate's writing that uses outside sources.

- Is it clear whose ideas belong to whom?
- Is each outside source in your assignment cited according to the guidelines given by your instructor? If you're not sure, ask your instructor.
- Do you have a list of your Works Cited at the end of your assignment?

Additional Links:

Annotated MLA Sample Paper(opens in new window), (https://tinyurl.com/qzv2afu) Purdue Online Writing Lab

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5.5: Using Evidence to Support Claims

Learning outcomes:

1. **Recognize different types of evidence that can support your claims.**
2. **Compose a paragraph using evidence from the online source given below.**

Supporting claims with evidence:

In any essay or research paper that you write, you will make claims about your topic and support your claims with evidence. This evidence shows the reader why you came to the conclusions that you are presenting.

The types of support you develop and include in an essay will depend on what you are writing and why you are writing. For example, if you are writing a reflective or response essay, you will use more of your own personal experiences, observations, and examples. On the other hand, if you are writing a research paper, you will rely on quotations, reasons, and facts. If you do use personal experience or observations, those should be additional support for points that are already supported by your research.

Types of evidence:

Here are examples of the main types of evidence or support used in academic writing:

- **General Facts** (with a citation if this was learned through research): Some parents believe that it is more important to learn the new language of the new country where they live (Brown 31).
- **Statistics** (facts that rely on numbers) (with a citation): More than ten percent of children in the US public school system are not native speakers of English (Mata-McMahon 44).
- **Quotations or paraphrases from experts** (with a citation): Catherine Snow, Professor of Education at Harvard University, insists that "It's ironic that we have students walking up staircases at one end of their school building to attend Spanish foreign language classes while at the other end of the same building native Spanish speakers are being taught English and content in ways that lead to their loss of Spanish" (24).
- **Examples** (with a citation if this was learned through research): As a Korean immigrant father named Mr. Rhee explains, his family "spent a whole summer in Korea last year. Henry was 5 years old. . . . We just sent him to a local kindergarten there, so that he could meet and make friends with Korean kids around his age. His Korean was improved a lot during that time period" (Kang 435).
- **Personal Experience or Observations** (no citation needed): It was easy for my cousins who were born in Switzerland to learn Portuguese because there is a large Portuguese community there. In contrast, my niece is growing up in the United States and I am her only Portuguese-speaking relative. Consequently, she understands almost everything, but she cannot speak Portuguese.

Recognizing evidence:

Let's look at a paragraph from a paper on heritage languages and see what evidence the writer uses:

Notice this!

What types of evidence do you see in this example body paragraph?

On the other hand, unfortunately, some immigrants do not prioritize teaching their children their home language. Clara Lee Brown, an associate professor of the College of Education, Health and Human Sciences, at the University of Tennessee, claims that some parents believe that it is more important to learn the new language of the new country where they live. So, they speak that language at home in the hope that children will learn this new language faster (Brown 31). However, it is important to also consider the fact that "second-generation children who are fluently bilingual performed better on academic

tests and had better GPAs compared to monolinguals…" (San Diego, Rumbaut & Cornelius qtd. in Tran 261). Additionally, many children refuse to speak their heritage language when they grew up, and frequently just the oldest child speaks the native language whereas younger siblings start to communicate with each other in the new language and do not master home language. Thus, parents should motivate children to learn their heritage language making them feel proud of their culture.

Using different types of evidence:

Let's try adding evidence from an article about bilingual education, such as in the classroom in figure 4.3.1, to a body paragraph.



Figure 5.5.1: "Bilingual Classroom Tour and Presentation" by One America is licensed under CC-BY-NC-SA

Try this!

1. **Read this short article and look for different kinds of evidence to support this topic sentence: "Public schools should help immigrant children to maintain their heritage language."**
2. **Choose one fact that can be used to support the topic sentence. Paraphrase it and write it down with a correct citation.**
3. **Choose one quotation from an expert or statistic that can be used to support the topic sentence. Write it down with a correct citation.**
4. **Think about if you have any personal experiences or observations related to this topic, or if you know of an example. If you do, write it down.**
5. **Write a concluding explanation of how this evidence supports the topic sentence.**
6. **Check the sample body paragraph. How similar or different is it to your paragraph?**

Reading from an online magazine: "1 in 10 US students are English learners"

Jennifer Mata-McMahon, *University of Maryland, Baltimore County*

More than 1 in 10 of the nation's approximately 50 million public school students speak a native language other than English, according to the latest federal data. Roughly 3 in 4 of these English learners speak Spanish.

The percentage of U.S. students who are learning how to speak English has grown significantly in recent years, rising from 8% in fall of 2000 to 10% by 2017, the data indicate.

> The prevalence of these students varies greatly across the country, ranging from 0.8% in West Virginia to 19.2% in California. The share of English learners is highest among young children, hovering around 16% between kindergarten and second grade. Typically, younger children have less exposure than older students to English because they are primarily communicating with relatives in their native languages. By the time students are nearing high school graduation, the percentage of English learners drops to 4.6%.
>
> Students who remain fluent in their native language while learning to speak English become bilingual, which has many advantages. Bilingual people tend to be better at connecting with others from different ethnic backgrounds and cultures. They are also better at solving problems.
>
> Once they grow up, bilingual adults often have better job opportunities and may earn higher salaries than those who no longer speak their native language. Also, research indicates that being bilingual can increase creativity and heighten cognitive ability.
>
> Researchers have found that attending dual-language programs, where instructional time is split between English and another language (oftentimes Spanish), attended by both native and non-native English speakers, help children become bilingual. But only 35 states offered these programs, according to the Department of Education's latest data.
>
> Without those opportunities, English learners tend to stop being fluent in their first language when they reach high school and miss out on all the benefits of becoming bilingual students.
>
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Body paragraph on heritage languages and examples of fact, example, and personal experience are from "Heritage Languages: the Language of Emotions", a research paper by Joana Coelho Silverio. License: CC BY.

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5.6: Choosing Appropriate Evidence

Learning outcomes:

1. **Analyze evidence that supports an argument you want to make.**
2. **Select the best evidence to use for your argument.**

Finding evidence that supports your point:

Be sure that the evidence you use really does support the point you are trying to make. It is easy to choose evidence that seems to be about the same topic, but which is not actually directly connected to your point.

Let's look at an example:

Try this!

Suppose that you want to make this point:

> Children of immigrants who continue to develop their fluency in their home languages while learning English have an economic advantage as adults.

You have found the article below that has information on your topic. Read the article and look for evidence to support your point.

Reading from an online magazine: "Know more than one language? Don't give it up!"

Rebecca Callahan, *University of Texas at Austin*

Speaking more than one language may confer significant benefits on the developing brain. Research has now shown that bilingual young adults not only fare better in the job market, but are also more likely to demonstrate empathy and problem-solving skills. The fact is that American adults are largely monolingual English speakers, even those who began life speaking more than one language. Based on the latest research, it might be time to rethink the emphasis on monolingualism in the US.

Speaking two languages has advantages

Over the past decade, my research has focused on the academic, social, and civic development of immigrant youth, specifically the ways in which schools shape how these students experience learning, friendships, and their communities. As a former elementary bilingual teacher, I saw how full proficiency in both languages offered students significant academic and social advantages. What was missing, however, was the link between my students' early social and academic edge, and their entry into the job market as young adults.

For all the research that supports childhood bilingualism, it is only recently that scholars have begun to understand bilingualism in adults' professional lives. Bilinguals show higher test scores, better problem-solving skills, sharper mental perceptions, and access to richer social networks. In addition, young bilinguals are able to draw support from mentors in their home language communities, and from the dominant culture. These young people benefit from the wisdom of the adage: the more adults who invest in a child, the stronger she will be. The bilingual child benefits from being raised by two or more villages!

Bilinguals more likely to get a job

Not only are bilingual young adults more likely to graduate high school and go to college, they are also more likely to get the job when they interview. Even when being bilingual is not a requirement, an interview study of California employers shows that employers prefer to both hire and retain bilinguals. Today, high-powered Fortune 500 companies hire bilingual and biliterate employees to serve as client liaisons.

Research links bilingualism to greater intellectual focus, as well as a delay in the onset of dementia symptoms. Frequent use of multiple languages is also linked to development of greater empathy. Yet, despite research evidence, 4 out of 5 American adults speak only English.

English-only movement discourages another language

This is true for even those adults who began life exposed to more than one language. In the process of growing up American, many potentially bilingual children of immigrant parents lose their home language to become English monolinguals. The powerful social and political forces behind the English-Only movement testify to the perceived threat of bilingualism. Every day, schools and districts across the nation succumb to external pressures and cut bilingual instruction.

Historically, research investigating bilingualism and the labor market has employed US Census measures that do not distinguish proficiency levels in the non-English language. Most national data-sets define bilingualism with very broad strokes that do not distinguish between a respondent who speaks only Spanish, one who speaks Spanish and a little English, and a third who is fully bilingual and biliterate. Failure to capture this heterogeneity obscures any clear relationship between bilingualism and the labor market. Only recently have NCES data begun to include measures of self-reported proficiency in the home language, while other, more immigrant-specific data-sets have begun to ask these questions.

Bilingualism related to higher earning

Of late, newer data and sharper analytical methods provide a far richer measure of bilingualism and individuals' ability to read and write in non-English languages. The ability to distinguish between oral proficiency in one or more languages and actual literacy skills in two or more has allowed researchers to identify an economic advantage to bilingualism – in terms of both higher occupational status and higher earnings in young adulthood. The new data-sets measure bilingualism in younger generations who enter a labor market defined not by geographic boundaries, but by instant access to information.

Relationship between bilingualism and intelligence

Beginning in the 1960s, linguists began to find a positive relationship between bilingualism and intelligence. Building on this work, researchers found that elementary-aged bilingual children outperform their monolingual peers on non-verbal problem-solving tasks. Then, in the late 1990s, research emerged showing that even when controlling on working memory, bilingual children display significantly greater attentional control to problem-solving tasks than monolingual children.

Currently, researchers have begun to use data-sets that include more sensitive measures of language proficiency to find that among children of immigrant parents, bilingual-biliterate young adults land in higher status jobs and earn more than their peers who have lost their home language. Not only have these now-monolingual young adults lost the cognitive resources bilingualism provides, but they are less likely to be employed full-time, and earn less than their peers.

Americans are beginning to grasp the cognitive, social and psychological benefits of knowing two languages.

Only 1 in 4 Americans can talk in another language

Historically notorious for their English monolingualism, a recent Gallup poll reports that in this nation of immigrants, only one in four American adults now reports being conversationally proficient in another language. However, much more needs to be done if our nation is to remain a global leader in the next century.

Schools' role in the maintenance and development of potential bilinguals' linguistic repertoires will be critical to this process. Whether through bilingual instruction or encouraging parents to develop their children's home language skills, what schools do will matter. Today's potential bilinguals will contribute more as adults if they successfully maintain their home language.

Educational research leaves little doubt that children of immigrant parents will learn English. Where we fail these children is in maintaining their greatest resource: their home language. It's something we should cherish, not eradicate.

Rebecca Callahan, Associate Professor Bilingual/Bicultural Education, Cultural Studies in Education, *University of Texas at Austin*

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Which quotation from this article provides the best support for the point you want to make?

1. "For all the research that supports childhood bilingualism, it is only recently that scholars have begun to understand bilingualism in adults' professional lives."
2. "Historically notorious for their English monolingualism, a recent Gallup poll reports that in this nation of immigrants, only one in four American adults now reports being conversationally proficient in another language."
3. "Not only are bilingual young adults more likely to graduate high school and go to college, they are also more likely to get the job when they interview. Even when being bilingual is not a requirement, an interview study of California employers shows that employers prefer to both hire and retain bilinguals."
4. "Research links bilingualism to greater intellectual focus, as well as a delay in the onset of dementia symptoms. Frequent use of multiple languages is also linked to development of greater empathy."

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5.7: Working from Sources

Learning outcomes:

1. **Balance expert research with your own ideas in a college essay.**

“They Say/I Say” approach to sources:

When you write an academic essay, you join a conversation about a topic that many other more expert writers have already studied and written about. Citing sources adds your ideas to that ongoing conversation. Sometimes you’re citing a research finding that provides strong evidence for your point; at other times you’re summarizing someone else’s ideas in order to explain how your own opinion differs or to note how someone else’s concept applies to a new situation. You first report what “they” say (“they” being published authors, prevalent ideas in society at large, or maybe participants in some kind of political or social debate). Then you respond by explaining what you think: Do you agree? Disagree? A little of both? Just like the participants in a real conversation (see Figure 4.6.1), you can learn and communicate the ideas of others while also adding your own voice to the discussion.



Figure 5.7.1: "Symposium Indigenous Languages Today": Symposium on Indigenous Languages at the University of Pennsylvania's Quechua program. October 2019, by Quechua UPenn, is licensed under CC-BY-NC.

Balancing your ideas and source ideas:

This “They Say/I Say” approach can help you find balance in your use of sources. Two mistakes that student writers can make are:

- Describing what sources say about a topic but then going on to state ideas or opinions that are not connected to the claims they have just summarized. For example, if you have research evidence that children who keep their home language perform better on cognitive tests, you can't jump to claiming that they have better high school graduation rates. You need more research evidence to support that second claim.
- At the other extreme, simply quoting, summarizing and paraphrasing what research sources say without including their own thoughts at all; a research paper is not just a report. It is a paper organized around your own thinking on the topic, supported by information that you get from your research.

How can you know when you’re avoiding both of these extremes? Here are five common strategies. The strategies are in bold and are followed by an example:

Notice this!

- **Combine research findings from multiple sources to make a larger summary argument.** You might find that none of the sources you're working with specifically claim that immigrant students in your own city do not get enough support to continue building literacy in their home languages, but you can combine information from several sources that point in that direction. For example, you may find statistics from your city about how many students speak which languages at home, and compare those findings to the bilingual language programs in your local school district.
- **Combine research findings from multiple sources to make a claim about their implications.** For example, you might review papers that explore various factors affecting language loss in order to warn about the future consequences for children and communities.
- **Identify underlying areas of agreement.** For example, you might compare various students' experiences of learning a language in order to make generalizations about its effects.
- **Identify underlying areas of disagreement.** For example, you may find that the controversies about the effectiveness of bilingual education result from focusing on different student populations that have different needs.
- **Identify unanswered questions.** Perhaps you can review research about the effectiveness of dual-immersion and then argue for more in-depth research into why it is more successful for some student populations than for others.

When you cite sources that you agree with, you should choose quotes or paraphrases that serve as building blocks within your own argument.

Here are some more key principles for incorporating sources, principles which follow from the general point that academic writing is about entering an ongoing conversation.

Notice the context of the evidence in the original source:

Have you ever had the maddening experience of arguing with someone who twisted your words to make it seem like you were saying something you weren't? Inexperienced writers sometimes misrepresent their sources when they quote very minor points from an article or even positions that the authors of an article disagree with, or which were just unimportant things mentioned in passing. This often happens when students approach their sources looking for information that matches their own opinion.

Notice this!

For example, let's say a writer wants to argue that being bilingual is actually bad for you. They might find this sentence in an article and include this quote in their paper:

> "There were warnings that bilingual children would be confused by two languages, have lower intelligence, low self-esteem, behave in deviant ways, develop a split personality and even become schizophrenic."

But wait! Let's look at the whole paragraph from the article:

> There were warnings that bilingual children would be confused by two languages, have lower intelligence, low self-esteem, behave in deviant ways, develop a split personality and even become schizophrenic. It is a view that persisted until very recently, discouraging many immigrant parents from using their own mother tongue to speak to their children, for instance. This is in spite of a 1962 experiment, ignored for decades, which showed that bilingual children did better than monolinguals in both verbal and non-verbal intelligence tests. However, research in the last decade by neurologists, psychologists, and linguists, using the latest brain-imaging tools, is revealing a swathe of cognitive benefits for bilinguals. It's all to do with how our ever-flexible minds learn to multitask.

The author of the article is clearly against the idea and goes on to refute it. She only put it in her article to fight back against it. So if a student writer uses the first quote out of context, it looks like they didn't notice that they are using evidence that was already proven wrong by their source.

Use sources efficiently:

You can quote or paraphrase whole sentences or just phrases from another text. Less commonly, you can also quote long passages of more than one sentence using block quotes; this means that you indent the quote two tabs and omit the quotation marks. Most quotes should be short (key terms, phrases, parts of sentences, or single sentences), and the longer quotes (whole sentences and passages) should have a good reason to be there.

Every bit of every quote should feel necessary to the paper. Too many long quotes usually mean that your own argument is undeveloped. You can also use paraphrasing and summarizing. These are more difficult when you are not writing in your first language, but are often more appropriate to use than direct quoting. In fact, a good college research paper typically includes few direct quotes. Student writers may avoid paraphrasing because it is more difficult. Also, because many writers are afraid of plagiarizing, sticking to direct quotes seems safer. However, it is worth your time to work at building your paraphrasing skills because it is often a paraphrase that fits most smoothly into your own writing.

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5.8: Introducing and Explaining Evidence

Learning outcomes:

1. **Examine how to make your evidence clear and more authoritative by providing context and explanation.**
2. **Recognize correct reporting verbs and grammar structure for introducing evidence.**

Providing context:

This section uses evidence from the article "Why Being Bilingual Helps Keep Your Brain Fit" by Gaia Vince.

Whenever you use a quoted or paraphrased piece of text evidence from another source, you need to introduce it with context. Sometimes beginning academic writers put a quote without any context. This is called "dumping a quote" or "a dropped quote."

Comparing quotations in a sample paragraph:

Notice this!

Compare these two examples of text evidence used in a student paper:

“Bilingual people have significantly more grey matter than monolinguals in their anterior cingulate cortex, and that is because they are using it so much more often” (Abutalebi qtd. in Vince).

> This fulfills the minumum requirement of citing the author's last name for the in-text citation, but as a reader, it leaves you wondering: Who is Abutalebi? Why are they included here? How do they know this? Why should we believe it?

Cognitive neuropsychologist Jubin Abutalebi, of the University of San Raffaele in Milan, Italy, has found through brain scans that “bilingual people have significantly more grey matter than monolinguals in their anterior cingulate cortex, and that is because they are using it so much more often” (qtd in Vince). It may sound surprising that knowing two languages can literally change the actual physical structure of our brains, but that is the key to the mental benefits of bilingualism beyond the languages themselves. This extra gray matter makes our brains more flexible and resilient, and helps us understand other people better.

> The second example tells us who Abutalebi is, gives his credentials, and categorizes the evidence as a research finding before telling us the actual evidence so, as readers, we are better prepared to understand the evidence and accept it as logical support. (Note: if the writer uses another quote or paraphrase from Abutalebi later in the paper, they can simply use his last name, because we already know who he is.) After the evidence, the writer has added some explanation so we as readers understand why the evidence is important and how it relates to the other parts of the writer's essay.

Context before the text evidence, and explanation after it, wrap the evidence up in an idea-package so that our readers can easily follow our meaning.

Many teachers use the metaphor of a sandwich, like the one pictured in Figure 4.7.1, to describe this pattern that places pieces of evidence from other sources inside our own sentences. The evidence is the filling of the sandwich, and the two pieces of bread are the context and explanation. We do not typically put text evidence in the topic sentence or in the last sentence of a body paragraph.



Figure 5.8.1: Vegan Sandwich by Suzette is licensed under CC-BY 2.0

Using reporting words:

Reporting words tell us who said what, and often give us a clue about what kind of thing they said. We use them to introduce a quotation or paraphrase from another source. This useful group of words is sometimes called "reporting verbs" because most of them are verbs, or "reporting expressions" because many of them are phrases. One custom that may seem odd is that we usually put reporting verbs in simple present tense.

- If you are reporting a past event or action, like in the above example (...has found through brain scans that...), the verb is in simple past or present perfect.
- If the reporting verb is introducing someone's words, which is more common for a quote or paraphrase, it's usually in present tense. We act like we are talking about a big discussion where we are in the same room with all the authors, with each author saying their idea, even if they actually wrote it in an article several years ago. Don't forget the "s" on the end of the verb for a singular person or organization (Smith argues..., the Department of Agriculture reports...)

For more resources on the grammar and usage of reporting words, see 5.10: Useful Language to Integrate Evidence.

Neutral reporting words:

The simplest reporting verb is "**say**." There are 3 common places this verb goes in a sentence with a quote, but the first is the most common in academic writing.

> say: Science editor Gaia Vince says, "Multilingualism has been shown to have many social, psychological and lifestyle advantages."
>
> say (reporting word at the end of the quote): "Multilingualism has been shown to have many social, psychological and lifestyle advantages," says science editor Gaia Vince.
>
> say (reporting word embedded after the subject of the quote sentence): "Multilingualism," says science editor Gaia Vince, "has been shown to have many social, psychological and lifestyle advantages."

Here are other reporting verbs that you can use that mean the same thing:

> **state**: Science editor Gaia Vince states, "Multilingualism has been shown to have many social, psychological and lifestyle advantages."
>
> **tell**: Science editor Gaia Vince tells us, "Multilingualism has been shown to have many social, psychological and lifestyle

advantages." (Notice that with "tell," you need an indirect object like "us").

Using "according to":

The phrase "**according to**" means the same thing as "says," but the grammar pattern is different:

> According to Vince, "Bilinguals rarely get confused between languages, but they may introduce the odd word or sentence of the other language if the person they are talking to also knows it."
>
> According to several recent studies, bilinguals show more empathy and can guess other people's feelings more accurately.
>
> According to Abutalebi, "The ACC is like a cognitive muscle . . . the more you use it, the stronger, bigger and more flexible it gets" (qtd. in Vince).

Notice that "according to" is used as a prepositional phrase, not a verb. Here's the pattern:

> According to (source), (complete sentence, either a quote or paraphrase). (Citation if the source has a page number and/or didn't already say the author's name).

Be careful! The two most common mistakes students make are:

- Using both a reporting verb and "according to":

  Incorrect: According to Abutalebi, he reports that ...

  Correct: According to Abutalebi, ... or Abutalebi reports that...

- Failing to place a complete sentence after “according to:”

  Incorrect: According to Abutalebi, the greater flexibility of the bilingual brain.

  Correct: According to Abutalebi, the bilingual brain is more flexible.

Reporting words with special meanings:

If the source writer makes a generalization based on their observations, you can use "observe":

> **observe**: Science editor Gaia Vince observes, "Being so bound up with identity, language is also deeply political."

If the source writer makes a special point to focus the reader’s attention, you can use "point out":

> **point out**: Science editor Gaia Vince points out, "Bilingualism can also offer protection after brain injury."

If the source writer says the same thing as another source that you have just referred to, you can use "agrees" or "confirms":

> **agree**: Cognitive neurologist Thomas Bak agrees that multilingualism was more common in human history than monolingualism.
>
> **confirm**: Experiments by Panos Athanasopoulis at Lancaster University confirm that the way we describe a situation can change depending on which language we are using.

If the source writer refers to another source, you can use "cite":

> **cite**: Vince cites psycholinguist Susan Ervin-Tripp, whose work with Japanese-English bilingual women in the 1960s led her to believe that "human thought takes place within language mindsets, and that bilinguals have different mindsets for each language."

If the source writer gives careful reasons for their idea, you can use "explain":

explain: Abutalebi explains, "The ACC is like a cognitive muscle....: the more you use it, the stronger, bigger and more flexible it gets."

If the source writer emphasizes something which not everybody agrees about, you can use "maintain," "insist," or "argue":

maintain: Bak maintains that "the detractors have made errors in their experimental methods."

insist: Language expert Alex Rawlings insists that it is actually easier to learn new languages as an adult than as a child.

argue: Vince argues that European imperialism may have led to the false belief that encouraging bilingualism in children is harmful.

If the source writer makes a statement based on research evidence, you can use "conclude" or "show":

conclude: From her research on aging bilinguals at York University, psycholinguist Ellen Bialystok concludes that being bilingual can delay the onset of dementia by about five years.

show: A study in 1962 by Peal and Lambert showed, "Bilingual children did better than monolinguals in both verbal and non-verbal intelligence tests."

If the source writer says something in passing that is not their main point, but that you want to include in your own paper, you can use "mention":

mention: Vince mentions that "one estimate puts the value of knowing a second language at up to $128,000 over 40 years."

If the source writer talks about future possibilities, you can use "predict," "warn," or "hope," depending on the meaning:

predict: Vince predicts, "Being bilingual could keep our minds working longer and better into old age, which could have a massive impact on how we school our children and treat older people."

warn: Vince warns that "in a world that is losing languages faster than ever – at the current rate of one a fortnight, half our languages will be extinct by the end of the century."

hope: Bialystok hopes that education systems will encourage children to grow up bilingual, "considering the very many social and cultural benefits to knowing another language."

If the source writer discusses an idea or gives evidence for it, but is not 100% definite about it, you can use "suggest":

suggest: Bialystok suggests that dementia may be delayed "because bilingualism rewires the brain and improves the executive system."

If the source writer does not believe something to be true, you can use "deny," doubt," or "question":

deny: Some educators deny the necessity of bilingualism, and still discourage immigrant parents from raising their children with both languages.

doubt: Some policymakers doubt the benefits of bilingualism, despite the support of extensive research.

question: Bak questions the methods of the researchers who claim bilingualism does not have cognitive benefits.

If the source writer is asking a question, you can use "ask" or "wonder." (note that this is a different meaning than "question"—"question" has the special meaning of "doubt" or "criticize" in academic language.)

ask: Vince asks, "What will happen if the current rich diversity of languages disappears and most of us end up speaking only one?"

wonder: Vince wonders whether there are "really two separate minds in a bilingual brain."

If the source writer is making a concession or describing a different perspective, you can use "admit" or "acknowledge":

admit: Vince admits that she struggled to learn the new language.

acknowledge: Vince acknowledges that many educators still discourage students from keeping their home language.

Choosing effective reporting words:

Let's take a look at the reporting words the author used in the article to introduce her evidence.

Try this!

Here are some sentences from the article "Why Being Bilingual Helps Keep Your Brain Fit" by Gaia Vince. The reporting word(s) have been replaced with the letter "X". Guess which word(s) she used to introduce the quote or paraphrase, out of the three choices in brackets at the end of each sentence. Think about what kind of an idea the evidence is - is it a fact? an opinion? a conclusion? Also use the grammar pattern as a clue.

1. “If you look at modern hunter-gatherers, they are almost all multilingual,” **X** Thomas Bak. **[doubts/ says/ concludes]**
2. "From this [study], Ervin-Tripp **X** that human thought takes place within language mindsets, and that bilinguals have different mindsets for each language..." [**concludes/ insists/ warns]**
3. "When I did the same test again after completing the . . . task, I was significantly better at it, just as Athanasopoulos has predicted. 'Learning the new language improved your performance the second time around,” he **X**. **[denies/ explains/ argues]**
4. "The result of my test in Athanasopoulos’s lab **X** that just 45 minutes of trying to understand another language can improve cognitive function." **[questions/ maintains/ suggests]**
5. "Strowger **X** me that the program has had many benefits in addition to their grades, including improving students’ engagement and enjoyment, increasing their awareness of other cultures so that they are equipped as global citizens, widening their horizons, and improving their job prospects." **[tells/ says/ according to]**

Explaining text evidence:

Writers typically add at least a sentence or two of explanation after quoted or paraphrased text evidence to explain why the evidence is important and how it connects to the topic sentence or other point, and thus supports the overall thesis. Sometimes teachers call this part "analysis" or "significance."

What I should write in the explanation:

Your explanation may include any of the following:

- interpretation: what is the deeper meaning of the evidence?
- emphasis/impact: why is the evidence so important?
- cause-effect: what are the reasons for or consequences of the evidence?
- comparison: how is this thing/situation/solution similar to or different from something else?
- condition: if/unless one thing is/isn’t true, then what?
- evaluation: why is this a better/worse situation/solution than another?
- personal connection: (if it’s appropriate for the class/assignment)

What I should not write in the explanation:

Your explanation should not do any of these:

- nothing—your paragraph ends with evidence
- repeat the evidence or context
- say what happened next in a story or in reality
- use personal experience if not allowed for the assignment/class

How I can start my explanation sentences:

Here are a few possible sentence starters:

- In other words, his/her/their point is.....
- As this quote/example shows....
- Basically, X is saying Y.
- *[the author's]* point is that Y.
- The essence of *[the author's]* argument is that Y.
- Given these findings, ...
- Based on this surprising increase/decrease, ...

Applying the sandwich pattern:

Let's apply this to your own writing.

Try this!

Look at your own or a classmate's draft. Find each piece of quoted or paraphrased text evidence. Ask these questions, and then see what you can add/improve:

- Is each piece of text evidence introduced with a source and reporting words?
- The first time a source appears, did the writer include a credential? (Who is this source, and why should we believe them?)
- Do the reporting words accurately give us a clue about the meaning/type of evidence? (For example,Quick fix if it says, "Nguyen argues . . . ," is the thing Nguyen said actually an argument rather than a fact?)
- Do the reporting words follow a correct grammar pattern?
- Did the writer add an explanation after the evidence?
- Does the explanation explain the importance of the evidence and connect the evidence to the point?

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5.9: Formatting Your Paper

Learning outcomes:

1. **Examine correct format for an academic essay.**
2. **Recognize how to set up a page in MLA format and cite sources on a Works Cited page.**

Why we want a standard format:

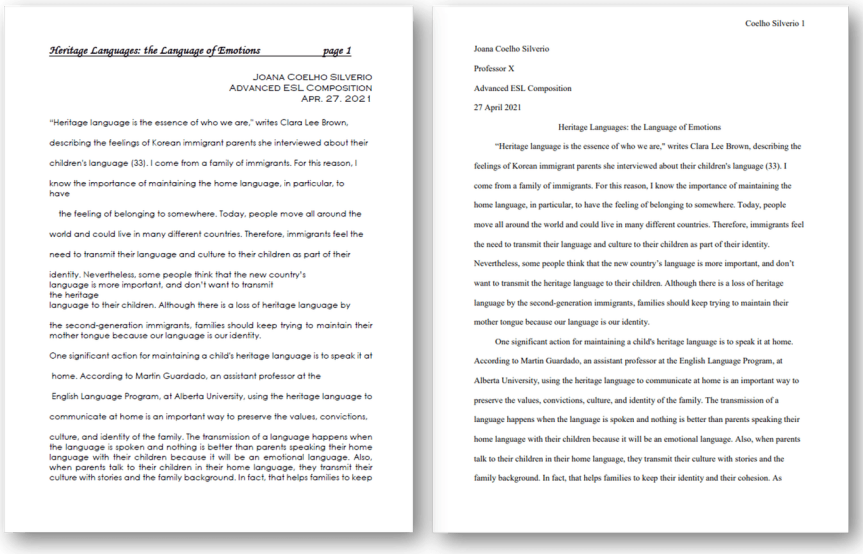
When you go to a job interview, what do you wear? Most people try to dress professionally (see Figure 5.9.1:) to make a good first impression because sometimes people make judgments based on outside appearances instead of content. When you send your essay out to be read by other people, you probably also want it to make a good first impression on your readers. You want them to think that your essay is professional and academic, even before they read a single word.



Figure 5.9.1: Man wearing a suit at a job interview. ("Man on a Job Interview"(opens in new window) by amtec_photos(opens in new window) is licensed under CC BY-SA 2.0(opens in new window))

When you write papers for a college course, the instructor will usually require you to use a specific format. Format is a standard way that a paper is required to look. It includes things like the heading, the font, and the punctuation of the list of sources and the in-text citations. There are several different official formats that look different but serve the same purposes. The format makes the paper easy to read, and makes your information about your sources easy for the reader to find.

When you glance at the two papers in Figure 5.9.2:, which do you think uses an official format? What differences can you find?



Heritage Languages: the Language of Emotions page 1

JOANA COELHO SILVERIO
ADVANCED ESL COMPOSITION
APR. 27. 2021

"Heritage language is the essence of who we are," writes Clara Lee Brown, describing the feelings of Korean immigrant parents she interviewed about their children's language (33). I come from a family of immigrants. For this reason, I know the importance of maintaining the home language, in particular, to have the feeling of belonging to somewhere. Today, people move all around the world and could live in many different countries. Therefore, immigrants feel the need to transmit their language and culture to their children as part of their identity. Nevertheless, some people think that the new country's language is more important, and don't want to transmit the heritage language to their children. Although there is a loss of heritage language by the second-generation immigrants, families should keep trying to maintain their mother tongue because our language is our identity.

One significant action for maintaining a child's heritage language is to speak it at home. According to Martin Guardado, an assistant professor at the English Language Program, at Alberta University, using the heritage language to communicate at home is an important way to preserve the values, convictions, culture, and identity of the family. The transmission of a language happens when the language is spoken and nothing is better than parents speaking their home language with their children because it will be an emotional language. Also, when parents talk to their children in their home language, they transmit their culture with stories and the family background. In fact, that helps families to keep

Coelho Silverio 1

Joana Coelho Silverio
Professor X
Advanced ESL Composition
27 April 2021

Heritage Languages: the Language of Emotions

"Heritage language is the essence of who we are," writes Clara Lee Brown, describing the feelings of Korean immigrant parents she interviewed about their children's language (33). I come from a family of immigrants. For this reason, I know the importance of maintaining the home language, in particular, to have the feeling of belonging to somewhere. Today, people move all around the world and could live in many different countries. Therefore, immigrants feel the need to transmit their language and culture to their children as part of their identity. Nevertheless, some people think that the new country's language is more important, and don't want to transmit the heritage language to their children. Although there is a loss of heritage language by the second-generation immigrants, families should keep trying to maintain their mother tongue because our language is our identity.

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Figure 5.9.2: "Format comparison" by Gabriel Winer is licensed under CC BY NC.

The two official formats that you will probably need to use in your college courses are MLA format and APA format. The initials stand for the organization that has established the format.

"MLA" stands for *Modern Language Association*. MLA format is international, and is used for academic papers and journals in the areas of language, literature and the humanities. For college English classes, you will be required to use MLA format.

"APA" stands for *American Psychological Association*. APA format is used for academic papers and journals in the social sciences. For many college papers other than English papers, you will be required to use APA format.

MLA format:

Setting up a document in MLA format:

The following are the basic guidelines for setting up an MLA-formatted document. Your word program will have menu controls to help you with these settings.

- Set margins to 1" on left, right, top, and bottom.
- Set margins to ½" for header and footer.
- Use a standard 12-point font throughout the document. Times New Roman is the most common.
- Double-space throughout the document. Also remove extra space between paragraphs (Microsoft Word defaults to putting in an extra space).
- Use a straight left edge and a "ragged" right edge.
- Indent paragraphs ½" (1 tab).
- Center a document title on page 1. Use plain 12-point font—do not bold, underline, or italicize.
- Create an upper left heading on page 1 only. This should include the following:
  - Your name (first and last name)
  - The teacher's name
  - The name of the class
  - The date
- Create an upper right header for all pages. This should include the following:
  - Your last name
  - An automatic page number

Sample essay in MLA format:

The link below opens a version of a sample essay formatted in MLA 8th edition:

Sample Student Research Paper Heritage Languages.pdf

Creating an MLA Works Cited page:

The purpose of the Works Cited page is to collect all of the sources used in a text and to arrange them so they are easy for your reader to locate. Listing the sources also helps you track them and makes it less likely that you might accidentally plagiarize by forgetting to mention a piece of source material.

Setting up the page:

Follow these guidelines to set up your Works Cited.

- Works Cited is located at the end of a paper. Always start it at the top of a new page.
- Put the title Works Cited at the top of the page, centered.
- The Works Cited page uses the same formatting as the rest of the paper: 12 point standard font, double spacing, 1" margins on all sides, etc.
- List sources alphabetically, according to whatever comes first in each citation. (Do not list them in the order they occur within the paper.)
- Use "hanging" paragraphs to set up sources. This means that the first line of each source begins at the left margin, while second and subsequent lines are indented by ½" (1 tab). This is the reverse of a regular paragraph. The "hanging" format makes it easy to visually scroll down the list and see each source. If you are using Microsoft Word, you can set hanging paragraphs by choosing the "hanging" setting in the "Paragraphs" menu.

Figure 5.9.3: shows an annotated example of a Works Cited page (Annotated-Works-Cited-Examples to open in a new page):

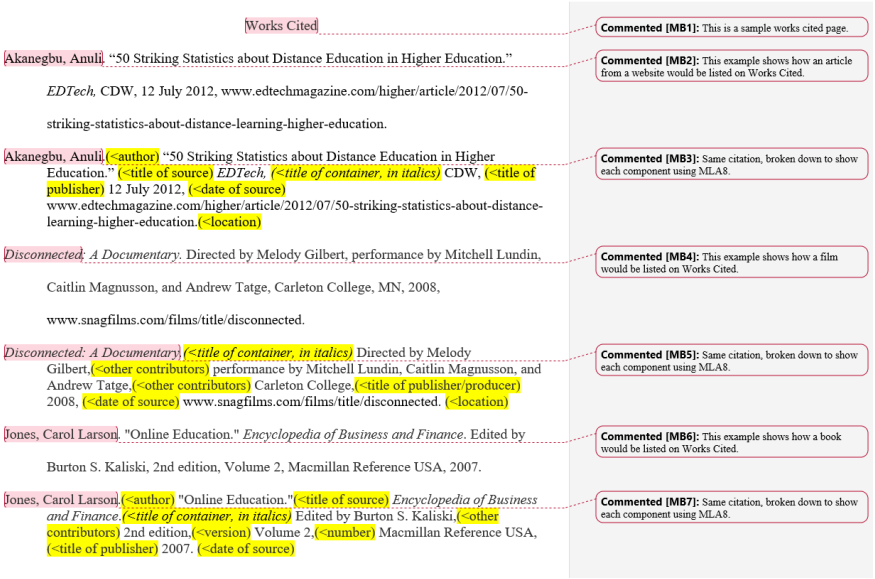


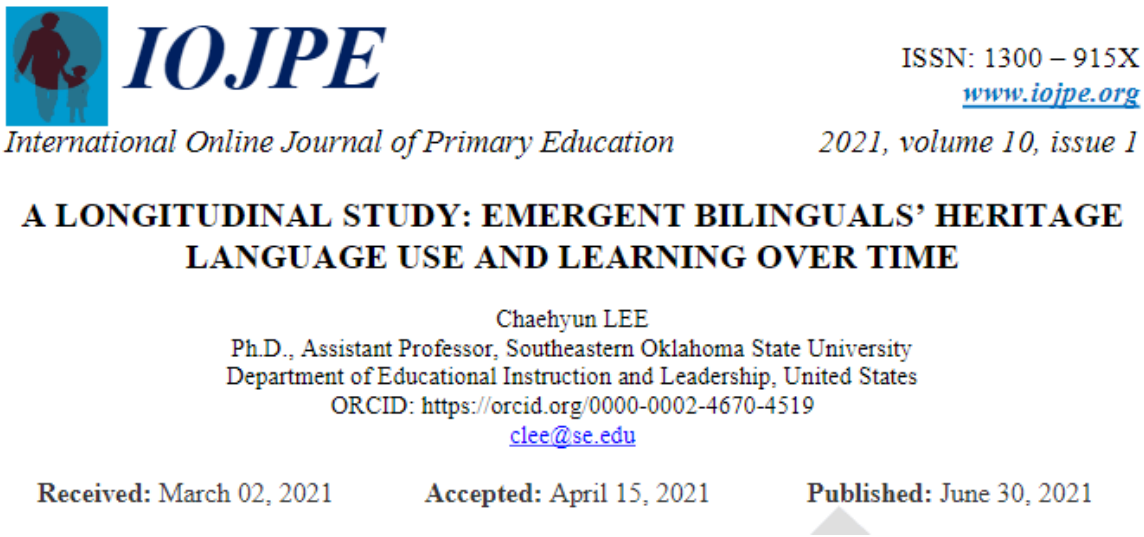
Figure 5.9.3: Annotated example of a works cited page by Carol Burnell, Jaime Wood, Monique Babin, Susan Pesznecker, and Nicole Rosevear is licensed CC BY NC.

Creating entries on the Works Cited page:

Let's look at how to set up Works Cited citations.

We'll work with this article from the *International Online Journal of Primary Education*: "A Longitudinal Study: Emergent Bilinguals'

Heritage Language Use and Learning over Time." Figure 5.9.4: shows the top of the first page of this article.



IOJPE

International Online Journal of Primary Education

ISSN: 1300 – 915X
www.iojpe.org
2021, volume 10, issue 1

A LONGITUDINAL STUDY: EMERGENT BILINGUALS' HERITAGE LANGUAGE USE AND LEARNING OVER TIME

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Figure 5.9.4: "Screenshot of online article" by Gabriel Winer is licensed under CC BY NC. Article by Chaehyun Lee is licensed under CC BY 4.0.

Here is the raw information at the top of the article. You will need most of this information for your citation, but not all of it, and not in this order.

- International Online Journal of Primary Education
- 2021, volume 10, issue 1
- Copyright © International Online Journal of Primary Education
- A Longitudinal Study: Emergent Bilinguals' Heritage Language Use and Learning over Time
- Chaehyun Lee
- Ph.D., Assistant Professor, Southeastern Oklahoma State University Department of Educational Instruction and Leadership, United States
- ORCID: https://orcid.org/0000-0002-4670-4519clee@se.edu
- Received: March 02, 2021
- Accepted: April 15, 2021
- Published: June 30, 2021

To make a citation, find each piece of information from the source. If certain parts are not there, we simply leave them blank. Note that each item is followed with specific punctuation. Copy these as you create your own citations.

Source information types and formatting rules:

Table 4.9.1 shows the types of source information you need to make a citation, an explanation of what each type is, and the special rules for how to capitalize and punctuate that item.

Table 4.9.1: Source information items for Works Cited entries

Type of information	Explanation	Formatting rules	Example
Author(s)	Person or organization who wrote the text	• The first author's name is always reversed, with a comma after the last name: Last Name, First Name. • It is followed by a period. • If there are two authors, list them as Last Name, First Name and First Name Last Name. • If there are three or more authors, list them as First Name et al. (Et al. is Latin for "and more.")	Lee, Chaehyun.
Title	Name of the text	• Capitalize all words in the title of the source except for articles, conjunctions, and prepositions. • If it is an article, essay, chapter, or any other "small" piece of material, it will be in quotation marks and plain font. • If it is a book, film, periodical, or an entire web page, it will be in *italic* font with no quotation marks. • The title of the source is followed with a period—and when quotation marks are used, note that the period always goes inside the quotation marks.	"A Longitudinal Study: Emergent Bilinguals' Heritage Language Use and Learning over Time."
Container	The container is the "place" that holds or houses the source you're using. • A book chapter (title) is held within a book (container). • A newspaper article (title) is held within a newspaper (container). • An essay on a web page (title) is held within a website (container). • A magazine article (title) is held within a magazine (container).	• Capitalize all words in the title of the source except for articles, conjunctions, and prepositions. • The container is almost always in *italic* font and followed by a comma.	*International Online Journal of Primary Education*
Other contributors	This line provides a way to mention people who assisted with creating or handling the source, e.g., directors, translators, performers, illustrators, etc.	• List them using plain, unabbreviated language, e.g., performed by, directed by, etc. • Other contributors are listed in plain font and followed by a comma.	[This article has no other contributors. You can just skip this part.]

Type of information	Explanation	Formatting rules	Example
Version	Use this if you want to mention an edition number (e.g., Second Edition, Evening Edition, etc.) or if you want to list a volume (Volume 3), a month (January), etc.	• Version is written in plain font and followed by a comma. • "Volume" is abbreviated "vol." and not capitalized.	vol. 1,
Number	Use this to provide an issue number (e.g., for a magazine or journal), a special archive number (e.g., with museum pieces), or something similar.	• Number is written in plain font, not capitalized, and followed by a comma. • Number is abbreviated "no."	no. 10,
Publisher	The publisher is the person or institution that makes the source available to the world.	• Publishers for books, periodicals, and printed materials are usually written on one of the first pages. • Web page publishers can usually be found at the page bottom. If you cannot find the publisher quickly, you might use Google to search for it, i.e., searching 'New York Times Publisher.' • Film and music publishers will usually be located on the material. • Write out the complete publisher name; capitalize it fully and don't abbreviate or omit words. • The publisher is in plain font and followed by a comma.	[Like many online sources, the container and the publisher are the same; there isn't a separate publisher, so you can just skip this part.]
Publication date	The date the text was published.	• Use MLA date format: day month year • Follow the date with a comma. • With longer months, you may abbreviate the source; if you do, follow the abbreviation with a period.	30 June 2021,

Type of information	Explanation	Formatting rules	Example
Location	The source's location tells the reader where to find the source. Many sources will not have a location, but it should be listed if present.	• If using a book, the page number is the location. ◦ For single pages, use this format: p. 6. ◦ For two or more pages, list like this: pp. 62-4 or pp. 184-96. ◦ If using two or more pages and they cross a "hundred" marker, list like this: pp. 456-502. • With web pages, give the URL—but omit the http:// at the beginning. • If a doi (digital object indicator) number is available, use that instead of a URL. • Do not break URLs or doi's manually to try and fit them into your Works Cited: just type them in and let your Word processor decide where to break them. • If you have a different kind of source and believe you have a location with it, share it as best you can, following these guidelines. • Locations are in plain font and followed by a period.	pp. 1-18, www.iojpe.org/index.php/iojpe/article/view/1/4.

Now, to create a Works Cited citation, link all of the available elements together, following the correct punctuation and placing a space between each component.

- Use your word program's menus or the little arrows on the ruler at the top to set hanging paragraphs.
- Don't break your lines manually: set hanging paragraphs and then keep typing, allowing the software to determine the line breaks.
- Your citation should always end with a period.

Complete citation:

Lee, Chaehyun. "A Longitudinal Study: Emergent Bilinguals' Heritage Language Use and Learning over Time." *International Online Journal of Primary Education*, vol. 10, no. 1, 30 June 2021, pp. 1-18, www.iojpe.org/index.php/iojpe/article/view/1/4.

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Lee, Chaehyun. "A Longitudinal Study: Emergent Bilinguals' Heritage Language Use and Learning over Time." *International Online*

Journal of Primary Education, vol. 10, no. 1, 30 June 2021, pp. 1-18. Licensed under CC BY.

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5.10: Useful Language to Integrate Evidence

Learning outcomes:

1. **Analyze and employ grammatically correct reporting words to introduce different types of arguments, statements, and quotations, etc.**

Reporting Verbs:

Also see 5.8: Introducing and Explaining Evidence for a list of reporting words organized by meaning.

Different reporting words have special meanings that communicate what type of idea the source said and how it is related to other ideas. If we read that someone "argues...," we know that an opinion is coming. If we read that someone "reports...," we are ready for a fact. If we read that someone "acknowledges...," we are ready for a concession.

Reporting word grammar patterns:

Different reporting words also follow different grammar patterns. This resource divides them into five pattern types:

- verb + a complete idea
- verb + a noun phrase or certain similar structures
- verb + either of the above patterns
- verb + special collocations (certain words that always go with them)
- according to (this one is so important, it gets its own category)

Verb + complete idea:

Many reporting words follow the first pattern: verb + that + subject + verb + complement (if any). In other words, you must use a noun clause to report the complete idea that the source said.

- He asserts that bilingualism is valuable.
- She warns that this law will have terrible consequences.

With some reporting verbs, you can choose whether to use "that" after the verb. If “that” is in parentheses in the first column of Table 4.10.1, then you can leave it out. (For example, you can say: "Gonzalez says *that* bilingualism is gold" *or* you can say: Gonzalez says bilingualism is gold.") Using “that” when it is optional usually makes your sentence sound more formal. In Table 4.10.1, if “that” is *not* in parentheses, you should include it to follow academic writing customs.

You can use any of the expressions listed here to report either indirect or direct quotations. To report a direct quote, omit *that*. You can put the reporting word before the quotation, embedded after the subject of the first sentence in the quotation, or after the quotation. Notice the patterns for capital letters and commas.

Sometimes you will also see another punctuation pattern with a colon (:) after the reporting expression. You can use this when the introduction phrase is an independent clause with a subject and verb (and possibly object).

- Nguyen proposes, "The city should adopt harm reduction approaches."
- Nguyen proposes a different idea: "The city should adopt harm reduction approaches."

In the second sentence, there is an independent clause ("Nguyen proposes a different idea") so you can introduce the quotation with just a colon.

Table 4.10.1 provides reporting words that use the verb + complete idea pattern.

Table 4.10.1: Reporting words that come before a complete idea

reporting word(s)	special meaning (flavor of "says")	example
agrees (that) + SVC	expresses the same opinion as someone else	Le agrees with Smith that drugs should be decriminalized.
argues that + SVC	states that something is true, should be done, etc.	Le argues that drugs should be decriminalized.
asserts (that) + SVC	states firmly that something is true	Le asserts that drugs should be decriminalized.
believes (that) + SVC	is sure something is true (be careful with this one, because it's more a statement of what the author thinks than what they say, and we can't read their minds, only their words.)	Le believes that drugs should be decriminalized.
cautions that + SVC	warns, tells about something bad that might happen	Le cautions that if drugs are not decriminalized, more violence will result.
claims (that) + SVC	states that something is true, especially if there is little proof, if it is a new idea, or if there is controversy – if you use "claims" to report someone else's opinion, you probably doubt that they are right	Opponents claim that drug use will increase with decriminalization.
concludes that + SVC	decides that something is true after considering all the information	Le concludes that despite the risks, decriminalization of drugs is the best public health policy.
insists (that) + SVC	says firmly and often that something is true, especially when other people think it may not be true	Le insists that decriminalization of drugs will not result in rampant abuse.
notes that + SVC	notices or pays careful attention to something (often something that is important but not the main idea)	Le notes that the end of Prohibition did not result in greater alcohol abuse.
reports that + SVC	gives information about events, facts, or what someone else said	Le reports that in Portugal, where drug use is not criminalized, overdose rates are lower.
says (that) + SVC	expresses an idea, even in writing	Le says that many police departments are resistant to decriminalization.

reporting word(s)	special meaning (flavor of “says”)	example
speculates that + SVC	guesses about the possible causes or effects of something without knowing all the facts or details (often used to make a prediction about the future)	Le speculates that the initial transition period might be difficult.
states that + SVC	says, but more formal	Le states that decriminalization would benefit public health as well as reduce crime.
thinks (that) + SVC	has an opinion (not the most accurate because of the same reason above with “believes.”)	Le thinks that decriminalization is the best approach.

Verb + noun phrase, etc.:

Some follow a different pattern: verb + NP (NP = noun phrase: noun and things attached to it, but not a complete sentence). Note: some of these can be followed by a noun clause that starts with “how,” or “whether” but not a noun clause beginning with “that,” and many can use a gerund (verb-**ing**) in place of the noun phrase.

- The author questions the motives behind English-only policies.
- She criticizes the new law.
- She asks *whether he is prepared.*
- She questions *how well he prepared.*

After the noun, to add more information, you can use connectors like “the fact that” or “with” or add an adj clause that wraps in another complete idea **while not making the noun into the subject of a sentence**:

- The author examines the **flaws** *in a study that claims to link immunizations to autism.*
- The author describes an **experiment** *that tested methods of memorization.*
- The author discusses the **barriers** *for immigrants who cannot return to their prior professions.*
- The author considers **problems** *with the current infrastructure for utilizing solar energy.*

Table 4.10.2 provides reporting words that attach a noun phrase (or a noun clause starting with "how" or "whether")

Table 4.10.2: Reporting Words that attach a noun phrase etc.

reporting word(s)	special meaning (flavor of “says”)	example
challenges + NP	argues against; tests; refuses to believe	Ruiz challenges the assumption that decriminalization encourages drug use.
considers + NP	thinks about carefully; discusses	Ruiz considers the health and legal aspects of decriminalization.
criticizes + NP	says why something is bad or wrong	Ruiz criticizes the policy of imprisoning nonviolent drug offenders.
describes + NP	says what something/someone is like by giving details, often specific or sensory details	Ruiz describes a clinic in Vancouver that provides clean needles to addicts.
discusses + NP	talks about the different parts/sides of something	Ruiz discusses the health and legal aspects of decriminalization.
examines + NP	studies closely; discusses	Ruiz examines the health and legal aspects of decriminalization.

reporting word(s)	special meaning (flavor of "says")	example
investigates + NP	tries to find out more about something; discusses	Ruiz investigates the health and legal aspects of decriminalization.
refers to + NP	mentions or speaks about someone else or someone else's text	Ruiz refers to a 2009 study of prison populations and drug convictions.
summarizes + NP	makes a short statement giving only the main information and not the details of a plan, event, report etc.	Ruiz summarizes the policies of six nations that have successfully decriminalized drugs.

Verb + complete idea or noun phrase, etc.:

Some reporting words, such as those in Table 4.10.3, can follow more than one pattern (you can say verb + that + SVC OR verb + NP):

4.10.3: Reporting Words that attach either a complete idea or a noun phrase etc.

reporting word(s)	special meaning (flavor of "says")	example
• **acknowledges (that) + SVC** • **acknowledges + NP**	admits or accepts that something is true, especially something that is unpleasant or that supports the opposite of the author's argument	• Kaur acknowledges that the new policy has some risks. • Kaur acknowledges some risks of the new policy.
• **adds that + SVC** • **adds + NP**	says another thing or adds to an existing conversation/ argument	• Kaur adds that rehabilitation programs are underfunded. • Kaur adds another benefit of decriminalization: there will be more money for rehabilitation programs.
• **admits (that) + SVC** • **admits + NP**	agrees unwillingly that something is true or that someone else is right about something	• The authors admit that the study design isn't perfect. • The authors admit mistakes in the study design.
• **comments that + SVC** • **comments on + NP**	adds their opinion to a subject, idea, or plan	• Kaur comments that a new therapy has been more successful in treating addiction. • Kaur comments on a new therapy that has been more successful in treating addiction.
• **explains that + SVC** • **explains + NP**	tells about something in a way that makes it more clear	• Kaur explains that the new therapy combines medical treatment with social support. • Kaur explains a new therapy that combines medical treatment with social support.

reporting word(s)	special meaning (flavor of “says”)	example
• **indicates that + SVC** • **indicates + NP**	points to (this is often used with something besides a person as the subject: the study indicates... evidence indicates...)	• Recent figures indicate that over half of prison inmates are locked up for drug offenses. • Research indicates another possible solution to the problem.
• **maintains that + SVC** • **maintains + NP**	states firmly that something is true	• Kaur maintains that decriminalization is the best strategy. • Kaur maintains her position that decriminalization is the best strategy.
• **mentions that + SVC** • **mentions + NP**	says something that is not a main idea, sometimes while talking about another topic	• Kaur mentions that prescription drug abuse is another related problem that cannot be ignored. • Kaur mentions prescription drug abuse, another related problem that cannot be ignored.
• **points out that + SVC** • **points out + NP**	tells something that may not be obvious or that people might not know	• Kim points out that crime has not increased in Colorado since marijuana was legalized. • Kim points out stable crime rates in states where marijuana has been legalized.
• **proposes that + SVC** • **proposes + NP (often verb-ing)**	tells an idea of what people should do	• Kim proposes that the government should combine regulation with treatment. • Kim proposes a combination of regulation and treatment.
• **remembers that + SVC** • **remembers + NP (often verb-ing)**	remembers a story or event	• Kim remembers that the guards seemed depressed. • Kim remembers visiting a high-security prison for the first time.
• **recalls that + SVC** • **recalls + NP (often verb-ing)**	remembers or tells the story of an event	• Kim recalls that the guards seemed depressed. • Kim recalls meeting a guard who seemed depressed.

reporting word(s)	special meaning (flavor of "says")	example
• **regrets that + SVC** • **regrets + NP (often verb-ing)**	wishes they hadn't done something	• The inmate regrets that she lost custody of her child. • The inmate regrets losing custody of her child.
• **suggests (that) + SVC** • **suggests + NP (often verb-ing)**	tells an idea of what people should do OR (more common in academic texts) indicates, points to, or supports an idea that is not 100% sure	• Many recent studies suggest that drug addicts are not deterred by the threat of arrest. • Kim suggests that governments should decriminalize drug use. • Kim suggests decriminalizing drug use.

Verb + special pattern:

Some reporting words follow different patterns, such as those in Table 4.10.4:

Table 4.10.4: Reporting Words with Special Patterns

reporting word(s)	special meaning (flavor of "says")	example
• **asks if/whether + SVC** • **asks about + NP** • **asks why + SVC**	has a question about something; stronger than *wonders* but more neutral than *questions*	• Kim asks if spending more on prevention would be more effective. • Kim asks about the efficacy of prosecuting drug users. • Kim asks why current policies continue, despite evidence that they are not working.
• **questions + NP** • **questions if/whether + SVC**	argues against; tests; refuses to believe; expresses doubts (note how this is different from the regular conversational meaning)	• Kim questions current policies. • Kim questions whether current policies are working.
• **recommends that + SVC, *verb in base form*** • **recommends + NP (often verb-ing)**	tells an idea of what people should do	• Kim recommends that governments focus on treatment, not punishment. • Kim recommends focusing on treatment, not punishment.
• **writes that + SVC** • **writes about + NP (often verb-ing)**	neutral, just like "says"	• Kim writes that the effects of criminalizing drugs are worse than the effects of drug abuse. • Kim writes about the effects of criminalization.

reporting word(s)	special meaning (flavor of “says”)	example
• **wonders if/ whether + SVC** • **wonders about + NP** • **wonders why + SVC**	has a question about something; guesses; thinks that something may be true	• Kim wonders if spending more on prevention would be more effective. • Kim wonders about the efficacy of prosecuting drug users. • Kim wonders why current policies continue, despite evidence that they are not working.
according to + someone, SVC	this means they said, is totally neutral, and works as a prepositional phrase – do not also use another reporting expression for the same idea.	• According to Kim, decriminalization is the first step toward solving the drug crisis.

According to:

"According to" is not a verb, but a prepositional phrase. It means the same as "they said," is totally neutral, and is always followed by the person (or organization, or text, etc.) who said the thing.

- According to Kim, decriminalization is the first step toward solving the drug crisis.
- Decriminalization is the first step toward solving the drug crisis, according to Kim.
- Harm reduction, according to a recent meta-analysis of over 70 studies, is the best strategy.

Caution: do not also use a verb for the same job in the sentence.

- No: According to Kim, he argues that decriminalization is the first step toward solving the drug crisis.
- No: According to Kim argues that decriminalization is the first step toward solving the drug crisis.
- Yes: According to Kim, decriminalization is the first step toward solving the drug crisis.
- Yes: Kim argues that decriminalization is the first step toward solving the drug crisis.

Using ellipses and square brackets to make quotations more clear:

Ellipses:

Sometimes when you quote from another text, you want to make your quotation shorter and simpler by leaving out some words or phrases. You can do this by using ellipses, which are three periods with a space between them (. . .).

Let's look at an example:

> “Notably, far too many of the children with the greatest potential to become good bilinguals – the children of immigrants – lose fluency in their parents’ language. It’s estimated that by the third generation, immigrants have completely lost fluency in their heritage languages” (Snow).

Some things in this sentence are repetitive, and you can leave them out. However, you must use ellipses to show that you have done this:

> “Notably, far too many . . . children of immigrants . . . lose fluency in their parents’ language. . . . By the third generation, immigrants have completely lost fluency in their heritage languages” (Snow).

Be careful! When you use an ellipse, do not change the meaning of the original text. In the following quotation, too much text has been left out, and the meaning is not the same.

> "Notably, . . . children with the greatest potential . . . have completely lost fluency in their heritage languages” (Snow).

Also, if you are using ellipses, check that *your own* sentence is grammatically correct and makes sense. In the following quotation, important grammar and function words have been left out and the sentence no longer makes sense.

> "Notably, far too many of the children with the greatest potential to become good bilinguals . . . fluency in their parents' language. It's estimated that . . . have completely lost fluency in their heritage languages" (Snow).

Square brackets:

Sometimes the grammar in a quotation from a source does not fit with the grammar in your own sentence. In this case you can use square brackets [like this] to show that something in the original text has been changed. For example, consider this quotation, which describes research that was done by psycholinguist Susan Ervin-Tripp:

> According to Vince, "In the 1960s, one of the pioneers of psycholinguistics, Susan Ervin-Tripp, tested Japanese–English bilingual women, asking them to finish sentences in each language. She found that the women ended the sentences very differently depending on which language was used."

Although the quotation makes sense in a larger paragraph, it is not clear in the second sentence alone who "she" is, who "the women" are, and what "the sentences" are. If you wanted to use this sentence in your essay, you could use square brackets to clarify that information.

> According to Vince, psycholinguist Susan Ervin-Tripp "found that women [who were bilingual in English and Japanese] ended the sentences [which researchers gave them to complete] very differently depending on which language was used."

Notice that "she" was also replaced by Ervin-Tripp's name. Because this is before the quotation marks, square brackets are not used. If you want to change a word at the beginning of the quotation, just start the quotation later.

Be careful! Don't change the meaning of the original text when you use brackets. In the following example, the words in brackets change the meaning into something different. This is not acceptable.

> According to Vince, "In the 1960s, one of the pioneers of psycholinguistics, Susan Ervin-Tripp, tested Japanese–English bilingual women, asking them [whether or not] to finish sentences in each language."

Checking your understanding of ellipses and square brackets:

Let's see if you can identify which examples of ellipses and square brackets are correct.

Try this!

Here are three quotations from the article "The True Failure of Foreign Language Instruction" by Catherine Snow. Decide if each example uses square brackets and/or ellipses correctly.

1. In fact, "In [Snow's] view, it's ironic that we have students walking up staircases at one end of their school building to attend Spanish foreign language classes while at the other end of the same building native Spanish speakers are being taught English and content in ways that lead to their loss of Spanish" (Snow).
2. In fact, "it's ironic that we have students walking up staircases at one end of their school building to attend Spanish foreign language classes . . . being taught English and content in ways that lead to their loss of Spanish" (Snow).
3. Snow writes, "native Spanish speakers are being taught English and content in [order to] . . . lead to their loss of Spanish" (Snow).

Works Cited

Snow, Catherine. "The True Failure of Foreign Language Instruction."(opens in new window) *The Conversation*, 24 Mar. 2021.

Vince, Gaia. "Why Being Bilingual Helps Keep Your Brain Fit." *Mosaic*, Aug. 2016, mosaicscience.com/bilingual-brains/.

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5.11: Takeaways

Summary:

In this chapter, you learned how to

- use evidence to support claims
- decide when you need a citation for evidence
- work carefully from sources to join a "conversation" with published writers
- introduce evidence with reporting words and context
- avoid plagiarism
- format a paper in MLA style

Questions for reflection:

- How does integrating evidence relate to "sampling" in music?
- How do we use evidence from other sources in everyday life?
- How does the U.S. academic style of using and citing evidence differ from other language cultures?
- Look back at 5.2: Sample Student Research Essay - Heritage Languages and the other sample essays in this book. How well did the writers use, integrate, and cite their evidence from other sources? Can you find examples of especially effective use of evidence you might use as a model? Can you find examples of less effective use of evidence?



Figure 5.11.1: "Question Mark" by ryanmilani is licensed under CC BY 2.0.

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6: WRITING STYLE

6.1: Overview and Learning Outcomes

6.2: Commonly Misused and Misspelled Words

6.3: Parallel Structure

6.4: Sentence Combining

6.5: Sentence Crafting

6.6: Word Choice

6.7: Point of View

6.8: Simplicity

6.9: Takeaways

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6.1: Overview and Learning Outcomes

Chapter learning outcomes:

In this chapter, you will learn to:

- Avoid commonly misused and misspelled words.
- Use parallel structure for greater clarity.
- Combine sentences to convey your ideas more fluidly and logically.
- Use concrete words that refer to objects that readers can hear, see, feel, touch, and/or smell.
- Use consistent point of view in the third person for academic essays.
- Eliminate wordiness to say what you want clearly and directly.

Chapter learning goals:

In college, you will write a variety of academic essays and research papers. Being able to communicate your ideas clearly and effectively is essential. Your instructors and classmates appreciate concrete, specific, and correct writing. However, it takes time and effort to write concise and vibrant sentences. This chapter will help you to refine your writing style so that you can communicate correctly and precisely. You will learn to use consistent point of view, parallel structure, and sentence combining techniques. You will also learn to avoid commonly misused and misspelled words.

The importance of these goals:

In writing, you want to be as clear and specific as possible because your readers cannot ask you questions when they don't understand something. This chapter will help you write so that readers can understand your points, arguments, and ideas.

Chapter theme:

In this chapter, you will study a variety of topics to help you improve your writing style.



Figure 6.1.1: Keith Williamson from Bigastro, Spain - The write thing Project 365(2) Day 12 CC BY 2.0

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6.2: Commonly Misused and Misspelled Words

Learning outcomes:

1. **Recognize commonly misused and misspelled words in college essays and avoid making the same mistakes.**

Commonly misused and misspelled words:

In English essays, there are several words that students often misuse and misspell. Here are lists to help you avoid these errors.

Commonly misused words:

accept and **except** - *Accept* means to receive while *except* means to exclude.

affect and **effect** - *Affect* is usually a verb meaning to influence. *Effect* is usually a noun meaning result. *Effect* can also be a verb meaning to bring about.

a lot and **allot**. *A lot* means many; *allot* means to distribute something.

cite, sight and site. A *sight* is something seen; a *site* is a place. To *cite* is to quote or list as a source.

it's and **its**. *It*'s is a contraction that replaces *it is*. *Its* is the possessive determiner corresponding to *it*, meaning "belonging to it."

lose and **loose**. *Lose* can mean "fail to win," "misplace," or "cease to be in possession." *Loose* can mean the opposite of tight, or the opposite of tighten.

of and have. In some dialects of spoken English, *of* and the contracted form of *have*, *'ve*, sound alike. However, in standard written English, they are not interchangeable. Could of, would of, should of is non-standard English. Instead use could *have*, would *have*, should *have*.

past and passed. *Past* refers to events that have previously occurred while *passed* is the past tense of "to pass."

than, then - *Than* is used for comparisons; *then* means it came next.

there, their, they're - *There* refers to the location of something. *Their* means "belonging to them." *They're* is a contraction of "they are."

to, two, too - *Two* is a number, *too* means also, *to* is used with verbs (going to) or as a preposition.

weather, whether - *Weather* is what the meteorologist always predicts wrong; *whether* is used when making a choice.

who's, whose - *Whose* is possessive; *who*'s is short for who is.

who, which, that: Do not use *which* to refer to persons. Use *who* instead. *That*, though generally used to refer to things, may be used to refer to a group or class of people.

your, you're - *Your* is something that belongs to you; *you're* is a contraction for you are.



Figure 6.2.1: "Letters (Explore 2014-05-10)" by Infomastern is licensed under CC BY-SA 2.0.

Commonly misspelled words:

a lot - Two words! We know this is listed under misused words as well but it is misspelled a lot!

accommodate - This word is large enough to accommodate both a double "c" AND a double "m."

argument - Let's not argue about the loss of this verb's silent [e] before the suffix -ment.

committed - If you are committed to correct spelling, you will remember that this word doubles its final [t] from "commit" to "committed."

conscience - Don't let misspelling this word weigh on your conscience.

conscientious - Work on your spelling conscientiously.

conscious - Try to be conscious of all the vowels after the “sc” in this word's ending.

definite(ly) - This word definitely gets confused as having an “a” in the middle but there are e’s on the ends and i’s in the middle.

grammar – If you’re pointing out errors in grammar, then be sure not to end this word in “er.”

independent - Please be independent but not in your spelling of this word. It ends in -ent.

indispensable - Knowing that this word ends on -able is indispensable to good writing.

mischievous - This mischievous word holds two traps: [i] before [e] and [o] before [u]. Four of the five vowels in English reside here.

misspell - What is more embarrassing than to misspell the name of the problem? Just remember that it is mis + spell and that will dispel your worry about spelling "misspell."

noticeable - The [e] is noticeably retained in this word to indicate the [c] is "soft," pronounced like [s]. Without the [e], it would be pronounced "hard," like [k], as in "applicable."

occasionally - Writers occasionally tire of doubling so many consonants and omit one but this word has 2 c’s in the front and 2 l’s in the back.

occurrence - Remember not only the occurrence of double double consonants in this word, but that the suffix is -ence, not -ance. No reason, just the English language keeping us on our toes.

perseverance - All it takes is perseverance and you, too, can be a (near-) perfect speller. The suffix is -ance for no reason at all.

playwright - Since they write plays, they should be "play-writes," right? Wrong. Remember that a play writer in Old English was called a "play worker" and "wright" is from an old form of "work" (wrought iron, etc.)

weird - This word is an exception to the rule about [i] before [e] except after...? So, rules can be broken!

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6.3: Parallel Structure

Learning outcomes:

1. **Examine parallel structure and apply it to your own writing.**

Parallel Structure is key to clear writing:

Remember in 4.7: Parallel Structure, you examined how parallel structure increases the clarity and cohesion of sentences in your writing. You will take a look at this important concept again and practice using it to improve your writing style.

Parallel elements:

Parallel elements

Words	Infinitives	Prepositional phrases	Subordinate clauses
singing	to wonder	at the time	when I saw her
dancing	to investigate	under the table	after they called

Non-parallel elements:

Non-parallel elements

Words	Infinitives	Prepositional phrases	Subordinate clauses
to sing	since I wondered	at the time	to see her
dancing	to investigate	being nearby	after they called

Using parallel elements in writing:

Here are some basic parallelism guidelines to apply in your writing:

1. Parallelism is used to balance nouns with nouns, prepositional phrases with prepositional phrases, participles with participles, infinitives with infinitives, clauses with clauses (***in*** the cup, ***on*** the desk).
2. Parallelism is used with elements joined by coordinating conjunctions (especially ***and, but,*** and ***or).***
3. Parallelism is used with elements in lists or in a series (***talked*** on the phone, ***ran*** 5 miles, ***saw*** friends)
4. Parallelism is used with elements being compared (**X** is *more than / better than* **Y**).
5. Parallelism is used with elements joined by a linking verb or a form of be (like ***being***, ***is, were***).
6. Parallelism is used with elements joined by linking words (**either/or, neither/nor, not only/but also).**

Now let's do more practice with the exercises below.

Try this!

Using the different approaches to creating parallel structure, fix the faulty parallelism in the following sentences.

1. Parallelism is used to balance nouns with nouns, prepositional phrases with prepositional phrases, participles with participles, infinitives with infinitives, clauses with clauses (***in*** the cup, ***on*** the desk).

Example: We want a candidate who has a **sense of commitment**, a good **record** in public office, and **experience** in foreign affairs.

To Fix: At the store my duties are to keep the shelves stocked, I work the registers, and assisting customers.

2. Parallelism is used with elements joined by coordinating conjunctions (especially ***and, but,*** and ***or).***

   Example: She likes **to look, but** not **to listen**. He wondered **who he was and what he was** doing.

   To Fix: She is both happy about the raise and she is feeling nervous about the extra responsibility.

3. Parallelism is used with elements in lists or in a series (***talked*** on the phone, ***ran*** 5 miles, ***saw*** friends)

   Example: He found cleaning supplies **in the closet**, **under the sink** but not **in the garage**.

   To Fix: Wizards tend to have the same personality traits: craftiness, being resourceful, they are rebellious, and they have a lot of determination.

4. Parallelism is used with elements being compared (**X** is *more than / better than* **Y**).

   Example: **Driving** to New York can actually take less time than **flying** there.

   To Fix: Hearing her sing in person was ten times better than if you heard her on the radio.

5. Parallelism is used with elements joined by a linking verb or a form of be (like ***being***, ***is, were***).

   Example: **Being** Jim's friend means **being** understanding. **To know** her **is to love** her.

   To Fix: The passengers were preparing for departure while the flight attendants are going to try to get all the drinks served.

6. Parallelism is used with elements joined by linking words (**either/or, neither/nor, not only/but also).**

   Example: As young recruits, we were told **not only what to do but also what to think**.

   To Fix: They not only ate all the food in the house but they also didn't clean up the mess.

Here are some possible answers to the above exercises:

Answer available at the end of this section.

Try this!

Using the different approaches to creating parallel structure, fix the faulty parallelism in the following paragraph:

Many college courses require students to write essays as part of the class curriculum. An academic essay for a college course should contain a thesis, body, and to conclude. It is important for students to perform some type of pre-writing or to cluster before typing is attempted on the computer. Pre-writing will usually help students to find and expand new ideas for the paper. After pre-writing, students should type a rough draft using their previous cluster. Students are always nervous in writing the rough draft and started the paper. It is better for students to write to the end of the rough draft than stopping every few sentences to check the grammar. If students do not expand their rough draft, the essay will not only be short but will be also disorganized. Revising the essay for a strong thesis, organization, and proper supporting is the most important part of the writing process. This is what separates the strong writers from the writers who are weaker. The final step in writing a college paper is editing. This is where students will check the paper for grammatical errors, proper punctuating, and spelling errors. A strong writing process will allow students to write a proper college essay.

Here are some possible revisions to the paragraph above:

Answer available at the end of this section.

Answers

Try this!

1. At the store my duties are to keep the shelves stocked, **to work** ~~I work~~ the registers, and **to assist** ~~assisting~~ customers.

2. She is both happy about the raise and ~~she is feeling~~ nervous about the extra responsibility.

3. Wizards tend to have the same personality traits: craftiness, **resourcefulness** ~~being resourceful~~, **rebelliousness** ~~they are rebellious~~, and ~~they have a lot of~~ determination.

4. Hearing her sing in person was ten times better than **hearing** ~~if you heard~~ her on the radio.

5. The passengers were preparing for departure while the flight attendants **were trying** ~~are going to try~~ to get all the drinks served.

6. They not only ate all the food in the house but ~~they~~ also **left** ~~didn't clean up the~~ a mess.

Try this!

Many college courses require students to write essays as part of the class curriculum. An academic essay for a college course should contain a thesis, body, and **conclusion** ~~**to conclude**~~. It is important for students to perform some type of pre-writing or **clustering** ~~**to cluster**~~ before **they start typing** ~~**typing is attempted**~~ on the computer. Pre-writing will usually help students ~~**to**~~ find and expand new ideas for the paper. After pre-writing, students should type a rough draft using their previous cluster. Students are always nervous in writing the rough draft and **starting** ~~**started**~~ the paper. It is better for students to write to the end of the rough draft than **to stop** ~~**stopping**~~ every few sentences to check the grammar. If students do not expand their rough draft, the essay will not only be short but ~~**will be**~~ also disorganized. Revising the essay for a strong thesis, organization, and proper **support** ~~**supporting**~~ is the most important part of the writing process. This is what separates the strong writers from **the weak writers** ~~**writers who are weaker**~~. The final step in writing a college paper is editing. This is where students will check the paper for grammatical errors, proper **punctuation** ~~**punctuating**~~, and spelling errors. A strong writing process will allow students to write a proper college essay.

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6.4: Sentence Combining

Learning outcomes:

1. **Review sentence combining techniques by practicing coordination, subordination, and embedding.**

Defining sentence combining:

Trying to achieve simplicity in your writing does not mean writing only in short sentences. If your essays are filled with short sentences, they will read as choppy and the relationships between the sentences will not be clear. Combining or joining sentences can convey your ideas more fluidly and logically. However, you also want rhythm in your writing which can be created through varied sentence length and structure. Include short sentences for impact.

What sentence combining accomplishes:

Sentence combining helps you to...

- avoid the monotony of sentences that are brief and of equal length.
- draw attention to the ideas in the paper not to the repetitive and simple sentence structure.
- create rhythm through varied sentence length and structure.
- show the reader the relationships that exist among ideas of different importance.
- experiment with different methods of putting words together. Because there are countless ways to build sentences, the goal is not to find the one "correct" combination but to consider different arrangements to find the most effective.

Methods to combine sentences:

There are 3 main methods used to combine sentences:

1. **Coordinate** sentences when you want to equally emphasize the sentences.
2. **Subordinate** sentences when you want to emphasize one sentence over another.
3. **Embed** words, phrases and/or sentences to integrate ideas within sentences.

First, to understand how to combine sentences, we must have an understanding of the basic components of a sentence.

A **basic or simple sentence** contains a *subject* and a **verb** and can stand alone.

Examples: *Fish* **swim**. *Dogs* **bark**. *People* **talk**, **laugh**, and **sing**.

Try this!

In the following sentences, mark the subject (the doer of the action) and the verb (the action):

a. Schools educate our children.

b. Better funding should be given to schools.

c. Students learn best in environments with quality materials and instructors.

To combine basic or simple sentences, there are 3 main methods:

- **Coordinate** sentences when you want to equally emphasize the sentences.

Coordination means to CONNECT two or more sentences. You join sentences through coordination when you want to give equal emphasis to each sentence.

Three ways to coordinate sentences:

1. Join sentences using a comma and conjunction (**F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o)

   Example: I like reading poetry**, but** I don't always understand it.

2. Combine related sentences using a semi-colon **(;)**:

   Example: I like reading poetry**;** I don't always understand it.

3. Combine related sentences using a semicolon, transition word, and comma:

   Example: I like reading poetry**; therefore,** I read five poems each week.

Try this!

Coordinate the following sentences by using one of the above methods.

1. Schools educate our children. Better funding should be given to schools.

2. Students learn best in environments with quality materials and instructors. Increased funding is difficult for schools to secure.

3. Better prepared students produce smarter citizens. More educated citizens raise the overall quality of a society.

- **Subordinate** sentences when you want to emphasize one sentence over another.

First, to subordinate you have to know some subordinators:

.

Subordinators	
Contrast/Concession	although, while, even though, even if, whereas, though
Cause	because, since
Effect/Result	so that, in that, in order that
Condition	if, unless, provided that
Time	after, before, as soon as, since, when, while, until, as

Subordination means to CONNECT one or more sentences with a subordinator. You join sentences through subordination when you want to give emphasis to one sentence over another. The sentence that begins with a subordinator receives LESS emphasis.

Two ways to subordinate sentences:

1. Join two sentences using a subordinator.

   Example: Jenson spent a year traveling the world **because** he got fired from his job

2. Begin the sentence with a subordinator, which gives less emphasis to the beginning subordinated sentence.

    Example: **Because** Jenson got fired from his job, he spent a year traveling the world.

Punctuation Note:

When a subordinator introduces a sentence, put a comma after the first clause.

    Example: *After* she went to bed**,** she started to hear noises downstairs.

But if the subordinator comes in the middle of a clause, you don't need to set it off with a comma.

    Example: She started to hear noises downstairs *after* she went to bed.

Try this!

Subordinate the following sentences by using one of the above methods.

1. Schools educate our children. Better funding should be given to schools.

2. Students learn best in environments with quality materials and instructors. Increased funding is difficult for schools to secure.

3. We are going to have a better educated populace. State funding priorities are adjusted to provide larger budgets for school.

- **Embed** words, phrases and/or sentences to integrate ideas within sentences.

First, to embed sentences, you want to be familiar with some words that are commonly used to embed sentences. Words such as:

    who, whom, whose, which, that, when, where

Example: She had a goat. She loved it very much.

Embedded: She had a goat **that she loved very much**.

Example: His favorite girlfriend had just received an anonymous phone call. She was coming over later that evening.

Embedded: His favorite girlfriend, **who was coming over later that evening**, had just received an anonymous phone call.

Ways to embed sentences:

1. When the subject of the sentence is repeated in more than one sentence, look to embed.

    Example: Audrey loves traveling. Audrey was leaving for China in May.
    Embedded: Audrey, who loves traveling, was leaving for China in May.

2. For whole sentences used to give little pieces of information, look to embed.

    Example: I wanted to give Craig money to buy me tickets. Craig is my sister's boyfriend.
    Embedded: I wanted to give Craig, who is my sister's boyfriend, money to buy me tickets.

Try this!

Combine each grouping of sentences into one sentence using embedding.

1. Pancho came to the party. He is Jose's cousin. He graduated from Stanford at the top of his class.

2. The clown was juggling for twelve hours in the circus tent. The clown was exhausted. The circus tent was crowded.

3. After 10 years, Suzanne achieved her goal. Her goal was to get a PhD from Berkeley. Her PhD was in English Literature.

Try this!

Apply the different sentence combining techniques you have learned to make this paragraph more fluid.

Paragraph 1:
The Boston Red Sox were three games down. The Red Sox had to win the next four games to advance. Fans were worried. Boston had not won a World Series since 1918. No team had ever come back in the playoffs from a three-game deficit. All of the fans knew this. Red Sox fans watched anxiously as the fourth game of the ALCS began. Yankees fans watched confidently. They also knew that anything could happen. People wanted to watch a good series. They did not expect it to be such a nail-biter! David Roberts stole second base. This move would be remembered as the turning point of the series. Nobody believed the Red Sox would win that year. The Red Sox won that year. The Yankees would not win the World Series for another five years. In 2009, the Yankees won the World Series.

Answer available at the end of this section.

Answers

Try this!

(possible answers—answers can vary)

Paragraph 1: Sentence Combining

Three games down, the Boston Red Sox had to win the next four to advance, and fans were worried because they had not won a World Series since 1918. No team had ever come back from a three-game deficit. As the fourth game began, Red Sox fans watched anxiously while Yankee fans watched confidently. Anything could happen, and people wanted a good series, but no one expected such a nail biter! David Roberts stole second base, the series turning point. No one believed the Red Sox would win, but they did. The Yankees would not win the World Series for another 5 years until 2009.

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6.5: Sentence Crafting

Learning outcomes:

1. **Recognize the importance of sentence crafting.**
2. **Apply sentence crafting techniques to make your sentences more clear and focused.**

Defining sentence crafting:

Sentence crafting is consciously creating clear and focused sentences. Good writers work hard to edit their compositions on the sentence level. As you review each sentence of the essay, you will need to consider your reader to make sure you craft sentences (and paragraphs) that effectively express your meaning.

As with any skill, crafting clear sentences that effectively communicate your meaning requires a lot of practice, but with that practice you will become more adept and efficient at editing your sentences for clarity, focus, and style. Even the greatest writers continually review their sentences to ensure they clearly express their ideas to the reader.

The importance of sentence crafting:

Good writers know they must put in the time to make sure their reader clearly understands their writing, from a text message to an email to a college essay. Think of the times when you have said something that someone misinterpreted. If this happened in a conversation, you had the chance to explain yourself to make sure your "audience" understood your meaning.

However, when you write, your reader does not have the chance to ask you questions to clarify your meaning. Therefore, you must work hard to edit your sentences to accurately deliver your message to the reader the first time.

Techniques for crafting clear sentences:

In this section, you will learn some techniques to help you craft clear, focused sentences.

1. **"to be" verb + verb ending in –ing—**When you find a sentence using this construction, drop the "to be" verb and make the verb ending in –ing the main verb of the sentence.

    - **ORIGINAL:** This book **is showing** the reader how hip hop can affect listeners.
    - **REVISED:** This book **shows** the reader how hip hop can affect listeners.

2. **There + "to be" verb—**When you find sentences that begin with "There is/are/was/were," delete "there" and the "to be" verb and find the *real* subject of the sentence and think of an active verb to accurately describe the subject's specific action.

    - **ORIGINAL: There are** many hip hop artists rapping about drugs, sex, and violence.
    - **REVISED:** Many hip hop artists rap about drugs, sex, and violence.
    - **ORIGINAL: There is** a difference between mainstream and underground hip hop.
    - **REVISED:** Some key differences distinguish mainstream and underground hip hop.

3. **Passive voice ("to be" verb + past participle)—**Sentences in passive voice start with the object of the action rather than the subject (or actor); instead of beginning the sentences with the object of the action, you should begin the sentence with the subject (actor) directly followed by the action. To accomplish this, you will need to identify the "who" or "what" that performs the action in the sentence and make the actor the subject of the sentence; drop the "to be" verb and replace it with a more active verb.

    - **ORIGINAL:** The audience is entertained by the hip hop concert.
    - **REVISED:** The hip hop concert entertains the audience.

4. **"to be" as the main verb—**Since good writing includes specific actions performed by specific actors, you will want to make sure you use active verbs instead of "to be." If you use "to be" as the main verb of the sentence, you will need to revise the sentence by focusing on the specific action you describe. For example, look for other words in the sentence (i.e. nouns) based off verbs and use the verb form.

    - **ORIGINAL:** Talib Kweli's lyrics are both socially conscious and clever.
    - **REVISED:** Talib Kweli creates both socially conscious and clever lyrics.

5. **Noun forms of verbs + "to be"—**Often writers end up with "to be" in their sentences when they rely on noun forms of verbs. Rather than using the noun form of the verb, you should use the verb form to show the action in the sentence.

    - **ORIGINAL:** The specialization of magazines in hip-hop is something that started in the 1980s.
    - **REVISED:** Magazines first specialized in hip-hop in the 1980s.

    - **ORIGINAL:** Bakari Kitwana is the organizer of "Rap Sessions: Community Dialogues on Hip-Hop," which supports political activism on college campuses throughout the United States.
    - **REVISED:** Bakari Kitwana organizes "Rap Sessions: Community Dialogues on Hip-Hop," which supports political activism on college campuses throughout the United States.

6. **Unclear pronoun references—**When you use pronouns to refer to other nouns in your sentences and paragraphs, you must make sure the reader can easily identify to whom or what the pronoun refers. You can accomplish this by simply using the specific noun rather than the pronoun.

    - **ORIGINAL:** Skyline College holds a hip hop and education conference every year and has a new hip-hop learning community. This gives middle school and high school students an introduction to the college.
    - **REVISED:** Skyline College holds a hip hop and education conference every year and has a new hip-hop learning community. The conference gives middle school and high school students an introduction to the college.

Try this!

Revise the following sentences to replace the "to be" verb with an active verb.

1. I am studying nursing at University of San Francisco.
2. The psychology class is interesting to me because it focuses on how war affects soldiers.

Revise the following sentences to remove the "there + to be."

3. There are many Evergreen Valley College students who want to transfer to a four-year university.
4. There is a major advantage to starting your college career at a community college.

Revise the following sentences to use active voice.

5. The application was sent yesterday by my sister.
6. The increase in college attendance was partially caused by a poor economy.

Revise the following sentences to use an active verb for the main verb of the sentence.

7. John is responsible for maintaining a 3.0 GPA so that he can transfer next fall.
8. Counseling 100 is helpful for first-generation college students.

Revise the following sentences to use make the noun-form of the verb the main verb of the sentence.

9. Professor Nguyen is the teacher for my calculus class.
10. The student government president was a presenter at the awards banquet.

Revise the following sentences for clear pronoun references.

11. The book and movie told the same story, but it gives readers more insight into the characters' thoughts.
12. Though John and Mark both had full-time schedules last semester, he took this semester off to work.

Answer available at the end of this section.

Answers

Try this!

Revise the following sentences to replace the "to be" verb with an active verb.

1. I ***study*** nursing at University of San Francisco.
2. The psychology class ***interests me*** because it focuses on how war affects soldiers.

Revise the following sentences to remove the "there + to be."

3. Many Evergreen Valley College students want to transfer to a four-year university.
4. There is a major advantage to starting your college career at a community college.

Revise the following sentences to use active voice.

5. My sister sent the application yesterday.
6. The poor economy partially caused the increase in college attendance.

Revise the following sentences to use an active verb for the main verb of the sentence.

7. John **must maintain** a 3.0 GPA so that he can transfer next fall.
8. Counseling 100 **helps** first-generation college students begin their college career.

Revise the following sentences to use make the noun-form of the verb the main verb of the sentence.

9. Professor Nguyen **teaches** my calculus class.
10. The student government president **presented** at the awards banquet.

Revise the following sentences for clear pronoun references.

11. The book and movie told the same story, but ***the book*** gives readers more insight into the characters' thoughts.
12. Though John and Mark both had full-time schedules last semester, ***John*** took this semester off to work.

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6.6: Word Choice

Learning outcomes:

1. **Examine the importance of word choice in writing academic essays.**
2. **Practice using concrete and specific language to create clear and meaningful sentences.**

Defining word choice:

What is word choice? Of course, it is what it sounds like: choosing the best, most effective words to form clear and convincing sentences. So what makes the best word choices? When writing academic essays, you want to use concrete words that directly engage the senses and give precise meaning. Here are some definitions of different types of words to consider:

- **Abstract words** refer to ideas or concepts rather than physical objects. For example, words like *love* and *hate* represent concepts with no physical referent.
- **Concrete words** refer to objects that we can hear, see, feel, touch, and/or smell; for instance, *tattoo* relates to something we can see and touch while you cannot touch, smell, or taste *justice*, an abstract term.
- **General words** refer to large classes of objects; for example, "jobs" and "social media" relate to general types of objects.
- **Specific words** refer to specific objects; for example, "high school teacher" and "Facebook" relate to specific jobs and social media.
- **Clichés** refer to overused word phrases and statements like, "Don't judge a book by its cover."

The importance of word choice:

As you work on your academic essays, you want to create sentences that express clear, precise ideas to your readers. You want to be mindful about overusing abstract terms because your writing will lose clarity. In conveying the importance of favoring concrete terms in writing, French poet Alain de Lille once said, "Your sentences should be full of stones, metals, chairs, tables, animals, men, and women."

Although abstract ideas have an important place in many academic essays, you will need to use concrete and specific language to clearly and effectively communicate your meaning to your readers. This also means that you should avoid using clichés because they do not show original thoughts and lack specific meaning.

Applying concrete and specific language:

As you revise your academic essays (and other types of communications), you will need to revise your sentences for concrete and specific language. Let's look at a few examples:

1. **Abstract vs. concrete**—To give your reader a clear understanding of your meaning, you will often need to replace abstract terms with more concrete terms.

    - **ORIGINAL:** To develop a strong academic essay, you will need to work hard.
    - **REVISED:** To develop a strong academic essay, you will need to spend time prewriting, organizing your ideas, writing an outline, and completing multiple drafts.

2. **General vs. specific**—Good academic essays will use specific language for more precise and clearer sentences.

    - **ORIGINAL:** The student found the class fascinating. (NOTE: the reader might need more information here; why does he find the class fascinating?)
    - **REVISED:** Roberto found Professor Villarreal's Chicano Studies course fascinating because it focused on ancient Mayan and Aztec civiliations.

3. **Clichés**—In everyday speech, we might use clichés, but academic writing requires more thoughtful ideas and originality. Thus, you should not use clichés in your writing; instead, think of more original and specific ways of stating your idea.

    - **ORIGINAL:** Because Mai submitted her essay late, she had to "pay the piper." (NOTE: The cliché "pay the piper" needs to be replaced to indicate exactly what this means in reference to the late essay.)
    - **REVISED:** Because Mai submitted her essay late, she only received half points and had to meet with Professor Patel.

Try this!

Revise the following sentences to replace abstract language with more concrete language and details.

1. I wrote a great research paper.

2. College students have a lot of freedom.

Revise the following sentences to replace general language for more specific language and sentences.

3. The book was very interesting.

4. Evergreen Valley College has a lot of great resources.

Revise the following sentences to replace the cliché in bold with more original and precise language.

5. John **let the cat out of the bag** when he told my parents which college I chose to attend.

6. Traveling to different parts of the world has taught me to **not judge a book by its cover**.

Answer available at the end of this section.

Answers

Try this!

1. I wrote a great research paper. **REVISED:** My research paper did an excellent job of incorporating evidence from both sides of the issue while also providing a clear, consistent argument.
2. College students have a lot of freedom. **REVISED:** College students have a lot of scheduling freedom as they can take classes during the daytime, evenings, and even online.
3. The book was very interesting. **REVISED:** *Drive* gave me a better understanding of how constant praise can negatively affect motivation.
4. Evergreen Valley College has a lot of great resources. **REVISED:** Evergreen Valley College offers health services, psychological counseling, academic counseling, tutoring, and career counseling.
5. John **let the cat out of the bag** when he told my parents which college I chose to attend. **REVISED:** John ***accidentally revealed my secret*** when he told my parents which college I chose to attend.
6. Traveling to different parts of the world has taught me to not **judge a book by its cover**. **REVISED:** Traveling to different parts of the world has taught me to ***take the time to understand cultural differences and not make quick and inaccurate judgments.***

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6.7: Point of View

Learning outcomes:

1. **Analyze three different points of view in writing.**
2. **Apply correct and consistent point of view in sentences.**

Describing point of view:

Point of view refers to the position from which writers "speak" to their audience. Writers have a point of view in all types of writing (and speaking), including emails, text messages, essays, articles, and stories.

Writers have three different options for point of view:

- **First person point of view** makes direct references to the writer using the following pronouns: I, me, my, myself, mine, we, us, our, and ourselves.
- **Second person point of view** makes direct references to the reader using the following pronouns: you, your, yourself, and yourselves.
- **Third person point of view** directly states who or what the writing discusses without using first person pronouns; third person point of view uses the following pronouns: he, she, it, they, him, her, his, hers, its, itself, them, their, themselves, one, etc.

The importance of point of view:

Although creative writing gives writers more flexibility with the point of view, **academic essays typically use third person point of view** (with minimal uses of first person point of view) because third person enhances credibility by appearing objective and also emphasizes the topic instead of the writer.

Here's a guide for when you use which point of view and why:

- **First person point of view** allows writers to write about themselves when including specific personal examples: ("The author's criticisms are accurate, which I know from having served in the army as a young woman.") In some projects, first person point of view can be used to show how a writer's research or ideas build on or depart from the work of others.
- **Second person point of view** allows the writer to speak directly to the reader so is helpful in "how to" instruction (like in this Rhetoric); however, this is not commonly used in academic writing because it can include your readers in beliefs they may not share ("When you listen to the president, you wonder how he got elected."). Using "you" can also be imprecise. ("You can drive around for hours looking for parking." This is not true for all. This is more precise: "San Franciscans can drive around for hours looking for parking."). Using "you" is also more informal and conversational. For these reasons, second person is discouraged in academic writing.
- **Third person point of view** allows the writer to appear objective and should be the primary point of view for academic essays and other formal types of communication.

Using consistent point of view:

As you write your essays, you will need to carefully consider how you use point of view so that your writing has a consistent voice throughout the essay. Let's look at some basics on using point of view.

1. **Consistent Point of View—**Writers must be careful and maintain a consistent point of view; as noted above, academic writing should primarily rely on third person point of view with minimal instances of first person point of view. When writers switch the point of view within a sentence, the sentences may be confusing.

    - **ORIGINAL:** Students should make sure they register early for fall classes since he will not have a chance to enroll if

classes are full.
- **REVISED:** Students should make sure they register early for fall classes since *they* will not have a chance to enroll if classes are full.

Another consideration for a consistent point of view relates to using plural nouns and pronouns instead of the singular forms; this approach helps writers be more concise and avoid the unnecessary use of "he/she" and "him/her." While "he/she" and "him/her" may be grammatically correct, you can achieve a stronger voice and better style by minimizing the use of these phrases.

- **ORIGINAL:** A student should make sure he/she signs up early for the workshops he/she wants to attend for his/her classes.
- **REVISED:** Students should make sure *they* sign up early for the workshops *they* want to attend for *their* classes.

2. **Personal examples**—When you include personal examples or experiences to illustrate a point in an academic essay, you should not refer to yourself in the third person. On the contrary, you should definitely use first person point of view to avoid accidental changes in point of view as well as to avoid awkward references to yourself.

   - **ORIGINAL:** Last year, Rachel Everett attended the Rock the School Bells conference, and I learned the history of hip hop. (NOTE: the writer, Rachel Everett, first refers to herself in the third person and switches to first person in the second half of the sentence.)
   - **REVISED:** Last year, I attended the Rock the School Bells conference, and I learned the history of hip hop.

3. **Unnecessary use of first person—**When writing academic essays, you will often need to make an argument, which requires you to state your opinion on the topic and sources. You do not need to use phrases like "I think/feel/believe" or "in my opinion." If you have written a grammatically correct sentence, you will be able to simply delete these phrases (and *still* state your opinion).

   - **ORIGINAL:** I think Dyson misses the point when he argues that older generations do not appreciate hip hop because to me many parents and grandparents do appreciate hip hop.
   - **REVISED:** Dyson misses the point when he argues that older generations do not appreciate hip hop because many parents and grandparents do appreciate hip hop.

Try this!

Revise the following sentences to make the point of view consistent.

1. A student should seek help from counselors to make sure they have student educational plans.
2. Professor Garcia's classes teach students critical thinking while it also helps them improve their writing.
3. A new student must work hard to learn about the college resources he or she may need as they begin their college careers.
4. If you want more active participation in class, teachers will appeal to different learning styles.

Revise the following sentences to remove the unnecessary use of first person.

5. Evergreen Valley College has great programs to help students get a good education, so I think local high school students should seriously consider starting their education here.
6. In my opinion, California should provide more funding to community college students because I believe education should be a top priority for the government.

Answer available at the end of this section.

Answers

Try this!

Revise the following sentences to make the point of view consistent.

1. A Student should seek help from counselors to make sure ***he or she has*** student educational plans. OR LESS WORDY: Students should seek help from counselors to make sure ***they have*** student educational plans.
2. Professor Garcia's classes teach students critical thinking while ***they*** also ***help students*** improve their writing.
3. ***New students*** must work hard to learn about the college resources ***they*** may need as they begin their college careers.
4. If ***teachers want*** more active participation in class, ***they*** will appeal to different learning styles.

Revise the following sentences to remove the unnecessary use of first person.

5. Evergreen Valley College has great programs to help students get a good education, so ~~**I think**~~ local high school students should seriously consider starting their education here.
6. ~~**In my opinion,**~~ California should provide more funding to community college students because ~~**I believe**~~ education should be a top priority for the government.

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6.8: Simplicity

Learning outcomes:

1. **Recognize the concept of simplicity in writing.**
2. **Practice writing clear and concise sentences.**

Defining simplicity in writing:

“If you can't explain it to a six year old, you don't understand it yourself.” — Albert Einstein

“It is not a daily increase, but a daily decrease. Hack away at the inessentials.” — Bruce Lee

William Zinsser, an expert on writing and author of *On Writing Well,* said: “The sentence is too simple—there must be something wrong with it. But the secret of good writing is to strip every sentence to its cleanest components. Every word that serves no function, every long word that could be a short word, every adverb that carries the same meaning that’s already in the verb, every passive construction that leaves the reader unsure of who is doing what—these are a thousand and one adulterants that weaken the strength of a sentence.”

Simplicity does not mean writing simple sentences. A series of short simple sentences (He went to the store. The store was far. The day was hot. He was tired.) can sound too simple and unsophisticated in academic writing. You want complexity in your sentences, but that does not mean cramming in smart-sounding words and making long rambling sentences.

Simplicity in writing is trimming the fat which is eliminating the wordiness and saying what you want to say clearly and directly. A reader cannot be convinced of your point if they get lost in the sentences.

The importance of simplicity in writing:

Simplicity in writing is beneficial because:

1. When you say things with a lot of extra words in them or make sentences long because you think that’s what teachers want, then the sentences are not always as easy to follow and can confuse your reader.
2. Sentences that are clear and easy to follow are then easier for your reader to follow and eventually be convinced by the points that you are trying to make.
3. The more that writers can strip down their sentences to the most important parts, the better they can control what they want to say and shape the meaning in the writing they are striving to convey.

Let’s try that again.

Simplicity in writing is beneficial because:

1. Direct sentences are clearer.
2. Direct sentences are more convincing.
3. Writers can better control and shape meaning.

Using simplicity in writing:

Notice this!

Take notice of common expressions that are needlessly wordy and trim them:

Trimming Wordiness

there is no doubt but that	no doubt (doubtless)
he is a man who	he
in a hasty manner	hastily
this is a subject which	this subject
owing to the fact that	since (because)
in spite of the fact that	though (although)
call your attention to the fact that	remind you (alert you)

A common violation of conciseness is the presentation of a single complex idea, step by step, in a series of sentences which might better be combined into one:

Example

Macbeth was very ambitious. This led him to wish to become king of Scotland. The witches told him that this wish of his would come true. The king of Scotland at this time was Duncan. Encouraged by his wife, Macbeth murdered Duncan. He was thus able to succeed Duncan as king. (55 words)	**Encouraged by his wife, Macbeth achieved his ambition and realized the prediction of the witches by murdering Duncan and becoming king of Scotland in his place. (26 words)**

The active voice is more concise and vigorous than the passive:

Passive:

Example

The large chunks of debris covering the roof and clogging the drainpipes were removed by city workers.

Active:

Example

City workers removed the large chucks of debris covering the roof and clogging the drainpipes.

The active voice can also strengthen bland expressions and wordy phrasing:

Passive to Active Voice

There were a great number of dead leaves lying on the ground.	Dead leaves covered the ground.
The reason that he left college was that his health became impaired.	Failing health compelled him to leave college.
It was not long before he was very sorry that he had said what he had.	He soon repented his words.

Now let's try some exercises:

Try this!

Revise the following passages, avoiding wordiness and undesirable repetition.

A large number of people enjoy reading murder mysteries regularly. As a rule, these people are not themselves murderers,

nor would these people really ever enjoy seeing someone commit an actual murder, nor would most of them actually enjoy trying to solve an actual murder. They probably enjoy reading murder mysteries because of this reason: they have found a way to escape from the monotonous, boring routine of dull everyday existence.

To such people the murder mystery is realistic fantasy. It is realistic because the people in the murder mystery are as a general rule believable as people. They are not just made up pasteboard figures. It is also realistic because the character who is the hero, the character who solves the murder mystery, solves it not usually by trial and error and haphazard methods but by exercising a high degree of logic and reason. It is absolutely and totally essential that people who enjoy murder mysteries have an admiration for the human faculty of logic.

But murder mysteries are also fantasies. The people who read such books of fiction play a game. It is a game in which they suspend certain human emotions. One of these human emotions that they suspend is pity. If the reader stops to feel pity and sympathy for each and every victim that is killed or if the reader stops to feel terrible horror that such a thing could happen in our world of today, that person will never enjoy reading murder mysteries. The devoted reader of murder mysteries keeps uppermost in mind at all times the goal of arriving through logic and observation at the final solution to the mystery offered in the book. It is a game with life and death. Whodunits hopefully help the reader to hide from the hideous horrors of actual life and death in the real world.

Answer available at the end of this section.

Answers

Try this!

Eliminating wordiness:

A large number of people enjoy reading murder mysteries regularly. As a rule, these people are not themselves murderers, nor would these people really ever enjoy seeing someone commit an actual murder, nor would most of them actually enjoy trying to solve an actual murder. They probably enjoy reading murder mysteries because of this reason: they have found a way to escape from the monotonous, boring routine of dull everyday existence.

Many people who do not desire to commit, see, or solve a murder still like to read murder mysteries to escape the monotony of everyday life.

To such people the murder mystery is realistic fantasy. It is realistic because the people in the murder mystery are as a general rule believable as people. They are not just made up pasteboard figures. It is also realistic because the character who is the hero, the character who solves the murder mystery, solves it not usually by trial and error and haphazard methods but by exercising a high degree of logic and reason. It is absolutely and totally essential that people who enjoy murder mysteries have an admiration for the human faculty of logic.

Murder mysteries are realistic fantasies because the characters are not pasteboard figures but believable, and the hero solves the mystery not haphazardly but with logic and reason. Murder mystery fans must admire logic.

But murder mysteries are also fantasies. The people who read such books of fiction play a game. It is a game in which they suspend certain human emotions. One of these human emotions that they suspend is pity. If the reader stops to feel pity and sympathy for each and every victim that is killed or if the reader stops to feel terrible horror that such a thing could happen in our world of today, that person will never enjoy reading murder mysteries. The devoted reader of murder mysteries keeps uppermost in mind at all times the goal of arriving through logic and observation at the final solution to the mystery offered in the book. It is a game with life and death. Whodunits hopefully help the reader to hide from the hideous horrors of actual life and death in the real world.

But murder mysteries are also fantasies. To enjoy the mystery, readers must suspend pity and play a game and not stop to feel sympathy for every victim or horror for every crime. Devoted readers focus on logic and observation to solve the game of life and death. Whodunits hide from hideous, real life horrors.

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6.9: Takeaways

Summary:

In this chapter you:

- identified commonly misused and misspelled words.
- reviewed and practiced parallel structure.
- practiced sentence combining techniques.
- learned about sentence crafting.
- studied word choice and point of view.
- applied the concept of simplicity to sentences.

Questions for reflection:

- What is difficult about parallel structure?
- Which sentence combining techniques do you like? Which sentence combining techniques are more challenging?
- What point of view is easiest for you to use?
- How can simplicity help you make your ideas clear and understandable?



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7: THE RESEARCHER AND THE RESEARCH PAPER

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7.1: Overview and Learning Outcomes

Chapter learning outcomes:

In this chapter, you will learn to:

- Explain the reasons for writing a research paper.
- Develop a research mindset.
- Choose a research topic and develop a strong research question.
- Compare research methods and strategies and choose an effective research strategy for your paper.
- Evaluate different kinds of sources and select sources that will work for your paper.

Chapter learning goals:

In this chapter, we will learn what a research paper is and why students (and others) do research. We will learn how to think about research and how to start your research with a questioning mind. Then, we will look at the actual steps of research paper writing: developing a research question, finding sources online and in databases, and choosing which sources are best for the project. Lastly, we will look at how to cite (show where you got the information from) and why that is important.

The importance of these goals:

How will this make your reading, writing, and thinking more effective and clear? When you set out to do research, you start with a research question, and through your research you are trying to find the answer to your question, or you want to find out why something happens. Well-researched papers can persuade people to your point of view. In addition, research can help you organize your own thoughts on a topic, you can learn more about your topic, and it can help you explain your ideas.

Chapter theme:

In the 2021 US presidential debates, future Vice President Kamala Harris cited a statistic that Black children who have a Black teacher in elementary school are more likely to go to college. Clearly, having a teacher of the same ethnicity can have a huge impact on young children of different races, and the same is true for college students. In your education, were your teachers of the same race or background as you in your home country? How about in the United States? How did that affect your learning? (See a Black teacher working with students in Figure 3.1.1). We will take a closer look at this question in this chapter, as you follow one student's research journey.



Figure 7.1.1: "Teacher Helping Students Working At Computers In Classroom"(opens in new window) by City of Seattle Community Tech(opens in new window) is licensed under CC BY-NC 2.0(opens in new window)

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7.2: Sample Student Research Essay- Faculty of Color

Learning outcomes:

1. **Analyze an example student research paper.**

Reading: Student essay on faculty of color:

Let's read a student research essay. To see the same essay formatted in MLA, you can open this document: Lily Liu De Li Faculty of Color Essay Ch. 3 RWRR.pdf

Read this!

Lily Liu De Li

Where are the Professors Who Look Like Me? Increasing Minority Faculty in Higher Education

I have been attending Laney College to learn ESL for four years. During those semesters, I have had many different classes, but one thing was the same. Almost all of my professors have been white. I live in a very diverse city, so that felt strange to me. My situation is not unique. While almost 75 percent of California Community College students are people of color, only about 40 percent of the professors are people of color (Peele and Willis). The situation is similar across the United States. Clearly, minority faculty members are underrepresented compared to students on their campuses and society at large, and this has serious implications for colleges. Although minority faculty members play an important role on campuses, their contributions are often not recognized and colleges should find more ways to support and retain them.

First of all, although there are relatively few faculty members of color, they actually bring many benefits to their campuses. One way is in how they support students of color. Students of color are more likely to graduate if they have more minority faculty (Stout et al). Research "looking at community college classrooms found that performance gaps of minority students can close by 20% to 50% if faculty more closely resemble students" (Davis and Fry). This is an enormous benefit and should cause colleges to rethink their policies. If some students are not succeeding, perhaps it is not the students who are the problem, but what their campus is like. This may be because students see these professors as role models (Davis and Fry). In other words, minority faculty can inspire students and show them a path forward. On the other hand, students who lack these role models will have negative effects. One Latinx student, Jesus Cendejas, who studies at a community college where 79% of faculty are white, "feels a sense of erasure and uncomfortableness" on campus (qtd. in Peele and Willis). We can infer that Jesus and students like him would feel less "erased" if they could see that more of the instructors teaching them shared their background. However, it is not just minority students who benefit from having diverse faculty. A racially and ethnically diverse faculty exposes all students to diverse perspectives and helps them work in a multicultural society (Paganelli and Cangemi). For these reasons, it is essential that students have diverse faculty teaching their classes.

Despite everything they bring to the campuses, faculty of color can have a more challenging job because they are often asked to take on extra responsibilities. Many people might assume the minority faculty teaching in universities have the same responsibilities as the white faculty generally do, but minority faculty members have an additional role in supporting minority students. In fact, they may also need to be expert advisors on diversity, serving on committees that are related to diversity, and translating for English learners (Cleveland, et al). In other words, as more and more minority students enroll in colleges and universities, the role of supporting them and promoting equity and diversity falls disproportionately on minority faculty members. These jobs are essential for helping students, but they also add a lot to the workload of professors. It would be fair to show these faculty extra support because they are doing so much for students.

However, the extra responsibilities and challenges faced by faculty of color are not always recognized by colleges. First of all, the fact that faculty of color take on so much extra work directly leads to problems for them. Adalberto Aguirre, a professor at the University of California Riverside, reports that the extra responsibilities of faculty of color are "ignored in the faculty reward system, especially the awarding of tenure." In other words, the diversity education and mentoring work that faculty of

color do is often not recognized when their work is evaluated. This is because faculty are generally promoted based on their research or classroom teaching, not because of other things they do to benefit the campus. In fact, doing these extra jobs takes faculty's attention away from research and teaching, so it can actually harm them in their evaluations. This may lead to more faculty getting overwhelmed and dropping out of the academic field.

In addition, faculty of color face additional stress when they are working at campuses that are majority white. According to Bryan McKinley Jones Brayboy of Arizona State University, and colleagues, "faculty of color feel alone and often invisible when they are the only scholar of color in departments or colleges" (87). They argue that these professors often face "unwelcoming and unsupportive work environments" from the time they are first hired up until they are promoted, and that their pay is often unequal (Jones et al). Basically, we can assume that all of these experiences have a strong negative impact on faculty and that they may choose to leave the academic job field or not even enter it to begin with.

While these are serious issues, universities can work to improve them by working to provide a more supportive and equal work environment for faculty of color. The first step is for universities to acknowledge these problems, but that is not enough. As Insoon Han and Jacqueline Ariri Onchwari of the University of Minnesota, Duluth, state, "the significance of nurturing and sustaining productive and fulfilled employees of color cannot be overstated. Yet, providing such an environment sustainably remains elusive" (4). In other words, just saying that minority faculty are important is not enough. Campuses need to really work to develop policies "directed toward eliminating the 'chilly climate' and solving the problem of turnover in order to enrich the lives of minority faculty" (Johnson and Scafide). These are big and difficult changes that campuses will have to make. However, having an inclusive environment for minority faculty will better attract them to stay on the campus.

One promising way to improve the situation could be by developing more support and community for faculty of color. This could be especially important on campuses where most of the faculty are white. One example of this is at the University of Minnesota, which developed a culturally responsible mentoring program that helped nonwhite faculty feel more community on campus (Han and Onchwari). In addition to providing social support, the mentoring program gives faculty members the chance to work together "to reach out to and collaborate with the university administration, with the purpose of getting our voices heard and the necessary institutional changes implemented" (Han and Onchwari). As this quotation suggests, individual people may know what needs to be done to make changes, but they might not "reach out" and ask for changes if they don't have social support. This mentoring program is only one example of the kind of program that will really change the campus environment for faculty of color and encourage them to remain as teachers, but it shows colleges what kind of programs can lead to change.

In conclusion, colleges and universities in the United States do not have enough faculty diversity to support students. If this situation is not fixed, the rate of enrollment and graduation of minority students may be lower, which will perpetuate the same situation. One of the main challenges is that colleges do not recognize the extra contributions of minority faculty and provide enough community. This situation must change. From my own experience, I have had many strong professors but I will keep hoping to have more in the future from the same background as me. I hope to find some more role models who I can follow, so that I myself can eventually become a role model for the next generation of students.

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7.3: Purpose of Research Writing

Learning outcomes:

1. **Examine a research-based online article and analyze it for ethos, pathos, and logos.**

We are all researchers:

This might be the first time you are writing a research paper, or the first time you are using library databases. However, research is something that you do all the time. Let's look at some everyday questions:

- Where is the best hotel for my family to stay at on our vacation?
- Should I be worried if I have a specific pain in my body?
- Where can I get the cheapest price for a laptop?

How would you answer these questions? You might ask someone else, but if you are like most people you will start by doing a search online (see Figure 3.3.1).



Figure 7.3.1: "Woman in front of laptop search.(opens in new window)" by nodstrum(opens in new window) is marked with CC BY 2.0(opens in new window).

When you search online, you compare different results to see which ones are the most reliable. For example, you might look at a hotel website to see what they offer, but you might also want to read reviews from other travelers. As you read, you will probably decide how much you trust each review. When you get enough information to make a decision, you will have to explain that information to your family. Why do you think that you should stay at this hotel, even if it costs a little bit more than another one?

When is the last time you researched something to find an answer or better persuade someone? How did you choose where to look? Did you trust all the sources of information that you found, or did you think that some were stronger? What did you do after your found the information that you wanted?

Why we research:

By researching, you are able to make informed decisions, or find more ways to help persuade others to believe in your ideas. Your everyday research process is not just finding information. It is finding information, analyzing it, making a decision, and sharing that information with others. These are the same steps you go through in the academic research process. You will use the facts

and opinions you find in your research to support your own argument about your research topic.

Writing research papers is a process of finding out what other people know and believe about a topic, and how you can use that to guide your own thinking. Being able to take in others' opinions and present your own argument allows you to clarify your ideas, think critically about issues, and share your own voice in a way that can persuade others.

Citations in research papers vs online articles:

How does knowing about research affect you as a reader?

In academic papers, research citations are indicated through your in-text citations and Works Cited page. In online articles, citations are shown through links. This method can change your experience as a reader and researcher.

Notice this!

Check out a research-based online article, like the one below.

Skim the article and think about these questions:

- How do the links affect you as a reader?
- Did you click any of them?
- Do they give the writer more credibility?
- Do they provide ethos, pathos, or logos? (Click on the linked words in that question to review what these mean if you'd like.)

Reading from an online research article: "I Prepare Aspiring Teachers to Educate Kids of Color – Here's How I Help Them Root out Their Own Biases"

Lasana D. Kazembe, *IUPUI*

I'm a professor who has spent the last 10 years preparing new teachers to enter the workforce. I also study how race, culture and power influence education and childhood development at a time when more than half of the roughly 50 million children who attend U.S. public schools are nonwhite, unlike most of their teachers. About four in five public school teachers are white, according to the latest official data.

This underrepresentation is especially acute for Black male teachers. While one in four teachers are men, merely 2% are Black men.

Research indicates that students of color benefit from being taught by people who look like them.

One of these benefits is that students of color experience a more positive sense of their own ethnic and racial identities. I think it's essential today that all K-12 teachers develop the cultural awareness, empathy and anti-racist disposition to effectively teach students from diverse backgrounds.

A lack of familiarity

By and large, the aspiring teachers in my classes are white people who plan to teach in urban schools where children of color are in the majority. And based on what my colleagues and I routinely witness, they tend to possess little to no experience with or cultural knowledge of people who aren't white.

Many of my students describe themselves as colorblind. This is the idea and practice that ignoring or overlooking racial and ethnic differences somehow makes one not racist. Those who practice colorblindness tend to feel that racial harmony can occur if they pretend to not see or acknowledge what makes us different from one another.

However, researchers have found that racial colorblindness can actually function as a form of racism.

My own experience points to one reason why this occurs. I often perceive that these same students harbor racial biases and negative cultural assumptions about people of color – particularly Black people and Latinos.

Likewise, I find that most of these white students possess little to no understanding of their own racial and ethnic identities. Also, I often observe that they aren't familiar with even basic aspects of U.S. history such as the contributions and experiences of Native Americans and African Americans.

But because these aspiring teachers live in a multicultural nation, I believe that it is more important than ever for them to acquire a serious understanding of racism and this nation's rich multicultural history. I also think they will become better teachers if they leverage that understanding and work to become anti-racist.

I define anti-racism as the active process of identifying and eliminating racism by transforming systems, structures, policies, practices and attitudes. The goal of anti-racism is a more equitable redistribution and sharing of power.

Key findings in education research indicate that effective teachers are those who have experienced deep learning about racism, bias and cultural diversity. Among white students, their perspectives on race and culture may be enhanced through authentic experiences in ethnically diverse settings. Other studies have shown how white students benefit by intentionally confronting difficult subjects such as inequity and anti-racism.

One of the ways that I help to broaden students' understanding is by incorporating historical content into class assignments. I also introduce content that introduces students to the history and life experiences of diverse cultures. Also, I provide opportunities for students to interact with other cultures through literature, film and music.

For example, in addition to learning about the Brown v. Board of Education Supreme Court ruling, students also learn about both its intended benefits and some of its negative outcomes – such as the more than 38,000 Black teachers and administrators who lost their jobs.

This focus on historical contexts, inequity and cultural diversity is quite common – especially in urban teacher education programs. My goal is to challenge students to think more deeply about themselves, about others and about the diversity of the children they may one day teach.

These are, in my view, necessary steps to developing teachers who are more reflective, thoughtful and culturally informed.

Consequences of bias

Many studies have illustrated the dangers of racial bias among teachers, such as lower expectations for students of color and harsher discipline for them. There's also evidence that racial bias can contribute to higher dropout rates, lower academic achievement and future incarceration.

In their investigation of racial bias and school discipline in K-12 settings, a team of Princeton University researchers examined federal data that covered 32 million Black and white students across 96,000 K-12 schools. They found that Black students experienced higher rates of expulsion and suspension. They were, in addition, more likely to be arrested in school and subjected to law enforcement interventions than white students.

The researchers found that 13.5% of Black students received out-of-school suspensions, as opposed to only 3.5% of their white classmates. Their findings indicated that racial bias fuels disparities in school discipline, as have similar studies.

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Centering equity in education

In my classes, students learn about and discuss student differences besides race and ethnicity, such as gender, ability, sexual orientation, gender identity, primary language, religious beliefs and residence. They also develop skills that allow them to reflect on their own backgrounds and to understand how their personal history shapes their perspectives.

The students learn that actively embracing diversity and working toward equity are core qualities of professional educators.

> What teachers understand about bias must go beyond mere knowledge of subject matter and instructional strategies. They also need to learn ways to honor and respect the history and heritage of all their students, a discipline known as "teaching for equity."
>
> Equity-focused teacher educators are versed in ethnic studies, as well as history, power and privilege.
>
> Research shows that students benefit academically when their teachers possess cultural awareness, have high expectations for all their students and believe that all their students have the potential to learn and succeed regardless of their personal backgrounds.
>
> However, to get there, teachers must first transform themselves.
>
> Lasana D. Kazembe, Assistant Professor, *IUPUI*
>
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One student's research journey:

In this chapter, we are going to follow Lily, a student at Laney College in Oakland. Lily, an Asian woman who had lived in Central America, noticed that few of her college instructors were Asian American, Black, Latinx, or Native American. She became curious about this issue, and she chose this topic to explore for her research paper.

Before you read on to find Lily's research question, take a minute to think about this topic. How would you research it? What information would you want to find?

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7.4: Research Process

Learning outcomes:

1. **Explore steps of the research process.**

The stages of research:

Later on in this chapter, you will walk through the steps of starting a research project. The first steps are choosing and then narrowing a topic, writing research questions, then refining your questions. Then the next steps are searching for articles, reading articles while finding citations, then writing a paper while incorporating those sources. You might imagine that you are expected to complete these steps separately, one at a time, in that order, as shown in Figure 3.4.1.



Figure 7.4.1: "Steps of the research process in a straight line" by Jenny Yap is marked with CC BY NC 4.0.

Many people think that when you complete a research project you must follow those steps in an exact order, but writing is often not so simple. For example, you may not know what topic you want to write about, so you might start with searching and reading articles as your first step.

> When Lily got her research paper assignment, she had no idea what to write about. Her professor suggested reading a newspaper like the *The New York Times* to see if any topics seemed interesting to her. Lily found an article talking about Nikole Hannah-Jones, a famous journalist who was denied tenure at the University of North Carolina. Lily was interested in this topic because she read that Hannah-Jones' research interests, which focus on the contributions of African Americans and the consequences of slavery, were controversial to the university's board of trustees. Many believed that Hannah-Jones was being unfairly discriminated against because she was a Black woman. This made Lily curious about the experiences of other professors of color. Maybe she could write a research paper about that?

Research as a process:

If you are doing research correctly, you approach your topic with an open mind and try to find an answer to something you are curious about. This is why the research process doesn't always follow steps in a certain order. Some people prefer to read and write first, before they do research. Sometimes even if you have a thesis in mind, you might change your original point of view based on new information, or you might revise your topic slightly. Even professional researchers will change their minds midway through a project if they find new information or if they don't find the specific information they were looking for.

It's important to do research with an open mind--to explore new ideas and then form opinions based on these new ideas. Research is an iterative process, which means your thinking should always be changing and your topic should continually be refined and improved upon, the more you read, write, and think about it. Research is also a recursive process, which means you might go back and forth multiple times between writing, thinking, reading, and researching. If you think about the word "research," the prefix "re" means again. **Research means to search again.**

Figure 3.4.2 below demonstrates the messiness of a research project.

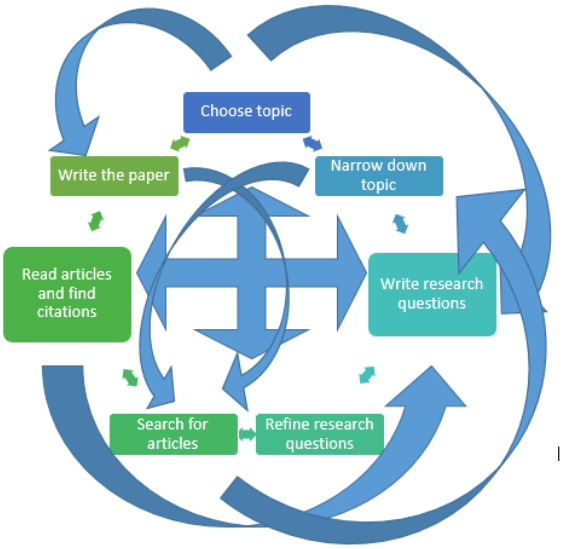


Figure 7.4.2: "Research process as a messy circle" by Jenny Yap is marked with CC BY NC 4.0.

Looking at a research process:

Let's look at how Lily's topic changed over time:

> Lily was interested in doing more research about the importance of professors of color for community colleges in California. After searching, she wasn't able to find anything about that topic, so she broadened her topic to include all kinds of colleges in all of the United States. Luckily she hadn't started writing her essay yet because if she had, she would have had to start all over. She decided to research with an open mind and to not decide on a specific focus before she had done some reading.

Try this!

Think about the last writing assignment you completed that you were proud of. Draw a picture of your writing process. Does it look more like a straight line or a messy circle? What are some advantages of writing in a messy circle?

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7.5: Finding Your Topic and Research Question

Learning outcomes:

1. **Use several strategies to narrow your research topic and write and evaluate your research question.**

Getting started with your research:

As you already learned, research is a messy process. You need to be open to change. However, there are some basic steps to go through as you start your process. Keep in mind that you may not always go through these steps in the same order, or you may go back and repeat some of them more than once:

- Choosing a topic
- Narrowing the topic
- Writing a research questions on that topic
- Refining your research question

When Lily got her research paper assignment, she knew that if she was going to spend several weeks researching a paper, she wanted it to be something that was interesting to her. Lily had recently read an article about a Black woman professor who faced discrimination, and it reminded her of something that she noticed about her college classes. Almost all of her college teachers were white, even though she and her classmates were not.

At this point, Lily did not know exactly what she wanted to say about this topic, but she was interested in it. She wondered how her college experience would be different if she had more teachers with the same background as her. When she shared her ideas with classmates, they were also curious and interested.

Now that Lily had a topic that interested her, she wrote a few different research questions:

- Are there many faculty of color (Black, Latinx, Native American, and Asian American) at colleges?
- Why are there few teachers and professors who are minorities?
- Why is it important to have faculty of color?
- What can colleges do to improve this situation?
- Who is responsible for helping faculty of color?
- What is the experience of people of color who teach at colleges?

With just a little research, she found that faculty of color are underrepresented. This means that the percentage of college professors who are not white is lower than their percentage of the population overall. She realized that she had already answered her first research question, so it would not be a good topic for her essay. However, she could use that information as background for one of her other questions.

After talking about the topic with her librarian, Lily decided to focus in on these questions:

Why is it important to have more minority faculty in colleges? How can we improve this situation?

Choosing a topic:

Sometimes instructors will assign a general topic related to the class, such as immigration or the food system. In English classes, you might get an assignment to write an argumentative research paper on a topic of your choice. In either situation, you will need to spend some time choosing a more specific topic.

The best research topics are ones that you personally care about and want to spend more time reading and thinking about. Remember that research is a conversation; you want to choose a topic that gives you personally something new to contribute.

Take some time to think carefully about your topic. Sometimes students jump into researching the first idea they think of, or

something that they have heard is a “good research topic.” However, if you are researching something that you do not really care about, or do not personally have any knowledge of, it can be challenging to stay interested and also say something new to your readers.

Ask yourself key questions:

- What do I know about?
- What have I studied?
- What jobs have I had?
- What other experiences have I had where I learned a lot about a topic (parenting, having a friend with a disability, traveling, political activism, art, volunteering...)?
- What makes me mad?
- What do I think is unfair?
- What articles have I shared on social media because I thought they were important?
- If I could change a rule/policy/law/practice/attitude, what would it be?
- What nonfiction topic do I like to read about in any language?

Fill in the blanks:

- Although many people think X, I think Y.
- I would really like to change X.
- More countries should do X like it is done in [another place].
- X is more important than most people realize.

Finding your topic:

Let's try these techniques.

Try this!

Choose one of these techniques: asking questions or filling in the blanks. Set a timer for 10 minutes and try to come up with as many ideas as you can. After ten minutes, circle the ideas that are most interesting to you.

Narrowing a topic:

Once you choose a topic, you will want to narrow it down. You want your topic to be narrow enough so that you can actually say something unique about this topic (but still broad enough that you can find published information). If you choose an overly broad topic, you will spend a lot of time researching and writing about the general topic without actually saying something unique.

Here is an example of a topic that is too broad: "The effects of teachers on students."

If you started to research this, you would quickly find that there are so many different kinds of teachers, students, and effects that it would be hard to compare your research to others' research or to support a strong point. Figure 3.5.1 shows the process of narrowing a topic as concentric circles:

- Biggest circle: all possible topics
- Next smaller: assigned topic
- Next smaller: topic narrowed by initial exploration
- Smallest inside circle: topic narrowed to research question(s)

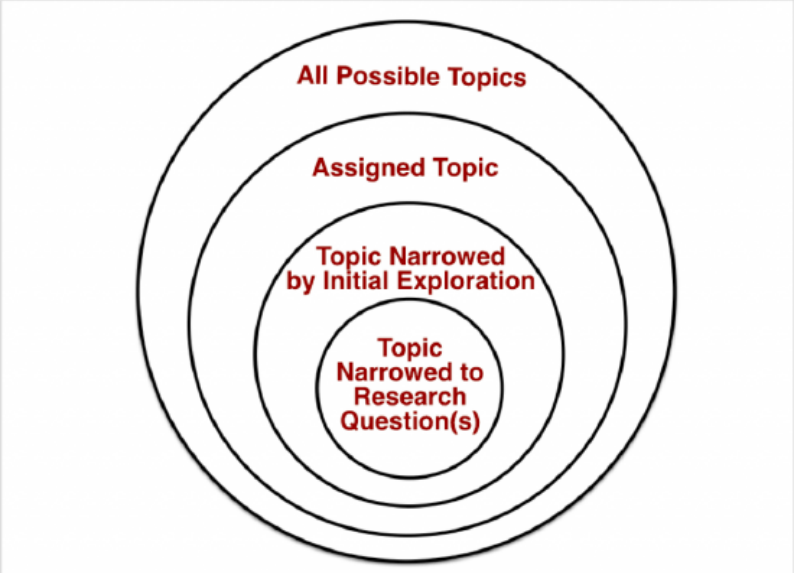


Figure 7.5.1: Visualize narrowing a topic as starting with all possible topics and choosing narrower and narrower subsets until you have a specific enough topic to form a research question. (CC BY Teaching & Learning, Ohio State University Libraries)

Let's imagine that you have the topic "the effects of teachers on students" and want to narrow it down.

Freewriting:

Ask yourself why you are interested in this topic. If you can identify why this relates to you, you will be able to see how to narrow it. Freewriting is a good way to get some ideas out. Set a timer for 5 minutes and freewrite about the topic of "the effects of teachers on students." You can write in English or another langauge. When you run out of ideas, look back at your writing. What would interest you about this topic and why?

Write questions:

Look at each part of a topic and write questions about each part. For example, for the topic "the effects of teachers on students", here are some questions that you could ask:

- What kinds of effects am I interested in: academic, personal, or motivational?
- What kinds of students am I interested in? This could include school level, age, personality, race, abilities, gender, country, background, etc.
- What kind of teachers? Am I interested in learning about the effects of teachers based on their training, background, personality, etc.?

If you are having trouble thinking of questions to ask yourself, ask a friend or classmate what questions they would ask. Sometimes other people can add a new perspective that you had not considered.

Do an Internet search:

Do an internet search. Sometimes you are interested in a topic but do not have a clear idea of what you want to say. In that case, you can look online to see what others have already written about this topic and get some ideas for narrowing it down that you had not thought about before.

Try this!

Do an Internet search for "effects of students on teachers" and spend 5 minutes looking at the top 20 or 30 results. What do you find?

Here are some of the topics you might see:

- Whether students with more experienced elementary school teachers learn to read faster
- How teachers affect students' self-esteem
- How teachers affect social relationships among classmates
- How the level of stress a teacher feels affects their students
- How children benefit from having a Black or Latino teacher in elementary school

Searching can help you get ideas even if you end up changing your topic somewhat. The sources you find may not be appropriate for your final research paper, but that's okay! Right now you are just getting ideas.

Research questions:

Writing a research question:

Once you have a narrow enough topic, write a research question. A research question is a question that will guide you as you do your research and help you stay focused. It will also help you write your thesis statement, since a thesis statement will generally be the answer to your research question.

A good research question is something that you do not already know the answer to. In addition, it is something that cannot be answered with a simple fact.

It is useful to start your research question in one of these ways:

- Why
- How
- What are the most significant [causes/effects/problems/reasons/solutions] to....

Your question might have two parts: for example, first showing why something is a problem, then showing how to solve it.

Evaluating your research question:

After you write one or more possible questions, evaluate them using this checklist:

- Is your research question narrow and focused?
- Is it broad enough that you can find enough information?
- Is it something that you do not already know the answer to?
- Is it something that cannot be answered with a simple fact? Try!

Here are some possible research questions that Lily wrote as she prepared her research paper. Which one do you think is the strongest? Why?

- How many teachers and professors in the US are minorities?
- Does Laney College have many faculty of color?
- How does having a teacher of color affect students?
- Why is it important to have faculty of color in colleges and what can colleges do to increase the number of faculty of color?

Next steps:

Once you have your research question, you are ready to start your research! Remember, as you get more information you may

change your ideas and decide to change your question.

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7.6: Strategies for Finding Information

Learning outcomes:

1. **Examine a variety of research sources and apply techniques to find relevant information for your topic.**

Starting the search:

Now that Lily had an idea for a research topic, she wanted to start finding and gathering information for her topic. She started off by doing what a lot of other students do, Googling it, but she was quickly overwhelmed with her search results when she typed in the term “faculty of color in higher education”. There were over 400 million results! She saw articles from newspapers like *Forbes*, statistics from the National Center for Education Statistics, books being sold on Amazon, articles published by universities, and many more. She wasn’t sure how to choose which source she needed. Her professor also told the class they should use library databases for their research, but she didn’t know how to use them.

Many of you will have shared the same feelings as Lily—being overwhelmed by the amount of information you can find on the internet. This section will discuss different types of sources you might find on the internet and in library databases. This section will also walk you through how to use library databases and give you tips and strategies for searching on the internet and in library databases more effectively.

Types of Sources

Many of you may be familiar with books and newspaper or magazine articles, but there are many other sources of information that can be useful during a research project. Table 3.6.1 summarizes different sources. As you look over the table, think about how long it takes to create a post on social media vs the time it takes to write a scholarly article. Does the time it takes to create a source impact the quality of a source?

Table 3.6.1 Possible sources and how they differ in terms of where they are found, how they are created, who they are written for, and who they are written by

Source Type	Where to find it	Time to create	Review Process	Written by	Read by
Websites/blogs	Internet search	Minutes to years	none	anyone	General public
Social media	Internet search	Seconds to days	none	anyone	General public
Documentaries	Film streaming sites	years	none	filmmakers	General public
Personal interviews	You do it	Minutes to days	none	anyone	General public

Source Type	Where to find it	Time to create	Review Process	Written by	Read by
Reports and government documents	.gov websites, organization websites	Months to years	No formal peer review process	Specialists in the subject (usually people with PhDs, graduate students, or professors)	varies
News	Online, print, television, article databases	Minutes to days	No formal peer review, sometimes editorial review	journalists	General public
Magazines	Online, print, article databases	Days to weeks	No formal peer review, sometimes editorial	journalists	General public
Scholarly journal articles	Print, library article databases, journal website	One to a few years	Formal peer review process	Specialists in the subject (usually people with PhDs, graduate students, or professors)	Scholars, graduate students
Books	Libraries, bookstores, ebook collections	years	Editorial but not peer review	Journalists, specialists, general people	General public or specialists

How to Choose a Source:

There are many more types of sources than the ones listed on the chart, but given that there are so many different types of sources to choose from, how do you choose which kind to use?

When you first start your research project, you want to learn background information about your topic, so you might read Wikipedia, newspaper articles, or encyclopedias. Scholarly journal articles are very specific so they would not be good for learning background information. Scholarly journal articles show the results of original research so they are useful if you want to prove an idea in your research project.

Internet Research:

The internet is a network that connects computers and servers all over the world—it contains billions of pages of information. People use search engines like Google, Baidu, Bing, and Yahoo to search for the information they need. While it is useful to have access to so much information, it can also be very overwhelming because most searches that you do will return millions of results. The results on the first page of a search are not usually the most credible sources.

Interactive Element

This video shows you how Google searches work:

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

Doing a web search can be useful for understanding your topic overall and finding key words to help you. You can use the "tools" link on Google to improve your search. For example, you can choose to limit your search to specific dates or countries.

Database Research:

The internet is very different from a library database. The information on the internet is free to access, but database access is not free—libraries pay tens of thousands of dollars to give students access to articles. The reason it costs so much is that database companies collect information from hundreds to thousands of different sources, including scholarly journals where it might cost you $25 to look at one article.Then database companies “tag” each article with the main keywords so that it’s easier for people to find them.

There are general databases that contain information about different subjects, and subject-specific databases. It’s a good strategy to search through multiple databases because they often contain different information.

Even though using a database is a good research strategy, there are some drawbacks. One drawback is that because it takes time to include articles in a database, a database might not have the most current information if a research topic is evolving in real time. Also, because a database includes scholarly articles, which can take a year or two to publish, very current events won’t be written about yet by scholars. Some research topics are not represented in databases—a database has many newspaper and scholarly articles, but if no journalist or scholar has written about a certain topic, it won’t be there.

Keywords:

When you type in your whole question, sentence, or phrase in a Google search, Google tries to guess what you mean. Library databases do not. Google's algorithm picks out the important words for you. It's difficult for library databases to remove the unimportant words you include in your search so you only use the important words, or keywords.

Keywords are used in a search in library databases to find articles that are relevant to your research topic. Keywords describe the main concept of your research topic or research question. Select nouns that are important and leave out words that are adverbs, verbs, adjectives, and prepositions.

Here is an example research question: How are students of color affected by professors of color?

The main concepts or keywords are "students of color" and "professors of color". Avoid terms like affect/affected as search terms. For each main concept, list synonyms, related terms, or associated words. If you get a lot of results back, you can get more specific with your main concepts as well.

- Synonyms for "students of color": minority students
- Synonyms for "faculty of color": professors of color, minority faculty, minority professors
- Narrower terms: African American students, community college students, women professors of color, etc.
- Related terms: (if you want to search for different effects of having a professor of color, you can add concepts to your search such as "retention" or "educational achievement")

When you use these words in a database, type each concept into its own search field. Figure 3.6.1 shows the search field of a common database with the phrases "students of color" and "professors of color" typed into the search fields.

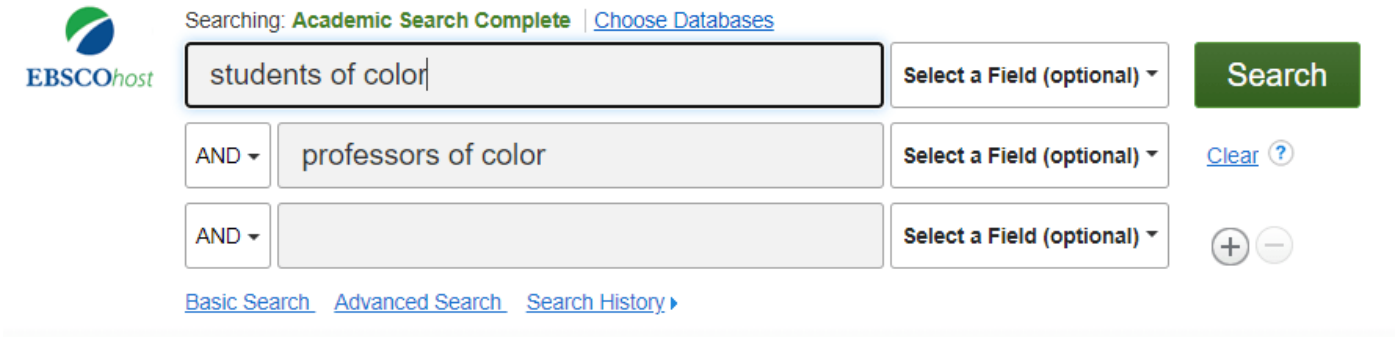


Figure 7.6.1: "Search box in the Academic Search Complete" by Jenny Yap is marked with CC BY NC 4.0.(opens in new window)

If you are not getting enough results from your search, use more general keywords. If you're getting too many results, use more specific words. Databases also have filters that allow you to narrow the time period of articles, the type of article, language, geography, and more.

It takes a lot of practice to get good at searching in databases. If you need more help, you can always contact a librarian at your school. They are experts in using databases.

Finding keywords and synonyms to help you with your search:

When you are doing research, it is important to use a variety of keywords. What can you do if you do not know a lot of synonyms for your term?

- Use a thesaurus or dictionary such as Longman
- Use Google to find a news or general website that discusses the topic. Make a note of synonyms or related terms.
- Use subject term tags (see below for how to do this)

Keeping a list of synonyms will help you with your search and with writing your paper.

Subject terms:

Another way to find good keywords is to look at the subject terms of an article. For example, when you click on an article's title in a database it will often bring you to a page (called the record) that contains information about the article such as the author, where the article was published, and an abstract which is a one-page summary of the article. The record page also contains the article's subject terms.

A subject term is a standard word or phrase that describes the main ideas in an article. Each article in a database is assigned a few subject terms. It's important to notice which subject terms the database is using because each database company might "tag" articles with different keywords for the same concept. For example, one database might use the keyword "stadium" while another might use "sports arena." Figure 3.6.2 shows the subject terms of an article in the database. Notice that in this database, instead of using the word "professor" it uses the phrase "college teachers." Other terms that are included are "African American teachers", "University faculty", and "African Americans".

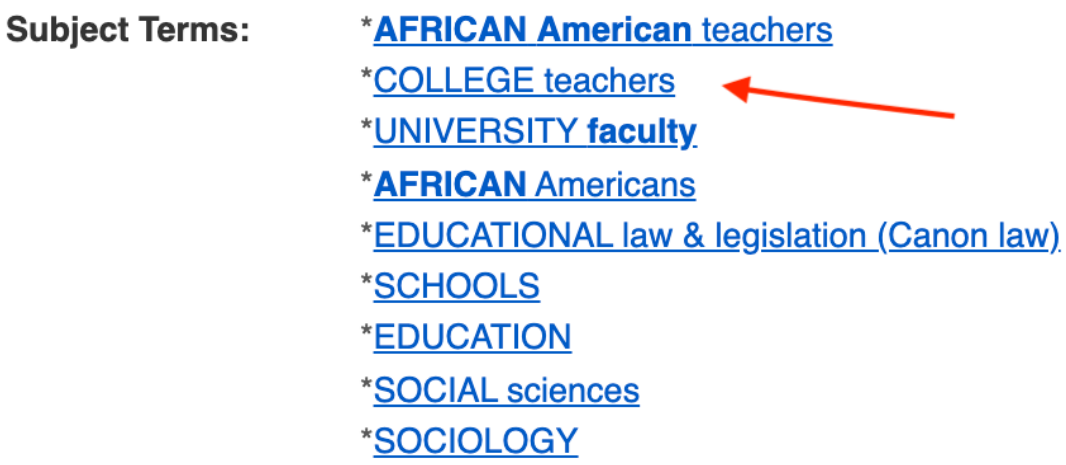


Figure 7.6.1: "Subject terms in a database" by Jenny Yap is marked with CC BY NC 4.0.(opens in new window)

Identifying keywords and subject terms for your search:

Let's look at a table of keywords and subject terms.

Notice this!

How will table 3.6.2 help the researcher find better keywords for research? Are there any keywords here that surprised you?

Table 3.6.2 Worksheet for identifying keywords and subject terms with example answers

strategy	Lily's answer
My research question	Why is it important to have more minority faculty in colleges, and how can we improve this situation?
Keywords	minority, faculty, college
Synonyms from a dictionary	teachers (synonym for faculty); universities (synonym for college)
Related terms from articles I read:	• minority faculty or faculty of color or nonwhite faculty • professors or instructors or faculty • college or university or higher education
Subject terms in the database	• (faculty=college professors) • (minority=African American, Hispanic American, Asian American)

Creating your own keyword and subject term worksheet:

Now that you have looked at a sample keyword and subject term research worksheet, try it with your own research topic.

Try this!

Work alone or with a classmate. Write down this information to create your own worksheet.

- My research question

- Keywords
- Synonyms from a dictionary
- Related terms from articles I read
- Subject terms from databases

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7.7: Evaluating Your Sources

Learning outcomes:

1. **Recognize reasons and methods for evaluating sources for research.**
2. **Practice evaluating sources.**

The reasons you need to evaluate:

As you gather sources for your research, you may find that different sources give you different or opposing information. How can you know what information to trust? How will you decide which sources to use and which ones not to use?

Keep in mind that the sources you find have all been put out there by groups, organizations, corporations, or individuals who have some motivation for getting this information to you. To be a good researcher, you need to learn how to assess the materials you find and determine their reliability—before deciding if you want to use them and, if so, how you want to use them. Figure 7.7.1: shows two students examining materials to determine reliability.



Figure 7.7.1: "Learning(opens in new window)" by CollegeDegrees360(opens in new window) is marked with CC BY-SA 2.0(opens in new window).

Whether you are examining material in books, journals, magazines, newspapers, or websites, you want to consider several issues before deciding if and how to use the material you have found.

Criteria for evaluating sources:

Table 7.7.1: gives a list of criteria to consider when you are deciding which sources to use, as well as some questions that can help you decide if your source meets the criteria.

Table 7.7.1: Criteria to use in evaluating sources and questions to ask for each criteria

Criteria	Description	Questions to Ask
Authority/ Credibility	Determining the author for a source is important in deciding whether information is credible. The author should show some evidence of being knowledgeable, reliable and truthful.	• Who is the author (person, company, or organization)? • Does the source provide any information that leads you to believe the author is an expert on the topic? • Can you describe the author's background (experience, education, knowledge)? • Does the author provide citations? Do you think they are reputable?
Accuracy	The source should contain accurate and up-to-date information that can be verified by other sources.	• Can facts or statistics be verified through another source? • Based on your knowledge, does the information seem accurate? Does it match the information found in other sources? • Are there spelling or grammatical errors?
Relevance	It is important that the source meets the information needs and requirements of your research assignment.	• Does the source cover your topic comprehensively or does it cover only one aspect? • To what extent does the source answer your research question? • Is the source considered popular or scholarly? • Is the terminology and language used easy to understand?
Currency/ Date	Some written works are ageless (e.g., classic literature) while others (e.g., technological news) become outdated quickly. It is important to determine if currency is pertinent to your research.	• When was the source written and published? • Has the information been updated recently? • Is currency pertinent to your research?
Objectivity/ Bias/ Reliability	Every author has an opinion. Recognizing this is instrumental in determining if the information presented is objective or biased.	• What is the purpose or motive for the source (educational, commercial, entertainment, promotional, etc.)? • Who is the intended audience? • Is the author pretending to be objective, but really trying to persuade, promote or sell something?

Criteria	Description	Questions to Ask
Style/ Functionality	Style and functionality may be of lesser concern. However, if the source is not well-organized, its value is diminished.	• Is the source well-written and organized? • To what extent is it professional looking? • If it is a website, can you navigate it easily? • If it is a website, are links broken?

Practice evaluating sources:

Let's evaluate two sources using Table 7.7.1:. Both of these articles are about teachers or faculty of color. Figure 7.7.2: shows an African American teacher helping a student.



Figure 7.7.2: "Student and Teacher(opens in new window)" by Wonderlane(opens in new window) is marked with CC BY 2.0(opens in new window).

Try this!

Here are two articles related to teachers of color. Read the citation and abstract and use the criteria and questions in table 3.7.1 to evaluate each one. Then, answer this question: Would this be a good source for my research paper on whether colleges need more faculty of color?

Source 1: “The Limited Presence of African-American Teachers.”

Citation: King, Sabrina Hope. “The Limited Presence of African-American Teachers.” *Review of Educational Research*, vol. 63, no. 2, [Sage Publications, Inc., American Educational Research Association], 1993, pp. 115–49, https://journals.sagepub.com/doi/abs...46543063002115.

Author: Sabrina Hope King, Professor at the University of Illinois at Chicago

Abstract: "The limited presence of talented African Americans in the teaching profession has been and continues to be a serious problem confronting the education profession and the African-American community in the United States. This review summarizes what is known from the research literature. It explores the reasons that African-American teachers are important as well as overall demographic, entry, and retention trends and the distinctive factors that influence the limited presence of African-American teachers. Finally, a suggested research agenda is presented."

Source 2: “Diversifying the Teaching Profession through High-Retention Pathways.”

Citation: Carver-Thomas, Desiree. “Diversifying the Teaching Profession through High-Retention Pathways.” *Learning Policy Institute*, 19 Apr. 2018, https://learningpolicyinstitute.org/...ofession-brief.

Author: Desiree Carver-Thomas, Researcher and Policy Analyst at the Learning Policy Institute. She is also a former teacher. The Learning Policy Institute "conducts and communicates independent, high-quality research to improve education policy and practice," according to its website. The website also lists who funded the research: "Research in this area of work is funded in part by the S. D. Bechtel, Jr. Foundation. Core operating support for the Learning Policy Institute is provided by the Ford Foundation, the William and Flora Hewlett Foundation, and the Sandler Foundation."

Abstract: "Research illustrates the importance of greater teacher diversity because of the substantial benefits teachers of color provide to all students, and to students of color in particular. Studies also show that policies must focus more effectively on retention of teachers of color, if diversity in the teaching profession is to be sustained. While more teachers of color are being recruited than in years past, their turnover rates are high, in part due to inadequate preparation and mentoring, poor teaching conditions, and displacement from the high-need schools in which they teach. Increasing the number of teachers of color in the workforce requires building high-retention pathways into the field that offer high-quality preparation and financial supports, including service scholarships, loan forgiveness programs, teacher residencies, Grow Your Own programs, ongoing mentorship, and other policies and strategies that improve teacher licensure, hiring, professional growth, and teaching conditions for current and aspiring teachers of color."

(For possible answers, check the 3.12: Answer Key - Research)

Here is a Source Evaluation Checklist that you can download and use.

Works Cited:

Carver-Thomas, Desiree. “Diversifying the Teaching Profession through High-Retention Pathways.” *Learning Policy Institute*, 19 Apr. 2018.

King, Sabrina Hope. “The Limited Presence of African-American Teachers.” *Review of Educational Research*, vol. 63, no. 2, [Sage Publications, Inc., American Educational Research Association], 1993, pp. 115–49.

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Table 3.7.1 adapted from the University of Texas at Arlington's Criteria for Evaluating Sources. License: CC BY NC.

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Abstract of Sabrina Hope King's “The Limited Presence of African-American Teachers.”

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7.8: Reading Academic Articles for Research

Learning outcomes:

1. **Identify the steps for reading an academic article.**
2. **Apply these steps while reading an academic article in the section below.**

Academic and popular sources:

When Lily started her research, she found many sources. Some were very short and quick to read, and others were extremely difficult. At first she felt overwhelmed trying to figure out which articles she needed to read, and which ones would be most useful for her paper. In order to answer that question for Lily's research (and yours), it's useful to think about what kinds of articles you can find in a database. Figure 7.8.1: shows a student doing research online.



Figure 7.8.1: "Working Outside(opens in new window)" by CollegeDegrees360(opens in new window) is marked with CC BY-SA 2.0(opens in new window).

As you learned in 7.5: Finding Your Topic and Research Question, there are several kinds of sources in a database. The most common are academic sources and popular sources. Academic sources (also called scholarly sources) contain original research and are written for other academic readers. Popular sources include newspapers and magazines, and are written for a general audience.

Table 7.8.1: covers the characteristics of scholarly and popular sources

Table 7.8.1: Comparison of academic and popular sources by authors, readers, purpose, style, peer review, and citations

Feature	Academic	Popular
Content	Contains original research data such as scientific studies	Covers popular interest topics or summarizes research done by others

Feature	Academic	Popular
Authors	Expert scholars (professors or researchers with graduate degrees) with their credentials listed	Not experts, often journalists or writers
Readers	Scholars, researchers	General public
Purpose	To share research findings and expand knowledge	To inform or entertain
Style	Straightforward design with complex language	Flashy, eye catching design with accessible language
Citations	Contains citations	Few or no citations
Peer-review	Articles are peer-reviewed. This means that other scholars review the work to make sure that it is accurate.	Articles are not peer-reviewed.

Both kinds of sources can be useful in your research. Scholarly sources may have more specific and researched facts about your topic, while popular sources may contain current news and opinions or examples that you can use in your research paper. Check with your instructor to see if there are requirements about what kinds of sources to use for your own assignment.

Reading academic articles:

You have already read a lot of popular sources and you already know how to read a general article and find main ideas and supporting details in it. However, reading academic articles is different. These are long and may feel very difficult at first. This guide will help you to understand the structure of an academic article and decide if it will work for your research question.

Parts of an academic journal article:

Popular sources generally have one “story” from the beginning to the end. There may be subheadings to help you organize the main points, but those subheadings will be related to the information from the article.

Academic articles are different. They have a specific structure and each section is separate. Here are the most common sections that you will find in an academic article in the sciences or social sciences (although not every article will contain each section):

- Title: a concise and descriptive title. This lets you know what the article is about.
- Author Information: All authors who contributed to the article are listed. Often their affiliated institutions are included here or as a footnote.
- Abstract: a short summary of the article. The abstract should share the research findings.
- Introduction or Background: an overview of the research area that lays the foundation for the article's research.
- Methods or Methodology: This describes how the research study was performed.
- Results: a description of the results obtained. It presents the results without providing an interpretation. This often includes figures and tables.

- Discussion: This section analyses and interprets the results presented in the Results section. New data is never presented.
- Conclusion: This is a short section that summarizes the findings and significance of the article. The conclusion is omitted in some articles.
- References: A list of all articles cited in the article. This section is sometimes labeled Bibliography, Works Cited, or Literature Cited.

How to read each section:

Now that you know the main parts of an academic article, you may wonder if you need to read each section in the same way, and if you need to read everything slowly and carefully.

The answer to this question is no! Academic sources can be very long and technical. It is easy to get lost in reading. For that reason, you should have a plan for reading and deciding what to use in an article. Table 7.8.2: gives some ideas of how to read each section.

Table 7.8.2: How to read each section of an academic article and questions to ask while reading

Part of the article	How to read	Questions to ask yourself while you are reading
Title	Carefully	Is this topic related to my research question?
Authors	Quickly	Do they have strong credentials that make them credible authors?
Abstract	Carefully	What is the main point of their research or this article? Is this related to my research question? If you use this paper in your research, do not cite from the abstract. Instead, find the relevant part of the article.
Introduction	Somewhat carefully	Why are they doing their research? How does this connect to my topic? Can I cite this information to provide background for my own research paper?
Background or Literature Review	Carefully	What have others already said about my topic? Can I cite this information to support a point in my own research paper?
Methods or Methodology	Very quickly	This information is provided for other researchers who want to do a similar project or for people to evaluate whether or not the research study covered everything it needed to. It may be difficult to understand if you have not studied this field. That's okay. Just move on to the next section.
Results	Very quickly	This is mostly for other researchers. Just move on to the next section.

Part of the article	How to read	Questions to ask yourself while you are reading
Discussion	Carefully	Can I understand and summarize this information? What did the researchers learn? Can I cite this information to support a point in my own research paper?
Conclusion	Carefully	Is their summary of the main points of this article the same as mine? Can I cite this information to support a point in my own research paper?
References	Very quickly	Is there anything else here that I want to read?

Interactive Element

Let's try a real article:

Lily found an academic article entitled "Development and Implementation of a Culturally Responsive Mentoring Program for Faculty and Staff of Color" in her library database. We're going to look at each part of it. As you listen, you can follow along with the article. Downloadable version of the article discussed in the video.

Watch this video to see how to analyze it.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Interactive Content online

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Works Cited

Han, I., and A. J. Onchwari. "Development and Implementation of a Culturally Responsive Mentoring Program for Faculty and Staff of Color". *Interdisciplinary Journal of Partnership Studies*, vol. 5, no. 2, July 2018, p. Article 3, doi:10.24926/ijps.v5i2.1006.

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Article Han and Onchwari's article "Development and Implementation of a Culturally Responsive Mentoring Program for Faculty and Staff of Color" used in the video example is licensed CC BY NC.

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7.9: Writing References/Works Cited

Learning outcomes:

1. **Identify the steps for writing a references/works cited page.**
2. **Examine and evaluate a sample works cited page below.**

Writing a works cited page:

Your instructor may ask you to evaluate your sources by writing an annotated bibliography. We create annotated bibliographies in order to start researching and organizing sources before actually writing a research paper. Writing an annotated bibliography helps you to think critically about which sources you are using, how reliable they are, and how they will be useful.

The annotated bibliography is a list of sources that you may decide to use in your paper alone with extra notes (annotation). Each source, or entry, generally has two parts: a **complete citation** and a paragraph that includes both a **summary** and **evaluation.**

Summary:

In the first sentence of your summary, include the **author's name + reporting verb, the main idea,** and the type of source (magazine, website, academic journal article, book, film, etc.).

Here are some sentence frames you can use for your summary:

- In this [*type of source]*, [*author's name*] explains [*main idea].*
- According to [*author's name*] in this [*type of source*]**,** [*main idea*].
- [*Author's name*] claims in this [*type of source]* that [*main idea*].

Evaluation:

Here are some questions that you can think about as you write your evaluation:

- How credible is the source?
- Are there any biases?
- Why it is this relevant to your topic?
- How will you use it in your paper?

Here are some sentence frames you can use for your evaluation:

- This source seems credible because….
- This source may be considered biased because….
- The research strongly supports my research question because….
- I plan to use this in the [introduction/background/cause/effect, etc.] section of my paper to show….

Reading a works cited page:

As you read this sample annotated bibliography, think about these questions:

- Which strategies does the writer use to evaluate the article?
- What are strengths of this? How can it be improved?
- Does the writer have enough sources to support her thesis? Why or why not?
- Which sources seem strongest for supporting her point?
- Compare this annotated bibliography to the final research paper. Did the writer use all of these sources in her final draft?

Why do you think this may be?

Sample student works cited:

Read this!

Lily Liu De Li

Working thesis: Although minority faculty members play an important role on campuses, their contributions are often not recognized and colleges should find more ways to support and retain them.

Cleveland, Roger, et al. "Cultural Taxation." *Encyclopedia of Diversity and Social Justice*, edited by Sherwood Thompson, Rowman & Littlefield Publishers, 1st edition, 2014. *Credo Reference*.

Cleveland, et al. state in this encyclopedia article that minority faculty in the academic workplace face obstacles and prejudices. Diverse faculty are expected to take on extra roles to help the campus, which takes up time and increases their work pressure. This is an article from the Encyclopedia of Diversity and Social Justice which was published by Rowman & Littlefield. I chose this article because it will be used for one of my concessions.

Han, I., and A. J. Onchwari. "Development and Implementation of a Culturally Responsive Mentoring Program for Faculty and Staff of Color". *Interdisciplinary Journal of Partnership Studies*, vol. 5, no. 2, July 2018, p. Article 3, doi:10.24926/ijps.v5i2.1006.

In their academic article, Han and Onchwari describe a mentoring program that was set up to support faculty of color at a university that is mostly white. They first explain why it is important to have faculty of color and then review the problems that faculty of color face. Then, they explain how the mentoring program provided more of a community for the people who participated in it. This is a credible article because Han and Onchwari are professors of education and have studied this problem on their own campus. In addition, the article was published in an academic journal. I can use this in my background of my paper to give evidence that faculty of color are underrepresented but serve a very important role. I can also use it in my paragraphs that look at solutions to the problem since mentoring seems very effective.

Johnson Barbara J., and Kyle J. Scafide. "Faculty Diversity." *Encyclopedia of Education,* edited by James W. Guthrie, 2nd ed., vol. 3, Macmillan Reference USA, 2002, pp. 775-779. Gale In Context: *Opposing Viewpoints*.

Johnson and Scafide claim in this encyclopedia article that to overcome the problems minority faculty face, campuses should make efforts to hire and retain them.This is an article from the Encyclopedia of Education (Vol.3. 2nd ed.) which was published by Gale. It seems unbiased and is written for an educated general audience. Barbara J. Johnson was a Professor of English and Comparative Literature and the Fredric Wertham Professor of Law and Psychiatry in Society at Harvard University. This article strongly supports my research question because it offers ideas about how the campus can deal with the problems that I discuss in my paper.

Peele, Thomas and Daniel J. Willis. "California's Failure to Diversify Community College Faculty Tied to Arcane State Law." *EdSource*, 2 Mar. 2021.

Peele and Willis report on how there are few professors of color at California community colleges and how state laws for increasing faculty diversity are weak. They cite statistics about diversity and also quote from Latino college students to show why diversity is important. It also talks about causes, including the lack of candidates and low respect that community college professors get, and possible solutions. This is from a website that provides journalism about education in California. It is recent so the statistics are probably still up to date, and it is directly relevant to my research question. I will use this as background to demonstrate there there is a problem and to provide student voices in my article.

Reid, Pamela Trotman, and Sue Rosenberg Zalk. "Academic Environments: Gender and Ethnicity in U.S. Higher Education." *Encyclopedia of Women and Gender: Sex Similarities and Differences and the Impact of Society on Gender*, edited by Judith Worell, Elsevier Science & Technology, 1st edition, 2001. *Credo Reference*.

In this encyclopedia article, Pamela Reid and Sue Zalk suggest that minority faculty can overcome questioning their own abilities by building self-confidence and affirming their own capability. This is an article from the *Encyclopedia of Women and Gender: Sex Similarities and Differences and the Impact of Society on Gender,* so it mostly focuses on women but also connects their experiences with minority faculty. Pamela Reid Ph.D. is a developmental psychologist and the past President Emerita of the University of St. Joseph in Connecticut and Sue Rosenberg Zalk is a psychologist, so they have a background in this area. I choose this article because it explains "imposter syndrome," which may affect some minority members of the field. I am considering addressing this syndrome as one of the challenges facing faculty members.

Valeri, Mauro. "Ethnic Minority." *Dictionary of Race, Ethnicity & Culture,* Guido Bolaff, et al., Sage UK, 1st edition, 2003. *Credo Reference*.

According to this reference article by Mauro Valeri, minority group members have less representation and power than people of the majority group. This is an article from the dictionary of Race, Ethnicity & Culture, so it seems scholarly. Mauro Valeri is a sociologist and university professor. This article shares some issues related to minority representation that I may use to set the scene in the background part of my introduction.

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Sample Annotated Biography written by Lily Liu De Li. License: CC BY.

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7.10: Useful Language for Research Papers

Learning outcomes:

1. **Explore useful terms and vocabulary for research.**
2. **Examine a sample email requesting assistance from a librarian with a research project.**

Terms and vocabulary for research:

- Search engine: A program that searches the internet, such as Google or Baidu
- Database: A collection of articles that is owned by a library
- Key word: Words that describe the main topic you are looking for
- Subject terms: words or phrases that describe the content of an article in the database. These are assigned by the database, and each database has a specific list of subject terms
- Narrow a search: make your search more specific so you find fewer, more focused articles
- Broaden a search: make your search less specific so you find more articles
- Current: recent or relating to today
- Credible: something that can be trusted

Getting help from a librarian (or instructor):

Research is not something that you need to do alone! Librarians' jobs are to help you, so please take advantage of working with them. Once you have a relationship with a librarian, you will be able to come back to the same person throughout your college career.

Table 7.10.1: gives some phrases you can use to ask for help from a librarian or instructor.

Table 7.10.1: Sentence starters and phrases to use in contacting a librarian or instructor

Sentence starter	Gerund + research task
I need some help with …. I would like some advice for…. I was wondering if you could assist me with… I am having trouble with…	Coming up with a good research topic Narrowing down my topic Developing a strong research question Using the databases Using the internet to find strong sources Finding key word synonyms Narrowing down my search results Evaluating my search results Finding academic sources Citing this information correctly

It is also helpful to share what you have already done. That way, the librarian will understand where you are in the process and how much you already know.

Let's look at a sample email:

Notice this!

What do you notice in this email that makes it more effective?

Dear Ms. Ott,

I am a student in ESL 390, and I am working on a research paper on how faculty of color are underrepresented in colleges. I have already narrowed down my topic and I found a lot of sources in the library database. However, I am having trouble evaluating which sources are best for my paper. I was wondering if you could assist me with making sure that I have best sources?

Sincerely,

Lily

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7.11: Takeaways

Summary:

In this chapter you:

- Identified the reasons for writing a research paper and explained how to build a research mindset.
- Chose a research topic and developed a strong research question.
- Compared research methods and strategies and discussed how you can choose a research strategy for your paper.
- Evaluated different kinds of sources and discussed how to select the kinds of sources that will work for your paper.



Figure 7.11.1: Research by Nick Youngson CC BY-SA 3.0 Pix4free

Questions for reflection:

- How do you do research in your everyday life? How is it similar or different to the process of researching for a paper?
- What was your path to research? Did you have a clear straight line or was it a messy circle? Go back and look at the linear vs. messy representations in 7.4: Research Process. If you like, try drawing your own research path.
- For you, what are the biggest challenges in doing research for a paper?
- How did your thinking about your topic change through the research?
- What resources (websites, tools, or people) did you find that you can use to help with your next research project?
- Look back at 7.2: Sample Student Research Essay: Faculty of Color and 7.9: Writing an Annotated References/Works Cited. How did creating an annotated bibliography help the writer develop her research essay?

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8: GRAMMAR PART 1

8.1: Overview and Learning Outcomes
8.2: Looking at Verb Tenses
8.3: More Verb Tense Practice
8.4: Regular and Irregular Verb Forms
8.5: Using Gerunds and Infinitives
8.6: Subject and Verb Identification
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8.8: Modal Auxiliaries
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8.10: Pronouns
8.11: Pronoun Agreement
8.12: Possessives
8.13: Articles
8.14: Nouns and Article Use
8.15: Adjectives and Adverbs
8.16: Using Prepositional Phrases
8.17: More Practice with Prepositions
8.18: Punctuation- Commas and Semicolons
8.19: Punctuation- Colons, Quotation Marks, Apostrophes, and Dashes
8.20: Takeaways

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8.1: Overview and Learning Outcomes

Chapter learning outcomes:

In this chapter, you will learn to:

- Use verb tenses correctly and consistently.
- Distinguish uses for gerunds and infinitives.
- Identify subjects and verbs in sentences and use correct subject-verb agreement in your writing.
- Use modal verbs correctly.
- Use consistent pronouns and pronoun antecedents.
- Practice using nouns, adjectives, adverbs, prepositions, and articles correctly.
- Apply punctuation rules for commas, semicolons, colons, apostrophes, dashes, and quotations marks in sentences.

Chapter learning goals:

College writing requires students to use correct grammar and punctuation. Using correct grammar and punctuation makes your writing clear and easy to understand. This chapter will help you refine your grammar and punctuation skills for college writing and beyond. You will learn about verb tenses, gerunds, infinitives, modal verbs, subject-verb agreement, pronouns, nouns, articles, adjectives, adverbs, and prepositions. You will also gain valuable skills in using commas, semicolons, colons, apostrophes, dashes, and quotation marks.

The importance of these goals:

In writing, you want to be as clear as possible. This means using correct grammar and punctuation to convey your ideas, arguments, explanations, and examples. Although there are many AI applications that can correct grammar and punctuation, it is essential that you learn to write clearly and correctly on your own. This will guarantee that you can always write well in any situation, whether at school, at work, or in life.

Chapter theme:

In this chapter, you will study a variety of topics to help you improve your writing style.

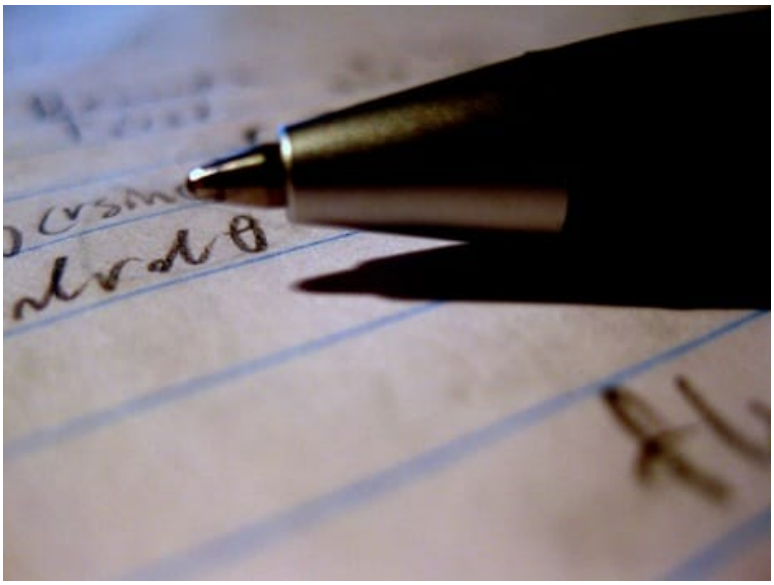


Figure 8.1.1: "Studying" by Skakerman (Archive) is licensed under CC BY 2.0

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8.2: Looking at Verb Tenses

Learning outcomes:

1. **Compare verb tenses and their uses in English.**
2. **Practice using different verb tenses in sentences.**

Reviewing verb tenses:

Tense refers to the form a verb takes in a sentence, whether to express the present, past, or future.

Notice this!

VERB TENSE EXAMPLES

Simple Tenses	Perfect Tenses
Present: I *learn*.	**Present perfect: I *have learned*.**
Past: I *learned*.	**Past perfect: I *had learned*.**
Future: I *will learn*.	**Future perfect: I *will have learned*.**

Progressive Tenses

Present progressive: I *am learning*.

Past progressive: I *was learning*.

Future progressive: I *will be learning*.

Present perfect progressive: I *have been learning*.

Past perfect progressive: I *had been learning*.

Future perfect progressive: I *will have been learning*.

Present tense:

This verb tense ...

- shows present state or condition: *Brenda is happy.*
- shows a general fact or something that is always true: *Hot air rises.*
- shows habitual action: *Many people drink coffee every morning with breakfast.*
- is used in research writing to report what others have said or done: *In this article, Darwin presents evidence for the development of life.*
- is used for definitions/explanations: *Picture B replaces Picture A as shown on page 2.*
- shows future possibility in conditional and time clauses: *Gary will pay you $50.00 if he likes your work.*

- is used to show future events that are considered certain to happen: *The plane leaves at 10:15 tonight.*

If you see a frequency adverb, use the present tense. Some examples of frequency adverbs are: *always, frequently, generally, never, occasionally, often, rarely, seldom, sometimes, usually.* Example: *Students often have difficulty deciding on a major.*

Present progressive/continuous tense:

This tense shows actions that are in progress right now. It also shows temporary actions. With an adverb of frequency, this tense can show habitual action and in certain situations it can show future action.

- *Our dog is chasing your cat.* (action now in progress)
- Our dog *is staying* at our friend's house while we are out of town. (temporary action)
- *The dog is always chasing the cat.* (habitual action)
- *Our dog is coming home from the animal hospital tomorrow.* (a future event that you are looking forward to now)

Clues such as the following are often used with the present progressive/continuous tense: *Look! Listen! Right now, this period, today, this week, at the present time, currently, at this moment, for the time being, temporarily.* Example: *Thinh is taking an art workshop this semester.*

Past tense:

This tense is used for events that happened at a specific time in the past. Use the past tense for a single event or for events that took place over a period of time if that period is finished. This tense is used to tell a story, discuss history, or for repeated/habitual actions that no longer occur.

- *I called a Lyft driver at 2:30 this afternoon.* (single event, finished)
- *Our neighbor's dog barked at the neighbor's cat every night last week.* (repeated action, finished)

The past tense is used to express a completed action that took place at a specified time in the past. The specified time is either stated or implied. Example: *Our friends arrived late for the concert last night.*

Past progressive/continuous tense:

This verb tense is used:

- to show duration, with emphasis on the length of time, of an act that is no longer going on: *We were waiting for that plane to arrive for six hours before it came.*
- for an action in the past that was not completed in the time period mentioned: *They were shopping for a new car yesterday.* (They didn't find one.)
- for an action that was going on at a time in the past when something else happened: *While Juan and I were watching television, lightning struck the roof of the garage.*

The past continuous tense is used in sentences with the two past actions to show that, while one action was going on, another action occurred. The past continuous describes the longer action; the past tense describes the shorter action. While and as are often used with the past continuous form. Example: *While the farmers were planting crops, a windstorm struck.*

Future tense:

This tense is used to show future events: *The art class will visit the museum tomorrow.* (This tense is often used when the decision is newly made or when someone in authority gives an order.)

The future tense is used to express an action that will occur at some time in the future. Sentences in future time often contain time clauses, beginning with such words as *when, after, before, as soon as, until,* and *while*. Example: *The writers of the TV show will consult the guest star before they finish the story.*

Future progressive/continuous tense:

Use this tense to emphasize duration, intention, or a temporary condition in the future.

- *Sometimes I think I will be studying English for the rest of my life.*
- *I will mail that package for you since I will be walking by the post office this afternoon.*
- *Our salesman will be visiting you soon to take your order.*

The future progressive/continuous tense is used to describe an action that will be in process at a particular time in the future, often in relation to another action. Example: *Mai can't play soccer next Sunday because she will be working.*

Present perfect tense:

This tense is used:

- to show an action that began in the past and is still going on: *I have not finished that homework assignment yet.*
- to show an action that began in the past and was finished at an indefinite time but is closely related to the present and/or future: *Benjamin and Irving have recently announced their engagement.* (They are still engaged.)

Words often used to show continued action from the past to the present (present perfect tense) are: *since, for, up to the present, until now, so far, for the past hour, for the past few days, in a long time, for a short time, in quite a while, all day, all week, lately.* Example: *Mbacke and Amari have worked together as business partners for 12 years.*

Present perfect tense can also be used for action completed at some point from the past to the present. The intention is simply to state an action took place one or more times; often it is implied that the action may occur again in the future. Words commonly used are: *many times, several times, once, twice, three times (etc.), ever, finally, just, already, recently*. The words *not, never, still* and *yet* are used with the negative. Example: *City workers have just repaired one of the damaged bridges.*

Present perfect progressive/continuous tense:

This tense is used to show incompleteness or indefiniteness very close to the present time, often contrasted with now. It shows that the activity is very recent.

- *Raksha has been asking about you.*
- *Ms. Goldstein has been trying to call her doctor all morning.*

Length of time is mentioned or implied with the present perfect continuous tense. Example: *Because of poor sales, corporate profit has been decreasing lately.*

Past perfect tense:

This tense is used to show action in the past that happened before some other action in the past (shown by a past tense verb): *Before she came to PCC, Laura had taught in Japan for two years.*

The past perfect tense is used in sentences with two past actions to show that one of the actions was completed before the other action. Use the past perfect tense for the first completed action, and use the past tense for the second completed action. Example: *Vincent suddenly realized that he had seen the film.* Sometimes you'll see these words used with the past perfect tense: *before, many times, several times, once, twice, ever, already, just, by the time, still, yet.* Example: *Before America gained independence, it had been a British colony.*

Past perfect progressive/continuous tense:

This tense is used to show that:

- an action in the remote past was temporary, or

- the time it lasted is important, or
- that an action was going on when something else happened.

For example:

- *Susana had been looking for a new roommate for six weeks before she finally found one.* (temporary)
- *Women had been demanding the right to vote for many years before they finally got it.* (length of time is important)
- *Many people had been swimming in the ocean when the shark was sighted.* (the actions going on when something else happened)
- *How long had you been looking for a roommate before you finally found one?* (yes, we can use this tense in a question)

The past perfect continuous tense is used in sentences with two past actions to emphasize the fact that the first action had been continuous before the second action took place. Length of time is mentioned or implied with the past perfect continuous tense. Example: *Vy and Tomas had been talking on Zoom for several minutes when their internet suddenly stopped working.*

Future perfect tense:

This tense is used to show an action that will be completed in the future. Example: *By the end of the winter season, more tourists will have visited Mt. Hood than ever before.*

The future perfect tense is used to describe an action that will have been completed by a certain time in the future, often in relation to another action. Example: *Although the incident is disturbing to you now, in a few months you will have forgotten all about it.*

Future perfect progressive/continuous tense:

Use this tense to combine the ideas of completeness and duration of time in the future. For example:

- *Soon he will have been studying at PCC for six months.*
- *The hikers started out at sunrise this morning; by 8:00 they will have been walking for three hours.*

The future perfect progressive/continuous tense is used to describe an action in the future which will have been going on up to a certain designated time or in relation to another action. The length of time is often mentioned with future perfect continuous action. Example: *Ignacio will have been writing letters for a few hours when his wife returns.*

Comparison of the 12 verb tenses:

Look at how the 12 verb tenses change the time, attitude, and relationships ... when eating pizza!

Notice this!

The 12 Verb Tenses in English

Verb Tense	Past	Present	Future
Simple	I ***ate*** pizza yesterday. • to indicate a past habit or an action already completed. • can be used with or without adverbs of time.	I ***eat*** pizza every day. • to express habits or a general truth. • with stative verbs: like, love, want, need, believe, etc.	I ***will eat*** pizza tomorrow. • to indicate an action, condition, or circumstance which will take place in the future.

Continuous	I ***was eating*** pizza when you arrived. • to indicate an action that was in progress in the past that was interrupted by another action. • to indicate that two actions were happening at the same time in the past.	I ***am eating*** pizza right now. • to indicate an action happening right now, at the moment of speaking. • to indicate a temporary action.	I ***will be eating*** pizza at this time tomorrow. • to indicate what will be happening at a time in the future. • to indicate planned future events.
Perfect	I ***had eaten*** all of the pizza before you arrived at my house. • to indicate that one action in the past happened before another action in the past.	I ***have eaten*** all of the pizza. • to indicate a past action which is not defined by a time occurrence. • to indicate an action that started in the past and has continued up until now.	I ***will have eaten*** all of the pizza by the time I see you tomorrow. • to indicate an action that will be completed before another action will take place.
Perfect Continuous	I ***had been eating pizza*** for a whole hour before you arrived. • to indicate an action in the past that began before a certain point in the past and continued up until that time.	I ***have been eating*** pizza for two hours. • to indicate an action that started at some point in the past and may or may not be completed.	I ***will have been eating*** pizza for two hours when you get here. • to indicate an action that will have happened for some time and will not be complete yet at certain point in the future.

Practice:

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:

Verb Tense Exercise

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Interactive Content online

Try this!

Quiz:

1. We walked in the opposite direction as soon as we realized that we _____ the wrong path.

   1. had taken

2. were taken
3. have taken
4. took

2. Masaya couldn't come to the telephone when Miss Tsuji called him because he _____ in the laboratory.

1. was working
2. worked
3. has been working
4. had been working

3. The deficit _____ so large, we will probably have to pay additional taxes.

1. grows
2. was growing
3. has growed
4. is growing

4. What a lovely night! The moon _____ brightly.

1. shines
2. is shining
3. shined
4. was been shining

5. By next October that couple _____ together for 25 years.

1. will be performed
2. will have been performing
3. have performed
4. will perform

6. By this time next week, the winners _____ their awards.

1. will be received
2. will have receive
3. will have received
4. will have been receiving

7. For some time, Jeff _____his paintings to the Perison Art Gallery.

1. is selling
2. has selled
3. has been selling
4. was sold

8. If they _____ everyone can have a chance to speak.

1. took turns answering
2. take turns answering
3. are take turns answering
4. would take turns answering

9. Matthew _____ her, but he changed his mind.

1. was planned to call
2. would have call
3. would call
4. was going to call

10. Last month I read a book about the ethics of a primitive society. This month _____ a recently published historical novel.

1. I've reading
2. I'd been reading
3. I was reading
4. I'm reading

Some text has been adapted from a grammar packet prepared by ESOL instructors at the Rock Creek campus of Portland Community College.

The grammar chart about eating pizza has many incarnations on the internet and is believed to be in the public domain.

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8.3: More Verb Tense Practice

Curated and Adapted from: Barbara Hall and Elizabeth Wallace, Georgia State University - Perimeter College, via GALILEO Open Learning Materials.

Learning outcomes:

1. **Identify simple verb tenses.**
2. **Recognize to be, to have, and to do verbs.**
3. **Use perfect verb tenses correctly.**
4. **Apply progressive verb tenses in writing.**



Figure 8.3.1: "Hour Glass" by erikogan is licensed under CC BY-SA 2.0.

You must always use a verb in every sentence you write. Verbs are parts of speech that indicate actions or states of being. The most basic sentence structure is a subject followed by a verb.

Simple verb tenses:

Verb tenses tell the reader when the action takes place. The action could be in the past, present, or future.

Table 8.3.1

Past	← Present →	Future
Yesterday I **jumped**.	Today I **jump**.	Tomorrow I **will jump**.

Simple present verbs are used in the following situations:

1. When the action is something that happens regularly.

   I always cross my fingers for good luck.

2. When describing things that are generally true.

   College tuition is very costly.

Table 8.3.2: Regular Simple Present Tense Verbs

Verb	I/You/We/They	He/She/It
ask	ask	asks
bake	bake	bakes
cook	cook	cooks
cough	cough	coughs
clap	clap	claps
dance	dance	dances
erase	erase	erases
kiss	kiss	kisses
push	push	pushes
wash	wash	washes

When it is he, she, or it doing the present tense action, remember to add -s, or -es to the end of the verb or to change the y to -ies.

Simple past verbs are used when the action has already taken place and is now finished:

- I **washed** my uniform last night.
- I **asked** for more pie.
- I **coughed** loudly last night.

Table 8.3.3: Regular Simple Past Tense Verbs

Verb	Past Tense
ask	asked
bake	baked
cook	cooked
cough	coughed
clap	clapped
dance	danced
erase	erased
kiss	kissed
push	pushed
wash	washed

When he, she, or it is doing the action in the past tense, remember to add -d or -ed to the end of regular verbs.

Simple future verbs are used when the action has not yet taken place:

- I **will work** late tomorrow.
- I **will eat dinner** with my friend when I see him.
- I **will erase** the board after class.

Table 8.3.4: Regular Simple Future Tense Verbs

Verb	Future Tense
ask	will ask
bake	will bake
cook	will cook
cough	will cough
clap	will clap
dance	will dance
erase	will erase
kiss	will kiss
push	will push
wash	will wash

Going to can also be added to the main verb to make it future tense:

- I am **going to** go to work tomorrow.

Try this!

Complete the following sentences by selecting the correct form of the verb in simple present, simple past, or simple future tenses. Write the corrected sentence on your own sheet of paper.

1. The Dust Bowl (is, was, will be) a name given to a period of very destructive dust storms that occurred in the United States during the 1930s.
2. Historians today (consider, considered, will consider) The Dust Bowl to be one of the worst weather of events in American history.
3. The Dust Bowl mostly (affects, affected, will affect) the states of Kansas, Colorado, Oklahoma, Texas, and New Mexico.
4. Dust storms (continue, continued, will continue) to occur in these dry regions, but not to the devastating degree of the 1930s.
5. The dust storms during The Dust Bowl (cause, caused, will cause) irreparable damage to farms and the environment for a period of several years.
6. When early settlers (move, moved, will move) into this area, they (remove, removed, will remove) the natural prairie grasses in order to plant crops and graze their cattle.
7. They did not (realize, realized, will realize) that the grasses kept the soil in place.
8. There (is, was, will be) also a severe drought that (affects, affected, will affect) the region.
9. The worst dust storm (happens, happened, will happen) on April 14, 1935, a day called Black Sunday.
10. The Dust Bowl era finally came to end in 1939 when the rains (arrive, arrived, will arrive).
11. Dust storms (continue, continued, will continue) to affect the region, but hopefully they will not be as destructive as the storms of the 1930s.

Try this!

On a separate sheet of paper, complete the following sentences by adding the verb in the correct simple tense.

1. Please do not (erase, erased, will erase) what I have written on the board.
2. They (dance, danced, will dance) for hours after the party was over.
3. Hong (wash, washed, will wash) his laundry after several weeks had passed.
4. Yesterday Mom (ask, asked, will ask) me about my plans for college.
5. I (bake, baked, will bake) several dozen cookies for tomorrow's bake sale.

Try this!

Correct the verb tense mistakes in the following paragraph.

> Last summer, I walk around Walden Pond. Walden Pond is in Concord, Massachusetts. It is where the philosopher Henry David Thoreau will live during the mid-nineteenth century. During his time there, he wrote a book called Walden. Walden is a book of Thoreau's reflections on the natural environment. It will be consider a classic in American literature. I did not know that Walden Pond is consider the birthplace of the environmental movement. It was very relaxing there. I will listen to birds, frogs, and crickets, not to mention the peaceful sound of the pond itself.

To Be, To Do, and To Have:

There are some irregular verbs in English that are formed in special ways. The most common of these are the verbs to be, to have, and to do.

Table 8.3.5: Verb Forms of To Be, To Do, and To Have

Base Form	Present Tense Form	Past Tense Form	Future Tense Form
be	am/is/are	was/were	will be
do	do/does	did	will do
have	have/has	had	will have

Notice this!

Memorize the present tense forms of to be, to do, and to have. A song or rhythmic pattern will make them easier to memorize.

Review these examples of to be, to do, and to have used in sentences.

Verb Tense

Past	← Present →	Future
To Be		
Yesterday I **was** angry.	Today I **am** not angry.	Tomorrow I **will be** angry.
To Do		
I **did** my best yesterday.	I **do** my best every day.	Tomorrow I **will do** my best.
To Have		
Yesterday I **had** ten dollars.	Today I **have** ten dollars.	Tomorrow I **will have** ten dollars.

Remember the following uses of to be, to have and to do:

To Be:

- I → am/was/will be
- you/we/they → are/were/will be
- he/she/it → is/was/will be

To Have:

- I/you/we/they → have/had/will have

- he/she/it → has/had/will have

To Do:

- I/you/we/they → do/did/will do
- he/she/it → does/did/will do

Notice this!

Remember, if you have a compound subject like Marie and Jennifer, think of the subject as they to determine the correct verb form.

- Maria and Luis (they) have a house on Bainbridge Island.

Similarly, single names can be thought of as he, she, or it.

- LeBron (he) has scored thirty points so far.

Try this!

On a separate sheet of paper, complete the following sentences by circling the correct form of the verbs to be, to have, and to do in the three simple tenses.

1. Stefano always (do, does, will do) his taxes the day before they are due.
2. We (are, is, was) planning a surprise birthday party for my mother.
3. Turtles (have, had, has) the most beautiful patterns on their shells.
4. I always (do, did, will do) my homework before dinner, so I can eat in peace.
5. You (is, are, was) so much smarter than you think!

Perfect verb tenses:

Up to this point, we have covered the three simple verb tenses—simple present, simple past, and simple future. Now we will add three more tenses, which are called perfect tenses. They are present perfect, past perfect, and future perfect. These are the three basic tenses of English. A past participle is often called the -ed form of a verb because it is formed by adding -d or -ed to the base form of regular verbs. Past participles can also end in -t or -en. Keep in mind, however, the past participle is also formed in various other ways for irregular verbs. The past participle can be used to form the present perfect tense.

The present perfect tense has a connection with the past and the present.

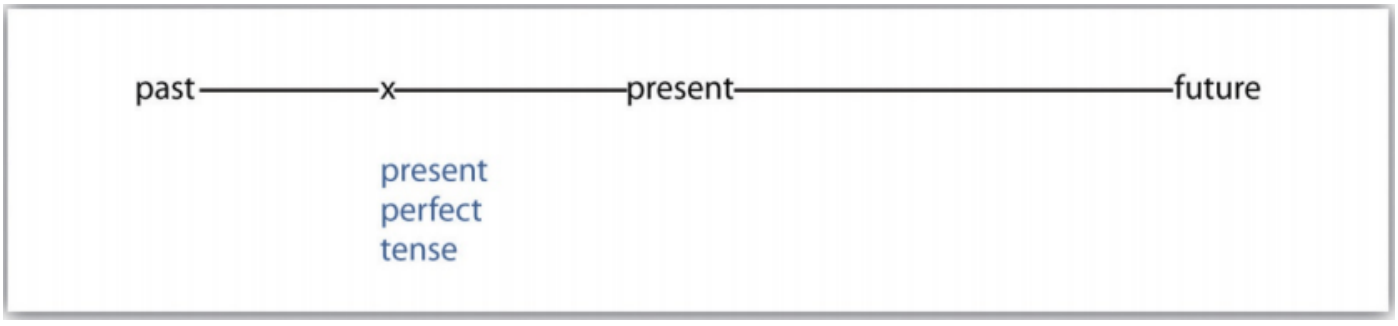


Figure 8.3.1

Use the present perfect tense to describe a continuing situation and to describe an action that has just happened.

- I **have worked** as a caretaker since June.

This sentence tells us that the subject has worked as a caretaker in the past and is still working as a caretaker in the present.

- Dmitri **has** just **received** an award from the Dean of Students.

  This sentence tells us that Dmitri has very recently received the award. The word just emphasizes that the action happened very recently.

Study the following basic formula for the past perfect tense:

Subject + had or have + past participle

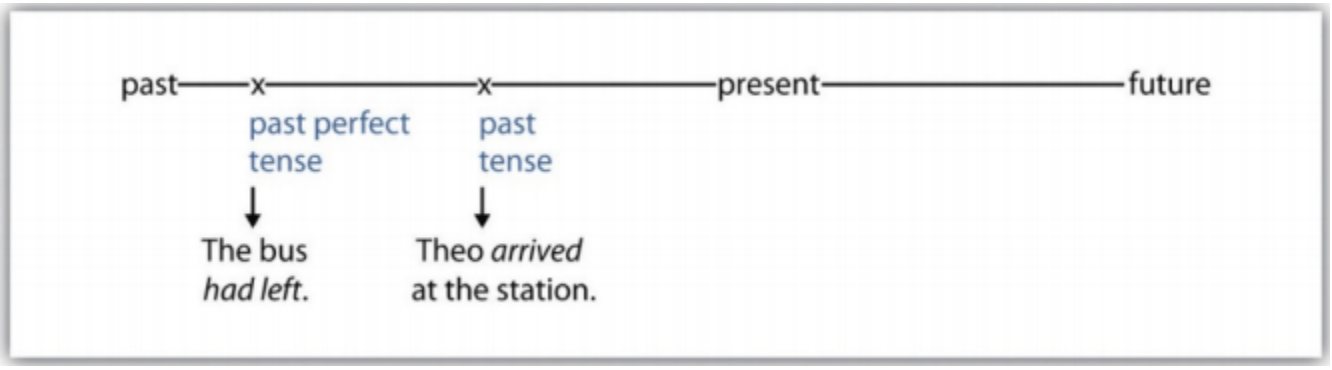


Figure 8.3.2

- The bus **had left** by the time Theo **arrived** at the station.

  Notice that both actions occurred entirely in the past, but one action occurred before the other. At some time in the past, Theo arrived (simple past tense) at the station, but at some time before that, the bus had left (past perfect).

Look at the following basic formula for the future perfect tense:

Subject + will have + past participle

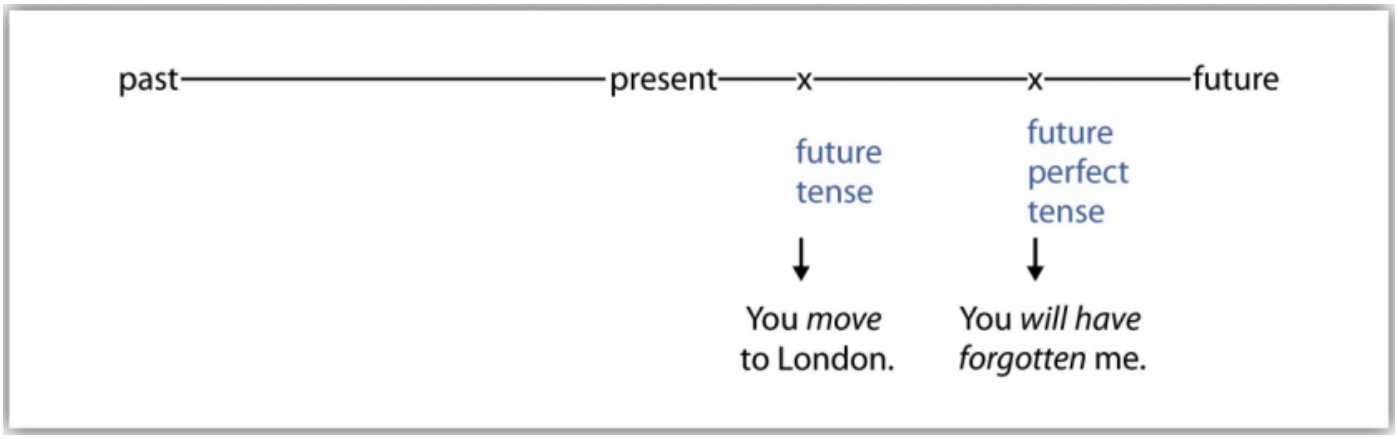


Figure 8.3.3

The future perfect tense describes an action from the past in the future, as if the past event has already occurred. Use the future perfect tense when you anticipate completing an event in the future, but you have not completed it yet.

- You **will have forgotten** me after you **move** to London.

  Notice that both actions occur in the future, but one action will occur before the other. At some time in the future, the subject (you) will move (future tense) to London, and at some time after that, the subject will have forgotten (future perfect tense) the speaker, me.

Try this!

On a separate sheet of paper, complete the following sentences by using the correct perfect verb tense for the verb in parentheses.

1. I plan to start a compost bin because I _____ (to want) one for a long time now.
2. My brother told me he _____ (to argue) with his friend about politics.
3. By the time we reach the mountain top, the sun _____ (to set).
4. Beza _____ (to walk) several miles in the past three hours.
5. His mother _____ (to offer) to pay him to work in her office.

Progressive verb tenses:

Progressive verb tenses describe a continuing or unfinished action, such as I am going, I was going, or I will be going.

The present progressive tense describes an action or state of being that takes place in the present and that continues to take place.

To make verbs in the present progressive tense, combine these two parts:

Present tense form of to be + -ing (present participle)

You should use the present progressive tense to describe a planned activity, to describe an activity that is recurring right now, and to describe an activity that is in progress, although not actually occurring at the time of speaking:

- Preeti **is starting** school on Tuesday.

  This sentence describes a planned activity.

- Janetta **is getting** her teeth cleaned right now.

  This sentence describes an activity that is occurring right now.

- I **am studying** ballet at school.

  This sentence describes an activity that is in progress but not actually occurring at the time of speaking.

The past progressive tense describes an action or state of being that took place in the past and that continues to take place.

To make verbs in the past progressive tense, combine these two parts:

Past tense form of to be + -ing (present participle)

You should use the past progressive tense to describe a continuous action in the past, to describe a past activity in progress while another activity occurred, or to describe two past activities in progress at the same time:

- Elena and I **were planning** a vacation.

  This sentence describes a continuous action in the past.

- I **was helping** a customer when I smelled delicious fried chicken.

  This sentence describes a past activity in progress while another activity occurred.

- While I **was finishing** my homework, my wife **was talking** on the phone.

  This sentence describes two past activities in progress at the same time.

The future progressive tense describes an action or state of being that will take place in the future and that will continue to take place. The action will have started at that future moment, but it will not have finished at that moment.

To make verbs in the future progressive tense, combine these parts:

Future tense form of to be + -ing (present participle)

Use the future progressive tense to describe an activity that will be in progress in the future:

- Samantha and I will be dancing in the school play next week.
- Tomorrow Anita will be reading two of her poems.

Try this!

On a separate sheet of paper, revise the following sentences, written in simple tenses, using the progressive tenses indicated in parentheses.

1. He prepared the food while I watched. (past progressive tense)
2. Yusuf Mohammed will speak at the conference. (future progressive)
3. Josie traveled to Egypt last July. (past progressive tense)
4. My foot aches, so I know it will rain. (present progressive tense)
5. Micah will talk a lot when I see him. (future progressive)
6. I yawn a lot because I feel tired. (present progressive tense)

Similar to the present perfect tense, the present perfect progressive tense is used to indicate an action that was begun in the past and continues into the present. However, the present perfect progressive is used when you want to stress that the action is ongoing.

To make verbs in the present perfect progressive tense, combine the following parts: Present tense

form of to have + been + -ing (present participle)

- She **has been talking** for the last hour.

  This sentence indicates that she started talking in the past and is continuing to talk in the present.

- I **have been feeling** tired lately.

  This sentence indicates that I started feeling tired in the past, and I continue to feel tired in the present. Instead of indicating time, as in the first sentence, the second sentence uses the adverb lately. You can also use the adverb recently when using the present perfect progressive tense.

Similar to the past perfect tense, the past perfect progressive tense is used to indicate an action that was begun in the past and continued until another time in the past. The past perfect progressive does not continue into the present but stops at a designated moment in the past.

To make verbs in the past perfect progressive tense, combine the following parts:

Past tense form of to have + been + -ing (present participle)

- The employees **had been talking** until their boss arrived.

  This sentence indicates that the employees were talking in the past and they stopped talking when their boss arrived, which also happened in the past.

- I **had been working** all day. This sentence implies that I was working in the past.

The action does not continue into the future, and the sentence implies that the subject stopped working for unstated reasons.

The future perfect progressive tense is rarely used. It is used to indicate an action that will begin in the future and will continue until another time in the future.

To make verbs in the future perfect progressive tense, combine the following parts:

Future tense form of to have + been + -ing (present participle)

- By the end of the meeting, I **will have been hearing** about mortgages and taxes for eight hours.

  This sentence indicates that in the future I will hear about mortgages and taxes for eight hours, but it has not happened yet. It also indicates the action of hearing will continue until the end of the meeting, something that is also in the future.

Maintaining consistent verb tense:

Consistent verb tense means the same verb tense is used throughout a sentence or a paragraph. As you write and revise, it is important to use the same verb tense consistently and to avoid shifting from one tense to another unless there is a good reason for the tense shift. In the following box, see whether you notice the difference between a sentence with consistent tense and one with inconsistent tense.

Notice this!

Inconsistent tense:

The crowd starts cheering as Melina approached the finish line.

Consistent tense:

The crowd started cheering as Melina approached the finish line.

Consistent tense:

The crowd starts cheering as Melina approaches the finish line.

Figure 8.3.4

Notice this!

In some cases, clear communication will call for different tenses. Look at the following example:

When I was a teenager, I wanted to be a fire fighter, but now I am studying computer science.

Figure 8.3.5

Try this!

Edit the following paragraph by correcting the inconsistent verb tense. Copy the corrected paragraph onto your own sheet of paper.

In the Middle Ages, most people lived in villages and work as agricultural laborers or peasants. Every village has a "lord," and the peasants worked on his land. Much of what they produce go to the lord and his family. What little food was leftover goes to support the peasants' families. In return for their labor, the lord offers them protection. A peasant's day usually began before sunrise and involves long hours of backbreaking work, which includes plowing the land, planting seeds, and cutting crops for harvesting. The working life of a peasant in the Middle Ages is usually demanding and exhausting.

Notice this!

Read the following excerpt from an e-mail:

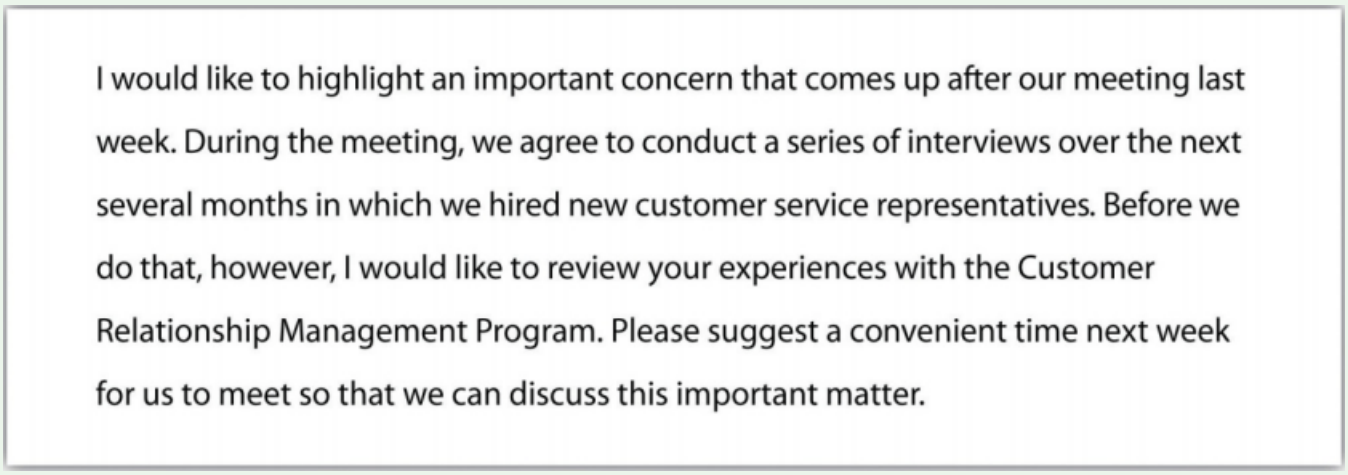


Figure 8.3.6

The inconsistent tense in the e-mail will very likely distract the reader from its overall point. Most likely, your coworkers will not correct your verb tenses or call attention to grammatical errors, but it is important to keep in mind that errors such as these do have a subtle negative impact in how you present yourself in public.

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College ESL Writers - Applied Grammar and Composing Strategies for Success (Hall and Wallace)

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8.4: Regular and Irregular Verb Forms

Curated and Adapted from Barbara Hall and Elizabeth Wallace Georgia State University - Perimeter College via GALILEO Open Learning Materials.

Learning outcomes:

1. **Use the correct regular verb forms in sentences.**
2. **Use the correct irregular verb forms in sentences.**

Regular verb forms:

Verbs in English can change forms in five basic ways:

Table 8.4.1*: Regular Verbs*

Base	Past	Past Participle	3rd Person Singular	Progressive
Talk	Talked	Talked	Talks	Talking
Jump	Jumped	Jumped	Jumps	Jumping

Verbs also can indicate actions or states of being in the past, present, or future using tenses. Regular verbs follow regular patterns when shifting from the present to past tense. For example, to form a past-tense or past-participle verb form, add -ed or -d to the end of a verb. You can avoid mistakes by understanding this basic pattern.

Verb tense identifies the time of action described in a sentence. Verbs take different forms to indicate different tenses. Verb tenses indicate:

- an action or state of being in the present.
- an action or state of being in the past.
- an action or state of being in the future.

Helping verbs, such as be and have, also work to create verb tenses, such as the future tense.

Notice this!

Present Tense: Tim walks to the store. (Singular subject)

Present Tense: Sue and Kimmy walk to the store. (Plural subject)

Past Tense: Yesterday, they walked to the store for milk. (Plural subject)

Future Tense: Tomorrow, Kimmy will walk to the store to buy some bread. (Singular subject)

Figure 8.4.1

Irregular verb forms:

The past tense of irregular verbs is not formed using the patterns that regular verbs follow. Study the chart below which lists the most common irregular verbs.

The best way to learn irregular verbs is to memorize them. With the help of a classmate, create flashcards of irregular verbs and test yourselves until you master them.

Table 8.4.2: Irregular Verbs

Simple Present	Past	Simple Present	Past
be	was, were	lose	lost
become	became	make	made
begin	began	mean	meant
blow	blew	meet	met
break	broke	pay	paid
bring	brought	put	put
build	built	quit	quit
burst	burst	read	read
buy	bought	ride	rode
catch	caught	ring	rang
choose	chose	rise	rose
come	came	run	ran
cut	cut	say	said
dive	dove (dived)	see	saw
do	did	seek	sought
draw	drew	sell	sold
drink	drank	send	sent
drive	drove	set	set
eat	ate	shake	shook
fall	fell	shine	shone (shined)
feed	fed	shrink	shrank (shrunk)
feel	felt	sing	sang
fight	fought	sit	sat
find	found	sleep	slept
fly	flew	speak	spoke
forget	forgot	spend	spent
forgive	forgave	spring	sprang
freeze	froze	stand	stood
get	got	steal	stole
give	gave	strike	struck
go	went	swim	swam

Simple Present	Past	Simple Present	Past
grow	grew	swing	swung
have	had	take	took
hear	heard	teach	taught
hide	hid	tear	tore
hold	held	tell	told
hurt	hurt	think	thought
keep	kept	throw	threw
know	knew	understand	understood
lay	laid	wake	woke
lead	led	wear	wore
leave	left	win	won
let	let	wind	wound

Here we see the irregular verb in the past tense.

Notice this!

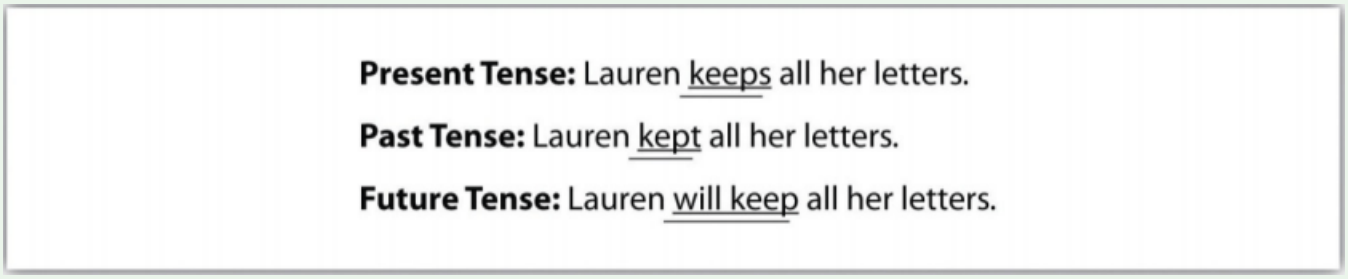


Figure 8.4.2

Try this!

Complete the following sentences by selecting the correct form of the irregular verb in simple present, simple past, or simple future tense. Copy the corrected sentence onto your own sheet of paper.

1. Marina finally (forgived, forgave, will forgive) her sister for snooping around her room.
2. The house (shook, shaked, shakes) as the airplane rumbled overhead.
3. I (buyed, bought, buy) several items of clothing at the thrift store on Wednesday.
4. She (put, putted, puts) the lotion in her shopping basket and proceeded to the checkout line.
5. The prized goose (layed, laid, lay) several golden eggs last night.
6. Mr. Batista (teached, taught, taughted) the class how to use correct punctuation.
7. I (drink, drank, will drink) several glasses of sparkling cider instead of champagne on New Year's Eve next year.
8. Although Hector (growed, grew, grows) three inches in one year, we still called him "Little Hector."
9. Yesterday our tour guide (lead, led, will lead) us through the maze of people in Times Square.
10. The rock band (burst, bursted, bursts) onto the music scene with their catchy songs.

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8.5: Using Gerunds and Infinitives

Learning outcomes:

1. **Recognize when to use gerunds and when to use infinitives in sentences.**
2. **Practice using gerunds and infinitives.**

Academic writing often involves the discussion of big ideas. These concepts often have their roots in actions. In order to use actions as subjects or objects, however, requires writers to use either gerunds or infinitives. These are forms of verbs that work as subjects and objects. It's the idea of the action in noun form. This may sound strange, but it's very useful in academic writing.

Gerunds:

A gerund is a form of a verb that is used as a noun. All gerunds end in -ing. Since gerunds function as nouns, they occupy places in a sentence that a noun would, such as subject, object, subject complement, object complement, object of a preposition, and object of a possessive. The gerund looks exactly the same as a present participle (ending in *-ing*), but it works like a noun. For example:

- ***Exercising*** *every day will help you stay happy and healthy.* (subject)
- *She loves* ***reading*** *texts from her friends.* (object)
- *My favorite exercise is* ***biking****.* (subject complement)
- *Mr. Martinez heard the students* ***talking*** *in the hall before class.* (object complement)
- *I want your suggestions for* ***raising*** *my grade in this class.* (object of a preposition)
- *There is no time for your excessive* ***worrying****.* (object of a possessive)

Often verbs are followed by gerunds. Study the examples below.

Notice this!

Table 8.5.1: *Gerunds and Verbs*

Gerund Verb	Followed by a Gerund
moving	Delilah **considered moving** to Paris.
cleaning	I **hate cleaning** the bathroom.
winning	Longa **imagines winning** an Oscar one day.
worrying	Mom says she has **stopped worrying**.
taking	She **admitted taking** the pumpkin

Practice:

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:

Gerunds Exercise:

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Infinitives:

The infinitive is the base form of a verb. It is formed by combining "to" plus the base form of the verb. For example:

- *I want **to eat** more pizza.*
- *He warned me not **to arrive** late.*

The infinitive can work like a noun. It can be used in many ways: subject, object, subject complements — even adjectives and adverbs! For example:

- ***To be** a kinder person is my resolution for the New Year.* (subject)
- *He asked me **to go** for a jog in the park.* (object)
- *The purpose of this class is **to communicate** better in writing.* (subject complement)
- *Mississippi Avenue is the place **to go** if you like live local music.* (adjective)
- *I bought a thesaurus **to learn** new words in my second language.* (adverb)

Some verbs are followed by infinitives. Study the examples below.

Notice this!

Table 8.5.2: Infinitives and Verbs

Infinitive	Verb Followed by Infinitive
to help	Preeti **offered to help** her move.
to arrive	Sonia **expects to arrive** early.
to win	Sunita **wants to win** the writing contest.
to close	He **forgot to close** the curtains.
to eat	She **likes to eat** late.

Practice:

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:

Infinitives Exercise:

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You may wonder which verbs can be followed by gerunds and which verbs can be followed by infinitives. With the following verbs, you can use either a gerund or an infinitive.

NOTE: Some verbs can be followed only by gerunds. Some verbs can be followed only by infinitives. Some verbs can be followed by either a gerund or an infinitive. There is no easy rule to learn these; you just need to memorize them. Click on this link to read more: https://www.engvid.com/english-resource/verbs-followed-by-gerunds-and-infinitives/

Notice this!

Table 8.5.3: Infinitives and Gerund Verbs

Base Form of Verb	Sentences with Verbs Followed by Gerunds and Infinitives
begin	1. Juanita **began crying**.
	2. Juanita **began to cry**.
hate	1. Marie **hated talking** on the phone.
	2. Marie **hated to talk** on the phone.
forget	1. Wendell **forgot paying** the bills.
	2. Wendell **forgot to pay** the bills.
like	1. I **liked leaving** messages.
	2. I **liked to leave** messages.
continue	1. He **continued listening** to the news.
	2. He **continued to listen** to the news.
start	1. I will **start recycling** immediately.
	2. I will **start to recycle** immediately.
try	1. Mikhail will **try climbing** the tree.
	2. Mikhail will **try to climb** the tree.
prefer	1. I **prefer baking**.
	2. I **prefer to bake**.
love	1. Joshua **loves diving**.
	2. Joshua **loves to dive**.

Try this!

On your own sheet of paper, complete the following sentences by choosing the correct infinitive or gerund.

1. I meant _____ (to kiss, kissing) my kids before they left for school.
2. The children hoped (to go, going) to a restaurant for dinner.
3. Do you intend _____ (to eat, eating) the entire pie?
4. Crystal postponed _____ (to get dressed, getting dressed) for the party.
5. When we finish _____ (to play, playing) this game, we will go home.

Try this!

Quiz: Change the word in parentheses to either a gerund or infinitive form, depending upon the sentence.

1. He forgot (*lock*) _____ the door, and someone broke in.
2. I have to stop (*take*) _____ this class because my schedule changed.
3. I avoid (*exercise*) _____ whenever I can.
4. The teacher reminded us (*look*) _____ at our notes before the test.
5. I never remember (*dream*) _____ at night when I sleep.
6. My boss is planning on (*give*) _____ me a raise.
7. Eric agreed (*meet*) _____ us for dinner at seven tonight.
8. My father-in-lay insisted on (*buy*) _____ the dinner.
9. I really miss (*go*) _____ to my grandmother's.
10. They warned us (*read*) _____ the instructions before using the machine.

Videos from: EngVid. "English Grammar – 5 Ways to Use Infinitives." www.youtube.com, 11 Nov. 2014, www.youtube.com/watch?v=8ZTikQEt0Z8. Accessed 30 Dec. 2021. "Learn English Grammar: 6 Ways to Use Gerunds." www.youtube.com, 17 Oct. 2013, www.youtube.com/watch?v=PhwGtNzdDmc. Accessed 30 Dec. 2021.

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8.6: Subject and Verb Identification

Learning outcomes:

1. **Correctly identify subjects and main verbs in sentences.**

Examining subject and verb identification:

Two of the most important parts of a sentence are subjects and verbs. Being able to identify subjects and verbs will allow you to create complete and clear sentences; it will also help you understand other grammatical concepts like fragments and run-together sentences.

Identifying Verbs:

Verbs are easy to identify because they are words that indicate action or a state of being, words like: write, run, tell, have, be, look, feel. Verbs are the only part of speech that gets **conjugated**, that is, that changes tense in order to indicate a particular time frame. This chart contains examples of some of the more common verb tenses:

Conjugating Verbs

Present (today)	Past (yesterday)	Future (tomorrow)	Present Progressive	Present Perfect	Past Perfect
I **learn**	I **learned**	I **will learn**	I **am learning**	I **have learned**	I **had learned**
I **swim**	I **swam**	I **will swim**	I **am swimming**	I **have swum**	I **had swum**

Sentences can contain several types of verbs and verb-like words; what we're interested in is finding the **main verbs**, the words that drive the action of a sentence. While all verbs *can* be conjugated, main verbs are the ones that actually *do* change when the entire sentence changes tense. To find which words are acting as the main verbs in a sentence, then, try changing the tense. For example:

Locating Main Verbs

Original sentence:	New tense:
Running a marathon **is** not fun.	Running a marathon **will** not **be** fun.
Hoping to build up her portfolio, the supermodel **is going** to Paris.	Hoping to build up her portfolio, the supermodel **went** to Paris.
To escape their stress, Liz and Ryan **have been watching** bad reality TV.	To escape their stress, Liz and Ryan **will be watching** bad reality TV.
The bicycle **had been** left in the rain.	The bicycle **was** left in the rain.

Identifying subjects:

The **subject** of a sentence performs the action(s) indicated by the main verb; that is, the subject is the *doer* of the action: the **diva was singing** (the diva is doing the action of "singing"), the **glass broke** (the glass is doing the action of "breaking"), the **audience started to applaud** (the audience is doing the action of "applauding).

To identify the subject of the sentence, you can ask yourself "who or what is (verb)?"

In the following examples, the subjects are *italicized* and the verbs are **in bold**.

Locating Subjects

Sentence	Question --> Subject
Running a marathon **is** not fun.	Subject" class="lt-human-456020">>***What** is not fun? running*
The *supermodel* **is going** to Paris.	Subject" class="lt-human-456020">>***Who** is going to Paris?* the *supermodel*
Liz and *Ryan* **have been watching** bad reality TV.	Subject" class="lt-human-456020">>***Who** is watching TV? Liz* and *Ryan*
The *bicycle* **had been** left in the rain.	Subject" class="lt-human-456020">>***What** had been left in the rain?* the *bicycle*

As you might have noticed, words that end in **–ing** can are sometimes act like subjects:

- *Running* a marathon **is** not fun.

and sometimes they act as verbs:

- *Liz* and *Ryan* **are watching** bad reality TV.

As a general guideline, when an **-ing** word is preceded by a form of "be" (i.e. is, are, was, were), it is acting as a verb.

Try this!

Find the subjects and main verbs in the following sentences. Mark the subject(s) and the main verb(s).

For example: To cheer himself up, *he* **watched** old detective movies and **ate** ice cream (the subject is *italicized* and the verbs are **in bold**)

1. After a long, rainy winter, the woman and her partner had become tired of their small apartment, so they decided to drive around town in search of excitement.
2. The couple had been cruising slowly down a side street, looking for some local nightlife, when they heard music coming from a small bar on the corner.
3. They had just left their car when some stray cats started fighting in a side alley.
4. When the couple walked in and sat down at the bar, nobody bothered to look up.
5. At one end of the bar, a tired-looking woman was languidly smoking her cigarette and expertly blowing out smoke rings.
6. The bartender was wiping down the counter and softly whistling to himself.
7. Hunched over a table in the back corner, four men were enjoying a friendly game of cards.
8. A sad Billie Holiday tune had been playing softly from an old jukebox, but once the song was over, the room went silent.
9. Suddenly, a man in the back stood and threw his cards down on the table, cursing loudly.
10. When he began to reach into his pocket, the couple looked at each other anxiously and then hurriedly backed out the door.

Answer available at the end of this section.

Answers

Try this!

The subjects are in *italics* and the verbs are **in bold:**

1. After a long, rainy winter, the *woman* and her *partner* **had become** tired of their small apartment, so *they* **decided** to drive around town in search of excitement.
2. The *couple* **had been cruising** slowly down a side street, looking for some local nightlife, when *they* **heard** music coming from a small bar on the corner.
3. *They* **had** just **left** their car when some stray *cats* **started fighting** in a side alley.
4. When the *couple* **walked** in and **sat** down at the bar, *nobody* **bothered** to look up.
5. At one end of the bar, a tired-looking *woman* **was** languidly **smoking** her cigarette and expertly **blowing** out smoke rings.
6. The *bartender* **was wiping** down the counter and softly **whistling** to himself.
7. Hunched over a table in the back corner, four *men* **were enjoying** a friendly game of cards.
8. A sad Billie Holiday *tune* **had been playing** softly from an old jukebox, but once the *song* **was** over, the *room* **went** silent.
9. Suddenly, a *man* in the back **stood** and **threw** his cards down on the table, cursing loudly.
10. When *he* **began** to reach into his pocket, the *couple* **looked** at each other anxiously and then hurriedly **backed** out the door.

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8.7: Subject and Verb Agreement

Curated and Adapted from Barbara Hall and Elizabeth Wallace Georgia State University - Perimeter College via GALILEO Open Learning Materials.

Learning outcomes:

1. **Define subject-verb agreement.**
2. **Identify and correct common errors in subject-verb agreement.**

Subject-verb agreement is one of the most common errors that people make. Having a solid understanding of this concept is critical when making a good impression, and it will help ensure that your ideas are communicated clearly.

Agreement:

Agreement in speech and in writing refers to the proper grammatical match between words and phrases. Parts of sentences must agree, or correspond with other parts, in number, person, case, and gender.

- **Number**. All parts must match in singular or plural forms.
- **Person**. All parts must match in first person (I), second person (you), or third person (he, she, it, they) forms.
- **Case**. All parts must match in subjective (I, you, he, she, it, they, we), objective (me, her, him, them, us), or possessive (my, mine, your, yours, his, her, hers, their, theirs, our, ours) forms.
- **Gender**. All parts must match in male or female forms.

Subject-verb agreement describes the proper match between subjects and verbs.

Because subjects and verbs are either singular or plural, the subject of a sentence and the verb of a sentence must agree with each other in number. That is, a singular subject belongs with a singular verb form, and a plural subject belongs with a plural verb form.

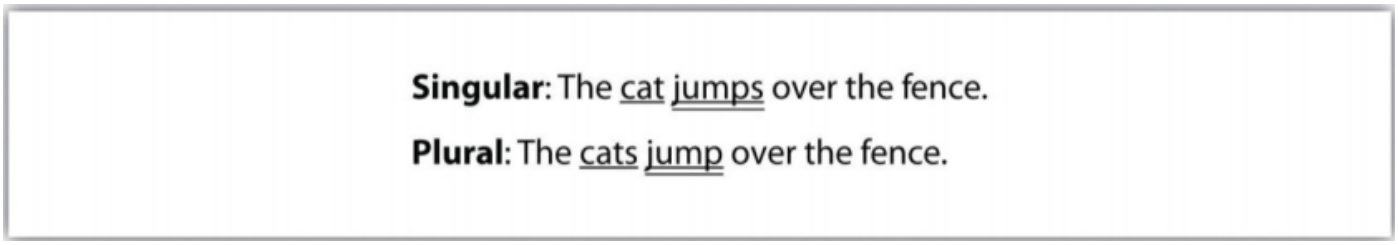


Figure 8.7.1

Regular verbs and agreement:

Regular verbs follow a predictable pattern. For example, in the third person singular, regular verbs always end in -s. Other forms of regular verbs do not end in -s. Study the following regular verb forms in the present tense.

Regular Verb Agreement

	Singular Form	Plural Form
First Person	I live.	We live.
Second Person	You live.	You live.
Third Person	He/She/It lives.	They live.

Add an -es to the third person singular form of regular verbs that end in -sh, -x, -ch, and -s. (I wish/He wishes, I fix/She fixes, I watch/It watches, I kiss/He kisses.)

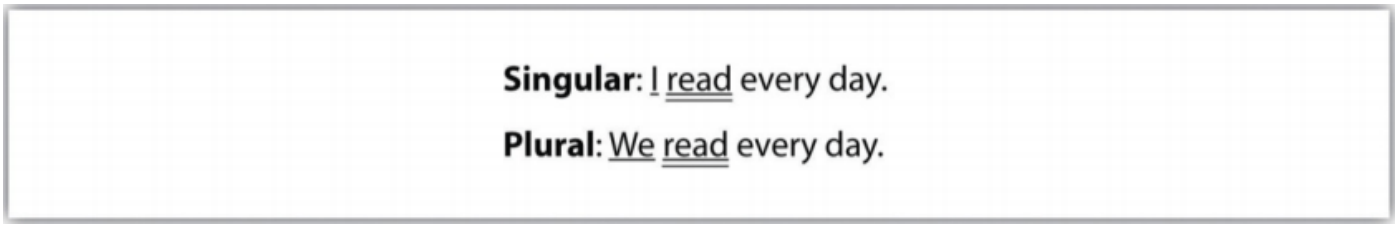


Figure 8.7.2

In these sentences, the verb form stays the same for the first person singular and the first person plural.

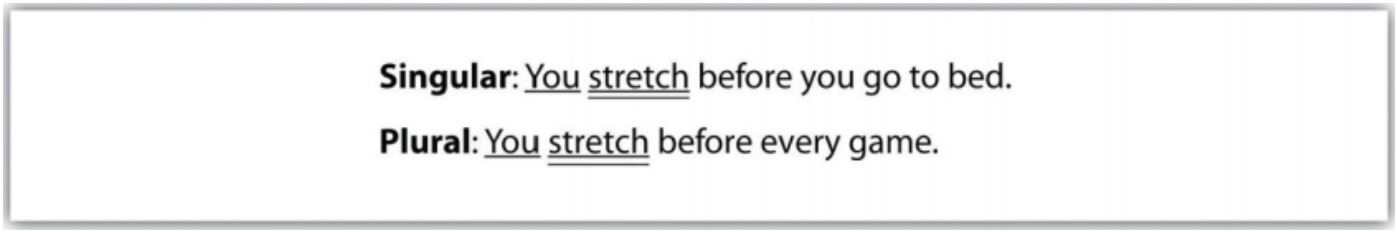


Figure 8.7.3

In these sentences, the verb form stays the same for the second person singular and the second person plural. In the singular form, the pronoun you refers to one person. In the plural form, the pronoun you refers to a group of people, such as a team.

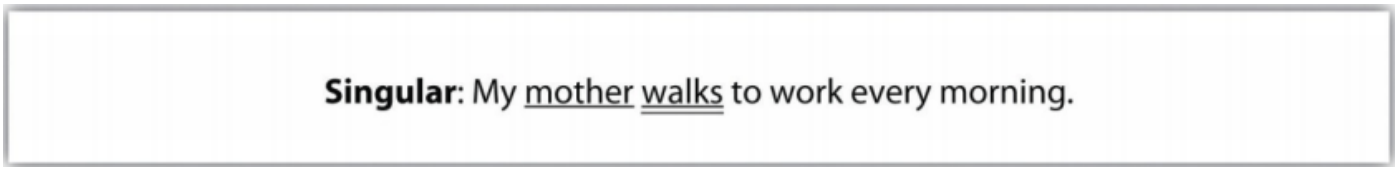


Figure 8.7.4

In this sentence, the subject is mother. Because the sentence only refers to one mother, the subject is singular. If you replaced the word “mother” with a pronoun, it would be “she” which would take the third person singular form. Therefore, the verb in this sentence must be in the third person singular form.



Figure 8.7.5

In this sentence, the subject is friends. Because this subject refers to more than one person, the subject is plural. The verb in this sentence must be in the third person plural form.

Many singular subjects can be made plural by adding an -s. Most regular verbs in the present tense end with an -s in the third person singular. This does not make the verbs plural.

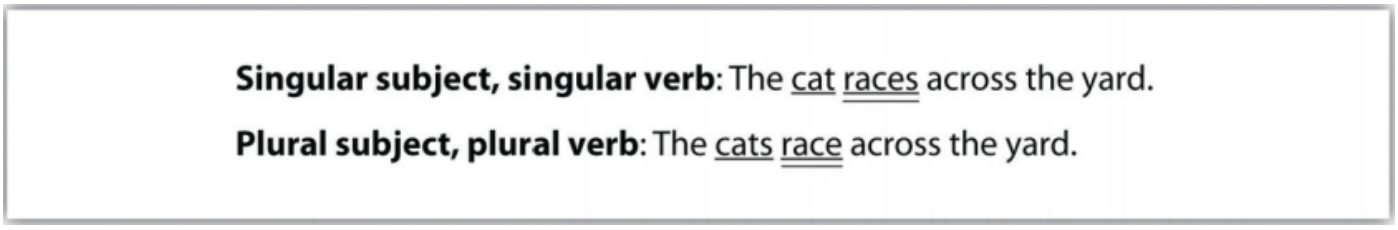


Figure 8.7.6

Try this!

On your own sheet of paper, write the correct verb form for each of the following sentences.

1. I (brush/brushes) my teeth twice a day.
2. You (wear/wears) the same shoes every time we go out.
3. He (kick/kicks) the soccer ball into the goal.
4. Juana (watch/watches) foreign films.
5. Karina (hide/hides) behind the door.
6. We (want/wants) to have dinner with you.
7. You (work/works) together to finish the project.
8. They (need/needs) to score another point to win the game.
9. It (eat/eats) four times a day.
10. David (fix/fixes) his own motorcycle.

Finding the subject and verb:

To successfully determine whether or not your subjects and verbs agree, you need to be able to locate them in your writing. The subject in a sentence is the agent that is doing whatever is done in the sentence. The verb is the action--what is actually done. Look at this example:

- The zebra runs down the street.

"*The zebra*" is the subject of this sentence, and "**runs**" is the verb.

Using pronouns to help:

When the **pronouns** *he*, *she* or *it* are used as a subject in a sentence, the verb is always singular, and therefore will contain an **–s** or **–es** ending.

- *He* **takes** the money.
- *She* **stacks** the papers.
- *It* **chimes** hourly.

All other pronouns (I, you, we, they) require a plural verb (one without an **–s** or **–es** ending).

- *They* **skate** until March if the ice holds.
- *We* **borrow** money to pay our loans.

You can use these pronoun rules to determine whether your verb should be plural or singular. Let's look at a variety of subjects, and see which pronouns can replace them.

Using Pronouns

Subject	Pronoun substitute	Verb
John, Marion and Isaac	They...	grow.

Subject	Pronoun substitute	Verb
The community forest	It...	grows.
The leading investigator	She...	
The Leaning Tower of Pisa	It...	

Try this!

Mark the correct verb for each sentence:

Tip: write the pronoun above the subject to help you identify whether the verb should be singular or plural.

(He)

1. Jordan (hang / hangs) the picture upside down above his futon.
2. *Starry Night* (contain / contains) eleven stars and one swirling moon.
3. The hammers (pound / pounds) the nails until each corner is flush against the wall.
4. Van Gogh's sister (take / takes) most of the credit for his genius.
5. The yellows in the painting (swirl / swirls) around the blue sky rather than the other way around.

Answer available at the end of this section.

Verbs: Be, Have, and Do:

Not all verbs follow a predictable pattern. These verbs are called irregular verbs. Some of the most common irregular verbs are be, have, and do. Learn the forms of these verbs in the present tense to avoid errors in subject-verb agreement.

Be:

Study the different forms of the verb to be in the present tense.

Verb Forms of Be

	Singular Form	Plural Form
First Person	I am.	We are.
Second Person	You are.	You are.
Third Person	He/She/It is.	They are.

Have:

Study the different forms of the verb to have in the present tense.

Verb Forms of Have

	Singular Form	Plural Form
First Person	I have.	We have.
Second Person	You have.	You have.
Third Person	He/She/It has.	They have.

Do:

Study the different forms of the verb to do in the present tense.

Verb Forms of Do

	Singular Form	Plural Form
First Person	I do.	We do.
Second Person	You do.	You do.
Third person	He/She/It does.	They do.

Try this!

Complete the following sentences by writing the correct present tense form of be, have, or do. Use your own sheet of paper to complete this exercise.

1. I _____ sure that you will succeed.
2. They _____ front-row tickets to the show.
3. She _____ a great Shakira impersonation.
4. We _____ so excited to meet you in person!
5. She _____ a fever and a sore throat.
6. You _____ not know what you are talking about.
7. You _____ all going to pass this class.
8. He _____ not going to like that.
9. It _____ appear to be the right size.
10. They _____ ready to take this job seriously.

Errors in subject-verb agreement:

Errors in subject-verb agreement may occur when:

- a sentence contains a compound subject;
- the subject of the sentence is separate from the verb;
- the subject of the sentence is an indefinite pronoun, such as anyone or everyone;
- the subject of the sentence is a collective noun, such as team or organization;
- the subject appears after the verb.

Recognizing the sources of common errors in subject-verb agreement will help you avoid these errors in your writing. This section covers the subject-verb agreement errors in more detail.

Compound subjects:

A compound subject is formed by two or more nouns and the coordinating conjunctions and, or, or nor. A compound subject can be made of singular subjects, plural subjects, or a combination of singular and plural subjects.

Compound subjects combined with and take a plural verb form.

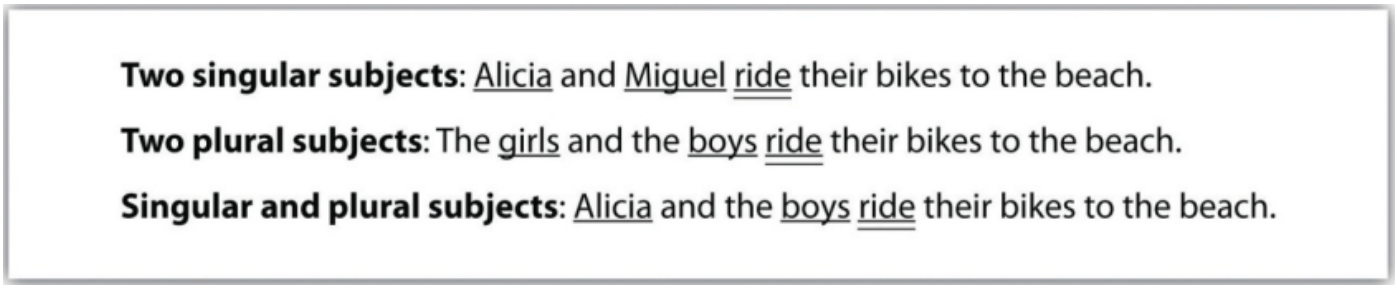


Figure 8.7.7

Compound subjects combined with or and nor are treated separately. The verb must agree with the subject that is nearest to the verb.

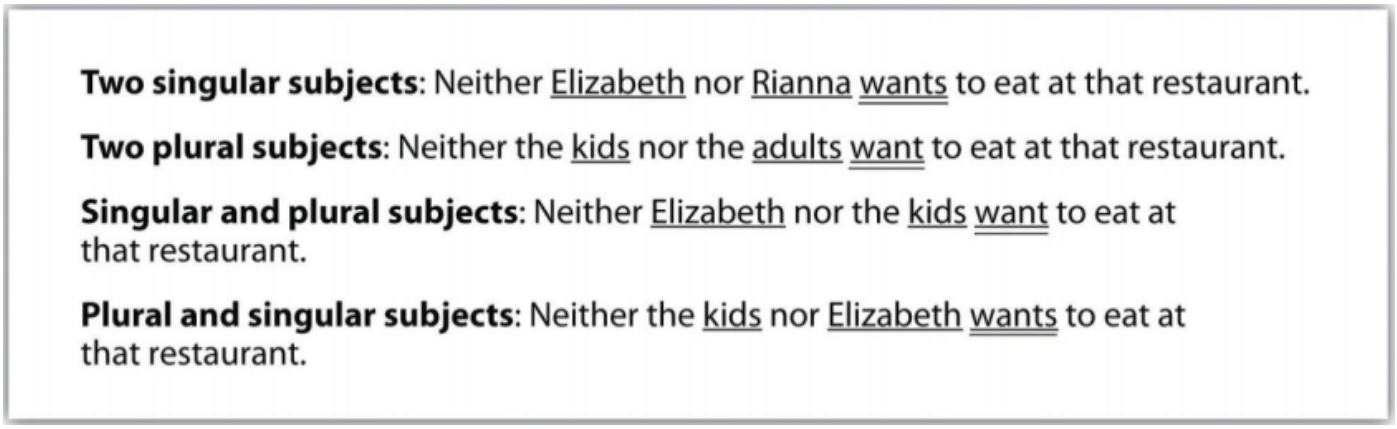


Figure 8.7.8

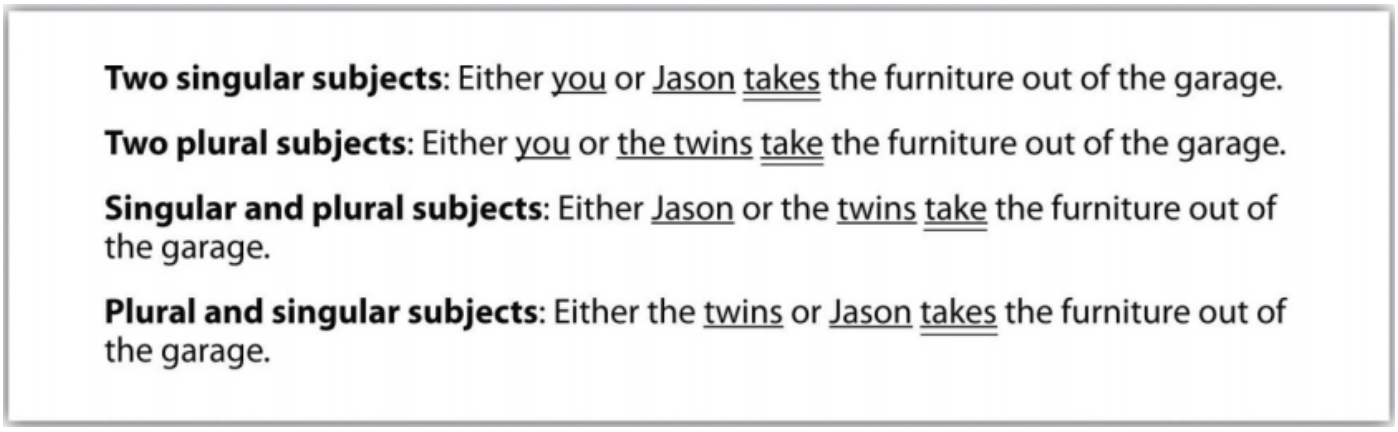


Figure 8.7.9

Notice this!

If you can substitute the word they for the compound subject, then the sentence takes the third person plural verb form.

Separation of subjects and verbs:

As you read or write, you may come across a sentence that contains a phrase or clause that separates the subject from the verb. Often, prepositional phrases or dependent clauses add more information to the sentence and appear between the subject and the verb. However, the subject and the verb must still agree.

Notice this!

If you have trouble finding the subject and verb, cross out or ignore the phrases and clauses that begin with prepositions or dependent words. The subject of a sentence will never be in a prepositional phrase or dependent clause.

The following is an example of a subject and verb separated by a prepositional phrase:

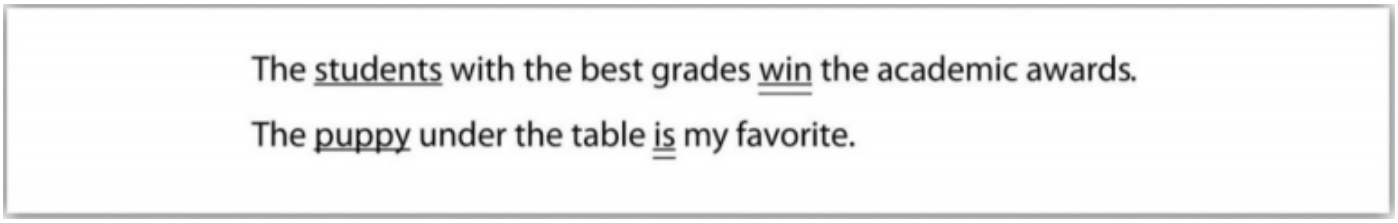


Figure 8.7.10

The following is an example of a subject and verb separated by a dependent clause:

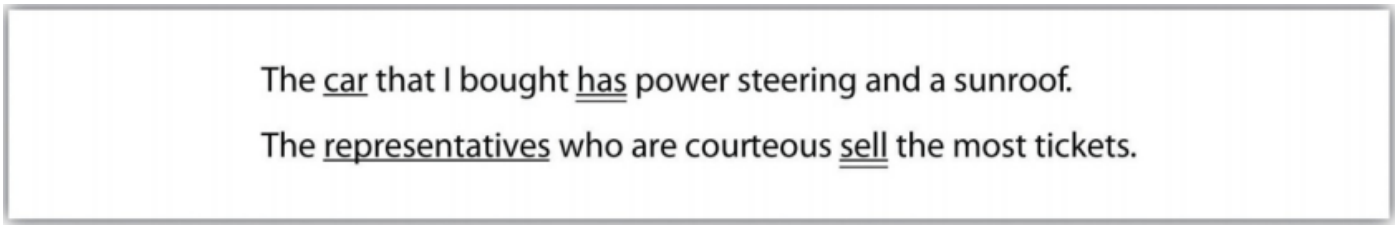


Figure 8.7.11

Indefinite pronouns:

Indefinite pronouns refer to an unspecified person, thing, or number. When an indefinite pronoun serves as the subject of a sentence, you will often use a singular verb form.

To determine whether to use a singular or plural verb with an indefinite pronoun, consider the noun that the pronoun would refer to. If the noun is plural, then use a plural verb with the indefinite pronoun. View the chart to see a list of common indefinite pronouns and the verb forms they agree with.

Indefinite Pronouns

Indefinite Pronouns That Always Take a Singular Verb	Indefinite Pronouns That Can Take a Singular or Plural Verb
anybody, anyone, anything	All
Each	Any
everybody, everyone, everything	None
Much	Some
Many	
nobody, no one, nothing	
somebody, someone, something	



Figure 8.7.12

The indefinite pronoun everybody takes a singular verb form because everybody refers to a group performing the same action as a single unit.

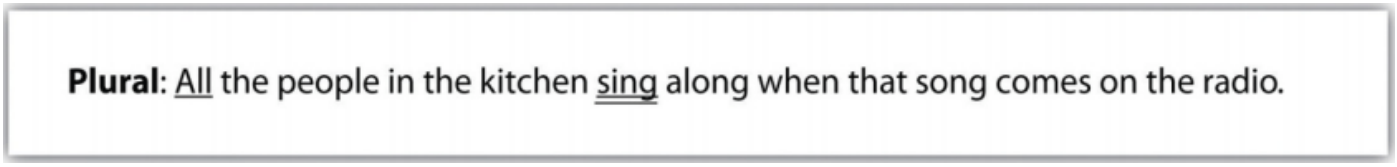


Figure 8.7.13

The indefinite pronoun all takes a plural verb form because all refers to the plural noun people. Because people is plural, all is plural.

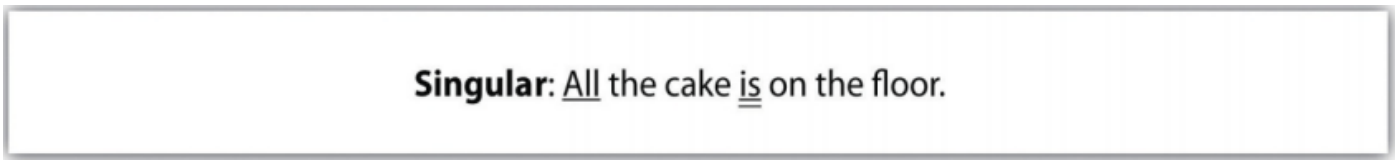


Figure 8.7.14

In this sentence, the indefinite pronoun all takes a singular verb form because all refers to the singular noun cake. Because cake is singular, all is singular.

Collective nouns:

A collective noun is a noun that identifies more than one person, place, or thing and considers those people, places, or things one singular unit. Because collective nouns are counted as one, they are singular and require a singular verb. Some commonly used collective nouns are group, team, army, flock, family, and class.

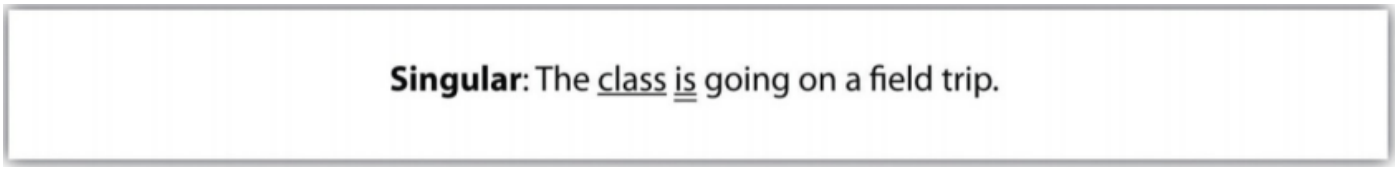


Figure 8.7.15

In this sentence, class is a collective noun. Although the class consists of many students, the class is treated as a singular unit and requires a singular verb form.

The subject follows the verb:

You may encounter sentences in which the subject comes after the verb instead of before the verb. In other words, the subject of the sentence may not appear where you expect it to appear. To ensure proper subject-verb agreement, you must correctly identify the subject and the verb.

Here or there:

In sentences that begin with here or there, the subject follows the verb.



Figure 8.7.16

If you have trouble identifying the subject and the verb in sentences that start with here or there; it may help to reverse the order of the sentence so the subject comes first.



Figure 8.7.17

Questions:

When you ask questions, a question word (who, what, where, when, why, or how) appears first. The verb and then the subject follow.

Whom are the people you are related to?

When am I going to go to the grocery store?

- *One walnut* or *two acorns* **fill** a squirrel for a day.

Notice this!

If you have trouble finding the subject and the verb in questions, try answering the question being asked.



Figure 8.7.18

Try this!

Correct the errors in subject-verb agreement in the following sentences. If there are no errors in subject-verb agreement, write OK. Copy the corrected sentence or the word OK on your own sheet of notebook paper.

1. My dog and cats chases each other all the time.
2. The books that are in my library is the best I have ever read.
3. Everyone are going to the concert except me.
4. My family are moving to California.
5. Here is the lake I told you about.
6. These is the newspapers I was supposed to deliver.
7. Which room is bigger?

8. When are the movie going to start?
9. My sister and brother cleans up after themselves.
10. Some of the clothes is packed away in the attic.

Try this!

Correct the errors in subject-verb agreement in the following paragraph. Copy the paragraph on a piece of notebook paper and make corrections.

Dear Hiring Manager,

I feels that I am the ideal candidate for the receptionist position at your company. I has three years of experience as a receptionist in a company that is similar to yours. My phone skills and written communication is excellent. These skills, and others that I have learned on the job, helps me understand that every person in a company helps make the business a success. At my current job, the team always say that I am very helpful. Everyone appreciate when I go the extra mile to get the job done right. My current employer and coworkers feels that I am an asset to the team. I is efficient and organized. Is there any other details about me that you would like to know? If so, please contact me. Here are my résumé. You can reach me by e-mail or phone. I looks forward to speaking with you in person.

Thanks,

Vy Nguyen

Try this!

Fill in the verb for each sentence below:

Selecting the Correct Verb

Subject	Verb	Object
Martin and his mother	play [to play]	chess every day after work.
The junior or senior	[to march]	in the homecoming parade.
A plum, and not the carrots,	[to provide]	valuable nutrients to the body.
Martha or Dan's children	[to scribble]	on the wall to create their art.
The banana's peel	[to stretch]	across the floor to make them trip.
Saving of electricity	[to take]	strong initiative, but benefits all of us.
The group of friends	[to call]	each card aloud to win the game.

Agreement Practice Paragraph: The Supreme Court

Mark each *subject* and **verb**, and fix any incorrect verbs. The first sentence is done for you:

The Supreme Court Justices **rejoices** after a particularly difficult decision. Though they usually lean on the chief justice to announce the ruling (unless he is in the minority) each celebrate in his or her own way. A reporter, speaking on the condition of anonymity, tells that in each session, the justices bickers back and forth even when they seem to agree. One or two bicker more than the others, but no one keep silent for long. All this bickering produces so much tension that when they finish a case, they all must go their separate ways until at least the following week when they repeat the whole process.

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Answers

Try this!

(***He***)

1. Jordan (**hang** / hangs) the picture upside down above his futon.

(***It***)

2. *Starry Night* (contain / **contains**) eleven stars and one swirling moon.

(***They***)

3. The hammers (**pound** / pounds) the nails until each corner is flush against the wall.

(***She***)

4. Van Gogh's sister (take / **takes**) most of the credit for his genius.

(***They***)

5. The yellows in the painting (**swirl** / swirls) around the blue sky rather than the other way around.

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8.8: Modal Auxiliaries

Curated and Adapted from: Barbara Hall and Elizabeth Wallace Georgia State University - Perimeter College via GALILEO Open Learning Materials.

Learning outcomes:

1. **Define and identify modal auxiliaries.**
2. **Recognize how and when to use modal auxiliaries.**

We all need to express our moods and emotions, both in writing and in our everyday life. We do this by using modal auxiliaries.

Modal Auxiliaries:

Modal auxiliaries are a type of helping verb that are used only with a main verb to help express its mood.

The following is the basic formula for using a modal auxiliary:

Subject + modal auxiliary + main verb

There are ten main modal auxiliaries in English.

Table 8.8.1: *Modal Auxiliaries*

Modal Auxiliary	Use	Modal Auxiliary + Main Verb
can	Expresses an ability or possibility	I can lift this forty-pound box. (ability)
		We can embrace green sources of energy. (possibility)
could	Expresses an ability in the past; a present possibility; a past or future permission	I could beat you at chess when we were kids. (past ability)
		We could bake a pie! (present possibility)
		Could we pick some flowers from the garden? (future permission)
may	Expresses uncertain future action; permission; ask a yes-no question	I may attend the concert. (uncertain future action)
		You may begin the exam. (permission)
		May I attend the concert? (yes-no questions)
might	Expresses uncertain future action	I might attend the concert (uncertain future action—same as may)
shall	Expresses intended future action	I shall go to the opera. (intended future action)
should	Expresses obligation; ask if an obligation exists	I should mail my RSVP. (obligation, same as ought to)
		Should I call my mother? (asking if an obligation exists)
will	Expresses intended future action; ask a favor; ask for information	I will get an A in this class. (intended future action)
		Will you buy me some chocolate? (favor)

Modal Auxiliary	Use	Modal Auxiliary + Main Verb
		Will you be finished soon? (information)
would	States a preference; request a choice politely; explain an action; introduce habitual past actions	I would like the steak, please. (preference)
		Would you like to have breakfast in bed? (request a choice politely)
		I would go with you if I didn't have to babysit tonight. (explain an action)
		He would write to me every week when we were dating. (habitual past action)
must	Expresses obligation	We must be on time for class.
ought to	Expresses obligation	I ought to mail my RSVP. (obligation, same as may)

Notice this!

Be aware of these four common errors when using modal auxiliaries:

1. **Incorrect**: I can to move this heavy table.

   Correct: I **can move** this heavy table.

2. **Incorrect**: I could moving to the United States.

   Correct: I **could move** to the United States.

3. **Incorrect**: I must have to renew my passport.

   Correct: I **must renew** my passport.

   Correct: I **have to renew** my passport.

4. **Incorrect**: I renew my passport.

   Correct: I **must renew** my passport.

Try this!

Edit the following paragraph by correcting the common modal auxiliary errors.

> I may to go to France on vacation next summer. I shall might visit the Palace of Versailles. I would to drive around the countryside. I could imagining myself living there; however, I will not move to France because my family can miss me very much.

Modals and present perfect verbs:

In the previous section, we defined present perfect verb tense as describing a continuing situation or something that has just happened.

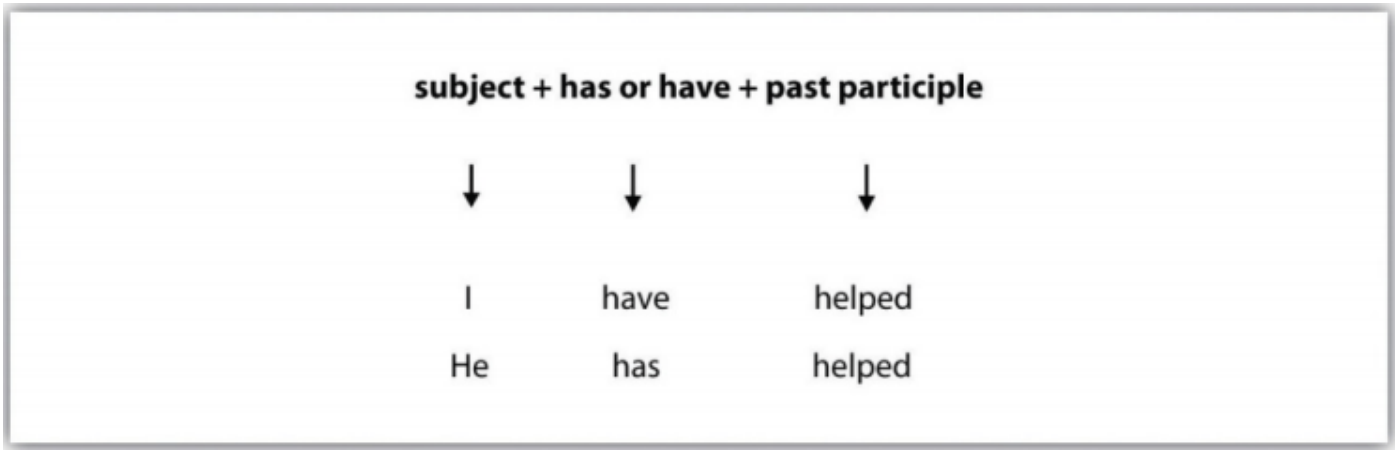


Figure 8.8.1

Remember, when a sentence contains a modal auxiliary before the verb, the helping verb is always have.

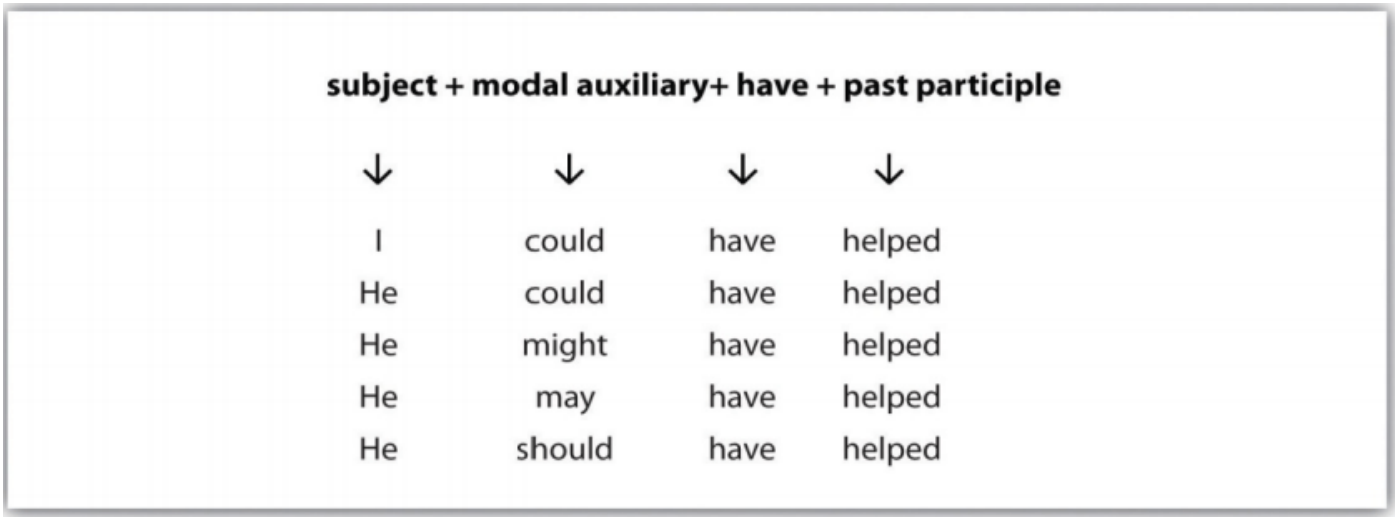


Figure 8.8.2

Notice this!

Be aware of the following common errors when using modal auxiliaries in the present perfect tense:

1. **Incorrect**: Jamie would had attended the party, but he was sick.

   Correct: Jamie **would have attended** the party, but he was sick.

2. **Incorrect**: Jamie would attended the party, but he was sick.

   Correct: Jamie **would have attended** the party, but he was sick.

Try this!

On a separate sheet of paper, complete the following sentences by changing the given verb form to a modal auxiliary in present perfect tense.

1. The man _____ (laugh).
2. The frogs _____ (croak).

3. My writing teacher _____ (smile).
4. The audience _____ (cheer) all night.
5. My best friend _____ (giggled).

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College ESL Writers - Applied Grammar and Composing Strategies for Success (Hall and Wallace)

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8.9: Negative Statements

Learning outcomes:

1. **Identify negative statements.**
2. **Write negative statements and correct mistakes using negatives.**

Negative statements are the opposite of positive statements and are necessary to express an opposing idea. The following charts list negative words and helping verbs that can be combined to form a negative statement.

Negative Words

never	no	hardly
nobody	none	scarcely
no one	not	barely
nowhere		rarely

Common Helping Verbs

am	is	are
was	were	be
being	been	have
has	had	do
does	did	can
could	may	might
must	will	should
would	ought to	used to

Notice this!

The following examples show several ways to make a sentence negative in the present tense.

1. A helping verb used with the negative word *not*.

   Sentence: My guests are arriving now.

   Negative: My guests **are not** arriving now.

2. **Sentence:** Minh has money.

   Negative: Minh **has no** money.

3. **Sentence:** Yen misses her mom.

   Negative: Yen **doesn't** miss her mom.

4. **Sentence:** I always go to the gym after work.

   Negative: I **rarely** go to the gym after work.

5. **Sentence:** Everybody gets the day off.

   Negative: Nobody gets the day off.

The following sentences show you the ways to make a sentence negative in the past tense.

Sentence: Huong called me yesterday.

Negative: Huong **did not** call me yesterday.

Sentence: Ning went to the grocery store.

Negative: Ning **never went** to the grocery store.

Sentence: Pia laughed when she saw the huge pile of laundry.

Negative: Pia **did not laugh** when she saw the huge pile of laundry.

Notice that when forming a negative in the past tense, the helping verb *did* is what signals the past tense, and the main verb *laugh* does not have an-*ed* ending.

Try this!

Rewrite the following paragraph by correcting the errors in the past-tense negative sentences.

> Gifty no did call me when she reached North Carolina. I was worried because she not drove alone before. She was going to meet her friend, Backary, who lived in a town called Asheville, North Carolina. I did never want to worry, but she said she was going to call when she reached there. Finally, four hours later, she called and said, "Mom, I'm sorry I not call. I lost track of time because I was so happy to see my friend Backary!" I was relieved.

Double negatives:

Double negatives are two negatives used in the same phrase or sentence. They are considered incorrect in Standard English. You should avoid using double negatives in all formal writing. If you want to say something negative, use only one negative word

in the sentence. Return to the beginning of this section for a list of negative words, and then study the following examples.

Double negative (incorrect)	Single negative (correct)
neg. + neg. I couldn't find no paper.	neg. I couldn't find any paper.
neg. + neg. I don't want nothing.	neg. I don't want anything.

Figure 8.9.1

Notice this!

Ain't is considered a contraction of am not. Although some may use it in everyday speech, it is considered incorrect in Standard English. Avoid using it when speaking and writing in formal contexts.

Try this!

On your own sheet of paper, correct the double negatives and rewrite the following sentences.

1. Jose didn't like none of the choices on the menu.
2. Luiza can't make no friends with nobody.
3. The Southwest hardly had no rain last summer.
4. My kids never get into no trouble.
5. I could not do nothing about the past.

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8.10: Pronouns

Learning outcomes:

1. **Recognize subject and object pronouns.**
2. **Identify possessive pronouns.**
3. **Analyze and correct common pronoun errors.**

A **pronoun** is a word that can be used in place of the noun. We use pronouns so we do not have to repeat words. For example, imagine writing the following sentence: Afrah put her scarf on because Afrah was cold. The sentence sounds a bit strange because Afrah is named twice; however, if you use a pronoun, the sentence will be shorter and less repetitive. You might rewrite the sentence to something similar to the following: Afrah put her scarf on because she was cold. She refers to Afrah, so you do not have to write the name twice.

Types of pronouns:

Notice this!

Subject pronouns are often the subject of a sentence —"who" and "what" the sentence is about.

Sentence: She loves the desserts in France.

She is the subject.

Sentence: By lunch time, **they** were hungry.

They is the subject.

Object pronouns are often the object of the verb — "who" or "what" was acted upon.

Sentence: Beza's thoughtfulness touched **him**.

Him is the object of the verb *touched*.

Sentence: We lifted **it**.

It is the object of the verb *lifted*.

A pronoun that shows possession or ownership is called a possessive pronoun.

Sentence: The teacher took **her** apple and left.

The pronoun *her* shows the teacher owns the apple.

Sentence: The hikers spotted **their** guide on the trail.

The pronoun *their* shows the hikers follow the guide who was assigned to the hikers.

Notice: The masculine subject pronoun is he, and the masculine object pronoun is him. The feminine subject pronoun is she, and the feminine object pronoun is her.

Table 8.10.1: Table of Pronoun Types

Subject Pronouns	I, you, he, she, it, we, they
Object Pronouns	me, you, him, her, it, us, them
Possessive Pronouns	my (mine), your(s), his, hers, its, our(s), their(s)
Relative Pronouns	who, whose, whom, which, that

Try this!

On a separate sheet of paper, complete the following sentences by circling the correct pronoun.

1. Unfortunately, the house was too expensive for (we, us, they).
2. I completed (mine, my, your) research paper, and she completed (his, hers, theirs).
3. My dog Buster is old, but (he, it, them) is very playful.
4. That ring belongs to my father, so it is (hers, his, theirs).
5. I cannot find my textbook, so I think (they, it, he) is lost.

Common pronoun errors:

English language learners often make the same errors when using pronouns. The following examples illustrate common errors.

Notice this!

Incorrect: Me and Daniela went to the restaurant for lunch.

This sentence is incorrect because an object pronoun (*me*) is used instead of a subject pronoun.

Correct: Daniela and **I** went to the restaurant for lunch.

This sentence is now correct because a subject pronoun (*I*) is used.

Incorrect: Marco put her grocery bag on the counter.

This sentence is incorrect because the pronoun *her* refers to a female, and Marco is a male.

Correct: Marco put **his** grocery bag on the counter.

This sentence is now correct because the male pronoun *his* refers to the male person, *Marco*.

Incorrect: The woman she went to work earlier than usual.

This sentence is incorrect because the subject *the woman* is repeated by the pronoun *she*. Sometimes this is a feature of oral speech, but never of written text.

Correct: The woman went to work earlier than usual. **OR**

Correct: She went to work earlier than usual.

These sentences are now correct because the unnecessary repeated subject has been removed.

Try this!

On a separate sheet of paper, correct the following sentences that have pronoun errors. If the sentence is correct as it is, write OK.

1. Us are going to the county fair this weekend.
2. Mohamed did not want to see a movie because she had a headache.
3. The teacher congratulated Maria and me.
4. The eighth grade students they were all behaving mysteriously well.
5. Dominique and he received the best grade on the grammar test.

Relative pronouns:

A relative pronoun is a type of pronoun that helps connect details to the subject of the sentence and may often combine two shorter sentences. The relative pronouns are *who*, *whom*, *whose*, *which* or *that* and sometimes *when* and *where*.

Sentence: A relative pronoun is a type of pronoun.

The subject of this sentence is *a relative pronoun*. The clause *is a type of pronoun* gives some information about the subject.

The relative pronoun *that* may be added to give more details to the subject.

Sentence using a relative pronoun: A relative pronoun is a type of pronoun **that** helps connect details to the subject of the sentence.

Notice this!

Remember the following uses of relative pronouns:

- Who, whom, and whose refer only to people.
- Which refers to things.
- That refers to people or things.

The following examples show how a relative pronoun may be used to connect two sentences and to connect details to the subject.

Sentence 1: Gossip is a form of communication.

Sentence 2: It is a waste of time and energy.

Combination of 1 and 2: Gossip is a form of communication **that** is a waste of time and energy.

Notice how the relative pronoun *that* replaces the subject *it* in sentence 2.

That is called a relative pronoun because it connects the details (*is a waste of time and energy*) to the subject (*Gossip*).

Sentence 1: My grandmother is eighty years old.

Sentence 2: She collects seashells.

Combination of 1 and 2: My grandmother, **who** is eighty years old, collects seashells.

Notice how the relative pronoun *who* replaces the subject *she* in sentence 2.

Who is called a relative pronoun because it connects the details (*is eighty years old*) to the subject (*My grandmother*).

Try this!

On a separate sheet of paper, complete the following sentences by selecting the correct relative pronoun.

1. He showed me a photo (who, that) upset me.
2. Soccer is a fast moving game (who, that) has many fans worldwide.
3. Juan is a man (which, who) has high standards for everything.
4. Jamaica is a beautiful country (that, who) I would like to visit next year.
5. My mother only eats bananas (who, that) are green.

Try this!

On a separate sheet of paper, combine the two sentences into one sentence using a relative pronoun.

1. Sayed is a dependable person. He will never let you down.
2. I rode a roller coaster. It was scary.
3. At the beach, I always dig my feet into the sand. It protects them from the hot sun.
4. Sova is trying not to use so many plastic products. They are not good for the environment.
5. My Aunt Cynthia is teaching me how to drive. She has never been in accident or gotten a ticket.

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8.11: Pronoun Agreement

Learning outcomes:

1. **Identify pronouns and their antecedents.**
2. **Use pronouns and their antecedents correctly.**

If there were no pronouns, all types of writing would be quite tedious to read. We would soon be frustrated by reading sentences like Bob said that Bob was tired or Christina told the class that Christina received an A. Pronouns help a writer avoid constant repetition. Knowing just how pronouns work is an important aspect of clear and concise writing.

A pronoun is a word that takes the place of (or refers back to) a noun or another pronoun. The word or words a pronoun refers to is called the antecedent of the pronoun.

1. Lani complained that she was exhausted.
   - She refers to Lani.
   - Lani is the antecedent of she.
2. Hieu left the party early, so I did not see him until Monday at work.
   - Him refers to Hieu.
   - Hieu is the antecedent of him.
3. Ansam and Sherry have been best friends ever since they were freshman in high school.
   - They refers to Ansam and Sherry.
   - Ansam and Sherry is the antecedent of they.

Pronoun agreement errors occur when the pronoun and the antecedent do not match or agree with each other. There are several types of pronoun agreement.

Agreement in number:

If the pronoun takes the place of or refers to a singular noun, the pronoun must also be singular.

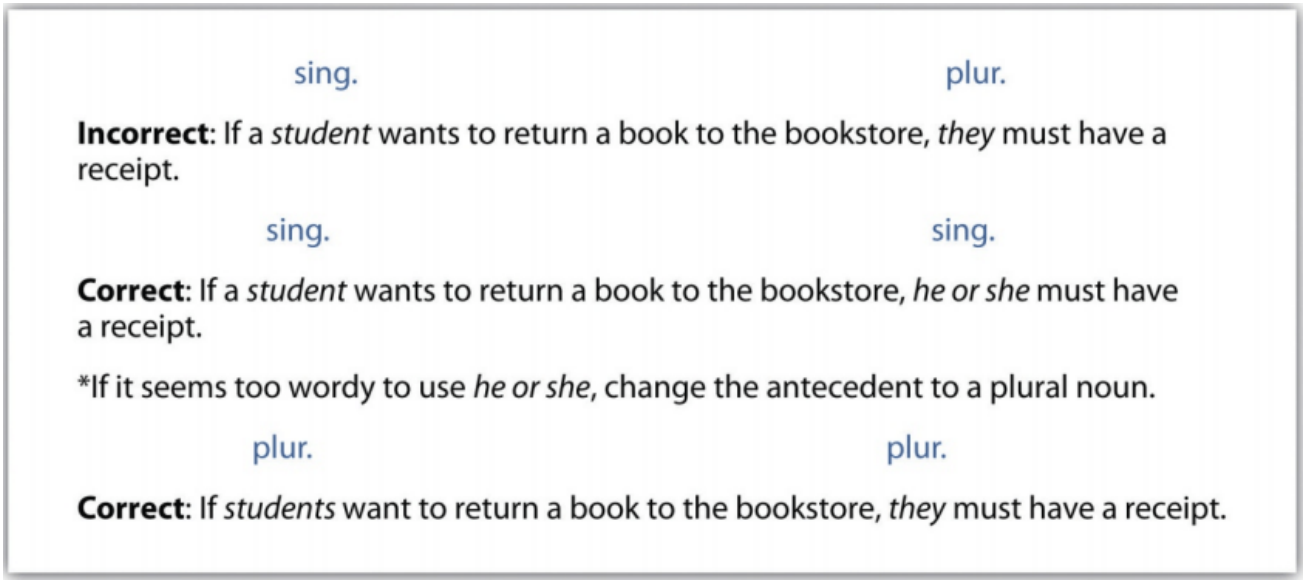


Figure 8.11.1

Agreement in person:

Agreement in Person

	Singular Pronouns			Plural Pronouns		
First Person	I	me	my (mine)	we	us	our (ours)
Second Person	you	you	your (yours)	you	you	your (your)
Third Person	he, she, it	him, her, it	his, her, its	they	them	their (theirs)

If you use a consistent person, your reader is less likely to be confused.

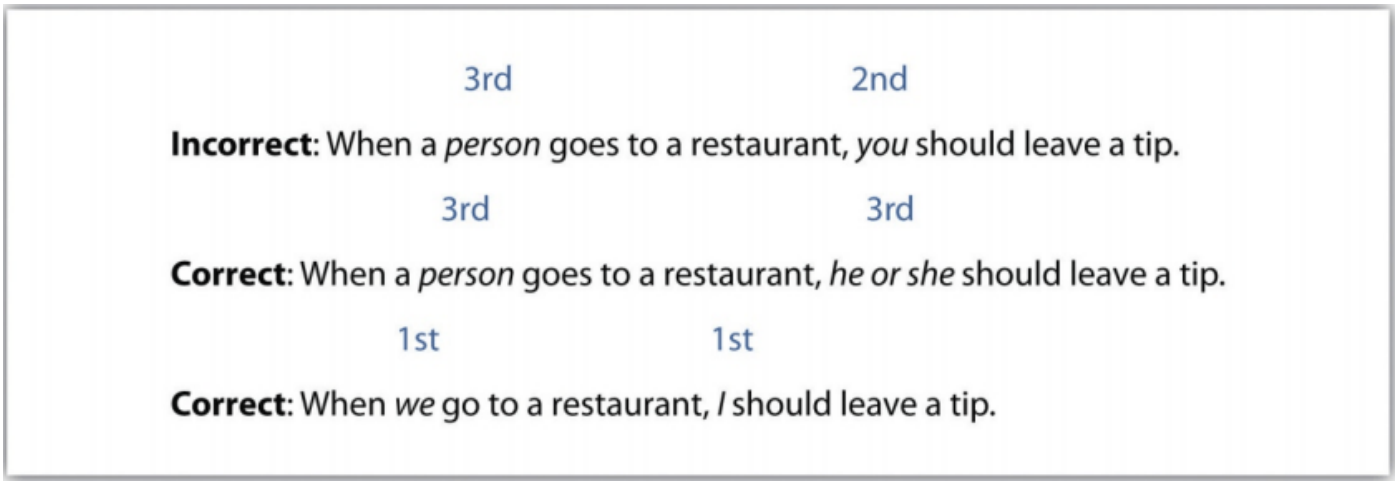


Figure 8.11.2

Try this!

Edit the following paragraph by correcting pronoun agreement errors in number and person.

> Over spring break I visited my older cousin, Diana, and they took me to a butterfly exhibit at a museum. Diana and I have been close ever since she was young. Our mothers are twin sisters, and she is inseparable. Diana knows how much I love butterflies, so it was their special present to me. I have a soft spot for caterpillars, too. I love them because something about the way it transforms is so interesting to me. One summer my grandmother gave me a butterfly growing kit, and you got to see the entire life cycle of five Painted Lady butterflies. I even got to set it free. So when my cousin said they wanted to take me to the butterfly exhibit, I was really excited.

Indefinite pronouns and agreement:

Indefinite pronouns do not refer to a specific person or thing and are usually singular. Note that a pronoun that refers to an indefinite singular pronoun should also be singular. The following are some common indefinite pronouns.

Common Indefinite Pronouns

all	each one	few	nothing	several
any	each other	many	one	some
anybody	either	neither	one another	somebody
anything	everybody	nobody	oneself	someone
both	everyone	none	other	something

each	everything	no one	others	anyone

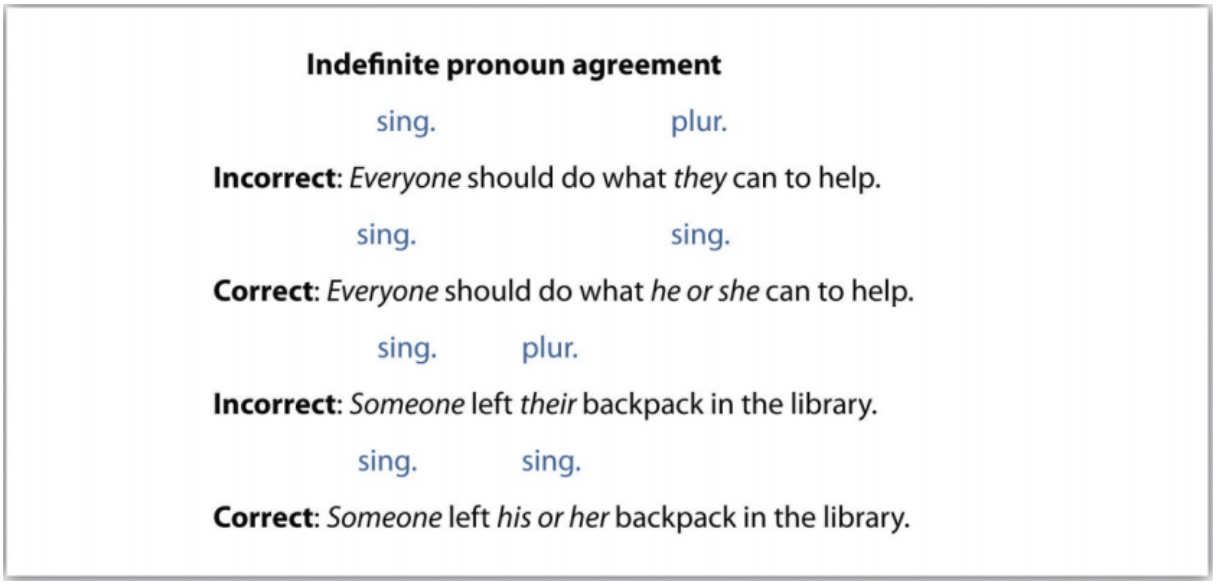


Figure 8.11.3

Collective nouns:

Collective nouns suggest more than one person but are usually considered singular. Look over the following examples of collective nouns.

Common Collective Nouns

audience	faculty	public	company	jury	tribe
band	family	school	committee	group	team
class	government	society			

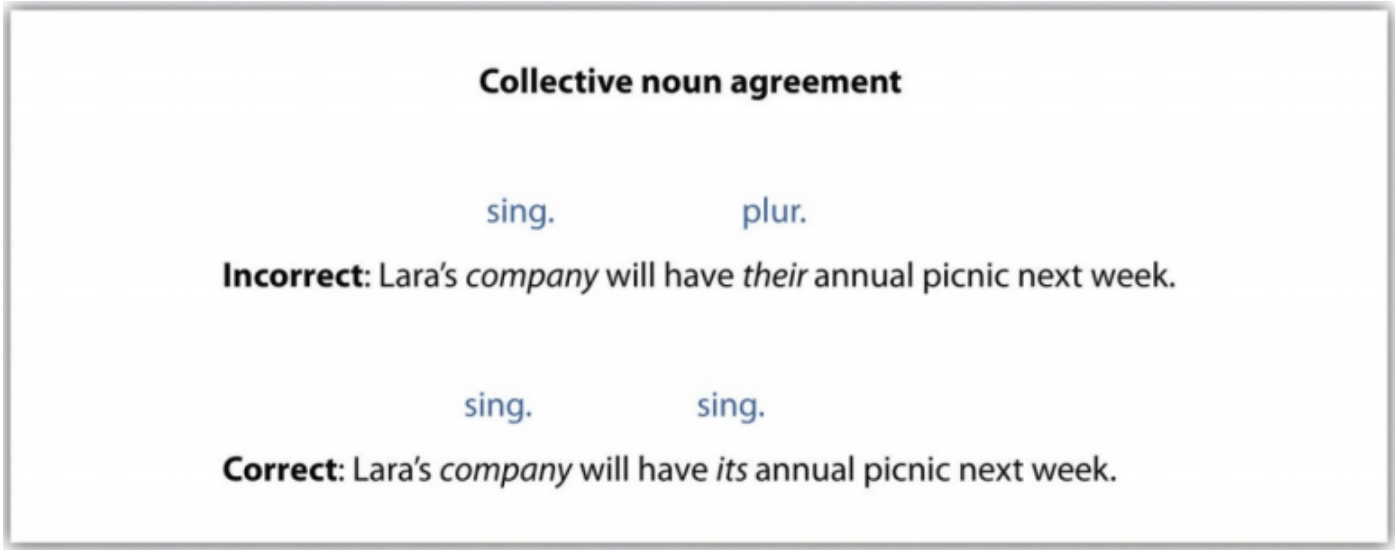


Figure 8.11.4

Try this!

Complete the following sentences by selecting the correct pronoun. Copy the completed sentence onto your own sheet of paper. Then circle the noun the pronoun replaces.

1. In the current economy, nobody wants to waste _____ money on frivolous things.
2. If anybody chooses to go to medical school, _____ must be prepared to work long hours.
3. The plumbing crew did _____ best to repair the broken pipes before the next ice storm.
4. If someone is rude to you, try giving _____ a smile in return.
5. My family has _____ faults, but I still love them no matter what.
6. The school of education plans to train _____ students to be literacy tutors.
7. The commencement speaker said that each student has a responsibility toward _____.
8. My mother's singing group has _____ rehearsals on Thursday evenings.
9. No one should suffer _____ pains alone.
10. I thought the flock of birds lost _____ way in the storm.

Subject and object pronouns:

Subject pronouns function as subjects in a sentence. Object pronouns function as the object of a verb or of a preposition.

Subject and Object Pronouns

Singular Pronouns		Plural Pronouns	
Subject	**Object**	**Subject**	**Object**
I	me	we	us
you	you	you	you
he, she, it	him, her, it	they	them

The following sentences show pronouns as subjects:

1. She loves the Blue Ridge Mountains in the fall.
2. Every summer, they picked up litter from national parks.

The following sentences show pronouns as objects:

1. Marie located him yesterday.
2. Barbara moved it to the corner.

Note that a pronoun can also be the object of a preposition.

1. Near them, the children played.
2. My mother stood between us.

The pronouns us and them are objects of the prepositions near and between. They answer the questions near whom? And between whom?

Compound subject pronouns are two or more pronouns joined by a conjunction or a preposition that function as the subject of the sentence.

The following sentences show pronouns with compound subjects:

Incorrect: Me and Harriet visited the Grand Canyon last summer.

Correct: Harriet and I visited the Grand Canyon last summer.

Correct: Jenna accompanied Harriet and me on our trip.

Notice this!

Note that object pronouns are never used in the subject position. One way to remember this rule is to remove the other subject in a compound subject, leave only the pronoun, and see whether the sentence makes sense. For example, me visited the Grand Canyon last summer sounds immediately incorrect.

Compound object pronouns are two or more pronouns joined by a conjunction or a preposition that function as the object of the sentence.

Incorrect: I have a good feeling about Debra and I.

Correct: I have a good feeling about Debra and me.

It is correct to write Debra and me, as opposed to me and Debra. Just remember it is more polite to refer to yourself last.

Notice this!

In casual conversation, people sometimes mix up subject and object pronouns. For instance, you might say, “Me and Donnie went to a movie last night.” However, when you are writing or speaking at work or in any other formal situation, you need to remember the distinctions between subject and object pronouns and be able to correct yourself. These subtle grammar corrections will enhance your professional image and reputation.

Try this!

Revise the following sentences in which the subject and object pronouns are used incorrectly. Copy the revised sentence onto your own sheet of paper. Write a C for each sentence that is correct.

1. Meera and me enjoy doing yoga together on Sundays.
2. She and him have decided to sell their house.
3. Between you and I, I do not think Jeffrey will win the election.
4. They and I met while on vacation in Mexico.
5. Napping on the beach never gets boring for Alice and I.
6. New Year’s Eve is not a good time for she and I to have a serious talk.
7. You exercise much more often than me.
8. I am going to the comedy club with Yolanda and she.
9. The cooking instructor taught her and me a lot.

Who versus whom:

Who or whoever is always the subject of a verb. Use who or whoever when the pronoun performs the action indicated by the verb.

Who won the marathon last Tuesday?

I wonder who came up with that terrible idea!

On the other hand, whom and whomever serve as objects. They are used when the pronoun does not perform an action. Use whom or whomever when the pronoun is the direct object of a verb or the object of a preposition.

Whom did Frank marry the third time? (direct object of verb)

From whom did you buy that old record player? (object of preposition)

Notice this!

If you are having trouble deciding when to use who and whom, try this trick. Take the following sentence:

Who/Whom do I consider my best friend?

Reorder the sentence in your head, using either he or him in place of who or whom.

I consider him my best friend.

I consider he my best friend.

Which sentence sounds better? The first one, of course. So the trick is, if you can use him, you should use whom.

Try this!

Complete the following sentences by adding who or whom. Copy the completed sentence onto your own sheet of paper.

1. _____ hit the home run?
2. I remember _____ won the Academy Award for Best Actor last year.
3. To _____ is the letter addressed?
4. I have no idea _____ left the iron on, but I am going to find out.
5. _____ are you going to recommend for the internship?
6. With _____ are you going to Hawaii?
7. No one knew _____ the famous actor was.
8. _____ in the office knows how to fix the copy machine?
9. From _____ did you get the concert tickets?
10. No one knew _____ ate the cake mom was saving.

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8.12: Possessives

Learning outcomes:

1. **Define possessive pronouns.**
2. **Use possessive pronouns correctly in sentences.**

Describing possessive pronouns:

Notice this!

To show ownership of things, people or concepts, we use possessives. The possessive form looks like this:

- The dog belonging to the boy shed hair on the floor.
- The talent of the singer is apparent after seeing her show.

But a simpler, more common and concise way, is to change the noun that does the possessing:

- The *boy*'s dog shed hair on the floor.
- The *singer*'s talent is apparent after seeing her show.

With a few exceptions, the following two rules cover nearly all you need to know about forming possessives:

1. To form the possessive of a noun, add apostrophe + s.
   - the books of the *student* → the *student*'s books
   - the toys of the *girl* → the *girl*'s toys
2. If the noun already ends in s, just add an apostrophe at the end of the word.
   - the books of the *students* → the students' books
   - the toys of the *girls* → the *girls'* toys

If a proper noun (a name) ends in -s, you may choose to add either apostrophe + s, or just the apostrophe alone, depending on whether you would pronounce the extra -s.

Moses' followers OR *Moses*'s followers

Remember: Do not use -'s when you are simply showing the plural form:

CORRECT: Charbroiled eggplants are served here.

INCORRECT: Charbroiled eggplant's are served here.

Adapted from *Fog City Fundamentals*, Fourth Edition, Altman & Deicke, 1998

Try this!

Rewrite each group of words **in bold**, using apostrophes to show possession.

Examples: Nancy liked **the shape of the laptop**.

Revised: the laptop's shape

Jo often borrowed **the comb belonging to Nancy**.

Revised: Nancy's comb

---

1. Nancy was driving along with Jo in **the car owned by Beth**.
2. **The tires of the car** screeched to a halt after a confession.
3. Not even the defroster could fight **the fog of the windows**.
4. The two avoided the snow by walking underneath **the leaves of the trees**.
5. **The hands of Jo** were cold; warming them wasn't entirely out of the question.
6. "**The attitudes of people** just aren't ready for this," Nancy said.
7. The two looked to **the snowflakes of the sky** and saw white dusty stars floating by.
8. "We should go home and sit before **the heat of the fireplace**," Jo said.
9. "**The mugs that belong to Beth** should hold enough hot chocolate to warm us up."

Answer available at the end of this section.

Other forms of possessives:

Joint Possession: The following pairs of nouns show joint ownership; two or more people own the same thing.

the string belonging to Rich and Eddie ⇨ Rich and Eddie's duck

the children of Bob and Edward ⇨ Bob and Edward's children

Rule: Nouns showing joint ownership have apostrophe + s added to the noun nearest the thing possessed.

Individual Possession: The following pairs of nouns show individual ownership. (Rich and Eddie probably do not own the same socks, nor do Bob and Edward use the same toothbrush.)

the socks belonging to Rich and Eddie ⇨ Rich's and Eddie's socks

the toothbrushes of Bob and Edward ⇨ Bob's and Edward's toothbrush

Rule: Nouns showing individual ownership have apostrophe + s added to **each noun**.

When NOT to use apostrophe + s:

Do not use 's to form possessive pronouns:

When NOT to use apostrophe + s

Pronouns	Adjective Possessive Pronoun (requires a subject to modify)	Possessive Pronoun
he	his	his
she	her	hers
it	its	n/a
we	our	ours
you	your	yours
they	their	theirs
I	my	mine

Try this!

Which possessive pronouns belong in the following examples?

This is Kimberly's handbook. This is **her** handbook. The handbook is **hers**.

Those are Jessie's records. Those are _____ records. The records are _____.

Those are Frank's and Todd's books. Those are _____ books. The books are _____.

The tall vase belongs to you. The tall one is _____ vase. The vase is _____.

Answer available at the end of this section.

Adapted from *Fog City Fundamentals*, Fourth Edition, Altman & Deicke, 1998.

Try this!

Rewrite each underlined group of words, using apostrophes to show possession.

Examples:

- **The flavor of the coffee** was unusual. ⇨ the coffee's flavor
- I live in the **home of my parents.** ⇨ my parents' home
- We went to **the wedding of Joe and Kay.** ⇨ Joe and Kay's wedding
- He ironed **the clothes of Pete and May.** ⇨ Pete's and May's clothing.

---

1. **The combined losses of the North and South** were the greatest in any American war.
2. The president took away some of **the responsibilities of the chief-of-staff**.
3. We loved **the shoes of George and Sara**.
4. She was insulted by **the rude remarks of her sister-in-law**.
5. I couldn't stand **the behavior of Alan and Jennifer**.
6. **The information of the ambassador** was mostly incorrect.
7. **The voyages of Magellan and Columbus** were controversial.
8. **The novels of Fitzgerald and Nabokov** are among the most admired in modern literature.
9. One of the most famous events in American history is **the journey west of Lewis and Clark**.
10. Don't forget **the birthday of your mother-in-law.**

Answer available at the end of this section.

Answers

Try this!

Rewrite each underlined group of words, using apostrophes to show possession.

1. Nancy was driving along with Jo in **the car owned by Beth (Beth's car)**.
2. **The tires of the car (The car's tires)** screeched to a halt after a confession.
3. Not even the defroster could fight **the fog of the windows (the windows' fog)**.
4. The two avoided the snow by walking underneath the **leaves of the trees (the trees' leaves)**.
5. **The hands of Jo (Jo's hands)** were cold; warming them wasn't entirely out of the question.
6. "**The attitudes of people (People's attitudes)** just aren't ready for this," Nancy said.
7. The two looked to **the snowflakes of the sky (the sky's snowflakes)** and saw white dusty stars floating by.
8. "We should go home and sit before **the heat of the fireplace," (the fireplace's heat)** Jo said.
9. "**The mugs that belong to Beth (Beth's mugs)** should hold enough hot chocolate to warm us up."

Try this!

This is Kimberly's handbook. This is **her** handbook. The handbook is **hers .**

Those are Jessie's records. Those are **her** records. The records are **hers .**

Those are Frank's and Todd's books. Those are **their** books. The books are **theirs.**

The tall vase belongs to you. The tall one is **your** vase. The vase is **yours .**

Try this!

1. **The combined losses of the North and South (The North's and South's combined losses)** were the greatest in any American war.
2. The president took away some of **the responsibilities of the chief-of-staff (the chief-of-staff's responsibilities)**.
3. We loved **the shoes of George and Sara (George's and Sara's shoes)**.
4. She was insulted by **the rude remarks of her sister-in-law (her sister-in-law's rude remarks)**.
5. I couldn't stand **the behavior of Alan and Jennifer (Alan and Jennifer's behavior)**.
6. **The information of the ambassador (The ambassador's information)** was mostly incorrect.
7. **The voyages of Magellan and Columbus (Magellan's and Columbus's voyages)** were controversial.
8. **The novels of Fitzgerald and Nabokov (Fitzgerald's and Nabokov's novels)** are among the most admired in modern literature.
9. One of the most famous events in American history is **the journey west of Lewis and Clark (Lewis and Clark's journey west)**.
10. Don't forget **the birthday of your mother-in-law (your mother-in-law's birthday)**.

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8.13: Articles

Learning outcomes:

1. **Recognize definite and indefinite articles.**
2. **Apply the use of these articles in sentences.**

Describing articles:

The English language has definite ("the") and indefinite articles ("a" and "an"). The use depends on whether you are referring to a specific member of a group (definite) or to any member of a group (indefinite).

Indefinite Articles: "*a*" and "*an*"	Definite Article: "*the*"
You will use an indefinite article when referring to any member of a group or one your readers are not yet familiar with.	You will use the definite article when referring to a specific member of a group.

Indefinite Articles: "*a*" and "*an*"	Definite Article: "*the*"
The indefinite article "*a*" is used when the word following it (which may be a noun or an adjective) begins with a consonant or with a consonant sound. • a dog • a computer • a onetime sale The indefinite article "*an*" is used when the word following it begins with a vowel (*a*, *e*, *i*, *o*, or *u*). • an apple • an ellipsis • an umbrella	The consonant and vowel rules that apply to "*a*" and "*an*" do not apply to the use of "*the*." • the neighbor's dog • the nice nephew • the mooing cows • the building • the red hairdryer • the airplane
If you were to say, "Juan set his keys on *a* table," it would tell the reader that Juan chose any table, an unspecific table, one of many. If you were to say, "Marcus goes swimming in *a* lake on Fridays," the reader understands that *which* lake Marcus chose really isn't important, and might even change from week to week.	If you were to say, "Juan set his keys on *the* table," it would tell the reader that Juan chose a specific table, one you may have already mentioned. If you were to say, "Marcus goes swimming in *the* lake on Fridays," the reader understands that it is a specific lake, and that he goes to the same place each week.

Plural indefinite article - some:

You will use the word "some" before a plural noun (or its modifying adjective):

- some sentences
- some boxes

The singular: I put all of my clothes in *a* box I found in the basement.

The plural: I put all of my clothes in *some* boxes I found in the basement.

Plural nouns:

Plural nouns do not require an indefinite article: "I love apples," instead of "I love an apples." (You must use the definite article if you have already introduced the idea or are referring to a specific member of a group: "I love *the* apples grown across the street.")

Non-count nouns:

Non-count nouns, which include concepts and ideas that cannot be counted in number, may or may not require an article: no one hard and fast rule applies. You can write "Kindness spreads like wildfire," **instead of** "A kindness spreads like wildfire," or "The kindness spreads like wildfire" (unless you are referring to a specific kindness mentioned elsewhere in your writing, as in "the kindness you showed me").

Proper nouns:

Proper nouns, which name a particular person, place or thing, sometimes take the article "*the*" and sometimes do not.

- Soda is damaging to your teeth, but everyone still drinks it.
- *The* soda in my cup is flat, so I think I will throw it out.
- We are going to meet at *the* White House.

Do not use "*the*" before:

- names of countries (except *the* Netherlands, the United Arab Emirates, and *the* United States)
- names of cities, towns or states
- names of streets
- names of lakes and bays (except a group of lakes—*the* Great lakes)
- names of mountains (except mountain ranges—*the* Rockies)
- names of continents
- names of islands (except island chains—*the* Canary islands)

Do use "*the*" before:

- names of rivers, oceans and seas
- points on the globe
- geographical areas
- deserts, forests, gulfs and peninsulas

Adapted from:

Owl Purdue English & *The Brief Holt Handbook*, Fourth Edition, Kirszner & Mandell, 2004.

Try this!

Fill in the blank for each sentence using either *a*, *an*, or *the*, or leave the space blank if none is needed.

Example:

I was going to **the** beach where my cousin Willie lost his board in the waves.

---

1. Last week _____ seagull dropped his fish onto my car.
2. Maria took out _____ garbage before reading.
3. _____ surfboard cut through the waves as she sped toward the beach.
4. Sculpture is _____ interesting art form, whether in metal, clay or uranium.
5. I love picnics—especially when I remember _____ food.
6. My house is falling apart, _____ shutters are in disrepair, and _____ windows are broken.
7. The brothers met to discuss _____ possible solution.
8. I went to the lab to work on _____ computer, but they were all taken.
9. Well, professor, _____ alien came and stole my gray matter before I could finish my homework.
10. This semester _____ same student got an A on the midterm and the final exam.

11. She passed him to avoid _____ confrontation involving _____ police.
12. I want to go to _____ part of Switzerland where they speak _____ French dialect.
13. The assistants found _____ theme that meant the most to them, and they wove it carefully into _____ handbook they could be proud of.
14. _____ airplane's tires skidded down _____ Los Angeles Airport's main runway before knocking out _____ baggage cart and _____ fuel truck.
15. I am studying _____ American history in school, but only after I pass my biology class and ace _____ final exam.

Answer available at the end of this section.

Answers

Try this!

Fill in the blank for each sentence using either *a*, *an*, or *the*, or leave the space blank if none is needed.

1. Last week **a** seagull dropped his fish onto my car.
2. Maria took out **the** garbage before reading.
3. **The** surfboard cut through the waves as she sped toward the beach.
4. Sculpture is **an** interesting art form, whether in metal, clay or uranium.
5. I love picnics—especially when I remember **the** food.
6. My house is falling apart, **the** shutters are in disrepair, and **the** windows are broken.
7. The brothers met to discuss **a** possible solution.
8. I went to the lab to work on **a** computer, but they were all taken.
9. Well, professor, **an** alien came and stole my gray matter before I could finish my homework.
10. This semester **the** same student got an A on the midterm and the final exam.
11. She passed him to avoid **a** confrontation involving **the** police.
12. I want to go to **the** part of Swizterland where they speak **a** French dialect.
13. The assistants found **the** theme that meant the most to them, and they wove it carefully into **a** handbook they could be proud of.
14. **The** airplane's tires skidded down **X** Los Angeles Airport's main runway before knocking out **a** baggage cart and **a** fuel truck.
15. I am studying **X** American history in school, but only after I pass my biology class and ace **the** final exam.

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8.14: Nouns and Article Use

Learning Outcomes:

1. **Compare count and non-count nouns.**
2. **Identify count and non-count nouns in sentences.**
3. **Use articles correctly with count and non-count nouns.**

Nouns are words that name things, places, people, and ideas. Right now, you may be surrounded by desks, computers, and notebooks. These are called count nouns because you can count the exact number of desks, computers, and notebooks—three desks, one computer, and six notebooks, for example.

On the other hand, you may be carrying a small amount of money in your wallet and sitting on a piece of furniture. These are called non-count nouns. Although you can count the pieces of furniture or the amount of money, you cannot add a number in front of money or furniture, and you cannot simply add -s to the end of a non-count noun. Instead, you must use other words and phrases to indicate the quantity of money and furniture.

Incorrect: five moneys, two furnitures

Correct: some money, two pieces of furniture

Count and non-count nouns:

A count noun refers to people, places, and things that are separate units. You make count nouns plural by adding –s or -es.

Notice this!

chair -- Make sure to push the chairs against the wall before you leave.

A non-count noun identifies a whole object that cannot be separated from other identical objects and counted individually. Non-count nouns may refer to concrete objects or abstract objects. A concrete noun identifies an object you can see, taste, touch, or count. An abstract noun identifies an object that you cannot see, touch, or count. There are some exceptions, but most abstract nouns cannot be made plural, so they are non-count nouns. Examples of abstract nouns include anger, education, melancholy, softness, violence, and conduct.

Non-Count Nouns

Type of Non-count Nouns	Examples	Sample Sentence
Food	sugar, salt, pepper, lettuce, rice	Add more sugar to my coffee, please.
Solids	concrete, chocolate, silver, soap	The ice cream was covered in creamy chocolate.
Abstract Nouns	peace, warmth, hospitality, information	I need more information about the insurance policy.

Try this!

Identify whether the italicized noun in the sentence is a count or non-count noun by writing C or NC above the noun.

1. The amount of traffic on the way home was terrible.
2. Forgiveness is an important part of growing up.
3. I made caramel sauce for the organic apples I bought.
4. I prefer film cameras instead of digital ones.

5. My favorite subject is history.

Definite and indefinite articles:

The word *the* is a definite article. It refers to one or more specific things. For example, the woman refers to not any woman but a particular woman. The definite article *the* is used before singular and plural count nouns.

The words *a* and *an* are indefinite articles. They refer to one nonspecific thing. For example, *a woman* refers to any woman, not a specific, particular woman. The indefinite article *a* or *an* is used before a singular count noun.

- Definite Articles (The) and Indefinite Articles (A/An) with Count Nouns
  - I saw the concert. (singular, refers to a specific concert)
    - I saw the concerts. (plural, refers to more than one specific concert)
    - I saw the U2 concert last night. (singular, refers to a specific concert)
    - I saw a concert. (singular, refers to any nonspecific concert)

Two article rules:

The following rules will help to determine when and what kind of article needs to be used.

Rule 1: A singular count noun needs an article or a determiner. Choose *a* or *an* if the noun is indefinite. Choose *the* if the noun is definite

Rule 2: A plural or non-count noun does not need an article unless it is definite.

Try this!

Write the correct article in the blank for each of the following sentences. Write OK if the sentence is correct.

1. (A/An/The) camel can live for days without water. _____
2. I enjoyed (a/an/the) pastries at the Bar Mitzvah. _____
3. (A/An/The) politician spoke of many important issues. _____
4. I really enjoyed (a/an/the) actor's performance in the play. _____
5. (A/An/The) goal I have is to run a marathon this year. _____

Try this!

Correct the misused or missing articles and rewrite the paragraph.

Stars are large balls of spinning hot gas like our sun. The stars look tiny because they are far away. Many of them are much larger than sun. Did you know that a Milky Way galaxy has between two hundred billion and four hundred billion stars in it? Scientists estimate that there may be as many as five hundred billion galaxies in an entire universe! Just like a human being, the star has a life cycle from birth to death, but its lifespan is billions of years long. The star is born in a cloud of cosmic gas and dust called a nebula. Our sun was born in the nebula nearly five billion years ago. Photographs of the star-forming nebulas are astonishing.

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8.15: Adjectives and Adverbs

Learning outcomes:

1. **Define adjectives and adverbs.**
2. **Use adjectives and adverbs correctly in a variety of sentences.**

Describing adjectives and adverbs:

Adjectives and adverbs are words you can use to modify—to describe or add meaning to—other words

Adjectives modify nouns or pronouns. Examples of some common adjectives are: young, small, loud, short, fat, pretty. You can also identify many adjectives by the following common endings.

Adjectives and Adverbs Examples		
***-able*:** honorable, useable	***-ic*:** frantic, scientific	**-less:** ruthless, careless
***-al*:** parental, economical	***-ive*:** festive, disruptive	**-ous:** joyous, rebellious
***-ful*:** forgetful, soulful	***-ish*:** selfish, boyish	

Adverbs, on the other hand, modify verbs, adjectives, other adverbs, and even whole clauses. Adverbs can tell us *how* something is done, *when* it is done, and *where* it is done. Examples of some common adverbs are: really, quickly, especially, early, well, immediately, yesterday.

While many adverbs do end with *"–ly",* don't take this for granted: some adverbs, like "almost" and "very" do not end this way, and some words that do end in *"–ly",* like "lively," are actually adjectives.

Comparatives and Superlatives:

Many adverbs and most adjectives generally have three forms: the normal form; the comparative form, which you can use to compare two things; and the superlative form, which you can use to compare three or more things. The following chart gives you some guidelines for forming the comparative and superlative forms of adjectives and adverbs.

Examples of Comparatives and Superlatives

Rules	Normal	Comparative	Superlative
Short adjectives & adverbs: • **Add -er for comparative** • **Add -est for superlative**	Green	Greener	Greenest
	Big	Bigger	Biggest
	Hungry	Hungrier	Hungriest
	Soon	Sooner	Soonest
	Late	Later	Latest

Longer adjectives & most longer adverbs ending in -ly: • Add “more” + adjective/adverb for comparative • Add “most” +adjective/adverb for superlative	Delicious	More delicious	Most delicious
	Incredible	More incredible	Most incredible
	Slowly	More slowly	Most slowly
	Easily	More easily	Most easily
	Brightly	More brightly	Most brightly
Irregular adjectives and adverbs have special forms	Good	Better	Best
	Bad	Worse	Worst
	Little (amount)	Less	Least
	Many	More	Most
	Well	Better	Best
	Badly	Worse	Worst

When using comparative and superlative forms, keep the following in mind:

- Many adverbs indicating time, place, and degree (i.e. tomorrow, here, totally) do not have comparative or superlative forms.
- Adjectives and adverbs that indicate an absolute or unchangeable quality should not be used with comparative and superlative constructions. Such absolute modifiers include words like final, main, impossible, perfect, unavoidable, unique.

Adjectives:

In order to avoid confusion, try to place adjectives as close as possible to the nouns or pronouns they modify. Most one-word adjectives come right before the nouns they modify. In the examples below, the adjectives are **in bold** and the nouns they modify are *italicized*.

- He made a **delicious** *dinner*.
- The **hungry** *girls* devoured it quickly.
- Their **full** *stomachs* pushed against their jeans.
- But they couldn’t resist the **incredible** *dessert*.

One major exception to this rule is when an adjective follows a linking verb (i.e. is/are, was/were, feel, smell, taste, look, believe). For example:

- *Dinner* was **delicious**.
- The *girls* were **hungry**.
- Their *stomachs* felt **full**.
- *Dessert* looked **incredible**.

Be careful. Sometimes writers will use adverbs with a linking verb when what they really want is an adjective, or vice-versa. Choosing the adjective versus the adverb form of the same word has big implications for the meaning of a sentence. For example:

Adjective	Adverb
I feel bad. (I feel ill, depressed, apologetic)	I feel badly (I’m bad at feeling)

Multiple-word adjective phrases generally follow the noun or pronoun they modify, but occasionally can come before.

- The *girl* **snoring in the next room** woke up her roommate.
- The *customer* **annoyed with the slow service** complained to the manager.
- **Proud of her youngest son**, his *mother* showed his picture to strangers on the bus.

Adjective clauses—easy to identify because they start with the words “who,” “whom,” “whose,” “which,” “that,” “when,” and ”where”— follow the noun they modify. For example:

- She had a goat **that she loved very much**.
- His favorite girlfriend, **who he thought was coming over later that evening**, had just received an anonymous phone call.

Adverbs:

As with adjectives, adverbs need to be placed where the reader can clearly understand the meaning you intend. Adverbs are a bit more flexible, however. Both single-word and multiple-word adverb phrases can generally be placed either before or after the words they modify. In the examples below, the adverbs and adverb phrases are **in bold** and the words they modify are in *italics*. For example:

- The lion *jumped* **skillfully** through the flaming hoop.
- The lion **skillfully** *jumped* through the flaming hoop.
- **Before next Wednesday**, *she* needed to cash her paycheck.
- *She* needed to cash her paycheck **before next Wednesday**.

Punctuating adjectives and adverbs:

Adjectives:

To help you decide whether or not you should use a comma when separating two or more adjectives, ask yourself the following two questions:

- Can the order of the two adjectives be reversed?
- Can the word "and" be put between the adjectives?

If either answer is yes, then the adjectives are coordinate, and you should use a comma. For example:

- Jessica is an ambitious, intelligent woman.
- Jessica is an intelligent, ambitious woman. [order reversed] 
- Jessica is an intelligent and ambitious woman. [added "and"] 

If you cannot reverse the order of the adjectives or add "and" to the adjectives, then they are cumulative, and do not require a comma. For example:

- Roger has fourteen silver horns.
- Roger has silver fourteen horns. [The reversed order does not work.] 
- Roger has fourteen and silver horns. [The added "and" does not work.] 

Adverbs:

Place a comma after an adverb when it comes at the beginning of the sentence. For example:

- **Happily**, Maria decided to buy her cousin’s used car.

For more detailed information on when to use commas with adjectives and adverbs, please see the “Commas.”

Try this!

A. Identify the adjectives and adverbs in the following sentences by marking the adjectives and the adverbs. **For example** (adjectives in *italics* and adverbs **in bold**): The *one-eyed green* aliens stepped **cautiously** out of their spaceship.
   1. Their timid leader tentatively put one fat, calloused foot on the grass.
   2. She then gingerly placed the other foot down.
   3. She paused, thoughtfully scratched her forehead, and then started to waddle quite gracelessly toward a dim light.
   4. Soon the braver aliens followed her, but the more cowardly aliens hung back inside the door of the silver spaceship.
   5. Suddenly, they heard a short, high-pitched yelp.
   6. The youngest alien had stepped accidentally on the tail of a small furry creature, and both of them cried out instinctively.
   7. The little alien regained his composure right away and, curious about the strange creature, he carefully reached down to pick up the frightened mouse.
   8. The mouse, still terrified, dashed away.
   9. It ran over the sensitive toes of several aliens who squealed loudly.
   10. The resulting commotion distracted the group, and they didn't notice the two young children slowly riding up on their creaky three-speed bicycles.

B. Create more detailed sentences by adding your own adjectives and adverbs to modify the words in italics. For example: The *star punched* the *photographer*.
   1. The **reclusive** movie star **violently** punched the *pushy* photographer.
   2. The *island* was populated by *birds* that *soared* over the trees.
   3. It was also populated by *tourists* who stayed at the *resort* and *sat* by the *pool*.
   4. The *man* in a *suit* was *reading* a *magazine* on his morning commute to work.
   5. The *woman* next to him *sighed* as the train *stopped* in a tunnel.
   6. The neighbors *gossiped* about the *people* who lived in the *house* on the corner.
   7. UPS delivered *packages* to the back door and *strangers* in *cars* visited.
   8. The students in the computer lab *talked* to each other and *worked* on their *essays*.
   9. The *tutor helped* the *boy* with his *homework*.
   10. The *children ate* the *ice cream*.
   11. A *bully grabbed* one of the cones and *stuffed* it in his *mouth*.

Answer available at the end of this section.

Answers

Try this!

A. **Exercise A** (adjectives in *italics* and adverbs **in bold**)
   1. Their *timid* leader **tentatively** put *one fat, calloused* foot on the grass.
   2. She **then gingerly** placed the *other* foot down.
   3. She paused, **thoughtfully** scratched her forehead, and then started to waddle *quite gracelessly* toward a *dim* light.
   4. **Soon** the *braver* aliens followed her but the *more cowardly* aliens hung back inside the door of the *silver* spaceship.
   5. **Suddenly**, they heard a *short, high-pitched* yelp.
   6. The *youngest* alien had stepped **accidentally** on the tail of a *small furry* creature, and both of them cried out **instinctively**.
   7. The *little* alien regained his composure **right away** and, *curious about the strange creature*, he **carefully** reached down to pick up the *frightened* mouse. ["Curious about the strange creature" is an adjective phrase that modifies "he", and "strange" is an adjective that modifies "creature"]
   8. The mouse, **still** *terrified*, dashed away.
   9. It ran over the *sensitive* toes of *several* aliens *who squealed loudly* ["Who squealed loudly" is an adjective clause modifying "aliens"; within that clause, "loudly" is an adverb modifying "squealed"]
   10. The *resulting* commotion distracted the group, and they didn't notice the *two young* children **slowly** riding up on their *creaky three-speed* bicycles.

B. **Exercise B:** Individual answers will vary.

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8.16: Using Prepositional Phrases

Learning outcomes:

1. **Recognize different uses for prepositional phrases.**
2. **Use prepositional phrases correctly in sentences.**

A prepositional phrase is a group of words that includes a preposition, its object, and any words that modify the object. Most of the time, a prepositional phrase modifies a verb or a noun, but it can be a gerund or even a clause. Here are some examples:

- *He arrived **in time**.*
- *How much is that book **about grammar**?*

To these two basic elements, modifiers can be freely added.

- *He arrived **in the nick of time**.*
- *How much is that book **about modern English grammar**?*

Some of the most common prepositions that begin prepositional phrases are *to, of, about, at, before, after, by, behind, during, for, from, in, over, under*, and *with*.

Prepositional phrases that modify nouns:

When a prepositional phrase describes a noun, you call it an adjectival phrase because adjectives modify nouns. Here are some examples:

- *The cat **in the middle** is the cutest.*
- *I always buy my milk **from the convenience store on Main Street**.*
- *My mother has always wanted to live **in a cabin by the lake**.*

In the first of these sentences, in the middle answers the question of which cat the writer thinks is the cutest. Similarly, on Main Street gives you information about which store the writer is describing, and by the lake tells you what kind of cabin the writer's mother is dreaming about. All of these adjectival phrases provide additional specific details to a noun in order to improve your understanding.

Prepositional phrases that modify verbs:

When a prepositional phrase describes a verb, you call it an adverbial phrase because adverbs modify verbs. Here are some examples:

- *To find the person who stole the last cookie, look **behind you**.*
- *Harry drank his iced tea **with fervor**.*

In the first sentence, behind you answers the question "Look where?" In the second, with fervor answers the question "Drank how?"

Prepositional phrases that act as nouns:

Less frequently, prepositional phrases can act like nouns in a sentence. Here are some examples:

- ***During the national anthem** is the worst time to blow your nose.*
- ***After the game** will be too late for us to go to dinner.*

Practice:

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:

Query 8.16.1

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Interactive Content online

Try this!

Quiz:

1. My fingers were injured so my sister had to write the note _____ me.

1. for
2. to
3. with
4. on

2. Which sentence uses a prepositional phrase incorrectly?

1. Have you written a letter your mother yet? She wants to hear from you, you know.
2. Before I begin my speech, I want to welcome to our meeting all of the visitors from India.
3. How many times must I ask you to take out the garbage, Paul?
4. Please do not talk during the concert; it is very distracting for the singers.

3. Which sentence uses a prepositional phrase incorrectly?

1. Be careful with that knife; it is very sharp!
2. Where in the garden did you want me to plant the cabbage?
3. There are too many difficult questions on this exam. Please make it easier next time, won't you?
4. I celebrate my birthday in the 8th of May.

4. Since he met his new boyfriend, Juan never seems to be _____ home.

1. in
2. on
3. at
4. past

5. What is a prepositional phrase?

1. a group of words that includes a subject and a verb, but it does not express a complete idea
2. a noun that is modified with one or more adjectives
3. a group of words that includes a subject and a verb, and it expresses a complete idea
4. a group of words that includes a preposition, an object; it may also include modifiers

6. Which parts of the sentence below are prepositional phrases? (Choose all that apply.)

For our vacation, my best friend and I were thinking last night of going to a cabin in the woods for the weekend.

1. For our vacation
2. my best friend and I
3. were thinking
4. last night
5. of going
6. to a cabin
7. in the woods
8. for the weekend.

7. Choose the best preposition to complete each sentence:

1. Please place your book _____ the shelf.
2. The final exam will begin _____ noon.
3. The new student is _____ Argentina.

Video from: Smrt English. “Prepositional Phrases.” www.youtube.com, 15 Nov. 2012, www.youtube.com/watch?v=RS3bKw_cyow. Accessed 30 Dec. 2021.

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8.17: More Practice with Prepositions

Curated and Adapted from Barbara Hall and Elizabeth Wallace Georgia State University - Perimeter College via GALILEO Open Learning Materials.

Learning outcomes:

1. **Compare different prepositions in English.**
2. **Practice correcting errors with prepositions.**

A preposition is a word that connects a noun or a pronoun to another word in a sentence. Most prepositions such as above, below, and behind usually indicate a location in the physical world, but some prepositions such as during, after, and until show location in time.

In, At, and On:

The prepositions in, at, and on are used to indicate both location and time, but they are used in specific ways. Review the tables below to learn when to use each one.

Preposition In

Preposition	Time	Example	Place	Example
in	year	in 1942	country	in Zimbabwe
	month	in August	state	in California
	season	in the summer	city	in Chicago
	time of day (not with night)	in the afternoon		

Preposition On

Preposition	Time	Example	Place	Example
on	day	on Monday	surfaces	on the table
	date	on May 23	streets	on 124th Street
	specific days/dates	on Monday	modes of transportation	on the bus

Preposition At

Preposition	Time	Example	Place	Example
at	time	at five o'clock	addresses	at 1600 Pennsylvania Avenue
	with night	at night	location	at Rooney's Grill

Try this!

Edit the following letter from a resident to her landlord by correcting errors with in, at, and on.

Dear Mrs. Salazar,

I am writing this letter to inform you that I will be vacating apartment 2A in 356 Maple Street at Wednesday, June 30, 2010. I will be cleaning the apartment at the Monday before I leave. I will return the keys to you on 5 p.m., sharp, at June 30. If you have any questions or specific instructions for me, please contact me in my office. I have enjoyed living at Austin, Texas, but I want to explore other parts of the country now.

Sincerely,

Milani Davis

Prepositions after verbs or phrasal verbs

Prepositions often follow verbs to create expressions with distinct meanings. These expressions are sometimes called prepositional verbs. It is important to remember that these expressions cannot be separated.

Table 8.17.1: Verbs and Prepositions

Verb + Preposition	Meaning	Example
agree with	to agree with something or someone	My husband always agrees with me.
apologize for	to express regret for something, to say sorry about something	I apologize for being late.
apply for	to ask for something formally	I will apply for that job.
believe in	to have a firm conviction in something; to believe in the existence of something	I believe in educating the world's women.
care about	to think that someone or something is important	I care about the health of our oceans.
hear about	to be told about something or someone	I heard about the teachers' strike.
look after	to watch or to protect someone or something	Will you look after my dog while I am on vacation?
talk about	to discuss something	We will talk about the importance of recycling.
speak to, with	to talk to/with someone	I will speak to his teacher tomorrow.
wait for	to await the arrival of someone or something	I will wait for my package to arrive.

Notice this!

It is a good idea to memorize these combinations of verbs plus prepositions. Write them down in a notebook along with the definition and practice using them when you speak.

Try this!

On a separate sheet of paper, complete the following sentences by writing the correct preposition after the verb.

1. Adomako does not _____ (apologize for, believe in) aliens or ghosts.
2. It is impolite to _____ (hear about, talk about) people when they are not here.
3. Manuel said he was going to _____ (believe in, apply for) the internship.
4. Jonas would not _____ (talk about, apologize for) eating the last piece of cake.
5. I _____ (care about, agree with) the environment very much.

Prepositions after adjectives:

Similar to prepositions after verbs, prepositions after adjectives create expressions with distinct meanings unique to English. Remember, like prepositional verbs, these expressions also cannot be separated.

Table 8.17.2:Adjectives and Prepositions

Adjectives and Prepositions

Adjective + Preposition	Meaning	Example
angry at, about	to feel or show anger toward (or about) someone or something	I am angry about the oil spill in the ocean.
confused about	to be unable to think with clarity about someone or something.	Shawn was confused about the concepts presented at the meeting.
disappointed in, with	to feel dissatisfaction with someone or something	I was disappointed in my husband because he voted for that candidate.
dressed in	to clothe the body	He was dressed in a pin-striped suit.
happy for	to show happiness for someone or something	I was happy for my sister who graduated from college.
interested in	giving attention to something, expressing interest	I am interested in musical theater.
jealous of	to feel resentful or bitter toward someone or something (because of their status, possessions, or ability)	I was jealous of her because she always went on vacation.
thankful for	to express thanks for something	I am thankful for my wonderful friends.
tired of	to be disgusted with, have a distaste for	I was tired of driving for hours without end.
worried about	to express anxiety or worry about something	I am worried about my father's health.

Try this!

On a separate sheet of paper, complete the following sentences by writing the correct preposition after the verb.

1. Meera was deeply _____ (interested in, thankful for) marine biology.
2. I was _____ (jealous of, disappointed in) the season finale of my favorite show.
3. Jordan won the race, and I am _____ (happy for, interested in) him.
4. The lawyer was _____ (thankful for, confused about) the details of the case.
5. Chloe was _____ (dressed in, tired of) a comfortable blue tunic.

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8.18: Punctuation- Commas and Semicolons

Learning outcomes:

1. **Identify when to use commas and semicolons correctly in sentences.**
2. **Use commas and semicolons correctly in your writing.**

Commas:

The comma is a punctuation mark that indicates a pause in a sentence or a separation of things in a list. Commas can be used in a variety of ways. Look at some of the following sentences to see how you might use a comma when writing a sentence.

1. **Introductory word**: Personally, I think the practice is helpful.
2. **Lists**: The barn, the tool shed, and the back porch were destroyed by the wind.
3. **Coordinating adjectives**: He was tired, hungry, and late.
4. **Conjunctions in compound sentences**: The bedroom door was closed, so the children knew their mother was asleep.
5. **Parenthetical expressions:** I knew where it was hidden, of course, but I wanted them to find it themselves.
6. **Dates, addresses, greetings, and letters**: The letter was postmarked December 8, 1945.

Commas after an introductory word or phrase:

You may notice a comma that appears near the beginning of the sentence, usually after a word or phrase. This comma lets the reader know where the introductory word or phrase ends and the main sentence begins.

Notice this!

1. Without spoiling the surprise, we need to tell her to save the date.

In this sentence, **without spoiling the surprise** is an introductory phrase, while we need to tell her to save the date is the main sentence. Notice how they are separated by a comma. When only an introductory word appears in the sentence, a comma also follows the introductory word.

2. Ironically, she already had plans for that day.

Again, **ironically** is the introductory phrase. The main sentence is "She already had plans for that day."

Try this!

Look for the introductory word or phrase. Then add a comma to correct the sentence.

1. Suddenly the dog ran into the house.
2. In the blink of an eye the kids were ready to go to the movies.
3. Confused he tried opening the box from the other end.
4. Without a doubt green is my favorite color.
5. Hesitating she looked back at the directions before proceeding.
6. Fortunately the sleeping baby did not stir when the doorbell rang.
7. Believe it or not the criminal was able to rob the same bank three times.

Commas in a list of items:

When you want to list several nouns in a sentence, you separate each word with a comma. This allows the reader to pause after each item and identify which words are included in the grouping. When you list items in a sentence, put a comma after each noun, then add the word *and* before the last item.

Notice this!

We'll need to get flour, tomatoes, and cheese at the store.

The pizza will be topped with olives, peppers, and pineapple chunks.

Commas and coordinating adjectives:

You can use commas to list both adjectives and nouns. A string of adjectives that describe a noun are called coordinating adjectives. These adjectives come before the noun they modify and are separated by commas. One important thing to note, however, is that unlike listing nouns, the word and does not always need to be before the last adjective.

Notice this!

It was a bright, windy, clear day.

Our kite glowed red, yellow, and blue in the morning sunlight.

Note: Coordinating adjectives can change their order without changing the meaning of the sentence.

For example:

1. It was a bright, windy, clear day.
2. It was a windy, clear, bright day.

These sentences have the same meaning.

If you cannot move the adjectives around, they are *not* coordinating adjectives.

For example:

1. The bright yellow tennis ball bounced off the court.
2. The tennis yellow bright ball bounced off the court.

As you can see, the second sentence does not make sense because *tennis* cannot be moved to the front. These are not coordinating adjectives. Adjectives that are *not* coordinting adjectives *do not require* commas to separate them.

Try this!

Use what you have learned so far about comma use to add commas to the following sentences.

1. Monday Tuesday and Wednesday are all booked with meetings.
2. It was a quiet uneventful unproductive day.
3. We'll need to prepare statements for the Franks Garcias and Nguyens before their portfolio reviews next week.
4. Minh Nita and Ananya finished their report last Tuesday.
5. With cold wet aching fingers she was able to secure the sails before the storm.
6. Hung wrote his name on the board in clear precise delicate letters.

Commas before conjunctions in compound sentences:

Commas are used to separate two independent clauses. The comma comes after the first independent clause and is followed by a conjunction, such as **for, and, or but.**

Notice this!

My aunt is studying to become a doctor**, for** she wants to help children be healthy and strong.

He missed class today**, and** he thinks he will be out tomorrow, too.

My classmates do not like doing homework**, nor** do they like taking tests.

My sister says her fever is gone**, but** she is still very tired.

You could finish your homework before dinner**, or** you could do all your assignments after you shower.

My friend never studies for her tests**, yet** she always gets a high grade.

Marta and Fernando are excellet students**, so** they will finish their studies at Evergreen Valley College six months early.

Commas before and after parenthetical expressions:

In conversations, you might interrupt your train of thought by giving more details about what you are talking about. In a sentence, you might interrupt your train of thought with a word or phrase called a parenthetical expression. Parenthetical expressions can come at the beginning, middle, or end of a sentence. These expressions are generally separated buy commas.

Notice this!

A Parenthetical Expression must be completely set off from the rest of the sentence by commas.

If the parenthetical expression occurs at the beginning of the sentence, it is followed by a comma. For example:

1. As a matter of fact, CalFresh only provides families with $23.00 a month in food assistance.
2. On the whole, seniors, college students, and immigrants often fall through the cracks in our social safety net.
3. In fact, San Jose is one of the most expensive places to live in the country.

If the parenthetical expression occurs in the middle of the sentence, it is preceded and followed by a comma. For example:

4. The problem of food insecurity, I believe, will not be solved without global cooperation and effort.
5. Food deserts, especially urban food deserts, lead residents to rely on processed and unhealthy meals.
6. Many children, needless to say, often do not get the nutritious food they need to learn and grow.

If the parenthetical expression occurs at the end of the sentence, it is preceded by a comma. For example:

7. My friend who volunteered at the food bank was Barbara, not Sam.
8. Sam has started a community garden in his neighborhood, I believe.
9. A living wage is important for families, isn't it?

Try this!

Insert commas to separate the parenthetical expressions from the rest of the sentence.

1. My neighbors I believe brought in my mail last Saturday.

2. Without a doubt his work has improved over the last few weeks.
3. The professor who helped me the most as a matter of fact was Ms. Tran.
4. The meeting is at noon unfortunately which means I will be late for lunch.
5. We came in time for the last part of dinner didn't we?
6. All of a sudden our network crashed and we lost our files.
7. Lana please hand the wrench to me before the pipe comes loose again.

Commas in dates, addresses, and the greetings and closings of letters:

You also use commas when you write the date, such as in cover letters and emails. Commas are used when you write the date, when you include an address, and when you greet someone.

If you are writing out the full date, add a comma after the day and before the year. You do not need to add a comma when you write the month and day or when you write the month and the year. If you need to continue the sentence after you add a date that includes the day and year, add a comma after the end of the date.

Notice this!

- If you are writing out the full date, add a comma after the day and before the year. You do not need to add a comma when you write the month and day or when you write the month and the year. If you need to continue the sentence after you add a date that includes the day and year, add a comma after the end of the date.

Dates:

1. The letter is postmarked May 4th, 2026.
2. Her birthday is May 5th.
3. He visited the country in July 2009.
4. I registered for the conference on March 7, 2010, so we should get our tickets soon.

- You also use commas when you include addresses and locations. When you include an address in a sentence, be sure to place a comma after the street and after the city. Do not place a comma between the state and the zip code. Like a date, if you need to continue the sentence after adding the address, simply add a comma after the address.

Addresses:

1. Evergreen Valley College is located at 3095 Yerba Buena Road, San Jose, CA 95135.
2. After moving to San Francisco, California, I used public transportation to get to work.

- Greetings are also separated by commas. When you write an email or a letter, you add a comma after the greeting word or the person's name. You also need to include a comma after the closing, which is the word or phrase you put before your signature.

Greetings:

Dear Mr. Zhang,

I would like more information about your job positing.

Thank you,

Anita Al-Sayf

Dear. Ms. Al-Sayf,

Thank you for your inquiry. Please read the attached documents for more details.

Sincerely,

Wei Zhang

Try this!

Use what you have learned about comma usage to edit the following paragraphs.

1. My brother Nathaniel is a collector of many rare unusual things. He has collected lunch boxes limited edition books and hatpins at various points of his life. His current collection of unusual bottles has over fifty pieces. Usually he sells one collection before starting another.
2. Our meeting is scheduled for Thursday March 20th 2026. In that time we need to gather all our documents together. Lakshmi is in charge of the timetables and schedules. Huong is in charge of updating the guidelines. I am in charge of the presentation. To prepare for this meeting please print out any emails faxes or documents you have referred to when writing your sample.
3. It was a cool crisp autumn day when the group set out. They needed to cover several miles before they made camp so they walked at a brisk pace. The leader of the group kept checking her watch and their GPS location. Isabella Raoul and Maggie took turns carrying the equipment while Carrie took notes about the wildlife they saw. As a result no one noticed the darkening sky until the first drops of rain splattered on their faces.
4. Please have your report complete and filed by April 15 2010. In your submission letter please include your contact information the position you are applying for and two people we can contact as references. We will not be available for consultation after April 10 but you may contact the office if you have any questions. Thank you HR Department.

Semicolons:

The semicolon (;) can be used in a variety of ways. The semicolon indicates a break in the flow of a sentence, but functions differently than a period or a comma. When you encounter a semicolon while reading aloud, this represents a good place to pause and take a breath.

Semicolons to join two independent clauses:

Use a semicolon to combine two closely related independent clauses. Relying on a period to separate the related clauses into two shorter sentences could lead to choppy writing. Using a comma would create an awkward run-on sentence.

Correct: Be sure to wear clean, well-pressed clothes to the interview; appearances are important.

Choppy: Be sure to wear clean, well-pressed clothes to the interview. Appearances are important.

Incorrect: Be sure to wear clean, well-pressed clothes to the interview, appearances are important.

In this case, writing the independent clauses as two sentences separated by a period is correct. However, using a semicolon to combine the clauses can make your writing more interesting by creating a variety of sentence lengths and structures while preserving the flow of ideas.

Notice this!

Use semicolons to join two main clauses. Do not use semicolons with coordinating conjunctions such as and, or, and but.

Try this!

Correct the following sentences by adding semicolons. If the sentence is correct as it is, write OK.

1. I did not notice that you were in the office I was behind the front desk all day.
2. Please close the blinds there is a glare on the screen.
3. Unbelievably, no one was hurt in the accident.
4. Let's go for a walk the air is so refreshing.
5. We studied very hard all semester, therefore, we passed the class.

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8.19: Punctuation- Colons, Quotation Marks, Apostrophes, and Dashes

Learning outcomes:

1. **Recognize when to use colons, quotation marks, apostrophes, and dashes.**
2. **Use colons, quotation marks, apostrophes, and dashes correctly in sentences.**

Colons:

The colon (:) is another punctuation mark used to indicate a full stop. Use a colon to introduce lists, quotes, examples, and explanations.

Use colons to introduce a list:

Use a colon to introduce a list of items. Introduce the list with an independent clause.

Notice this!

The team will tour three states: New York, Pennsylvania, and Maryland.

I have to take four classes this semester: English C1000, Spanish 1A, Art 90, and Ethnic Studies 10.

This dessert requires four essential ingredients: milk, flour, butter, and sugar.

I have become friends with three classmates: Carla, Linh, and Marco.

Use colons to introduce examples or explanations:

Use a colon to introduce an example or to further explain an idea presented in the first part of a sentence. The first part of the sentence must always be an independent clause; that is, it must stand alone as a complete thought with a subject and verb. Do not use a colon after phrases like such as or for example.

Incorrect: Our company offers many publishing services, such as: writing, editing, and reviewing.

Incorrect: Our company does: writing, editing, and reviewing.

Correct: Our company offers many publishing services: writing, editing, and reviewing.

Notice this!

Capitalize the first letter following a colon for a proper noun. Do NOT capitalize if the information following the colon is not a complete sentence.

Incorrect proper noun: We visited three countries: belize, honduras, and El Salvador.

Correct proper noun: We visited three countries: Belize, Honduras, and El Salvador.

Incorrect list: The recipe is simple: Tomato, basil, and avocado.

Correct list: The recipe is simple: tomato, basil, and avacado.

Try this!

Correct the following sentences by adding semicolons or colons where needed. If the sentence does not need a semicolon or colon, write OK.

1. Don't give up you never know what tomorrow brings.
2. Our records show that the patient received the following services an ultrasound, an x-ray, and a nursing consultation.
3. Allow me to introduce myself I am the greatest ice-carver in the world.
4. Where I come from, there are three ways to get to the grocery store by car, by bus, and by foot.
5. Listen closely you will want to remember this speech.
6. I have lived in Arizona, Maryland, and Tennessee.
7. The boss's message was clear lateness would not be tolerated.
8. Next semester, we will read some well-known authors, such as Vonnegut, Miller, and Orwell.
9. My little sister cried loudly about her lost toys a red plastic firetruck, a blue teddy bear, and a domino set.
10. Trust me I have done this before.

Using quotation marks:

Quotation marks (“ ”) set off a group of words from the rest of the text. Use quotation marks to indicate direct quotations of another person's words or to indicate a title of a short published work. Quotation marks always appear in pairs.

Direct quotations:

A direct quotation is an exact account of what someone said or wrote. To include a direct quotation in your writing, enclose the words in quotation marks. An indirect quotation is a restatement of what someone said or wrote. An indirect quotation, which is also called reported speech, does not use the person's exact words. You do not need to use quotation marks for indirect quotations.

Direct quotation: Carly said, “I'm not ever going back there again.”

Indirect quotation: Carly said that she would never go back there.

Punctuating direct quotations:

Quotation marks show readers another person's exact words. Often, you will want to identify who is speaking. You can do this at the beginning, middle, or end of the quote. Notice the use of commas and capitalized words.

Beginning: Madison said, “Let's stop at the farmers market to buy some fresh vegetables for dinner.”

Middle: “Let's stop at the farmers market,” Madison said, “to buy some fresh vegetables for dinner.

End: “Let's stop at the farmers market to buy some fresh vegetables for dinner,” Madison said.

Speaker not identified: “Let's stop at the farmers market to buy some fresh vegetables for dinner.”

Always capitalize the first letter of a quote when it is the beginning of the sentence. When using identifying words in the middle of the quote, the beginning of the second part of the quote does not need to be capitalized.

Use commas between identifying words and quotes. Quotation marks must be placed after commas and periods. Place quotation marks after question marks and exclamation points only if the question or exclamation is part of the quoted text.

Question is part of quoted text: The new employee asked, “When is lunch?”

Question is not part of quoted text: Did you hear her say you were “the next Picasso”?

Exclamation is part of quoted text: My supervisor beamed, “Thanks for all of your hard work!”

Exclamation is not part of quoted text: He said I “single-handedly saved the company thousands of dollars”!

Quotations within quotations:

Use single quotation marks (‘ ’) to show a quotation within in a quotation.

Notice this!

Theresa said, “I wanted to take my dog to the festival, but the attendant at the gate said, ‘No dogs allowed.’”

Manuel asked, “When you say, ‘This is AI slop,’ what exactly does that mean?”

Long told me, “The instructions say, ‘Tighten the screws one at a time.’”

Try this!

Correct these sentences by adding quotation marks where necessary. If the sentence does not need any quotation marks, write OK.

1. Yasmin said, We should have a day off from cooking. Let’s go out to eat.
2. Where should we go? asked Celia.
3. Yasmin said that it didn’t matter to her.
4. I know, said Celia, let’s go to the Binh's Big Boba Shop.
5. Perfect! said Yasmin.
6. Did you know that the boba shop name uses a literary device? asked Celia.
7. I didn’t! exclaimed Yasmin. Which device?
8. Binh's Big Boba Shop is an alliteration. It means that the words in the name start with the same consonant sound, Celia explained.
9. Oh! said Yasmin, That is really interesting!
10. It sure makes the shop easy to remember, said Celia.

Using apostrophes:

An apostrophe (’) is a punctuation mark that is used with a noun to show possession or to indicate where a letter has been left out to form a contraction.

Possession:

An apostrophe and the letter s indicate who or what owns something. To show possession with a singular noun, add ’s.

Notice this!

To show possession with a singular noun, add 's.

Singular Nouns:

1. Audrey’s dance routine mesmerized everyone in the room.
2. The dog’s leash is hanging on the hook beside the door.

3. Jess's best friend is also attending Evergreen Valley College.

- Notice that singular nouns that end in s still take the apostrophe s ('s) ending to show possession.

To show possession with a plural noun that ends in s, just add an apostrophe ('). If the plural noun does not end in s, add an apostrophe and an s ('s).

Plural Nouns:

1. The drummers' sticks all moved in the same rhythm, like a machine.
2. The students' books were very expensive this semester.
3. The people's votes clearly showed that no one supported the management decision.
4. The women's professional basketball teams are very competetive this year.

Using contractions

A contraction is a word that is formed by combining two words. In a contraction, an apostrophe shows where one or more letters have been left out. Contractions are commonly used in informal writing but not in formal writing.

Notice this!

I do not like ice cream.

I don't like ice cream.

Notice how the words do and not have been combined to form the contraction don't. The apostrophe shows where the **o** in not has been left out.

We will see you later.

We'll see you later.

Notice how the words we and will have been combined to form the contraction we'll. The apostrophe shows where the **wi** has been left out.

It's cold and rainy outside. (It is cold and rainy outside.)

The cat was chasing its tail. (Shows that the tail belongs to the cat.)

Be careful not to confuse it's with its. It's is a contraction of the words it and is. Its is a possessive pronoun.

When in doubt, substitute the words it is in a sentence. If sentence still makes sense, use the contraction it's.

Try this!

Correct the following sentences by adding apostrophes. If the sentence is correct as it is, write OK.

1. "What a beautiful child! She has her mothers eyes."
2. My brothers wife is one of my best friends.
3. I couldnt believe it when I found out that I got the job!
4. My supervisors informed me that I wouldnt be able to take the days off.
5. Each of the students responses were unique.
6. Wont you please join me for dinner tonight?

Using dashes:

A dash (—) is a punctuation mark used to set off information in a sentence for emphasis. You can enclose text between two dashes, or use just one dash.

Notice this!

Arrive to the interview early—but not too early.

Any of the suits—except for the purple one—should be fine to wear.

Try this!

Clarify the following sentences by adding dashes. If the sentence is clear as it is, write OK.

1. Which hairstyle do you prefer short or long?
2. I don't know I hadn't even thought about that.
3. Guess what I got the job!
4. I will be happy to work over the weekend if I can have Monday off.
5. You have all the qualities that we are looking for in a candidate intelligence, dedication, and a strong work ethic.

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8.20: Takeaways

Summary:

In this chapter you:

- Reviewed verb tenses.
- Distinguished uses for gerunds and infinitives.
- Identified subjects and verbs in sentences and used correct subject-verb agreement in your writing.
- Used modal verbs with present perfect tense.
- Used consistent pronouns and pronoun antecedents.
- Practiced using nouns, adjectives, adverbs, prepositions, and articles correctly.
- Applied punctuation rules for commas, semicolons, colons, apostrophes, dashes, and quotations marks in sentences.

Questions for reflection:

- Which verb tense causes you the most difficulty in writing?
- How can using consistent pronouns make your writer more clear?
- What questions do you still have about using quotation marks?
- Which comma rule do you want to practice more?

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9: GRAMMAR PART 2

9.1: Overview and Learning Outcomes
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9.1: Overview and Learning Outcomes

Chapter learning outcomes:

In this chapter, you will learn to:

- Recognize the four most common errors ESL students make in writing.
- Use techniques to correct these common errors, which are subject-verb agreement errors, sentence fragments, run-on sentences, and comma splices.
- Use noun, adjective, and adverb clauses correctly.
- Identify and use appositives in writing.

Chapter learning goals:

Once again, college writing requires students to use correct grammar and punctuation. Using correct grammar and punctuation makes your writing clear and easy to understand. This chapter will help you refine your grammar skills and reduce errors in your writing. You will learn to use noun, adjective, and adverb clauses in writing. You will also learn to identify common ESL errors and apply techniques to correct them. Finally, you will learn to use appositives.

The importance of these goals:

In writing, you want to be as clear as possible. This means using correct grammar and punctuation to convey your ideas, arguments, explanations, and examples. Although there are many AI applications that can correct grammar and punctuation, it is essential that you learn to write clearly and correctly on your own. This will guarantee that you can always write well in any situation, whether at school, at work, or in life.

Chapter theme:

In this chapter, you will study a variety of topics to help you improve your writing style.

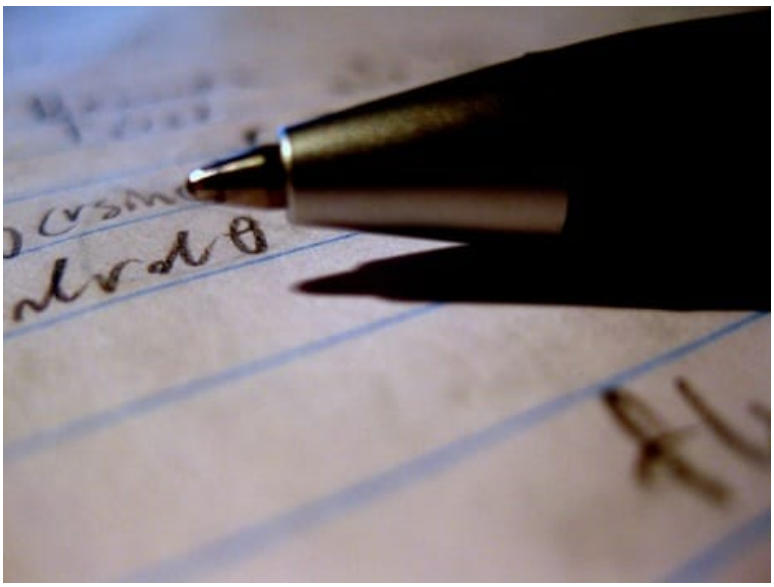


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9.2: The Four Most Common Errors in ESL Writing — and How to Fix Them

Learning Outcomes:

1. **Recognize the four most common grammar errors ESL students make in writing.**
2. **Practice using methods to correct common ESL errors in college essays.**

When you apply metacognition to your writing, the first thing you might realize is that we all make mistakes. It's natural. It's a part of learning. And we even have a name for it: "trial and error." In other words, you try something new. You make a mistake. You learn from your mistakes. In some ways, it's a good way to learn because the information is presented to you in context. You see how the grammar rule is really applied. And that helps you to understand it better and remember it.

Four types of grammar errors are responsible for the majority of mistakes students make. In other words, if you learn how to recognize and fix these four errors, your writing will instantly improve a great deal! You probably have already heard of these four types of errors, but if you are still making these errors, then it's good to review.

1. Subject-verb agreement:

In English, a singular subject requires a singular form of the verb. A plural subject requires a plural form of the verb. This is usually only a problem when writing in the present tense. For example:

One cat lives in the gray house, but three dogs live in the brown house.

- *cat* = singular so we write *lives* (the singular form of the verb in the present tense)
- *dogs* = plural so we write *live* (the plural form of the verb in the present tense)

There are some exceptions, of course, for collective nouns, gerunds, etc. Watch this video to learn more:

Practice:

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:

Query 9.2.1

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2. Sentence fragments:

Fragments are pieces of something. They are not whole. This often happens when writers do not attach a dependent clause or a prepositional phrase to an independent clause. What's left is an incomplete idea, and that can confuse your reader. For example:

- **If he is tired**. = This is a fragment. Although it has a subject and a verb, the idea is not finished. It is a dependent clause. You cannot use it by itself.
- **If he is tired, he will not come to the party**. = This is complete sentence. It has a subject, a verb, and a complete idea.

Remember this: a complete sentence requires a subject, a verb, and a complete idea. Usually, sentence fragments can be corrected by adding information to make a complete idea, or attaching the fragment to the sentence before or the sentence after — often as a dependent clause. Watch this video to learn more:

Practice:

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:

Query 9.2.2

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3. and 4. Run-on sentences and comma splices:

A run-on sentence is when you use two independent clauses in one sentence without conjunctions or enough punctuation. This makes it difficult for readers to know where the first idea ends and the second one begins. For example:

- **I have a dog he is small.** = run-on sentence

A comma splice is similar; it's when a writer uses only a comma to join two independent clauses. However, a comma alone is not strong enough. It needs a little help. For example:

- **I have a dog, he is small.** = comma splice

Here are three simple ways to fix them:

- I have a dog, and he is small. = add a coordinating conjunction *(FANBOYS: for, and, nor, but, or, yet, so)*
- I have a dog; he is small. = use a semicolon *(if the two ideas are closely related)*
- I have a dog. He is small. = use a period and start a new sentence. *(remember to capitalize the first word of the new sentence)*

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:

Query 9.2.3

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Try this!

Quiz

1. Identify this sentence: **I want to go to the university, I want to study medicine or physical therapy.**

    1. This is a run-on sentence.

2. This is a fragment.
3. This sentence is OK.
4. This is a comma splice.

2. Much of the work they do _____ to help the homeless.

1. am
2. is
3. are

3. Identify this sentence: **Being very tall an advantage when playing basketball.**

1. This is a comma splice.
2. This is a run-on sentence.
3. This is a fragment.
4. This sentence is OK.

4. Identify this sentence: **The tragedy in New York one of the worst in US history.**

1. This is a fragment.
2. This is a run-on sentence.
3. This is a comma splice.
4. This sentence is OK.

5. A sentence fragment is a piece of a sentence, but not a complete sentence.

1. True
2. False

6. I'm going on vacation next week, but all of my clothes _____ already packed.

1. are
2. am
3. is

7. Identify this sentence: **I went to the animal fair, the birds and the beasts were there, the big baboon by the light of the moon was combing his auburn hair.**

1. This is a comma splice.
2. This is a fragment.
3. This is a run-on sentence.
4. This sentence is OK.

8. Identify this sentence: **Many libraries are taking steps to preserve their old and valuable books.**

1. This is a comma splice.
2. This is a run-on sentence.
3. This sentence is OK.
4. This is a fragment.

9. Both of my parents _____ now retired.

1. is
2. are
3. am

10. He has many hobbies, but most of his time _____ spent building model planes.

1. am

2. are
3. is

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Videos from Smrt English. “Run-on Sentences and Comma Splices.” www.youtube.com, 15 Nov. 2012, www.youtube.com/watch?v=mQfJdhyeQfU. Accessed 16 Jan. 2022. “Sentence Fragments.” YouTube, 15 Nov. 2012, www.youtube.com/watch?v=r-Wcr4Wgf7U. Accessed 16 Jan. 2022. “Subject Verb Agreement.” Www.youtube.com, 15 Nov. 2012, www.youtube.com/watch?v=UKm98TVFTQ4. Accessed 16 Jan. 2022.

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9.3: Coordinators

Learning outcomes:

1. **Recognize coordinating conjunctions.**
2. **Use FANBOYS to write correct compound sentences.**

Defining coordinators:

Coordinators are words you can use to join simple sentences (aka **independent clauses**) and show the logical connections between ideas.

Use **coordinators** when you want to equally stress both ideas you are connecting; if instead you want to de-emphasize one of the ideas, use a **subordinator**.

You can easily remember the seven coordinators if you keep in mind the word **FANBOYS:**

FANBOYS

"FANBOYS" Mnemonic	Coordinators	Logical Relationship	Sample Sentences
F	**FOR**	Cause/Effect	I think Evergreen Valley College is a great school, *for* all my friends love it here.
A	**AND**	Addition	The classes at EVC are full, *and* the teachers really care about the students.
N	**NOR**	Addition of negatives	I have never forgotten my textbooks for class, *nor* have I left my pencils and pens at home.
B	**BUT**	Contrast	I like studying in San Jose, *but* the city is an expensive place to live.
O	**OR**	Alternative	To save money, I could live with friends, *or* I could live with my parents.
Y	**YET**	Condition	I have three tests on campus next week, *yet* I don't feel stressed about them.
S	**SO**	Cause/Effect	One of my friends is organizing a study group, *so* I will join the group and try my best.

Punctuation:

Put a comma before the conjunction when it joins two independent clauses.

- She brought home a big bag of Halloween candy that should have lasted weeks, but by the next day her little brother had eaten it all.
- Maria wanted to finish her degree quickly, so she attended Evergreen Valley College as a full-time student.

Try this!

Join the following sentences with the coordinator that most clearly expresses the logical relationship between the two ideas being connected. Hint: you should use each coordinator only once.

For Example: Calvin had his heart set on being a physics major. ~~He~~ **, but he** was horrible at math.

1. He could not understand geometry. He could not understand physics.
2. He took extra classes. The tutor couldn't seem to help.
3. He worked incredibly hard. Everyone in the math department was willing to help him.
4. He realized he would have to improve. He was going to have to give up his ambition to become a great physicist.
5. The other students could build catapults out of popsicle sticks and rubber bands. Calvin's catapult couldn't even launch a pebble.
6. Calvin's experiments were always unique. They proved that some basic law of nature no longer existed.
7. Calvin finally realized that he did not have it in him to be the next Stephen Hawking. He changed his major to English.

Answer available at the end of this section.

Answers

Try this!

1. He could not understand geometry**, nor** could he understand physics.
2. He took extra classes**, but/yet** the tutor couldn't seem to help.
3. He worked incredibly hard, **and** everyone in the math department was willing to help him.
4. He realized he would have to improve, **or** he was going to have to give up his ambition to become a great physicist.
5. The other students could build catapults out of popsicle sticks and rubber bands, **but/yet** Calvin's catapult couldn't even launch a pebble.
6. Calvin's experiments were always unique, **for** they proved that some basic law of nature no longer existed.
7. Calvin finally realized that he did not have it in him to be the next Stephen Hawking, **so** he changed his major to English.

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9.4: Subordinators

Learning outcomes:

1. **Recognize subordinating conjunctions.**
2. **Use subordinating conjunctions to write complex sentences.**

Defining subordinators:

Like coordinators (for, and, nor, but, or, yet, so), **subordinators** (see chart below) can join **independent clauses**, *aka* simple sentences, and can help you:

- Make your writing more fluid by connecting short sentences
- Make your writing more precise by showing your reader the logical relationships between ideas.

Let's take a look at some of the most common subordinators. As you can see from the sample sentences below, subordinators can appear either at the beginning or in the middle of a sentence.

Logical Relationship	Subordinators	Sample Sentence
Contrast/ Concession	although, while, even though, even if, whereas, though	***Although*** the young blond heiress was often in the news, she had no talent.
Cause	because, since	He started to worry about finding a job ***because*** he was almost finished with his last semester of college.
Effect/ Result	so that, in that, in order that	She enrolled in cooking school ***so that*** she could become a pastry chef.
Condition	if, unless, provided that	***If*** it is sunny this weekend, they are planning to have a barbeque.
Time	after, before, as soon as, since, when, while, until, as	***Until*** my brother pays me back for last time, I am not lending him any more money.

Subordinators and dependent clauses (aka subordinate clauses):

Joining two independent clauses with a subordinator transforms one of them—the one which begins with the subordinator—into a dependent clause. Even though this clause will still contain a subject-verb unit, it cannot stand alone as a sentence.

Joining Clauses

Independent Clause (a complete sentence)	Dependent clause (no longer a complete sentence)
The young blond *heiress* **was** often in the news.	***Although*** the young blond *heiress* **was** often in the news
He **was** almost **finished** with his last semester of college.	***Because*** *he* **was** almost **finished** with his last semester of college

Dependent clauses pretending to be sentences are actually **fragments**, a grammar error you can read more about the "Fragments" section.

Subordinators and emphasis:

Unlike coordinators, subordinators do not give equal emphasis to the ideas they connect; instead, the clause that begins with a subordinator—the dependent clause— receives less emphasis. Compare the following two sentences:

- Although he wanted to see the movie, Guillermo did not want to spend ten dollars.
- Although he did not want to spend ten dollars, Guillermo wanted to see the movie.

In the first sentence, the subordinator "although" de-emphasizes Guillermo's desire to see the movie; his reluctance to spend the money seems more important. In the second sentence, however, the subordinator "although" de-emphasizes Guillermo's reluctance to spend the money, and his desire to see the movie seems more important.

Be careful, then, when deciding where to place the subordinator—this placement can change the meaning of your sentence.

Punctuation:

When a subordinator introduces a sentence, put a comma after the first clause.

- *After* she went to bed**,** she started to hear noises downstairs.

But if the subordinator comes in the middle of a clause, you don't need to set it off with a comma.

- She started to hear noises downstairs *after* she went to bed.

Try this!

A) Join the following sentences using an appropriate subordinator. For the first four sets of sentences, you'll see a hint about the logical relationship you should show.

For example: Some rodents and birds prey on cockroaches.

Man is their biggest foe. [CONTRAST]

While some rodents and birds prey on cockroaches, man is their biggest foe.

1. Cockroaches are a health menace to humans. They carry viruses and bacteria that result in diseases from hepatitis to salmonella. [CAUSE]
2. Humans try to defeat cockroaches. Cockroaches are very successful at surviving our attacks. [CAUSE]
3. Cockroaches are smaller than the humans who chase them. They have extremely fast responses and sensitive receptors. [CONTRAST/CONCESSION]
4. There is no food. Cockroaches subsist on glue, paper, and soap. [TIME]
5. They can't find glue, paper or soap. They can draw on their body stores for three months.
6. Cockroaches are really desperate. They will turn into cannibals.
7. Female Suriname cockroaches produce generation after generation of identical females. They are able to clone themselves.

B) Join the following sentences with subordinators, making sure the word you choose indicates the appropriate logical connection between ideas.

1. They sat down with Red Cloud to discuss the purchase of the Black Hills. Whatever calmness the government commissioners still possessed must have been shaken.
2. Red Cloud calmly proposed that $600 million seemed like a fair price. The region was so valuable to the Native Americans and appeared even more valuable to the commissioners.
3. The Native Americans had reconsidered their price tag. They suggested that $6 million would be a reasonable offer.

4. The commissioners were too intimidated to negotiate. They returned to Washington and angrily recommended teaching the Native Americans a lesson.
5. The government immediately ordered all Native Americans to come onto the reservation at once. The demand was both illegal and impossible to comply with.
6. Most of the Native Americans could never know about the order. They were spread out all over the Black Hills.
7. The deadline came. Only one small band of Native Americans had come in.
8. The other Native Americans were now assumed at war with the government. The Indian Bureau turned the matter over to General Philip Sheridan.
9. It was a totally unprovoked war. No Sioux or Cheyenne had ever violated a treaty or actually attacked a U.S. citizen.

Answer available at the end of this section.

Answers

Try this!

Note that in joining the two sentences, you will often have had a choice between two or more equally logical subordinators; therefore, several possibilities are given for each sentence. Note too that although the original order of sentences has been retained in this answer key, you could also reasonably switch the order of ideas, so that the subordinate clause comes first, or vise-versa. This is demonstrated with the first example in exercise A.

Exercise A:

1. Cockroaches are a health menace to humans ***because/since*** they carry viruses and bacteria that cause diseases from hepatitis to salmonella. OR ***Because/since*** they carry viruses and bacteria that cause diseases from hepatitis to salmonella, cockroaches are a health menace to humans.
2. ***Even though/although/though*** humans try to defeat cockroaches, they are very successful at surviving our attacks.
3. ***Although/even though/though*** cockroaches are smaller than the humans who chase them, they have extremely fast responses and sensitive receptors.
4. ***If/when*** there is no food, cockroaches subsist on glue, paper, and soap.
5. ***If/when*** they can't find glue, paper or soap, they can draw on their body stores for three months.
6. ***If/when*** cockroaches are really desperate, they will turn into cannibals.
7. Female Suriname cockroaches can produce generation after generation of identical females ***because/since*** they are able to clone themselves.

Exercise B:

1. ***When*** they sat down with Red Cloud to discuss the purchase of the Black Hills, whatever calmness the government commissioners still possessed must have been shaken.
2. ***Because/since*** the region was so valuable to the Native Americans, Red Cloud calmly proposed that $600 million seemed like a fair price.
3. ***After*** the Native Americans had reconsidered their price tag, they suggested that $6 million would be a reasonable offer.
4. ***Because/since*** commissioners were too intimidated to negotiate, they returned to Washington and angrily recommended teaching the Native Americans a lesson.
5. The government immediately ordered all Native Americans to come onto the reservation at once ***even though/although/though*** the demand was both illegal and impossible to comply with.
6. Most of the Native Americans could never know about the order ***because/since*** they were spread out all over the Black Hills.
7. ***When*** the deadline came, only one small band of Native Americans had come in.
8. ***Because/since*** the other Native Americans were now assumed at war with the government, the Indian Bureau turned the matter over to General Philip Sheridan.
9. It was a totally unprovoked war ***because/since*** no Sioux or Cheyenne had ever violated a treaty or actually attacked a U.S. citizen.

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9.5: Run-Together Sentences

Learning outcomes:

1. **Recognize run-together sentences.**
2. **Apply strategies to fix run-together sentences.**

Defining run-together sentences:

Contrary to popular belief, run-together sentences are not simply sentences that are too long. Instead, run-together sentences are the result of combining two or more **complete sentences** together without an **acceptable joiner**.

A **complete sentence**, also known as an **independent clause**, contains a subject-verb unit and can stand alone.

Acceptable joiners for connecting independent clauses include:

- Coordinators (FANBOYS: for, and, nor, but, or, yet, so)
- Subordinators (words such as although, since, when, even though, if)
- Semi-colons (**;**)

We'll look at these acceptable joiners more closely in a moment, but first let's take a look at what CANNOT connect complete sentences. In the example sentences below, subjects are *italicized* and verbs are **in bold** so you can see the different independent clauses.

Fixing Run-Together Sentences

Problem	RTS example:
Commas cannot connect two complete sentences—this type of RTS is also referred to as a *comma splice*.	His older *sister* **hit** him, the *boy* **started** to cry.
Transition words, with or without a comma, transition words cannot connect two complete sentences—this can be another type of *comma splice*.	*He* **took ibuprofen**, then his headache **faded** away.
Not using anything to connect complete sentences is also incorrect—this is also known as a run-on sentence.	My *teacher* **writes** RTS in the margins of my essay *I* **do** not **know** what she means.

Since it is easy to confuse transition words with coordinators and subordinators, we've included a chart on the next page to help you out:

Using Connecting Words

Logical Relationship	Coordinators (CAN join sentences)	Subordinators (CAN join sentences)	Transition Words (CANNOT join sentences)
Addition	and		also, further, additionally, furthermore, moreover, similarly
Contrast	but, yet	although, while, even though, even if, whereas, though	however, still, nevertheless, otherwise, on the other hand, instead, nonetheless, alternatively

Logical Relationship	Coordinators (CAN join sentences)	Subordinators (CAN join sentences)	Transition Words (CANNOT join sentences)
Cause	for	because, since	
Effect	so	so that, in that, in order that	therefore, thus, consequently, hence, as a result
Choice/ Alternative	or, nor		on the other hand, conversely
Condition		if, unless, provided that	otherwise
Time		after, before, as soon as, since, when, while, until, as	then, next, previously, subsequently, afterwards

How to fix run-together sentences:

Use a coordinator (FANBOYS):

One way to fix a run-together sentence is to insert a comma and a coordinator to join the two independent clauses. For example:

Using Commas

Original RTS	Grammatically Correct Sentence
Her older *sister* **hit** him, the *boy* **started to cry**.	His older *sister* **hit** him, **so** the *boy* **started to cry**.

When you use a coordinator to fix a run-together sentence, make sure that you choose one that indicates the correct logical relationship between the two ideas you are connecting; the chart on the previous page can help you figure this out.

Use a subordinator:

Another way to fix a run-together sentence is to use a subordinator to join the two independent clauses. For example:

Using Subordinators

Original RTS	Grammatically Correct Sentence
He **took ibuprofen**, his *headache* **faded** away.	His *headache* **faded** away **as soon as** *he* **took ibuprofen**. **As soon as** *he* **took ibuprofen**, his *headache* **faded** away.

As you can see from the examples above, subordinators don't always need to be placed in the middle of sentence; they can also come at the beginning. When you do place the subordinator at the beginning of a sentence, you need to put a comma after the end of the first clause.

As with coordinators, when you use a subordinator to fix a run-together sentence, you need to make sure that you choose one that indicates the correct logical relationship between the two ideas you are connecting.

Use a semi-colon:

A third way fix run-together sentences is by joining the two independent clauses with a semi-colon.

Using Semi-Colons

Original RTS	Grammatically Correct Sentence
My *teacher* **writes** RTS in the margins of my essay *I* **do** not **know** what she means.	My teacher writes RTS in the margins of my essay***; (however,)*** I don't know what she means.

You can pair a semi-colon with a transition word, but remember that transition words alone *cannot* join sentences. If you do use a transition word, be sure that it is one that indicates the correct logical relationship between the ideas you are connecting.

Split the RTS into two sentences:

One final way to fix a run-together sentence is to spit it up into two independent clauses. For example:

Separating Sentences

Original RTS	Grammatically Correct Sentence
My *teacher* **writes** RTS in the margins of my essay *I* **do** not **know** what she means.	My teacher writes RTS in the margins of my essay**. I** don't know what she means.

When you fix run-together sentences in this way, just be careful that you don't end up with a series of short, choppy sentences.

Try this!

A) Fix the following run-together sentences using one of the seven coordinators (FANBOYS: for, and, nor, but, or, yet, so):

For example: I don't usually watch reality TV, **(yet)** I do love a show called *Project Runway*.

1. At the beginning of the season there are fourteen aspiring fashion designers, in the end only three people get to show at Olympus Fashion Week in New York.
2. The supermodel Heidi Klum hosts, famous designers serve as guest judges.
3. The contestants must take the design challenges seriously every week the loser goes home.
4. Some of the contestants have huge egos, they are unnecessarily competitive.
5. I don't have TiVo I am going to my friend's house to watch the season finale.

B) Fix the following run-together sentences using a subordinator:

For example: **(Since)** Many students have to cover their own living expenses, they work full-time.

1. She needed a part-time job, books and tuition were expensive this year.
2. She would have preferred not to have to work retail, the only job she could find was at a shoe store in the mall.
3. The customers were frequently demanding and rude, she liked her co-workers.
4. She had been working for a month, her employee discount kicked in.
5. She paid off her credit card bill, she was planning to buy a new pair of shoes.

C) Fix the following run-together sentences using a semi-colon; you can also include an appropriate transition word:

For example: As people get older they tend to get wiser**;** sometimes they also get fatter.

1. Orville was almost thirty-five his tummy had started to stick out.
2. His wife worried that his eating habits were unhealthy, she tried to encourage him to eat more fruits and vegetables.
3. Orville was not as concerned he would eat six cookies a meal without feeling guilty.
4. On the radio, Orville had heard that drinking green tea could help you lose weight he decided to stop drinking coffee that very day and put his coffee machine away.
5. Only he didn't really stop drinking coffee, he just stopped making it at home and went to the neighborhood café instead.

D) The following sentences are taken from actual student essays. Fix the RTS errors using an appropriate strategy; remember to think about the logical relationship between ideas when choosing a strategy:

1. Going to college is a big time committment many students have to make sacrifices to earn their degrees.
2. The benefits of a college degree are obvious college graduates have higher lifetime earnings than those without college degrees.

3. San Jose has a lot of job opportunities people can work and study at the same time.
4. Students at Evergreen Valley College have a lot of responsibilities many students work full-time and have families.
5. Financial aid is available to students who qualify Evergreen Valley College also has a food pantry, clothes closet, and other resources to help students in need.

E) Now that you've had a chance to correct isolated sentences, try to find and fix the run-together sentences in the following paragraph:

Sleep is a subject we should all know a lot about, we spend one third of our lives sleeping. Even though everyone sleeps, scientists have only recently begun to understand what goes on when we sleep. They used to believe that the body repairs itself while asleep, there is some truth to this but the body also does this while awake. The brain does not simply shut itself off at night, it goes through a complicated series of chemical changes. Scientists have begun to chart these changes, working with complex instruments that measure brain-wave patterns. They have found that we do not move smoothly from being awake to being asleep, we pass through a cycle of four sleep stages. At each stage blood pressure and pulse rate drop, the body temperature also goes down. In the second stage the number and length of brain waves go up, while the sleeper's eyes begin to move rapidly back and forth behind their lids. Scientists call this activity rapid eye movements, or REMs, the activity that accompanies most of our dreaming. If a person is deprived of REM sleep, that person will soon become bad-tempered and irritable. A full night's sleep is not a single, unbroken state but consists of four or five of these multi-stage sleep cycles.

F) One more time! Some of the sentences in the following paragraph are run-together; find these sentences and fix them using the most appropriate strategy:

In 1867, a chef at a hotel in Saratoga Springs accidentally dropped some thinly sliced potatoes into hot cooking oil, instantly the world found a new delicacy: the potato chip. At the time, Saratoga Springs was America's most fashionable resort, fads that started there usually found immediate success. Almost overnight, the potato chip became Saratoga's hottest item. The wide, tree-lined avenues were filled with people eating potato chips, the huge veranda of the United States Hotel was no different; it was filled with chip-eaters too. Some of the richest, most powerful people in the world consumed them regularly, for instance, the Vanderbilts could often be seen daintily plucking chips from paper cups on their stroll back to their mansion. The elegant "Saratoga chips" remained the delicacy of the wealthy until 1925, when the first chip factory was constructed in Albany, New York. The potato chip was no longer the snack of only the rich and famous, it became a common household item. Of course potato chips have changed a great deal in the last hundred years, now they come in various textures and flavors, some even stacked in paper tubes. Still, the next time you grab a handful of greasy, flavor-dusted chips, you might pause to remember the noble origins of that humble food.

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[3] Ibid.

Answer available at the end of this section.

Answers

Try this!

Note that in correcting RTS errors, you will often have had a choice between two or more equally logical coordinators or subordinators; therefore, where appropriate, several possibilities are given for each sentence.

Exercise A

1. At the beginning of the season there are fourteen aspiring fashion designers, ***but/yet*** in the end only three people get to show at Olympus Fashion Week in New York.
2. The supermodel Heidi Klum hosts, ***and*** famous designers serve as guest judges.
3. The contestants must take the design challenges seriously every week, ***for*** the loser goes home.
4. Some of the contestants have huge egos, ***so*** they are unnecessarily competitive.
5. I don't have TiVo, ***so*** I am going to my friend's house to watch the season finale.

Exercise B

Although the original order of sentences has been retained in this answer key, you could also reasonably switch the order of ideas, so that the subordinate clause comes first, or vise-versa. This is demonstrated with the first sentence.

1. She needed a part-time job ***because*** books and tuition were expensive this year. OR ***Because*** books and tuition were expensive this year, she needed a part-time job.
2. ***Although/even though/though/while*** she would have preferred not to have to work retail, the only job she could find was at a shoe store in the mall.
3. ***Although/even though/though/while*** the customers were frequently demanding and rude, she liked her co-workers.
4. ***When/after/as soon as*** she had been working for a month, her employee discount kicked in.
5. ***When/after/as soon as*** she paid off her credit card bill, she was planning to buy a new pair of shoes.

Exercise C

In the following sentences, using a transition word—the words in brackets—is optional.

1. Orville was almost thirty-five***;*** his tummy had started to stick out.
2. His wife worried that his eating habits were unhealthy***; [therefore,]*** she tried to encourage him to eat more fruits and vegetables.
3. Orville was not as concerned***;*** he would eat six cookies a meal without feeling guilty.
4. On the radio, Orville had heard that drinking green tea could help you lose weight***;*** he decided to stop drinking coffee that very day and put his coffee machine away.
5. Only he didn't really stop drinking coffee***; [instead,]*** he just stopped making it at home and went to the neighborhood café instead.

Exercise D

1. Going to college is a big time committment; **therefore,** many students have to make sacrifices to earn their degrees.
2. The benefits of a college degree are obvious **because** college graduates have higher lifetime earnings than those without college degrees.
3. San Jose has a lot of job opportunities**, so** people can work and study at the same time.
4. Students at Evergreen Valley College have a lot of responsibilities**, for** many students work full-time and have families.
5. Financial aid is available to students who qualify**; in addition,** Evergreen Valley College also has a food pantry, clothes closet, and other resources to help students in need.

Exercise E

Only the run-together sentences from the original paragraph have been reproduced below.

1. Sleep is a subject we should all know a lot about, for we spend one third of our lives sleeping. OR Sleep is a subject we should all know a lot about because we spend one third of our lives sleeping.
2. They used to believe that the body repairs itself while asleep; there is some truth to this, but the body also does this while awake.
3. The brain does not simply shut itself off at night, but it goes through a complicated series of chemical changes. OR The brain does not simply shut itself off at night; it goes through a complicated series of chemical changes.
4. They have found that we do not move smoothly from being awake to being asleep, but we pass through a cycle of four sleep stages. OR They have found that we do not move smoothly from being awake to being asleep; [instead,] we pass through a cycle of four sleep stages.
5. At each stage blood pressure and pulse rate drop, and the body temperature also goes down. OR At each stage blood pressure and pulse rate drop; the body temperature also goes down.[2]

[2] Altman, Pam and Doreen Deicke, Eds. Fog City Fundamentals, 4th ed. Pearson Custom Publishing: Boston, 1998.

Exercise F

1. In 1867, ***when*** a chef at a hotel in Saratoga Springs accidentally dropped some thinly sliced potatoes into hot cooking oil, instantly the world found a new delicacy: the potato chip. OR In 1867, a chef at a hotel in Saratoga Springs accidentally dropped some thinly sliced potatoes into hot cooking oil; instantly the world found a new delicacy: the potato chip.
2. At the time, Saratoga Springs was America's most fashionable resort, *and* fads that started there usually found immediate success. OR At the time, Saratoga Springs was America's most fashionable resort, *so* fads that started there usually found immediate success.
3. The wide, tree-lined avenues were filled with people eating potato chips, *and* the huge veranda of the United States Hotel was no different; it was filled with chip-eaters too. OR The wide, tree-lined avenues were filled with people eating potato chips. The huge veranda of the United States Hotel was no different; it was filled with chip-eaters too.
4. Some of the richest, most powerful people in the world consumed them regularly; for instance, the Vanderbilts could often be seen daintily plucking chips from paper cups on their stroll back to their mansion.
5. The potato chip was no longer the snack of only the rich and famous, ***for*** it became a common household item.
6. Of course potato chips have changed a great deal in the last hundred years; now they come in various textures and flavors, some even stacked in paper tubes.[3]

[3] Ibid.

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9.6: Fragments

Learning outcomes:

1. **Recognize sentence fragments.**
2. **Apply strategies to correct sentence fragments.**

Defining fragments:

In English, a sentence must contain a subject-verb unit; a fragment is a group of words that *pretends* to be a sentence but doesn't actually have a valid subject-verb unit.

Common sources of fragments:

1. The fragment is a **dependent clause**, a group of words that contains a subject-verb unit but cannot stand alone because it begins with a **subordinator**. For example:

    - *Since* they broke up
    - *Although* I am her cousin
    - *Unless* you stop doing that
    - *Because* he was tired

Other common subordinators include: though, even though, while, whereas before, after, if, when, as soon as.

2. The fragment is a **phrase**, a group of words that does not contain a subject-verb unit (a subject doing a verb). Many times, phrases are easy to identify. For example:

    - A long, strange trip
    - Lost in the supermarket
    - Jenny from the block
    - The richest man in Babylon

Two types of phrases can be a bit trickier to spot, however, because they contain words that *look* like verbs but aren't acting as part of a valid subject-verb unit:

A. ***-ing clauses***: Without a form of the verb "to be," **–ing** words cannot be part of the main subject-verb unit. For example:

    - The man **eating** a fig
    - The coyote **howling** at the moon

B. ***"Who, whom etc." clauses***: Verbs that are separated from the subject by the words "who," "whom," "whose," "when," "where," "that," and "which" cannot be part of the main subject-verb unit. For example:

    - The woman *who* disobeyed and got a ticket
    - The apple *that* she ate
    - The garden *which* she had to leave

Strategies for fixing fragments:

In order to turn a fragment into a complete sentence, you have a couple of options.

1. Often you simply need to combine a fragment with a neighboring sentence to produce a grammatically complete sentence. For example:

Fixing Fragments

Fragment (in italics)	Complete sentence
Rocio made that mistake too. *But only when she wasn't paying attention.*	Rocio made that mistake too, but only when she wasn't paying attention.
Daydreaming about the weekend. I missed my exit.	Daydreaming about the weekend, I missed my exit.
My chatty next door neighbor. She loves to gossip.	My chatty next door neighbor loves to gossip.
I've never been back to El Salvador. *Since I left ten years ago.*	I've never been back to El Salvador since I left ten years ago.

2. Other times, you'll need to complete the sentence by supplying the missing subject or verb, or by attaching an independent clause

Fixing Fragments

Fragment	Complete sentence
A laboratory for the study of animal life in the South Pacific.	A laboratory for the study of animal life is situated in the South Pacific.
The girl who wanted an 'A' in her English class.	The girl who wanted an 'A' in her English class re-wrote each essay three times.
The man thoughtfully scratching his beard.	The man was thoughtfully scratching his beard.
Since I only had a cookie for breakfast.	Since I only had a cookie for breakfast, I was starving by lunchtime.

Try this!

A) Read the following groups of words and determine if they are **grammatically complete sentences** or if they are **fragments**.

For example: Going to community college **FRAGMENT**

1. A noticeable mistake which was on the flyer.
2. Whenever I get tired of doing my math homework.
3. The building across from the library is condemned.
4. My roommate who intends to finish college in four years.
5. My other roommate has been in college seven years.

6. Before the semester began.
7. The teacher who liked to listen to the sound of his own voice.
8. Because mid-terms are just about to start.
9. If I could be left alone to do my homework.
10. Although I don't usually enjoy hard work, I love studying Japanese.
11. Listening to tapes in the language lab is really time consuming.
12. The boy typed on the Mac in the computer lab.
13. The essay that I have to write.
14. While I was eating my lunch at the campus center.

B) Read the following sentences and fix any fragments you find.

For example: Sometimes, life is like a movie. A cheesy romantic comedy to be exact. Sometimes, life is like a movie, a cheesy romance comedy to be exact.

1. Anxious about his love life. He decided to visit a fortune-teller.
2. The fortune-teller asked for fifty dollars. And the names of his favorite movie stars.
3. Consulted her astrology charts and closely examined his palms.
4. She predicted someone important would soon come into his life. A tall, dark stranger.
5. While he was skeptical that such a clichéd prediction could come true.
6. The day that he would meet the stranger was cold and foggy. He was sipping hot chocolate at his favorite café.
7. The stranger who would change his life. She walked in the door and ordered a hot chai.
8. She asked if she could share his table. Because the other tables were full of students studying for their midterms.
9. Looking up from his crossword. He smiled and said yes.
10. As she sat down in the table across from him.

C) Now, read the following paragraph and a) underline any sentence fragments that you find b) fix these fragments by combining them with adjacent sentences or supplying missing words.

In "The Lottery," author Shirley Jackson implies that human beings are mindless, static creatures. Who cannot or will not free themselves from the domination of tradition. Even when a ritual has lost all purpose or value. This theme is dramatized in her own tale of a town's annual selection of one of its residents. For sacrifice at the hands of his or her neighbors. On June 27th of every year, the head of each household draws a lot from an old black box. To see whether someone in the household is the fated one.

On the day of the story's action, the proceedings are supervised by Joe Summers. An old-timer who oversees square dances, the teenager's club, and the Halloween program. The townsfolk are in a festive mood. Approaching the oncoming massacre of a neighbor with no more concern than they give to the milking of a cow. They are not troubled that they no longer know the reason for the ritual. The purpose that prompted their forebears to initiate the proceedings. They simply consider the drawing a necessity. One of the town's vital activities. Old Man Warner exemplifies the majority of the villagers. Sheep-like, he follows the dictates of tradition unquestioningly. "There's always been a lottery," he says. And, by implication, always will be.

Answer available at the end of this section.

Answers

Try this!

Exercise A

1. A noticeable mistake which was on the flyer**--fragment**
2. Whenever I get tired of doing my math homework**--fragment**
3. The building across from the library is condemned. **–sentence**
4. My roommate who intends to finish college in four years**--fragment**
5. My other roommate has been in college seven years**--sentence**
6. Before the semester began**--fragment**
7. The teacher who liked to listen to the sound of his own voice**--fragment**
8. Because mid-terms are just about to start**--fragment**
9. If I could be left alone to do my homework**--fragment**
10. Although I don't usually enjoy hard work, I love studying Japanese. **--sentence**
11. Listening to tapes in the language lab is really time consuming**--sentence**
12. The boy typed on the Mac in the computer lab**--sentence**
13. The essay that I have to write**—fragment**
14. While I was eating my lunch at the campus center**—fragment**

Exercise B

1. Anxious about his love life, he decided to visit a fortune-teller.
2. The fortune-teller asked for fifty dollars and the names of his favorite movie stars.
3. **She** consulted her astrology charts and closely examined his palms. *OR* **Consulting** her astrology charts, **she** closely examined his palms.
4. She predicted someone important, **a tall, dark stranger**, would soon come into his life.
5. **He** was skeptical that such a clichéd prediction could come true. *OR* While he was skeptical that such a clichéd prediction could come true, **he was secretly hoping it would**. [Any independent clause that would complete the sentence is acceptable.]
6. No revisions necessary.
7. The stranger who would change his life walked in the door and ordered a hot chai.
8. She asked if she could share his table because the other tables were full of students studying for their midterms.
9. Looking up from his crossword puzzle, he smiled and said yes.
10. As she sat down in the table across from him, **she helped him find the answer to seven across**. [Any independent clause that would complete the sentence is acceptable.]

Exercise C

In "The Lottery," author Shirley Jackson implies that human beings are mindless, static creatures who cannot or will not free themselves from the domination of tradition, even when a ritual has lost all purpose or value. This theme is dramatized in her own tale of a town's annual selection of one of its residents for sacrifice at the hands of his or her neighbors. On June 27th of every year, the head of each household draws a lot from an old black box to see whether someone in the household is the fated one.

On the day of the story's action, the proceedings are supervised by Joe Summers, an old-timer who oversees square dances, the teenager's club, and the Halloween program. The townsfolk are in a festive mood, approaching the oncoming massacre of a neighbor with no more concern than they give to the milking of a cow. They are not troubled that they no longer know the reason for the ritual, the purpose that prompted their forebears to initiate the proceedings. They simply consider the drawing a necessity, one of the town's vital activities. Old Man Warner exemplifies the majority of the villagers. Sheep-like, he follows the dictates of tradition unquestioningly. "There's always been a lottery," he says. And, by implication, there always will be.

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9.7: Misplaced and Dangling Modifiers

Learning outcomes:

1. **Identify modifiers.**
2. **Learn how to correct misplaced and dangling modifiers.**

A modifier is a word, phrase, or clause that clarifies or describes another word, phrase, or clause. Sometimes writers use modifiers incorrectly, leading to strange and unintentionally humorous sentences. The two common types of modifier errors are called misplaced modifiers and dangling modifiers. If either of these errors occurs, readers can no longer read smoothly. Instead, they become stumped trying to figure out what the writer meant to say. A writer's goal must always be to communicate clearly and to avoid distracting the reader with strange sentences or awkward sentence constructions. The good news is that these errors can be easily overcome.

Misplaced modifiers:

A misplaced modifier is a modifier that is placed too far from the word or words it modifies. Misplaced modifiers make the sentence awkward and sometimes unintentionally humorous.

Incorrect: She wore a bicycle helmet on her head *that was too large*.

Correct: She wore a bicycle helmet *that was too large* on her head.

- Notice in the incorrect sentence it sounds as if her head was too large! Of course, the writer is referring to the helmet, not to the person's head. The corrected version of the sentence clarifies the writer's meaning.

Look at the following two examples:

Incorrect: They bought a kitten for my brother *they call Shadow*.

Correct: They bought a kitten *they call Shadow* for my brother.

- In the incorrect sentence, it seems that the brother's name is *Shadow*. That's because the modifier is too far from the word it modifies, which is *kitten*.

Incorrect: The patient was referred to the physician *with stomach pains*.

Correct: The patient *with stomach pains* was referred to the physician.

- The incorrect sentence reads as if it is the physician who has stomach pains! What the writer means is that the patient has stomach pains.

Notice this!

Simple modifiers like only, almost, just, nearly, and barely often get used incorrectly because writers often stick them in the wrong place.

Confusing: Padam *almost* found fifty cents under the sofa cushions.

Repaired: Padam found *almost* fifty cents under the sofa cushions.

- How do you *almost* find something? Either you find it or you do not. The repaired sentence is much clearer.

Try this!

On a separate sheet of paper, rewrite the following sentences to correct the misplaced modifiers.

1. The young lady was walking the dog on the telephone.
2. I heard that there was a robbery on the evening news.
3. Uncle Sayed bought a running stroller for the baby that he called “Speed Racer.”
4. Rolling down the mountain, the explorer stopped the boulder with his powerful foot.
5. We are looking for a babysitter for our precious six-year-old who doesn’t drink or smoke and owns a car.
6. The teacher served cookies to the children wrapped in aluminum foil.
7. The mysterious woman walked toward the car holding an umbrella.
8. We returned the wine to the waiter that was sour.
9. Emmanuel spotted a stray puppy driving home from work.
10. I ate nothing but a cold bowl of noodles for dinner.

Dangling modifiers:

A dangling modifier is a word, phrase, or clause that describes something that has been left out of the sentence. When there is nothing that the word, phrase, or clause can modify, the modifier is said to dangle.

> **Incorrect:** *Riding in the sports car*, the world whizzed by rapidly.
>
> **Correct:** As Priya was *riding in the sports car*, the world whizzed by rapidly.

- In the incorrect sentence, *riding in the sports car* is dangling. The reader is left wondering who is riding in the sports car. The writer must tell the reader!

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9.8: Noun Clauses

Learning outcomes:

1. **Recognize and use noun clauses in sentences.**

Noun clauses are very helpful to academic writing for many reasons. The most important, perhaps, is that they are an important part of reported speech. For example, when you write *The computer scientist at Google says that ….*, you will be using a noun clause to complete the sentence. But noun clauses are also important to academic writing because they help give form to abstract ideas. An example of this is: *How this technology works is important to understand.* In this case, we are not talking about the physical form of the technology or even the work that it does; instead, we are talking about the way it works. As you can see, noun clauses are essential for academic writing.

A closer look:

A clause is a group of words with a subject and a verb.

A clause can be independent. That means it has a subject and a verb, and it expresses a complete idea. A simple sentence is an independent clause.

A clause can be dependent. That means it has a subject and a verb, but it does not express a complete idea. It must be attached to an independent clause to make sense.

A noun clause is a dependent clause that works like a noun. It can serve as a subject or object. For example:

- ***What the doctor said*** *was very important.* (subject)
- *The weather website says* ***that it might snow tomorrow****.* (object)

A noun clause frequently follows certain adjectives, nouns, and verbs. For example:

- *The author of the report says* ***that the majority of students prefer to continue to study remotely on Zoom****.*
- *Many people hold the belief* ***that marijuana should be legal everywhere****.*
- *She insisted* ***that her cousin had lied about the money****.*

Relative pronouns:

A noun clause begins with a relative pronoun. Here are some of the most common ones:

who, whom, which, how, what, when, whether, where, why, if, that

and

whoever, whomever, whichever, however, whatever, whenever

The relative pronoun is usually followed by the subject and verb of the clause. However, sometimes the words *who, what*, and *which* are both the relative pronoun and the subject of the clause. When a *that* clause is the subject of the sentence, the word *that* i s necessary. In all other cases, the word *that* is optional when it begins a noun clause. Formal academic writing usually uses *that* whereas informal speaking often omits it. For example:

- *So it is clear now that eating a balanced diet is important for your health.*

The sentence above can be reduced to:

- *So it is clear now eating a balanced diet is important for your health.*

Functions of a noun clause in a sentence:

As a noun, a noun clause can be the subject, object of the verb, or object of a preposition. It can also be a complement.

Subject:

Here is an example where a noun clause is the subject of the sentence (a second noun clause forms a subject complement, which is described later):

- ***What this research revealed ...*** *was that the COVID vaccine helped to prevent many deaths.*

In the sentence above, the noun clause is the subject of the sentence. The whole idea of *what this research revealed* is the subject of the verb *was*.

The structure is [relative pronoun] + [subject of the clause] + [verb of the clause].

Object of the verb:

The noun clause can also act as an object of the verb. For example:

- *So hopefully you can see now* ***that pets help to prevent depression in many people*** *...*

The structure is [relative pronoun] + [subject of the clause] + [verb of the clause]. In the sentence above, the noun clause is the object of the verb *see*.

Object of a preposition:

The noun clause can also act as an object of a preposition. For example:

- *The race car driver wrote a short novel about* ***how he won four national competitions***.

In the sentence above, the noun clause is the object of the preposition *about*.

The structure is [preposition] + [relative pronoun] + [subject of the clause] + [verb of the clause].

Complement:

We sometimes use a noun clause after a be verb as a complement to identify or complete the meaning of the subject. For example:

- *What this research revealed was* ***that the COVID vaccine helped to prevent many deaths.***

We sometimes use a noun clause after a linking verb + adjective to express an attitude or degree of certainty about something. In the sentence above, the second noun clause (*that the COVID vaccine helped to prevent many deaths*) acts as a subject complement. It follows a be verb and identifies or explains what the research revealed. This is called a subject complement. For example:

- *I am not surprised* ***that you need a good night's sleep to do well on the test***.

In the sentence above, the linking verb is followed by an adjective and then the noun clause. This is called an adjective complement.

Forming a noun clause:

There are three ways to form noun clauses:

- Begin with *that*
- Begin with *if* or *whether*
- Begin with a question word such as *who, what, where, when, how*

That clauses

These can come at the beginning of the sentence and act as the subject. In this case, the word that cannot be omitted. For example:

- ***That she loves me*** *is certain.*

These can come after certain nouns such as idea, thought, belief, opinion, claim, statement. For example:

- *It is our opinion* ***that the COVID pandemic is a very serious problem****.*

These can come after the verb of the independent clause. In this case, the dependent clause is embedded in the independent clause and functions as the object. For example:

- *I insist* ***that you come to the party****.*

These can come after certain adjectives such as happy, sad, worried, certain, sure, surprised. For example:

- *I am certain* ***that the exam is on Tuesday****.*

These can be used to report what someone else said. For example:

- *She said* ***that she was retiring and moving to Sweden****.*

NOTE: Except for the first use described above, *that* can be omitted from the noun clause.

If / whether clauses:

These are statements, not questions, that begin with *if* or *whether*. They are often used to integrate a yes/no question into a statement. Whether is more formal than if. An optional addition is the phrase or not. For example:

- *Will she come?*
- *I don't know* ***whether she will come or not****.*
- *Is he interested in buying your car?*
- *I wonder* ***if he is interested in buying your car****.*

Question word clauses:

Although these clauses begin with question words, they are not questions, so they follow the regular subject-verb order. There are two patterns.

1. *who* and *what* may act as the subject of the noun clause:

- *I don't know* ***who is coming to the party****.*
- *He saw* ***what happened****.*

2. *who, what, when, why, where, how, how much, how long* begin the clause and are followed by a subject:

- *I wonder* ***where she went****.*
- *I heard* ***what you said****.*

Practice:

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:

Query 9.8.1

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Try this!

Quiz

1. Does anybody know _____ on the ground?

1. that how long this plane will be
2. how long this plane will be
3. how long will be this plane
4. how long will this plane be

2. **“This restaurant is very expensive!”**

“It is, but you should order what you want. This is a very special occasion.”

Identify the noun clause in the conversation above. What is its function here?

1. object of a preposition
2. object of the verb
3. subject
4. complement

3. “Did you remember to tell Mark _____ he should bring to the meeting tomorrow?”

1. what
2. that what
3. if
4. that

4. Edward’s interview was very intense. The interviewer wanted to know many facts about his personal life, and even asked him _____ had ever used any illegal drugs of any kind.

1. that he
2. if or not he
3. that if he
4. whether or not he

5. A noun clause is always a dependent clause. Therefore it is never a complete sentence by itself. It must always be attached to an independent clause.

1. True
2. False

6. Is it true _____ about you?

1. what did he say
2. what he said
3. what said he
4. what he did say

7. Compare:

A. I insist that you come.

B. I insist you come.

1. Both A and B have correct grammar.
2. A is correct, but B is not.
3. B is correct, but A is not.
4. Neither A nor Be is correct.

8. Compare:

A. That she loves me is uncertain.

B. She loves me is uncertain.

1. Both A and B have correct grammar.
2. A is correct, but B is not.
3. B is correct, but A is not.
4. Neither A nor Be is correct.

9. Rewrite the sentence as indirect speech. Use a noun clause.

Maria asked, “Where do you live?”

10. Rewrite the sentence as indirect speech. Use a noun clause beginning with “if”.

Maria asked, “Does Van Huong live here?”

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9.9: Adjective Clauses

Learning outcomes:

1. **Recognize adjective clauses.**
2. **Use adjective clauses correctly in your writing.**

Like noun clauses, adjective clauses are also very important to academic writing. Why? Because they offer more precise description, and that makes your writing more interesting and more useful for your readers. Adjective clauses help you add important supporting details in new and different ways.

Defining clauses:

A clause is a group of words with a subject and a verb.

A clause can be independent. That means it has a subject and a verb, and it expresses a complete idea. A simple sentence is an independent clause.

A clause can be dependent. That means it has a subject and a verb, but it does not express a complete idea. It must be attached to an independent clause to make sense.

An adjective clause is a dependent clause. It works like an adjective. It has a subject and a verb, but it does not express a complete idea. An adjective clause almost always comes immediately after the noun that it describes.

Adjective clauses begin with a relative pronoun.

Types of adjective clauses:

Here are some examples of relative pronouns and how they are used:

Notice this!

Relative Pronouns	Purposes	Functions	Examples
who	to describe people	subject (or object informal)	Wearing masks is important both for people who are vaccinated and people who are not yet vaccinated. Many people (who) I know enjoy playing soccer. (informal)
which	to describe things	subject or object	I bought my computer, which was expensive, from Best Buy. (subject) Here are the essay instructions, which I think you will find useful. (object)
that	to describe people (informally) or things	subject or object	ESL classes at EVC will help you to improve the language skills that are necessary for work and life. (subject) Critical thinking is a skill that I know is important in college. (object) Many people (that) I know enjoy playing soccer. (informal)
whom	to describe people	object (formal)	Many people whom I know enjoy playing soccer. (formal)

Relative Pronouns	Purposes	Functions	Examples
whose	to describe people	possessive determiner (often followed by a noun)	That class is taught by a teacher whose name I cannot remember right now.
where	to express a place		EVC is a place where diversity is valued.
when	to express a time		There was a scene in the movie when I could predict the ending.
why	to express a reason		The reason why I want to study English is to get a better job.

NOTE: In adjective clauses that use who, that, and which as a subject, the verb of the adjective clause agrees with the noun that the adjective clause describes.

Restrictive and non-restrictive adjective clauses:

Adjective clauses that do not provide essential information are separated from the rest of the sentence by commas. Adjective clauses that provide essential information are not separated from the rest of the sentence by commas. Compare these two examples:

- *René Magritte was a Belgian surrealist artist* ***who became well known for a number of witty and thought-provoking images****.*
- *René Magritte,* ***who became well known for a number of witty and thought-provoking images****, was a Belgian surrealist artist.*

In the first sentence above, the adjective clause who became well known for a number of witty and thought-provoking images is necessary information. It is important to the author/speaker that you know all of this information about the artist.

In the second sentence above, however, the important part is only that Magritte was a Belgian surrealist artist. The other information is extra and not necessary to understand the meaning of the sentence or the intentions of the author/speaker.

NOTE: We do not use the relative pronoun that in non-restrictive clauses.

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9.10: Adverb Clauses

Learning outcomes:

1. **Recognize adverb clauses.**
2. **Use adverb clauses correctly in your writing.**

The last kind of clause that we will study in this course is the adverb clause. Like the adjective clause, the adverb clause is also a great tool for adding specific supporting detail. It allows you to combine short sentences to improve not only the accuracy, but also the rhythm and flow of your writing. More importantly, adverb clauses really help you to demonstrate the relationships among ideas.

Defining adverb clauses:

A clause is a group of words with a subject and a verb.

A clause can be independent. That means it has a subject and a verb, and it expresses a complete idea. A simple sentence is an independent clause.

A clause can be dependent. That means it has a subject and a verb, but it does not express a complete idea. It must be attached to an independent clause to make sense.

An adverb clause is a dependent clause. It works like an adverb. It has a subject and a verb, but it does not express a complete idea.

Adverb clauses tell when something happened, why it happened, in spite of what happened, where it happened, how it happened, or a condition under which it happened.

An adverb clause may come before the main clause, after the main clause or between the subject and verb of the main clause.

The punctuation depends on the position of the adverb clause. When the adverb clause come BEFORE the main clause, a comma is used at the end of the adverb clause. Generally no comma is used when the adverb clause comes AFTER the main clause. When the adverb clause comes WITHIN the main clause (between the subject and verb), two commas are used.

Adverb clauses always begin with a subordinating conjunction. The subordinating conjunction expresses relationships of time, place, condition, contrast, cause, manner, purpose. Some of the subordinating conjunctions, such as as and after, are identical to prepositions. Unlike prepositions, however, they must be followed by complete clauses.

Here are some examples of subordinating conjunctions and their uses:

Notice this!

Type	Use	Subordinating Conjunctions
Condition	to describe what must happen first so that another thing can happen	if, even if, unless, when, in case, in the event that, provided that
Reason	to describe the cause of an action in the main clause	because, since, as, now that, because of
Contrast	to describe opposite information to something in the main clause	while, although, whereas
Concession	to describe unexpected or surprising information relative to the main clause	although, though, even though

Type	Use	Subordinating Conjunctions
Result	to show what happens after the action of the main clause happens	so, so ... that (so much that, so many that, so few that, so adjective or adverb that), such (a/an) noun that
Purpose	to describe why something happens	so, so that
Time	to describe when the action of the adverb clause happens in relation to the action of the main clause	after, as soon as, before, when, while, until, whenever, as, once, by the time, since
Manner	to describe how or in what way something in the main clause happens	as, as though, as if

Practice:

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:

Query 9.10.1

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Reducing adverb clauses:

You can shorten only time clauses and reason clauses.

You can shorten them only if the subject is the same in both the independent and the dependent clauses.

For example:

- Normal: *After I left home, I began to appreciate my family.* (notice how "I" is the subject in both clauses)
  - Reduced: *After leaving home, I began to appreciate my family.*
- Normal: *Since I was the oldest child in my family, I often had to take care of my younger siblings.*
  - Reduced: *Being the oldest child in my family, I often had to take care of my younger siblings.*
- Normal: *Before he came to the U.S., he received a lot of advice from his parents.*
  - Reduced: *Before coming to the U.S., he received a lot of advice from his parents.*
- Normal: *While he was singing, the man started to cry.*
  - Reduced: *While singing, the man started to cry.*

Rules for reducing adverb clauses:

1. Delete the subject.
2. Change the verb (if it is an active verb) to a gerund.
   If the verb is in a continuous tense, delete the "be" verb and leave the gerund.
   If the verb is passive, delete the "be" verb and leave the participle.
3. Use the same rules for commas.
4. Delete any reason words: *because, since, as*. However, be careful, because *since* can also be a time adverb, and if it is used as such, you keep it.

Practice:

Now practice with this exercise; it is not graded, and you may repeat it as many times as you wish:

Query 9.10.2

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Try this!

Quiz

1. Rewrite the following sentence using a reduced adverb clause: **I sent you a text after I returned home.**

2. What is the adverb clause in the following sentence: **For an aging athlete, he is a major competitor since he won the triathlon in the last Olympics.**

1. for an aging athlete
2. he is a major competitor
3. since he won the triathlon
4. in the last Olympics

3. By itself, an adverb clause is a _____.

1. comma splice
2. fragment
3. complete sentence
4. independent clause

4. Adverb clauses always begin with a subordinating conjunction.

1. True
2. False

5. I will save your seat _____ the movie starts.

1. until
2. whereas
3. as if
4. so that

6. Rewrite the following sentence using a reduced adverb clause: **After she was given the award, my daughter posted a picture to Facebook with the trophy.**

7. Rewrite the following sentence using a reduced adverb clause: **After she finished her degree, Lanna got a job in Hollywood.**

8. You can shorten adverb clauses only if the subject is the same in both the independent clause and the dependent clause.

1. True
2. False

9. Which of the following words are subordinating conjunctions?

1. in, on, at, over, under, through
2. first, next, then, finally
3. although, because, even though, after, when
4. for, and, nor, but, or, yet, so

10. Which of the following sentences uses an adverb clause correctly?

1. If he asks where I am then tell him.
2. I read the book that the teacher recommended.
3. Juan, who speaks Spanish, sits next to me at school.
4. We haven't had much snow yet even though it is the middle of winter.

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9.11: Appositives

Learning outcomes:

1. **Define what an appositive is.**
2. **Use appositives correctly in writing.**

Defining appositives:

In your essays, you often want to use long, complex sentences to draw your reader in, to avoid the choppiness that comes from a series of short sentences, and to provide clear and vivid detail. While adjectives can modify nouns (the *blue* car), sometimes nouns themselves—appositives—also modify nouns for the purpose of offering details or being specific. Sometimes these appositives will be called noun phrase appositives (or NPAs).

Connections: For more help combining sentences, see "Adjectives and Adverbs."

Examining appositives in sentences:

- It will begin with a noun or an article (a, an, the).
- As a phrase, it **will not** have its own subject *and* verb.
- It will be usually set off with a comma, but occasionally is separated with a colon (:) or dash (—).

Examples:

- The **car** (noun), **an antique Stingray** (appositive), cost ten thousand dollars.
- Martha, **Beth's older sister,** came to the open-mic night with her guitar.
- To the baseball game Manuel brought all his goodies: **balls, a glove, a hat, and a sign**.
- She took her medication—**pain killers and cold medicine**—and packed them in her suitcase.

Create your own appositives:

Because you may be writing a whole new sentence to give just a little piece of information to your reader, try to make your writing less choppy and repetitive by using an appositive to combine the ideas.

You might have:

- I wanted to give Droopy to the SPCA before she attacked.
- Droopy is my sister's ferocious pit bull.

These sentences could easily be combined:

- I wanted to give Droopy, my sister's ferocious pit bull, to the SPCA before she attacked.

What happened to create the appositive? The writer noticed that the second sentence, "Droopy is my sister's ferocious pit bull" only gave more information about Droopy, who had already been introduced in the previous sentence. That additional information is dropped into the first sentence after the noun it modifies. Remember to use commas to set off the NPA.

A Note on Colons and Dashes:

You may be wondering when a colon or dash is appropriate to set off an NPA. Most of the time a comma will do just fine. Sometimes, though, you will wish to call more attention to the information in apposition—draw the reader's eyes to it—and in those instances, a dash (which is made with *two* hyphens "—") may do the trick. A colon is usually used when the NPA is a series

or list of items (“I brought her favorite fruit: apples, oranges and peaches.”)

Try this!

Exercise 1 – noun phrase appositives – sentence combining:

Combine the following sentences using NPAs.

Example: I want to take the painting to the museum for donation. The painting is a Van Gogh.

COMBINED: I want to take the painting, a Van Gogh, to the museum for donation.

---

1. The lunch was cheap, served cold, and brought an hour late. The lunch was a bowl of soup.
2. Maxwell’s car topped fifty miles per hour—but barely. His car was a sleek Corvair.
3. The citizens voted “no” on the resolution even though it would have benefited them explicitly. The citizens are a confused group of adults.
4. The pilot was stranded for twelve hours inside of his jet. The pilot was a former Air Force mechanic. His jet was a Cessna Skylane.
5. I want to speak on the important subjects. The important subjects are philosophy, linguistics, and chemistry.
6. After six long years, Alec finally achieved his lifelong goal. The goal was a scholarship to a good college.
7. Even though you’re willing to forfeit the prize, I think you should wait a week or two—until you know you won’t need the money. The prize would be my salary for a whole year.
8. The bear came to our tent, peeked in, and went on his merry way. The bear was a sleepy grizzly.
9. Camped around the fire, each of us stared at the night sky. The fire was a glowing source of warmth. The night sky was a bowl full of sparkling stars.
10. Mr. Peterson warned us that we would have only one more day to hand in the assignment. Mr. Peterson is my least favorite teacher.

Exercise 2 – NPAs – sentence combining:

For each of the following sentences, add one or more NPA to give the reader additional information. Make up whatever you like! (Hint: find the noun(s) in the sentence to look to see what can take an NPA.)

Example:

- The textbook fell from my desk.

CORRECT: The textbook, **a giant collection of poetry,** fell from my desk.

---

1. My best friend lost the race.
2. Ocean Vuong took first prize for his book.
3. Sasha told Larry to go for a ride on his boat.
4. Napoleon discovered the “trapple.”

5. My binder contains one hundred papers and two pamphlets.
6. The dog bit Carlos in the leg before he could run into a house.
7. Her shirt nearly blinded me.
8. Abe Lincoln probably didn't use Log Cabin syrup.
9. I like the school's newest building.
10. Cindy took the money to the bank.

Answer available at the end of this section.

Answers

Try this!

Exercise 1 – noun phrase appositives – sentence combining:

Combine the following sentences using NPAs.

1. The lunch was cheap, served cold, and brought an hour late. The lunch was a bowl of soup.

The lunch, a bowl of soup, was cheap, served cold, and brought an hour late.

2. Maxwell's car topped fifty miles per hour—but barely. His car was a sleek Corvair.

Maxwell's car, a sleek Corvair, topped fifty miles per hour—but barely.

3. The citizens voted "no" on the resolution even though it would have benefited them explicitly. The citizens are a confused group of adults.

The citizens, a confused group of adults, voted "no" on the resolution even though it would have benefited them explicitly.

4. The pilot was stranded for twelve hours inside of his jet. The pilot was a former Air Force mechanic. His jet was a Cessna Skylane.

The pilot, a former Air Force mechanic, was stranded for twelve hours inside of his jet, a Cessna Skylane.

5. I want to speak on the important subjects. The important subjects are philosophy, linguistics and chemistry.

I want to speak on the important subjects: philosophy, linguistics, and chemistry.

6. After six long years, Alec finally achieved his lifelong goal. The goal was a scholarship to a good college.

After six long years, Alec finally achieved his lifelong goal: a scholarship to a good college.

7. Even though you're willing to forfeit the prize, I think you should wait a week or two—until you know you won't need the money. The prize would be my salary for a whole year.

Even though you're willing to forfeit the prize—my salary for a whole year—I think you should wait a week or two—until you know you won't need the money.

8. The bear came to our tent, peeked in, and went on his merry way. The bear was a sleepy grizzly.

The bear, a sleepy grizzly, came to our tent, peeked in, and went on his merry way.

9. Camped around the fire, each of us stared at the night sky. The fire was a glowing source of warmth. The night sky was a bowl full of sparkling stars.

Camped around the fire, a glowing source of warmth, each of us stared at the night sky, a bowl full of sparkling stars.

10. Mr. Peterson warned us that we would have only one more day to hand in the assignment. Mr. Peterson is my least favorite teacher.

Mr. Peterson, my least favorite teacher, warned us that we would have only one more day to hand in the assignment.

Exercise 2 – NPAs – sentence combining:

For each of the following sentences, add one or more NPAs to give the reader additional information. Make up whatever you like! (Hint: find the noun(s) in the sentence to see what can take an NPA.)

NOTE: Answers will vary but one of the nouns in bold must be modified in each sentence.

1. My best **friend** lost the **race**.
2. **Ocean Vuong** took first prize for his **book**.
3. **Sasha** told **Larry** to go for a ride on his **boat**.
4. **Napoleon** discovered the **"trapple."**
5. My **binder** contains one hundred **papers** and two **pamphlets**.
6. The **dog** bit **Carlos** in the **leg** before he could run into a **house**.
7. Her **shirt** nearly blinded **me**.
8. **Abe Lincoln** probably didn't use **Log Cabin syrup**.
9. I like the school's newest **building**.
10. **Cindy** took the **money** to the **bank**.

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9.12: Takeaways

Summary:

In this chapter you:

- Examined the four most common errors ESL students make in writing.
- Practiced techniques to correct these common errors, which are subject-verb agreement errors, sentence fragments, run-on sentences, and comma splices.
- Used noun, adjective, and adverb clauses correctly.
- Identified and used appositives in writing.

Questions for reflection:

- Which ESL errors are the most difficult for you to identify and correct? Why?
- Which techniques for correcting fragments, run-ons, and comma splices did you already know? Which techniques are new for you?
- What questions do you still have about using noun, adjective, and adverb clauses?
- How can appositives make your writing more fluid and clear?



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10: VOCABULARY EXPANSION

10.1: Overview and Learning Outcomes
10.2: Dealing with Unfamiliar Vocabulary
10.3: More Vocabulary Practice
10.4: Prefixes, Suffixes, and Commonly Confused Words
10.5: Avoiding Slang, Cliches, and Spelling Mistakes
10.6: Academic Vocabulary: Word List 01
10.7: Academic Vocabulary: Word List 02
10.8: Academic Vocabulary: Word List 03
10.9: Academic Vocabulary: Word List 04
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10.12: Academic Vocabulary: Word List 07
10.13: Academic Vocabulary: Word List 08
10.14: Academic Vocabulary: Word List 09
10.15: Takeaways

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10.1: Overview and Learning Outcomes

Chapter learning outcomes:

In this chapter, you will learn to:

- Use a variety of strategies to deal with unfamiliar vocabulary.
- Interpret common prefixes and suffixes in English words.
- Avoid commonly misused and misspelled words.
- Avoid using slang and cliches in your writing.
- Acquire new academic vocabulary and use it in your writing.

Chapter learning goals:

In college, you will read and write a variety of academic essays and research papers. It is very helpful to learn strategies to decode unfamiliar vocabulary words while also expanding your repertoire of academic vocabulary. This chapter will help you improve your ability to understand new words while also increasing your overall academic vocabulary. You will also learn to avoid commonly misused and misspelled words and slang and cliches in your writing.

The importance of these goals:

When you write an essay, using precise language allows you to accurately convey your meaning. Understanding a wider array of vocabulary also improves your reading comprehension. Vocabulary is the linchpin to both reading and writing successfully in college. As a result, this chapter helps you acquire decoding strategies as well as expand your vocabulary for expressing your ideas in writing.

Chapter theme:

In this chapter, you will study a variety of topics to help you improve your writing style.



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10.2: Dealing with Unfamiliar Vocabulary

Learning outcomes:

1. **Recognize strategies to help you understand unfamiliar vocabulary words.**
2. **Identify prefixes and suffixes and analyze how they affect word meanings.**

What to do when you find unfamiliar words:

When you are reading, you will often find words you do not know. You may want to look all of those words up in a dictionary. However, that will slow down your reading *a lot* and it often does not even make it easier to understand the text or remember the words. Instead, underline the new words and keep reading if you can. You can check all of the underlined words at the end and decide if you want to look them up and study them.

However, if you come across the same word several times, or if the word is keeping you from understanding the whole text, you can try a vocabulary strategy. We will look practice three vocabulary strategies:

1. Using context clues
2. Understanding words through their structure (roots, prefixes, suffixes)
3. Using a dictionary and other reference tools

Context clues:

Context clues are all of the words *around* a word that will help you to figure out the meaning of that word. Three types of context clues are:

- Brief definition or restatement
- Synonyms and antonyms
- Examples

Brief definition or restatement:

Sometimes a text directly states the definition or a restatement of the unknown word. The brief definition or restatement is signaled by a word or a punctuation mark. Consider the following example:

- What does **deportation** mean?
  - **Deportation,** or the removal from a country, can occur when immigrants lack legal papers.
- What does **apprehension** mean?
  - The majority of **apprehensions** or arrests of undocumented immigrants take place on the border.

Synonyms and antonyms:

A synonym is a word with the same meaning. An antonym is a word with the opposite meaning (look for the word *but).*

- What does **reside** mean?
  - While more immigrants **reside** in the United States with legal papers (73% of immigrants), about 10.5 million live in the U.S. as undocumented immigrants.
- What does **reform** mean?
  - Most U.S. citizens see a need for immigration **reform**, but a small percentage of people want current immigration policies to remain the same.

Examples:

Sometimes you can guess the meaning of a word by looking at the examples that are given. What do these examples all show?

- What does **barrier** mean?
  - Families who choose to travel to the United States face many **barriers**, including a difficult trip across the border, few resources, and the possibility of deportation,
- What does **activist** mean?
  - DACA was made possible by **activists** such as Jose Antonio Vargas and organizations who advocated for social and political change.

Understanding words through the word structure:

The English language contains an enormous and ever-growing number of words. Enhancing your vocabulary by learning new words can seem overwhelming, but if you know the common prefixes and suffixes of English, you will understand many more words.

Prefixes:

A prefix is a word part added to the beginning of a word to create a new meaning. Study the common prefixes in Table 1.9.1:

Table 1.9.1 Common prefixes, their meaning, and an example word

Prefix	Meaning	Example
dis	not, opposite of	dis + satisfied = dissatisfied
mis	wrongly	mis + spell = misspell
un	not	un + acceptable = unacceptable
re	again	re + election = reelection
inter	between	inter + related = interrelated
pre	before	pre + pay = prepay
non	not	non + sense = nonsense
super	above	super + script = superscript
sub	under	sub + merge = submerge
anti	against, opposing	anti + bacterial = antibacterial

Suffixes:

A suffix is a word part added to the end of a word to create a new meaning. They also indicate the part of speech, for example, is the word a noun, adjective, verb, or adverb?

Suffixes that create verbs:

Many suffixes used in academic English create verbs. See Table 1.9.2 for the most common verb suffixes. If you add a verb suffix to a noun or adjective, it becomes a verb. For example, if you add the suffix *-en* to the adjective *short,* you get the verb *shorten*, to become short.

Table 1.9.2 Common suffixes that create verbs, with examples

suffix	meaning	examples
-en	become	shorten, awaken
-ify	make or become	simplify, classify, justify
-ise/ize	become	symbolize, visualize

Suffixes that create nouns:

The following suffixes create nouns. See Table 1.9.3 for the most common noun suffixes. For instance, if you take the verb *demonstrate* and add the noun suffix *-tion,* you get the noun *demonstration*.

Table 1.9.3 Common suffixes that create nouns, with examples

suffix	meaning	examples
-al	action or process of	denial, refusal
-ant/ -ent	performer of an action	assistant, consultant
-cy	state or quality	efficiency, fluency
-ence/ -ance	state or quality of	preference, dependence
-er	person who does an action	teacher, helper
-ity	quality of	ability, similarity
-ment	condition	punishment, development
-ness	state of being	darkness, preparedness
-ship	position held	citizenship, leadership
-tion/ -sion	condition or state of	education, information

Suffixes that create adjectives:

These suffixes create adjectives. See Table 1.9.4 for a list of the most common adjective suffixes. As an example, adding the adjective suffix *-ful* to the noun *peace* gives you an adjective, *peaceful*.

Table 1.9.4 Common suffixes that create adjectives, with examples

suffix	meaning	example
-able	capable of being	fixable, avoidable
-al	having the character of	national, professional
-ent	tending towards	excellent, different

suffix	meaning	example
-ful	notable for	beautiful, peaceful
-ive	having the nature of	attractive, effective
-less	without	careless, helpless
-ous	characterized by	dangerous, famous

Suffixes that create adverbs:

A few suffixes create adverbs. See Table 1.9.5 for the most common adverb suffixes. For instance, adding the adverb suffix *-ly* to the adjective *happy* gives you *happily,* an adverb. Or adding *-ward* to the noun *west* gives you the adverb *westward*, in the direction of the *west*.

Table 1.9.5 Common suffixes that create adverbs, with examples

suffix	meaning	examples
ly/ -ily	related to	softly, carefully
-ward/ -wards	direction	towards, afterwards, backwards
-wise	in relation to	otherwise, likewise, clockwise,

Let's try it:

Now let's use these tools to figure out the meaning of some vocabulary.

Try this!

Read the following passage from *The Conversation's* " 4 Reasons Why Migrant Children Arriving Alone to the US Create a 'Border Crisis'" by Ediberto Román.

- Do any words have a brief definition or restatement, a synonym or antonym, or an example that shows the meaning?
- Which prefixes and suffixes can you recognize? What do these prefixes and suffixes mean?

"Undocumented immigrants – and particularly children – are not the constituents of any Washington politician. They have no voice within the U.S. democratic system. While journalists can and do report on immigration problems, and public interest law firms can and do represent these children in immigration proceedings, unaccompanied minors are simply not part of any politician's voting bloc or reelection strategy."

Using reference tools:

Referencing a dictionary or thesaurus can be helpful, too.

Dictionary:

If a vocabulary word seems critical to understanding a reading passage, and you cannot figure out the meaning from the context or the word structure, you may have to look it up in a dictionary.

Thesaurus:

Another reference you can use is a thesaurus. It can help you find words with the same or similar meanings. However, the words cannot just replace each other. Be sure to look at the example sentences to see how the words are used.

Work Cited

Román, Ediberto. “4 Reasons Why Migrant Children Arriving Alone to the US Create a ‘Border Crisis’.” *The Conversation,* 31 March 2021.

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10.3: More Vocabulary Practice

Learning outcomes:

1. **Apply strategies to identify the meaning of unfamiliar vocabulary words.**
2. **Use new vocabulary in your own writing.**

Adults learn most of their new vocabulary from reading. Therefore, to increase your vocabulary, which is a major goal for many college students, the best thing you can do is read texts that aren't too easy. Your instructor should assign readings that will stretch your reading level.

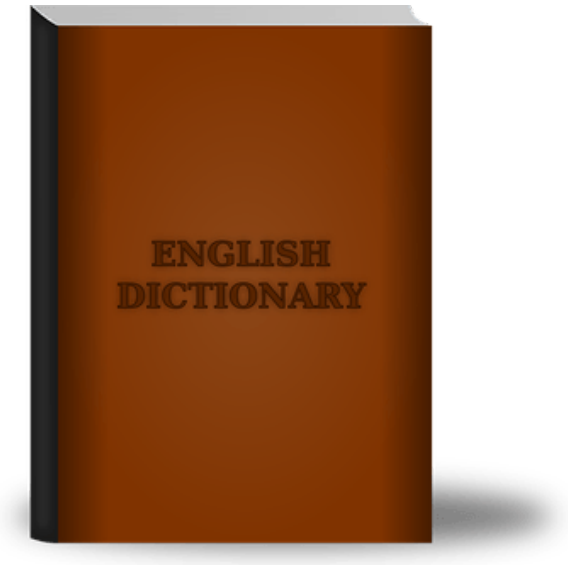


Figure 10.3.1 Image from Pixabay

Strategies for dealing with unfamiliar words:

Many subject-matter textbooks include key vocabulary and definitions at the beginning of chapters. However, in the humanities, this is not the case many times, so you need to figure out new vocabulary without that help. When you encounter new vocabulary, try to avoid going straight to the dictionary. And unless the word is really impeding your understanding of the text, just circle it and come back to it later after reading. However, if the same word repeats a couple of times, it might be a key word, so it could be prudent to go through the "Vocabulary from Context" activity before you move on with your reading. First, try to figure out the word from context. Second, try to figure out the meaning through words with similar roots. The suffix of the word will tell you the part of speech.

To summarize:

1. Use context clues.
2. Understand words through their structure (roots, prefixes, suffixes)
3. Use a dictionary and other reference tools.

Let's do more practice identifying unfamiliar vocabulary:

Try this!

Identify the context clue that helps define the underlined words in each of the following sentences. Write the context clue on your own sheet of paper.

1. Lucinda is very adroit on the balance beam, but Constance is rather clumsy.
2. I saw the entomologist, a scientist who studies insects, cradle the giant dung beetle in her palm.
3. Lance's comments about politics were irrelevant and meaningless to the botanist's lecture on plant reproduction.
4. Before I left for my trip to the Czech Republic, I listened to my mother's sage advice and made a copy of my passport.
5. His rancor, or hatred, for socializing resulted in a life of loneliness and boredom.
6. Martin was mortified, way beyond embarrassment, when his friends teamed up to shove him into the pool.
7. The petulant four-year-old had a baby sister who was, on the contrary, not grouchy at all.
8. The philosophy teacher presented the students with several conundrums, or riddles, to solve.
9. Most Americans are omnivores, people that eat both plants and animals.
10. Elena is effervescent, as excited as a cheerleader, for example, when she meets someone for the first time.

Try this!

On your own sheet of paper, write the name of the context clue that helps to define the underlined words.

Maggie was a precocious child to say the least. She produced brilliant watercolor paintings by the age of three. At first, her parents were flabbergasted—utterly blown away—by their daughter's ability, but soon they got used to their little painter. Her preschool teacher said that Maggie's dexterity, or ease with which she used her hands, was something she had never before seen in such a young child. Little Maggie never gloated or took pride in her paintings; she just smiled contentedly when she finished one and requested her parents give it to someone as a gift. Whenever people met Maggie for the first time they often watched her paint with their mouths agape, but her parents always kept their mouths closed and simply smiled over their "little Monet."

Collaboration

Please share with a classmate and compare your answers.

Understanding words through the word structure:

The English language contains an enormous and ever-growing number of words. Enhancing your vocabulary by learning new words can seem overwhelming, but if you know the common prefixes and suffixes of English, you will understand many more words.

Mastering common prefixes and suffixes is like learning a code. Once you crack the code, it becomes not only easier to spell, but it also becomes easier to recognize and perhaps even define unfamiliar words. Please refer to 10.2 Dealing with Unfamiliar Vocabulary for a list of prefixes and suffixes and their meanings.

Let's do more practice with prefixes and suffixes:

Try this!

Identify the five words with **prefixes** in the following paragraph, and write their meanings on a separate sheet of paper.

At first, I thought one of my fuzzy, orange socks disappeared in the dryer, but I could not find it in there. Because it was my favorite pair, nothing was going to prevent me from finding that sock. I looked all around my bedroom, under the bed, on top of the bed, and in my closet, but I still could not find it. I did not know that I would discover the answer just as I gave up my

search. As I sat down on the couch in the family room, my dad was reclining on his chair. I laughed when I saw that one of his feet was orange and the other blue! I forgot that he was color-blind. Next time he does laundry, I will have to supervise him while he folds the socks so that he does not accidentally take one of mine!

Try this!

Add the correct prefix to the word to complete each sentence. Write the word on your own sheet of paper.

1. I wanted to ease my stomach _____comfort, so I drank some ginger root tea.
2. Lenny looked funny in his _____matched shirt and pants.
3. Penelope felt _____glamorous at the party because she was the only one not wearing a dress.
4. My mother said those _____aging creams do not work, so I should not waste my money on them.
5. The child's _____standard performance on the test alarmed his parents.
6. When my sister first saw the meteor, she thought it was a _____natural phenomenon.
7. Even though she got an excellent job offer, Cherie did not want to _____locate to a different country.
8. With a small class size, the students get to _____act with the teacher more frequently.
9. I slipped on the ice because I did not heed the _____cautions about watching my step.
10. A _____combatant is another word for civilian.

Try this!

Write a paragraph describing one of your life goals. Include five words with prefixes and five words with suffixes. Exchange papers with a classmate and circle the prefixes and suffixes in your classmate's paper. Correct each prefix or suffix that is spelled incorrectly.

Using reference tools:

The dictionary:

With so many different dictionary options out there, this video offers good advice in finding one that fits your personal needs.

YouTube Video

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

The thesaurus:

The thesaurus is a very useful tool (book or website) to expand your vocabulary through finding synonyms. Beware! It is easy to choose a word with the wrong connotation or denotation, which could make your writing seem strange or unclear because the nuances of meaning may not be correct. However, when use in conjunction with a dictionary, expanding your vocabulary with a thesaurus can be useful.

The Merriam Webster Thesaurus Online

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10.4: Prefixes, Suffixes, and Commonly Confused Words

Learning outcomes:

1. **Recognize common prefixes and suffixes and their spellings.**
2. **Identify commonly confused words and use them correctly in writing.**

The English language contains an enormous and ever-growing number of words. Enhancing your vocabulary by learning new words can seem overwhelming, but if you know the common prefixes and suffixes of English, you will understand many more words. Mastering common prefixes and suffixes is like learning a code. Once you crack the code, you can not only spell words more correctly but also recognize and perhaps even define unfamiliar words.

Please refer to 6.2 Commonly Misused and Misspelled Words for a review.



Figure 10.4.1: Spelling bee game https://www.playwordle.uk Creative Commons Attribution 3.0

Prefixes and suffixes:

A prefix is a word part added to the beginning of a word to create a new meaning.

Table of Prefixes

Prefix	Meaning	Example
dis	not, opposite of	dis + satisfied = dissatisfied
mis	wrongly	mis + spell = misspell
un	un	un + acceptable = unacceptable
re	again	re + election = reelection
inter	between	inter + related = interrelated
pre	before	pre + pay = prepay
non	not	non + sense = nonsense
super	above	super + script = superscript

Prefix	Meaning	Example
sub	under	sub + merge = submerge
anti	against, opposing	anti + bacterial = antibacterial

Try this!

Add the correct prefix to the word to complete each sentence.

1. I wanted to ease my stomach _____comfort, so I drank some ginger root tea.
2. Lenny looked funny in his _____matched shirt and pants.
3. Penelope felt _____glamorous at the party because she was the only one not wearing a dress.
4. My mother said those _____aging creams do not work, so I should not waste my money on them.
5. The child's _____standard performance on the test alarmed his parents.
6. When my sister first saw the meteor, she thought it was a _____natural phenomenon.
7. Even though she got an excellent job offer, Cherie did not want to _____locate to a different country.
8. With a small class size, the students get to _____act with the teacher more frequently.
9. I slipped on the ice because I did not heed the _____cautions about watching my step.
10. A _____combatant is another word for civilian.

A suffix is a word part added to the end of a word to create a new meaning. Study the suffix rules in the following boxes.

Rules for prefixes:

The main rule to remember when adding a prefix to a word is not to add letters or leave out any letters.

Rule 1:

When adding the suffixes -ness and -ly to a word, the spelling of the word does not change.

Notice this!

dark + ness = darkness

scholar + ly = scholarly

Exceptions to Rule 1:

When the word ends in y, change the y to i before adding -ness and -ly.

Notice this!

ready + ly = readily

happy + ness = happiness

Rule 2:

When the suffix begins with a vowel, drop the silent e in the root word.

Notice this!

care + ing = caring

use + able = usable

Exceptions to Rule 2:

When the word ends in ce or ge, keep the silent e if the suffix begins with a or o.

Notice this!

replace + able = replaceable

courage + ous = courageous

Rule 3:

When the suffix begins with a consonant, keep the silent e in the original word.

Notice this!

care + ful = careful

care + less = careless

true + ly = truly

argue + ment = argument

Rule 4:

When the word ends in a consonant plus y, change the y to i before any suffix not beginning with i.

Notice this!

sunny + er = sunnier

hurry + ing = hurrying

Rule 5:

When the suffix begins with a vowel, double the final consonant only if (1) the word has only one syllable or is accented on the last syllable and (2) the word ends in a single vowel followed by a single consonant.

Notice this!

tan + ing = tanning (one syllable word)

regret + ing = regretting (The accent is on the last syllable; the word ends in a single vowel followed by a single consonant.)

cancel + ed = canceled (The accent is not on the last syllable.)

prefer + ed = preferred

Try this!

Write the correct forms of the words with their suffixes.

1. refer + ed
2. refer + ence
3. mope + ing
4. approve + al
5. green + ness
6. benefit + ed
7. resubmit + ing
8. use + age
9. greedy + ly
10. excite + ment

Commonly confused words:

Some words in English cause trouble for speakers and writers because these words share a similar pronunciation, meaning, or spelling with another word. These words are called commonly confused words. For example, read aloud the following sentences containing the commonly confused words new and knew:

Notice this!

I liked her new sweater.

I knew she would wear that sweater today.

These words may sound alike when spoken, but they carry entirely different usages and meanings. New is an adjective that describes the sweater, and knew is the past tense of the verb to know.

Recognizing commonly confused words:

New and knew are just two of the words that can be confusing because of their similarities. Familiarize yourself with the following list of commonly confused words. Recognizing these words in your own writing and in other pieces of writing can help you choose the correct word.

List of commonly confused words:

Notice this!

- a, an, and
  - a (article). Used before a word that begins with a consonant.
    a key, a mouse, a screen
  - an (article). Used before a word that begins with a vowel.
    an airplane, an ocean, an igloo

    - and (conjunction). Connects two or more words together.
      peanut butter and jelly, pen and pencil, jump and shout
- accept, except
    - accept (verb). Means to take or agree to something offered.
      They accepted our proposal for the conference.
    - except (conjunction). Means only or but.
      We could fly there except the tickets cost too much.
    - affect, effect
    - affect (verb). Means to create a change.
      Hurricane winds affect the amount of rainfall.
    - effect (noun). Means an outcome or result.
      The heavy rains will have an effect on the crop growth.
- are, our
    - are (verb). A conjugated form of the verb to be.
      My cousins are all tall and blonde.
    - our (pronoun). Indicates possession, usually follows the pronoun we.
      We will bring our cameras to take pictures.
- by, buy
    - by (preposition). Means next to.
      My glasses are by the bed.
    - buy (verb). Means to purchase.
      I will buy new glasses after the doctor's appointment.
- its, it's
    - its (pronoun). A form of it that shows possession.
      The butterfly flapped its wings.
    - it's (contraction). Joins the words it and is.
      It's the most beautiful butterfly I have ever seen.
- know, no
    - know (verb). Means to understand or possess knowledge.
      I know the male peacock sports the brilliant feathers.
    - no. Used to make a negative.
      I have no time to visit the zoo this weekend.
- loose, lose
    - loose (adjective). Describes something that is not tight or is detached.
      Without a belt, her pants are loose on her waist.
    - lose (verb). Means to forget, to give up, or to fail to earn something.
      She will lose even more weight after finishing the marathon training.
- of, have
    - of (preposition). Means from or about.
      I studied maps of the city to know where to rent a new apartment.
    - have (verb). Means to possess something.
      I have many friends to help me move.
    - have (linking verb). Used to connect verbs.
      I should have helped her with that heavy box.
- quite, quiet, quit
    - quite (adverb). Means really or truly.
      My work will require quite a lot of concentration.
    - quiet (adjective). Means not loud.
      I need a quiet room to complete the assignments.
    - quit (verb). Means to stop or to end.
      I will quit when I am hungry for dinner.
- right, write
    - right (adjective). Means proper or correct.
      When bowling, she practices the right form.
    - right (adjective). Also means the opposite of left.
      The ball curved to the right and hit the last pin.

    - write (verb). Means to communicate on paper.
      After the team members bowl, I will write down their scores.
- set, sit
    - set (verb). Means to put an item down.
      She set the mug on the saucer.
    - set (noun). Means a group of similar objects.
      All the mugs and saucers belonged in a set.
    - sit (verb). Means to lower oneself down on a chair or another place.
      I'll sit on the sofa while she brews the tea.
- suppose, supposed
    - suppose (verb). Means to think or to consider.
      I suppose I will bake the bread, because no one else has the recipe.
    - suppose (verb). Means to suggest.
      Suppose we all split the cost of the dinner.
    - supposed (verb). The past tense form of the verb suppose, meaning required or allowed.
      She was supposed to create the menu.
- than, then
    - than (conjunction). Used to connect two or more items when comparing
      Registered nurses require less schooling than doctors.
    - then (adverb). Means next or at a specific time.
      Doctors first complete medical school and then obtain a residency.
- their, they're, there
    - their (pronoun). A form of they that shows possession.
      The dog walker feeds their dogs everyday at two o'clock.
    - they're (contraction). Joins the words they and are.
      They're the sweetest dogs in the neighborhood.
    - there (adverb). Indicates a particular place.
      The dogs' bowls are over there, next to the pantry.
    - there (pronoun). Indicates the presence of something
      There are more treats if the dogs behave.
- to, two, too
    - to (preposition). Indicates movement.
      Let's go to the circus.
    - to. A word that completes an infinitive verb.
      to play, to ride, to watch.
    - two. The number after one. It describes how many.
      Two clowns squirted the elephants with water.
    - Too (adverb). Means also or very.
      The tents were too loud, and we left.
- use, used
    - use (verb). Means to apply for some purpose.
      We use a weed whacker to trim the hedges.
    - used. The past tense form of the verb to use
      He used the lawnmower last night before it rained.
    - used to. Indicates something done in the past but not in the present
      He used to hire a team to landscape, but now he landscapes alone.
- who's, whose
    - who's (contraction). Joins the words who and either is or has.
      Who's the new student? Who's met him?
    - whose (pronoun). A form of who that shows possession.
      Whose schedule allows them to take the new student on a campus tour?
- your, you're
    - your (pronoun). A form of you that shows possession.
      Your book bag is unzipped.
    - you're (contraction). Joins the words you and are.
      You're the girl with the unzipped book bag.

Strategies to avoid commonly confused words:

When writing, you need to choose the correct word according to its spelling and meaning in the context. Not only does selecting the correct word improve your vocabulary and your writing, but it also makes a good impression on your readers. It also helps reduce confusion and improve clarity. The following strategies can help you avoid misusing confusing words.

Use a dictionary. Keep a dictionary at your desk while you write. Look up words when you are uncertain of their meanings or spellings. Many dictionaries are also available online, and the Internet's easy access will not slow you down. Check out your cell phone or smartphone to see if a dictionary app is available.

Keep a list of words you commonly confuse. Be aware of the words that often confuse you. When you notice a pattern of confusing words, keep a list nearby, and consult the list as you write. Check the list again before you submit an assignment to your instructor.

Study the list of commonly confused words. You may not yet know which words confuse you, but before you sit down to write, study the words on the list. Prepare your mind for working with words by reviewing the commonly confused words identified in this chapter.

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10.5: Avoiding Slang, Cliches, and Spelling Mistakes

Learning outcomes:

1. **Recognize informal slang and cliches and avoid these in writing.**
2. **Improve use of commonly misspelled words and homonyms.**

Avoiding slang and clichés:

Avoiding slang:

Slang describes informal words that are considered nonstandard English. Slang often changes with passing fads and may be used by or familiar to only a specific group of people. Most people use slang when they speak and in personal correspondences, such as emails, text messages, and instant messages. Slang is appropriate between friends in an informal context but should be avoided in formal academic writing.

Try this!

Edit the following paragraph by replacing the slang words and phrases with more formal language. Rewrite the paragraph on your own sheet of paper.

I felt like such an airhead when I got up to give my speech. As I walked toward the podium, I banged my knee on a chair. Man, I felt like such a klutz. On top of that, I kept saying “like” and “um,” and I could not stop fidgeting. I was so stressed out about being up there. I feel like I’ve been practicing this speech 24/7, and I still bombed. It was ten minutes of me going off about how we sometimes have to do things we don’t enjoy doing. Wow, did I ever prove my point. My speech was so bad I’m surprised that people didn’t boo. My teacher said not to sweat it, though. Everyone gets nervous his or her first time speaking in public, and she said, with time, I would become a whiz at this speech giving stuff. I wonder if I have the guts to do it again.

Avoiding clichés:

Clichés are descriptive expressions that have lost their effectiveness because they are overused. Writing that uses clichés often suffers from a lack of originality and insight. Avoiding clichés in formal writing will help you write in original and fresh ways.

1. Clichéd: Whenever my brother and I get into an argument, he always says something that makes my blood boil.
2. Plain: Whenever my brother and I get into an argument, he always says something that makes me really angry.
3. Original: Whenever my brother and I get into an argument, he always says something that makes me want to go to the gym and punch the bag for a few hours.

Avoiding overly general words:

Specific words and images make your writing more interesting to read. Whenever possible, avoid overly general words in your writing; instead, try to replace general language with particular nouns, verbs, and modifiers that convey details and that bring yours words to life. Add words that provide color, texture, sound, and even smell to your writing.

Notice this!

General: My new puppy is cute.

Specific: My new puppy is a ball of white fuzz with the biggest black eyes I have ever seen.

General: My teacher told us that plagiarism is bad.

Specific: My teacher, Ms. Atwater, created a presentation detailing exactly how plagiarism is illegal and unethical.

Spelling rules:

Common spelling rules:

The best way to master new words is to understand the key spelling rules. Keep in mind, however, that some spelling rules carry exceptions. A spell checker may catch these exceptions, but knowing them yourself will prepare you to spell accurately on the first try. You may want to try memorizing each rule and its exception like you would memorize a rhyme or lyrics to a song.

Write i before e except after c, or when pronounced ay like “neighbor” or “weigh.”

Notice this!

achieve, niece, alien

receive, deceive

When words end in a consonant plus y, drop the y and add an i before adding another ending.

Notice this!

happy + er = happier

cry + ed = cried

When words end in a vowel plus y, keep the y and add the ending.

Notice this!

delay + ed = delayed

Memorize the following exceptions to this rule: day, lay, say, pay = daily, laid, said, paid.

When adding an ending that begins with a vowel, such as -able, -ence, -ing, or -ity, drop the last e in a word.

Notice this!

write + ing = writing

pure + ity = purity

When adding an ending that begins with a consonant, such as -less, -ment, or -ly, keep the last e in a word.

Notice this!

hope + less = hopeless

advertise + ment = advertisement

For many words ending in a consonant and an o, add -s when using the plural form.

Notice this!

photo + s = photos

soprano + s = sopranos

Add -es to words that end in s, ch, sh, and x.

Notice this!

church + es = churches

fax + es = faxes

Tips to improve spelling skills:

1. Read the words in your assignment carefully, and avoid skimming over the page. Focusing on your written assignment word by word will help you pay close attention to each word's spelling. Skimming quickly, you may overlook misspelled words.
2. Use mnemonic devices to remember the correct spelling of words. Mnemonic devices, or memory techniques and learning aids, include inventive sayings or practices that help you remember. For example, the saying "It is important to be a beautiful person inside and out" may help you remember that beautiful begins with "be a." The practice of pronouncing the word Wednesday Wed-nes-day may help you remember how to spell the word correctly.
3. Use a dictionary. Many professional writers rely on the dictionary—either in print or online. If you find it difficult to use a regular dictionary, ask your instructor to help you find a "poor speller's dictionary."
4. Use your computer's spell checker. The spell checker will not solve all your spelling problems, but it is a useful tool. See the introduction to this section for cautions about spell checkers.
5. Keep a list of frequently misspelled words. You will often misspell the same words again and again, but do not let this discourage you. All writers struggle with the spellings of certain words; they become aware of their spelling weaknesses and work to improve. Be aware of which words you commonly misspell, and you can add them to a list to learn to spell them correctly.
6. Look over corrected papers for misspelled words. Add these words to your list and practice writing each word four to five times each. Writing teachers will especially notice which words you frequently misspell, and it will help you excel in your classes if they see your spelling improve.
7. Test yourself with flashcards. Sometimes the old-fashioned methods are best, and for spelling, this tried and true technique has worked for many students. You can work with a peer or alone.
8. Review the common spelling rules explained in this chapter. Take the necessary time to master the material; you may return to the rules in this chapter again and again, as needed.

Commonly misused homonyms:

Homonyms are words that sound like one another but have different meanings.

Notice this!

- principle, principal
  - principle (noun). A fundamental concept that is accepted as true.
    The principle of human equality is an important foundation for all nations.
  - principal (noun). The original amount of debt on which interest is calculated.
    The payment plan allows me to pay back only the principal amount, not any compounded interest.
  - principal (noun). A person who is the main authority of a school.
    The principal held a conference for both parents and teachers.
- where, wear, ware
  - where (adverb). The place in which something happens.
    Where is the restaurant?
  - wear (verb). To carry or have on the body.
    I will wear my hiking shoes when go on a climb tomorrow morning.
  - ware (noun). Articles of merchandise or manufacture (usually, wares).
    When I return from shopping, I will show you my wares.
- lead, led
  - lead (noun). A type of metal used in pipes and batteries.
    The lead pipes in my homes are old and need to be replaced.
  - led (verb). The past tense of the verb lead.
    After the garden, she led the patrons through the museum.
- which, witch
  - which (pronoun). Replaces one out of a group.
    Which apartment is yours?
  - witch (noun). A person who practices sorcery or who has supernatural powers.
    She thinks she is a witch, but she does not seem to have any powers.
- peace, piece
  - peace (noun). A state of tranquility or quiet.
    For once, there was peace between the argumentative brothers.
  - piece (noun). A part of a whole.
    I would like a large piece of cake, thank you.
- passed, past
  - passed (verb). To go away or move.
    He passed the slower cars on the road using the left lane.
  - past (noun). Having existed or taken place in a period before the present.
    The argument happened in the past, so there is no use in dwelling on it.
- lessen, lesson
  - lessen (verb). To reduce in number, size, or degree.
    My dentist gave me medicine to lessen the pain of my aching tooth.
  - lesson (noun). A reading or exercise to be studied by a student.
    Today's lesson was about mortgage interest rates.
- patience, patients
  - patience (noun). The capacity of being patient (waiting for a period of time or enduring pains and trials calmly).
    The novice teacher's patience with the unruly class was astounding.
  - patients (plural noun). Individuals under medical care.
    The patients were tired of eating the hospital food, and they could not wait for a home-cooked meal.
- sees, seas, seize
  - sees (verb). To perceive with the eye.
    He sees a whale through his binoculars.
  - seas (plural noun). The plural of sea, a great body of salt water.
    The tidal fluctuation of the oceans and seas are influenced by the moon.
  - seize (verb). To possess or take by force.
    The king plans to seize all the peasants' land.
- threw, through
  - threw (verb). The past tense of throw.
    She threw the football with perfect form.

- through (preposition). A word that indicates movement.
  She walked through the door and out of his life.

Commonly misspelled words:

The table below lists commonly misspelled words. You probably use these words every day in either speaking or writing. Each word has a segment in bold type, which indicates the problem area of the word that is often spelled incorrectly. If you can, use this list as a guide before, during, and after you write.

Use the following two tricks to help you master these troublesome words:

1. Copy each word a few times and underline the problem area.
2. Copy the words onto flash cards and have a friend test you.

Table of Commonly Misspelled Words

across	disappoint	integration	particular	separate
address	disapprove	intelligent	perform	similar
answer	doesn't	interest	perhaps	since
argument	eighth	interfere	personnel	speech
athlete	embarrass	jewelry	possess	strength
beginning	environment	judgment	possible	success
behavior	exaggerate	knowledge	prefer	surprise
calendar	familiar	maintain	prejudice	taught
career	finally	mathematics	privilege	temperature
conscience	government	meant	probably	thorough
crowded	grammar	necessary	psychology	thought
definite	height	nervous	pursue	tired
describe	Illegal	occasion	reference	until
desperate	immediately	opinion	rhythm	weight
different	Important	optimist	ridiculous	written

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10.6: Academic Vocabulary: Word List 01

Learning outcomes:

1. **Increase your academic vocabulary.**
2. **Use academic vocabulary words in your own writing.**

In college, it is important to increase your academic vocabulary. This word list is aimed to help you expand your academic vocabulary so that you can use these words confidently and easily in your writing. Please don't try to complete this whole page in one day. Rather, divide this work across three or more days. You can do dictionary work one day, practice exercises another, and the quiz on yet another day. Remember, old-fashioned flashcards are still a very use way to learn new words.

Prepare:

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in "quotation marks" followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- analysis
- assumption
- consequently
- focus
- motivation
- precise
- priority
- relevant
- scope
- significant

Example:

analysis (noun) "a process of studying or examining something in detail in order to understand it or explain it" (*Macmillan American Dictionary*). My doctor studied all of my records and gave me her analysis of my health condition; she said I should exercise more because I need to lose weight.

Practice:

Use these exercises to practice this week's vocabulary words. Note: This is not graded; you may play these games as many times as you wish.

Query 10.6.1

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Try this!

Quiz:

Use the vocabulary words above to complete the sentences below.

1. The storm will bring a lot of snow. _____, school may be cancelled.
2. His _____ was wrong because he did not have all the facts.
3. That book is about German, but I am studying English. Therefore, it is not _____ to me right now.
4. _____ mail will arrive before regular mail because it is processed first.
5. I don't know why she did that. Her _____ is not clear to me.
6. Grammar is within the _____ of a writing class, but pronunciation usually is not.
7. It is difficult to _____ on my homework when my friends are watching a funny movie.
8. Our classes are not full. There has been a _____ drop in enrollment this year.
9. The _____ of the sales data showed no improvement over the past six months.
10. I couldn't find the restaurant. Can you give me more _____ directions?

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10.7: Academic Vocabulary: Word List 02

Learning outcomes:

1. **Increase your academic vocabulary.**
2. **Use academic vocabulary words in your own writing.**

In college, it is important to increase your academic vocabulary. This word list is aimed to help you expand your academic vocabulary so that you can use these words confidently and easily in your writing. Please don't try to complete this whole page in one day. Rather, divide this work across three or more days. You can do dictionary work one day, practice exercises another, and the quiz on yet another day. Remember, old-fashioned flashcards are still a very use way to learn new words.

Prepare:

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in “quotation marks” followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- clarify
- complex
- comprehensive
- conclude
- criteria
- issue
- perspective
- previous
- sequence
- specific

Practice:

Use these exercises to practice this week’s vocabulary words. Note: This is not graded; you may play these games as many times as you wish.

Query 10.7.1

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Try this!

Quiz:

Use the vocabulary words above to complete the sentences below.

1. Clear grammar, interesting vocabulary, and useful content are three _____ for a strong essay.
2. Global warming is a serious _____ for everyone because it is causing climate change.

3. This article gives only a few points of information. It is not very _____.
4. This is a _____ assignment. It requires many different sources of information, and it has many different steps.
5. You are wet. You have an umbrella. Therefore, I can easily _____ that it is raining outside.
6. Your writing should always have lots of _____ details, such as examples, reasons, quotes, facts, figures, statistics, etc.
7. Why is this classroom so messy? Did the _____ class have a party?
8. You grew up in the city. I grew up in the country. I think you have a different _____ than I do on this topic.
9. Introduction, body, conclusion — that's the _____ of paragraphs in any basic essay.
10. I'm not sure I understand. Would you please _____ your request?

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10.8: Academic Vocabulary: Word List 03

Learning outcomes:

1. **Increase your academic vocabulary.**
2. **Use academic vocabulary words in your own writing.**

In college, it is important to increase your academic vocabulary. This word list is aimed to help you expand your academic vocabulary so that you can use these words confidently and easily in your writing. Please don't try to complete this whole page in one day. Rather, divide this work across three or more days. You can do dictionary work one day, practice exercises another, and the quiz on yet another day. Remember, old-fashioned flashcards are still a very use way to learn new words.

Prepare:

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in “quotation marks” followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- consist
- contemporary
- evidence
- impact
- integrate
- obvious
- policy
- structure
- sustain
- tradition

Practice:

Use these exercises to practice this week’s vocabulary words. Note: This is not graded; you may play these games as many times as you wish.

Query 10.8.1

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Try this!

Quiz:

Use the vocabulary words above to complete the sentences below.

1. I don’t like to read historic novels in class. I wish we could read a ____ novel instead.
2. Unemployment is the most ____ effect of the recession; it’s easy to notice.

3. My family has a ____ of going to a cabin on the lake every summer.
4. The judge demanded more ____ before she decided if the man was guilty or innocent. She wanted to see proof.
5. How will you ____ these new ideas with your existing plans? Will you be able to do both together?
6. This cake ____ mainly of flour, butter, and sugar. Those are the ingredients.
7. EVC has a _____ that says you cannot park in the staff parking lot during the semester.
8. Less demand for our product will definitely ____ our sales — and that will affect our profit, too.
9. The ____ of a basic essay is always introduction, body, and conclusion.
10. He is very shy, and so he cannot ____ a conversation for a long time.

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10.9: Academic Vocabulary: Word List 04

Learning outcomes:

1. **Increase your academic vocabulary.**
2. **Use academic vocabulary words in your own writing.**

In college, it is important to increase your academic vocabulary. This word list is aimed to help you expand your academic vocabulary so that you can use these words confidently and easily in your writing. Please don't try to complete this whole page in one day. Rather, divide this work across three or more days. You can do dictionary work one day, practice exercises another, and the quiz on yet another day. Remember, old-fashioned flashcards are still a very use way to learn new words.

Prepare:

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in “quotation marks” followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- academic
- access
- available
- cite
- cycle
- initial
- source
- task
- trend
- vary

Practice:

Use these exercises to practice this week’s vocabulary words. Note: This is not graded; you may play these games as many times as you wish.

Query 10.9.1

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Try this!

Quiz:

Use the vocabulary words above to complete the sentences below.

1. Let’s get together next week. What days are you _____ to meet?

2. We've seen a _____ toward more international students in English classes. Enrollment has increased over the past five years.
3. If you use information from a book, periodical or website, you must always _____ your source so that readers know where it came from.
4. She is one of a few assistants who have direct _____ to the president. She can meet or talk with him any time.
5. Where did you get that information? What is its _____ ?
6. My _____ thought was to stay home, but later I changed my mind and went to the party anyway?
7. The body paragraphs may _____ , but the basic essay structure remains the same.
8. The washing machine has only one _____ : wash, rinse, repeat.
9. Evergreen Valley College offers classes for both _____ study and professional training.
10. The house needs cleaning, and our first _____ should be to sweep the floors.

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10.10: Academic Vocabulary: Word List 05

Learning outcomes:

1. **Increase your academic vocabulary.**
2. **Use academic vocabulary words in your own writing.**

In college, it is important to increase your academic vocabulary. This word list is aimed to help you expand your academic vocabulary so that you can use these words confidently and easily in your writing. Please don't try to complete this whole page in one day. Rather, divide this work across three or more days. You can do dictionary work one day, practice exercises another, and the quiz on yet another day. Remember, old-fashioned flashcards are still a very use way to learn new words.

Prepare:

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in "quotation marks" followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- assert
- attribution
- claim
- contend
- convey
- implication
- method
- quotation
- paraphrase
- restrict

Practice:

Use these exercises to practice this week's vocabulary words. Note: This is not graded; you may play these games as many times as you wish.

Query 10.10.1

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Try this!

Quiz:

Use the vocabulary words above to complete the sentences below.

1. He always manages to _____ his point of view, and he expects everyone to listen to what he has to say.
2. I love that _____ from Martin Luther King, Jr. His words are always inspiring!

3. We need to consider the financial _____ of these changes. What will be the consequences?
4. In this article, the authors make a _____ that Santa Cruz receives more rain than San Jose. That's what they believe.
5. To assert and to _____ both have a meaning that is almost the same as "to claim."
6. The _____ of that information belongs to the U.S. Census.
7. If you want to lose weight, then you must _____ the number of calories that you eat.
8. Please _____ my apologies to your sister and let her know that I am sorry.
9. How do you study new vocabulary? What is your _____?
10. That quotation from your source is difficult to understand. I think you should _____ it because your own words will be better.

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10.11: Academic Vocabulary: Word List 06

Learning outcomes:

1. **Increase your academic vocabulary.**
2. **Use academic vocabulary words in your own writing.**

In college, it is important to increase your academic vocabulary. This word list is aimed to help you expand your academic vocabulary so that you can use these words confidently and easily in your writing. Please don't try to complete this whole page in one day. Rather, divide this work across three or more days. You can do dictionary work one day, practice exercises another, and the quiz on yet another day. Remember, old-fashioned flashcards are still a very use way to learn new words.

Prepare:

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in "quotation marks" followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- affect
- coherence
- creativity
- environment
- facilitate
- institution
- logical
- network
- range
- subsequent

Practice:

Use these exercises to practice this week's vocabulary words. Note: This is not graded; you may play these games as many times as you wish.

Query 10.11.1

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Try this!

Quiz:

Use the vocabulary words above to complete the sentences below.

1. In writing, _____ means everything has a sense of the whole; in other words, all the information is part of one topic.

2. Missing class and arriving late may _____ your grade in this course.
3. It's easier to find a job if you have a wide _____ of professional contacts.
4. Evergreen Valley College is an _____ of higher education, but it is also a center of the community.
5. He's always coming up with new ideas; he has a great sense of _____.
6. You will learn more research strategies in a _____ writing class that begins next term.
7. Evergreen Valley College offers a _____ of services to support students, from the Food Pantry to the Wellness Center.
8. Your answer does not make sense. It is not the _____ choice.
9. Transition words _____ a smooth, connected flow for readers.
10. The teacher creates a warm and inviting _____ for students.

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10.12: Academic Vocabulary: Word List 07

Learning outcomes:

1. **Increase your academic vocabulary.**
2. **Use academic vocabulary words in your own writing.**

In college, it is important to increase your academic vocabulary. This word list is aimed to help you expand your academic vocabulary so that you can use these words confidently and easily in your writing. Please don't try to complete this whole page in one day. Rather, divide this work across three or more days. You can do dictionary work one day, practice exercises another, and the quiz on yet another day. Remember, old-fashioned flashcards are still a very use way to learn new words.

Prepare:

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in "quotation marks" followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- brief
- constrain
- controversy
- format
- generate
- major
- phenomena
- potential
- statistics
- version

Practice:

Use these exercises to practice this week's vocabulary words. Note: This is not graded; you may play these games as many times as you wish.

Query 10.12.1

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Try this!

Quiz:

Use the vocabulary words above to complete the sentences below.

1. The thesis is the _____ point that you want to make in your whole essay.
2. What is the _____ for this essay? Does it need to be typed and double-spaced?

3. If you want to _____ a lot of material for writing, there are several ways to brainstorm ideas.
4. Attendance is always low the day after a test; it's one of many strange _____ that a teacher sees.
5. Our small budget will always _____ our big plans for the future. We won't be able to do everything.
6. Despite the research, there is still a great deal of _____ over vaccinations for children. People always have conflicting opinions.
7. In the middle of each class, we have a _____ break. It's only five minutes.
8. What _____ of your essay is this? Is it your first draft or your second draft?
9. This essay has great _____ , but you need to do some more research before it gets an A.
10. There are many _____ that prove that the number of crimes has been dropping, not rising.

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10.13: Academic Vocabulary: Word List 08

Learning outcomes:

1. **Increase your academic vocabulary.**
2. **Use academic vocabulary words in your own writing.**

In college, it is important to increase your academic vocabulary. This word list is aimed to help you expand your academic vocabulary so that you can use these words confidently and easily in your writing. Please don't try to complete this whole page in one day. Rather, divide this work across three or more days. You can do dictionary work one day, practice exercises another, and the quiz on yet another day. Remember, old-fashioned flashcards are still a very use way to learn new words.

Prepare:

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in “quotation marks” followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- achieve
- adequate
- alternative
- concise
- identify
- illustrate
- internal
- revise
- role
- seek

Practice:

Use these exercises to practice this week’s vocabulary words. Note: This is not graded; you may play these games as many times as you wish.

Query 10.13.1

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Try this!

Quiz:

Use the vocabulary words above to complete the sentences below.

1. In order to maintain good health, proper nutrition is an _____ to medicine.
2. You can _____ your goals by working hard.

3. The instructor's _____ is to help you learn, not manage your time for you. That's your job, not theirs.
4. We do not have _____ time to review all points of grammar today; we will have to finish tomorrow.
5. Can you _____ the main idea of this paragraph? Sometimes it is not easy to see.
6. Good writing comes from rewriting, so you should always leave time to _____ your work before you give it to the instructor.
7. Good writers _____ their ideas with examples, descriptions, and other supporting details. That's how they show what they are thinking.
8. The _____ structure of a paragraph is as important as the organization of the whole essay.
9. Sometimes the information you _____ can be found only in the library and not on Google.
10. Your instructions should be more _____ because nobody will read three pages of notes.

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10.14: Academic Vocabulary: Word List 09

Learning outcomes:

1. **Increase your academic vocabulary.**
2. **Use academic vocabulary words in your own writing.**

In college, it is important to increase your academic vocabulary. This word list is aimed to help you expand your academic vocabulary so that you can use these words confidently and easily in your writing. Please don't try to complete this whole page in one day. Rather, divide this work across three or more days. You can do dictionary work one day, practice exercises another, and the quiz on yet another day. Remember, old-fashioned flashcards are still a very use way to learn new words.

Prepare:

Use your dictionary to look up each word in the list below. Note its part of speech. Copy the dictionary definition in “quotation marks” followed by the name of the dictionary in parentheses. Then write an original sentence using the vocabulary word (do not copy the example sentence from the dictionary; use your own words).

- ◦ appropriate
  ◦ automate
  ◦ clause
  ◦ coordinate
  ◦ despair
  ◦ element
  ◦ error
  ◦ essential
  ◦ involve
  ◦ primary

Practice:

Use these exercises to practice this week’s vocabulary words. Note: This is not graded; you may play these games as many times as you wish.

Query 10.14.1

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Try this!

Quiz:

Use the vocabulary words above to complete the sentences below.

1. After the final exam, I felt great _____ until I saw my grade was better than I expected.
2. If robots are used to _____ the factory, people may lose their jobs.

3. One _____ of good writing is grammar, but content and organization are equally important parts.
4. “Hey, dude!” is not an _____ way to greet a professor.
5. There was no _____ on my test; I received 100%.
6. Every _____ has a subject and a verb, but only independent ones express a complete idea.
7. Teachers like to _____ students in many activities because it helps them to learn more.
8. Helping people who are homeless should be the city’s _____ concern nowadays. It is the most important.
9. We should take classes together next term. Let’s _____ our schedules.
10. Patience is _____ to learning anything because everything takes time.

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10.15: Takeaways

Summary:

In this chapter you:

- Practiced several strategies for dealing with unfamiliar vocabulary.
- Interpreted common prefixes and suffixes in English words.
- Learned to avoid commonly misused and misspelled words.
- Learned to avoid slang and cliches in your writing.
- Acquired new academic vocabulary and used it in your writing.

Questions for reflection:

- Which strategies did you already know for dealing with unfamiliar vocabulary? Which strategies were new to you?
- Which strategies are most helpful for you to understand new words in reading materials? Why?
- What challenges do you still face in expanding your vocabulary?
- What questions do you still have about the lessons in this chapter?



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GLOSSARY

S

Sample Word 1 | Sample Definition 1

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