

Study Guide

English Composition

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INTRODUCTION

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

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

COURSE OBJECTIVES

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

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

- Identify the steps in the writing process
- Use prewriting, drafting, revising, and editing to write formal, college-level essays
- Distinguish between different patterns of development
- Apply an appropriate pattern of development to a specific purpose and audience
- Write effective thesis statements
- Write effective introductions and conclusions
- Develop paragraphs using topic sentences, adequate detail, supporting evidence, and transitions
- Define *plagiarism* and *academic honesty*

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- Employ responsible research methods to locate appropriate secondary sources
- Quote, paraphrase, and summarize secondary source material correctly and appropriately
- Use Modern Language Association (MLA) citation and documentation style to reference secondary source material correctly and appropriately
- Apply the conventions of standard written American English to produce correct, well-written essays

COURSE MATERIALS

This course includes the following materials:

1. This study guide, which serves as a companion to your textbook, contains an introduction to your course and
 - A list of lessons and reading assignments
 - Exercises and self-check quizzes to help you learn the course content, and then synthesize and apply your knowledge to journal entries and essays
2. Your course textbook, *Successful College Writing*, which contains the assigned reading material

YOUR TEXTBOOK

Your primary text for this course is *Successful College Writing*, Sixth Edition, by Kathleen T. McWhorter. Begin reviewing the text by reading the table of contents on page xxvii–xlv. Then follow the study guide for directions on required reading assignments. Note the following features of your text:

- The “Writing Quick Start” features at the beginning of each chapter are short introductions designed to help you get a head start on the material. Make sure you work through the exercises, even though they won’t be formally evaluated.

- The major headings and subheadings break down each chapter's content into manageable sections. Exercises and model essays are also important parts of every chapter.
- Modern Language Association and American Psychological Association style guides for citing and documenting your research. These can be found beginning on page 616 in Chapter 24.
- The grammar handbook includes information and exercises on the foundational elements of writing, such as grammar, sentence structure, punctuation, and word choice.

ACADEMIC SUPPORT AND ONLINE RESOURCES

Penn Foster's digital library offers students access to online resources in all major disciplines and courses offered at Penn Foster, as well as one of the most comprehensive academic databases available today, Expanded Academic ASAP.

Penn Foster's librarian is available to answer questions about research and to help students locate resources. You can find the librarian in the Community, by using the Contact an Instructor link in the Help Center in your student portal, and the Ask a Librarian link in the library.

Grammar Resources

Grammarly.com is offering discounts to Penn Foster students who register for a year of service. For a discounted fee, Penn Foster students have unlimited access to the Grammarly's grammar, spelling, and punctuation check, as well as the plagiarism check. For students who have limited experience with research writing, Grammarly could be the helping hand you need to negotiate the research papers in your future.

To learn more about Grammarly or to register for an account, please contact an English instructor.

Other online resources for grammar, punctuation, sentence structure, and mechanics include the following:

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

Blue Book of Grammar and Mechanics: <http://www.grammarbook.com/>

Guide to Grammar and Writing, sponsored by Capital Community College Foundation:
<http://grammar.ccc.commnet.edu/grammar/index2.htm>

Purdue University's Online Writing Lab: <http://owl.english.purdue.edu/owl/>

A STUDY PLAN

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

1. Read the lesson in the study guide to introduce you to concepts that are discussed in the textbook. The lesson emphasizes the important material and provides additional tips or examples.
2. Note the pages for each reading assignment. Read the assignment to get a general idea of its content. Then, study the assignment. Pay attention to all details, especially the main concepts.
3. To review the material, answer the questions and problems provided in the self-checks in the study guide.
4. Complete each assignment in this way. If you miss any questions, review the pages of the textbook covering those questions. The self-checks are designed to allow you to evaluate your understanding of the material and reveal weak points that you need to review. Don't submit self-check answers for grading.
5. After you've completed and corrected the self-checks for Lesson 1, complete the first exam.
6. Follow this procedure for all seven lessons.

Note: Future lessons will include completing prewriting and essay examinations, submitting journal entries, and attending webinars.

COURSE INFORMATION

Study Pace

You have a study time limit for the semester, but not one specific to English Composition. You must pace yourself wisely through the semester's courses. Allow sufficient time for reading, prewriting, drafting, revising, and grading. To learn more about study time and when to complete each assignment, see the ENG100 FAQ supplement on your student portal.

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

Course Journal

Your course journal is an ongoing assignment that will be evaluated at regular intervals during the course. Instructions for the course journal are at the end of this introduction.

Required Webinars

Webinars are live classes that students attend online. There are two required webinars in English Composition: "The Writing Process" and "Research Writing and Citation and Documentation." The English Composition course information includes webinar instructions and the webinar schedule. Read the webinar instructions to learn how to register for a webinar. Webinar classes are offered at a variety of times to fit students' schedules. To earn a passing grade in the webinar, you must log in on time, participate actively, stay for the entire class, and focus on the presentation, not other applications on your computer. There is nothing to submit on your My Courses page.

Exam Submissions

Use the following information for submitting your completed exams:

1. *Multiple-choice examinations* (Lessons 1, 2, 3, and 6): You'll submit your answers for these exams online.
2. *Written examinations* (Lessons 4, 5, and 7): Essays must be typed, double-spaced, in Times New Roman 12 pt. font and left justification. Use 1-inch margins on all sides. Note that most word-processing programs are set at 1 inch by default. Indent the first line of each new paragraph by one tab (five spaces). Tabs are generally set by default as well. Each page must have a properly formatted header containing your name, student number, exam number, page number, mailing address, and email address, as in the following example:

Jane Doe 23456789 25020200 Page 2
987 Nice Street
My Town, AZ 34567
janedoe@yahoo.com

Name each document using a unique file name which will help you identify the file, such as this example:

Process Analysis Johnson.

Exams may be submitted in Rich Text Format or MS Word. Preview your document before you submit to ensure that your formatting is correct. You should take care to check that the document you've uploaded is the one containing your final work for evaluation.

Evaluation

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

and Exam Control Department to ensure accuracy and reliability. To read the instructor's comments, click on the **View Project** button next to your grade for the exam, then download the Instructor Feedback File. Be sure to save the Instructor Feedback File to your computer since it's available on your student portal for just a brief time.

Retakes

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

Plagiarism

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

Grammar and Mechanics

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

Essay assignments require you to apply standard conventions of American English, which include correct and appropriate grammar, diction, punctuation, capitalization, sentence structure, and spelling. The course provides various revision exercises throughout the self-checks and lesson examinations so that you can apply these conventions during the editing and proofreading phases of your writing. For more information on the fundamentals of writing, refer to the Academic Support and Online Resources section.

GRADING

Six Traits of Good Essay Writing

Your writing assignments will be evaluated on six traits of good writing. The instructions for each exam include the grading evaluation form, or rubric, that instructors will use to grade your work. It's important to review the rubric for each exam before you submit to ensure that you have met all the requirements..

Criteria

Ideas and Content

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

Citation and Documentation

When you incorporate borrowed content from other sources into your writing, you must cite and document your sources using Modern Language (MLA) format. For more information on MLA format, refer to Chapter 24 in your textbook.

Organization

All essays need a clear beginning, middle, and end. Consider each paragraph as a mini-essay, containing a thesis that's related to the main purpose of the entire essay. Thinking this way can help your essay retain unity and make sense. Use transitional phrases to ease the movement and make connections between the paragraphs.

Voice

Use the appropriate point of view for the style of essay you are writing: first person for personal narratives; third person for critical essays.

Word Choice

Don't use slang, jargon, Internet abbreviations, or profanity. Remember, these are college-level essays; they require formal, proper American English writing.

Sentence Fluency

Mix your sentence styles. Readers dislike reading all short, choppy sentences or a series of long sentences.

Conventions

Run a spell check and grammar check, and proofread the essay. In addition, ensure that you met the length and format requirements.

Skill Levels

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

Skill not evident. (69–0) If the essay scored in this category, the assignment either doesn't include this required element or severely lacks this trait.

Skill emerging. (70–79) If the assignment scored in this category, the writing lacks the trait or is below average for a college-level paper.

Skills developing. (80–89) If the essay scored in this category, the essay shows effort and competence but indicates a lack of complete understanding or command in this area.

Skill realized. (90–100) If the assignment scored in this category, the writing demonstrates that you're in command of the skills.

Course Rubric					
Course Objectives	Use prewriting, drafting, revising, and editing to write formal, college-level essays	Develop paragraphs using topic sentences, adequate detail, supporting evidence and transitions	Quote, paraphrase and summarize secondary source material correctly and appropriately	Apply the conventions of standard written American English to produce correct, well-written essays	Apply the conventions of standard written American English to produce correct, well-written essays
	Distinguish between different patterns of development		Use Modern Language Association citation and documentation style to reference secondary source material correctly and appropriately		
	Write effective thesis statements		Apply the conventions of standard written American English to produce correct, well-written essays		
	Employ responsible research methods to locate appropriate secondary sources				
	Use Modern Language Association citation and documentation style to reference secondary source material correctly and appropriately				

GRADING CRITERIA	IDEAS AND CONTENT	ORGANIZATION	VOICE	CLARITY AND CORRECTNESS	LENGTH AND FORMAT
<p style="text-align: center;">A Paper 100-90</p>	<p>The essay provides a clear thesis statement that effectively introduces the topic and states a claim.</p> <p>The thesis effectively previews the main points of the essay.</p> <p>The essay presents ideas that are fresh, insightful and engaging.</p> <p>The essay provides specific, relevant evidence to illustrate ideas and support the thesis.</p> <p>The essay effectively employs the required, and if necessary other relevant patterns of develop to effective convey ideas.</p> <p>Ideas that cannot be considered common knowledge are correctly cited and documented using Modern Language Association (MLA) citation format.</p>	<p>Introductory paragraph effectively engages the reader and includes a thesis statement which states both topic and claim.</p> <p>The main ideas that support the thesis are effectively organized into paragraphs beginning with clearly defined, correct topic sentences.</p> <p>Evidence provided within each paragraph clearly and relates to the topic sentence and thesis statement, effectively supporting the main idea and purpose of the essay.</p> <p>Transitions are used effectively to guide the reader through the essay.</p> <p>The conclusion effectively reinforces the thesis statement and provides a satisfactory ending to the essay.</p>	<p>The essay addresses the appropriate audience.</p> <p>The essay effectively engages the audience with appropriate tone and point of view.</p> <p>The essay is focused on the writer's own claim, knowledge and experience.</p> <p>If secondary sources are present, they are used correctly and effectively to support the writer's own claims.</p> <p>The essay effectively addresses the purpose of the assignment.</p>	<p>The essay is free of errors in sentence structure, grammar, punctuation, and word choice.</p> <p>Unfamiliar and technical terms are clearly and effectively defined for the reader.</p> <p>The essay has been effectively proofread, edited and spell and grammar-checked.</p>	<p>The essay meets the length requirement according to the directions in the digital study guide.</p> <p>The essay is formatted using the correct header, font and margins.</p>

GRADING CRITERIA	IDEAS AND CONTENT	ORGANIZATION	VOICE	CLARITY AND CORRECTNESS	LENGTH AND FORMAT
<p style="text-align: center;">B Paper 89-80</p>	<p>The essay provides a thesis statement that states the topic although the exact claim is not articulated.</p> <p>The thesis offers adequate direction for the essay, but does not explicitly outline main points.</p> <p>The essay offers adequate insight and ideas, though much of the information is factual or obvious.</p> <p>The essay offers specific evidence to illustrate ideas and support the thesis.</p> <p>The writer follows the required pattern of development, and incorporates other patterns adequately to develop content.</p> <p>The writer has attempted to use MLA format to indicate borrowed content but formatting requires some revision.</p>	<p>The introduction identifies the topic and includes a thesis statement but offers little beyond the obvious to engage the reader.</p> <p>Most paragraphs begin with a topic sentence that relates to and supports the thesis statement.</p> <p>Most evidence provided is relevant to the topic sentence and thesis.</p> <p>The writer uses transitions between most paragraphs to guide the reader through the essay.</p> <p>The conclusion restates the thesis, but lacks development that would end the essay satisfactorily.</p>	<p>The essay adequately addresses the appropriate audience.</p> <p>The essay adequately engages the audience using appropriate tone and point of view.</p> <p>The essay is adequately focused on the writer's own claim, knowledge and experience.</p> <p>If secondary sources are present, they are used correctly and effectively to support the writer's own claims.</p> <p>The essay adequately addresses the purpose of the assignment.</p>	<p>The essay is reasonably free of errors in sentence structure, grammar, punctuation, and word choice.</p> <p>Unfamiliar and technical terms are clearly and adequately defined for the reader.</p> <p>The essay has been proofread, edited and spell and grammar-checked but includes minor errors in word choice that would draw the reader's attention away from the purpose and content.</p>	<p>The essay exceeds the maximum length for the assignment but content is engaging and directly related to the thesis and purpose.</p> <p>The essay falls short of the minimum length for the assignment, but covers all required elements adequately.</p> <p>The essay is formatted using the correct header, font and margins.</p>

GRADING CRITERIA	IDEAS AND CONTENT	ORGANIZATION	VOICE	CLARITY AND CORRECTNESS	LENGTH AND FORMAT
<p style="text-align: center;">C Paper 79-70</p>	<p>The thesis is a factual statement that offers no claim or assertion.</p> <p>The thesis offers some direction for the essay, but does not explicitly outline main points.</p> <p>Some fresh insight is provided, though much of the information is factual or obvious.</p> <p>The essay offers some specific evidence to illustrate ideas and support the thesis.</p> <p>The writer follows the required pattern of development, but the essay lacks the content that additional patterns would provide.</p> <p>The writer has attempted to use a citation and documentation format, but does not adequately credit secondary sources.</p>	<p>The introduction includes a thesis statement but is otherwise underdeveloped.</p> <p>The writer attempts to organize main ideas into paragraphs but topic sentences are weak and do not control content; paragraphs lack focus and logical development.</p> <p>Evidence is provided but its relationship to the thesis and topic sentence is not clearly defined. Some evidence is not relevant to the thesis and topic sentence.</p> <p>Transitions are used in some cases, but the essay lacks cohesiveness overall.</p> <p>The conclusion restates the thesis statement, but is underdeveloped or contains irrelevant information.</p>	<p>The essay illustrates some awareness of audience.</p> <p>The essay employs colloquial or idiomatic language, lacking appropriate tone and point of view.</p> <p>The essay is somewhat focused on the writer's own knowledge and experience but lacks a clear claim or position on the topic.</p> <p>If secondary sources are present, they are identified but citation and documentation is incorrect and requires revision.</p> <p>The essay addresses the purpose of the assignment only tangentially.</p>	<p>The essay includes errors in sentence structure, grammar, punctuation, and word choice.</p> <p>Unfamiliar and technical terms are somewhat defined for the reader but lack full development.</p> <p>The essay shows attempts at proofreading, editing and spell and grammar-checking, but includes several errors in word choice that would draw the reader's attention away from the purpose and content.</p>	<p>The essay exceeds the maximum length for the assignment; content is repetitive and unengaging.</p> <p>The essay falls short of the minimum length for the assignment, and does not fully address the topic and purpose.</p> <p>The essay includes the correct information for the header but it is not inserted correctly.</p> <p>The essay does not employ the correct formatting.</p>

GRADING CRITERIA	IDEAS AND CONTENT	ORGANIZATION	VOICE	CLARITY AND CORRECTNESS	LENGTH AND FORMAT
<p style="text-align: center;">F Paper 69-0</p>	<p>The essay does not offer a thesis statement.</p> <p>The ideas presented are not original to the writer; ideas do not convey writer’s engagement with topic.</p> <p>The essay does not provide specific, relevant evidence to illustrate ideas and support the thesis.</p> <p>The essay does not employ the required or relevant patterns of develop to effective convey ideas.</p> <p>Ideas that cannot be considered common knowledge are not cited and documented.</p>	<p>Introductory paragraph does not engage the reader, lacks thesis statement and development.</p> <p>Essay lacks clearly defined main ideas; the essay is not organized into paragraphs.</p> <p>Essay lacks evidence or provides unreliable or inaccurate.</p> <p>The essay lacks transitional words, phrases or sentences.</p> <p>The essay lacks a conclusion, or the conclusion contains irrelevant information.</p>	<p>The essay does not address the appropriate audience.</p> <p>The essay does not engage the audience with appropriate tone and point of view.</p> <p>The essay relies heavily on secondary sources with little to no focus on the writer’s claim, knowledge, and experience.</p> <p>If secondary sources are not cited or identified, resulting in plagiarism.</p> <p>The essay does not address the purpose of the assignment.</p>	<p>The essay contains numerous errors in sentence structure, grammar, punctuation and word choice, making it difficult for a reader to follow and comprehend.</p> <p>No attempt is made to define or clarify unfamiliar terms.</p> <p>The essay does not appear to have been proofread, edited or spell and grammar-checked.</p>	<p>The essay does not meet the length requirements.</p> <p>The font, margin and line spacing do not meet the requirements.</p> <p>The header is missing.</p>

Course Journal

Your course journal isn't just a series of examinations, it's also a record of your progress through English Composition. As you complete the 18 journal entries, you'll have the opportunity to test the stages of the writing process, practice different methods of organizing your essays, and evaluate your progress in the course. All the journal entries are included in your study guide; each entry corresponds to the assigned reading in your textbooks.

The journal serves as the final exam. Remember the following objectives as you work on each journal:

- Identify the steps in the writing process.
- Use prewriting, drafting, revising, and editing to write formal, college-level essays.
- Distinguish between different patterns of development.
- Apply an appropriate pattern of development to a specific purpose and audience.
- Write effective thesis statements.
- Develop paragraphs using topic sentences, adequate detail, supporting evidence, and transitions.
- Define *plagiarism* and *academic honesty*.
- Employ responsible research methods to locate appropriate secondary sources.
- Quote, paraphrase, and summarize secondary source material correctly and appropriately.
- Use Modern Language Association citation and documentation style to reference secondary source material correctly and appropriately.
- Apply the conventions of standard written American English to produce correct, well-written essays.

Directions: Read each entry assignment carefully. Some entries are based on textbook exercises for which the pages are given. Most entries require multiple parts to be considered complete. For example, you might have to complete both a prewriting and a thesis. Assignments generally include a minimum length, a range, or a general format (such as one paragraph). A few assignments allow you to choose the length and format to accomplish the required work. The guidelines list the minimum amount of work you must produce, but you should continue writing until you complete your thoughts and demonstrate your knowledge and ability to apply the relevant concepts. Complete each journal entry as you read the corresponding assignments in your textbook and study guide. You'll use your time more efficiently.

The course journal is divided into three parts made up of six entries each. At the end of each course unit, you'll submit your journal for evaluation. Therefore, you'll submit your journals

- After you complete Lesson 3
- After you complete Lesson 5
- After you complete your argument essay

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

May 1, 20— **ENTRY 1:** Me, A Writer?

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

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

May 20, 20— **ENTRY 2:** The Role of Correctness in Writing

Evaluation: Your journal will be evaluated according to the same requirements used for all written assignments requirements:

- Ideas and content—How accurately and effectively you've responded to the entry. Your writing is focused on the topic of the entry and is based on the correct reading assignments in your texts; you've effectively engaged with the content of the reading assignments and composed thoughtful original responses to each entry; when required, you cited and documented secondary source material appropriately and correctly.
- Organization—How well each entry is developed. All paragraphs begin with an appropriate topic sentence and are developed fully by using examples, illustration, and/or evidence; each entry meets the required minimum length.
- General correctness—How well entries meet the expectations of college-level academic writing in the following areas:
 - Sentence structure
 - Grammar
 - Word choice and spelling
 - Punctuation
- Format—How accurately you've followed the prescribed format for the journal by including the required header, entry title and date, and used correct margins, font, and line spacing.

NOTES

Unit 1: Introduction to Composition

Lesson 1: Critical Thinking, Reading and Writing Skills

For:	Read in the study guide:	Read in the textbook:
Assignment 1	Pages 24–27	Chapter 1
Assignment 2	Pages 28–31	Chapter 2
Assignment 3	Pages 32–39	Part 7, Pages 721–779
Assignment 4	Pages 40–43	Chapter 3
Assignment 5	Pages 44–46	Chapter 4

Examination 250394RR Material in Lesson 1

Lesson 2: The Reading and Writing Process

For:	Read in the study guide:	Read in the textbook:
Assignment 6	Pages 47–52	Chapter 5
Assignment 7	Pages 53–56	Chapter 6
Assignment 8	Pages 57–61	Chapter 7
Assignment 9	Pages 62–65	Chapter 8

Examination 250395RR Material in Lesson 2

Lesson 3: Revising and Editing

For:	Read in the study guide:	Read in the textbook:
Assignment 10	Pages 68–74	Chapter 9
Assignment 11	Pages 75–80	Chapter 10

Examination 250396RR Material in Lesson 3

Unit 1 Course Journal: Entries 1–6 25020000

Unit 2: The Writing Process in Action

Lesson 4: Narration and Process Analysis

For:	Read in the study guide:	Read in the textbook:
Assignment 12	Pages 85–89	Chapter 11
Assignment 13	Pages 90–94	Chapter 12
Assignment 14	Pages 95–99	Chapter 13
Assignment 15	Pages 100–103	Chapter 14
Assignment 16	Pages 104–107	Chapter 15

Examination 25020100 Prewriting: Process Analysis

Examination 25020200 Essay: Process Analysis

Lesson 5: Classification and Division

For:	Read in the study guide:	Read in the textbook:
Assignment 17	Pages 120–125	Chapter 16
Assignment 18	Pages 126–130	Chapter 17
Assignment 19	Pages 131–135	Chapter 18
Assignment 20	Pages 136–140	Chapter 19

Examination 25020300 Prewriting: Classification and Division

Examination 25020400 Essay: Classification and Division

Unit 2 Course Journal: Entries 7–12 25020500

Unit 3: Research Writing and MLA Citation

Lesson 6: Research and MLA Citation

For:	Read in the study guide:	Read in the textbook:
Assignment 21	Pages 156–159	Chapter 22
Assignment 22	Pages 160–163	Chapter 23
Assignment 23	Pages 164–167	Chapter 24

Examination 250397RR Material in Lesson 3

Lesson 7: Arguments

For:	Read in the study guide:	Read in the textbook:
Assignment 24	Pages 170–178	Chapter 20
Assignment 25	Pages 179–182	Chapter 21

Examination 25020600 Essay: Argument

Unit 3 Course Journal: Entries 13–18 25020700

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

NOTES

Lesson 1: Critical Thinking, Reading, and Writing Skills

INTRODUCTION

Understanding basic grammar can help in all parts of your everyday life, from casual conversation, to emails, to formal reports. Correct grammar can help you personally, professionally, and academically.

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

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

OBJECTIVES

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

- Effectively use your textbook
- Discuss why writing is an important part of your study program
- Identify your unique learning style
- Use active reading methods to understand and analyze text
- Point out the importance of prewriting in developing a piece of writing
- Describe the parts of speech and how they work within sentence structure



- Develop effective, structured sentences
- Use a variety of words in your writing
- Discuss the need for a strong foundation in English composition and effective writing skills

ASSIGNMENT 1: GETTING STARTED

Read the following assignment in your study guide. Then, read Chapter 1 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Succeeding in College

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

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

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

You can practice good writing by paying close attention while you're reading. Pay attention to mistakes, too. If you come across a sentence or headline in a newspaper that you have to read several times before you understand it, try rewriting it

to make it clear on the first reading. It may need to be rearranged, divided into two sentences, or have a comma or two added. If you can, keep a file of the poor sentences and your improvements. Note what the problem was and what it took to fix the sentence. Also, when you write, try reading aloud from your paper to see if there are any stumbling places.

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

- Study the rules of effective sentence construction for all types of sentences, so you'll be better able to say what you want to say clearly and concisely.
- Learn to make your points directly and effectively. Back up your statements with evidence that supports your case and persuades your reader.
- Keep your reader's interest. Even the most boring subjects can be improved with anecdotes, examples, and clever word choices.
- Approach different kinds of writing and different audiences in appropriate ways. Letters, memos, academic essays, instructions, and business reports each require a different style of writing. Always consider your audience before you begin writing.
- Study the techniques used by skilled writers, including brainstorming, free association, outlining, organizing, revision, self-criticism, and editing.

Practical Applications of Writing

As noted earlier, regardless of the career you choose, communication is a key to success. Virtually all job descriptions include some kind of paperwork—record keeping, summaries, analyses—and the higher up the ladder you go, the more communication will matter. The following examples reveal the broad range in the types of writing different career fields

require, from using narration to persuasive analysis. Even if your field of interest isn't listed, you can see the importance of writing in a variety of careers.

Early Childhood Education

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

Health Information Technology

- Process analysis to explain what's involved in a specific medical procedure
- Proposal and illustration of methods by which type-2 diabetes patients may be encouraged to pursue a prescribed health regimen

Accounting

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

Engineering

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



Self-Check 1

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

1. Complete Exercise 1.1 on page 9.
2. Complete Exercise 1.2 on page 10.
3. Complete the "How Stressed Are You?" Quiz on page 11.
4. Complete Exercise 1.3 on page 13.
5. Complete Exercise 1.4 on page 13.

There are no correct responses to these exercises. The exercises are for practice and personal use. However, you can check possible responses to Exercises 1.1 and 1.2 in the Answers section.

ASSIGNMENT 2: WRITING AND READING TEXT

Read the following assignment in your study guide. Then, read Chapter 2 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Introduction

In this chapter, you'll learn what constitutes academic writing (as opposed to informal writing). You'll also learn the importance of becoming a better writer, and you'll learn and develop techniques to improve your writing skills.

Reading Highlights

Pages 21–24

Academic writing is distinctive from, say, writing a letter (or email) to a friend or expressing sentiments in a birthday card or keeping a personal diary. Here's a preview of your text's view of academic writing:

- You can expect your writing to shift from personal to less personal. You'll use your “left brain” to take an objective—as opposed to subjective—point of view.
- Academic writing takes different forms, generally depending on particular college courses. Lab reports, critical-analytical essays, book reports, and comparisons of different cultures will call for different perspectives and different writing styles. So, put simply, you'll need to adopt the language of particular disciplines, such as world history, labor relations, art appreciation, social psychology, or organic chemistry.
- In every case, you'll be expected to use standard American English. In many cases you'll be expected to properly document sources, conduct online research, and, quite often, collaborate with fellow students.

- Expect to read, write, and think critically. Writing essays allows you to illustrate and apply what you've learned in a course, to prove your points with supporting evidence, and to defend your positions on various topics.
- Expect to use and document scholarly sources. College-level writing requires you to support your reasons with evidence, so you'll be required to do research, evaluate sources, and employ citation and documentation methods to give credit to the sources you use in your writing.

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

Pages 24–25

Writing skills are essential in a world that depends on digital communication for academics, social networking, and business. In school, taking notes, outlining, summarizing and annotating help you to retain information. The ability to write well will also help you succeed in your future career. Employers look for job candidates who have not only specialized knowledge in their disciplines, but also strong oral and written communication skills.

Writing also helps you to think and to solve problems. By writing about issues, whether they're personal, academic or professional, you can gain perspective and decide how to address them.

Pages 25–30

There are many resources available to support you in your writing course, but the most important factor is your attitude toward writing. Writing takes more time than most students expect, so if you know that before you start, you won't get frustrated. Use your time effectively from the start by thinking of writing as a process. The time you spend planning and drafting will pay off when it's time to revise.

Take advantage of the resources your school provides by reading your syllabus carefully and learning about the services that are available, such as tutoring. You can find out more about the student support and online services that Penn Foster offers by reading the introduction to this study guide.

Pages 30–39

Discovering your learning style is a crucial part of this course. Take the “Learning Style Inventory” on pages 32–35, your text will guide you through the scoring process. You’ll discover where you stand in terms of five dichotomies:

- *Independent or Social.* Do you like to work alone, or do you prefer collaborating within a group?
- *Pragmatic or Creative.* Do you like to line up your ducks and follow clear rules or guidelines? Or do you prefer open-ended problems that allow you to bend the rules in interesting and innovative ways?
- *Verbal or Spatial.* Do you rely in language and language skills to analyze a problem? Or do you prefer gathering information from photo images, graphs, charts, and graphic metaphors?
- *Rational or Emotional.* In writing an essay, do you prefer a cool and objective weighing of facts and figures? Or do you prefer finding the right words to express your subjective intuitions and feelings?
- *Concrete or Abstract.* In a critical essay, would you focus on observable facts and step-by-step analysis? Or are you inclined to seek out underlying assumptions to reveal the “big picture”?

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

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

TIP: Figure 2.3 on page 39, "Your Strengths as a Writer," offers you a graphic you can use to assess your learning style.

Required Journal Entry 1: Me, A Writer?

Attitude: After reading Chapters 1 and 2 in your textbook, describe your attitude toward completing this course. As part of the description, explore how your feelings about being required to take a composition course may affect your performance in accomplishing the course objectives. (1 paragraph, 6 sentences minimum)

Inventory: As part of this assignment, you'll take the Learning Inventory quiz starting on page 32 in your textbook. Explain what you learned about yourself as a writer working through the inventory exercise. Discuss two ways you want to improve as a writer and why. (1 paragraph, 6 sentences minimum)



Self-Check 2

1. Complete Exercise 2.1 on page 26.
2. Complete Exercise 2.2 on page 29.

There are no correct responses to these exercises. The exercises are for practice and personal use.

ASSIGNMENT 3: WRITING PROBLEMS AND HOW TO CORRECT THEM

Read the assignment in this study guide. Then, read pages 721–779 in your textbook. Test your progress by completing the self-checks designated at various points throughout this assignment.

Introduction

Your textbook includes a complete reference handbook that covers the parts of speech, sentence construction, punctuation, and mechanics. Please note that while this lesson covers some elements of correctness in writing, your instructors expect that you'll refer to the handbook to check rules for punctuation, diction, capitalization, spelling, and other facets of writing. You're responsible for revising, editing, and proofreading your writing, and will be graded on these elements.

Reading Highlights

Pages 721–734

Before you can write a clear and grammatically correct sentence, you must have a command of the kinds of words you'll use for speaking and writing. In this section of your study unit, you're going to examine eight different types of words, or parts of speech. They are nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections.

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

- *Pronouns* substitute for nouns. Like nouns, pronouns can serve many purposes in a sentence. There are six types of pronouns: personal, possessive, demonstrative, interrogative, relative, and indefinite.
- *Verbs* express action; they tell what the subject of a sentence is doing. Depending on the action and when it's taking place, a verb can appear in many forms, and it can be more than one word. Pay special attention to the figures that give you examples of verbs in various tenses in both singular and plural forms.
- *Adjectives* describe nouns and pronouns, and they can make your speaking and writing more definite. Adjectives generally help answer a question (What kind? Which one? How many? How much?), and they can indicate color, size, or shape.
- An *adverb* is generally used to modify a verb, but it can also be used to describe an adjective or other adverb. Adverbs answer other questions: How? When? Where? Why? How much? How long? To what extent? In what direction?
- A *conjunction* joins words, groups of words, or sentences. There are three kinds of conjunctions: coordinating conjunctions, correlative conjunctions, and subjunctive conjunctions.
- A *preposition* shows the logical relationship or placement of a noun or pronoun in relation to another word in a sentence. Many prepositions show placement, but some refer to time or a relationship between two things.
- An *interjection* expresses emotion. It doesn't relate to the other words within the sentence, but it's used to add an emotional element. A sentence with an interjection often ends in an exclamation point.

Pages 735–742

The following section examines the various parts of a sentence, which your textbook defines as a complete thought about something or someone. Sentences can be simple, com-

plex, or compound, depending on the number of elements included. Complete sentences must include both a subject and a predicate, and can also contain other grammatical structures:

- The part of the sentence that names the person, place, or thing about which a statement is made is the *subject*. There are three types of subjects: a *simple subject*, represented by one noun or pronoun; a *complete subject*, made up of a noun or pronoun described by other words; and *compound subjects*, which are made up of two simple subjects joined by a coordinating conjunction.
- The *predicate* is the part of the sentence that includes one or more verbs and modifiers, and tells us what the subject does, what happens to the subject, or what is said about the subject. Predicates can be simple, complete, or compound.
- *Objects* are the recipients of actions described by the verb or predicate. A *direct object* is a noun or pronoun that is directly affected by the action of a verb or reflects the result of the action. An *indirect object* is the person or thing to or for whom the action of the verb is done.
- *Complements* are groups of words that describe either the subject or object of a sentence in a way that completes the meaning of the sentence.
- A *phrase* is an incomplete thought, lacking either a subject, a predicate, or both. This section examines several different kinds of phrases, including prepositional phrases, verbal phrases, participial phrases, gerund phrases, infinitive phrases, appositive phrases, and absolute phrases.
- A *clause* contains both a subject and a predicate, but may not always stand as a complete sentence. *Independent clauses*, for example, can stand alone because they express a complete thought. *Dependent clauses*, while they do include a subject and predicate, don't express a complete thought.

Pages 741–742

This section of your textbook describes the four different types of sentences: simple, compound, complex, and compound-complex. The types of sentences differ depending on the type and variety of clauses included in the sentence.



Self-Check 3

1. Complete Exercise 3.1 on page 746.
2. Complete Exercise 3.2 on page 747.
3. Complete Exercise 4.1 on page 751.
4. Complete Exercise 4.2 on page 752.

You can find the answers to the even-numbered parts of Exercises 3.1 and 4.1 beginning on page 832 in your textbook. Check other answers with those in the Answers section.

Pages 742–752

Sentence fragments, run-on sentences, and comma splices are common sentence-structure errors in student writing. Learning to identify them will help you when you reach the revision stage and will improve your writing tremendously.

- A *sentence fragment* is a group of words that can't stand alone as a complete sentence (page 742)
- A *run-on sentence* occurs when two or more independent clauses are joined without a punctuation mark or coordinating conjunction (page 747)
- A *comma splice* occurs when a word other than a coordinating conjunction is used with a comma to join two or more independent clauses (page 747).

Pages 752–757

Parts of sentences, such as subjects and verbs, and tenses and numbers, need to match. Not only is this correct grammar, but it will help your audience stay focused on your ideas and not the errors in your writing. In the revision stage, ensure that your sentences are correct by focusing on *agreement*.

- Subjects and verbs must agree in person and number. *Person* refers to the forms—first, second, and third—while number denotes singular or plural. In a sentence, subjects and verbs need to be consistent in person and number for your sentence to flow smoothly (page 752).
- Use singular verbs with most *collective nouns* (such as *family* and *committee*) and *indefinite pronouns* (such as *anyone* and *everybody*) (pages 753–754).



Self-Check 4

1. Complete Exercise 5.1 on page 756.
2. Complete Exercise 5.2 on pages 756–757.

You can find the answers to even-numbered parts of Exercise 5.1 beginning on page 832 in your textbook. Check other answers with those in the Answers section.

Pages 757–760

Be sure that you've used the correct verb form consistently throughout your writing. Mixing verb forms or switching tenses causes confusion for your readers.



Self-Check 5

1. Complete Exercise 6.1 on page 759.
2. Complete Exercise 6.2 on page 760.

You can find the answers to even-numbered parts of Exercise 6.1 beginning on page 832 in your textbook. Check other answers with those in the Answers section.

Pages 760–768

Pronouns take the place of nouns, so they need to agree with their *antecedents*. Make sure that each pronoun reference is clear and correct in person, number, and gender (pages 760–762). It’s also important to review pronoun *case* (subjective, objective, and possessive) to ensure that you’ve used the correct pronoun in reference to your antecedent (pages 764–765).



Self-Check 6

1. Complete Exercise 7.1 on page 761.
2. Complete Exercise 7.2 on page 764.
3. Complete Exercise 7.3 on page 767.
4. Complete Exercise 7.4 on page 767.

You can find the answers to even-numbered parts of Exercises 7.1, 7.2, and 7.3 beginning on page 832 in your textbook. Check other answers with those in the Answers section.

Pages 768–773

To maintain a consistent, reliable voice in your writing, you need to avoid shifts in *point of view*, verb *tense*, mood, and level of *diction*. Maintain consistency in verb tense, keep your point of view stable, and use a consistent level of diction.



Self-Check 7

1. Complete Exercise 8.1 on page 771.
2. Complete Exercise 8.2 on page 771.
3. Complete Exercise 8.3 on page 773.

You can find the answers to even-numbered parts of Exercises 8.1 and 8.3 beginning on page 832 in your textbook. Check other answers with those in the Answers section.

Pages 773–779

Modifiers such as adjectives and adverbs must be used correctly to avoid awkwardness and confusion in writing.

Misplaced modifiers inadvertently describe other elements of your sentences and change your meaning. Ensure that you use the correct modifiers in the correct form (comparative, superlative) to achieve clarity in your writing.



Self-Check 8

1. Complete Exercise 9.1 on page 776.
2. Complete Exercise 9.2 on page 777.
3. Complete Exercise 10.1 on page 779.
4. Complete Exercise 10.2 on page 779.

You can find the answers to the even-numbered parts of Exercises 9.1 and 10.1 beginning on page 832 in your textbook. Check other answers with those in the Answers section.

Required Journal Entry 2: Correctness in Writing

As you complete this assignment on writing correct sentences, consider the importance of correctness in writing. How do errors in grammar, spelling, and punctuation affect the relationship between the writer and the reader of an essay? What are your strengths and weaknesses as a writer? (2 paragraphs, 5–7 sentences minimum for each question)

ASSIGNMENT 4: READING AND RESPONDING TO TEXT

Read the assignment in this study guide. Then, read Chapter 3 in your textbook. Test your progress by completing the self-checks.

Reading Highlights

Pages 40–43

The heart of this chapter is a guide to *active reading*. Obviously, active is the opposite of passive. For example, you can stare blankly at an historical landmark, or you can pose questions to yourself. Who was John D. Rockefeller? Who designed this monument? When? How? Why? In college, reading accounts for a large percentage of your course work. You'll read to learn your course content, to find out what assignments you are required to complete, and to do research.

In college, you can expect

- To be responsible for your own learning, so you'll need to schedule time for reading
- To read selections for academic audiences that will be more challenging than you're used to
- To read selections with different genres and different purposes, because writers write for a variety of reasons

- To read critically, and to question and challenge the information presented to you
- To use readings as models, because they can help you improve your writing
- To respond to readings in writing, especially in an online setting

Pages 43–44

As a reader, you have a lot to consider before you even begin an assignment. Active readers evaluate the title and author and think about what they know of the subject before they start. Such a critical approach to reading will help you engage with the material and give you sense of what to look for, because you'll need to evaluate the information in front of you. Keep a pen, pencil, or highlighter handy to mark important passages and to annotate the text. Review Figure 3.1: “The Active Reading Process,” on page 44.

Page 44–48

Preview the text to familiarize yourself with an essay's content and organization. Check out the title and author, and read any headings or subheadings; review visuals as well. Read the introduction and conclusion to get a sense of the author's main point. This section includes the essay “American Jerk: Be Civil, or I'll Beat You to a Pulp,” by Todd Schwartz (pages 45–47), which is offered here as an opportunity to practice your previewing skills.

Pages 48–52

Figure out which ideas are important and which are less so by reading critically and responding to the text. Examine key elements such as thesis statement, support, and explanation. Highlight key points, but also record your thoughts and reactions alongside your notes. This will help you remember and form opinions about the reading. In this section, you'll have

another opportunity to read Todd Schwartz’s essay “American Jerk: Be Civil, or I’ll Beat You to a Pulp” (pages 49–50), to practice your critical reading skills. You’ll also have an opportunity to learn how to *annotate* a reading assignment to identify

- Important points
- Places where you need further information
- Places where the author reveals his purpose for writing
- Passages that raise questions or that intrigue or puzzle you
- Ideas you agree or disagree with or that challenge you

Pages 52–60

Don’t just close your book and walk away! Review what you read immediately after you finish. Write a brief summary to check your understanding and draw a graphic organizer or outline of the essay to identify key elements. Figure 3.2 on page 54 and Figure 3.3 on page 55 offer examples of the format to use for a graphic organizer. Compare your summary and outline to your notes to see if you have sufficient information to cover the main point and supporting evidence.



Self-Check 9

1. Preview “American Jerk: Be Civil, or I’ll Beat You to a Pulp” by Todd Schwartz (pages 45–47).
 - Complete Exercise 3.1, “Testing Recall after Previewing,” on page 47.
2. Read “American Jerk: Be Civil, or I’ll Beat You to a Pulp” (pages 49–50).
 - Complete Exercise 3.2, “Practice with Annotating,” on page 51.
3. As described on page 51 of your textbook, annotate and highlight or underline the essay as you read to identify
 - Important points
 - Places where you need further information
 - Places where the author reveals his purpose for writing
 - Passages that raise questions or that intrigue or puzzle you
 - Ideas you agree or disagree with or that challenge you
4. Review “American Jerk: Be Civil, or I’ll Beat You to a Pulp” and complete the “Reading Response Worksheet” on page 59. Use your annotations, notes, and questions to help.

Check your answers with those in the Answers section.

Pages 60–72

Writing about what you read will help you retain knowledge and develop a deeper understanding of the issues presented in a text. When you respond to a text, you’ll synthesize the author’s ideas with your own by

- Looking for useful information that you could apply or relate to other real-life situations
- Thinking beyond the reading and recalling other material you have read or events you have experienced that relate
- Using the key-word response method to generate ideas based on your initial reaction to the reading



Self-Check 10

Read Will Oremus’s article “Superhero or Supervillain? If Science Gives People Superpowers, Will They Use Them for Good or Evil?” on pages 65–68.

1. Complete “After Reading” on page 68.
2. Complete “Responding to the Reading” on page 68.

Read Karen Vaccaro’s “‘American Jerk’ How Rude! (but True)” on pages 70–72.

3. Complete “Analyzing the Writer’s Technique” on page 72.
4. Complete “Responding to the Reading” on page 72.

Check your answers with those in the Answers section.

ASSIGNMENT 5: THINKING CRITICALLY ABOUT TEXT AND VISUALS

Read the following assignment in your study guide. Then, read Chapter 4 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Reading Highlights

Pages 74–88

To succeed not only in college, but also in your career, you need to develop the skills necessary to read and think critically about texts, both written and visual. It’s important to understand what an author means, as well as what he or she writes, to determine if there’s more going on in a text than meets the eye. You need to make *inferences*, or reasonable

guesses based on the available facts and information, to draw logical connections between what the writer states and what he or she *implies*. You'll need to look closely at the available evidence or note that there's no evidence to support either the author's points or your own inferences. Decide what that means for the information he or she is attempting to convey. You'll need to distinguish facts from opinions to determine if you can rely upon the author, and you'll need to analyze his or her language to ensure that you aren't being manipulated by the clever use of connotations, figurative language, euphemisms, and doublespeak. Finally, consider the generalizations and assumptions the author makes: is there any reason at all to doubt the author's claims? If you have doubts, you'll want to check other more reliable sources.

Page 88–95

This section offers you some helpful tips on making sense of visuals, such as photographs or computer-generated images, as well as charts and graphs designed to illustrate relationships among observable datasets. For most readers, interpreting visuals poses two basic challenges. First, you may get stuck on a particularly engaging image; you can get distracted from the flow of the written text. Second, you may simply tend to skip over or ignore the image. Instead, you should stop, look, and reflect on the image consciously. Then, as you study the image, reflect on its message and how it relates to the text. Always assume that the image is there to enhance the author's narrative. Table 4.2 on page 89 of your textbook provides some helpful guidelines for analyzing photographs.

When it comes to graphics such as charts, graphs, or complex tables and figures, readers may be inclined to scan the graphic without analyzing it. That's not a good idea. A better idea can be illustrated by how you should read text material related to mathematics. When you get to an equation, stop. Study it until you actually understand what it means. Apply that same principle to tables, charts, and graphs. Table 4.3 on page 91 of your textbook offers a handy reference for understanding common types of graphics, while Table 4.4 on page 92 provides useful guidelines for analyzing graphics.



Self-Check 11

1. Complete Exercise 4.1 on page 76. Respond to the three questions aimed at making reasonable inferences about the author's opinion and attitude, and about details that are particularly revealing about Americans' behavior.
2. Complete Exercise 4.2 on page 77.
3. Complete Exercise 4.3 on page 78.
4. Complete Exercise 4.4 on page 78.
5. Complete Exercise 4.5 on page 79.
6. Complete Exercise 4.8 on pages 81–82.
7. Complete Exercise 4.10 on page 83.
8. Complete Exercise 4.12 on page 84.
9. Complete Exercise 4.13 on page 85.
10. Complete Exercise 4.15 on pages 87–88 by rereading "Superhero or Supervillain? If Science Gives People Superpowers, Will They Use Them for Good or Evil?" (Chapter 3, pages 65–68) and responding to each of the nine questions.

Check your answers with those in the Answers section.

NOTE: Before moving on to Lesson 2, please complete the examination for Lesson 1. Journal entries 1 and 2 should now be complete.

Lesson 2: The Reading and Writing Process

INTRODUCTION

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

OBJECTIVES

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

- Apply narrowing strategies to focus your writing
- Develop effective thesis statements
- Support your thesis with appropriate evidence
- Use methods of organization in writing, including topic sentences

ASSIGNMENT 6: PREWRITING: HOW TO FIND AND FOCUS IDEAS

Read the assignment in this study guide. Then, read Chapter 5 in your textbook. The webinar titled “The Writing Process” supports this assignment. Review the English Composition course information for webinar instructions, and then check the webinar schedule on your student portal to register for a session. Be sure to complete the self-check before moving on to the next assignment.



Reading Highlights

Pages 99–103

When presented with the challenge of writing an essay, assuming the topic hasn't been established by your instructor, choosing a topic often seems like a formidable obstruction. The author of your text understands this very well and offers handy tips. First, devote serious time to choosing your topic. Thinking should coincide with prewriting. Second, search out ideas and questions as a path to discovering a topic that interests you. For example, why do kids drop out of school? Are human beings predisposed to violence? Why was Galileo punished by the powers that be for revealing evidence that the Earth isn't at the center of the solar system?

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

—Louis L'Amour

Tip: Figure 5.1 on page 100 offers an excellent graphic overview of the writing process. You'll want to study it carefully and use it to refresh your memory.

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

Pages 103–107

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

In any case, if you haven't considered your audience, you can't expect to get your message across. To help you deal with that vital concern, you text offers you a list of salient questions. For example, what does your audience know (or not know) about your topic? What's the general education or likely background of your audience? An article on unions will take a different slant if it's directed to members of a trade union as opposed to anti-union lobbyists. What opinions, biases, or political sentiments are likely to be embraced by your readers?

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

Pages 107–117

This section offers a number of ways to discover ideas, the collection of which will allow you to form the first draft of your paper. The following is a list of the techniques listed and a brief description of each.

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

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

The best way to get the sense of this process is by devoting some time to studying Figure 5.2 on page 110.

Brainstorming. Brainstorming is different from freewriting in that you write down any or all of the ideas that pop into your head while focused on a specific topic. Brainstorming may also involve a small group as opposed to a single individual. Quite often, you'll find that your ideas fall into clusters. For

example, let's say you wrote down 12 possible disadvantages of the war on drugs. You might find clusters related to three narrowed topics: 1) the social and economic costs of massive imprisonment of offenders, 2) the social and monetary costs of deflecting law enforcement away from stopping organized and white collar crime, and 3) the impacts on children and families of those most often caught up in the drug war.

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

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

Patterns of development. There are nine approaches to developing an essay: narration, description, illustration, process analysis, comparison and contrast, classification and division, definition, cause and effect, and argument. Each of these can be called a pattern of development. Table 5.2 on page 115, gives you a snapshot look at the kinds of questions you might ask while seeking to narrow a topic under specific patterns of development.

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

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

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



Self-Check 12

1. Complete Exercise 5.1 on page 102.
2. Complete Exercise 5.2 on page 103.
3. Complete Exercise 5.4 on page 106.
4. Complete Exercise 5.5 on page 109. Set a timer to keep track of your time.
5. Turn to Exercise 5.7 on page 111. Select the first topic, “Value of Music.” Then, brainstorm to generate ideas about how write about your topic.
6. For Exercise 5.10 on page 114, chose one of the five topics. Then, use the patterns of development—narration, illustration, definition, and so on—to generate ideas about how to write about the topic. Consult Table 5.2 on page 115 to form questions based on each pattern.

Check your answers with those in the Answers section.

ASSIGNMENT 7: DEVELOPING AND SUPPORTING A THESIS

Read the following assignment in your study guide. Then, read Chapter 6 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Introduction

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

Study Figure 6.1, “An Overview of the Writing Process,” on page 120. Think about the six steps:

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

Refer back to this list if you forget this sequence.

Reading Highlights

Pages 119–124

A guide to writing an effective thesis statement is found on pages 122–124. Here’s a preview:

- *Make an assertion.* An assertion takes a position, expresses a viewpoint, and often suggests your approach to the topic. For example, “The state college class registration procedures should be redesigned and simplified.”
- *Be specific.* That means providing as much specific information as you can. For example, “Growing up on the south side of Chicago gave me firsthand experience of the challenges faced by inner city youth.”

- *Focus on a central point.* For example, “Job training programs for single mothers are pointless if the few available jobs don’t provide a living wage.”
- *Offer an original perspective on your topic.* Your thesis should be designed to get your reader’s attention. To do that, you should try to provide your readers with an interesting angle or point of view on your topic. Often, you can search your prewriting to come up with a unique, engaging angle.
- *Avoid making an announcement.* Many college essays falter at the outset with opening sentences like, “The subject of my essay is the minimum wage.” An alternative opening statement might look like this: “Raising the minimum wage may seem like a good idea, but, in fact, a higher minimum wage will reduce the number of available jobs.”
- *Use the thesis to preview the organization of your essay.* For example, you can mention two or three key concepts or ideas that will focus your essay. Your thesis statement should appear in your opening paragraph as part of your introduction.

Pages 125–131

Without evidence to support your thesis, your efforts will be reduced to hazy clouds of unsupported surmise and baseless opinion. No evidence means no substance. To provide substance, you can use typical forms of evidence including examples, explanation of a process, advantages and disadvantages, comparison and contrast, historical background, definitions, and explanation of causes and their effects, among others.

Study Table 6.1 on page 126, which shows you the types of evidence that can be used to support a specific working thesis: Namely, “Acupuncture, a form of alternative medicine, is becoming more widely accepted in the United States.” Figure 6.2, “A Worksheet for Collecting Evidence,” on page 129 deserves your undivided attention. When working on a thesis statement, you can use this sort of worksheet to think about and organize evidence for your thesis.

As you consider this section of your text, you may want to understand that the word evidence means different things in different contexts. In the context of law, acceptable evidence offered in a jury trial must conform strictly to statutes and legal precedents. Evidence is considered circumstantial or hearsay if it's not supported by empirical facts. In the domains of science, evidence that supports a hypothesis must be confirmable by other researchers who can repeat a study or experiment under the same conditions. Even Einstein's theory of relativity wasn't confirmed until it was shown to be consistent with empirical studies. By contrast, a college essay may indeed rely, at least in part, on eyewitness reports, personal narratives, supported definitions, and arguments that may have more than one side. In short, techniques of persuasion and appeals to emotion aren't necessarily out of bounds.

Pages 131–137

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

Required Journal Entry 3: Prewriting and Thesis Statement

Brainstorm: Review the description of brainstorming in your textbook (111), then write a list of at least 6-10 social media and social networking websites and apps that you might use to connect with friends and family and to meet people.

Respond: Group the sites and apps you listed according to their similarities. Explain your reasoning for each group. (1 paragraph, 5 sentences)

Write a thesis statement: Review "Writing Assertions" on pages 122-124, then follow the guidelines on pages 126-127 in your textbook to write an effective thesis statement based on one of the topics you listed here.

Reflect: A thesis statement should state your topic and make a debatable claim. Explain the claim you've made in your thesis and identify the items from your brainstorming list or categories that you believe will best support your position. (1 paragraph, 5 sentences)



Self-Check 13

1. Complete Exercise 6.1 on page 122.
2. Complete Exercise 6.2 on page 122.
3. Complete Exercise 6.3 on page 123.
4. Complete Exercise 6.4 on page 124.
5. Complete Exercise 6.5 on page 125.
6. Having read (or reread) the essay by Greg Beato, "Internet Addiction," turn to page 134 and respond to all four of the items under "Examining the Reading."

Check your answers with those in the Answers section.

ASSIGNMENT 8: DRAFTING AN ESSAY

Read the following assignment in your study guide. Then, read Chapter 7 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Reading Highlights

Pages 138–140

It's not a bad idea to store the basic structure of an essay in your memory. Your mental notes could look a bit like this:

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

On page 139, Figure 7.1 reviews the writing process. On the next page, Figure 7.2 graphically illustrates the structure of an essay, including its parts and functions. This is a useful reference when you review an assigned essay.

Pages 140–146

The basic structure of a well-written essay already has three parts: an introduction, a body, and a conclusion. But you'll have to make decisions about how organize supporting details in the body of your essay.

In some cases, such as when you're writing an argument, you may want to follow either the "most-to-least" principle or the "least-to-most" principle. So, if you have three main pieces of supporting evidence, you can rank that evidence in

the order of its importance—1, 2, and 3. On the other hand, if you want to end your essay with a bang, you might organize your evidence so as to save the best for last—3, 2, and 1.

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

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

The following two paragraphs show an informal outline:

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

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

A formal outline is organized like this:

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

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

Figure 7.3 on page 147 provides you with a "Sample Graphic Organizer." In any case, keep in mind that outlining and constructing a graphic organizer isn't simply tedious busy work. The work you do in organizing your essay serves two key purposes: it helps you eliminate irrelevant material and stay on topic, and it helps you generate new ideas you may not have thought of otherwise.

Pages 146–154

This section includes helpful tips for writing a strong introduction, an effective conclusion, and a strong title. These are excellent tips that you should consult as you tackle the essay assignments in this course.

On pages 152–154 is the first draft of an essay by Latrisha Wilson titled “No Place Left for Privacy.” She prepared the draft based on her freewriting (covered in Chapter 5) and her established working thesis (covered in Chapter 6).

Pages 154–156

The concluding section of this chapter focuses on an essay by Brent Staples called “Black Men and Public Space.” This essay may be emotionally challenging to read, but whatever your cultural or racial perspective, you’ll recognize the power of a well-written narrative.

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

Required Journal Entry 4: Organizing and Drafting

Organize/Outline: Using your thesis statement and evidence from Journal Entry 3, select a method of organization from your textbook on pages 140–143. Choose one of the graphic organizers or formal outlines to organize your evidence so that it supports the position you take in your thesis statement in the most effective way possible. Include your outline in your journal.

Reflect: Explain why you chose this particular method of organization over the other possibilities. Why do you believe it's the most effective way to present your topic to your audience? (Minimum 1 paragraph, 6 sentences)



Self-Check 14

1. Complete Exercise 7.1 on page 142.
2. Complete Exercise 7.2 on page 143.
3. Complete Exercise 7.4 on page 152.
4. Having read or reread the essay by Brent Staples, turn to page 154. On page 156 under "Examining the Reading," respond to all four items.
5. Choose the better introduction from each pair given. The introduction should engage the reader's attention and clearly state a thesis for an essay of three to five pages.
 1. a. In the eighteenth century, an English clockmaker named John Harrison received a prize for a clever invention that allowed sailors to calculate longitude. He created a clock that required no pendulum and contained different kinds of metal. This clock worked onboard a ship at sea, and it worked in many different temperatures and climates.

(Continued)



Self-Check 14

- b. Until the eighteenth century, ships at sea had no way of calculating longitude with any accuracy. As a result, countless sailors died when their ships lost track of their position in the ocean and ran aground or failed to find their way home. Great scientific minds tried to solve the problem of longitude without success, but a self-taught English clock-maker, John Harrison, invented a device that worked. Harrison's invention must rank as one of the greatest contributions to the field of navigation.
2. a. A summer job at a burger joint taught me lessons I might not otherwise have learned for years. I discovered that many people treat workers in menial jobs with contempt, and I learned how miserable it feels to be treated that way. Working with people I had always despised in high school taught me that I had judged others too quickly. Finally, I learned to question bad decisions made by my supervisors—even though I ended up unemployed as a result. Though burger flipping paid only minimum wage, the job taught me invaluable lessons about life.
- b. After school let out for the summer in early June, I went straight to a local fast-food restaurant and filled out an application. The manager called a few days later and asked me to come in for an interview. Although one of my friends told me the work there was hot and boring and the pay was poor, I took the position anyway when the manager offered it to me. I didn't like the job much in the beginning, but by the end of the summer I was glad to have had the experience.
3. a. The reintroduction of wolves into Yellowstone National Park restores an important missing piece from that ecosystem. Wolves, hunted to extinction in Wyoming and Montana in the twentieth century, occupy a vital place in the natural cycle of the area. As predators, wolves control the population of deer and other herbivores, which reproduce prolifically. Returning wolves to the place where they once belonged will eventually reestablish the natural balance in this wild, beautiful part of the United States.
- b. Because every part of an ecosystem affects every other part, disturbing the natural cycle can have devastating effects. In almost every type of environment, a variety of plants feed a variety of small herbivores, which in turn feed a variety of predators. Wolves are a good example of predators that should not be disturbed.

Check your answers with those in the Answers section.

ASSIGNMENT 9: WRITING EFFECTIVE PARAGRAPHS

Read the following assignment in your study guide. Then, read Chapter 8 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Introduction

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

Reading Highlights

Pages 159–168

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

Tip: Study Figure 8.1 on page 161 to get an overview of a properly crafted paragraph.

There are four basic guidelines for writing a topic sentence:

- *Focus.* A topic sentence should focus a reader's attention on a topic. It should illuminate what the paragraph is about. For example, this topic sentence is unfocused: "Marijuana has medical applications." This topic

sentence is focused: “Marijuana has been used to treat patients suffering from glaucoma and also to reduce the suffering of cancer patients receiving chemotherapy.”

- *Previewing.* A topic sentence may be used to preview the organization of a paragraph. For example, a topic sentence might read, “Marijuana’s medical uses include treatment for glaucoma, the alleviation of symptoms for cancer patients undergoing chemotherapy, and easing the mental anguish of people suffering from posttraumatic stress disorders.” In this example, the paragraph’s subtopics are presented in the order in which they’ll be addressed in the paragraph, using evidence or examples to illustrate the each point.
- *Support your thesis.* In a well-written screenplay or short story, every sentence moves the plot forward. In much the same way, your topic sentences should support your thesis as you move from your introduction to your conclusion.
- *Strategic placement.* Most often, a topic sentence is the first sentence of a paragraph. That makes sense because you often want to lead a paragraph with a key to your paragraph’s topic. On the other hand, good writing is a creative process. Slavish attention to typical usages can lead to flat and uninspired writing. Sometimes, placing a topic sentence just after your lead sentence can better serve as the key to you your paragraph. In other cases, a paragraph can lead up to a final, concluding topic sentence.

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

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

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

Passage 2: Entering the shop, I looked around, wide-eyed at the wild variety of merchandise. Between an antique Victorian clock and what looked like a statue of Isis was an African tribal mask that seemed to glare at me. Tapestries with strange designs covering the walls and the faint odor of incense made me feel like I'd been transported to a different time and place. And then I noticed the tall woman behind the counter. Raven-colored hair spilled over her shoulders. A faint smile shadowed her scarlet lips even as her dark, luminous eyes seemed to look through me.

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

Pages 169–170

This section offers two important suggestions to help you connect ideas in an essay:

- To write a readable and engaging essay, provide transitional words or phrases to create smooth transitions between paragraphs.
- Remember to repeat key words or their synonyms to keep your reader on topic.

The excerpts on page 170 illustrate both of these ideas. See if you can locate the transitional words or phrases and instances of using key terms in different (but synonymous) language.

Tip: Study Table 8.1 on page 169. It shows you how different kinds of transitions may be used in the context of logical, spatial, and time connections.

Note: The reading on pages 170–171, offers a continued look at the work of Latrisha Wilson, here featuring her first draft paragraph (on her thesis about privacy) and a revision of the paragraph.



Self-Check 15

1. Complete Exercise 8.1 on page 162.
2. Complete Exercise 8.2 on page 163.
3. Complete Exercise 8.4 on page 166.
4. Complete Exercise 8.5 on page 167.

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

5. Complete Exercise 8.7 on page 171.

Check your answers with those in the Answers section.

Note: Before moving on to Lesson 3, please complete the examination for Lesson 2. Journal entries 3 and 4 should now be complete.

NOTES

Lesson 3: Revising and Editing

INTRODUCTION

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

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

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

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

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



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

OBJECTIVES

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

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

ASSIGNMENT 10: REVISING CONTENT AND ORGANIZATION

Read the following assignment in your study guide. Then, read Chapter 9 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Reading Highlights

Pages 174–176

Read through the “Writing Quick Start” exercise and study the photo. In your notebook, list everything you see from left to right. The point of your list is to seek ways to make the picture more understandable. Then, look again to revise your perception. Add details interpreting that information. Consider questions like these: What’s going on? Who’s

coming home? What's the predominant gender of the people in the picture and why? If you were entertaining a visitor from Europe, how would you explain this photo? Finally, write a paragraph describing and interpreting a main idea about the photograph. The sentences you write should summarize the content of the image in ways that can help people see things they wouldn't see on their own. A picture may be worth a thousand words, but sometimes words can make a picture more interesting and more revealing.

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

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

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

Page 176

Study the techniques for revision outlined and explained in this section. You may want to flag this section for frequent review.

Pages 177–181

Get in the habit of using these questions to find the weaknesses in your writing. For your next written project in any of your courses, try using the graphic organizer, Figure 9.2 on

page 177, to note needed changes. Also study Figure 9.3 on page 179. It's a flowchart for evaluating your thesis statement, topic sentences, and evidence. Use this one to see how it works in evaluating your work. To practice your skills, use the flowchart in Figure 9.4 on page 181 to evaluate your "Writing Quick Start" paragraph.

Pages 182–184

Although you have no classmates for peer review, study this section to learn ways other reviewers, such as a family member, friend, or boss, could help you revise your work. If you can find a good reviewer for your work-in-progress, this section will provide an excellent guide. Ask your reviewer to answer the questions on page 183.

Pages 184–187

Read the illustrative essay "Guerilla Street Art" on pages 184–186. Note how the essay is critiqued, and apply the knowledge when your reviewer analyzes your writing. For this course, you won't be able to resubmit an essay, but you can use the feedback from a previous evaluation to guide your revision on the next assignment.

Pages 188–193

In this section, you'll revisit Latrisha Wilson's essay "No Place for Privacy" to observe the revision stage in the writing process. This time, you'll be offered insights into how constructive criticism helps a writer revise an essay. In particular, notice how the reviewer focused on big-picture ideas—structure, organization, clarity of explanation, and level of supporting detail—and not the editing or proofreading. As you can see from Wilson's revisions, she needs to improve these areas first. After all, why spend time correcting what you may delete?

Required Journal Entry 5: Revising

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

Analyze the essay's

- *Purpose and audience*—Can you clearly identify the audience and the purpose of the essay?
- *Thesis statement, topic sentences, and paragraphs*—Is there a clear thesis statement? Are there paragraphs with topic sentences?
- *Evidence*—Has the author provided enough evidence to support the main idea of the essay?
- *Organization*—Are the author's points organized well enough for a reader to follow easily?

Rough Draft: Email vs. Letters

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

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

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

Review the Essay in Progress exercises in your textbook. They illustrate the state of at each step in the writing process and will help you to see how the essay evolves. You do not need to complete the exercises or submit them with this entry. Both “Essay in Progress 1” and “Essay in Progress 2” on page 178, and both “Essay in Progress 3” and “Essay in Progress 4” on page 180.



Self-Check 16

1. Respond to all four items in “Analyzing the Revision” on pages 192–193.

For questions 2–5, choose the comment that’s more appropriate and helpful for revising a first draft.

2.
 - a. I didn’t understand where you were headed with this essay until the middle of the second page. Why not move your thesis to the first paragraph? By cutting the background material about icebergs, you could get to the point faster.
 - b. You need a transition between the information about icebergs and your thesis in the middle of the second page. Also, I noticed that you misspelled *separate* and *truly*. Did you forget to use your spell-checker?
3.
 - a. This essay is great! I really liked it a lot, especially the examples.
 - b. The new examples really help me see your point. You might want to work on the example about elephants’ emotions, though. I didn’t see what it had to do with your thesis. Can you make the connection clearer?
4.
 - a. You seem to be saying that the theory of evolution is right and creationism is wrong, but last week I saw a television show that said evolution is just a theory, like creationism. You should reconsider your thesis.
 - b. I think you need to spend more time explaining the concept of creationism, rather than simply implying it’s wrong. What do creationists believe, and how do their beliefs differ from those of evolutionists? I need to know that before I can figure out if you’ve made a good case for your argument.
5. If you didn’t complete the “Writing Quick Start” exercise on page 174, do so now. Be sure you work from the listing stage through the drafting, reviewing, and revising stages. As you revise, ask yourself why you’re making each change—what purpose does adding this detail or changing the place of a sentence serve in clarifying the main idea of your paragraph? Then, create a final draft of the paragraph.

(Continued)



Self-Check 16

Each of the paragraphs in questions 6–9 contains a problem with coherence. The sentences either don't contain proper transitions or they contain information that should be relocated to another place in the paragraph. Locate the problems and revise the paragraphs as necessary (for example, add a transitional word, phrase, or clause; add another sentence or combine sentences; delete words, phrases, or sentences; rewrite the topic sentence).

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

Check your answers with those in the Answers section.

ASSIGNMENT 11: EDITING SENTENCES AND WORDS

Read the following assignment in your study guide. Then, read Chapter 10 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Introduction

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

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

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

Read the instructions for the “Writing Quick Start” on page 194 which provides an example of a sign with grammar and punctuation errors. Study the sign, identify the grammar and punctuation errors, and correct them.

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

—Will Shetterly

Reading Highlights

Pages 195–206

This section offers illustrations and specific techniques for sentence analysis. Are your sentences concise or wordy? Are your sentences varied? Think about music and rhythm. One-note melodies are boring. Music depends on variation, and so do passages in an essay. Pay careful attention to the concept of parallelism on page 204. Study the examples. Also study the information on action verbs on pages 205–206. Active verbs get the reader’s attention and demand an emotional response.

Pages 206–211

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

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

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

- The goals of the organization MADD are “to stop drunk driving, support the victims of this violent crime, and prevent underage drinking.”
- After my daughter was brutally murdered when some drunken teenager without a license mowed her down, I joined MADD to help impose righteous laws on such lawless people.
- Through Mothers against Drunk Driving (MADD), I discovered not only how to deal with my grief, but also how to take action on the serious problem of drunk driving that caused the death of my daughter.

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

Sometimes, particularly if English isn’t your first language, you may find it difficult to discern the connotations for words with similar denotations. A dictionary or thesaurus can help, but proceed with caution. Word choices that seem to work based on their definition may have a completely different connotation than the context requires. Read Exercise 10.7 on page 209, and think about the connotations of each set of words. Diction also includes choosing words that work best for the purpose and audience. Take the term *spaghetti*. For most people, it’s understood that the writer is talking about long, thin pasta in marinara sauce. Writing for an Italian audience, however, you would use “macaroni and gravy.”

Pages 211–213

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

Page 213

Look at a revision of Latrisha Wilson’s essay on privacy. Note the changes, and carefully consider the reasons for the changes as given on page 213.

Before continuing on to Lesson 4, please complete the examination for Lesson 3 and submit your journal entries as described.

Required Journal Entry 6: Evaluation

Briefly summarize each stage of the writing process. Identify three tools, techniques, or strategies you learned in this part of the course that you think will be the most helpful to you as you continue in this course, and explain why. (3 paragraphs, 6 sentences each)



Self-Check 17

1. Complete Exercise 10.1 on page 197.
2. Complete Exercise 10.2 on page 201.
3. Complete Exercise 10.3 on pages 203–204.
4. Complete Exercise 10.4 on page 205.
5. Complete Exercise 10.5 on page 206.
6. Complete Exercise 10.8 on page 210.
7. Complete Exercise 10.9 on page 211.

Revising and editing exercise: Revise, edit, and proofread each paragraph in questions 8–11 (taken from student drafts).

8. I dashed out of my bed that morning, hasting toward the bathroom like a confused being to wash my face only, I wasn't going to shower that morning, because I was going to be late for my first class in standard five.
9. "Good by." I said angrily then payed the cashier and walked away from her. I say her face colour changed right before my eyes from light brown to peach, I knew then that she was angry. Tanishea was a short and stout in stachur with long flowing hair, great smile,wonderful personality and a certain spark for life only describable only if you knew her. I hurried home nervously, and hope Simone did not detected it.
10. I am sitting here coughing and can barley breathe. I am wandering why I haven't left this smoked field restaurant. I wish more places would ban smoking. In fact people in general could enjoy closed environments that ban smoking. If they did this parents of today wouldn't have to worry as much for children developing asthma. As a mother I could see why parents would fear children will want to try it when they get older because of all the influences that surround them. That is why I support banning of smoking.

(Continued)



Self-Check 17

11. I am currently sitting on my bed in my two bedroom trailer. A dresser sits in front my bed; next to the dresser is my TV stand which holds my TV. On the right side of my bed is my desk and chair. Past the desk is the bathroom. These are just a few important things in my room. The dresser that sits in front of my bed is plastic and white. This is important because it holds my paperwork for school. It helps me stay organized so I will not lose my mind. If not for my dresser, searching for paperwork would be like searching for a needle in a haystack. Next to my dresser is my black TV stand. My TV stand holds my 19 inch Curtis Mathis TV. I enjoy watching movies in my room.

Check your answers with those in the Answers section.

NOTE: Before moving on to Lesson 3, please complete the examination for Lesson 3. Journal entries 5 and 6 should now be complete.

Unit 1 Course Journal: Introduction to Composition, Entries 1–6

JOURNAL ENTRY GRADING CRITERIA

Your journal will be evaluated according to the following requirements:

Ideas and Content: How accurately and effectively you responded to the entry. Your writing focused on the topic of the entry and is based on the correct reading assignments in your texts; you effectively engaged with the content of the reading assignments and composed thoughtful original responses to each entry; when required, you cited and documented secondary source material appropriately and correctly.

Organization: How well each entry is developed. All paragraphs begin with an appropriate topic sentence and are developed fully by using examples, illustration, and/or evidence; each entry meets the required minimum length.

General Correctness: How well entries meet the expectations of college-level academic writing in the areas of sentence structure, grammar, word choice and spelling, and punctuation.

Format: How accurately you followed the prescribed format for the journal by including the required header, entry title and date, and used correct margins, font, and line spacing.

SUBMITTING THE ASSIGNMENT

Submission instructions: If you have not kept all your journal entries in a single document, you will need to copy and paste them in order to one word-processed document. Give the document a title that you will easily recognize and save it as a .doc, .docx, or .rtf file.

To submit the assignment, follow these steps:

1. Type each entry according to the format instructions for the journal on page 16–17.
2. Save the document.
3. Go to your student portal.
4. Click on Take Exam next to this lesson 25020000.
5. Follow the instructions on the exam submission page to upload your exam for evaluation.

EVALUATION RUBRIC

Your instructor will evaluate your work for project 25020000 Unit 1 Course Journal: Entries 1–6 based on the following criteria:

	A	B	C	F
Comments	100–90	89–80	79–70	69–0
1. <i>Me, A Writer?</i> Attitude Inventory	10–9	9–8	8–7	7–0
2. <i>Correctness in Writing</i>	15–14	14–13	13–12	12–0
3. <i>Prewriting and Thesis:</i> Bainstorm Respond Thesis Reflect	20–17	17–15	14–12	11–0
4. <i>Organizing/Drafting:</i> Organize or outline Reflect	20–18	17–15	15–13	13–0
5. <i>Revising</i>	15–14	14–13	13–12	12–0
6. <i>Evaluation</i>	10–9	9–8	8–7	7–0
<i>Format:</i> header, title and date, margins, font, line spacing	10–9	9–8	8–7	7–0

NOTES

Lesson 4: Narration and Process Analysis

INTRODUCTION

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

OBJECTIVES

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

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

ASSIGNMENT 12: AN INTRODUCTION TO THE PATTERNS OF DEVELOPMENT

Read the following assignment in your study guide. Then, read Chapter 11 in your textbook. Be sure to complete the self-check before moving on to the next assignment.



Reading Highlights

Pages 216–222

This section provides a brief summary of the nine most common *patterns of development*, different approaches—sometimes referred to as *rhetorical modes* or simply *modes*—in which an essay is developed. You were briefly introduced to these modes in Chapters 4 and 5.

The summaries provided in Chapter 11 offer a little bit more description of each mode, as well as examples to help you distinguish among them. Each of these modes will be explored more fully in upcoming chapters. This brief overview describes the following patterns of development:

- *Narration*, which uses a sequence of events to make a point, as a means of helping readers learn something through an episode or experience drawn from your own life
- *Description*, which uses sensory words to create word pictures for the reader to emphasize the sensory aspects of an object or experience
- *Illustration*, which uses examples to explain topics, concepts, or terms that might be unfamiliar to readers, often as a means of providing details to support your thesis statement
- *Process analysis*, which offers a step-by-step explanation about how something works, is constructed, or accomplished—a useful approach for providing instructions
- *Comparison and contrast*, a mode most often used to discuss either similarities or differences between objects, ideas, or situations
- *Classification and division*, two related but different approaches that involve either grouping things together in categories (classification) or breaking things down into constituent parts (division)

- *Extended definition*, a mode that offers detailed explanations of terms or distinguishes between different aspects of the meaning of a term—often used as a means of offering a close analysis of a complex or unfamiliar word, phrase, or phenomenon
- *Cause and effect*, a pattern of development used to demonstrate how one or more things lead to another
- *Argument*, a pattern of development most often used in persuasive writing, often used to convince readers to adopt your point of view or take action

Pages 222–224

While it's possible to write an essay using a single pattern of development, more often than not writers find themselves combining patterns to create what is often referred to as a *mixed-mode essay*. This section of your textbook offers a sample of an essay that uses different patterns development, as well as a guided writing assignment example that takes you through the process of writing an essay using multiple patterns.

Pages 225–228.

Read Derrick Jensen's essay, "Against Forgetting: Where Have All the Animals Gone?" The essay has been highlighted in different colors that demonstrate the different patterns of development the author uses in developing the essay.



Self-Check 18

1. Review the steps for previewing an essay on pages 225-228 of your textbook, then preview Derek Jensen's essay. Afterwards, answer the following questions.
 - a. From the title, what can you assume about the author's view of animals?
 - b. How does knowing that Jensen writes about environmental issues influence your expectations of what the essay is about?

Answer questions 2–6 about the essay "Against Forgetting: Where Have All the Animals Gone?"

2. What is a "declining baseline"?
 - a. The process of getting used to deteriorating circumstances
 - b. The tendency for baseball fields to be redesigned with shorter distances between bases
 - c. The decreasing number of species on the planet
 - d. The fact that civil rights laws have been unsuccessful
3. What four examples does Jensen give to illustrate "declining baseline"?
 - a. Cats, dogs, parrots, hamsters
 - b. Carrots, spinach, corn, potatoes
 - c. Soccer, baseball, basketball, swimming
 - d. Salmon, sowbugs, spiders, hummingbirds
4. What does Jensen mean when he writes "It's hard... to fight an injustice you do not perceive as an injustice..." (paragraph 7)?
 - a. In order for soldiers to help citizens in another country, they must learn the language of that country.
 - b. A person ignorant of what is or is not injustice cannot react to it.
 - c. Fighters need to understand the psychology of their opponents.
 - d. More lawyers are needed who specialize in environmental law.

(Continued)



Self-Check 18

5. To what else does the concept of “declining baseline” apply?
 - a. Pain management and memory loss
 - b. Literature and culture
 - c. Sporting events televised by ESPN
 - d. Privacy issues and genetically modified produce
6. Why does Jensen want readers to “pay attention?”
 - a. So they can understand and heal pain
 - b. So they can identify, understand, and react to injustice
 - c. So they can learn how to protect the environment
 - d. So they can rise out of depression and help others
7. Write a one paragraph summary of Jensen’s essay.
8. Study the description of each pattern of development presented in the chapter, as well as the accompanying paragraphs, to generate ideas for the following three questions.
 - a. Choose one of the photos on page 216 and write an introductory paragraph in narrative mode.
 - b. Choose one of the photos on page 216 and write an introductory paragraph in descriptive mode.
 - c. Use both of the photos on page 216 to write an introductory paragraph in compare-and-contrast mode.

Check your answers with those in the Answers section.

ASSIGNMENT 13: NARRATION: RECOUNTING EVENTS

Read the following assignment in your study guide. Then, read Chapter 12 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Introduction

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

Effective written narratives

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

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

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

—Linus Pauling

Reading Highlights

The “Writing Quick Start” feature on page 229 asks you to imagine a series of events that may have led to this scene of Japanese women wearing identical blonde wigs. While you may be able to imagine various scenarios, focus on a specific one and think through the sequence of experiences.

Pages 230–235

The chapter opens by explaining why a writer might use the narrative pattern of development. It then provides an example of a narrative with the essay “Right Place, Wrong Face.” Before you read it, take a moment to scan the “Characteristics of a Narrative” on pages 230–233. Then, as you read the story, evaluate how well it reflects those characteristics. In particular, identify the specific sequence of events and the manner in which each event builds on the previous one to increase the tension of the experience until it reaches the climax. The tension reflects the conflict or problem the writer is developing. Even as he shares the story, he also chooses details that show the significance of the problem (racial profiling).

After reading the essay, reread and review the discussion of narrative characteristics on pages 230–233. Included in the discussion is an excerpt from an essay that demonstrates the way different elements can be used to convey action and detail.

Pages 236–240

This section begins by describing how a graphic organizer can help you analyze a narrative, and offers a sample, blank graphic organizer (Figure 12.1 on page 236). Read the essay, “Writing about What Haunts Us” by Peter Orner (pages 237–239). Afterwards, study Figure 12.2 on page 240, which offers a graphic organizer used to analyze Orner’s essay.

Pages 241–242

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

Pages 242–253

For each pattern of development, the textbook provides a guided writing assignment, which takes you through the writing process to produce that type of essay. Depending on the pattern, you'll skim through or carefully study the instructions, even though you may not develop an essay for each one. By doing so, you'll gain a better understanding of the process and see how the concepts covered in the first seven chapters fit in. In addition, the “Editing and Proofreading” tips within each guided assignment apply to other patterns of development. Because your next journal entry refers to the narrative guided assignment and because your first essay exam suggests you may want to use the narrative as a supporting pattern of development, read through the narrative assignment, but don't develop an essay unless you wish to do so on your own for practice. (If you do attempt a draft, please don't submit it to the school for review, but keep it for your personal use.) Also, review the student essay “Being Double,” by Santiago Quintana, on pages 248–252 for an example of a narrative and consider the questions on pages 252–253.

Pages 253–257

Read the essay “The Lady in Red” by Richard LeMieux on pages 253–255. Think about your impressions of the essay as you take some time to analyze the reading. Does the topic command your attention? Why?

Pages 257–260

To consider the possibilities of combining narration with other patterns of development, read “The Alternate History of Susan Chung: One Woman’s Quest to Find Her Birthparents” by Nicole Soojung Callahan. You’ll find that this essay is made stronger with the photo image. This essay demonstrates the way current social issues related to immigration and adoption can be illuminated by sharp-eyed, creative writing.



Self-Check 19

1. Complete Exercise 12.1 on page 232.
2. Complete Exercise 12.2 on page 233.
3. Review the essay “The Lady in Red” on pages 253–255. Respond in writing to items 1, 3, and 5 in “Examining the Reading,” on page 255. Be sure to respond to specific questions within those items.
4. The following are some basic writing tips collected by the “intrepid linguist” William Safire. Ironically—and purposely—each contains an error that relates to the tip given. Identify the errors.
 - a. Verbs has to agree with their subject.
 - b. And don’t start a sentence with a coordinating conjunction.
 - c. Do not be redundant; do not use more words than necessary; it’s highly superfluous.
 - d. The passive voice is to be avoided.
 - e. Kill all exclamation points!!!
 - f. Use the apostrophe in it’s proper place and omit apostrophes’ when its not needed.
 - g. Proofread carefully to if you any words out.
 - h. Be sure your work contains no misspelled words.

(Continued)



Self-Check 19

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

Check your answers with those in the Answers section.

ASSIGNMENT 14: DESCRIPTION

Read the following assignment in your study guide. Then, read Chapter 13 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Introduction

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

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

—Rhys Alexander

The “Writing Quick Start” for this chapter on page 263 features a classic Volkswagen Beetle transformed into a work of art with wheels. Your mission is writing a new and improved, enticingly descriptive ad because your first ad fell flat.

Reading Highlights

Pages 264–269

As the text says, descriptive writing can be used as a primary pattern of development, but is more often used to support another primary pattern, such as narration or illustration. Use description judiciously. Sometimes student writers fall

in love with overblown figurative descriptions which, instead of providing a clear, concrete picture, actually obscure the meaning they wish the reader to gain. Even when using another pattern, writers must always consider the dominant impression of their word choices. Finally, notice how the graphic organizer for a descriptive essay is quite similar in its development to that of a narrative.

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

Pages 269–272

Read Rachel Maizes' essay "Bad Dog." As you read it, note the areas in the text that have been highlighted to point out different characteristics of descriptive writing that the author uses throughout. When you've finished reading, look at the sample graphic organizer in Figure 13.1 on page 272, which has been provided as a tool to help you visualize the development of a descriptive essay.

Pages 273–274

Mary Roach's essay "You Are Your Bike," provides an excellent example of a descriptive essay. If you find that graphic organizers help you, after reading the essay, review the graphic organizer based on it (Figure 13.2 on page 275).

Pages 274–276

In many cases, description is a pattern of development that will be integrated into essay's written in different modes. This brief section offers helpful suggestions for integrating description in to an essay. The key points are to

- Include only relevant details

- Keep the description focused
- Make sure the description fits the essay’s tone and point of view

Pages 276–277

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

Pages 278–282

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

Pages 283–286

Notice that the topic of Ted Sawchuck’s essay, “Heatstroke with a Side of Burn Cream” appears only in the first sentence of the second paragraph. Also, the author’s topic sentences are highlighted, which allows you to see how well the essay follows the topic sentence. Overall, this essay is made more informative through lively description. But, as you take some time to analyze the reading, you’ll need to draw your own conclusions.

Pages 287–294

You’ll read two essays that use description in innovative ways. Each author appeals to readers’ senses and offers unique impressions of common events. In particular, the essay “Speaking Quiché in the Heart of Dixie” offers an example of how description can be combined with other patterns of development.

Required Journal Entry 7: Description and Narration Prewriting

Choose a photograph that depicts an important event in your life. Be sure to complete each part to earn credit for the entry

Describe:

1. In your journal, make a list of everything you see in the photo. Work from left to right and from the background to the foreground.

2. List two specific, concrete details for each sense that describes your experience of the event as follows:

- Sight
- Sound
- Smell
- Taste
- Touch

Compare:

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

Narrate:

Sketch out the narrative details of your picture.

1. Scene—Where did the event take place?
2. Key actions—What events led up to the one depicted? Did anything significant happen afterward?
3. Key participants—Who is depicted in your photo?
4. Key lines of dialogue—What was being said at the time? By whom?
5. Feelings—What were you feeling at the time the photo was taken?



Self-Check 20

1. Complete Exercise 13.2 on pages 267–268.
2. Complete Exercise 13.3 on page 274.
3. Review the essay by Gabriel Thompson on pages 289–293. Under “Examining the Reading” on page 293, respond to all five items.
4. Correct the errors in both subject-verb agreement and any shift between passive and active voice in the same sentence.
 - a. There is many things that the police and other crime-solvers do not know about death.
 - b. Martin drove his car too fast, and a speeding ticket was received by him.
 - c. Anyone who reads mysteries know that forensic technology often solves the crime.
 - d. New research at a unique laboratory in Tennessee are helping to reduce the possibility of someone’s getting away with murder.
 - e. Experts in the field of forensic anthropology recognizes that the University of Tennessee’s open-air cemetery is a remarkable teaching tool.
 - f. Not all of the bodies at this cemetery is buried; some is left on the ground, some is placed in cars, and some is wrapped in plastic bags.
 - g. The boat lost its rudder, and it was towed to shore by the Coast Guard.
 - h. Learning what chemicals a decaying body leaves behind also allow the police to find places where bodies have been hidden.
 - i. Every check and money order cost fifty cents.
 - j. My paper was nearly finished until my computer was walked on by my cat.
 - k. Learning how to navigate the Web and conduct searches do not take the place of developing critical thinking skills.
 - l. If rhythm and blues are your kind of music, try Mary Lou’s.
 - m. His merry disposition and his success in business makes him popular.
 - n. The vapors were a Victorian term for hypochondria.
 - o. Neither the lighting nor the frame display the painting well.
 - p. Most of the voters supports a reduction in nuclear weapons.
 - q. Her favorite thing in the whole world were horses.

Check your answers with those in the Answers section.

ASSIGNMENT 15: ILLUSTRATION

Read the following assignment in your study guide. Then, read Chapter 14 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Introduction

The purposes of illustration include making a general idea specific, illuminating an unfamiliar concept, and engaging a reader's interest. Effective illustration should be very selective. Appropriate examples must reinforce your argument or support your thesis. However, rather than simply listing an example or two as reinforcements of your statements, in this section, you'll see how to use illustration to help develop your essay, which requires planning, good organization, and careful integration of your examples as you write. Think through the "Writing Quick Start" exercise on page 297. Try to get a clear picture in your mind of each example you would use and the scenes you would use to support the topic sentence regarding environmental pollution.

Reading Highlights

Pages 298–302

Illustration is usually used to support a generalization. The text provides a good explanation and examples. As you read the essays in this chapter, notice that using a generalization by itself isn't an appropriate writing technique—a generalization must be developed using a pattern of development, such as illustration, to provide specifics showing how the generalization reflects your purpose.

Pages 302–306

Read the essay "The Brains of the Animal Kingdom" by Frans de Waal (pages 302–305). When you've finished reading, review the characteristics of illustration described earlier in the chapter. Then study the sample graphic organizer on page 306 and consider how you might use it as a visual guide for analyzing de Waal's essay.

Pages 306–309

Martin Gottfried’s “Rambos of the Road” is an example of an illustration essay. The essay focuses what he calls “auto macho” or road rage. He offers examples of being chased for passing someone and a lengthy example of an incident at the Lincoln Tunnel in which a driver was so enraged that he finally drove into a bus on purpose. After you’ve finished reading the essay, study the tips provided in “Integrating Illustration into an Essay.”

TIP: You might want to spend some time with the graphic organizer in Figure 14.2 on page 309 to see how Gottfried’s essay can be “mapped.”

Pages 309–311

This section provides useful guidelines for reading actively and thinking critically for reading an illustration essay. For example, while you’re reading, highlight the main ideas and consider whether the examples clarify, illustrate, or explain those ideas. Also, consider how the essay is organized. Are the examples arranged in order of importance, in chronological or special order; or are they organized by some other method? Finally, take some time to reflect on the emotional impact of the examples used in an illustration essay, and to consider whether the examples offered are relevant and representative. Might other evidence, such as statistical details or expert opinions, have built a stronger case?

Pages 311–317

The guided writing assignment isn’t required, but the process outlined here can help you to develop your essay.

Pages 318–323

The first essay you’ll read in this section takes a critical look at present-day American “female body obsessions.” You might find it interesting because so many Americans, most of them women and girls, have eating disorders. However, be sure to read and analyze this essay closely to gain its main advantage. Notice the placement of the thesis statement, the

character of the topic sentences, and the location of a transitional sentence. The second essay, “Snoopers at Work,” by Bill Bryson, examines the disturbing thesis that employees (and citizens) are subject to widespread invasions of privacy. As you read it, note how Bryson’s thesis is heavily and effectively illustrated by examples.

Pages 324–328

To explore how illustration can be combined with other patterns of development you’ll read and analyze an essay by Sherry Turkle, “Alone Together: Why We Expect More from Technology and Less from Each Other.” The essay explores the paradox that, while technology increasingly makes it easier for humans to communicate electronically, people rely increasingly on their electronic devices to communicate, even while in the same room as other people. Turkle warns that substituting electronic communication for face-to-face communication will eventually lead us to have only shallow, unsatisfying relationships that make us feel more alone than ever.



Self-Check 21

1. Complete Exercise 14.1 on page 310.
2. Complete Exercise 14.3 on page 311.
3. Review the essay “Snoopers at Work” on pages 321–322. In “Examining the Reading” on page 323, respond to items 1–4.
4. Each sentence contains an error needing correction because of misused words, weak diction, shifts in voice (person), or problematic connotation. Rewrite each sentence correctly.
 - a. When Americans think of sports, you tend to think of the sports that you see on television on Saturday and Sunday afternoons.
 - b. In today’s modern world it’s very unusual to find someone who has never told a deliberate lie.
 - c. Any reasonable person would recognize this scheme.
 - d. That lady in the public relations department seems smart, but she never changes her mind once she says something.
 - e. The survey evaluated the attitudes of each guy in our department.
 - f. Swinging his lasso, the calf dived under the cowboy’s legs and escaped.
 - g. For instance, the National Association for Stock Car Auto Racing (NASCAR) usually draws over 100,000 people to your typical race.
 - h. One reason Jackson was elected president was because he was a popular general.
 - i. I have difficulty coping and dealing with pressure-type situations.
 - j. My boss was too cheap to fork over the dough for the new lab equipment.
 - k. Eying each other by the corral, the hats and boots showed years of wear and tear.
 - l. The supervisor divided the project between Joe, Dave, and I.
 - m. The incident was significant in several ways. One of the ways the incident was significant is that it marked the first time I was totally and completely on my own.
 - n. In her speech at the department meeting, our supervisor inferred that if production didn’t increase, a few workers may be dismissed.

Check your answers with those in the Answers section.

ASSIGNMENT 16: PROCESS ANALYSIS

Read the following assignment in your study guide. Then, read Chapter 15 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Reading Highlights

Pages 330–331

First, read through the “Writing Quick Start” exercise on pages 330. After reading the brief description of *process analysis* on page 331, think about how you would complete the exercise.

Pages 331–334

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

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

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

Because your first writing assignment is a process analysis essay, study the guidelines for writing a process analysis carefully. Notice, for example, that when a thesis statement is included in a process analysis, it's typically devoted to explaining how the process is valuable, whether it's a weight-loss diet, an exercise regimen, or an approach to money management. It's important to present the steps or stages in chronological order, define technical terms, provide detail, and warn of possible trouble spots.

Pages 334–337

Read the essay “How Not to Say the Wrong Thing” by Susan Silk and Barry Goldman. Though the title may suggest otherwise, the essay provides a process to help people navigate interacting with people in crisis. When you've finished the reading, study the graphic organizer on page 337, which offers a helpful tool for structuring a process analysis essay.

Pages 337–340

Read Anne Lamott's piece, “Shitty First Drafts.” You may well benefit from the author's ideas about how a ragged and wretched first draft may become a springboard to a “not bad” second draft and even, in the end, an essay that captures and nails a thesis in all the right ways. The essay is followed by a graphic organizer (Figure 15.2 on page 340).

Pages 341–343

This section begins by discussing the various ways in which you might integrate process analysis into an essay. It's followed by an examination of guidelines for actively reading and thinking critically about process analysis essays. Suggestions included in this section include identifying the process and taking the time to rephrase the steps in the process so that you understand them. As you reflect on the essay, consider the author's purpose in writing the essay, as well as the audience for whom the essay is written. Ask yourself if the writer possesses the knowledge and experience necessary to write about the topic, and scrutinize the essay to determine whether or not any steps or details may have been left out.

Pages 343–348

Because your prewriting and essay exams for this unit will be a process analysis essay, you're advised to carefully study the steps outlined in the guided writing assignment section in this chapter. The topic for your exams will be assigned, but you may find it useful to practice using one of the topics suggested in this guided writing section.

Pages 349–356

The first essay you'll read in this section is by Justine Appel and is about the steps involved in adopting and adapting to a vegan diet. Use the critical and analytical skills described earlier in the chapter to evaluate the writer's technique and examine the elements she uses to support her thesis. The second essay is "Dater's Remorse," by Cindy Chupack. Ms. Chupack is a writer who became the executive producer of "Sex and the City." That fact may give you a hint as to the author's angle on the precarious game of dating while in search of an ideal relationship. Enjoy the writer's engaging and amusing style. Think about your own relationships as you decide if the author's points ring true.

Pages 356–363

To explore how process analysis may be combined with other patterns of development, read Christian Jarret's essay, "The Psychology of Stuff and Things," which examines how the relationship that people have with their possessions changes over time, from intense desire for objects in childhood, to seeing objects as extensions of themselves in adolescence, to increasingly seeing objects as heirlooms and receptacles of memory in later life. Note how Jarret breaks up his essay into smaller sections indicated by headings. Also pay attention to the bibliography that follows the essay, as proper citation will be an important topic of study later on in this course.

Required Journal Entry 8: Description and Narration

Be sure to complete both parts of the entry to earn your grade.

Narrate: Using the details you collected in Journal Entry 7, write the story to accompany the photo you chose to depict an important event in your life. Be sure that your story has a clear beginning, middle, and end, and that you use your dialogue and descriptive elements effectively to convey your feelings to your reader. (3 paragraphs, minimum 6 sentences)

Reflect: Does your photo tell an audience everything they would need to know about this event? What does your story provide that your picture can't? Is the saying "A picture is worth a thousand words" true? (No specific length required)



Self-Check 22

1. Complete Exercise 15.1 on page 333.
2. Complete Exercise 15.2 on page 333.
3. Read or reread the essay "Dater's Remorse" on pages 353–355. On page 355, under "Examining the Reading," respond to all four items.
4. Read or reread the essay "The Psychology of Stuff and Things" on pages 356–361. On page 362, under "Examining the Reading," respond to all four items.

Check your answers with those in the Answers section.

Note: Be sure to complete journal entries 7 and 8 before moving on to the next assignment.

NOTES

Lesson 4: Prewriting: Process Analysis

OBJECTIVES

For this exam, you'll

- Use prewriting, drafting, revising, and editing to write formal, college-level essays
- Distinguish between different patterns of development
- Apply an appropriate pattern of development to a specific purpose and audience
- Develop paragraphs using topic sentences, adequate detail, supporting evidence, and transitions
- Apply the conventions of standard written American English to produce correct, well-written essays

ASSIGNMENT

Topic

How to balance Penn Foster studies with work, family, and other activities and responsibilities

Drafting Your Essay

This assignment requires two paragraphs. Each paragraph employs a pattern of development that was covered in the reading for this lesson. Before you begin, you should re-familiarize yourself with narration, description, and process analysis by reviewing the required readings for Lesson 4.

For your first paragraph, use the narrative and description techniques you learned in this lesson to describe daily activities. You'll write about the activities you dedicate your time to: schoolwork, family responsibilities, and your job. Don't

forget to include other pursuits such as hobbies, sports, and volunteer and social activities. Since this is your prewriting, write between 500 and 550 words.

In your second paragraph, focus on how you manage your time to accomplish everything you need and want to. For this paragraph, use process analysis to explain how you manage your time. Consider the tools you employ such as a planner or calendar, whether paper or electronic, or even a chart or list. Again, write between 500 and 550 words, to clearly illustrate your process for managing your busy schedule.

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

It has been a challenge to balance all the areas of my life since I became an online student. Each day, I struggle to balance my full-time job, my personal life, and my schoolwork. I work as a Physicians' Aid at Holy Cross Hospital. Monday through Friday, I leave at 6:00am to make the hour and ten minute commute from my home so I can be on time. My job is multifaceted. I help the nurses and doctors by doing intake for their patients, taking patient weight and height measurements, temperature, and blood pressure. I also go over each patient's medical history to ensure everything is correct. Most of my job, though, is focused on administrative duties. With all these responsibilities, my work day is a blur, and I often don't have time to take a break before it is 3:30pm and I begin my commute home. Even though my workday responsibilities are done, my weeknight responsibilities often make me feel as though my day has barely started. I have two teenaged daughters, Zella and Jade, so I spend much of my evenings enforcing rules, dispensing advice, helping with homework, and occasionally providing a shoulder to cry on. Our dog, Gizmo, also needs attention. I must have dinner ready for the whole family by 7 PM, when my husband gets home. After dinner, I am responsible for cleaning the house. As if this weren't enough, I am responsible for looking after my aging mother, since my sister Alyce is only eighteen and can barely look after herself. Two or three evenings a week, I go to my mother's house, I pay her bills, help with household chores, and

provide her some much-needed company. I must also complete my coursework. Though I like my job, I would like to help animals, not people. So, I enrolled in Penn Foster's Veterinary Technician program. I find it very hard to complete schoolwork amid my other responsibilities. I am currently taking English Composition and Veterinary Office Management. I am really enjoying the Veterinary course. My English Composition course, however, has been a big of a struggle. The readings for this course requires my full attention. I find the writing assignments in the English course interesting and applicable to my future career, but the amount of effort I must put into each paper is exhausting. I need at least a two-hour chunk of time in order to get any meaningful work done, and that is hard to come by during the day with everything else going on in my life. I usually try to study around 11:30pm, once my children and husband have already gone to bed. However, Gizmo is usually still awake, and between him vying for my attention and my sister texting me every three seconds, I am behind on my schoolwork. Each night, as I stumble into bed around 12:30am, I wonder why I am putting myself through all this.

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

To help find a way to balance all the home, work, and school responsibilities together, I decided to use some time-saving techniques, ask my family for help with responsibilities at home, and set up a distraction-free study space to help me balance my life. First, I started saving time by planning out our weekly meals instead of wasting hours each night trying to think of what we should have for dinner. I also started making a grocery list, based on my weekly meal plan, to save time while grocery shopping. Before I made these changes, I wasted several hours each week deciding what to make for dinner or haphazardly picking out random items when grocery shopping. Now that I have all those extra hours available, I am able to devote about an additional hour each week-day evening to my school work. Second, I decided to call a

family meeting to delegate some of the chores and responsibilities at home to my husband and my energy-filled teens. Zella now handles all the laundry during the week for both herself and Jade, Jade cleans the bathrooms every other weekday, and I now handle these chores only Saturdays. My husband also agreed to cook or bring home take-out two weekday nights per week, so that I would only have to cook three weekday evenings. He also agreed to take one of my three weeknight visits to my mother's so that I could have more quality time with the kids, as well as more extra time for my schoolwork. This is a big relief. With all this extra help, I now had a total of three full hours I could study every weeknight. But I still needed a way to avoid distractions during my designated study time. So, for my third step, I converted our guest bedroom into a dedicated office, since we so rarely get visitors anyway. I sold the guest bed and used the money to buy a sturdy office desk. Then, I got some good lights to help me see my schoolwork and a bookshelf on which I organized all my study guides and work materials. I close the door whenever I am working so Gizmo can no longer devour my schoolwork. I also advised my sister that I will be unavailable each weeknight evening between 9:00pm and 12:00pm, and I shut my phone off and do not log into my email or messenger services on my computer during this time, to avoid temptation. My new office has made it so much easier to get my work done, and I'm now back on track with all my schoolwork. I even have enough time left over to take a full day on the weekends (Sunday) to relax and spend time with family. Honestly, now that I have a plan and everyone has agreed to help out more, I don't feel so stressed, I remember why becoming a Veterinary Assistant is so important to me, and I know I can do this.

Essays must be typed, double-spaced, using a standard 12-point font and left justification. Use 1-inch margins on all sides. Each page must have a properly formatted header containing your name, student number, exam number, page number, mailing address, and email address (see page 6 for an example). Name each document using a unique file name which will help you identify the file, such as this example: Process Analysis Johnson. Exams may be submitted in Rich Text Format or MS Word. Preview your document before you submit in order to ensure that your formatting is correct. You should take care to check that the document you've uploaded is the one containing your final work for evaluation.

SUBMITTING THE ASSIGNMENT

To submit the assignment, follow these steps:

1. Type the essay.
2. Save the document.
3. Go to your student portal.
4. Click on Take Exam next to this lesson 25020100.
5. Follow the instructions on the student portal.

EVALUATION RUBRIC

Your instructor will evaluate your prewriting based on the following criteria. Note that this project (25020100 Prewriting: Process Analysis) is graded as either Pass or Return. A Fail grade will only be assigned in cases of plagiarism.

	Pass		Return	
	Skill Realized	Skill Developing	Skill Emerging	Skill Not Shown
<p>Ideas and Content</p> <p>The writer addressed all three areas of his or her life: home and family, school, and work.</p> <p>The writer used narrative and description to show the reader what is happening in his or her life at the present time.</p> <p>The writer used description and process analysis to show how he or she manages his or her schedule.</p> <p>The content meets the requirements of the assignment.</p>				
<p>Organization</p> <p>The writer followed the instructions and wrote two paragraphs.</p> <p>Each paragraph begins with a topic sentence that introduces the main idea: what is happening in the writer's life; how the writer manages his or her time.</p> <p>Each paragraph is developed effectively and presents enough evidence use in the process analysis essay.</p>				
<p>General Correctness</p> <p>The writer used correct sentence structure, grammar, spelling and punctuation.</p> <p>The writer used spell and grammar checks and proofread the paper to check for errors in word choice and typos.</p> <p>The paper is reasonably free of errors that interfere with a reader's ability to understand the content.</p>				
<p>Format</p> <p>The writer met the length requirement of 1,000–1,100 words.</p> <p>The writer used the required font, line spacing, and margins.</p> <p>The writer included the required information in the header at the top of the paper.</p>				

Lesson 4: Essay: Process Analysis

In the *Successful College Writing* textbook, read pages 331–334 and page 341. Then complete the examination.

For this assignment, you'll prepare a 1,000–1,200 word process analysis essay that incorporates narration and description, using elements from the Process Analysis Prewriting assignment. You may not submit this essay until you've received your grade and instructor feedback on your prewriting exam.

While you're waiting for your prewriting review, you should

- Review the reading assignments for Lesson 4
- Study the sample process analysis essays and review the guided writing assignment in Chapter 15 of your textbook
- Prepare a rough draft of your process analysis essay so that you're ready to revise when you receive feedback on your prewriting

ASSIGNMENT OBJECTIVES

For this essay, you'll

- Use prewriting, drafting, revising, and editing to write formal, college-level essays
- Distinguish between different patterns of development
- Apply an appropriate pattern of development to a specific purpose and audience
- Write effective thesis statements
- Develop paragraphs using topic sentences, adequate detail, supporting evidence, and transitions
- Apply the conventions of standard written American English to produce correct, well-written essays

ASSIGNMENT

Topic

To illustrate your process for balancing your time and managing your schedule for the purpose of helping other distance education students learn how they can do the same

Writing Your Essay

In your prewriting, you focused on what's happening in your life. For your essay, you'll revise and reorganize your prewriting to create an essay that would help other students manage the challenges they may face when taking online courses. You'll also give them hope that they can manage their time effectively to accomplish everything they want.

Your prewriting will require major reorganization and revision to include

- An introductory paragraph with a thesis statement that addresses the purpose of the essay
- Each paragraph in the body of your essay should begin with a topic sentence that identifies a step, tool or technique you included in your prewriting. Each body paragraph should then build on the step, tool, or technique with the narrative and description from the prewriting.
- A conclusion that reinforces the thesis statement and purpose of the essay

Note: Use the Process Analysis Essay Worksheet on your student portal to help you organize your essay.

Essays must be typed, double-spaced, using a standard 12-point font and left justification. Use 1-inch margins on all sides. Each page must have a properly formatted header containing your name, student number, exam number, page number, mailing address, and email address (see page 6 for an example). Name each document using a unique file name which will help you identify the file, such as this example: Process Analysis Johnson. Exams may be submitted in Rich Text Format or MS Word. Preview your document before you submit in order to ensure that your formatting is correct. You should take care to check that the document you've uploaded is the one containing your final work for evaluation.

SUBMITTING THE ASSIGNMENT

To submit the assignment, follow these steps:

1. Type the essay.
2. Save the document.
3. Go to your student portal.
4. Click on Take Exam next to this lesson 25020200.
5. Follow the instructions on the student portal.

EVALUATION RUBRIC

Your instructor will evaluate your work for project 25020200 Essay: Process Analysis based on the following criteria:

Traits of Good Writing <i>Review pages 11-15 in your study guide for a complete explanation of the rating you earned for each trait as well as references you can study to improve your writing skills.</i>	Skill Realized A 100-90	Skill Developing B 89-80	Skill Emerging C 79-70	Skill Not Shown F 69-0
Ideas & Content: The writer provides a clear thesis statement that addresses the purpose of the essay and combines elements of narrative, description, and process analysis to illustrate the purpose of the essay.	30-28	27-25	24-22	21-0
Organization: There's a clear introduction with a thesis, body, and conclusion. The writer uses topic sentences to organize body paragraphs and transitions appropriately to guide the reader from point to point. The conclusion reinforces the thesis statement and provides a satisfactory ending to the essay.	25-23	23-21	21-19	19-0
Voice: The writer interacts with the assigned audience using an appropriate, consistent point of view and tone. The writer offered adequate evidence from his or her own experience to effectively engage readers' interest and address the purpose of the essay.	20-18	18-17	17-16	16-0
Grammar, Sentences and Word Choice: The writer uses correct grammar, spelling, punctuation and sentence structure. The writer makes correct word choices, defines unfamiliar terms, and conveys a clear message. The writer has edited and proofread the essay.	15-13	13-10	10-8	8-0
Format: The writer met the required length (1,000-1,200 words), used the assigned font and margins, and included the required header information correctly.	10-8	8-7	7-5	5-0

Lesson 5: Classification and Division

INTRODUCTION

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

OBJECTIVES

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

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



ASSIGNMENT 17: COMPARISON AND CONTRAST

Read the following assignment in your study guide. Then, read Chapter 16 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Introduction

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

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

The “Writing Quick Start” for this chapter, on page 365, asks you to compare and contrast the experience of playing in an amateur band made up of a few friends and playing in a professional band. The exercise consists of making two lists—one listing the similarities (comparisons) and one listing the differences (contrasts) between the two kinds of experience.

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

—Enrique Jardiel Poncela

Reading Highlights

Pages 366–369

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

For example, imagine you're looking at two photographs depicting a scene from a wedding. In one, you see the full "Hollywood" church-wedding fantasy. The bride wears a wedding gown. She is attended by bridesmaids while a young girl holds the train of her dress. The groom wears a tuxedo. The nuptial pair stands before an altar where a priest or pastor stands ready to officiate. The second photo is of a couple standing before a justice of the peace. The bride wears a tailored suit, as does the groom. The room looks rather like an office, and there are no witnesses. You could use a point-by-point approach to compare the attire of the two brides, the attire of the bridesmaids, or the nature of the audience, then contrast the settings of the two wedding scenarios. Or you could use a subject-by-subject approach in which you would describe key facets of the first photo, and then detail the contrast in the second photo. You decide which approach to use based on your purpose and on the parallelism of the shared characteristics—that is, you may not be able to make a one-to-one correlation for all the same points for each item. What if the justice of the peace wedding photo remained as it is but the church wedding photo depicted the reception for the newly married pair? Although you would probably draw similar conclusions about the similarities and differences, you would describe each photo separately (subject-by-subject).

As with any other pattern of development, the comparison or contrast essay requires a clear purpose. Just as important, however, is identifying the basis of comparison. If you were using the topic "means of transportation," you would first establish the specific items to be compared or contrasted, such as rail travel with air travel. Then you would determine the basis of comparison, such as differences in cost or time.

Next, you must identify in a thesis the main point you want to make through your comparison. Why do you want to contrast rail versus air travel? Perhaps you're trying to persuade readers who are planning a vacation to choose air travel. You might explain the cost and time benefits to convince your readers. However, if you want to convince vacationers to consider rail, you might describe its lively engagement with workers and fellow travelers and the enjoyment of scenic beauty. A possible thesis might be "Although air travel is touted as the most efficient way to get to a destination, rail travel underscores the beauty of the journey itself." This thesis contains the subjects of air and rail travel, identifies contrast through the use of the word "although," and suggests the main point of enjoying the travel itself. Study the examples of thesis statements on page 369, which make the contrast or comparison meaningful and interesting.

Pages 370–378

Your textbook provides two essays that can help you understand these organizational patterns. As you read, note how the specific examples keep the reader's attention and how the transitional devices guide the reader from one point or subject to the next (from paragraph to paragraph). You may be fascinated by "Amusing Ourselves to Depth: Is *The Onion* Our Most Intelligent Newspaper?" by Greg Beato (pages 370–372). The essay explores the reasons why a newspaper made of laugh-out-loud satire and devoted to fake news (reflecting actual news) remains both popular and financially solvent. If you conclude from this essay that humor is a missing ingredient in present-day mainstream journalism, you've recognized one of the author's main points—especially if you were a fan of *The Daily Show* or enjoyed *The Colbert Report* when they were on the air.

Beato's essay is followed by two examples of graphic organizers: one showing point-by-point organization (Figure 16.1 on page 373) and the other, subject-by-subject organization (Figure 16.2 on page 374). Notice that if parallel comparisons/contrasts can't be laid out in a point-by-point essay, it's best to use a subject-by-subject approach.

“Dearly Disconnected” (pages 375–377) uses a subject-by-subject approach. In a personalized, nostalgic way, Ian Frazier first discusses his love of pay phones. He then describes the loss of that romance with the cell phone as its usurper. Immediately following the essay are useful guidelines for integrating comparison and contrast into an essay. On page 378, you’ll find a graphic organizer that shows how Frazier organized his essay.

Pages 378–380

This section offers guidelines for actively reading and thinking critically about comparison and contrast essays. Suggestions included in this section include identifying the main point of the essay, the basis of comparison, and the main points of comparison. As you analyze the essay, consider whether the author treats each subject fairly or whether his or her treatment indicates obvious or implied bias. You might also consider how the organization—point-by-point or subject-by-subject—affects the essay’s meaning. Finally, evaluate the essay to determine whether or not important points of comparisons have been accidentally or intentionally left out.

Pages 380–385

Take a moment to read through the guided writing assignment because it reinforces the characteristics of this pattern of development in terms of the writing choices you must make, providing additional examples and explanation. Carefully study the editing, proofreading, and revision tips on pages 383–385.

Pages 385–394

This section offers two additional essays to better help you grasp the principles of writing and analyzing comparison and contrast essays. The first is called “Border Bites” by first-year writing student Heather Gianakos. The analysis for this piece highlights the author’s thesis, which appears as the final sentence of her first paragraph. Note the highlighting of the prime subjects of her essay—Mexican and Southwestern cuisine.

The second essay is Daniel Goleman’s “His Marriage and Hers: Childhood Roots.” It explores research and studies that inform us that girls and boys are literally brought up in different cultures. You’ll see many points of comparison that illustrate that assertion as you read the essay. The point of the essay is that husbands and wives live in different emotional realities. They speak different emotional languages. That would explain a lot about the “battle of the sexes.”

Pages 394–398

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

Required Journal Entry 9: Comparison and Contrast

Brainstorm: Make a list of all the things you write each day such as texts, status updates, tweets, emails, reports, essays, and so on. Include all the people you write to or for such as friends, family, supervisors, instructors, clients, and so on.

Organize: Rearrange the items into two groups that represent formal writing and informal writing and the audiences who receive each.

Write: Using either block or point-by-point organization, compare and contrast the style of writing you use when you write to friends and family with the style you use when you write to your coworkers, supervisors, or instructors. How does your interaction with your audience change? Describe the differences in your tone and your spelling, grammar, and punctuation. (Minimum 2 paragraphs, 6 sentences each)



Self-Check 23

1. Read or review the essay by Abigail Zuger on pages 394–396. Respond to items 1–4 in “Examining the Reading” (page 396).
2. For the essay by Abigail Zuger, respond to all five items in “Analyzing the Writer’s Technique” (page 397).
3. The table that follows compares and contrasts the competence of the writer’s listening skills in two conversations, the first with her good friend Kim and the second with a supervisor. The writer’s name is Jill.
 - Establish a thesis informing Jill’s instructor about Jill’s competency in listening skills. (Remember a good comparison-contrast thesis identifies the subjects; designates focus, whether on similarities, differences, or both; and states the usefulness and/or interest of the information.)
 - Choose either point-by-point or subject-by-subject organization and explain your choice.
 - Draft one or two paragraphs according to your organizational choice.

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

Check your answers with those in the Answers section.

ASSIGNMENT 18:

CLASSIFICATION AND DIVISION

Read the following assignment in your study guide. Then, read Chapter 17 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Introduction

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

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

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

The "Writing Quick Start" exercise on page 400 asks you to consider how you would group categories in retail displays or on websites for the convenience of customers or browsers.

Then apply the same idea to yourself and several people you know well. This is a fun way to begin working with classifying and dividing into categories.

Reading Highlights

Pages 401–403

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

If your topic is “fast-food restaurants,” one principle of classification could be “wait time,” for which you would establish categories of wait times and sort the various restaurants into one of those categories. (When classifying, you can assign each item or person to only one category.) If you’re a shift manager writing the owner of your franchise, you might classify a series of shifts according to the wait time to persuade the supervisor to approve hiring additional personnel for a particular shift. (Notice that you could incorporate comparison-contrast strategies to develop that purpose further.) If you were writing a news article for the lunch-hour crowd, however, you would classify several fast-food restaurants according to their wait time during 11 a.m. to 1 p.m. to help readers choose the one best meeting their needs. Other

principles of organization on the topic might be store layouts, nutrition, or service. Again, the key is to focus your topic on one principle.

Pages 403–407

Read Jerry Newman’s essay “My Secret Life on the McJob: Fast Food Managers.” As you read this essay, notice the one principle the author’s classification follows: managerial styles are applied to the category managers. (For a division essay, an author might examine one type of manager and break it into components.) After reading the essay, study the sample graphic organizer in Figure 17.1 on page 407.

Pages 408–410

These pages present another example of a classification/division essay, “The Language of Junk Food Addiction: How to ‘Read’ a Potato Chip” by Michael Moss. Study the graphic organizer for this essay presented in Figure 17.2 on page 410.

Pages 411–413

Study the material on integrating classification or division into an essay. Then take a close look at the guidelines for actively reading and thinking critically about a classification or division essay. Note, for example, the importance of understanding the principle of classification or division and the category or parts used by the author, and of identifying how the author explains each part or category. As you read a classification or division essay, ask yourself whether or not the classification or division cover all significant categories or parts, and whether or not the author provides enough detail about each category.

Pages 413–418

Because your prewriting and essay exams for this unit will be based on classification and division, carefully study the steps outlined in the guided writing assignment section in this chapter. The topic for your exams will be assigned, but you may find it useful to practice using one of the topics suggested in this guided writing section.

Pages 419–427

This section offers two additional essays to better help you grasp the principles of writing and analyzing comparison and contrast essays. The first is by Allison Cava, titled “The Use and Abuse of Facebook.” Identify the basis or principle of classification, the categories used, and any other patterns of development she integrates into her essay.

The second essay, “The Dog Ate My Flash Drive, and Other Tales of Woe” by Carolyn Foster Segal, demonstrates how classification may be combined with description and illustration. Take a look at the boxed display in page 426 to see the types of support given for each of the five categories, from “Family” to “The Totally Bizarre.”



Self-Check 24

1. Complete Exercise 17.2 on page 403.
2. Read or review the essay “The Use and Abuse of Facebook” on pages 419–422. On page 422, respond to all four items under “Thinking Critically about Classification and Division.”

The following exercise has been adapted from “Module 7: Classification and Division Essay” by Camille Willingham of Kennedy-King College. Read the following paragraph and answer the three questions that follow.

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

4. The thesis statement for the essay containing the paragraph is “One attractive way to have fun exists in the free-admission shopping mall.” What might be the organizing principle and categories for this essay?
5. Identify the topic sentence of the paragraph and reorganize its sentences into a more coherent, logical order for that topic sentence. Delete any sentences that don’t fit with the topic sentence.
6. Identify two sentences from the following which could be used as the topic sentences for two supporting paragraphs that develop the thesis.
 - a. For many people, “fun” involves getting out of the house, seeing other people, having something interesting to look at, and enjoying a choice of activities, all at a reasonable price.
 - b. The mall provides something special for every member of the family.
 - c. Mall managers have obviously made a decision to attract all this teenage activity.
 - d. Couples find fun of another sort at shopping malls.
 - e. Mom walks through a fabric store, running her hand over the soft velvets and slippery silks.

Check your answers with those in the Answers section.

ASSIGNMENT 19: DEFINITION

Read the following assignment in your study guide. Then, read Chapter 18 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Introduction

American psychologist and philosopher William James said our consciousness is always engaged in sorting out the “blooming, buzzing confusion” of the sensory world. Language is a vital tool in this struggle to adapt to events and mental impressions. As you can see from the “Writing Quick Start” exercise on page 429, *definition* requires interpretation. You can’t define something you don’t understand. Because words are our tools for both interpreting and defining things, definitions require effective writing.

Reading Highlights

Pages 430–433

Through language, we share a code that names persons, places, and things and permits people to define relationships among all of these. For example, in the American kinship system, the word *uncle* is defined as the brother of a person’s mother or father. Words like *here* or *there* indicate places. *Rose* and *anvil* designate things.

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

A standard definition (1) states the term, (2) identifies the general nature of the term by placing it in a class, and (3) differentiates the term from other terms in the same class. Identifying the nature of a term and differentiating it may remind you of the classification and division pattern of development. These strategies are part of writing a definition.

However, defining focuses on a specific term (instead of analyzing the entire category) and identifies the ways the term is unique in that category. For example, while reviewing a student draft, Jack found himself confused by the way Alana used the term *animal* in her essay because she seemed to have a more narrow view of the term than he had as a science major. After discussing the matter, Alana decided to include a definition in her essay so her readers would know what she meant by *animal* whenever she used it: An animal is a living creature that moves and ingests food through its mouth. The term is *animal*; it's placed in the class of living creature and is differentiated from other living creatures according to movement and food ingestion. Although Jack felt her definition was unscientific, he agreed that once he knew what Alana meant, he could better understand her essay.

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

Pages 434–438

After studying the textbook's examination of the characteristics of extended definitions, read Jan Goodwin's essay, "Freegans: They Live Off What We Throw Away" and skim through the characteristics of this pattern. Afterward, study the sample graphic organizer for an extended definition essay on page 438.

Pages 438–440

The essay by Mike Crissey, “Dude, Do You Know What You Just Said?” is an amusing and fascinating piece on the evolution of the “dude” concept as our culture becomes increasingly youth centered. After reading the essay, study the graphic organizer in Figure 18.4 to see how the author organized the piece.

Pages 441–443

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

By referring to these categories whenever you write something, particularly for the other courses in your degree program, your instructor will see that you understand the concepts and know how to avoid misconceptions. You’ll also find the guidelines for reading actively and thinking critically useful for reading and analyzing an extended definition essay.

Pages 443–448

Scan the guided writing assignment. Look through all of it, but pay special attention to the editing, proofreading, and revision tips on pages 447–448.

Pages 449–456

This section begins with a “Students Write” essay by Kate Atkinson, “Guerilla Street Art: A New Use of Public Space” (pages 449–451). Note the highlighted words and passages in the essay while you analyze the reading. The second essay, “Dating on the Autism Spectrum” by Emily Shire (pages 452–455), demonstrates the integration of extended definition with other patterns.

Required Journal Entry 10: Definition

Read the definition of plagiarism, including deliberate and accidental *plagiarism*, on page 602 of your textbook.

Define: Prior to reading the definition in the textbook, what did you believe plagiarism meant? Explain where your definition matched or fell short of the textbook’s definition. (Minimum 1 paragraph, 6 sentences)

Reflect: How does this knowledge change the way you approach your coursework? (Minimum 1 paragraph, 6 sentences)



Self-Check 25

1. Complete Exercise 18.1 on page 432.
2. Complete Exercise 18.2 on page 433.
3. Complete Exercise 18.3 on page 443. Following the instructions for the exercise, respond to items 1 (dance) and 4 (a term related to an academic course), being sure you correct misconceptions and use negation in an extended definition.
4. After reviewing the essay by Emily Shire on pages 452–455, respond to all four items under “Examining the Reading” on page 455.
5. Turn to page 457 and respond to all six items related to Shire’s essay under “Thinking Critically about Text and Images.”
6. In each of the following items, correct errors in word choice, including everyday expressions, slang, and other informal terms.
 - a. My family lived in Trinidad for the first ten years of my life, and we went through a lot; but when we came to America, we thought we had it made.
 - b. Only recently have ladies landed seats on the Supreme Court.
 - c. The Democrats are plotting and conspiring on a new education bill.
 - d. Last night, a group of firemen came into the emergency room with minor scrapes and burns.
 - e. Every doctor in the emergency room performs his job under tremendous pressure.
 - f. The totally weird practice of trepanation, which involves drilling a hole in a person’s skull, has found modern supporters in today’s society.
 - g. Ancient people may have used trepanation to relieve pressure from head injuries, or perhaps it is possible that they thought it was a headache cure.
 - h. We’re not talking about accidents here; these holes were intentionally drilled.
 - i. Trepanation supporters are perhaps not playing with a full deck, but they insist that having a hole drilled in one’s skull produces a permanent euphoria.
 - j. The International Trepanation Advocacy Group is aware of the fact that many people find trepanation very uniquely disturbing.

Check your answers with those in the Answers section.

ASSIGNMENT 20: CAUSE AND EFFECT

Read the following assignment in your study guide. Then, read Chapter 19 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Introduction

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

Imagination is among any writer’s most valuable tools. In the “Writing Quick Start” exercise on page 459, you’re asked to imagine what led to the scene in the photo. What could have been the cause, or sequence of causes, that led to this apparent disaster? Consider several possible scenarios.

Reading Highlights

Pages 460–463

A *cause-and-effect essay*, also called a *causal analysis*, is sometimes intended as an argument that supports a set of observations, identifying a particular cause or sequence of causes. In other cases, a causal analysis is intended to inform readers, to challenge their expectations, or to surprise them. Note that effects may have multiple causes. Poverty, for example, results from factors that can include age, parent education, quality of education, and racial discrimination, to name a few. However, apparent causes may be misleading. For example, if ice cream consumption is statistically related to higher crime rates, one could conclude that ice cream

promotes criminal behavior when, in fact, it's warmer temperatures that are among the causal factors leading to both higher crime rates and higher levels of ice-cream consumption.

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

Tip: Figures 19.1, 19.2, and 19.3 on pages 466–467 present graphic organizers for three different kinds of cause-and-effect essays.

Pages 463–465

Read “Why Summer Makes Us Lazy,” a cause-and-effect essay by Maria Konnikova, which relies on scientific evidence cited by experts in their fields to back up the common perception that hot weather makes people lazy. Pay careful attention to the highlighted areas of the essay, which point out important elements including cause and effect relationships, evidence, and patterns of development.

Pages 468–470

Read Adam Alter’s essay “How Labels Like *Black* and *Working Class* Shape Your Identity,” which describes two famous experiments that illustrate how behavior can be manipulated by arbitrarily assigned labels. Afterwards, study the graphic organizer in Figure 19.4 on page 471.

Pages 470–473

This section begins by offering three important suggestions for integrating cause and effect into essays that conform primarily to other patterns of development. The guidelines for reading actively and thinking critically that follow these suggestions

encourage you to pay close attention to details when reading and reflecting on causal analyses, especially as you identify the relationships between causes and effects. You'll also want to consider whether or not the author offers sufficient evidence to establish causal relationships. Additionally, as you read through a causal analysis, keep an eye out for common errors, such as confusing chronology or correlation with causation.

Pages 474–480

Scan the guided writing assignment. Look through all of it, but pay special attention to the editing, proofreading, and revision tips on pages 478–480.

Pages 480–495

This section presents you with three different essays to read and evaluate. The first is the essay, “Is Sharing Files Online Killing Music?” by Jonathan Adamczak. Note that the author’s thesis identifies a single cause that leads to multiple consequences, and that in the body of his essay he presents both negative and positive effects. The second essay is Jurriaan Kamp’s “Can Diet Help Stop Depression and Violence?” It cites several studies about the positive effects of dietary changes among populations in various countries around the world. The final essay, “Dining in the Dark,” by Charles Spence and Betina Piqueras-Fiszman, integrates cause and effect with other patterns to examine one of the practices of “the experience economy”—a growing trend toward paying for experiences rather than tangible products.

Required Journal Entry 11: Cause and Effect

Brainstorm: List the causes that made you decide to return to school or list the causes that prompted you to choose online education. Next, add the short term effects your decision has had on your life in the present. Finally, include the long-term effects you hope your decision will have on your future.

Organize: Review the graphic organizers on pages 466–467 in your Successful College Writing textbook. Choose the organizer that you think would best present the information you brainstormed to an audience of your fellow Penn Foster classmates and arrange your content using that format. Include your graphic organizer in your journal. (No minimum length requirement)



Self-Check 26

1. Complete Exercise 19.1 on page 461.
2. Complete Exercise 19.2 on page 461.
3. Complete Exercise 19.3 on page 470.
4. After reviewing the “Students Write” essay by Jonathan Adamczak on pages 480–483, turn to page 484. Respond to all three items under “Thinking Critically about Cause and Effect.”
5. After reviewing “Dining in the Dark” on pages 488–493, turn to page 495 and respond to all three items under “Analyzing the Writer’s Technique.”

Check your answers with those in the Answers section.

Be sure to complete journal entries 9, 10, and 11 before you move on to the next assignment.

Lesson 5: Prewriting: Classification and Division

For this exam, you'll choose one of the assigned topics and write an outline or graphic organizer to plan and develop your information before you begin to draft your essay.

The information you use to prepare your graphic organizer should be based on your own knowledge and experience of your subject. If you do research or incorporate information that's not considered common knowledge into your prewriting, you must cite it according to MLA format. Refer to Chapters 22–23 in *Successful College Writing*, which you'll study in depth in the next lesson.

Note: Research isn't required for this assignment, however, if you choose to incorporate information from outside or secondary sources, you're required to cite your sources according to MLA format. Please see Chapter 23 in your textbook for more information.

ASSIGNMENT OBJECTIVES

For this exam, you'll

- Identify the steps in the writing process
- Use prewriting, drafting, revising, and editing to write formal, college-level essays
- Distinguish between different patterns of development
- Apply an appropriate pattern of development to a specific purpose and audience
- Write effective thesis statements
- Develop paragraphs using topic sentences, adequate detail, supporting evidence, and transitions
- Apply the conventions of standard written American English to produce correct, well-written essays

ASSIGNMENT

Topic

You will choose one of the following topic areas. Review the graphic organizer on page 407 in your textbook. The graphic organizer that you create doesn't need to have boxed outlines or arrows, but it should show your organization.

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

- Sports—general, types of fans, or influence on culture
- Genres of movies, television shows, or video games
- Social media or networking sites and applications
- Places you've lived, visited, or vacationed

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

Be sure to complete journal entries 9 and 10 before you move on to the next assignment.

Note: Use the Classification and Division Worksheet on your student portal to help you organize your ideas.

Title: Types of Food

Topic announcement: Restaurants

Introduction Background: It is easy to choose healthy options when eating out.

Thesis statement: Most restaurants, including fast food, casual and fine dining, make it easy for patrons to eat out without sacrificing a healthy diet.

Body Paragraphs

Fast Food

Characteristic 1: not known for healthy choices but they are on the menu; light or low-calorie choices

Example 1: plain burgers – no cheese; side salad rather than fries

Characteristic 2: There are options for breakfast, lunch and dinner.

Example 2: McDonald's has Egg White Delite, oatmeal, salads, grilled chicken

Characteristic 3: Menus list calorie counts and other nutritional information

Example 3: McDonald's, Panera

Casual

Characteristic 1: more variety, wider menu, allow substitutions for healthier options

Example 1: choice of sides – baked potato instead of French fries; salad rather than cream/bisque soup

Characteristic 2: look up nutritional information online if it's not listed on the menu; other indicators for healthy options.

Example 2: LongHorn Steak House lists calorie counts on menu and notes healthy options with special characters

Characteristic 3: many restaurants have separate healthy-option menus

Example 3: Cheesecake Factory has a "Skinnylicious" menu, Denny's has a "Fit Fare" menu, and Red Lobster has a "Lighthouse" menu.

Fine Dining

Characteristic 1: Smaller portions but richer foods/sauces; more courses

Example 1: Less likely to overeat; smaller portions give patrons a taste of many foods; more portion control

Characteristic 2: No nutritional info available; patrons need some knowledge of nutrition – calories/fat in foods - to stick to diet.

Example 2: Better quality food, typically organic and non-GMO. This makes the food at fine dining restaurants better for you than similar options at casual restaurants.

Characteristic 3: A la carte menus let patrons choose their own main course and sides.

Example 3: appetizers optional; salad; choose healthier cuts of meat or have seafood – salmon, tuna; Ruth's Chris Steak House, Le Bernardin for seafood

Conclusion: Restaurants provide something for everyone, no matter their preference or dietary needs.

Essays must be typed, double-spaced, using a standard 12-point font and left justification. Use 1-inch margins on all sides. Each page must have a properly formatted header containing your name, student number, exam number, page number, mailing address, and email address (see page 6 for an example). Name each document using a unique file name which will help you identify the file, such as this example: Process Analysis Johnson. Exams may be submitted in Rich Text Format or MS Word. Preview your document before you submit in order to ensure that your formatting is correct. You should take care to check that the document you've uploaded is the one containing your final work for evaluation.

SUBMITTING THE ASSIGNMENT

To submit the assignment, follow these steps:

1. Type the essay.
2. Save the document.
3. Go to your student portal.
4. Click on Take Exam next to this lesson 25020300.
5. Follow the instructions on the student portal.

EVALUATION RUBRIC

Your instructor will evaluate your prewriting based on the following criteria. Note that this project (25020300 Prewriting: Classification and Division) is graded as either Pass or Return. A Fail grade will only be assigned in cases of plagiarism.

	Pass		Return	
	Skill Realized	Skill Developing	Skill Emerging	Skill Not Shown
<p>Ideas and Content</p> <p>The writer chose one of the assigned topics</p> <p>The writer included all the required introductory information: a topic, background statement, and thesis statement.</p> <p>The thesis statement makes a claim or takes a position on the topic.</p> <p>The writer included at least 3 main points on the topic, with at least three supporting elements for each. The main points connect clearly to and support the thesis statement</p> <p>The writer's conclusion reinforced the thesis statement.</p>				
<p>Organization</p> <p>The writer used an outline or graphic organizer format for this exam.</p> <p>The writer arranges the main points in a logical order to suit the claim made in the thesis statement.</p> <p>The supporting elements provided for each main point are relevant and adequately illustrate the classification and/or division pattern of development for the chosen topic.</p>				
<p>General Correctness</p> <p>The writer used a spell checks and proofread the paper to check for errors in word choice and typos.</p> <p>The paper is reasonably free of errors that interfere with a reader's ability to understand the content.</p>				
<p>Format</p> <p>The writer used the required font, line spacing and margins.</p> <p>The writer included the required information in the header at the top of the paper.</p>				

IMPORTANT NOTICE

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

NOTES

Lesson 5: Essay: Classification and Division

Before you begin the examination, please read pages 401–403 in your *Successful College Writing* textbook.

For this assignment, you'll prepare a 1,200–1,500-word classification and division essay based on your graphic organizer. You may not submit this essay until you've received your grade and instructor feedback on your prewriting exam.

While you're waiting for your prewriting to be evaluated you should

- Review the reading assignments for Lesson 5
- Study the sample classification and division essays and the guided writing assignment in Chapter 17 of your textbook
- Prepare a rough draft of your classification and division essay so that you're ready to revise when you receive feedback on your prewriting

ASSIGNMENT OBJECTIVES

For this exam, you'll

- Identify the steps in the writing process
- Use prewriting, drafting, revising, and editing to write formal, college-level essays
- Distinguish between different patterns of development
- Apply an appropriate pattern of development to a specific purpose and audience
- Write effective thesis statements
- Develop paragraphs using topic sentences, adequate detail, supporting evidence, and transitions
- Apply the conventions of standard written American English to produce correct, well-written essays

ASSIGNMENT

Topic

Use your topic from the previous classification and division assignment. Don't switch topics. You'll develop your essay from the graphic organizer you submitted for your previous assignment. Your topic should be one of the following:

- Sports—general, types of fans, or influence on culture
- Genres of movies, television shows, or video games
- Social media or networking sites and applications
- Places you've lived, visited, or vacationed

Note: Research isn't required for this assignment, however, if you choose to incorporate information from outside or secondary sources, you're required to cite your sources according to MLA format. Please see Chapter 23 in your textbook for more information.

Pattern of Development

Using your prewriting and the feedback you received from your instructor, expand your ideas into an essay of 1,200–1,500 words, or approximately five to six paragraphs.

Essays must be typed, double-spaced, using a standard 12-point font and left justification. Use 1-inch margins on all sides. Each page must have a properly formatted header containing your name, student number, exam number, page number, mailing address, and email address (see page 6 for an example). Name each document using a unique file name which will help you identify the file, such as this example: Process Analysis Johnson. Exams may be submitted in Rich Text Format or MS Word. Preview your document before you submit in order to ensure that your formatting is correct. You should take care to check that the document you've uploaded is the one containing your final work for evaluation.

This information should come from your own knowledge on the topic. However, if you do research or incorporate information that's not considered common knowledge into your prewriting, you must cite it according to MLA format. Refer to Chapters 22–23 in *Successful College Writing*.

To submit the assignment, follow these steps:

1. Type the essay.
2. Save the document.
3. Go to your student portal.
4. Click on Take Exam next to this lesson 25020400.
5. Follow the instructions on the student portal.

EVALUATION RUBRIC

Your instructor will evaluate your work for project 25020400 Essay: Classification and Division based on the following criteria:

Traits of Good Writing <i>Review pages 11-15 in your study guide for a complete explanation of the rating you earned for each trait as well as references you can study to improve your writing skills.</i>	Skill Realized A 100-90	Skill Developing B 89-80	Skill Emerging C 79-70	Skill Not Shown F 69-0
Ideas & Content: The writer provides a clear thesis statement that addresses the purpose of the essay. The writer combines elements of classification and division as necessary to illustrate the purpose of the essay. The writer includes at least 3 categories for classification and/or division to adequately support the thesis statement. If necessary, the writer used MLA style for citation and documentation.	30-28	27-25	24-22	21-0
Organization: There is a clear introduction with a thesis, body and conclusion. The writer uses topic sentences to organize body paragraphs and transitions appropriately to guide the reader from point to point. The conclusion reinforces the thesis statement and provides a satisfactory ending to the essay.	25-23	23-21	21-19	19-0
Voice: The writer interacts with the assigned audience using an appropriate, consistent point of view and tone. The writer offered adequate evidence from his or her own experience to effectively engage readers' interest and address the purpose of the essay.	20-18	18-17	17-16	16-0
Grammar, Sentences and Word Choice: The writer uses correct grammar, spelling, punctuation and sentence structure. The writer makes correct word choices, defines unfamiliar terms, and conveys a clear message. The writer has edited and proofread the essay.	15-13	13-10	10-8	8-0
Format: The writer met the required length (1,200-1,500 words), used the assigned font and margins and included the required header information correctly.	10-8	8-7	7-5	5-0

IMPORTANT NOTICE

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

Unit 2 Course Journal: The Writing Process in Action, Entries 7–12

Required Journal Entry 12: Evaluation

Review the patterns of development that you've learned and used in your essays and journal entries in this unit. Explain how each of these patterns of development or organizational methods will be useful to you in your upcoming courses and your future career. (Length open)

JOURNAL ENTRY GRADING CRITERIA

Your journal will be evaluated according to the following requirements:

Ideas and Content: How accurately and effectively you responded to the entry. Your writing focused on the topic of the entry and is based on the correct reading assignments in your texts; you effectively engaged with the content of the reading assignments and composed thoughtful original responses to each entry; when required, you cited and documented secondary source material appropriately and correctly.

Organization: How well each entry is developed. All paragraphs begin with an appropriate topic sentence and are developed fully by using examples, illustration, and/or evidence; each entry meets the required minimum length.

General Correctness: How well entries meet the expectations of college-level academic writing in the areas of sentence structure, grammar, word choice and spelling, and punctuation.

Format: How accurately you followed the prescribed format for the journal by including the required header, entry title and date, and used correct margins, font, and line spacing.

SUBMITTING THE ASSIGNMENT

If you have not kept all your journal entries in a single document, you will need to copy and paste them in order to one word-processed document. Give the document a title that you will easily recognize and save it as a .doc, .docx, or .rtf file.

To submit the assignment, follow these steps:

1. Type each entry according to the format instructions for the journal on page 98–149.
2. Save the document.
3. Go to your student portal.
4. Click on Take Exam next to this lesson 25020500.
5. Follow the instructions on the exam submission page to upload your exam for evaluation.

EVALUATION RUBRIC

Your instructor will evaluate your work for project 25020500 Unit 2 Course Journal: Entries 7–12 based on the following criteria:

	A	B	C	F
Comments	100–90	89–80	79–70	69–0
7. <i>Description and Narration Prewriting:</i> Describe Narrate	10–9	9–8	8–7	7–0
8. <i>Description and Narration:</i> Narrate Reflect	15–14	14–13	13–12	12–0
9. <i>Comparison and Contrast:</i> Brainstorm Organize Write	20–17	17–15	14–12	11–0
10. <i>Definition:</i> Define Reflect	20–18	17–15	15–13	13–0
11. <i>Cause and Effect:</i> Brainstorm Organize	15–14	14–13	13–12	12–0
12. <i>Evaluation</i>	10–9	9–8	8–7	7–0
<i>Format:</i> header, title and date, margins, font, line spacing	10–9	9–8	8–7	7–0

NOTES

Lesson 6: Research and MLA Citation

INTRODUCTION

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

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

OBJECTIVES

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

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



ASSIGNMENT 21: PLANNING A PAPER USING SOURCES

Read the following assignment in your study guide. Then, read Chapter 22 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Introduction

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

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

Reading Highlights

Pages 558–559

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

Pages 560–561

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

Pages 561–565

Planning a research project paper begins with defining the nature and purpose of your assignment. Study Figure 22.1, “Writing a Paper Using Sources,” on page 559. When you select a topic, be sure it's something that actually interests you. Your curiosity will help you ask the right questions and follow up on leads. Additionally, be sure your topic is focused and that there's sufficient information available to allow you to offer something fresh and new on the subject. First, develop a working thesis and list some essential research questions. For example, if your tentative topic is attention deficit disorder, you might want to probe its relationship to age, social class, or family history.

Pages 565–569

This section of the chapter describes the various kinds of sources you might draw on when writing a research paper. As a general rule, sources can be initially categorized as primary or secondary. Primary sources include actual historical documents, literary works, original research reports, and eyewitness accounts, as well as interviews you've conducted, and your observations and correspondence. Secondary sources are generally defined as material that comments on or refers to primary sources.

Sources can also be categorized by type. Scholarly sources, for example, include articles and books written by academics and scientific researchers. Reference works are compilations

of facts, data, and other sorts of information, sources like encyclopedias, dictionaries, and thesauruses. Popular sources encompass a wide range of materials, such as newspapers, magazines, and general-interest works of nonfiction. Table 22.1 on page 568 offers a handy comparison between scholarly journals and popular sources.

Pages 569–571

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

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

Tip: Using a worksheet like the one offered on page 573 can help you evaluate the relevance and reliability of your sources.

Pages 571–573

To use sources effectively, you need to separate fact from opinions and identify the source’s viewpoint. Watch for bias, which may not be initially apparent. Generalizations often contain logical fallacies, such as applying the characteristics of a few cases to an entire group. To be a critical thinker, you also must search out assumptions, tacit or explicit, within any source you plan to use and assess the validity of those assumptions.

Required Journal Entry 13: Evaluating Your Sources

Describe when it’s appropriate to use sources in an essay. Why is it important to differentiate between facts, opinions, and bias when choosing sources for your research? (Minimum 2 paragraphs, 6-8 sentences each)



Self-Check 27

1. Complete Exercise 22.1 on page 564.
2. Complete Exercise 22.2 on page 565.
3. Complete Exercise 22.3 on pages 570–571.
4. Complete Exercise 22.4 on page 572.

Check your answers with those in the Answers section.

ASSIGNMENT 22: FINDING SOURCES AND TAKING NOTES

Read the following assignment in your study guide. Then, read Chapter 23 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Introduction

Begin with the “Writing Quick Start” exercise on page 574. Think about where you could find more information on the subject.

This assignment focuses on how to locate and acquire print or electronic sources through libraries or Internet search engines. Read the material carefully, and spend as much time as you can exploring library databases and various Internet resources to see the possibilities. Remember that when you go to a library, your best resource is the reference librarian. Asking that person to help you locate the information you’re looking for will save hours of time and may introduce sources you didn’t know existed.

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

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

Reading Highlights

Pages 576–584

The ultimate resource for serious writers, particularly those researching scholarly and academic topics, is the library. Today, most college libraries are linked electronically with

many data resources, including academic journals, the holdings of other college libraries, and the Library of Congress. Figure 23.2 on page 577 offers a look at a sample library home page.

Learning to use *keyword searches* is vital for efficient library and Internet research. Under “Using Appropriate Search Tools,” you’ll find information on how to locate sources from electronic databases. Finding books involves using the library’s catalog. Figure 23.3 on page 580 and Figure 23.4 on page 581 show sample search results of library catalogs. Remember to ask the reference librarian for help if you’re unfamiliar with the catalog system or if you aren’t sure where to start looking for information on your topic. For the Expanded Academic ASAP database at the Penn Foster library, click on **Help** for more detailed search strategies.

The Internet has revolutionized the world of information. You can Google almost anything imaginable and receive sources, although you may have to sort through a long list of unrelated topics to find what you’re looking for. As you work with the text material, check some of the URLs and Internet sources listed, including Listserv and news groups. Study the illustrations on pages 582–583 for a sample of web sources for general research, news sites, and government documents.

Pages 584–586

For many writers, field research yields results that can’t be found in published sources. This section examines the proper techniques of three forms of field research: interviews, surveys, and direct field observation.

Pages 586–587

One of the most important parts of academic research is keeping track of your sources so you can properly cite them in your work. Extracting information from sources can involve several techniques. Your notes can be stored and organized on note cards or within computer files.

If you use index cards, make a separate bibliography card for each source and include on it all the information listed in Figure 23.5 on page 587. You may want to give each source a code letter or number; then you can just write the code and

the page numbers on each note card, instead of taking time to recopy the information or risking the confusion of two authors with the same last name. If you use computer files and cut and paste sections from online sources into your note pages, be especially careful in labeling them with the source and including quotation marks to remind you the words are written by someone else.

Pages 588–592

When writing summary notes and paraphrasing, you must be systematic about citing or annotating such information from any source. If a direct quotation serves your purposes, ensure you write the quote verbatim, put quotation marks around it, and cite it accurately. In most cases, paraphrasing is a preferable option. You need to exercise special care when paraphrasing in order to avoid plagiarizing, a topic that’s covered more fully in Chapter 24. To ensure you don’t accidentally plagiarize when paraphrasing, frame direct quotes in quotation marks, properly introduce paraphrases and summaries, and cite the source in a proper format.

Both paraphrasing and summary notes must also be cited just as you would cite a direct quote. Study the text discussions and samples of proper paraphrasing, citation, and recording a modified quote. In addition to understanding the difference between summary, paraphrase, and direct quotation, you should also know how to effectively introduce, interpret, and incorporate material in your writing. Without proper word choice, source information can boldly stand out and make your writing difficult to read.

It’s essential, as well, to record all the information necessary to keep track of any sources you summarize or paraphrase. Figure 23.6 on page 592 presents a sample bibliographic information worksheet that you may find helpful.

Pages 592–595

Before you begin drafting a research paper, you must evaluate and synthesize your sources. That means breaking the information down according to purpose, such as providing background, supporting your thesis, or adding detail.

Also, note any that conflict with another source. You may decide to discard some information that either doesn't support your thesis or simply doesn't work with the rest of your sources.

Organizing your sources by category can help you synthesize your source material. You may find it helpful to create a graphic organizer, like the sample provided in Figure 23.7 on page 595.

Pages 595–596

Some of the essays you've read in previous lessons—for example, “Is Sharing Files Online Killing Music?” and “Dining in the Dark,” both found in Chapter 19—were accompanied by a list of the works cited, a common form of bibliography. Occasionally, instructors may ask you to provide an annotated bibliography for a research paper. In such cases, in addition to providing the relevant publication information, you'll follow each citation with a brief summary of each source. You can see a sample of an annotated bibliography on page 596.

Required Journal Entry 14: Organizing Your Information

Describe: Review pages 586–591 and 595–596 in *Successful College Writing*. Describe at least two ways to organize your information effectively. Choose the method that would work best for you and explain why. (Minimum 2 paragraphs, 6 sentences each)

Reflect: Take a look back to your response to Journal Entry 10. Briefly describe what counts as plagiarism. When is it appropriate to cite information? What information doesn't need to be cited? (Minimum 1 paragraph, 6–8 sentences)



Self-Check 28

1. Complete Exercise 23.1 on page 590.
2. Complete Exercise 23.2 on page 590.

Check your answers with those in the Answers section.

ASSIGNMENT 23: WRITING A PAPER USING SOURCES

Read the assignment in this study guide. Then read Chapter 24 in your textbook. The webinar titled “Research Writing and Citation and Documentation” supports this assignment. Review the English Composition course information for webinar instructions and then check the webinar schedule on your student portal to register for a session. Be sure to complete the self-check before moving on to the next assignment.

Introduction

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

Reading Highlights

Pages 600–601

Before you even begin drafting a research project, you need to step back a moment and think about how to organize it. What pattern of development is best suited to your thesis and your audience? How many words or pages will the project require? Once you’ve answered these and a few other questions, you can begin to arrange your notes according to the categories and subcategories you identified while evaluating and synthesizing your sources. The illustration on page 601 lists several possibilities, depending on the method you used

to document your sources. Finally, you'll need to create an outline or a graphic organizer to arrange your ideas and reference the sources you'll use in your project.

Pages 601–603

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

Pages 603–612

Drafting a research project involves some special considerations. For example, you're likely to be writing for an academic audience, so a serious tone is recommended. Using the third person point of view helps ensure that your writing sounds objective, unbiased, and credible. In most cases, the thesis is identified in the introduction, although placing it near the end may prove more effective for certain types of papers, such as those analyzing a problem or proposing a solution. Consult your notes frequently as you draft the paper, and state your main point clearly in each paragraph, using your sources to support each point.

TIP: Figure 24.2 on page 605 provides a sample graphic organizer for structuring a paragraph in a research project.

Using in-text citations can help to more gracefully integrate source material that you've chosen to support the main points in project. When completing a writing assignment for a course in English, a foreign language, or another humanities field, you'll need to use documentation style of the Modern Language Association (also called MLA style).

When completing a research paper for a course in psychology or another of the social sciences, you'll need to use the documentation style of the American Psychological Association (APA style). The final section of this chapter examines the details of both approaches to citation.

Transitions and signal phrases—which include a referenced author's name, an appropriate verb, and the page number of the source material—can also help to incorporate source material into your writing style. (Be sure to cite that material, of course.) Pay careful attention to the discussion on using direct quotations. Exact words are always included in direct quotes to clarify that they're not your work, but you should also try to blend the material together smoothly. Pay attention to the proper punctuation of quotations.

Pages 612–614

As you revise your paper, be prepared to cut any material that doesn't provide support and evidence for your thesis and lead to a clear conclusion. Remember to let your writing rest between revisions so you'll see what it actually says, and not what you intended it to mean. Figure 24.4 on pages 613–614 provides a useful flowchart that describes various strategies for revising a research paper.

Pages 614–616

As you prepare your final draft, pay special attention to

- *Formatting*: Note the seven criteria listed on page 615.
- *Editing and proofreading*: A list of tips is on pages 615–616.

Pages 616–638

This is a reference section to use in completing your research paper in the MLA style for citing sources. This is a vital reference resource for completing your essay assignment. Read the essay by Nicholas Destino (pages 632–638) to see how MLA style is used in formatting and documenting a research paper.

Pages 639–656

This reference section provides APA conventions for citing sources in research papers. Study the “Students Write” feature on pages 650–656 for an example of a properly documented research paper. Pay close attention to the margin notes.

Required Journal Entry 15: Using Your Sources Responsibly

Review the definitions of direct quotation, paraphrase, and summary in Chapters 23 and 24 in *Successful College Writing*. In your own words, define these terms. Then explain the most effective use of each of these three types of sources. (Minimum 2 paragraphs, 6–8 sentences each)



Self-Check 29

1. The “Writing Quick Start” exercise at the beginning of Chapter 24 suggested the steps you might take in writing a research paper on the graffiti artist, political activist, film director, and painter who goes by the name Banksy. Take some time researching possible sources for this project. After reviewing the material on in-text citations and integrating quotations on pages 606–612 and the MLA formatting styles on pages 617–631, and choose at least three sources to complete the following citation exercises:
 - a. An in-text citation referencing one author
 - b. An in-text citation referencing two or more authors
 - c. An in-text citation for an unknown author
 - d. A works-cited entry from an online newspaper article
 - e. A works-cited entry from a book with one author
 - f. Integrate a short quotation from an interview or article into a sentence that you might write for a research paper on Banksy

Check your answers with those in the Answers section.

Before proceeding to Lesson 7, take the multiple-choice examination for Lesson 6, Research and MLA Citation.

Note: Be sure to complete journal entries 13, 14, and 15 before moving on to the next assignment.

Lesson 7: Arguments

INTRODUCTION

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

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

OBJECTIVES

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

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



ASSIGNMENT 24: READING ARGUMENTS

Read the following assignment in your study guide. Then, read Chapter 20 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

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

—Mark Twain

Introduction

To evaluate an argument, clear thinking is essential. You have to recognize if the logic is sound and if examples provide valid support. You'll also look for emotional appeals, which add another element to the presentation. In this assignment, you'll first learn what to look for when reading or appraising an argument. The five basic dimensions to an effective argument are included with examples in the following list:

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

Argumentation is an art that most of us start developing as soon as we learn to speak. We sometimes argue not because we're angry, but because argumentation causes us to carefully examine our own and others' ideas. We weigh conflicting claims; make judgments about the nature of evidence and the procedures of investigation; state our ideas clearly, accurately, and honestly; and listen respectfully and critically to other people's ideas. Whether speaking, thinking, or writing, we all use argumentation on a daily basis, so you probably already have some skill at crafting an argument. The more you improve your skills in this area, the better you'll be at thinking critically, reasoning, and weighing evidence—necessary skills for all parts of your life.

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

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

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

Reading Highlights

Page 500

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

Pages 501–507

Carefully study this section, because it comprises the basic information you need to know about arguments. Note that an argument revolves around issue, an idea problem, or controversy about which people’s views differ. A claim is generally the point the writer wants to prove; but there are three kinds of claims: *claims of fact*, *claims of value*, and *claims of policy*.

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

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

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

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

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

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

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

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

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

Tip: Figure 20.1 on page 503 offers a sample graphic organizer for an argument essay.

Pages 507–510

As you read “Organ Donation: A Life-Saving Gift,” the essay by Quinne Sember, study the highlighted areas of the essay and the margins of your textbook, which point out the author’s thesis and the basic parts of the argument. Has she presented a well-supported claim on an issue, considered rebuttals, and reached a conclusion? (You may note Sember’s paragraphs are much shorter than paragraphs in other essays. Such brief paragraphs are common for newspaper articles but are rarely appropriate for academic essays.)

Pages 510–511

Read Brian Palmer’s essay “Tipping Is an Abomination.” In it, he argues that tipping maintains racism against black patrons, doesn’t foster hard work, creates legal issues for employees and employers, and doesn’t provide a living wage for restaurant workers outside of the wait staff. Without the benefit of highlighting and margin notes, can you identify the various elements of his argument?

Tip: A graphic organizer for Palmer’s essay appears in Figure 20.2 on page 515.

Pages 512–518

Under the heading “Reading Actively and Thinking Critically,” study the six points for prereading or scanning an essay. These range from appraising the title and checking the author’s credentials to previewing the publication. Study the three suggestions for actively reading an argument, which include highlighting various parts of the argument and writing a summary after you’ve completed your reading. This section also examines strategies for analyzing and evaluating an argument. Pay close attention to the points covered here, which include reflecting on the writer’s purpose, the intended audience, definitions of key terms, the writer’s credibility, and the quality of the support, based on the reasons and evidence provided. The information on pages 516–518, including Tables 20.1 and 20.2, offer useful suggestions for recognizing faulty reasoning, whether you’re reading someone else’s argument or constructing your own.

The following are a few additional examples of the fallacies that the text discusses:

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

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

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

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

Pages 518–524

To apply your hard-earned skills, you’ll read two essays. The first of these is “How (and Why) to Stop Multitasking,” by Peter Bregman. Using humor and a light touch, Bregman argues against multitasking. He lists six distinct advantages he reaped from his (nearly complete) escape from compulsive multitasking, claiming in his sixth point that there was no

downside. Some 10 days later, in a different venue, David Silverman wrote “In Defense of Multitasking.” In an essay that set out to refute Bregman, he denied the charge that multitasking reduced IQs and attention spans. In support of his thesis, he listed four pro-multitasking arguments. While analyzing both essays, you may find it interesting to consider what you’ve learned about learning styles, including your own. In the Bregman-Silverman debate, where do your sentiments lie?

Required Journal Entry 16: Planning Your Argument

Study the argument essay topics on page 184 in your study guide and choose your topic for your argument. This journal entry will help you begin to plan, research, and organize your paper. Please note that both topics are very broad, so you should narrow your chosen topic appropriately to suit your purpose and interest as well as the research and length requirements. Use the Journal Entry 16 Argument Essay Outline Worksheet to help you complete this entry.

Review “The Basic Parts of an Argument” on pages 501–507 in your textbook. Once you’ve chosen your topic and identified your issue, you need to develop support. According to your text, the three common types of support for an argument are “reasons, evidence, and emotional appeals.” Follow the process outlined below:

I. State your claim

- A. Identify the type of claim (fact, value or policy).
- B. Explain your purpose or goal for your research paper.

II. Identify your reasons

- A. Reason 1
- B. Reason 2
- C. Reason 3

III. Start your research to develop support for your claim (provide at least two examples of each):

A. Support your reasons with evidence

- 1. Facts*
- 2. Statistics*
- 3. Expert opinions*
- 4. Examples*
- 5. Personal Experiences

B. Identify your emotional appeals

1. Appeal to needs
2. Appeal to values

* Cite your sources using MLA citation and documentation format (that is, parenthetical citations and a list of works cited).

To research effectively and efficiently, use the Expanded Academic ASAP database in Penn Foster's digital library.



Self-Check 30

1. Complete Exercise 20.1 on page 504.
2. Complete Exercise 20.2 on page 505..
3. Review the essay by Peter Bregman on pages 518–521. Under “Examining the Reading” on page 521, respond to all four items.
4. Under “Analyzing the Writer’s Technique” on page 521, respond to all four items.
5. Under “Responding to the Reading” on pages 521–522, respond to all four items.
6. Review the essay by David Silverman on pages 522–524. Under “Examining the Reading” on page 524, respond to all four items.
7. Under “Thinking Critically about Text and Visuals” on pages 524–525, respond to all five items.

Check your answers with those in the Answers section.

ASSIGNMENT 25: WRITING ARGUMENTS

Read the following assignment in your study guide. Then, read Chapter 21 in your textbook. Be sure to complete the self-check before moving on to the next assignment.

Introduction

In this assignment, you'll learn the art of argument by practicing it. A properly constructed argument makes a point, and the sharper the point, the better the argument. An effective argument provides logical, coherent, evidence-based support for a specific claim. The "Writing Quick Start" exercise on page 526 establishes the groundwork for writing an argument. Study the image of an ad on page, and then create a thesis for a brief argument that would use evidence and emotional appeals to support it.

Reading Highlights

Pages 527–534

This section defines the characteristics of argument essays, expanding on the characteristics described in the previous chapter. To begin with, make sure that your issue is controversial and narrowly defined. Once you have your topic and have narrowed and defined your focus, you can work on your claim. You must make a specific claim that states your position clearly. It's best to state your claim in a strong thesis, presenting it early in the essay—preferably in the introduction. Your claim may include a call for action.

A good argument requires sound evidence that's not only relevant, but also well integrated into the organization of your argument. Convincing evidence requires rigorous logic. Be sure you understand the difference between inductive and deductive reasoning.

Inductive reasoning gathers evidence that points to a conclusion. For example,

- *Evidence:* The polar icecaps are melting.
- *Evidence:* Glaciers around the world are melting.
- *Evidence:* The hottest years on record have occurred over the last decade.
- *Conclusion:* Global warming is a real and pressing issue.

Deductive reasoning begins with a major premise, proceeds to a minor premise, and then to a conclusion. Here's an example:

- *Major premise:* All birds have functional or vestigial feathered wings.
- *Minor premise:* Song sparrows have functional feathered wings.
- *Conclusion:* Song sparrows are birds.

This is a rather simple example of a *syllogism*, which is the basic form of a deductive argument. Study the examples in your text on page 531.

Audience analysis is a major part of preparing an argument. Are you approaching an agreeing, neutral, or disagreeing audience? It can be challenging to sway an audience that's neutral or on the fence. For the disagreeing audience, your text suggests finding some kind of common ground between your position and the opposing position of your audience. For example, "I know we seem poles apart on the immigration issue, but I think we can agree that we want to live in a fair and just nation." Humor and wit can also help soften a cool or unreceptive audience.

If your argument doesn't stir a bit of passion in you, it's unlikely to move the emotions of your audience. Your objective in a compelling argument is to move hearts and minds in favor of your argument by appealing to your audience's needs and values. On the other hand, a sound argument can be made better by recognizing opposing points of view, whether you acknowledge, accommodate, or refute them.

Tip: Figure 21.2 on page 540 provides a sample graphic organizer for argument essays that feature the characteristics described in this section.

Pages 534–539

You'll have a chance to see these different characteristics skillfully employed in the essay "Second Chances, Social Forgiveness, and the Internet," by Amitai Etzioni and Radhika Bhat. The authors recognize that giving people who have made mistakes a second chance to change their behavior and lead a good life is an important American value. As their argument unfolds, they present contrasting views about the ease with which Internet access to public records can make it difficult for criminals and other offenders to start over. As you read this essay, study the highlights and margin notes to see how different elements of argument are used.

Pages 541–542

Read the argument by writer-columnist William Safire, "Abolish the Penny." While the piece is cleverly written and laced with humor, don't assume Safire isn't serious about his thesis. When you assess his argument, ask yourself if his claims seem to be fact-based and if they support a sound argument in favor of abolishing the penny. When you've finished reading the essay, study the graphic organizer on page 543.

Pages 544–551

Because your final exam for this unit will be an argument essay, carefully study the steps outlined in the guided writing assignment section in this chapter. The topic for your exam will be assigned, but you may find it useful to practice using one of the topics suggested in this guided writing section.

Pages 552–555

Read "Pull the Plug on Explicit Lyrics" by James Sturm. You may well find the topic interesting, if only because it wrestles with a controversial thesis. As usual, the highlights should be helpful. Note Sturm's thesis statement. Note that after accommodating possible refutations of his thesis, he gets specific in paragraph 7. There he sets us up to consider three opposing viewpoints, on which he elaborates in paragraphs 8 and 9.

Required Journal Entry 17: Recognizing Your Opposition

Identify: Identify and define the three ways you can recognize opposing views in your argument. In your own words, explain why it's valuable to include the opposition in your essay. (Minimum 1 paragraph, 6 sentences)

Reflect: Read William Safire's essay "Abolish the Penny" on page 541 in your textbook and review the graphic organizer on pages 543. In your opinion, does acknowledging his opposition strengthen or weaken Safire's argument? Explain. (Minimum 1 paragraph, 6 sentences)



Self-Check 31

1. Complete Exercise 21.1 on page 528.
2. Complete Exercise 21.2 on page 529.
3. Complete Exercise 21.3 on page 532.
4. Complete Exercise 21.4 on page 534.
5. Review the "Students Write" essay by James Sturm on pages 552–554. Then, on page 555, complete the following:
 - a. Respond to all three items under "Analyzing the Writer's Technique."
 - b. Respond to all five items under "Thinking Critically about Argument."
 - c. Respond to all three items under "Reacting to the Reading."

Check your answers with those in the Answers section.

Lesson 7: Argument Essay

For this assignment, you'll write a 1,600–1,800 word argument essay that incorporates secondary sources to support your claim about an assigned topic.

ASSIGNMENT OBJECTIVES

- Use prewriting, drafting, revising, and editing to write formal, college-level essays
- Distinguish between different patterns of development
- Apply an appropriate pattern of development to a specific purpose and audience
- Write effective thesis statements
- Develop paragraphs using topic sentences, adequate detail, supporting evidence, and transitions
- Employ responsible research methods to locate appropriate secondary sources
- Quote, paraphrase, and summarize secondary source material correctly and appropriately
- Use Modern Language Association citation and documentation style to reference secondary source material correctly and appropriately
- Apply the conventions of standard written American English to produce correct, well-written essays

ASSIGNMENT

Topic

Choose one of the following:

- Persuade your audience that the use of alternative energy is beneficial and economical, or that the use of alternative energy is expensive and as detrimental as traditional energy sources
- Persuade your audience that social media provides a valuable outlet for free expression, or that social media allows users to insult, bully, and threaten others without any fear of punishment.

Purpose

The purpose is twofold:

- Persuade the reader to agree with the writer's position (primary purpose)
- Encourage the reader to take action on the topic (secondary purpose)

Audience

Your audience is made up of your fellow Penn Foster classmates. Many will agree with you, while others will disagree. You must take a position, present evidence to support it, and try to convince your audience through the strength of your argument to agree with you and to take action.

Research Requirement

You're required to use a minimum of four secondary sources in your essay. Use Journal Entry 16 and the Argument Essay Research Worksheet to help organize and draft your essay.

- Use at least two articles from Penn Foster's digital library database, Expanded Academic ASAP.

- Use at least one non-profit or government organization (online or print). You can find links to non-profit and government organizations in the Penn Foster Library.
- Choose a source, but one that you've evaluated for accuracy and validity.

Process

1. Applying the requirements given, work through pages 544 to the middle of 547 in the “Prewriting” section. Review Chapter 23 in *Successful College Writing*, “Finding Sources, Taking Notes, and Synthesizing,” to begin your research and organize the information you find. Narrow your focus appropriately for the assigned length before attempting to develop the essay.
2. Continue the guided writing assignment by proceeding through the “Organizing & Drafting” section on pages 547–549. Use strategies from the patterns of development you learned throughout the course to expand your main points and accomplish your purpose.

Review *Successful College Writing*, Chapter 24, “Drafting, Revising, and Formatting a research Project” as you begin your draft to ensure that you're incorporating your sources accurately and responsibly. Remember to include the sources you use in your paper on your list of works cited.
3. As part of your revision process, review the purpose and requirements for this assignment. Make any changes necessary to ensure that you've met the goals for this essay. You may also find it helpful to review the grading criteria.
4. Prepare the final draft of the essay according to the exam submission format from the Course Information section. Submit only the final, polished draft for grading.

Essays must be typed, double-spaced, using a standard 12-point font and left justification. Use 1-inch margins on all sides. Each page must have a properly formatted header containing your name, student number, exam number, page number, mailing address, and email address (see page 6 for an example). Name each document using a unique file name which will help you identify the file, such as this example: Process Analysis Johnson. Exams may be submitted in Rich Text Format or MS Word. Preview your document before you submit in order to ensure that your formatting is correct. You should take care to check that the document you've uploaded is the one containing your final work for evaluation.

SUBMITTING THE ASSIGNMENT

To submit the assignment, follow these steps:

1. Type the essay.
2. Save the document.
3. Go to your student portal.
4. Click on Take Exam next to this lesson 25020600.
5. Follow the instructions on the student portal.

EVALUATION RUBRIC

Your instructor will evaluate your work for project 25020600 Essay: Argument based on the following criteria:

<i>Traits of Good Writing</i> <i>Review pages 11-15 in your study guide for a complete explanation of the rating you earned for each trait as well as references you can study to improve your writing skills.</i>	Skill Realized A 100-90	Skill Developing B 89-80	Skill Emerging C 79-70	Skill Not Shown F 69-0
Ideas & Content: The writer provided a clear thesis statement and had a clear stance on one side of the issue. There is a clear argument provided with appropriate supporting details and evidence. The writer used the correct required sources. The writer used MLA format to incorporate secondary source material accurately and responsibly. The writer used signal phrases, parenthetical citation, and provided a list of works cited.	30-28	27-25	24-22	21-0
Organization: There's a clear introduction with a thesis, body, and conclusion. The writer uses topic sentences to organize body paragraphs and transitions appropriately to guide the reader from point to point. The conclusion reinforces the thesis statement and provides a satisfactory ending to the essay.	25-23	23-21	21-19	19-0
Voice: The writer interacts with the assigned audience using an appropriate, consistent point of view and tone. The writer offered adequate evidence from his or her own experience to effectively engage readers' interest and address the purpose of the essay.	20-18	18-17	17-16	16-0
Grammar, Sentences and Word Choice: The writer uses correct grammar, spelling, punctuation and sentence structure. The writer makes correct word choices, defines unfamiliar terms, and conveys a clear message. The writer has edited and proofread the essay.	15-13	13-10	10-8	8-0
Format: The writer met the required length (1,600-1,800 words). Used a standard font and margins. All of the required header information was present.	10-8	8-7	7-5	5-0

NOTES

Unit 3 Course Journal: Research Writing and MLA Citation, Entries 13–18

Required Journal Entry 18: Course Reflection

Reflect: Review your journal, starting with your first entry and the learning inventory. Reflect on how knowing who you are as a learner has helped you with the course activities. Consider your progress as a writer through each journal entry and essay. How has your writing changed since you started the course? Identify the improvements you've made and the skills you still need to practice. (3 paragraphs, 6 sentences each)

Evaluate: What goals did you set for yourself at the beginning of this course? Did you accomplish everything you hoped? Explain what you would have done differently, and describe the approach to writing you'll use in your future assignments. (2 paragraphs, 6 sentences each)

JOURNAL ENTRY GRADING CRITERIA

Your journal will be evaluated according to the following requirements:

Ideas and Content: How accurately and effectively you responded to the entry. Your writing focused on the topic of the entry and is based on the correct reading assignments in your texts; you effectively engaged with the content of the reading assignments and composed thoughtful original responses to each entry; when required, you cited and documented secondary source material appropriately and correctly.

Organization: How well each entry is developed. All paragraphs begin with an appropriate topic sentence and are developed fully by using examples, illustration, and/or evidence; each entry meets the required minimum length.

General Correctness: How well entries meet the expectations of college-level academic writing in the areas of sentence structure, grammar, word choice and spelling, and punctuation.

Format: How accurately you followed the prescribed format for the journal by including the required header, entry title and date, and used correct margins, font, and line spacing.

SUBMITTING THE ASSIGNMENT

If you have not kept all your journal entries in a single document, you will need to copy and paste them in order to one word-processed document. Give the document a title that you will easily recognize and save it as a .doc, .docx, or .rtf file.

To submit the assignment, follow these steps:

1. Type each entry according to the format instructions for the journal on page ##-##.
2. Save the document.
3. Go to your student portal.
4. Click on **Take Exam** next to this lesson 25020700.
5. Follow the instructions on the exam submission page to upload your exam for evaluation.

EVALUATION RUBRIC

Your instructor will evaluate your work for project 25020700 Unit 3 Course Journal: Entries 13–18 based on the following criteria:

	A	B	C	F
Comments	100–90	89–80	79–70	69–0
13. <i>Evaluating Your Sources:</i> Describe Evaluate	10–9	9–8	8–7	7–0
14. <i>Organizing Your Information:</i> Describe Reflect	15–14	14–13	13–12	12–0
15. <i>Using Sources Responsibly</i>	20–17	17–15	14–12	12–0
16. <i>Planning Your Argument:</i> Examples MLA Citations	20–18	17–15	15–13	13–0
17. <i>Recognizing Your Opposition:</i> Identify Reflect	15–14	14–13	13–12	12–0
18. <i>Course Reflection:</i> Reflect Evaluate	10–9	9–8	8–7	6–0
<i>Format:</i> header, title and date, margins, font, line spacing	10–9	9–8	8–7	6–0

NOTES

Self-Check 1

1. Your description may include a desk with your computer and supplies, a shelf for your books, and a comfortable chair for reading. If you do your schoolwork in the library or another place, consider what makes that place conducive to studying.
2. Choose from the list on pages 9–10, and add any that you know work best for you.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

Self-Check 2

1. Answers will vary.
2. Answers will vary.

Self-Check 3

1.
 1. Correct.
 2. See page 832 in your textbook.
 3. At first, state universities were publicly funded schools that trained students in fields such as engineering, education, and agriculture.
 4. See page 832 in your textbook.
 5. The number of students in college increased greatly in the years after World War II.
 6. See page 832 in your textbook.
 7. Many people credit this program with helping to create a strong middle class in the United States during the 1950s and 1960s.
 8. See page 832 in your textbook.

**A
N
S
W
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R
S**

9. Correct
10. See page 832 in your textbook.

2

Possible revision: Gila trout are endangered in some stretches of water that are managed as designated wilderness. A hands-off policy would be their doom because exotic trout species now swim in the same streams. Gila trout can survive the competition and the temptation to interbreed only if they swim in isolated tributaries in which a waterfall blocks the upstream movement of other fish. Two decades ago, one such tributary was fortified with a small concrete dam. In other words, a dam was deliberately built in the wilderness. It is often difficult to choose the right way to manage a wilderness area. A scientific grasp of the way the ecosystem works is essential. Scientific knowledge is not always available, however.

3

1. Possible revision: Because nearly every American child dreams of going to Disney world, it has become one of the most popular family vacation destinations.
2. See page 832 in your textbook.
3. Openness is one way to build trust in a relationship; another is to demonstrate tolerance and patience.
4. See page 832 in your textbook.
5. Possible revision: William Faulkner wrote classic novels about life in the U.S. South, and Eudora Welty has also written vividly about southern life.
6. See page 832 in your textbook.
7. Possible revision: Glowing in the moonlight with unearthly beauty, the Taj Mahal is aptly called the Pearl Mosque.
8. See page 832 in your textbook.
9. Possible revision: Although the clouds were threatening, the storm had not yet struck. However, most boats turned toward shore.

10. See page 832 in your textbook.

4

Possible revision: Throughout recorded history, people have been fascinated by dreams, and they have wondered what meaning dreams hold. Whether the dreams are ominous or beautiful, people have always wanted to understand them. There are many stories about dream interpretation. One of these is the biblical story of Daniel. Daniel is able to interpret a ruler's dream, a power that convinces the ruler that Daniel is a prophet. Other early writers consider the topic of dream interpretation; to Latin writers, some dreams were meaningful and some were not. Meaningful dreams could reveal the future, these writers argued, but other dreams were simply the result of eating or drinking too much. Sigmund Freud, the founder of psychoanalysis, dramatically changed the field of dream interpretation. He believed the dreams come from the subconscious. According to Freud, because ideas too frightening for the waking mind often appear in dreams, patients in Freudian therapy need to discuss dream images. Today, not everyone agrees with Freud, but scientists trying to understand the brain still pay attention to dreams. They are certain the dreams reflect modern life because more and more people dream about computers.

Self-Check 4

1

1. Many members of the international business community communicate by speaking English, the international language of business.
2. See page 832 in your textbook.
3. The United States is different.
4. See page 832 in your textbook.
5. In American schools, neither a teaching staff nor enough money has been available for good foreign-language programs.

6. See page 832 in your textbook.
7. Some states around the country have begun to change the situation.
8. See page 832 in your textbook.
9. In a Spanish or French class, children of immigrants for whom English was a second language learn a new language and perhaps gain a new appreciation of their parents' accomplishments.
10. See page 832 in your textbook.

2

Everyone in the colder climates wants to know whether the next winter will be severe. The National Weather Service, however, usually predicts the weather only a short time in advance. Another method of making weather predictions is popular with many Americans. According to folklore, there are a number of signs to alert people to a hard winter ahead. Among these signs is the brown stripe on a woolly bear caterpillar. If the brown stripe between the caterpillar's two black stripes is wide, some people believe the winter will be a short one. Another of the signs that indicate a hard winter is a large apple harvest. And, of course, almost everyone in the United States has seen news stories on February 2 about groundhogs predicting the end of winter. Folk beliefs, which are not based on science, seem silly to many people. Neither the National Weather Service nor folklore is always able to forecast the weather accurately, however.

Self-Check 5

1

1. When the nineteenth century changed into the twentieth, many people in the United States became eager to expel Spain from the Americas.
2. See page 832 in your textbook.
3. Correct

4. See page 832 in your textbook.
5. The United States won the war very quickly and assumed control of Cuba, the Philippines, Guam, and Puerto Rico.
6. See page 832 in your textbook.
7. Puerto Rico became a Commonwealth in 1952, a position that placed it between statehood and independence.
8. See page 832 in your textbook.
9. They rejected it.
10. See page 832 in your textbook.

2

Walt Whitman is usually considered one of the greatest American poets. He spent almost his whole life in Brooklyn, New York, but he liked to write about all of America. He was fired from several jobs for laziness and admitted that he like to lie in bed until noon. But he had a vision: He wanted to create an entirely new kind of poetry. He considered rhyme unimportant, and he did not think new American poetry needed formal structure. Unfortunately for Whitman, his great masterpiece, *Leaves of Grass*, was not an overnight success. Ralph Waldo Emerson admired it, but Whitman sold very few copies. He revised it continuously until his death. Today, people admire *Leaves of Grass* for its optimism, its beautiful language, its very modern appreciation of the diversity of America, and its astonishing openness about sexuality. Whitman's body of work still moves and surprises readers.

Self-Check 6

1

1. A country at war must be able to convey information to military personnel. That need for communication is always a challenge.

2. See page 832 in your textbook.
3. Military strategists use codes for these transmissions because encoded messages baffle the enemy.
4. See page 833 in your textbook.
5. Lemon juice and vinegar are good choices for invisible ink because they are invisible unless burned.
6. See page 833 in your textbook.
7. Early code writing involved substituting letters throughout the message.
8. See page 833 in your textbook.
9. The Nazis' Enigma code was extremely difficult to crack. Its complexity was an enormous problem for the Allied forces.
10. See page 833 in your textbook.

2

1. Neither the many species of dinosaurs nor the flightless dodo bird could prevent its own extinction.
2. See page 833 in your textbook.
3. Correct
4. See page 833 in your textbook.
5. Any species that cannot withstand its competitors may be doomed to extinction.
6. See page 833 in your textbook.
7. Correct
8. See page 833 in your textbook.
9. Every extinction has its effect on other species.
10. See page 833 in your textbook.

3

1. Whoever discovers a large cave is usually able to attract tourists.
2. See page 833 in your textbook.
3. Correct

4. See page 833 in your textbook.
5. Floyd Collins was one Kentucky native who searched his property for caves.
6. See page 833 in your textbook.
7. When his brothers found him, Collins and they worked unsuccessfully to free his trapped leg.
8. See page 833 in your textbook.
9. Correct
10. See page 833 in your textbook.

4

Possible revision:

Lady Mary Wortley Montagu, who was a wealthy aristocrat, was one of the 18th century's most interesting characters. Few women then were as well educated as she. Parents wanted their daughters to be charming, not intellectual, so Lady Mary secretly taught herself Latin. When her husband was appointed ambassador to Turkey, she and he traveled there together. Her letters to friends in London, which were later published, were filled with detail. She described the atmosphere of a Turkish bath so vividly that it became a popular setting for paintings and literature.

Self-Check 7

1

1. A new idea about the development of children's personalities has surprised many American psychologists because it challenges widely accepted theories.
2. See page 833 in your textbook.
3. Some experts believe that personality is the result of parental care, but other specialists feel that biology influences personality more strongly.
4. See page 833 in your textbook.

5. The new theory suggests that children's peers are much more influential than parents.
6. See page 833 in your textbook.
7. If adults were to think about their childhood experiences, they would realize that this idea has merit.
8. See page 833 in your textbook.
9. The way people behave with family members is often different from the way they act with their friends.
10. See page 833 in your textbook.

2

Possible revision:

Museum visitors can see paintings by the seventeenth century Dutch artist Jan Vermeer, but they cannot see how he achieved his remarkable effects. Most of his paintings show simply furnished household rooms. The people and objects in these rooms seem so real that the paintings resemble photographs. Vermeer's use of perspective and light also contributes to the paintings' realism. Some art historians believe he used a device called a camera obscura. This machine projected an image onto a flat surface so an artist could draw it. For most experts, Vermeer's possible use of technological aids does not make his brilliant results less impressive. Art historians agree that the paintings are masterpieces. His paintings are admired even more now than they were in Vermeer's own lifetime.

3

1. Correct
2. See page 833 in your textbook.
3. Students must be careful, as all internships are not created equal.
4. See page 833 in your textbook.
5. A good internship provides knowledge and skills in a professional environment.
6. See page 833 in your textbook.

7. Other companies may use unpaid interns for free labor instead of hiring full-time employees.
8. See page 833 in your textbook.
9. When companies do not meet these federal requirements, they must pay minimum wage or face lawsuits.
10. See page 833 in your textbook.

Self-Check 8

1

1. The site is an open source, online encyclopedia where anyone can contribute, even if he or she writes badly or inaccurately.
2. See page 833 in your textbook.
3. There is nothing more convenient for getting information really quickly.
4. See page 833 in your textbook.
5. Wikipedia relies heavily on the knowledge and interests of millions of people, rather than on the choices of a small group of experts.
6. See page 833 in your textbook.
7. Some of the information on Wikipedia can be awfully inaccurate.
8. See page 833 in your textbook.
9. When students rely entirely on the site, their papers usually don't get good grades.
10. See page 833 in your textbook.

2

Feng shui is taken very seriously in many Asian societies. Some Hong Kong business executives, for example, will not feel comfortable working in an office until it is approved by a feng shui master. Other people are more interested in feng shui for its elegance. A room designed with this idea in mind looks tranquil. The name *feng shui* means “wind and water,” and balancing elements is

the most important aspect of the art. Some people believe that this balance brings good luck. Others will admit only that surroundings can have a psychological effect. It is easier to feel comfortable in a room designed according to feng shui principles than in an ordinary room. The placement of doors, windows, and furnishings contributes to the peaceful effect. Whether feng shui is magic or simply great interior design, something about it seems to work.

3

1. Solar systems like our own exist throughout the galaxy.
2. See page 834 in your textbook.
3. A tremendously powerful telescope in the Caribbean searches distant stars for signs of life.
4. See page 834 in your textbook.
5. Wondering whether humans are alone in the universe, scientists hope the telescope may provide answers.
6. See page 834 in your textbook.
7. While scientists have tried to intercept signals from other planets, they have also sent a signal from Earth.
8. See page 834 in your textbook.
9. The message will take twenty thousand years or more to reach its destination.
10. See page 834 in your textbook.

4

Possible revision:

Making sure standard weights and measures are the same all over the world is an important task. To trade internationally, people must be confident that a kilogram in Mexico weighs the same as a kilogram in Japan. In the past, countries set standards individually for weighing and measuring. One English King egotistically declared a yard to be the distance from his nose to his thumb. Weight was once measured in barleycorns in water to make them heavier. Today, the metric system is the worldwide standard, and even the weight of the U.S.

pound is based on the standard kilogram. In France, a cylinder made of platinum is the world standard kilogram. This official kilogram is kept securely in an airtight container. Nevertheless, losing a few billionths of a gram of weight each year, the platinum kilogram might eventually affect world standards. Hoping to find a permanent solution, scientists want to base the kilogram measurement on an unchanging natural phenomenon.

Self-Check 9

1

1. True
2. False
3. False
4. True
5. False

2

Highlights and annotations will vary. To find out the meaning of unfamiliar words, use context clues or a dictionary. Pronounce words aloud since you may have heard them before, even if you haven't read them. Break down words into parts and examine the meaning of each.

3. Highlights and annotations will vary.
4. Responses will vary

Self-Check 10

1

Answers will vary.

2

Answers will vary.

3

Possible answers:

1. Schwartz's entertaining article overstates today's technology-driven rudeness, but it makes us consider how we respect our differences and also are rude to the people beside us.
2. Vaccaro uses personal experience and historical example.
3. Additional examples in the disagreement section would bolster Vaccaro's thesis.

4

1. True
2. False
3. False
4. True
5. False

Self-Check 11

1

1. A reasonable inference is that the author thinks Americans are annoying, aggressive, and uncultured.
2. Some phrases that show the author's attitude: "people who will not shut their inane traps," "lord help us," "ringtones that no one else wants to hear," "[w]e love . . . stunningly predictable results," and "[w]e . . . love shows where people lie to others."
3. Details might include: people talking during theater, talking on their cell phones rather than to the person who is with them, watching lowbrow television shows.

2

1. Missing information: "Less fat" than what— a previous recipe for the same cookies or a different cookie? What is "trans fat"? Evidence needed: an explanation of the term "less fat" and an objective definition of "trans fat."
2. Missing information: What are the conflicts of interest? Who accused him? Evidence needed: news reports that give facts about Smith.

3. Missing information: Who wrote the review? What words are missing? Evidence needed: factual information about the Gold Rush.

3

1. Opinion
2. Fact
3. Fact
4. Opinion
5. Opinion

4

1. Statement of fact: "More Americans turned out for the 2008 presidential election than any other election."
Statement of opinion: "Voters should participate in all local elections."
2. Statement of fact: "In large-scale power production, wind turbines are more efficient than solar modules."
Statement of opinion: "Wind power is a better investment than solar power."
3. Statement of fact: "Snow fell at the 1982 and 2006 Super Bowl games." Statement of opinion: "The Super Bowl is more fun to watch when it's snowing."

5

1. Positive: discriminating; negative: picky
2. Positive: thrifty; negative: tight
3. Positive: slender; negative: skinny
4. Positive: assertive; negative: brash
5. Positive: stride; negative: shuffle

6

1. Tone: angry, indignant; key words: "deaths," "innocent," "mercilessly slaughtered," "quest"
2. Tone: angry, frustrated; key words: "personal apology to every person," "without errors," "manual typewriter"
3. Tone: informative, worried; key words: "threaten," "urgent need"

4. Tone: condescending, earnest; key words: “only,” “fully”

7

1. The writer assumes that all computer users have the same needs and expectations at all times.
2. The writer assumes knowledge of the EPA’s intentions.
3. The writer assumes that a single action done universally will solve a complex problem; the writer doesn’t define terms and assumes that readers will share the same thoughts on the issue.
4. The writer assumes a causal relationship exists because the two things are thematically related.

8

1. Generalization
2. Fact
3. Fact
4. Generalization
5. Generalization

9

1. Possible omissions: window of time for the offer, grounds that the restaurant’s burger is the reader’s “favorite,” what hidden qualifications there are for the price.
2. Possible omissions: the APR, qualifications needed to be eligible for the card, other information (personal, financial) that will be requested, hidden fees.
3. Possible omissions: commitment required to obtain the deal, monthly or annual fee, cost of shipping and handling

10

1. Qualifications: Oremus is Slate.com’s technology staff writer. We can assume he is knowledgeable about technological trends, but not that he is an expert.
2. Types of evidence: Personal experience (paragraphs 2 and 8–12), scientific studies (paragraphs 3–4 and 7). Although Oremus uses statistics and data, they’re used minimally and are part of the studies he summarizes.

3. Some inferences: Oremus: “The ultimate stealth power, of course, is invisibility” (paragraph 8), “Powers that inherently violate other people’s autonomy lend themselves to abuse” (paragraph 9). Researcher (Rosenberg): “acquiring a superpower can spark benevolent tendencies” (paragraph 5), “people behave far better when they think they’re being watched” (paragraph 7).
4. Positive connotations: “Enhancement,” “enable,” “transcend,” “morality,” “evolved” (paragraph 10); negative connotations: “heightened,” “risks,” “constraints,” “taken for granted,” “drones,” “enable,” “evolved,” “panic,” “mind-reading” (paragraph 10). Some words may be seen as positive or negative depending on the reader’s opinion of human enhancement technology.
5. Answers will vary, but tone is generally informative, conversational, and philosophical.
6. Main assumption: “in reality, though, most people possess the capacity for both good and evil. Which one wins out at any given time depends not only on our genes and our upbringing, but the circumstances in which we find ourselves” (paragraph 2).
7. Sample generalizations: “Give someone Superman’s abilities and she’ll start to behave a little more like Superman” (paragraph 5). “Other powers, like supreme intelligence, time travel and indestructibility, are morally agnostic and could be employed equally for good or ill” (paragraph 9).
8. Additional information needed: Information about the human-enhancement technologies to which Oremus refers—what are they? How likely are they to convey superpowers? What is a superpower?

9

Answers will vary.

Self-Check 12

1

School lunches: description of their purpose and value; a

comparison of students' / nutritionists' perspectives;
analysis of nutritional content of a typical school lunch.

Alternative energy sources: wind, solar, tidal

2

Senior citizens: Who are senior citizens? (narrowed: age, income, place of residence); What roles do senior citizens have? (narrowed: grandparents, voters); What products do senior citizens buy? (narrowed: health-related, recreational); When will senior citizens become the majority in the United States? (narrowed: census reports, AARP membership); Where do senior citizens live? (Florida, Sun Belt); How do senior citizens affect the economy? (retirement income, health-care expenditures); Why are senior citizens an important segment of the population? (role in family, economy, government); Examples of narrowed topics include: the influence of grandparents on young children; the impact of the senior citizen vote on election outcomes.

3

1. 2nd person—most appropriate; 1st person would work if it incorporates personal observations or experiences
2. 1st person—allows a person's view of the accident
3. 3rd person—most appropriate for an academic paper.

4

Job interviews: How to read job ads, write a resume/cover letter, prepare for an interview; what to wear; how best to follow up after the interview. Possible narrowed idea: Steps to take to prepare for an interview.

5

Music sets a mood for social activities (dancing, celebrating); necessary for certain rites (weddings, funerals); therapeutic (used in hospitals, calms infants, helps in grieving process); stimulates intelligence (involves both sides of brain, enhances abilities in math, aids memory).

6

Answers will vary according to topic as well as
visuals/sketches.

Self-Check 13

1

1. This is an assertion but a weak one since very few people would argue with it. Replacing *can* with *will* makes the statement more assertive.
2. Statement of fact. A more assertive statement would be “Pictures of the devastation in the Philippines following Typhoon Haiyan allowed people around the globe to participate emotionally in the tragedy, providing catharsis.”
3. This is an assertion but a weak one due to the word *might*. Replacing *might* with *will* makes the statement more assertive.
4. Assertion
5. Statement of fact. A more assertive statement would be “Taking care of family pets will develop children’s nurturing instincts, enabling them to care for other animals.”

2

1. Too general: with the filler words deleted, the statement is “Discrimination exists.” A more specific statement would be “Despite progress, gender discrimination still prevents women from being promoted, as a look at Fortune 500 companies will prove.”
2. Probably specific enough for a brief essay, though the phrases “demands of my job” and “relationship with my family” need to be defined.
3. May be specific enough for a brief essay as long as the phrases “experience of living in a dorm,” “opportunities,” and “valuable people skills” are defined. A more specific statement would be “Living with roommates forces students to learn negotiating skills that they will be able to use in their careers.”
4. Too general. A more specific statement would be “Tornadoes can destroy a small town’s infrastructure, leading to the town’s economic collapse.”
5. Specific enough for a brief essay.

3

1. In order to be more successful in college, students must learn to balance work and school obligations.
2. The Internet has revolutionized the way people communicate, but it has also made people more solitary.
3. In order to attract viewers to new releases, movie theaters choose to show films with graphic violence.
4. Although the tornado seriously injured hundreds of people, the local townspeople grew closer as they tended to the injured.
5. Although the company has made strides in repairing its reputation in the community, it still needs to pay its employees a fair salary.

4

1. It announces the main point. Revised: The most common causes of asthma are exposure to allergens and allergic reactions.
2. It's neither specific nor original. Revised: Because it requires only a good pair of shoes and a place to run, jogging is one of the easiest aerobic sports to pursue.
3. This is a fact, not an assertion. Revised: The crime rate is decreasing in American cities because of more effective policing.
4. It's too broad and doesn't tell what the essay is about. Revised: Apartment dwellers have the advantages of fewer responsibilities for maintenance than home owners and more opportunities to interact with neighbors.
5. It focuses on several points. Revised: Parents should buy toys for their children that encourage creativity.

5

1. Types of evidence: personal experiences; anecdotes about friends or relatives; causes of such pressure (demands of peers or parents); comparisons with other types of pressure; examples of social or emotional problems; statistics on the cost of living, average salaries, and levels of debt for young adults; quotations from experts on financial planning or mental health.

2. (a) Young adults: Personal experiences or anecdotes; examples of social or emotional problems; comparisons with other types of pressure; statistics. (b) Parents of young adults: anecdotes about friends or relatives; (c) Counselors of young adults: causes of such pressure; comparisons with other types of pressure; statistics; quotations from experts.

6. Examining the Reading

1. “Internet addiction” refers to an overuse of the Internet that interferes with daily functioning; it’s not yet medically accepted as an addiction.
2. Examples of dangerous behavior caused by Internet addiction include the 2007 murder of parents who took their teen’s Xbox away and the South Korean couple who let their real baby starve while they fed a virtual one in an online game.
3. Social consequences include insurance coverage of addiction treatment and criminal defense on ground of diminished capacity.
4. Parody: to mock; pathological: abnormal; nihilistic: tending to believe that there’s no morality; lurid: repulsive, horrific; specter: a disturbing prospect

Self-Check 14

1

1. Range of products, expense of merchandise, helpfulness of salespeople
2. Length of time known, amount of time spent with them, number of interests shared
3. Talent, competitiveness, number of goals or points scored
4. Quality of food, cleanliness, customer service
5. Quality of writing, quality of acting, quality of directing

2

1. Narrate the events of the day spent by a tourist in

another country, describing when he or she was hungry and when meals were typically served.

2. Narrate the events of a typical auction, starting with the process of preparing to attend it.
3. Narrate the events of that day, building up to the most traumatic event.
4. Describe the new freedoms and responsibilities as they were discovered, from first driving lesson to last.

3

- 1 “Tenants’ Rights: What First-Time Renters Need To Know”
2. “Save Lassie from the Lab”
3. “Jekyll and Hyde behind the Wheel”
4. “You Say Yoga, I Say Pilates”
5. “Three Steps to Finding the Perfect Physician”

4

Possible answers:

1. The title suggests that Wilson will be critical of social media. The introduction lists the types of social media that will be discussed, but does not get into definitions or analysis.
2. The thesis is the last sentence. It establishes the writer’s general stance, but doesn’t define useful or hidden cost, which makes the thesis vague.
3. Details are inadequate; Wilson needs more details about the Snowden and Manning cases (or should drop the references) and about surveillance techniques that social media and the government use.
4. Primarily least-to-most organization
5. Paragraphs 2, 4, and 5 are most in need of detail.
6. The conclusion raises interesting questions but leaves the essay feeling unfinished.

5

1. b
2. a
3. a

Self-Check 15

1

Possible answers:

1. As my parents' photo album attests, new fads or fashions in clothing roll around every few years.
2. People like television talk shows such as *The Ellen DeGeneres Show* because they enjoy watching the often embarrassing audience participation.
3. Body piercing is popular among men and women ages 18–24.
4. Procrastination has a negative effect on success in online college courses because these courses require self-discipline.
5. In our state, the lottery is an issue because of concerns about gambling addiction and organized crime.

2

1. b is correct. a addresses understanding; c, communication; d, trust
2. c (doesn't support the thesis about Internet market share)

3

1. Fad diets: narrative story, anecdotes, examples, statistics
2. Soccer players: definitions, factual details, descriptive details, classification, comparison and contrast, examples
3. Jogging: definitions, factual details, explanation of a process, advantages and disadvantages, problems
4. Interlibrary loan system: definitions, explanation of a process, problems

5. Florida's freshwater supply: definitions, historical background, factual details, descriptive details, causes or effects, examples, statistics, quotations

4

Possible answer:

Although it's convenient, online shopping is a different experience from shopping in an actual store. Online shoppers can't touch or closely inspect the merchandise. Although online products are usually accompanied by photos, photos give a limited view and don't show size well. Essential information might be missing, such as the material or ingredients, specific dimensions, or weight.

Shoppers can't try on clothing, try out a tool, sit in a chair, or quickly inspect several pairs of shoes in varying sizes. Moreover, while shoppers are browsing the internet for products, their local merchants sit idle. If people enjoy shopping, they should turn off their computers and support their local merchants.

5

1. The topic sentences are sentence 1, paragraph 2; sentence 2, paragraph 2; sentence 1, paragraph 3; sentence 1, paragraph 4. Each relates to one of the main ideas in the thesis, either learning or friendship.
2. Ferguson uses a portion of her story about becoming a literacy volunteer to support each paragraph.
3. Paragraph 2 proceeds chronologically, tracing the sequence of presentations within a lesson. Paragraph 3 proceeds with illustrations of Marie's illiteracy, from the most to least important details. Paragraph 4 reverts to chronological order, as does paragraph 5, showing a progression from student-teacher relationship to friendship.
4. Ferguson uses transitions of time such as *when* and *as*, transitions that establish contrast such as *though*, and transitions that introduce illustrations such as *for example* and *in fact*.

Self-Check 16

1

1. Wilson revised her thesis statement to make it more focused, clarified the second sentence in paragraph 2, dropped the reference to Bradley Manning, dropped unsupported claims, added a new paragraph (4), and expanded her conclusion. She could add more examples of surveillance by companies and government agencies.
2. Wilson's new thesis statement is focused and interesting, and her conclusion now asks readers to consider how online surveillance by advertisers is part of a broader, darker scenario. She could explore that connection in more depth.
3. Answers will vary.
4. Wilson keeps and strengthens her tone of urgency, while dropping the occasional judgmental tone of the first draft. She also drops the personal pronoun *I*, although she keeps the plural *us* and *we*; this makes her tone less personal but retains an informal voice.

2

In the first set of reviewer responses, comment a explains what the reviewer found difficult to understand and provides a reason and suggestion to improve the problem. (Comment b about the addition of a transition won't solve the most basic problems within the draft: a thesis that appears too late, and information that's unnecessary or off the point. Also, comments about spelling aren't helpful early in the writing process.)

3

Comment b explains why the new examples were a good idea, and it also points to a possible problem with one of them. (Comment a shares an enthusiastic response that any writer would enjoy hearing, but it doesn't explain why the essay and examples were so great.)

4

Comment b offers the writer a constructive idea for strengthening the writer's argument. (Comment a questions

the accuracy of the thesis, instead of responding to the development of the thesis. While the information about the television show might provoke more thought on the topic, it serves little help in the revision process.)

5

Here's an example of how your writing process might look.

1. Listing the photo contents left to right:

- A pot of flowers
- A group of people assembled on a front porch toward the returning soldier
- A woman on the extreme left stepping off the front porch
- A “Welcome Home” banner hanging from the front of the porch
- A young girl moving toward the soldier
- An older woman raising her arm
- Balloons behind the group
- A soldier with her back to the camera, facing the welcoming group

2. Details added to the original list:

- A pot of red flowers sits on the low brick wall at the left side of the porch.
- A group of people of various ages—most likely members of the returning soldier's family—are assembled on the front porch. Their expressions clearly indicating delight, they're in the process of moving off the porch toward the soldier.
- A woman wearing a black shirt, a striped sweater, and blue jeans is stepping off the porch toward the returning soldier. Smiling widely, she carries an American flag in both hands.

- A “Welcome Home” sign in multicolored letters is hanging from the porch. There is a blue star between the words “Welcome” and “Home” and a blue exclamation point after the word “Home.”
- A young girl in turquoise pants, a pink shirt, and a white sweater is the foremost person in the group to move toward the soldier. Her mouth is open in an expression of delight, and she is raising her arms as if to embrace the returning soldier.
- Three soldiers are cheering into the cameras and microphones as they come from or are going to war. They are dressed in their Army fatigues and combat boots, wearing their green knapsacks filled with supplies.
- An older woman in a blue jeans and a purple sweater is raising her left arm. She is smiling broadly.
- On the right, behind the group, is a cluster of pinks, blue, yellow-green, and red balloons.
- The soldier is a woman in wrinkled gray fatigues. Standing in a relaxed posture with her back to the camera, it’s impossible to determine her expression or her emotions on seeing the group moving toward her.

Draft paragraph.

For a soldier returning from active duty, homecoming can be an ambivalent experience. While the sight of so many happy family and friends may be heartwarming, the memories that returning veterans carry create something of a special challenge. Soldiers who have seen active combat duty often carry the traumatic after-effects more deeply than their loved ones can possibly understand, creating an emotional barrier that impedes returning soldiers’ ability accept the love and attention showered on them. Although her back is to the camera, the young woman in the photograph seems stiff and hesitant, perhaps because she recognizes the variety of stiff challenges she’ll face as she returns to civilian life.

Revision process description.

Answers will vary but should include (a) identifying the topic sentence and explaining why it was chosen; (b) explaining how the supporting sentences expand on the topic; (c) a brief explanation of how the explanation and details function in the topic sentence and supporting sentences, and what might be done to improve the focus and emotional impact paragraph; (d) a justification for any transitions used in the paragraph and how they might be improved; and (d) a description of the way in which the paragraph could be expanded into one or more connected paragraphs.

Sample revised paragraph

Answers will vary, but should incorporate the elements identified in the revision process description.

6

The first two sentences flow clearly from the general to the specific, and the third sentence relates well to the second sentence. Between sentences three and four, however, there's an illogical jump as the author moves to first-person singular (from first-person plural) and from the past to the present. The last three sentences might be rewritten as follows: "We all considered it great fun. Looking back, however, I regret my youthful thoughtlessness. Who knows what deep psychological wounds we inflicted on him by our teasing and our ridicule?"

7

The sentences of this paragraph need to be reordered to provide a more logical flow of supporting sentences from the general to the specific: "The increase in capital spending for the second half of the year may turn out to be a mainstay of the economy. There seem to be good grounds for making the assumption, one welcomed by the many business analysts predicting a recession in the latter part of this year or the beginning of the next year. First, business plans for capital spending this year are so strong that they may spill over into the coming year. In addition, investors have shown their interest in the capital-spending sector by increased investment in business equipment, instruments and

electronics, and movie and recreational stocks.” Another change might involve the addition of one more sentence related to the main idea of the essay: “The combination could very well forestall a severe recession.”

8

This paragraph also requires restructuring with transitional devices added for coherence. Since the main idea is about the way arson affects neighborhoods, the sentences about better investigation toward increased convictions don't apply and need to be eliminated. “Arson destroys neighborhoods as surely as mass bombing. All residents suffer the consequences, despite the fact that only a few commit the crime. Decaying buildings are torched by their owners to collect insurance money. Burned-out structures are, in turn, a haven for gangs and drug traffickers, who cause even more arson. Once several blocks have been gutted, a kind of collective hopelessness grips those who can't afford to move. As a result, the young continue to set fires out of hatred or despair of never escaping their crumbling prison. Ultimately, the municipal government gives up by curtailing most services, thereby abandoning the neighborhood.”

9

The first two sentences have a logical flow, but the latter part of the paragraph needs some revision for clarity and wordiness. “However, they couldn't understand the English cooks, who seemed unable to prepare an appetizing vegetable dish. They served vegetables only as trimmings to meat. Such a choice was surprising because vegetables were abundant and grown by both the rich and poor.”

Self-Check 17

1

Possible answers:

1. Because Professor Wu assigned 25 math problems for tomorrow, I must miss the vice president's lecture this evening.

2. Workers are often forced to use old equipment because of a policy that forbids replacement.
3. Miley Cyrus is a prime example of an overpublicized entertainment celebrity.
4. The president of Warehouse Industries has the power to hire and fire.
5. The soccer league's sponsor purchased league jerseys as advertisements.

2

Possible answers:

1. When a day-care center looks respectable, parents assume it's safe and well run.
2. In some states, the training required to become a day-care worker is minimal, as are on-the-job supervision and evaluation of day-care workers.
3. Although restaurants are often fined or shut down for minor hygiene violations, day-care centers rarely are.
4. Because more and more mothers have entered the workforce, the need for quality day care has increased dramatically.
5. Day-care workers naturally provide emotional support for children, yet few are trained to provide intellectual stimulation.

3

Possible answers:

1. Working quickly to find the missing child, the three divers jumped into the chilly waters of Lake Superior.
2. To the disappointment of the sweltering city dwellers, the beach was closed because of industrial pollution.
3. Coffee-flavored drinks, like iced cappuccinos, are becoming popular with young executives despite worries about the dangers of caffeine.
4. The dorm, my least favorite place to be on a Saturday night, was crowded and noisy.

5. The physics exam was more challenging, but less comprehensive, than we expected.

4

Possible answers:

1. The biology student spent Saturday morning reviewing his weekly textbook assignments, writing a research report, and going over lab reports.
2. The career counselor advised Althea to take several math courses and to register for at least one computer course.
3. Three reasons for the popularity of fast-food restaurants are that they're efficient, offer reasonable prices, and serve food that most people like.
4. Driving to Boston is as expensive as taking the train.
5. While at a stop sign, it's important first to look both ways and then to proceed with caution.

5

1. In the 1960s, folk singers composed songs about peace.
2. Some students thought the exam was difficult because it covered 13 chapters.
3. To conserve water, consumers should purchase low-water-consumption dishwashers.
4. The university opened the new satellite center so that students could attend classes nearer their homes.
5. In aggressive telemarketing sales calls, the caller urges the consumer to make an immediate decision before prices change.

6

Possible answers:

1. Reading *Crime and Punishment* while on vacation in Russia helped me better understand the people I met.
2. The English 100 students turned to stare in unison as Professor Sanders strolled into the lecture hall wearing Bermuda shorts, a straw hat, and sunglasses.

3. The antique blue-and-white vase featured a relief of a young woman with ringlet curls and upraised arms, kneeling before a brazier.
4. As police officers wandered in and out of the room where the body had been found, the reporter questioned a middle-aged woman wearing a ratty pink bathrobe.
5. Although the gift shop was closed, we huddled near the entrance, encouraged by a sign on the door that read, “Back in one hour.”

7

Possible answers:

1. The parents held their baby as if she were a brittle antique doll.
2. People in the checkout line wore tired faces, leaning heavily on their shopping carts and glancing at their watches. The cars snaked down the hill and around the bend.
3. Her ancient refrigerator wheezed and coughed all through Aunt Harriet’s sleepless night.
4. The man and woman stared into each other’s eyes as if they were two hypnotists in a duel.
5. The defensive end ran down his prey and then pounced.

8

I dashed from my bed that Tuesday morning, already an hour behind schedule. Befuddled with sleep, I hastened toward the bathroom to wash only my face. No shower that morning, since I was already going to be arrive late for World History, my first class in standard five. (Notice the specific details added about the day of the week and the title of the class, as well as the sentences that were restructured for variety, length, and coherence.)

9

“Goodbye,” I snapped. As I watched the light brown of Tanishea’s face change to peach, I knew she was angry as well. She rose on her toes, as if to lengthen her short, stout frame. She flipped her long, flowing jet-black hair and sneered a smile that didn’t reach her eyes, which

sparkled dangerously. As I sped home, foreboding flooded me. With trepidation, I wondered how I could hide my distress from Simone.

(Notice the varied length and structure of the sentences. Consider how the order of details, the stronger verb choices, and the general flow affect understanding.)

10

As I strolled into Martin's Bistro, I immediately began coughing. A cloud of cigarette smoke enveloped me, stealing my air so I could hardly breathe. After too many of these polluted encounters in several public venues, I've joined the fight to ban smoking in such places. As a mother with an asthmatic son, I'm especially concerned about the health risks from secondhand smoke to him and all children. In addition, I've watched how several of the teenagers in my neighborhood began smoking regular cigarettes to be accepted by their peers, then marijuana, and now crack cocaine. Smoking is no simple matter of preference—it's a hazard that must be stopped. (The writer added concrete details and figurative language to engage the reader's attention, clarified her thesis statement, particularly her connection to it, and reordered details for better coherence.)

11

I sit on my double bed in the larger bedroom of my trailer. Puffed about me is the quilted comforter my grandmother made me five years ago from scraps of my school dresses. Against the wall from where I am is a white plastic dresser with modular drawers I use to organize and protect my schoolwork. Without it, my four year-old twins would destroy my work faster and more effectively than a high-security, cross-cut paper shredder. Next to the dresser is a black-and-chrome television stand, on which sits my 19-inch Curtis Mathis TV, so I can watch romance movies during the quiet moments after the twins are in bed. (Added concrete details and figurative language make the room seem more alive. There's also more variety in the length and structure of the sentences.)

Self-Check 18

1

- a. Answers will vary
- b. Answers will vary

2. a

3. d

4. b

5. d

6. b

7

Possible answer:

Jensen defines the concept of “declining baselines,” the gradual adjustment to diminishment, with several examples from his own observation, including environmental changes around his home and from his grandmother’s childhood. After comparing those observations to what is happening to large-scale environmental changes, he then extends the concept of declining baseline to other fields, leading to his thesis that, once people become used to injustice as the new normal, they can no longer see injustice and so can’t address the problem. Jensen urges readers to pay attention to what’s around them physically and politically so they can stay aware of injustice in its many forms.

8

a. Sample paragraph:

It was a challenge I couldn’t resist—literally. My new college roommate bet me fifty dollars that I wouldn’t have the courage to join him and his friends to take a quick “penguin plunge” in icy water, a test of nerve they’d taken together every winter since freshman year. It was the sort of thing that sounded pretty easy the night before, after a couple of beers. But in the morning, as I stripped down to my swimming trunks and frigid air hit my skin and watched one after another of my buddies diving into a what looked like a black hole, I had to wonder, “Oh, good God, what am I doing here?”

b. Sample paragraph:

As I cautiously turned to peer at the dark, dense forest below, I couldn't help but be struck by sheer beauty of the panoramic view of thick, lush vegetation swaying gently in the sultry breeze. The smooth, oval leaves of canopy trees nodded cheerfully, urging me onward to the top of the narrow ravine that split the forest like a blow from a particularly sharp axe. Yet as I breathed in the pungent aromas of moss and fungi, a whisper of fear tickled my spine. Was that yellow green arm curling around the trunk a perilous few yards below me a snake winding its slow way upward toward what it had decided might serve as an appetizing afternoon meal?

c. Sample paragraph:

It's hard to decide which might be the more compelling of two seemingly extreme activities that are gaining in popularity around the world. Slipping into black, frozen water, as some "Polar bear plungers" choose to ring in the New Year, does bring to mind the fate of the *Titanic* rather than the prospect of a pleasant swim. Yet the experience does appear to leave "Polar bears" feeling invigorated and refreshed—sensations associated with the release of endorphins triggered by an icy plunge. But taking on the challenge of a trek through the Amazon brings its own kind of "high." Wildlife enthusiasts describe wandering through the Amazon's amazing diversity of plant and animal species as a near-religious experience, despite the distinct possibility of meeting up with a creature who's likely to view you as an appetizer. And if you're brave enough to climb one of the trees that grows high enough to form the rain forest canopy, the view might just be worth the vertigo.

Self-Check 19

These responses are samples. Your work, though different, may still be correct.

1

1. You're ready to leave the house when you remember that you have an appointment with your attorney and haven't gathered the information she requested.
2. You've just turned in your math exam when you realize that you forgot to answer the questions on the last page.
3. You recently moved to a new town when your spouse becomes seriously ill, and you haven't found a doctor yet.
4. Your child just told you that his friends are pressuring him to try marijuana.
5. Your best friend phones you in the middle of the night to tell you he's at the police station.

Sample response to item 5:

The digital clock on the night table said 2:34 A.M. when the phone woke him. "Huh," Jason muttered into the receiver, "Who is . . . ?" The tense, urgent voice on the other end felt like a bucket of ice water.

"Jason," said the voice, "I'm at the Grove Street Precinct."

Jason was stunned. "Adam? Why?" There was a pause on the other end.

"The police think I murdered Danny Lowell."

2

Sample response to Example 1

First-person would convey the narrator's feelings directly and show action through the point of view of one of the jokers, but readers would have to decide whether to believe the narrator's account; third-person would provide distance and

allow readers to learn about the characters through their actions, but it would lack the immediacy of first person.

3

1. LeMieux doesn't say what the circumstances are that led to his begging, but we know from the introductory bio that his business failed. Broke and out of other options, he realizes he must beg.
3. LeMieux's emotions go from resignation, to humiliation, and then to gratitude.
5. *Rationalized*: thought about in a seemingly logical way; *halted*: stopped; *nestled*: contained snugly within something else; *brooch*: a pin, fastened at the throat or neck; *sporadic*: at infrequent intervals.

4

- a. The tip is about subject-verb agreement; however, the subject *verbs* is plural and is followed by the singular verb *has*, instead of the plural form *have*.
- b. The tip wrongly begins with the coordinating conjunction *and* (which should be deleted, or else the sentence should be attached to the previous one with a comma).
- c. The tip uses redundant wording even as it advises not to do so (the second clause defines redundant, which means to repeat oneself). The third clause repeats the same idea again in different words. All that's needed is "Don't be redundant."
- d. Writers should use active voice for verbs so it's clear who is doing the action. It's not clear in the tip who should do the avoiding. The corrected statement should read "Writers should avoid the passive voice," or "Avoid the passive voice."
- e. The statement is clear without a single exclamation mark—and writers should never use more than one. It's better to choose concrete words to show the meaning than rely on punctuation. "Kill all exclamation points."
- f. Did you catch all of the errors? The sentence should read, "Use the apostrophe in its (possessive pronouns don't contain apostrophes) proper place and omit

apostrophes (use of apostrophe here indicates ownership—but no possession is shown; don't use apostrophes when making a noun plural) when it's (apostrophes are used in contractions to indicate missing words: it is) not needed.

- g. The tip is missing the words see and left.
- h. The word *mispelled* is misspelled.

5

- a. Wilkes-Barre, a small city on the Susquehanna River, was a fertile farming area until coal mining took over.
 - b. Jason hid Jared's keys in the planter.
 - c. I asked Gwendolyn if there was a good-quality gift shop near Amberston Hotel.
 - d. Having earned a marketing degree from the University of Pittsburgh, Carlos works for Allegheny Advertising, Ltd. as a market analyst.
 - e. George Washington was born in 1732 in Virginia, and he was raised on a farm established by his great-grandfather.
- or George Washington was born in 1732 in Virginia and raised on a farm his great-grandfather established.
- f. Washington had a big nose and a pockmarked face; however, he was still considered a handsome man.

or

Although Washington had a big nose and pockmarked face, his compatriots considered him a handsome man.

- g. A wellness program for all employees of Allied Technical Services will provide several benefits: reduced absenteeism; overall improved health, performance, and productivity; as well as cost-savings on healthcare.
- h. At 15, Washington became a surveyor. His first job was to survey the six-million-acre estate of his neighbor, Lord Fairfax.

or

When Washington became a surveyor at fifteen, his first job was surveying the six-million-acre estate of his neighbor, Lord Fairfax.

- i. At Delsey Corporation, reducing production costs will be the most important goal for the 2009 fiscal year.
- j. When both male and female workers put in long hours to get ahead, they find it difficult to make time to raise a family.
- k. Most people are familiar with chain letters, a type of correspondence where a person copies a letter and sends it on to five or more friends.
- l. Today, electronic chain letters are very common, and almost anyone who uses email has seen at least one.

Self-Check 20

1

The sentences containing deleted items are numbered with an explanation for the deletion following the paragraph.

[DTP – FOLLOWING PARAGRAPH CONTAINS STRIKETHROUGH TEXT. SEE WORD FILE]

All morning I had had a vague sense that bad news was on its way. As I stepped outside, the heat of the summer sun, unusually oppressive for ten o'clock, seemed to sear right through me. In fact, now that I think about, everything seemed slightly out of kilter that morning. The car, ~~which had been newly painted the week before,~~ had stalled several times. The flowers in the garden, ~~planted for me by my husband, purchased from a nursery down the road,~~ were drooping. It was as though they were wilting before they even had a chance to grow. Even my two cats, ~~who look like furry puff balls,~~ moved listlessly across the room, ignoring my invitation to play. It was then that I received the phone call from the emergency room telling me about my son's accident.

2

This is a sample; your response will be different but should focus on one particular food.

I can't say I have a single favorite food, but an *enchilada de pollo verde*, prepared in the traditional Mexican way,

is on my top-ten list. An *enchilada* is a wedge of savory goodies folded within flour tortilla. The first thing I do when I encounter my enchilada is to lean close and take in its wondrous blend of aromas. Along with succulent shredded *pollo* (chicken), a spicy paste of refried beans, a sharp dose of garlic, and the pungent *chiles* of the green sauce offer a three-alarm vacation for my nose. The garnish of fresh tomato, lettuce, and guacamole cools me off again, and the dollop of snow-white sour cream provides a smooth, tangy complement to the enchilada.

3

1. The posters illustrate the difference between the corporation's expectations for its workers and the workers' practical, immediate interests. The flyer listing the menu item "taco soup" could be meant to illustrate the corporation's presumption that its migrant workers eat tacos or to emphasize that the workers are more interested in eating than in being inspired by corporate jargon.
2. Thompson mentions being moved from one department to another, so he must've worked the day before stacking lettuce.
3. The IQF is considered the best place to work because the machines there frequently break down, allowing the workers a break.
4. Thompson assumes the woman speaks Spanish because she is near a group of immigrant workers.
5. *Deranged*: insane; *clandestine*: secret; *lair*: a wild animal's den; *gaunt face*: a face that is thin because of age or illness; *pronouncement*: a formal or official announcement.

4

- a. There **are** many things that the police and other crime solvers do not know about death. (The plural subject things requires the third-person plural verb are, even though the subject follows the verb.)
- b. Martin drove his car too fast and **received** a speeding ticket. (Unnecessary shift from active voice in first clause to passive in second clause.)

- c. Anyone who reads mysteries **knows** that forensic technology often solves the crime. (The subject of the main clause, the indefinite pronoun *anyone*, is considered singular, so the singular verb *knows* is correct.)
- d. New research at a unique laboratory in Tennessee **is** helping to reduce the possibility of someone's getting away with murder. (The non-count noun *research* is singular and agrees with the singular verb *is* helping.)
- e. Experts in the field of forensic anthropology **recognize** that the University of Tennessee's open-air cemetery is a remarkable teaching tool. (The subject of the main clause, *experts*, is plural and agrees with the plural verb *recognize*. The phrase "in the field of forensic anthropology" includes two prepositional phrases; subjects aren't located in prepositional phrases.)
- f. Not all of the bodies at this cemetery **are** buried; some **are** left on the ground, some **are** placed in cars, and some **are** wrapped in plastic bags. (The indefinite pronouns *all* and *some* both refer to a plural noun, *bodies*, in this sentence, so they require the third-person plural verb *are*. Although each "some are" clause is an independent clause, commas can be used to separate them without the sentence being a comma splice since each clause uses the same subject and verb. The sentence could also be revised as "Not all of the bodies at this cemetery are buried; some are left on the ground, placed in cars, or wrapped in plastic bags." In addition, each clause contains a passive verb. Normally, you would correct to passive voice; however, the sentence as a whole is focused on the idea of bodies and all clauses are passive. Thus, no correction is needed in this case.)
- g. The boat lost its rudder, so the Coast Guard **towed the boat** to shore. (Change the passive voice in the second clause to active voice and add the more logical connector *so*, a coordinating conjunction, showing consequence of lost. In addition, the pronoun *it* didn't have a clear antecedent, referring either to the rudder or the boat. Thus, repeating the noun *boat* is necessary for clarity.)
- h. Learning what chemicals a decaying body leaves behind also **allows** the police to find places where bodies have

been hidden. (The subject of the main clause, *learning*, with its dependent what clause, is a non-count noun and requires the singular verb *allows*. The subject of the clause “what chemicals a decaying body leaves behind” is *body*, which agrees with the singular verb *leaves*.)

- i. Every check and money order **costs** fifty cents. (If *every* precedes subjects joined by *and*, the verb should be singular, so *costs* is correct here.)
- j. I **had** nearly **finished** my paper until my cat **walked** on my computer. (Unnecessary shift to passive in both independent and dependent clauses corrected to active.)
- k. Learning how to navigate the Web and conduct searches **does** not take the place of developing critical thinking skills. (The simple subject of the sentence is the non-count noun *learning*, so the singular verb *does* is correct.)
- l. If *rhythm and blues* **is** your kind of music, try Mary Lou’s. (Rhythm and blues is considered a single unit, so it takes the singular verb *is*.)
- m. His merry *disposition* and his *success* in business **make** him popular. (The simple subjects *disposition* and *success* form a compound subject. The compound subject requires the plural verb *make*.)
- n. *The vapors* **was** a Victorian term for hypochondria. (When a word is referred to as a word, it requires a singular verb, regardless of whether or not the word itself is singular. In this sentence, the *vapors* is referred to as a word, so it requires the singular verb *was*.)
- o. Neither the lighting nor the frame **displays** the painting well. (With subjects joined by *or* or *nor*, the verb agrees with the part of the subject closest to the verb. In this sentence, that part is the singular noun *frame*, so the verb should be the singular *displays*.)
- p. Most of the voters **support** a reduction in nuclear weapons. (*Most* can be either singular or plural, depending on the noun it refers to. In this sentence, *most* refers to the plural noun *voters*, so the plural verb *support* is needed.)

- q. Her favorite thing in the whole world **was** horses. (A linking verb should agree with the subject, *thing*, which is singular, not with the complement, which is plural in this sentence [*horses*]. Therefore, the singular verb *was* is correct.)

Self-Check 21

1

1. Sesame Street, programs on the Discovery or History Channel
2. Children who are allowed to wander around in restaurants or who stay up at night until the parents go to bed
3. Ratings and demographics for professional basketball or football

2

1. a. First-year students: The best approach is to identify different reasons for and examples of dismissal, along with specific consequences: earning a low or failing GPA, deliberately plagiarizing by using part of an essay from the Internet and turning it in as if it's the student's work, and cheating on an examination by copying another student's answers. (Another approach might be to have students who have been dismissed tell their stories, but it's highly unlikely that the college would want to invite such students or that those students would be willing to come from somewhere else to speak.)
b. Students facing academic dismissal: include describing how other similar policies failed in the past, having fellow students explain the effect on their own schooling when another student cheats, or asking involved professors to provide specific information about why the student failed, and, if possible, ways the student could earn credit to avoid dismissal.
c. Parents or spouses: If the purpose is to help students deal with the dismissal, other parents or spouses who have had the same experience can explain ways to cope with the situation.

3

1. Bryson read the information in a book that sites a 1983 lawsuit by an outraged consumer who was spied on while in a commercial dressing room (paragraph 3). Bryson cites “a combination of technological advances, employer paranoia, and commercial avarice” (4).
2. Two-thirds of American companies spy on their employees (6).
3. An “active badge” is an infrared surveillance device that tracks workers’ movements (11).
4. *Surveillance*: keeping a close watch on someone; *avarice*: greed; *delved*: got involved in; *paranoia*: worry about being exploited by consumers or employees; *abetting*: supporting illegal activity.

4

Although the wording of your sentences may vary, be sure you’ve made all of the necessary corrections.

- a. When Americans think of sports, they tend to think of football, basketball, and baseball, which they see on television on Saturday and Sunday afternoons. (The sentence has an unnecessary shift in person: Americans is in the third person, but the pronoun you is in the second person. Specific sports are needed for examples.)
- b. Finding someone who has never told a lie would be an unusual occurrence today. (Unnecessary words are in modern world [redundant], very [unusual needs no intensifier], deliberate [a lie is a lie]. Restructuring the sentence also removes the weak wording.)
- c. Provided with enough background information, most people would recognize the problems in the plan. (Both *reasonable* and *scheme* carry connotations. *Reasonable* is used in a pejorative fashion so that any reader who disagrees is automatically labeled unreasonable. *Scheme* is also negative, and should be replaced so that the sentence is an objective statement.)
- d. Rebecca, the communications writer, is clear-thinking and decisive. (The sentence needs to be more specific with a positive connotation.)

- e. The November 16 employee-morale survey evaluated the job satisfaction of each member of our department. (Note that you don't merely replace *guy* with *man*, since women are very likely to be workers in the department as well.)
- f. As the cowboy swung his lasso, the calf dived under his legs and escaped. (The calf doesn't have a lasso, so "swinging his lasso" is a dangling modifier that wrongly modifies the calf, rather than the cowboy.)
- g. For instance, the National Association for Stock Car Auto Racing (NASCAR) typically draws over 100,000 people to one of its races. (The sentence has an unnecessary shift in person: The pronoun *your* is in the second person, but the pronoun *its* is in the third person.)
- h. Jackson was elected president because he was a popular general. (The use of the subordinating conjunction *because* indicates a cause-effect [reason] relationship between the two clauses. The additional wording, particularly the awkward third repetition of *was*, isn't needed.)
- i. I have difficulty coping with pressure. (Although examples could be included in the sentence, the most significant problem is the redundancy.)
- j. The vice president of my department refused to allot funds toward purchasing the new Epstonian A-13 microscope. (The informal and connotative words *boss*, *cheap*, *fork*, and *dough* need correction.)
- k. Wearing well-worn Stetson hats and dusty cowboy boots, the bronco riders eyed each other by the corral. (The hats and boots aren't eyeing each other, so the modifier *eyeing each other by the corral* doesn't modify any element of the sentence and is therefore a dangling modifier. "Wear and tear" is cliché and redundant.)
- l. The production supervisor divided the project among Joe, Dave, and me. (Use the preposition *between* for only two people or items, and use *among* for three or more; change the first-person pronoun *I*, which is the object of the preposition, to the objective form *me*.)
- m. Moving from my parents' home was significant in several ways; for example, the change marked the first time I

was completely on my own. (This corrected sentence eliminates redundancy and supplies a specific situation.)

- n. In her speech at last week's department meeting, our supervisor Ms. Talbot implied that if production of the Zing-zang bowls didn't increase, she would dismiss up to five employees. (In particular, note the change from *inferred* to *implied*. To imply is to suggest something to someone indirectly. [Ms. Talbot suggested dismissal of some of her staff.] To infer is to form a conclusion based on facts or apparent evidence given by someone else. [The employees inferred from Ms. Talbot's remarks that she might fire some of them.]

Self-Check 22

1

This is an example for only one process. However, the form of the example should help you evaluate your effort.

Working thesis statement: Learning how to prepare for an exam can improve your grades, teach you self-discipline, and even improve your self-confidence.

A chronological list of steps:

1. Keep up with the course syllabus; be aware of all assignments and all upcoming exams.
2. Use time wisely; plan for an exam well ahead of time. Never assume you can prepare for an exam at the last minute.
3. Read all assigned material before a class that will cover it.
4. Take notes that you can actually use, class-by-class.
5. Highlight key ideas and concepts in texts or handouts.
6. At least a week before the exam, review material to be covered and identify weak areas that require review.
7. Prioritize class material to review and study your weak areas in the last few days before an exam.
8. Don't cram—review and study the material well in advance.

9. Get a good night's sleep on the eve of the exam. That allows your pattern-reading right brain to organize and synthesize what you've been studying. This is especially important if an exam will require analysis and essay writing.

2

The sample is on taking pictures with a professional-grade optical camera. Use the form of the example to help evaluate your own effort.

SLR—Single-lens reflex camera

Aperture f-stop number—designates the width of the shutter opening when a film frame is exposed

Shutter speed—the length of time film is exposed to light regardless of the f-stop selection

ASA—conventional American numerical scale for designating the exposure sensitivity of film from slow to fast. ASA 200 is standard for most casual photography.

ASA lock button—knob or device that sets the camera's optics for a given ASA

Shutter release—usually a button pressed to expose a frame of film

Framing—the process of selecting a composition for a given shot *Contrast*—the relative distribution of light and dark areas in a given frame *Bracketing*—exposing the same subject to a range of shutter speed exposures in order to capture a preferable contrast for the subject

Macro lens—usually a 55-millimeter lens used for portraits or tight close-ups

Wide-angle lens—a 28-millimeter lens for covering a broad horizontal or vertical range

3

1. “The human equivalent of a fashion fad” may end up becoming more of an “emotional investment” than expected (4).

2. She makes the comparison to explain that men who are different from oneself may involve too many changes and accommodations to work well in the long term.
3. Chupack thinks that compatibility is important.
4. *Relishing*: enjoying; *classic*: recognized standard; *envisioned*: imagined; *dysfunctional*: characterized by breakdown of normal or beneficial relationships; *regimen*: regulated course of diet and exercise

4

1. The steps build in intensity as a person ages, each step making the relationship between a person and his or her possession stronger, starting with envy and attachment (paragraphs 3–4). Materialism (5), reflection of an emerging self-identity (6–7), object as receptacles the memories (8–9), brand preferences (10), and possessions becoming cherished heirlooms (12–13).
2. According to Jarrett, possessions are used as symbols of ourselves, “signals” (1) to others about our identity, our status, our strengths and failings.
3. Sports paraphernalia would probably relate the steps described in paragraphs 6–11 since identifying with a sports team would reflect the sports fan’s identity and, over time, store memories and create brand loyalty.
4. *Essence*: core, a thing’s basic nature; *memorabilia*: mementos; *materialism*: concerned with material objects, possessions; *seminal*: original, groundbreaking; *receptacles*: containers; *prosthetic*: artificial replacement, substitute

Self-Check 23

1

1. The female doctor overstretches herself and becomes emotionally involved; the male doctor limits his time and attention and refuses to become emotionally involved.
2. By law, interns work fewer hours than they did in the past. However, they still have to make rounds, receive instruction

and mentoring from doctors, work as team members, understand the health care system, and withstand high levels of stress.

3. The author is apparently uncertain about the future direction of health care. Her philosophy seems to be that the medical professional may lose something valuable as it converts to a system that requires less time and commitment from physicians.
4. *Delimited*: defined by boundaries or limitations; *ethos*: ethical standards or values; *omniscient*: all-knowing; *omnipotent*: strong enough to do anything; *draconian*: cruel or severe.

2

1. The thesis appears at the top of paragraph 12: “My month . . . individual work ethic.” The placement of the thesis at the end builds interest. Because evidence for the thesis is provided before it’s stated, readers are more likely to accept it, having already observed the interns’ contrasting work ethics.
2. Points of comparison include the interns’ organizational styles, hours, and level of commitment. An underlying contrast is the personality difference between the male and female interns.
3. Other rhetorical patterns include personal narrative (paragraphs 1, 6, 12), description (paragraphs 2–5), and argument (paragraphs 8–12).
4. In a subject-by-subject organization, the contrasts between the interns would seem less clear and effective.
5. The conclusion addresses the contrasts yet speculates with a sense of nostalgia about the possible loss of the caring doctor in the future, inviting the reader to engage in similar reflection.

3

Your answers will vary.

Thesis: Jill exhibits strong, effective listening skills with people she knows well but must improve her application of those skills with people she doesn’t know.

Organization: Subject-by-subject

Draft: When Jill interacts with a good friend, she makes frequent eye contact for several seconds before naturally breaking and regaining it. For the most part, her posture showed her interest in what her friend said as Jill leaned forward. A few times, however, she slouched back in her chair, but that action didn't seem to affect the bond between them. Her facial expressions and gestures revealed her positive interest and involvement in the topics her friend discussed. Jill sometimes fidgeted with a TV remote in her hand, but the rest of her body language confirmed her interest, so her friend didn't seem bothered by the action. With a person in authority, however, Jill demonstrated weak skills which made her appear disgruntled, uninterested, and tense. Unlike with her friend, Jill's eye contact was rare, particularly after a few brief glances in the direction of the supervisor's eyes. She made an attempt toward the general area of the face but was really looking over the supervisor's shoulder. Her body was stiff and rigid, initially leaning slightly forward but mostly leaning slightly back from the social worker. With frowns and frequently crossed arms, Jill communicated an unwillingness to consider what the supervisor was discussing.

(Point-by-point organization would be difficult to cover in one paragraph, and thus subject-by-subject organization is used here. Nonetheless, point-by-point organization would work for a longer essay if the writer suggested ways to improve each category of skill. For example, one paragraph could contain the evaluation of her eye contact with each person, plus some further analysis and suggested improvements. Another paragraph would do the same for posture and so on.)

Self-Check 24

1

These are examples. The structure and approach in the samples will help you evaluate your own work, even if you chose different topics.

Topic 1: Novels: Genre: mystery, historical, romance.

Intended audience: academics, conservatives, teenaged girls. Narration: First-person; third-person omniscient, multiple.

Topic 2: Academic subjects: Level of difficulty: elementary, intermediate, advanced. Learning-skills emphasis: advanced math, advanced writing proficiency, facility with abstract concepts. Academic fields: life sciences, literature, philosophy and religion, engineering.

2

1. In folklore, trolls are malevolent creatures who harm their victims while remaining hidden; their invisibility makes Internet trolls particularly dangerous.
2. This sentence is fact. The details it includes can easily be verified, and the source (*New York Times*) is reliable since it uses fact checkers.
3. Because Cava uses sources that themselves use fact checkers, many students would probably say that her sources are convincing; however, she could have backed up these sources with articles published in scholarly journals.
4. Cava's tone is measured and serious. She appears to be primarily addressing her teacher and secondarily her classmates.

3

1. The broad topic is "having fun" with the classification of shopping malls. It's then sorted according to the principle of categories of people who have fun at the mall.
2. Teenagers are drawn to the mall to pass time with pals and to see and be seen by other teens. The kids' raised voices, loud laughter, and occasional shouted obscenities can be heard from as far as half a mall away. They come to "pick up chicks," to "meet guys," and just to "hang out." The guys saunter by in sneakers, t-shirts, and blue jeans, complete with a package of cigarettes sticking out of a pocket. The girls stumble along in high-heeled shoes and daring tank tops, with a hairbrush tucked snugly in the rear pocket of their tight-fitting designer jeans.

Traveling in a gang that resembles a wolf pack, the teenagers make the shopping mall their hunting ground. (The topic sentence is italicized. Note the progression from the general reason teens come to the mall, to a general comment about the sound once the teens reach the mall, to a specific purpose with examples for types of teens—guys and girls, to “wolf pack” as a summative statement. The sentence about mall managers has been deleted because the paragraph doesn’t cover what managers do to attract teens.)

3. Sentences b and d would make the better topic sentences, since each gives a different category of people who have fun at the mall. Sentence a is connected to the main topic rather than to the organizing principle. It could be used as part of the introduction detailing the writer moving from the broad topic to the chosen focus and categories. Sentence c doesn’t establish a category of people having fun at the mall, but instead indicates that the mall manager makes choices to encourage various people to visit the mall. Sentence e is a specific example of one category of people (family members) and would develop topic sentence b.

Self-Check 25

1

1. *Hero*: A person who engages in outstanding acts of courage and selflessness.
2. *Giraffe*: A spotted mammal native to African grasslands with long legs and an extremely long neck, which allows it to graze from savannah tree tops.
3. *Science fiction*: A type of imaginative literature that often examines the effects of high technology on society, usually in the future.
4. *Social media*: Forms of online communication or online communities among people linked by similar interests.
5. *Friendship*: A relationship between people based on mutual respect and some common bond, such as comparable personalities, similar ages, or similar interests.

2

A sample is given for only one of the terms in Exercise 17.1.

The approach and structure of the example will help you evaluate your own response. Hero: I could provide both a description and an illustration of a person who might be considered a hero. I could use narrative to relate a heroic act and employ comparison and contrast to differentiate a hero from a non-hero. I could use argument to take a stand on my ideas about what makes a hero and what effects may ensue from heroic action.

3

1. *Dance*: Ballet is an elaborate, formal style of dance that often dramatizes a story or an idea using classical or contemporary music and graceful, precise movements.
Misconceptions/negations: 1) Ballet is a “dead” art form. On the contrary, new ballets are choreographed frequently for city ballet companies. 2) Ballet usually involves women dancing in tutus. Ballet companies include male dancers and use a variety of costumes and styles.
4. *Academic subject*: A standard topic in introductory psychology is operant conditioning. Operant conditioning is an approach to studying human behavior that began with the animal and human stimulus-response concepts developed by Pavlov. However, as developed by Harvard psychologist B. F. Skinner, operant conditioning focuses on modifying behavior through reinforcing desired behaviors while not reinforcing undesirable behaviors.
Misconceptions/negations: 1) Operant conditioning and behavioral psychology have replaced talk therapies like these of psychoanalysis. On the contrary, in clinical practice behavior modification is often used along with talk therapies. 2) Operant conditioning is intended to uncover hidden motivations. In fact, Skinner’s approach has no concern for states of consciousness and is only concerned with observable behavior.

4

1. Sawyer emphasizes that the emotional needs of autistic people are the same as those of neuro-typical people;

however, autistic people need more direct, concrete instructions for social situations and may not like the same things as neuro-typical people.

2. Autistic people often don't react to subtle social cues, don't like loud music or crowds, and don't respond to touch in ways that uninformed neuro-typical people expect.
3. Autistic women are often blunter than neuro-typical women, and men are often attracted to forward women (paragraph 17).
4. *Inherently*: fundamentally, essentially part of; *dearth*: lack, shortage; *mundane*: ordinary; *predatory*: stalking

5

1. The connotation of act indicates that Pauline Penzvalto set the behaviors for herself: her natural self (normal to her) and her outward self (normal to others).
2. The tone is instructive without being didactic; it's a conversational tone. Shire appears to be taking the side of autistic people, explaining them to neuro-typical readers.
3. Besides her interview with Penzvalto, Shire uses studies (paragraphs 4, 17); quotations from the founder of a website for autistic people (7, 13–15, 20), expert authors (8, 16), academics (9–12), a dating specialist (19), and a filmmaker (21). Perhaps she might've interviewed more autistic people or more neuro-typical people who have dated autistic people.
4. Shire is fairly objective, indicated by her avoidance of "I" and her frequent use of declarative sentences, straightforward statements of fact using simple present and simple past tense verbs.
5. The graph shows an increase of reported cases of autism at all ages, and among both boys and girls. There's a greater increase among boys. Increased awareness and media attention to autism may cause some parents to report autism when they previously might not have done so.

- a. My family lived in Trinidad for the first ten years of my life, and we experienced many hardships, but when we came to America, we thought our prospects were good. (“A lot of” and “had it made” are everyday expressions that are inappropriate for formal writing.)
- b. Only recently have women won seats on the Supreme Court. (This sentence contains appropriate formal language and avoids the error in connotation from the word *ladies*.)
- c. The Democrats are proposing a new education bill. (*Plotting* and *conspiring* have an inappropriate inflammatory connotation.)
- d. Last night, a group of firefighters came into the emergency room with minor scrapes and burns. (The word *firefighter* doesn’t denote gender, so it’s preferred over *firemen*.)
- e. All of the doctors in the emergency room perform their jobs under tremendous pressure. (The pronoun *his* implies incorrectly that every doctor is male. Changing *doctor* to the plural *doctors* with its corresponding pronoun *their* fixes the problem without the awkward use of *his/her*.)
- f. The curious practice of trepanation, which involves drilling a hole in a person’s skull, has found supporters today. (“Modern supporters in today’s society” is vague and wordy, and “totally weird” is slang.)
- g. Ancient people may have used trepanation to relieve pressure from head injuries, or perhaps they thought it was a headache cure. (“It is possible” is wordy and unnecessary because it repeats the meaning of *perhaps*.)
- h. Drilling these holes wasn’t accidental, but intentional. (“We’re not talking” is too informal for college writing.)
- i. Trepanation supporters may appear eccentric, but they insist that having a hole drilled in one’s skull produces a permanent euphoria. (“Not playing with a full deck” is a cliché.)

- j. The International Trepanation Advocacy Group knows that many people find trepanation uniquely disturbing. (“Very uniquely” is wordy because the word unique doesn’t need a modifier; the phrase “is aware of the fact that” is a wordy way of saying knows.)

Self-Check 26

Exercise 19.1

1. Peacock strutting down the street: Escaped from the zoo; fell off a truck; wandered off a millionaire’s estate
2. Cancelled airline flight: A computer glitch; flight is underbooked; weather is bad
3. Phone rings only once: Problem with phone line; problem with phone; harassment from unknown party; wrong number
4. Town funds public park: Tax revenue surplus; pressure from citizens; bequest from rich person; desire to attract tourists
5. Friend who is too busy to socialize: friend is depressed; friend is really very busy; friend is angry with you; friend isn’t really your friend

Exercise 19.2

1. Left backpack with wallet in bus: You have to get a ride to the bus terminal to retrieve it; you can’t buy a planned gift for Mom; you have to cancel all your credit cards.
2. Decide to change your major: You’ll have to remain in school for an additional semester; your grades improve; you need to plan for an alternate career.
3. Spouse offered job in distant city: You decide to move along with your spouse; you decide to commute to your spouse’s new locale on weekends; you get a divorce.
4. Becoming big brother/big sister volunteer: You convince a child to stay in school; you discover the reality of dysfunctional families and their damage to children; you teach a child to read; you feel encouraged to become a social worker.

5. Close relative is ill: The relative dies; the relative survives and you become his/her caregiver; the relative survives and finds a new lease on life.

Exercise 19.3

Answers will vary.

Thinking Critically About Cause and Effect

1. Adamczak's purpose is to report and analyze, rather than to argue or narrate, although he does urge musicians to "embrace creative challenges" in his conclusion.
2. Adamczak uses illustration throughout the essay; he also occasionally uses comparison and contrast, as in paragraph 5 when he contrasts recording music digitally with recording music on vinyl.
3. The introduction straightforwardly lays out what the essay will be about, which would allow readers to trust the writer. By including advice to musicians, the conclusion ends on a forward-looking note.

Analyzing the Writer's Technique

1. The authors' thesis is their first sentence in the "Conclusions" section.
2. Reference to sources makes the essay's tone scientific and didactic; without the sources, the essay would sound more sensational and less believable.
3. *Empathic*: able to share the feelings of another; *counterintuitive*: against common sense; *hedonic*: relating to pleasure; *olfactory*: relating to the sense of smell; *gustatory*: relating to the sense of taste.

Self-Check 27

1

Several narrowed topics are given for each item.

1. Explain how to prepare one's own tax return; explain how to find a good tax accountant; analyze how federal, state, or local taxes are used.

2. Proposed solutions to the problem of limited space in U.S. prisons; analyze how types of crimes committed by the prison population are representative of patterns of crime in America; compare and contrast recidivism rates in prisons with and without rehabilitation programs.
3. Discuss the controversy over the Affordable Care Act (ACA); define key terms in the ACA; explain what college students need to know about health care costs; contrast the U.S. healthcare system with the systems of other countries.
4. Define and describe a military drone; compare and contrast types of drones or uses for drones; discussed the future of drone technology; argue for or against the use of drones for surveillance.
5. Define “alternative energy source”; discuss the history of alternative energy; propose ways for your college to use alternative energy sources.

2

The structure and content of these sample responses should help you assess your response.

1. *Working thesis:* The options available to lawmakers for controlling website pornography include requiring the website owners to install controls that effectively limit access to adults and requiring that personal computers used in homes, schools, and libraries be equipped with software that limits access to these sites.
Research questions: Which options do lawmakers recommend? What technical problems might hamper either approach? Might any proposed plan be challenged in court on First Amendment grounds? How effective would either approach be, used separately or in combination?
3. *Working thesis:* According to scientific evidence, the most widely held hypothesis is that dinosaurs died out over a relatively brief span of time because a comet or asteroid collided with the Earth some 65 million years ago.
Research questions: What is the nature of the evidence supporting the “comet” hypothesis? If the hypothesis is supported, what actual processes led to the demise of the dinosaurs? Are there alternative hypotheses that

don't support the "comet" hypothesis? What evidence supports alternative hypotheses?

3

1. Caring for an Alzheimer's patient
 - a. Introductory text would provide only a general summary of the disease, but few or no specifics.
 - b. The magazine is a source of anecdotal material and perhaps some background information, but is probably reflective of personal experience instead of guidance on how to provide care.
 - c. A professional journal in gerontology is likely to offer credible, specific data and information.
2. Analyzing heroin effects on teenagers
 - a. A newspaper piece of this sort may serve as an account of firsthand experience, but probably can't be generalized to a broader population.
 - b. A journal article in the field of neurology would provide excellent and credible information, but may be technically difficult for general readers.
 - c. A government pamphlet may provide only basic information, although it's likely to be credible. If it's a report used to convince teens not to use heroin, though, it may be a somewhat-biased interpretation of the facts.
3. Training programs to reduce sexual harassment
 - a. An article in a high-prestige newspaper may be credible and useful, but should be scanned for relevance and possible bias. The title may have nothing to do with sexual harassment as a barrier.
 - b. A personal website account may be biased and, therefore, not necessarily credible.
 - c. The training manual would serve as an example of one company's policies, but isn't likely to provide guidance on the topic.

4

1. The source is objective (O) in the sense that the opinions are balanced; however, individual articles are likely to vary.
2. HB
3. SB
4. O

Self-Check 28

1

The following is a possible response.

While we tend to think of language as a human capability, animals also communicate, some through body language, others through verbal language. Bees tell each other where to find food by performing an elaborate dance. Perhaps most impressive is the proven ability of several species of chimpanzees and other apes to master verbal language, both to express themselves and to communicate and follow requests. Primates who have learned to sign or push computer-connected buttons to communicate with human beings have amassed impressive vocabularies. While skeptics are quick to note that humans are superior to apes in their ability to sequence language correctly, studies indicate primates are able to think and communicate.

2

The first half of the paraphrase is too close to the original. Here's a sample revision.

Consumers have been legally responsible for evaluating advertising claims since the sixteenth century, when the courts instituted the Age of Caveat Emptor to keep commercial claims out of the courts. In an example from the early seventeenth century, a man who suffered the loss of his work courses in a business deal was denied compensation. Baily and Merrell entered into an agreement in which Baily consented to use his two horses to haul

overload of wood that according to Merrell weighed 800 pounds. However, Baily's horses fell down exhausted and died during the job. Then Baily learned that the loaded actually weighed a ton. Although Baily sued Merrell, the court determined that Baily was responsible for weighing the wood himself.

Self-Check 29

1. Answers will vary according to the sources chosen, but should follow the MLA formats described in the textbook. Possible examples include:
 - a. According to [Author's name]...(page number)
 - b. [Authors' last names] assert...(page number)
 - c. According to the article "[Article title]"...(page number)
 - d. [Author's last, first name]. [Article Title]. [Electronic publication information]. [Medium]. [Access date].
 - e. [Author's last, first name]. [Title]. [Place of publication]: [Publisher], [Date]. [Medium].
 - f. Answer will vary.

Self-Check 30

1

Look over sample responses for all items, including those you didn't choose, to sharpen your understanding of the purpose of the exercise.

1. *Claim of policy*: To protect young people from possible addiction, drugs such as marijuana shouldn't be legalized. *Claim of fact*: The legalization of drugs such as marijuana in certain European countries demonstrates that legalizing drugs can lower crime rates.
2. *Claim of fact*: Stem cell research has the potential to dramatically change the treatment of life-threatening illnesses. *Claim of value*: Stem cell research is morally objectionable because it violates the rights of the donors.

3. *Claim of fact:* The piracy of digital music files has lost millions of dollars for the music industry. *Claim of value:* The ease of sharing digital music files has created a culture of thievery.
4. *Claim of policy:* When the habitat of an endangered species is threatened, the government is legally bound to protect the area from development. *Claim of fact:* Careful management can bring a species back from the brink of extinction.
5. *Claim of fact:* Climate change is threatening the world's ecosystems and will lead to the extinction of hundreds of plant and animal species. *Claim of value:* Climate change is the most serious issue twenty-first century citizens must address.

2

1. *Reasons:* To provide an aesthetically pleasing environment and to help teach responsibility. *Evidence:* Children feel more relaxed and learn better when they're in an aesthetically appealing environment. Further, children learn to be responsible and observe the cycle of life and death when they take care of small animals.
2. *Reason:* To enable staff to prepare hot, healthy lunches for snacks for children. *Evidence:* A microwave oven provides a fast way to heat food. Many healthy foods require heating to make them appealing to children. Some children bring their lunches from home, and a microwave oven will enable the staff to accommodate heatable items in these lunches.
3. *Reasons:* To provide students with ample choices of reading material and to stimulate to senses at once, thereby facilitating learning. *Evidence:* Studies show that children who read along with audiobooks pick up new words faster than children who only read print books.
4. *Reason:* To help children learn to read. *Evidence:* The Dr. Seuss books have been used in preschools and elementary schools for many years; they provide an imaginative and phonics-based means of language acquisition for young children. Researchers advocate the type of rhyme and repetition found in Dr. Seuss books.
5. *Reason:* To help children to learn to use current technol-

ogy. Evidence: Children who learn to use computers at an early age do better academically; tablet computers are small, portable, and have many inexpensive or free educational apps; tablet computers can take the place of other school supplies, such as paper and writing utensils.

3

1. Bregman emphasizes how, counter to popular belief, multitasking reduces productivity and effectiveness.
2. Opponents believe that multitasking enhances productivity and saves time, thereby increasing efficiency.
3. Bregman discovered such joys as engagement in the moment, making significant progress on big projects, and stress reduction.
4. *Refocused*: shifted attention back to the original task (paragraph 2); *competent*: good at doing something (5); *disengaged*: uninvolved (7); *persistence*: staying on task (7); *meandering*: wandering from topic to topic (7)

4

1. Bregman's claim of fact is that "Doing several things at once is a trick we play on ourselves, thinking we're getting more done" (paragraph 4). He offers a statistic and research evidence to support his claim.
2. Bregman compares multitasking to smoking marijuana, appealing to the reader's needs for self-esteem, accomplishment, and recognition by others. He also appeals to our desire to care for our children. A key value he appeals to is our work ethic.
3. His sources include personal experiences and unidentified research.
4. Bregman deliberately plays with logic when he recommends artificially halving deadlines as a way to stop multitasking but doesn't rely on fallacies.

5

1. Because his observations are based on his own personal experiences, they offer brief descriptions ("leaves blowing in the wind," [paragraph 7]) without indulging in too much personal information. He generalizes or categorizes

most of the time (“writing or strategizing,” [7]) and gets specific occasionally (“when I was with my children,” [7]; “When I listened to my wife Eleanor,” [7]).

2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

6

1. Silverman sees multitasking as facilitating information transfer, saving time for others, and making “stuck” time more productive; he sees it as being most important to managers (paragraph 4).
2. His analogy shows that unitasking makes tasks pile up like batch jobs in an old computer server.
3. He shows it’s human nature to multitask when no one is looking (5).
4. *Discredited*: proven wrong (1); *unitasking*: working on one task at a time (2); *concurrently*: at the same time (4); *ponderable*: worthy of consideration (4); *lest*: unless (4)

7

1. Silverman appeals to the needs to be productive and not to annoy coworkers or employees; he appeals also to the reader’s work ethic. In the conclusion, he appeals to the reader’s desire for gratification.
2. Although the bulk of his reasoning is sound, note that the claim he makes in the beginning—that multitasking is more than “an addiction for the short-attention spanned” (paragraph 2)—becomes a begged question in the conclusion—“we need multitasking as much as we need air” (6).
3. Silverman relies primarily on his own experiences in the workplace; he could have added statistical evidence about productivity and multitasking.
4. Silverman uses concession in the introduction (1) and refutation thereafter (2 and the body paragraphs). He refutes opposing views with a computer analogy (2–3), reasons that are claims of fact (4), and leading questions (5).

5. The essay is primarily informed opinion, yet he maintains credibility because of his knowledge of productivity, computers, and human nature.

Self-Check 31

1

Possible answers are given for all five topics. Read through all the possible answers to extend your understanding of this exercise.

1. The lottery in your home state; analysis of how the lottery is promoted in one state.
Background: How many states have lotteries; how much money is raised; moral objections to state lotteries.
2. Privacy in the workplace or on the Internet; security of Internet transactions and accounts; corporate access or personal information with individual's knowledge.
Background: Define the networks to be discussed; examples of privacy violations; relevant court cases.
3. A specific speech code on a specific campus; an incident or series of incidents that might justify speech codes.
Background: Reasons for speech codes; purposes of typical speech codes; number of campuses that have enacted speech codes.
4. Controversy over displaying a crèche on public property at Christmas; attempts to display symbols meaningful to different religions.
Background: Interpretations of what constitutes a religious symbol, relevant U.S. Supreme Court rulings.
5. Mandatory drug testing for members of particular professions (e.g., hospital workers, train engineers, police officers); mandatory testing of athletes for the use of steroids; mandatory testing for a specific drug.
Background: Laws and company policies mandating drug testing; effects of drugs on job performance; relevant constitutional issues.

2

1. a. While many parents approve of government control of pornography on the Internet, such controls may violate the First Amendment right to free speech.
b. Pornography is so readily available to children on the Internet that the government must pass legislation to control it.
2. a. Limiting immigration may open up more jobs to unemployed citizens.
b. While the government needs to control immigration, controls should be flexible so that people who can make valuable contributions to our society will be admitted.
3. a. Strict controls on campaign spending would very likely decrease the number of political advertisements on television.
b. Laws limiting the amount of money a politician can raise and spend are violations of First Amendment rights and shouldn't be enacted.
4. a. Computer literacy probably should be a mandatory requirement for most job applicants in the twenty-first century; every college graduate should be required to demonstrate proficiency on the computer.
b. College students, who will need to use computers in all fields and professions, should be required to demonstrate computer literacy to graduate.
5. a. Because they promote exercise and competitive spirit, sports are among the best activities children can engage in.
b. Sports get inactive children away from the TV and into the fresh air; therefore, parents should encourage their children to engage in competitive sports.

3

Possible answers are given.

1. a. Urge readers to call school boards to insist on sex education classes.

- b. Contrast statistics on teen pregnancy for schools with sex education classes versus schools without such classes; cite expert opinion in favor of sex education; narrate testimonials from teens who have benefited from sex education classes.
 - c. Appeal to the common desire to protect teens but argue that they should be protected from pregnancy and sexual disease, not from information; cite persuasive facts and statistics.
2. a. Urge readers to write to companies that advertise during shows which portray violence unrealistically, arguing the need for action.
- b. Present examples of the real toll violence takes on victims and their families; contrast with unrealistic examples from TV shows; cite examples of “copycat” crimes.
 - c. Establish a common ground (the desire to reduce violent crime); provide some examples as in b, as well as the results of studies that show an increase in violence correlated with increased television viewing.
3. a. Provide advice on ways to reduce the hours that some children spend on computers and to increase their involvement with social activities.
- b. Provide expert testimony on and examples of children who experience negative consequences from their exclusive involvement with computers.
 - c. Concede that children need to be knowledgeable about using computers, but argue that social skills are needed as well.

4

Claim 2. Possible opposing arguments:

- Portraying violence more realistically on television will desensitize people to it, not deter them from it.
Response: Refute by noting that portraying the effects of actual violence has deterred crime and changed people’s minds, citing such examples as televised images of the Vietnam War and the Civil Rights movement.

- Violent images have no effect on people who commit violence crimes. *Response:* Accommodate by noting that while realistic portrayals of violence will have no effect on hardened criminals, they'll keep some people from becoming criminals, or refute by citing studies that show a high crime rate among heavy television viewers.

Claim 3. Possible opposing arguments:

- Children have many opportunities to interact with other people on the Internet. *Response:* Accommodate by pointing out that interaction with strangers on the Internet can be valuable but should be limited, or refute by noting the uncertainty and possible dangers of interacting with strangers on the Internet.
- Children who take advantage of all the computer has to offer learn more than children with a more active social life. *Response:* Acknowledge by conceding that children can learn much from playing educational computer games and surfing the Internet as well as from playing with other children.

5a

1. Sturm's thesis statement clearly states his position on the issue of explicit song lyrics. It suggests that Sturm will present negative effects as reasons to support his thesis. The thesis statement doesn't mention lack of government regulation or critiques of Sturm's position.
2. Sturm might have offered statistics, quotations by experts on the issue, or comparisons with other types of lyrics.
3. Sturm doesn't offer a precise definition of "explicit lyrics." He does offer examples of content of explicit lyrics in paragraph 4. Readers may need a more precise definition to agree or disagree with Sturm's position.

5b

1. Sturm regards explicit lyrics as harmful and detrimental to children. Possible words and phrases to highlight include hateful content (3), repulsive ideas (4), and music that fuels negative and harmful thoughts (5).

2. Sturm uses both fact and opinion, but the essay relies heavily on opinion. Facts: 2. Opinions: 3–5.
3. Sturm’s audience is the general public, possibly parents of children under 16.
4. “Explicit music” is a euphemism for music with lyrics about sex or violence. 5. Sturm appeals to the need to protect the innocent and values of gentlemanliness and social constraint.

5c

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.