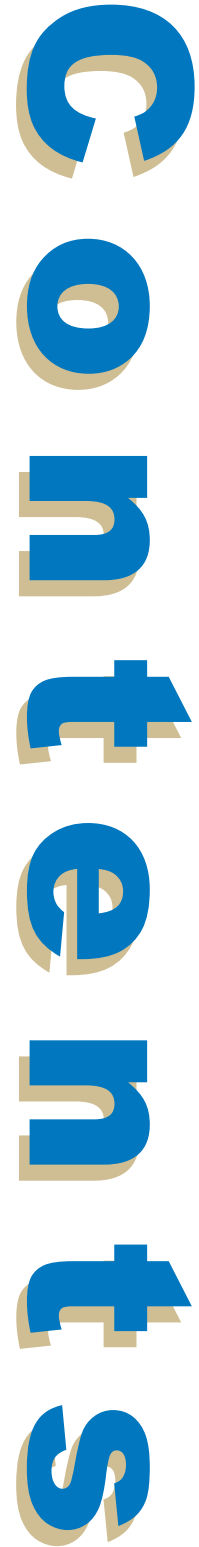


**Study Guide**

# **Advanced Composition**

***Note:* Students cannot take ENG300 until or unless they take English Composition. Students need to show proof of the prerequisite before they take this course.**

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# INTRODUCTION

Welcome to your Advanced Composition course. In this course, you'll practice research and writing skills by developing papers that require you to use sources and correctly cite them using MLA formatting. You'll learn to look at writing with a critical eye—a skill you can apply to your own work, as well as to the reading you do for research or in your daily activities. You'll apply these skills to your own writing through editing and revising.

*Note:* For Lesson 7, you're required to read one novel that has been turned into a movie and to watch that movie. The list of movies made from books is extensive and includes *To Kill a Mockingbird*, *The Princess Bride*, and *Girl with a Pearl Earring*. (A short story or children's book isn't an appropriate selection. You must read a full-length novel.)

## COURSE OBJECTIVES

The primary objective of the course is to use research to plan, organize, develop, and edit a variety of papers with clarity and precision using standard MLA formatting.

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

- Use the writing process to write essays using different patterns of development
- Apply an appropriate rhetorical style to an audience and purpose
- Write effective thesis statements
- Develop paragraphs using topic sentences, adequate detail, supporting evidence, and transitions
- Identify, define, and analyze literary elements
- Develop critical reading skills
- Use responsible research methods to locate appropriate secondary sources

Instructions

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

## COURSE MATERIALS

The following materials are part of this course:

1. This study guide, which contains
  - An introduction to your course
  - A lesson assignments page, which outlines the study assignments in your textbook
  - Self-checks and answers to help you assess your understanding of the material
2. Your course textbook, *Successful College Writing*, which contains your assigned readings, as well as additional quizzes, essay assignments, as well as additional quizzes and essay assignments.

# YOUR TEXTBOOK

Your primary text for this course is *Successful College Writing*, 6th edition, by Kathleen T. McWhorter. Begin reviewing the text by reading the table of contents on pages xxvii–xlv. Then follow the study guide for directions on required reading assignments. Note the following features of your text:

- The “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 organization within chapters includes major headings and subheadings that 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 (APA) style guides for citing and documenting your research. These can be found beginning on page 616 in Chapter 24.
- A grammar handbook that includes information and exercises on the foundational elements of writing, such as grammar, sentence structure, punctuation and word choice.

## YOUR STUDY GUIDE

This study guide is intended to help you get more out of the material in your textbook. It's not a substitute for reading your text. The material for this course is divided into eight lessons. Each lesson contains one or more assignments.

Here's a good procedure to follow:

1. Read the introduction to each assignment in this study guide.
2. Read the required sections in the textbook, keeping your study guide handy as you read. If the study guide refers to a specific figure in the textbook, pay particular attention to that item.
3. After you read the material in the textbook, return to this study guide and use the assignment summaries to quiz yourself on the material you've read. Use the headings in the outline to ask yourself questions.
4. When you feel confident that you understand the material for a particular assignment, complete the self-check in this study guide and compare your answers to those given at the end of this study guide. Do *not* submit the self-checks for grading.
5. When you've completed all the assignments for a particular lesson, review the material and complete the examination, quiz, and/or essay exam(s) for that lesson. Submit each written project for grading and evaluation as soon as you complete it.
6. Complete each lesson in this manner.

# A STUDY PLAN

This study guide contains your lesson assignments, quizzes, exams, and essay exams for the eight lessons you'll complete for this course. The self-checks at the end of each assignment will help you assess your understanding of the material so you'll know whether you should move on to the next assignment or review the material before continuing.

**Study pace.** You have a study time limit for the semester but not one specific to Advanced Composition. You must pace yourself wisely through the semester's courses to meet the expiration date, allowing sufficient time for reading, prewriting, drafting, revising, and grading. Generally, you should allot at least two weeks for each lesson, with some taking longer than that. You must complete each exam in the correct order.

The goal of this course is to help you grow as a writer by building on your strengths and improving your weaknesses with each assignment. Therefore, this course emphasizes the process approach to writing. Ideally, you'll submit each exam, quiz, and prewriting and essay project in order after you've received your evaluation of the previous lesson, so that you can apply the instructor's feedback to your next writing project. You must successfully complete the prewriting exams for Lessons 6 and 7 before you submit the essay exams. While you're waiting for evaluations, you should begin to work on the next lesson's assignments. If you have other courses available for study, you may work on those materials while taking this English course and submit any completed exams.

**Organization.** To keep your work for this course organized, create clearly labeled files in your word processing program. We recommend you create a primary file folder named "Advanced Composition." Within that folder, create separate folders, such as "Self-Checks" and "Course Notes." Also create a folder for each written exam (Lessons 5, 6, 7, and 8), where you'll keep files of your research notes, rough drafts, and final draft. Establish a clear naming system for each file so you don't confuse early drafts with your final version of an essay. When you reopen a rough draft, immediately click



**Save As** and add the date before further revision. That way you won't lose anything you may delete but later wish you had kept.

**Required video lectures.** There are three required videos for the course posted on your student portal. Each video includes information that will help you to complete your assignments successfully.

**Exam submissions.** Use the following guidelines when submitting your exams:

- *Multiple-choice quizzes and examinations:* You'll submit your answers for these exams online.
- *Written essays and prewriting projects (Lessons 5, 6, 7, and 8):* Unless the individual essay or project instructions specify otherwise, papers must be typed double-spaced using a standard, 12-point font (Times New Roman or Calibri are good examples) and left justification. Use 1-inch margins on all sides. Each page must have a header in the proper format, containing student name, student number with exam number, page number, mailing address, and email address.

Jane Doe            23456789—50050400

987 Nice Street

My Town, AZ 34567 janedoe@yahoo.com

Name each document using your student number first, then the six-digit lesson number, and finally your name (for example, 23456789\_500504\_Jane Doe). Save each as "File Type: Rich Text Format" regardless of the word processing program you use. Follow the instructions in the textbook on pages 614–615 to ensure your paper is properly formatted. Use "Instructor," rather than an instructor's name. The course is Advanced Composition ENG 300. *Don't* use headings in the body of your paper.

Exams can be submitted online from the student portal using the **Take Exam** button next to the lesson number on the student portal. Check to be sure 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 Advanced Composition Course Rubric, which is located in the Appendix of this study guide with a complete explanation of evaluation criteria and skill levels. Instructors may write feedback on both the essay and the evaluation chart. To read the instructor's comments, download the Instructor Feedback file. Be sure to save this file to your computer since it's available on your student portal for just a brief time.

## Evaluation Process

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Your instructors will score each writing assignment by applying the rubric contained in this section to evaluate how well your work illustrates both the basic and advanced traits of good writing in various research settings (see Appendix). Although the basic techniques of writing aren't taught in this course, you're required to produce good writing. If you're unsure of something, return to the textbook to fine-tune your skills. For general information, scan your textbook's table of contents for a chapter breakdown and page numbers. For specific characteristics, use the textbook's index.

On the chart in the Appendix, each trait is broken into three skill levels explaining what writing at each level looks like and to what extent the writing shows the listed trait. Each skill level is assigned a score that corresponds to the appropriate letter grade within the Penn Foster College grading scale. (For information about the grading scale, see the Student Handbook.) As such, these scores don't represent an amount awarded from a possible range of points. Instead, each score value is constant. That means if your writing exhibits the given characteristics, you automatically earn the designated score for that trait and skill level. Papers with inconsistencies among skill levels will be scored according to the middle ground. For example, you may have spelled and punctuated everything with excellent style but your grammar

is poor. The evaluator will average the score of high Skill Realized for Conventions with the score of low Skill Emerging for the score on Conventions. The three levels of skill assessment are defined as follows:

- *Skill Emerging* describes writing that either doesn't have the trait or that lacks controlled, deliberate application. Writing with traits at this level earns a D or an F.
- *Skill Developing* refers to writing which shows general competence in the trait but which lacks finesse or depth of understanding in application. Traits in this range earn a low B or a C.
- *Skill Realized* indicates the writing demonstrates the trait effectively and creatively, earning an A or a high B.

When evaluating your paper, the instructor first reads through your essay to become familiar with its content and flow. He or she then works through the essay, evaluating both problem areas and strengths related to the rubric. Next, he or she fills out a blank evaluation chart identifying where your writing falls within each trait, relying on the descriptions in the Appendix to provide the full explanation of the traits your writing displays. Consequently, while reviewing your evaluated exam, refer to the following rubric.

### ***Thesis: Focus for Audience and Purpose***

The thesis establishes a clearly defined, analytic focus unique to the assigned topic, purpose, and audience.

### ***Development and Structure of Ideas in Relation to Thesis***

Using applicable pattern(s) of development, the writer explores in depth the relationship between thesis, assertion, and evidence. The opening engages the reader with the thesis. The body paragraphs develop the thesis in a controlled fashion. The discussion closes with a sense of finality reinforcing the thesis.

### ***Incorporation of Source Material***

Paraphrases, summaries, and direct quotations are aptly integrated with the writer's style for the purpose and audience. Sources are relevant and reliable.

### ***Overall Organization of Writing***

Transitional words and connective phrasing guide the reader through the relationships between ideas. Each paragraph contains one idea that supports the thesis. The supporting sentences connect to/develop the paragraph's focus.

### ***Word Choice and Presentation Style***

The writer shows a consistent point of view, captivating the reader with skillful, precise language for the purpose and audience. The essay is graceful and easy to read aloud with a natural, pleasant rhythm through varied sentence length and structures.

### ***MLA Citation***

Using the MLA citation style, the writer accurately documents the required number of sources.

### ***Conventions***

According to standard written American English, the writer correctly applies spelling, punctuation (including sentence structure), and grammar. These choices make the writing professional and easy to understand. The writing meets the required length and overall submission format for the assignment.

The instructor may provide further comments or explanation about a particular strength or weakness within a trait, but primarily you'll depend on the information given in your study guide. In light of that feedback, you should reexamine your paper and review the textbook to learn ways to strengthen that trait the next time you write. With each exam, your goal is to craft your writing more deliberately and skillfully.

**Retakes.** Students are required to complete all assigned work, including a retake for any first-time failing attempt on an exam. The evaluation of any first-time failing exam 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 additional points will be deducted for not following the instructions. In addition, please review school policy about retakes in the Student Handbook (available online).

**Plagiarism policy.** Carefully review the plagiarism policy in the Student Handbook (available online). The first submission that departs from this policy earns a grade of 1 percent. If it's a first-time submission, you may retake the exam (per retake procedures). A second plagiarized submission will earn a final grade of 1% and will be reported to the Academic Review Board.

# 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 your student portal, or the Ask a Librarian link in the library.

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, spell, 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 register for Grammarly, please contact your English instructor.

## Other Resources

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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/>

## NOTES

## **Lesson 1: A Review of the Writing Process**

<b>For:</b>	<b>Read in the study guide:</b>	<b>Read in the textbook:</b>
Assignment 1	Pages 18–21	Pages 73–95
Assignment 2	Pages 22–24	Pages 118–137
Assignment 3	Pages 25–28	Pages 138–158
Assignment 4	Pages 29–32	Pages 159–173
Assignment 5	Pages 33–36	Pages 174–193
	Examination 500520	Material in Lesson 1

## **Lesson 2: Planning a Research Project and Evaluating Sources**

<b>For:</b>	<b>Read in the study guide:</b>	<b>Read in the textbook:</b>
Assignment 6	Pages 38–43	Pages 558–565
Assignment 7	Pages 44–49	Pages 565–573
	Examination 500497	Material in Lesson 2

## **Lesson 3: Finding Sources, Taking Notes, and Synthesizing**

<b>For:</b>	<b>Read in the study guide:</b>	<b>Read in the textbook:</b>
Assignment 8	Pages 52–55	Pages 575–581
Assignment 9	Pages 56–58	Pages 581–586
Assignment 10	Pages 59–66	Pages 586–596
	Examination 500498	Material in Lesson 3



## **Lesson 4: Drafting, Revising, and Formatting a Research Paper**

<b>For:</b>	<b>Read in the study guide:</b>	<b>Read in the textbook:</b>
Assignment 11	Pages 68–70	Pages 598–603
Assignment 12	Pages 71–76	Pages 603–612
Assignment 13	Pages 77–79	Pages 612–616
Assignment 14	Pages 80–84	Pages 616–638

Watch the “Using and Citing Sources” Lecture

Quiz 500496RR

Examination 500499 Material in Lesson 4

## **Lesson 5: Definition: Explaining What You Mean**

<b>For:</b>	<b>Read in the study guide:</b>	<b>Read in the textbook:</b>
Assignment 15	Pages 86–88	Pages 263–277, 283–286
Assignment 16	Pages 89–91	Pages 297–311, 318–320
Assignment 17	Pages 92–95	Pages 400–413
Assignment 18	Pages 96–100	Pages 429–457

Essay Examination: 50050400 Essay: Extended Definition

## **Lesson 6: Reading and Writing About Literature**

<b>For:</b>	<b>Read in the study guide:</b>	<b>Read in the textbook:</b>
Assignment 19	Pages 108–109	Pages 658–662
Assignment 20	Pages 110–112	Pages 662–673
Assignment 21	Pages 113–119	Pages 674–678
Assignment 22	Pages 120–121	Pages 679–688

Watch the “Figurative Language: Analyzing Poetry” Lecture

Quiz 500500RR

Prewriting Examination: 50050200 Prewriting: Literary Analysis

Essay Examination: 50050300 Essay: Literary Analysis

## Lesson 7: Comparison and Contrast

<b>For:</b>	<b>Read in the study guide:</b>	<b>Read in the textbook:</b>
Assignment 23	Pages 138–140	Pages 365–378
Assignment 24	Pages 141–143	Pages 378–388, 394–396
Assignment 25	Pages 144–147	Pages 459–488

Watch the “Using Comparison and Contrast: Analyzing a Novel”  
Lecture

Quiz 500522RR

Prewriting Examination: 50050500 Prewriting: Comparison  
and Contrast

Essay Examination: 50050600 Essay: Comparison and Contrast

*Note:* For Lesson 7, you’re required to read one novel that has been turned into a movie and to watch that movie. The list of movies made from books is extensive and includes *To Kill a Mockingbird*, *The Princess Bride*, and *Girl with a Pearl Earring*. (A short story or children’s book isn’t an appropriate selection. You must read a full-length novel.)

## Lesson 8: Arguments

<b>For:</b>	<b>Read in the study guide:</b>	<b>Read in the textbook:</b>
Assignment 26	Pages 162–165	Pages 500–512
Assignment 27	Pages 166–168	Pages 512–525
Assignment 28	Pages 169–172	Pages 526–551
Assignment 29	Pages 172–173	Pages 552–555

Essay Examination: 50050700 Essay: Argument

*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: A Review of the Writing Process

## INTRODUCTION

In this section, you'll practice some of the basic writing skills you've learned in other courses, such as English Composition or another English course. Because you're expected to know how to put together balanced sentences and cohesive paragraphs, this review won't be teaching you how to use the basic tools of writing. Instead, it reminds you to use the skills you have and gives you some practice before asking you to put them to use in your lesson exam.

### OBJECTIVES

In this lesson, you'll learn how to

- Use active reading methods to understand and interpret text and graphics
- Identify bias and recognize the difference between fact and opinion
- Develop effective thesis statements and support them with appropriate evidence
- Develop unified paragraphs using supportive details
- Use transitions to express coherent ideas
- Use methods of organization in writing, including topic sentences and supporting details
- Apply appropriate techniques of revision and organization to your writing
- Apply the rules of standard written American English for punctuation and spelling



# ASSIGNMENT 1: THINKING CRITICALLY ABOUT TEXT AND VISUALS

Read the assignment in this study guide. Then read pages 73–95 in your textbook. Then, test your progress using the self-check.

## Introduction

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As you may recall, there are two parts to the reading process. First, you must comprehend what the author says, and second, you must figure out what the author means. Interpreting the author's use of words and their connotations or symbolism isn't always as straightforward as it may seem. No matter how scholarly an article seems, you must approach it with a critical eye. Sorting out facts and opinions or generalizations and valid conclusions comes easier with practice. You'll become more skillful in active reading the more you use it.

## Reading Highlights

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### Pages 74–88

Succeeding in college and, ultimately, in your career depends heavily on developing the skills necessary to read and think critically about texts and visuals. It's important to understand what an author means, as well as what he or she writes, to determine whether there's more going on in a text than meets the eye. You need to make *inferences* (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 whether there's no evidence to support either the author's points or your inferences and 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 analyze his or her language to ensure that you aren't being manipulated by connotations, figurative language, euphemisms, and doublespeak. Finally, look for any

generalizations and assumptions the author makes. If you have doubts about the author's claims, you'll want to check other more reliable sources.

## Pages 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 1

**At the end of each section of *Advanced 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. Read the following passage from the essay "Civil Disobedience," written by Henry David Thoreau in 1849, and answer the following questions.

This American government—what is it but a tradition, though a recent one, endeavoring to transmit itself unimpaired to posterity, but each instant losing some of its integrity? It has not the vitality and force of a single living man; for a single man can bend it to his will. It is a sort of wooden gun to the people themselves. But it is not the less necessary for this; for the people must have some complicated machinery or other, and hear its din, to satisfy that idea of government which they have. Governments show thus how successfully men can be imposed on, even impose on themselves, for their own advantage. It is excellent, we must all allow. Yet this government never of itself furthered any enterprise, but by the alacrity with which it got out of its way. It does not keep the country free. It does not settle the West. It does not educate. The character inherent in the American people has done all that has been accomplished; and it would have done somewhat more, if the government had not sometimes got in its way. For government is an expedient by which men would fain succeed in letting one another alone; and, as has been said, when it is most expedient, the governed are most let alone by it. Trade and commerce, if they were not made of India rubber, would never manage to bounce over the obstacles which legislators are continually putting in their way; and, if one were to judge these men wholly by the effects of their actions, and not partly by their intentions, they would deserve to be classed and punished with those mischievous persons who put obstructions on the railroads.

- a. What reasonable inference can you make about the author's opinion of the American government? In composing your inference, use three adjectives that the author would use to describe American government.
  - b. Which specific words or phrases in the selection provide hints regarding his attitude toward American government?
  - c. What details are particularly revealing about American government?
2. Complete Exercise 4.6 on page 80 of your textbook.
  3. Turn to Exercise 4.7 on page 81 of your textbook and answer question 1.
  4. Complete Exercise 4.9 on page 82 of your textbook

(Continued)



# Self-Check 1

5. Read "American Jerk: Be Civil, or I'll Beat You to a Pulp" on pages 49–50. Complete Exercise 4.11 on page 84 of your textbook.
6. The following topic sentence is an opinion. Which one of the answers gives a fact that supports this topic sentence?

**Although boxing can be a great way to keep in shape, it's too dangerous for young adults to pursue boxing seriously.**

- a. Approximately fifteen to twenty percent of long-term boxers experience the disease dementia pugilistica, or "punch-drunken syndrome," which causes loss of memory, speech impairments, and difficulties in moving.
  - b. Boxing has a long history and was even selected by the ancient Greeks as an Olympic event.
  - c. The violence of boxing makes it unpleasant to watch.
  - d. Although homicide, suicide, and cancer are among the leading causes of death for American teenagers, more teens die in automobile accidents each year than from any other cause.
7. The following topic sentence is an opinion. Which one of the answers gives a fact that supports this topic sentence?

**If you want to get the most out of your reading, it's important to read actively by taking notes, underlining, and carefully focusing on the material rather than rushing through it.**

- a. It's now possible to multitask on public transportation, waiting at the doctor's offices, and while at the gym.
- b. A Stanford study has suggested that reading with close attention, rather than just for pleasure, sends blood to many areas of the brain that are important in thinking and decision making.
- c. The only kind of reading students should skim is material they already understand.
- d. Some teachers recommend that students practice quickly skimming to determine if a book will be helpful for their research.

**Check your answers on page 175 of this study guide.**

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# ASSIGNMENT 2: DEVELOPING AND SUPPORTING A THESIS

Read the assignment in this study guide. Then, read pages 118–137 in your textbook. Check your progress by completing the self-check exercises.

## Introduction

---

You may recall from previous writing courses that a *thesis statement* serves as a unifying principle for an essay or an article. It summarizes the key idea you want to convey, highlights your approach to the topic, and stimulates the reader to follow your thought process. It must accomplish those feats in a clear, tightly focused way, however. Otherwise, you—and your reader—can become lost in a confusing, vague, or overly broad tangle of ideas.

## Reading Highlights

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### Pages 119–124

A thesis statement is the main point of an essay. It tells you what the essay is about and what the author’s position is on the chosen topic. Although a thesis statement is usually short, comprised of one or two sentences, creating an effective statement typically requires a good deal of synthesizing ideas and details that you discovered during the prewriting process. The following guidelines for writing effective thesis statements can be found on pages 122–124.

- Make an assertion.
- Be specific.
- Focus on a central point.
- Offer an original perspective on your topic.
- Avoid making an announcement.
- Use the thesis to preview the organization of your essay.

## Pages 125–131

A thesis must be supported by evidence; otherwise it will be considered a generalization or opinion. There are many different kinds of evidence you can use to back up your thesis and give it substance. Common types of evidence include 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, on page 129, offers an example of a worksheet you might use to organize evidence to support your thesis.

## Pages 131–137

Read and analyze the essay “Internet Addiction” by Greg Beato. As you read, take note of the strategies and the evidence the author uses to poke fun at overblown concerns about Internet addiction, calling attention to expensive treatments and dire predictions from the 1990s, when the Internet was too slow to do much harm. Note also how he shifts his tone and presents evidence that suggests that, while the likelihood of serious social problems resulting from Internet addiction are unlikely, some form of Internet obsession could affect society because of the number of people spending so much of their lives online.



## Self-Check 2

1. You've been researching adult illiteracy in the United States and have a 14-page draft that includes two pages about how widespread the problem is, six pages analyzing the causes of the problem, and six pages evaluating possible solutions and proposing one you feel would be effective. Write a brief evaluation of the appropriateness of each of the following thesis statements in terms of what you've already written.
  - a. Adult illiteracy poses the greatest threat to America today.
  - b. Adult illiteracy in America has many causes, but it can be eliminated.
  - c. How can the problem of adult illiteracy in America be effectively addressed?
  - d. Subsuming a myriad of causal factors, adult illiteracy manifests itself throughout contemporary American society.
2. From the following, choose the best working thesis for a research paper about the impact of governmental policies on the way hospitals provide health care.
  - a. U.S. government policies on health care have changed during the past 20 years resulting in hospitals that currently function as oligopolies.
  - b. U.S. government policies on health care differ greatly from those of Asian nations due to the different social and economic structures underlying the government.
  - c. U.S. government policies on health care should be changed to reflect citizens' current concerns.
3. Read the following thesis statements and decide whether they're effective. Mark each one as either effective or not effective. If the statement isn't effective, revise it to make it so.
  - a. The American economy should provide jobs, fair wages, and police instances of discrimination in hiring.
  - b. The point I want to emphasize is that sex education in public schools can reduce the rate of teenage pregnancies.
  - c. A healthy exercise program must be based on a person's level of fitness.
  - d. I learned a lot about nature from hiking.
4. Read (or reread) George Beato's essay, "Internet Addiction." Then turn to page 135 and respond to the three questions under "Analyzing the Writer's Technique."
5. Read (or reread) George Beato's essay, "Internet Addiction." Then turn to page 135 and respond to the three questions under "Thinking Critically about the Reading."

**Check your answers with those on page 176.**

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# ASSIGNMENT 3: DRAFTING AN ESSAY

Read the assignment in this study guide. Then, read pages 138–158 in your textbook. Check your progress by answering the self-check exercises.

## Introduction

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To make a point with your essay, you obviously must get people to read it. A strong introduction will grab your readers' attention and let them know what to expect. As you make your points, effective illustrations can help readers follow your argument and influence their thinking toward your point of view. Your ending should tie it all up in a conclusion that completes your argument, reflects your thesis, and leaves your audience thinking.

## Reading Highlights

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### Pages 138–140

The introductory section of this chapter examines a general structure of an essay. Figure 7.1 on page 139 presents an overview of the entire process of writing an essay, from prewriting to editing and proofreading the final draft. Figure 7.2 on page 140 offers a graphical illustration of the main features of an essay, which include

- A title that states your topic in a way that generates readers' interest
- An introduction that presents your narrowed topic, states your thesis, offers background, and endeavors to capture and hold readers' interest
- The body, which is typically composed of four or more paragraphs that support and explain your thesis using evidence
- A conclusion that draws your essay to a close by reaffirming your thesis without simply restating it

## Pages 140–146

This section looks at various methods of organizing evidence within the body of an essay. Among the most common strategies are

- “*Most-to-least*” or “*least-to-most*,” through which evidence is presented according to importance or relevance to the thesis
- *Chronological order*, in which supporting details are presented in the order in which they occurred—an organizational method often used in narrative essays
- *Spatial order*, often used in descriptive essays, presents details in terms of location

This section also discusses different ways in which you might approach creating an outline for your essay. Once you’ve determined the organizational method, *Informal outlines* (sometimes referred to as *scratch outlines*) are shorthand summaries of each paragraph using key words and/or phrases. *Formal outlines* typically use numbers and letters to organize paragraphs in a logical order that begins with a general statement, under which specific details are listed. Formal outlines may be composed of either sentences or topics and subtopics. Some writers prefer to use a graphic organizer. A sample is presented in Figure 7.3 on page 147.

## Pages 146–152

This section examines strategies for writing a strong introduction, effective conclusions, and titles that present the topic in a way that captures readers’ attention and suggests your approach.

## Pages 152–156

Chapter 7 concludes with two essays, which illustrate the principles of organizing an essay discussed in the chapter. The “Students Write” essay (pages 152–154), “No Place Left for Privacy,” is the first draft of an essay by Latrisha Wilson. The process through which she established her working thesis was covered in Chapter 6. The second essay, “Black Men and

Public Space,” by Brent Staples (pages 154–156), is a narrative in which the author recounts a number of incidents in which his blackness inspired such fear that he was afraid for his own safety, explains how he tries to set his “victims” at ease, and touches on his feelings of anger at so often being mistaken for a criminal.



## Self-Check 3

**Study the following paragraph, and then complete items 1–4.**

How did a handful of Spanish conquistadors overcome a Mexican empire comprising a population in the millions? The mighty, literate, and culturally sophisticated Aztec society of Mexico may have appeared invincible. But two factors seem paramount in their conquest. First, the Europeans had superior weaponry. Second, and perhaps of much greater interest, subtle cultural factors were involved. Ancient prophecies recorded by Aztec priests foretold the arrival of a bearded god, an incarnation of the mighty Quetzalcoatl, arriving in the Aztec year Reed I (1516)—exactly when Hernando Cortez arrived. Had Cortez been viewed as a demonic, rather than a divine, apparition, superior weaponry wouldn't have saved the Spaniards from Aztec fury. Cortez took practical advantage of his temporary "godliness" to gather indigenous allies against the hated Aztecs. Meanwhile, to hasten the success of the Spanish conquest, both Aztecs and their oppressed populations began to succumb to European diseases like typhoid, measles, and cholera.

1. Does the first sentence of this paragraph engage the reader? Explain your view in a few sentences.
2. Create a thesis statement for an essay based on the paragraph.
3. Read this concluding paragraph; then note which two tips for writing a conclusion were used.

The Spanish conquest of the Aztec Empire of Mexico was aided by one of the great ironies of history, the myth of the return of the bearded god Quetzalcoatl. Yet, as we revisit this terrible drama, we are reminded of a broader fact and a wider context: Similar tragedies still occur today when Western civilization encroaches on ancient indigenous cultures.

4. Which one of the following titles would be best? Why did you reject the others?
  - a. They Expected a God and Got a Grandee
  - b. Cortez and the Prophecy that Betrayed the Aztecs
  - c. An Empire Falls for a Fable
5. Having read or reread the essay by Brent Staples on pages 154–156, turn to page 157. Under "Analyzing the Writer's Technique," respond to all five items.

**Check your answers with those on page 180.**

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# ASSIGNMENT 4: WRITING EFFECTIVE PARAGRAPHS

Read the assignment in this study guide. Then, read pages 159–173 in your textbook. Check your progress by answering the self-check exercises.

## Introduction

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You’ve no doubt studied paragraph writing before. However, to prepare for your writing assignments, it won’t hurt to review the process. In some ways, the same skills used for writing paragraphs also apply to research writing. Your textbook effectively presents the steps you need to take to write a strong paragraph (pages 159-161). Remember, a paragraph is likely to be well crafted if it

- Addresses only one topic. The topic sentence should clearly relate to and support the thesis statement.
- Develops the idea set for the topic sentence by providing appropriate details including definitions, analysis, and evidence
- Employs transitions and repetitions to help readers follow the logical flow of ideas through the paper

To review paragraph structure, study Figure 8.1 on page 161.

## Reading Highlights

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### Pages 161–164

Keep in mind that the *topic sentence* of a paragraph is equivalent to a thesis in an essay. Just as each topic sentence should support the thesis of an essay, the supporting details and the concluding or transitional sentence closing a paragraph should support the topic sentence. Make sure you fully understand the following principles:



- A topic sentence should be focused. That is, it should tell the reader what the paragraph is about while expressing the author's point of view, possibly while making a point about the topic. Avail yourself of the material offered in your text, and especially the comparisons between focused and unfocused topic sentences.
- A topic sentence may be used to preview the organization of the paragraph. Again, your text samples will help you grasp that idea.
- The topic sentence of a paragraph should support the thesis of your essay. If it doesn't, you've gone off on a tangent; you've jumped the track that should lead from your introduction to your conclusion.
- A topic sentence should be strategically placed. As you may know at this point, that means that a topic sentence is sometimes best placed early in the paragraph or even at the end of the paragraph.

### **Pages 164–168**

To write a unified, well-developed paragraph, you must have supporting details. You can use the process of crafting your supporting details to detect related topics that don't support your topic sentence. If a detail doesn't support your topic, it will lead your reader astray. By the same token, practice in writing supporting details will help you avoid generalizations in lieu of concrete specific details. Keep in mind that you want to focus on the who, what, when, where, how, and why of your topic. Also keep in mind that concrete examples and illustrations are more likely to keep your reader engaged. Be sure to study the five tips for writing concrete specific details on pages 167–168 of your text.

## Pages 169–173

Good writing should flow. One paragraph should lead comfortably and logically to the next paragraph. A good example is a well-written and well-directed screenplay. In a well-edited movie, transitions allow the viewer to follow the plot. The next time you watch a movie, study the way one scene is crafted to lead into the next. Are you able to follow the action smoothly or does it leave you confused? Effective transitions will keep your reader engaged with your topic. Study the list of commonly used transitions on page 169 in your textbook to match types of prose connections with useful and appropriate transitions.

This section includes a draft of “The Value of Volunteering,” an essay by Robin Ferguson, on pages 171–173. Study it to see how effectively Ferguson uses transitions and repetitions.



## Self-Check 4

**Revise each of the following sentences using the specified guideline.**

1. Use who, what, when, where, and how questions: Bats hunt at night because they have built-in sonar.
2. Name people, places, or objects: Waiting for the bus, my brother stood at the corner holding a furled umbrella.
3. Use active verbs: Seeing the taxi pull up outside, Miranda went to the door to greet her husband.
4. Use descriptive language that appeals to the senses: I enjoy the view from Walker Point.

**Read the following paragraph; then answer questions 5–8 using the sentence numbers given in the instructions.**

(1) The two primary schools of behavioral psychology are classical conditioning and operant conditioning. (2) There are three keys to understanding these perspectives. (3) First, both perspectives focus on behavior, not consciousness, thoughts, or subjective feelings. (4) Second, both perspectives aim at ways to change or modify a subject's behavior. (5) Third, both perspectives attempt to predict future behaviors based on providing specific techniques for modifying present behavior. (6) A key to understanding and differentiating the two schools of behaviorism is recognizing that both classical conditioning and operant conditioning are based on a few basic concepts. (7) These concepts, such as "conditioned response," "operant," or "partial reinforcement," must be carefully learned. (8) Once they are, you'll be fairly well informed about how behaviorists view human behavior and how they conduct their research.

5. List the transitional expressions used in sentences 3, 4, and 5.
6. Describe the type of connection these terms provide in the sentences.
7. Write a summary that condenses these three sentences into a single sentence. Remove or add words as necessary.
8. Expand sentence 8 to summarize the content of the paragraph.

**Check your answers with those on page 181.**

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# ASSIGNMENT 5: REVISING CONTENT AND ORGANIZATION

Read the following assignment. Then read pages 174–193 in your textbook. To gauge your progress, complete the self-check.

## Introduction

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Mark Twain once said, “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.” He wasn’t kidding. Researching and writing an essay is a process of discovery that begins when you choose your topic and doesn’t end until you’ve revealed to your reader what you’ve learned. It’s only after you read your “finished” paper that you know whether you’ve succeeded.

## Reading Highlights

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### Pages 175–176

While researching and drafting your paper seem to be the most time-consuming tasks, make sure you don’t rush through the revision process. If you look at Figure 9.1 on page 175, “An Overview of the Writing Process,” you’ll see that much analysis and reworking is in order. If you let your paper “rest” for a day or two, you may discover on the first reading that your conclusion doesn’t match your thesis. You may also find that your organization or transitions need work or that you need more detail to support an area. Fixing these flaws takes time, and sometimes even additional research, so allow at least a week to thoroughly analyze and revise your paper.

### Pages 176–177

This section briefly examines some useful techniques of revision. While they may be familiar to you, you may not have tried all of them. Give particular attention to the following points.

- Allow your draft to rest before you read it for revision, so you'll see it with fresh eyes.
- Read your draft aloud to get the sense of its flow and coherence. If you stumble or can't follow the logic, it needs rewriting.
- Print or type your draft. Working with a "hard copy" makes it easier to appraise the writing objectively.
- Draw a *graphic organizer* (see the sample on page 177) or outline.

### Pages 177–181

Asking key questions will give you a clear picture of whether your essay needs minor or major revision. Use a *flowchart* like the one in Figure 9.3 on page 179 to analyze your paragraphs and your essay as a whole to list revisions you need to make. The following are some further suggestions for reviewing points of analysis:

- Write a sentence or two describing your audience and make sure all the elements of your paper address that group.
- State the purpose of your paper in a single sentence; a carefully crafted thesis statement should have summed up that purpose.
- Make sure your title, introduction, and conclusion effectively address your thesis.
- Use a flowchart like the one shown in Figure 9.4 on page 181 to evaluate your entire essay.

### Pages 182–184

This section is concerned with finding a good reviewer who can give feedback on your writing. If you're studying at home, you won't have classmates with whom to get together and read assignments, but if you have email contact with fellow students, you may want to network with them that way. Otherwise, ask a family member or friend to read and review your essay using the questions and suggestions listed in these pages as a guide. Once again, evaluate each of your paragraphs using the flowchart on page 179.

Please note Penn Foster's Code of Conduct, Academic Dishonesty, and Plagiarism policies. Review your student handbook before you share your work with another student.

## Pages 184–187

This section on using your instructor’s comments includes the rough draft of an essay about guerilla street art. It’s marked up by highlights linked to editorial comments. Once you’ve read the rough draft and comments, study the six tips on pages 186–187 to think about how to use an instructor’s comments to improve your essays.

## Page 187

This section provides some helpful comments about considering your learning style. To assess your learning style, read pages 30–37 of Chapter 2.

## Pages 188–192

Under the “Students Write” section, you’ll consider the revisions Latrisha Wilson adopted to improve her essay, “No Place Left for Privacy.” She used a graphic organizer for that purpose, so you’ll want to study Figure 9.6 on pages 188–190 to see just what she revised and why. You’ll then take a guided tour through Ms. Wilson’s final draft.

## Editing and Proofreading for Conventions

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All areas of life operate according to certain codes or rules. Readers expect academic essays to reflect the rules or conventions governing such writing. When a writer fails to polish a paper so it follows these customs, readers will not only be disappointed but also will lose confidence in the writer, and they may not understand what the writer is trying to communicate. The *conventions* of writing include correct and appropriate grammar, diction, punctuation, capitalization, sentence structure, and spelling. For this course, your papers must follow the conventions of standard American English.

If you need to refresh your understanding of these conventions, make use of the various resources available to you. Part 7 of your textbook (pages 721–814) provides a useful reference to common grammatical and punctuation questions.

You may also refer back to the academic support and online resources on pages 11–12 of this study guide. Links to other applicable websites are available at the Library Services link on your student page.

Before moving on to Lesson 2, please complete the examination for Lesson 1.



## Self-Check 5

1. Complete exercise 9.1 on page 186 of your textbook.
2. In “Working Together” on page 193, respond to all five questions.

**Check your answers with those on page 182.**

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# Lesson 2: Planning a Research Paper and Evaluating Sources

## INTRODUCTION

The writer Isaac Asimov is said to have written many of his popular-science books without doing any research. But Asimov was a professor of biochemistry and vice president of Mensa International, an organization for people with exceptionally high intelligence. While most of us use the reservoir of knowledge and experience in our minds when we write, it's unlikely that the average person can write competently and extensively using only that mental filing cabinet. Even if you think you know something—for example, a quote you memorized long ago—when you check it against the original, it may not be precisely as you remembered it. That's why we use sources to check, and while we're checking, we may find additional information that's relevant to our topics.

Research papers aren't busy work. You'll learn not only how to think, write, and organize, but also how to pay attention to detail, communicate your ideas to others, and find support for your ideas. The skills used in developing a research paper are all transferable to the job market.

### OBJECTIVES

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

- Develop a feasible topic
- Describe techniques for choosing and narrowing a topic
- Frame useful research questions
- Establish a working thesis statement
- Explain the difference between primary and secondary sources
- Evaluate the relevance and reliability of sources
- Read actively and critically to analyze sources





# ASSIGNMENT 6: USING SOURCES AND PLANNING YOUR RESEARCH PROJECT

Read the following assignment. Then read pages 558–565 in your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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People in any society depend on each other for sustenance of all kinds. That’s definitely true in the world of scholars. Those who acquire and express ideas through the written word rely on many resources, and they understand the need to acknowledge the work of other thinkers and writers. Like Isaac Asimov, they may have assimilated a lot of general knowledge and made conclusions of their own; but anytime a writer borrows ideas or words directly from another person, that person must be cited as the source for those ideas.

Complete freedom to choose a topic might make the job of planning a research paper harder, not easier. A writing assignment will usually be accompanied by some limits to work within and some description of what’s expected, so begin planning your paper by defining the assignment. First, think about the objective of the paper. A good place to start is with the verbs—what are they asking you to do? Verbs like *describe*, *persuade* or *convince*, or *compare* and *contrast* tell you what you need to accomplish with the paper, as well as what primary pattern of development to apply. Once you have your objective clearly in mind, you’ll be able to explore appropriate sources.

## Reading Highlights

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### Pages 558–561

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. You'll also need to use sources to turn general statements into compelling specific bits of information. Depending on the nature of your essay, sources are also used to provide historical background, context, or technical information, as well as to support opinions with facts. Exploring different sources can also help you to synthesize your ideas, understand your topic in more detail, and discover contrasting points of view that might lend fresh insight to your thesis.

Review Figure 22.1 on page 559, which shows you the steps involved in writing a paper using sources. This chapter's skills are outlined in detail. The basic steps in selecting, narrowing, and discovering ideas for a research topic are similar to methods used in any other essay writing. They include preliminary reading, prewriting, and viewing your topic from different perspectives.

## Pages 561–565

In this section, you'll study five practical guidelines for choosing an appealing and feasible topic. Consider what these recommendations mean to you.

After defining the assignment, and perhaps above all, it makes sense to choose a topic that interests you. However, in actual experience, some topics may seem interesting at first glance but then seem less interesting as you learn more. In other cases, a random idea or topic may catch your attention while you're exploring on the Internet or in an online catalog at the library. That's why seeking out an interesting topic requires an open mind, as the following scenario shows. Think through it carefully, because it will reappear as this lesson proceeds.

Suppose your composition teacher requires you to develop a paper with some connection to Central Africa, leaving the details to your interests. You're interested in what motivated Joseph Conrad when he wrote *The Heart of Darkness*. The novel contrasts the mentality of Westerners to the apparently random savagery of Central Africa, where nature seems to overwhelm the order and reason of civilization. You do some Internet searching, but as you do, you find that English graduate students and scholars of all kinds have written

mountains of material on this topic. Not only would the topic be unmanageable, it's also unlikely that you could come up with a fresh perspective on the topic.

However, you do find that the film *Apocalypse Now* is based on Conrad's book. Now you may be on to something. But soon the same problem arises. You'll have to know Conrad literary criticism inside out to write anything fresh and engaging about the film.

So your search continues.

Then, skimming a page on Central Africa, you discover that civil war and mass murder in the Democratic Republic of Congo (DRC) (formerly Zaire) involve international corporate interest in a mineral called columbite-tantalite, popularly known as *coltan*. You've never heard of coltan, but a quick Internet search reveals that coltan is essential to the production of cell phones and other electronic products. Quickly searching some more, you find that the topic yields sources, the topic is fresh and current (but not too new, since there's information available), and it seems manageable.

As you know, a reasoned approach to narrowing and discovering ideas about a topic is preliminary reading, prewriting, and viewing your topic from different perspectives. You're interested in the coltan issue, and so far, in your preliminary reading, you've unearthed the following facts:

- Coltan is a mineral that combines niobium and tantalum. Tantalum is a rare metal that's a crucial component of the transistors used in cell phones and in some other technological contexts.
- As the demand for coltan has soared, so has its price in international markets.
- Roughly 80 percent of the global supply of coltan is found in the far eastern highland regions of the Democratic Republic of Congo.
- The Democratic Republic of Congo is the third-largest African nation. Its capital, Kinshasa, is near the mouth of the Congo River, far to the west of the highland region.

- The government centered at Kinshasa oversees a land of poverty and political corruption.
- The coltan mining region borders Uganda, Rwanda, and Burundi.
- A brutal civil war, characterized by rape, torture, and random murder, disrupts the entire coltan mining region.
- The violence of the civil war is strongly related to the smuggling of coltan from the DRC.
- International interests, out of Belgium and other nations, will buy the coltan wherever they can get it.
- Efforts by the United Nations and other nations to contain the violence have had little or no success.
- The mining is creating extensive environmental destruction.
- The habitat of the endangered Eastern Lowland Gorilla is being destroyed by the mining operations.

At this point, you can think about different perspectives on the general topic of coltan mining. Different points of view and, therefore, different narrowed topics can be explored by using research questions. For example,

- What's the history of Western colonialism in this region?
- What are the uses of coltan?
- What cultural and sociological impacts does coltan mining bring about?
- What's the economic importance of coltan locally and globally?
- Who benefits from the use of coltan?
- What's the environmental impact of coltan mining?
- What parties are responsible for coltan smuggling, and how are they involved in the civil war (to what advantage)?

Clearly, addressing all of those aspects of the coltan issue would be unmanageable within the limits of a relatively brief research paper. You'll need to create a working thesis that helps you narrow your topic. Reviewing all of your questions, you decide to concentrate on the environmental issue. You write, "Regional conflicts in Africa are threatening the last habitat of the rare Eastern Lowland Gorilla."

To develop this thesis, you have to confine yourself to summarizing the coltan issue while focusing on the Eastern Lowland Gorilla and its threatened habitat. Now you need new research questions for your narrowed topic. They might include

- What's the Eastern Lowland Gorilla's habitat like?
- How is the mining affecting it?
- How long has the habitat destruction been going on?
- Can the damage be reversed?
- How else can the gorillas be protected?



## Self-Check 6

**Use this background material to complete the self-check. Keep your answers in a self-check file or a separate notebook.**

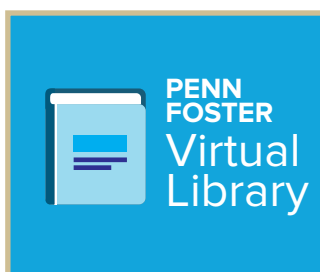
- According to Queensland’s Environmental Protection Agency, more than 90 percent of the species that have existed on Earth are now extinct.
  - Natural habitats and particular species have been affected by human activity, sometimes leading to the extinction of a species (bison, mountain lions, and gray wolves are nearly wiped out).
  - Over millions of years, many species died out when they couldn’t adapt to an environment altered by climate change.
  - Natural selection is the process by which species develop traits favorable to survival within a particular habitat.
1. Review the material about using questioning to explore your topic from different perspectives under “Try Prewriting” on pages 563–564. Narrow the topic “extinction of animal species” by listing one or more questions each from the perspective of biology, geology, history, and economy.
  2. After reviewing the material on pages 564–565, create a working thesis and at least three research questions to address one of the perspectives further.

**Check your answers with those on page 183.**

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# ASSIGNMENT 7: CONSIDERING SOURCE TYPES AND EVALUATING SOURCES

Read the following assignment. Then read pages 565–573 in your textbook. Be sure to complete the self-check to gauge your progress.



The school's library provides access to many print sources online through the Expanded Academic ASAP periodical database. Use the library link from your homepage at the school's website.

## Introduction

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Before you begin your search for sources, make sure you have a copy of your working thesis and your research questions in front of you. Refer to it each time you locate a potential source, and make sure it's relevant to your topic before you print or copy any articles or borrow any books. While you may not want to take time to thoroughly read each piece, at least look in a book's index or table of contents to see if your topic is covered and scan any item you believe you need. The information you find might be a repetition of something you already have, it may be out of date, or it may be too general for your needs. Select only those sources that you're likely to use before closely reading the source.

An Internet search engine may be your favorite place to find information quickly, but don't depend too heavily on the articles you find there. A lot of the best, in-depth information for a research paper is found only in print sources. Make sure you consult your library's "search engine"—the reference librarian. He or she can show you where to find excellent sources online as well as in print. Make a point of choosing at least a few print sources, particularly when you need primary sources.

# Reading Highlights

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## Pages 565–569

The sources you select for your research will fall into two distinct categories. *Primary sources* come “from the horse’s mouth.” That is, the information is available in a first-person document or recording, rather than a quote or interpretation by another person. Such sources are considered extremely reliable. Primary sources include letters, novels, speeches, diaries, the writings of scientists and philosophers, and many other types of text or records. It may be a personal account of a battle or an interview with a celebrity.

The following are some examples of primary sources:

- A letter from James Madison to his wife Dolley
- Abraham Lincoln’s second inaugural address
- *Nineteen Eighty-Four*, a novel by George Orwell
- A diary kept by a soldier during the Korean War
- The poetry of Emily Dickinson
- A radio broadcast from a reporter observing the destruction of the *Hindenburg*
- Albert Einstein’s published papers on the special theory of relativity

*Secondary sources* either support or comment on primary sources. They may serve your purpose better than primary sources if you’re looking for authority to back up an argument. If an original manuscript of a play is the primary source, then a critical essay discussing the work is the secondary source. An author interested in the life of Samuel Adams would consult as many primary sources (actual writings by Adams himself) as he or she could before writing a biography of Adams. If you used the resulting biography as a source for your paper, that would be a secondary source. The author may have quoted the primary sources and collected facts from them, but he or she also went on to interpret and draw conclusions from the material.



Even when using primary sources, you must be careful of translations. For example, Plato’s dialogues have been translated differently by different scholars; Emily Dickinson’s poems were arbitrarily edited in early editions. You may have to do further research to determine the professional reputation of the translator or editor. Also be careful with websites; it’s often difficult to verify the credentials of a website’s author(s).

The following are examples of secondary sources:

- Ken Burns’ documentary, *The Civil War*
- An Encyclopedia Britannica article on Freud’s theories
- *Rome: The Biography of a City* by Christopher Hibbert

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, among which can be considered 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.

## Page 569

When is a source *relevant*? Use common sense. If the source helps you answer one of your research questions, it’s relevant. But remember to consider your audience, your thesis, and the timeliness of your source.

Your audience and your purpose—the way you intend to develop your thesis—will affect the sources and information you choose to review and to include in your paper. Suppose you’re looking at the pros and cons of DNA testing in crime investigations. A scientific work in population genetics might be too technical for your audience. A mainstream magazine article on how DNA testing is used in novels or television programs may be biased and misleading. Your most relevant sources will be articles from law enforcement agencies or civil rights organizations that focus on this issue.

Also remember that the world changes quickly, particularly in respect to technology. When evaluating a source, you may find that it's simply out of date. On the other hand, older sources may be helpful if you're researching the historical background of an issue.

## **Pages 570–571**

How can you decide if a source is *reliable*? Your text offers you four guidelines. In general, scholarly sources are more factual and balanced than general-interest sources. Some news sources are considered reliable—the *New York Times* has a better reputation than a supermarket tabloid, and a website that ends in .edu is more reliable than a blog. A good source names the author, so you can check his or her credentials. But even among scientists and scholars, judgments and opinions differ. You may have to check facts and other opinions to tell whether an article is biased, but be aware of your own biases, too.

The techniques for evaluating Internet sources aren't much different from those used for evaluating print sources. The main difference is that the accuracy, purpose, and timeliness of Internet sources can be somewhat difficult to evaluate. If you can't verify a fact or a site's credibility, it's best not to use it.

## **Pages 571–573**

When reviewing sources for a research paper, you'll need to examine them critically, using many of the same techniques for analyzing writing that you reviewed in Lesson 1. For example, you'll need to distinguish between fact and opinion and examine the source author's use of language. Look for generalizations, assumptions, and omissions, and scrutinize the material for signs of bias, which may not be immediately apparent.

Before moving on to Lesson 3, please complete the examination for Lesson 2.



## Self-Check 7

1. Write a brief paragraph differentiating primary and secondary sources, and give one example of each. Then, in a second paragraph, describe the advantages and disadvantages of secondary sources.
2. In a paragraph, explain the difference between relevant and reliable sources to support the thesis of a research paper or essay. Use examples to support your ideas.
3. List three questions you could use to evaluate the accuracy of an Internet source.
4. Which of the following will probably contain the most objective data?
  - a. A report with charts documenting hourly wage rates by an occupational group
  - b. A memoir about working in a coal mine
  - c. An editorial in the *Washington Post*
  - d. A letter rebutting an article in a medical journal
5. You may consider an article from an Internet source reliable if the article
  - a. first appeared in a print source or publication.
  - b. contains the author's name and the publication date.
  - c. provides documented information.
  - d. is published by a national association.
6. Label each of the following statements as fact (F), opinion (O), or expert opinion (EO).
  - a. A Gallup poll indicated that 60 percent of respondents agree that it's better to marry someone who shares similar interests.
  - b. According to Dr. Howard Gardner of Harvard University, there are at least eight different kinds of intelligence.
  - c. The Great Smoky Mountains of Tennessee offer unsurpassed opportunities for landscape photography.
  - d. The attention span of adults is about 20 minutes.
  - e. Denver, the so-called Mile-High City, is the site of a U.S. government mint.

(Continued)

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## Self-Check 7

7. Label each of the following as fact (F) or generalization (G). Explain your choice, and indicate what kind of support or documentation would be necessary for you to evaluate each statement's accuracy.
  - a. Most people who live in San Francisco hold far-left political views.
  - b. Jupiter's atmosphere is rich in methane.
  - c. People in many nations opposed the invasion of Iraq.
  - d. The average summer temperature in Seattle is 72 degrees Fahrenheit.
  
8. In one or two short paragraphs, identify and explain what assumption or assumptions you find in the following paragraph.

I love man as my fellow; but his scepter, real or usurped, extends not to me, unless the reason of an individual demands my homage; and even then the submission is to reason, and not to man. In fact, the conduct of an accountable being must be regulated by the operations of its own reason; or on what foundation rests the throne of God?

—Mary Wollstonecraft (1759–1797), excerpt from *A Vindication of the Rights of Women* (Second Revised Edition, 1792)

**Check your answers with those on page 184.**

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## NOTES

# Lesson 3: Finding Sources, Taking Notes, and Synthesizing

## INTRODUCTION

Many students have been trained to think that the first thing they need to do when they have a research assignment is to visit libraries, log onto the Internet, or interview other people in search of information. But you yourself are an important source of information—in fact, you should be the first source of ideas for your research project. No matter what subject or topic you're researching, you probably have some knowledge or ideas about it. That's why we covered the various ways to generate ideas, consider different perspectives from which to view topics, and develop research questions—all before you looked for any source material.

This lesson guides you through the next phase of the process—locating, choosing, and using sources to develop and support your narrowed topic (your working thesis). We begin at the library, a resource often neglected today because Google searches are so easy. For an academic research paper, however, the library is your most essential tool and should act as the starting point for your search process. Use your local library (and, in particular, the reference librarian) as well as virtual libraries, such as the college's library (click the Library Services link on your student page) or others including the following sites:

**Internet Public Library:** <http://www.ipl.org>

**The WWW Virtual Library:** <http://vlib.org>



### OBJECTIVES

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

- Use keywords, library catalogs, databases, and periodical indexes to locate sources in the library
- Locate and evaluate sources on the Internet
- Take effective notes from sources
- Explain techniques for gathering citation information
- Correctly paraphrase information taken from sources
- Properly incorporate direct quotations
- Explain how to synthesize information from sources
- Discuss approaches to field research

## ASSIGNMENT 8: USING LIBRARY SOURCES

**Read the following assignment. Then read pages 575–581 in your textbook. Be sure to complete the self-check to gauge your progress.**

### Reading Highlights

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#### Pages 575–577

The best way to learn your way around a library is to take an actual tour of the library. Ask for a map or floor plan at the circulation desk. Take some time to look around. Locate the stacks, the periodical section, and the microfiche and microfilm resources. Talk to the reference librarians about the types of resources they offer. Ask about the library's website and how to link to the library catalog or databases to which the library subscribes. You might even take a tour of the library's website. Figure 23.2 shows an example of a university library home page.

Be sure to study Figure 23.1 on page 575. It will guide you through the steps involved in researching your topic.

Carefully study the material under “An Overview of Library Sources.” Refer to it often as you learn to locate useful library sources.

## Pages 578–579

Quite often, library resources such as catalogs and journals are located on databases. To search efficiently, remember to use keywords to access information in a database of any kind. Suppose you enter the word “Napoleon” into a computer linked to a database and click **Go** or **Search**. The keyword will bring up a list of resources that contain the word “Napoleon”—probably hundreds or thousands of them. If you’ve already narrowed your topic, add the area of your focus, such as “unification” or “Napoleonic Code,” to limit the number of sources to those most likely to be useful. Each database links keywords to subject matter in different ways; your reading will help you understand some of those differences.

In general, keywords are words or phrases related to your topic. If you’ve used search engines like Google or Yahoo, you’re already familiar with the concept. You’ll need to keep in mind that library resource databases often categorize information under subject headings. The issue here for a researcher is the fact that subject headings, like substance abuse or financial services, may be quite distant from keywords you might use to look for information on an Internet search engine. When information is arranged under subject headings, you might want to use a strategy suggested in your text. For example, if your topic is the causes of residential segregation, you could look enter key words or subject headings like urban racial segregation, mortgage red-lining, or urban renewal.

When searching databases for topics or sources, it helps to be familiar with *Boolean operators*. Boolean searches use words like *and*, *not*, and *or* to limit or expand search results to focus or broaden your search. Reference librarians are experts in the use of Boolean operators, so ask them to show you how it’s done.



## Pages 579–581

You can use a library catalog to locate books and, in many cases, periodicals, newspapers, government documents, and electronic sources (websites). The illustrations in Figures 23.3 and 23.4 on pages 580 and 581 of your textbook show sample search pages and search results. However, your library's format and procedures for accessing the library's catalog may differ. Check the menus on the monitor screen to help you get started, but always ask for help if you don't know how to begin or can't find what you want on the menus.

Libraries may subscribe to both general and specialized databases. The former, such as Academic Search Complete, offers access to the full text of thousands of articles on a wide range of subjects. You have access to several databases through the Library Services link on your student portal. Specialized periodical indexes and abstracts generally list technical and academic articles within a specific academic discipline, such as art history, biology, or education.

Entries are usually accompanied by an *abstract*, which provides a useful summary of the article along with other pertinent information. Full-text articles may be directly accessed if they're offered in HTML. Articles in PDF files require Adobe Acrobat Reader or similar programs to view or print the material. Make sure you have this free download on your computer.

Reference books include general-interest encyclopedias, specialized encyclopedias, dictionaries, specialized dictionaries, atlases, and almanacs. If you want to look up a fact, read a concise discussion of the history of a topic, or find basic background information, use a reference book. In addition to reference books for the general reader, specialized reference books offer more academic and detailed discussions.



## Self-Check 8

1. Access <http://www.vt.edu/> and study the homepage. Then answer these questions.

- a. Where are Virginia Tech Extended Campus facilities located?
- b. Click the **Libraries** link at the top of the page (there's another one at the bottom of the page, as well). This will take you to a slightly different page, on which you'll find a search box. Click the **Addison** tab. Select "Author" from the Keyword drop-down menu. Then enter "Freud, Sigmund" and click **Search**. You'll open a list of sources for Sigmund Freud. Scroll down to the book *Civilization and Its Discontents*. Where is it located in the Newman Library? What is this book's call number? Who translated and edited this work, and who was the publisher?
- c. Click on the link for this entry. Explore the information available in this area. What are the subject categories for this book?

**Check your answers with those on page 186.**

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# ASSIGNMENT 9: INTERNET RESEARCH AND FIELD RESEARCH

Read the following assignment. Then read pages 581–586 in Chapter 22 of your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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Electronic media have radically transformed the way people transmit, store, and access information. You're probably familiar with the Internet and sites like Twitter and YouTube. However, this assignment will show you how to locate Internet sources you can use to write a serious essay or a research report. Internet sources include listservs, news-groups, and the web. While much of this material may sound familiar, reading it can help you understand more about the Internet and how to find your way around.

## Reading Highlights

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### Pages 581–583

The Web was originally designed to allow scientists and academics to share information. Today, the Web links millions of websites across the globe and facilitates quick communication, commerce, and information access. Websites are accessed through online web browsers, such as Firefox, Microsoft Internet Explorer, or Google Chrome. Each website is identified by a uniform resource locator (URL) with three parts.

**http://www.vt.edu/about/index.html**

**1                      2                      3**

Part 1, http, stands for *hypertext transfer protocol* and will be a part of most Web addresses. Part 2 identifies the server where the website is hosted. Opening it should lead to a site's homepage. Part 3 identifies a cyber-path to the location of a particular web page.

Countries have extensions, such as .uk for the United Kingdom and .jp for Japan. For some purposes, the website's country of origin may be a factor in how useful it is.

Part 2 is the key element to examine. It identifies the server where the site's information is stored and explains extensions—the tag that identifies the type of entity publishing the site. For research purposes, .edu and .gov are usually the most reliable, although reputable news, medical, and business organizations may have a different tag, such as .org or .com. You must be more careful with those, because some may contain seriously slanted information. If you access them, read the content carefully and critically to determine their worth to your topic.

Be sure to note the list of search engines on page 582, along with handy tips on how to use keywords. Keep in mind that different search engines often provide different responses to keywords. For that reason, it may make sense to check out keyword responses on more than one search engine.

Locating useful Internet sources demands care and good judgment. Because some of the material on the Web is inaccurate, biased, invented, or merely entertaining, you must make an effort to identify authoritative websites. When you find good sites, you can bookmark them, but remember to keep a separate list of the sites from which you copied or printed information for your in-text citations and works-cited page. Review the lists of news sites and government document sites on pages 582–583, which can be handy starting points for research.

### **Page 583**

*Listservs* and *newsgroups* connect groups of people through particular servers. College listservs, for example, may inform faculty members of the Biochemistry Department about upcoming events, grade deadlines, and so on. Newsgroups may serve as discussion forums among people, such as the editorial staff of a daily newspaper or the sales representatives of a company or industry.

### **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.



## Self-Check 9

**Questions 1–7: Indicate whether the questions are true or false.**

1. An article in *Reader's Digest* on carpal tunnel syndrome, written by a chef who has the ailment, is an accurate source for a paper on carpal tunnel.
2. Information found on a .gov website is likely to be accurate.
3. Any information published on the Web undergoes a stringent review process.
4. A website called <http://members.aol.com/~sstevens/mywebsite.html> is probably not a reliable source for factual information.
5. All information found on the Web has an author listed.
6. An article by the National Rifle Association on the importance of gun ownership will probably present all sides of the issue.
7. A book written in 1988 discussing demographics in China is likely to be the most appropriate source for a paper on the 2003 SARS disease outbreak.

**To answer the following questions, imagine that you've been assigned an art history paper on female artists in history, and you chose Artemisia Gentileschi, born in Rome in 1593. To learn more about Artemisia, choose a search engine and type in her name. Explore at least three websites that are, in your judgment, reliable for this assignment. Look for both biographical information and examples of her work, and then answer the following questions.**

8. Who was Artemisia's first art teacher?
9. What was the name of her first dated and signed painting?
10. What event scarred her life when she was 19 years old?
11. Which of her paintings is considered a reaction to that event?
12. Other than Orazio, which baroque artist's influence is seen in Artemisia's work?
13. What criteria did you use to choose reliable websites?

**Check your answers with those on page 186.**

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# ASSIGNMENT 10: WORKING WITH SOURCES

Read the following assignment. Then read pages 586–596 in Chapter 22 of your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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In this section, you'll study techniques for gathering citation information from sources, taking notes, paraphrasing, recording direct quotations, evaluating and synthesizing your sources, and writing an annotated bibliography. You'll also learn what constitutes plagiarism and how to use sources ethically and responsibly. Learning the art of correct paraphrasing and the procedures for using a direct quotation are crucial to writing a research report or a thoughtful essay, so make careful notes on these procedures.

## Reading Highlights

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### Pages 586–587

Extracting information from sources must be systematic. Some people prefer using index cards (see Figure 23.5 on page 587 for an example). Others create computer files organized for taking notes, writing out quotations, and making comments. Still others may take advantage of computer-based citation (or reference managers). Keep in mind that the advantage of note cards is that you can arrange them according to the points you wish to make, and they can be easily rearranged if you find something new and worthwhile toward the end of your search for information. But whichever method you choose, be sure to mark each page with its source, both for citation purposes and in case you have to revisit the material for additional information.

Another possibility is printing or photocopying material and then underlining and writing margin notes directly on the copies. *Annotations* are an important step toward being able to synthesize sources and draw conclusions of your own

about your topic. In many ways, a personal comment is a type of freewriting. When a bit of information captures your attention, you need to write down the connection to your narrowed topic and your thoughts while they're fresh. Finally, such annotation helps you put your ideas together as you go, thereby providing a great deal of the writing needed for your paper. Just be sure you keep careful track of which ideas and information come from sources and which are your own personal comments.

## Page 588

When you take information from sources, you'll note it in one of the following ways, each of which must include correct documentation of the source:

- Direct quote
- Summary
- Paraphrase
- Combination of quote with summary or paraphrase

## Pages 588–589

In business and professional research projects, it's often the job of the researcher to read through a source, or a number of sources, and summarize the findings for a CEO or other individual. That person depends on the researcher to accurately convey the essence of the information—but not waste time by presenting more than what's necessary. The same principle applies to the summarizing notes for the research papers you'll write.

Although summary notes convey the same information as the source you're working with, it shortens or condenses the wording, sometimes drastically. It restates, in just a few sentences, the ideas that are contained in a paragraph, a few paragraphs, or even several pages. For instance, you might need to summarize background information so your reader has an understanding of the context of an issue you're reporting on or give some history to clarify a problem you've

uncovered. The following are the six basic steps to take as you read through several pages of a source you want to summarize:

1. Underline the main ideas or key facts related to your purpose.
2. Cross out details and facts that aren't important to your purpose.
3. Scan through what you've underlined from beginning to end and then set the source aside.
4. Write down the main ideas in your own words without looking at the source.
5. Scan the underlined material again to verify the facts you've included in your summary.
6. Condense the main ideas into one sentence or a few sentences, depending on how much of the information you need for your research project.

Carefully study the five guidelines for writing summary notes offered on page 588 in your textbook, and bookmark the page for future reference. Also remember that even though your summary notes are written in your words, you must cite the source if you use all or part of a summary from your notes when writing your paper. In the next lesson, you'll learn different ways to integrate each of the note-taking methods into your actual paper. For now, include careful, detailed source information for any note that you make when researching.

## **Pages 589–591**

As with summaries, *paraphrasing* restates an author's ideas in your own words. Whereas a summary greatly condenses the facts and ideas, a paraphrase keeps the same basic order of information. Paraphrases are useful for many reasons. As a student, if you can read a passage and put it into your own words, then you can be sure you understand that passage. Being able to write a good paraphrase also shows that you grasp the material well enough to translate the ideas into your own words. As a writer, paraphrasing helps you avoid using too many direct quotes and encourages you to phrase the information in your own individual writing style. Finally,



since most sources use language that's not distinctive enough to quote directly, paraphrases simply convey the information you need to cover.

Incorrect paraphrasing, when your own phrasing and sentence structure are too close to the author's, is considered *plagiarism*, a subject that will be discussed in more detail in Chapter 24. To avoid plagiarizing, set the source aside and work completely from what you remember of the passage, writing as if you were explaining the main idea to someone. Plagiarism often occurs when you haven't taken enough time to understand the material. If you find yourself doing any of the following, you're in danger of plagiarizing while trying to paraphrase:

- Going back and forth between a source and your writing
- Using a thesaurus to insert a different word here or there within a sentence
- Changing the form of the words, such as a verb to a noun (“clarify” to “clarification”)
- Putting the same words in different order

For further practice on writing paraphrases, visit the Purdue University Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/resource/619/02/>.

A *direct quote* is simply a unique phrase or sentence that you copy directly from the source, word for word. You indicate a direct quote by using quotation marks around the phrase, sentence, or sentences that you've taken from the source, along with the source citation—which often consists of the page number of the source in parentheses. If you're including a direct quote within your own sentence, the citation is usually placed in parentheses at the end of the sentence. Use this style of punctuation not only in your paper, but also as you take notes, so you don't inadvertently plagiarize. If you didn't use quotation marks, you could mistake a quote for a summary you wrote yourself. Even with the citation information, you would have committed plagiarism, because you didn't indicate that you were using the author's exact wording.

A quote must exactly reproduce the author's words, including spelling and punctuation, even if they're outdated or incorrect. As you record a quotation in your notes, don't delete any words or change any word forms, even if you don't think you'll use that part of the quote or know you'll have to change a present tense verb to a past tense. Instead, record it exactly, so you have the complete, accurate quotation before you when you're ready to include it in your paper. Techniques for adjusting quotations to fit your sentence will be discussed in Chapter 24.

### **Pages 591–592**

As you go through your research, it's imperative to keep a detailed record of all the information you need in order to accurately cite your source. Figure 23.6 on page 592 offers a sample worksheet that simplifies the task of keeping track of your sources for further research or proper citation.

### **Pages 592–595**

Researching your working thesis often unearths additional relevant sources. What's more, you may discover information that affects how you planned to develop your working thesis. If you're making personal comments or annotations while researching, you're better able to determine if you're getting sidetracked or need to revise your thesis. Modify your working thesis as you go to save time and avoid disappointment. Throw away ideas for which you aren't finding support, or adjust your direction based on a surprising discovery.

For example, say your working thesis is that a woman raised in a family where the head of the household is a professional in a given field is more likely to pursue a career in that field, but you then discover credible information from more than one source that indicates the impact of parent or guardian occupation doesn't affect a woman in terms of career choice, but it does have an impact on overall grades at the high school and college levels, regardless of career goal. Your revised thesis might say that a woman raised with a parental figure who is a professional in his or her field is more likely to get good grades and pursue a career as a professional in a

field of her choice. Making such decisions and changes as you go also helps you group similar ideas and details from different sources, thereby accomplishing the first steps in sorting and synthesizing your information. Use the exploratory questions on page 593 to guide you in revising your working thesis both while you're researching and as you prepare to draft your paper.

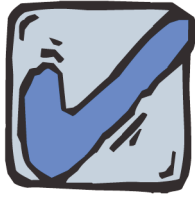
You can begin arranging your ideas by choosing categories from among your sources, as shown on pages 593. A graphic organizer, such as the one in Figure 23.7 on page 595, is also a useful tool for grouping your sources. A list of pros and cons is a third way to organize ideas, which is especially useful for arguments or a compare-and-contrast approach.

*Note:* It's sometimes useful to use more than one approach to the process of synthesis.

### **Pages 595–596**

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.

Before moving on to Lesson 4, please complete the examination for Lesson 3.



## Self-Check 10

**Questions 1–4: Read the sample source, in which the underlined passages indicate quotations to be used in the exercises. The sentences have been numbered to identify them. The material appears on page 12 of the source. Once you finish reading, complete each of the sentences, inserting the appropriate quote from the sample source. Be sure to use the proper form and punctuation for in-text citations.**

- (1) I love man as my fellow; but his scepter, real or usurped, extends not to me, unless the reason of an individual demands my homage; and even then the submission is to reason, and not to man. (2) In fact, the conduct of an accountable being must be regulated by the operations of its own reason; or on what foundation rests the throne of God?
- (3) It appears to me necessary to dwell on these obvious truths, because females have been insulated, as it were; and, while they have been stripped of the virtues that should clothe humanity, they have been decked out with artificial graces that enable them to exercise a short-lived tyranny. (4) Love, in their bosoms, taking place of every nobler passion, their sole ambition to be fair, to raise emotion instead of inspiring respect; and this ignoble desire, like the servility in absolute monarchies, destroys all strength of character. (5) Liberty is the mother of virtue, and if women be, by their very constitution, slaves, and not allowed to breathe the sharp invigorating air of freedom, they must ever languish exotics, and be reckoned beautiful flaws in nature.

—Mary Wollstonecraft (1759–1797), excerpt from *A Vindication of the Rights of Women* (Second Revised Edition, 1792)

- (Sentence 1) Wollstonecraft asserts that while she loves her fellow man \_\_\_\_\_ has no sway over her.
- (Sentence 3) The author argues that people’s capacity to guide their lives through reason is among \_\_\_\_\_.
- (Sentence 3) It’s in that context that she deplores the narrow restrictions of women’s prescribed social roles, proclaiming that women are \_\_\_\_\_ designed to attract, manipulate, and \_\_\_\_\_ over the men in their lives.
- (Sentence 5): Declaring that \_\_\_\_\_, Wollstonecraft argues that if women are \_\_\_\_\_, then they’re precluded from ever inhaling the \_\_\_\_\_.

(Continued)



## Self-Check 10

**Read the following passage carefully. Then write three research questions to begin your search for material for an essay based on some aspect of the events described in the paragraph.**

In Britain, the July election of 1945 drove the Conservative party from power. It seems the Brits had had their fill of “blood, toil, tears, and sweat.” Churchill resigned as Prime Minister and became leader of the opposition. In the spring of 1946, Sir Winston traveled to Fulton, Missouri to deliver a speech in the auditorium at Westminster College. In his address, he warned that an “iron curtain” had fallen across Europe. He argued that the English-speaking peoples had a common bond that would unite them in common defense against the looming threat of the Soviet Union under Stalin. Indeed, his speech provided a narrative that would shape the views of an entire generation. That was no mean feat. The state of the world was by no means clear in the spring of 1946. Europe’s economy was mainly rubble and ashes. Even as George Catlett Marshall prepared a plan to restore Europe’s economy, Stalin’s Soviet Union was showing its colors and defining its intent. After so much blood and horror, another kind of darkness rose across Eastern Europe. Just as, in March of 1942, it was not at all clear how the war would turn out, in the spring of 1946, it was not at all clear what direction the world would take.

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Check your answers with those on page 186.**

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# Lesson 4: Drafting, Revising, and Formatting a Research Project

## INTRODUCTION

In this section, you'll learn how to actually write your research paper. Once you've selected and narrowed your topic, prepared your thesis statement, and collected and organized your notes, it's time to write the first draft. If the first steps are completed properly, the writing should be fairly straightforward. You arrange your notes according to the pattern of development you've chosen and begin writing.

As you present your ideas, you may generate more questions requiring some additional research or find a gap in your logic, but you can easily fix these problems at this stage. Once you're satisfied with your draft, you can edit and proofread to correct any technical errors.

### OBJECTIVES

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

- Explain how to select a thesis topic
- Develop an effective thesis statement
- Provide effective support for your thesis statement
- Organize the first draft of a research paper
- Integrate sources into an essay or research paper
- Use formatting, editing, and proofreading techniques to revise your work
- Describe the MLA style for in-text citations and a Works Cited page

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# ASSIGNMENT 11: ORGANIZING YOUR RESEARCH PROJECT AND AVOIDING PLAGIARISM

Read the following assignment. Then read pages 598–603 in Chapter 23 of your textbook. Be sure to complete the self-check to gauge your progress.

## INTRODUCTION

You know how to select a topic and complete your research. Now you're ready to see how everything comes together into a first draft. The better job you do of organizing your notes and sources, the easier it is to put them together into an essay or research paper. In this assignment, you'll review effective techniques for sorting out your research and developing your ideas as you work on your first draft.

## READING HIGHLIGHTS

### Pages 600–601

Before you start drafting a research project, you need to think about how to organize it. In other courses—English Composition or another English course—you probably studied patterns of development, so you have some idea of how to choose a pattern that suits your thesis and your audience. You've defined the assignment and gone through the process of collecting and synthesizing sources. The next step is 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

Lesson 3 introduced the important distinction between paraphrasing and plagiarism. This section examines the issue in further detail, explaining the difference between accidental and deliberate plagiarism. Either type of plagiarism carries heavy sanctions, which may include failure of the course, expulsion from the institution, or, in some cases, legal action. It's simply unacceptable to copy someone else's work and try to pass it off as your own. The box at the bottom of page 602 spells out the criteria for determining whether or not material has been plagiarized. Notice that simply omitting quotation marks from an attributed direct quote is a form of plagiarism. Page 603 contains a list of steps you can take to avoid plagiarism, as well as a general guideline for deeming what to document.

*TIP:* Table 24.1 on page 604 offers a brief summary of examples that can help you determine whether or not to document certain types of material.





# Self-Check 11

1. Review the material on pages 594–595 that discusses how a student might use a graphic organizer to synthesize sources for a paper. Using the graphic organizer on page 595 as a guide, create an outline of a paper on the subject choosing a simpler approach to living. The outline may be informal, formal, or constructed in the form of a graphic organizer. You may also wish to review the material on pages 144–147 to help you with this exercise.

**Questions 2–3: Read the sample source material and complete the instructions that follow to practice avoiding plagiarizing and actively engaging with source material.**

2. Read the following passage.

The Chihuahua is a challenging dog to have as a pet. The Chihuahua is not only devoted, sweet-tempered, and exceedingly cute, but also stubborn, feisty, and prone to destructive behaviors like digging and chewing. Because of the Chihuahua’s diminutive size (two to seven pounds), many owners don’t understand at first how much trouble this type of dog can be. Too many Chihuahuas start out as darling puppies who are lavished with attention and end up as untrained adults, unceremoniously dropped off at the dog pound.

- a. Write a paraphrase of the passage.
  - b. Write a one-sentence summary of it.
  - c. Write a personal comment about the paragraph.
3. Read this passage taken from the study guide to *Readings in World Civilizations*, by Elizabeth Signorotti Miklus, page 53.

As Britain’s empire spread, so too did its sports. Prior to the Civil War, cricket was the most popular team sport in the United States, but cricket had a competitor, another stick and ball game, known variously as “base,” “goal ball,” or “base ball.” In 1845 Alexander Cartwright suggested that the group of men with whom he played baseball—on a vacant lot in New York City—organize a club, charging dues, creating rules of conduct and play, and levying fines for those who violated the rules. After the end of the Civil War, cricket no longer held its popular place, but baseball did. Conditions, then, were highly favorable for the emergence of a team sport, an American team sport, to replace the British sport of cricket.

- a. Write a paraphrase of the passage.
- b. Write a one-sentence summary of it.
- c. Write a personal comment about the paragraph.

**Check your answers with those on page 187.**

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# ASSIGNMENT 12: DRAFTING YOUR RESEARCH PROJECT

Read the following assignment. Then read pages 603–612 in your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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Writing a research paper is an opportunity to learn about a subject you're interested in. By reading what others have discovered about your topic (researching), you find out not only facts, but also opinions on what the ideas mean and what can be deduced from them. Because part of your supporting evidence depends on what others have observed, said, and concluded, you need to know how to integrate the ideas you've decided to use into a cohesive, readable paper. You also have to give credit to the sources in a way that's methodical and understandable.

## Reading Highlights

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### Pages 603–606

Your textbook has made drafting your research paper a step-by-step process that's easy to follow. Many of the nine steps, like following an introduction-body-conclusion format, keeping your audience in mind, or incorporating in-text citations, should seem both familiar and reasonable by this time. You may want to bookmark this page for reference when you're actually writing your assignments.

As you draft your research paper, keep the following points in mind:

- You're still in the process of discovery and synthesis, so if you find yourself deviating from your plan to pursue a new thought, follow your instincts to see where they lead. Such sidetracks at this stage often produce the most powerful and convincing writing.

- Focus on your own thoughts and analysis instead of the sources. The initial draft should reflect your unique plan of development for the thesis, not what others say. Once you know what you think, you can choose the information that supports your ideas. If you string together quotation after quotation, readers won't hear your voice—just a series of facts and opinions.
- As you interact with and integrate source information, your mind will trigger additional connections to your thesis and to other points you've made or will make. Jot down notes in the margin of your draft as you go so you don't lose the ideas.
- If you can't explain information from a source in relation to your thesis, then set it aside rather than force it into your draft. You may think of an explanation later or, more likely, realize that the information wasn't appropriate.
- Once your draft is complete, revisit your working thesis and modify it to fit what you actually wrote, particularly in relation to the conclusions you've drawn at the end.

Drafting a research paper involves cycling back through various steps in the process. For example, when you notice that a key point you want to make doesn't have enough supporting material, you'll have to do further research to locate that information. Of course, that research may lead you to develop other points or to reorganize your ideas.

## **Pages 606–611**

As you learned in the previous lesson, there are three ways of extracting information from sources—paraphrasing, summarizing, and direct quotation. All three methods must be documented through appropriate citations.

Several different approaches may be used for in-text citations. By reading the textbook's examples, you'll see how to introduce sources into your paper and apply Modern Language Association (MLA) style. As a rule, when you first mention a source, it's best to use a signal phrase that provides some background information to the reader. For example, "Frost, whose research into victim-blaming is well

known, is considered an authority on this issue . . .” Signal phrases are important for direct quotes, summaries, and paraphrases to indicate not only that the information isn’t your own, but also that your source is an authority on the subject. You’re attributing that information to the owner of it.

Paraphrases, summaries, or direct quotations must also be integrated into the flow of your paper. A lead-in or transitional phrase that puts each borrowed idea into the context of your thesis will help your reader make the connection between the two. Note the examples of properly integrated or not integrated quotations on page 607. Also, study the set of verbs on page 608, which can help you introduce source material. Be sure to use the right verb to fit the context.

Remember, however, that a research paper isn’t a patchwork of other people’s ideas, where you use introductions or transitional phrases to pin it all together. Instead, it’s a uniform whole in which the parts are woven together to create a new piece of cloth (your report). The strong thread that holds everything together is your own thinking.

A reminder that bears repeating: Always make sure your own words set up and guide the reader into understanding the connection between the quote, summary, or paraphrase and the logical flow of your argument or discussion. If you drop a direct quote into a research paper without placing it in the context of your own words, it may lose its impact or, worse, be misunderstood. When you explain how the quote relates to the topic, you show how that opinion or line of thinking supports or develops your purpose. That way, you make sure readers use the information to support your conclusions, not draw their own, which may be far different than what you intended.



## Self-Check 12

1. Which of the following sentences correctly attributes a quote?
  - a. Branscomb argues, "It's a good idea to lurk (i.e., read all the messages without contributing anything) for a few weeks, to ensure that you don't break any of the rules of netiquette" when joining a listserv (7).
  - b. Branscomb argues that "it's a good idea to lurk (i.e., read all the messages without contributing anything) for a few weeks, to ensure that you don't break any of the rules of netiquette" when joining a listserv. (7)
  - c. Branscomb argues that it's a good idea to lurk (i.e., read all the messages without contributing anything) for a few weeks, to ensure that you don't break any of the rules of netiquette when joining a listserv (7).
  - d. Branscomb argues that it's a good idea to lurk (i.e., read all the messages without contributing anything) for a few weeks, to ensure that you don't break any of the rules of netiquette when joining a listserv.
  
2. Which of the following sentences is properly punctuated as a quote integrated into text?
  - a. The modern world requires both the ability to concentrate on one thing and the ability to attend to more than one thing at a time, Ideally, each individual would cultivate a repertoire of styles of attention, appropriate to different situations, and would learn how to embed activities and types of attention one within another (Bateson 97).
  - b. The modern world requires both the ability to concentrate on one thing and the ability to attend to more than one thing at a time: "Ideally, each individual would cultivate a repertoire of styles of attention, appropriate to different situations, and would learn how to embed activities and types of attention one within another." (Bateson)
  - c. The modern world requires both the ability to concentrate on one thing and the ability to attend to more than one thing at a time: "Ideally, each individual would cultivate a repertoire of styles of attention, appropriate to different situations, and would learn how to embed activities and types of attention one within another" (Bateson 97).
  - d. The modern world requires both the ability to concentrate on one thing and the ability to attend to more than one thing at a time: "Ideally, each individual would cultivate a repertoire of styles of attention, appropriate to different situations, and would learn how to embed activities and types of attention one within another." (97)

*(Continued)*

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## Self-Check 12

**Read the following text from a source. Then evaluate the paraphrases according to the material you've studied.**

A key factor in explaining the sad state of American education can be found in overbureaucratization, which is seen in the compulsion to consolidate our public schools into massive factories and to increase to mammoth size our universities even in underpopulated states. The problem with bureaucracies is that they have to work hard and long to keep from substituting self-serving survival and growth for their original primary objective. Few succeed. Bureaucracies have no soul, no memory, and no conscience. If there is a single stumbling block on the road to the future, it is the bureaucracy as we know it.

—Edward T. Hall, *Beyond Culture*, Anchor Publishing, 1977, p. 219

3. Which one of the following examples most effectively paraphrases the source?
- According to Edward T. Hall, American education is overly bureaucratic. This is manifest in the increasing size of educational institutions, even in small states. Bureaucracies are bad because they tend to work to promote their own survival and growth rather than that of the institution, as was their initial objective. Most bureaucracies fail because they have a conscience or a soul. I believe that bureaucracies are the biggest stumbling block on the road to the educational future (219).
  - Bureaucratization has proved to be a major stumbling block on the road to our educational future. American institutions have become factories that are more conducive to the growth of bureaucratic procedures than to the growth of the students who attend them. Bureaucracies have to work long and hard to keep from promoting their own survival rather than the educational goals that were their primary objective (219).
  - Bureaucratization has proved to be a major stumbling block on the road to our educational future. American institutions have become factories that are more conducive to the growth of bureaucratic procedures than to the growth of the students who attend them. This means that, as Edward T. Hall says in his book, *Beyond Culture*, today's educational institutions "have no soul, no memory, and no conscience."
  - In his book, *Beyond Culture*, Edward T. Hall discusses the problems posed by the increasing bureaucratization of American educational institutions. Hall maintains that overbureaucratization is one of the key factors governing the state of education in America today. He points to the tendency of bureaucracies to promote their own need both to remain stable and expand to the exclusion of all else. That tendency, he believes, is responsible for the fact that many public schools more closely resemble factories than educational institutions. In Hall's words, "Bureaucracies have no soul, no memory, and no conscience" (219).

(Continued)



## Self-Check 12

Choose the best answer for the following questions.

4. *True or False?* Citing sources within the context of your presentation requires the use of parenthetical citations.
5. *True or False?* Using an introduction before a quote helps establish the credibility of your source.
6. Which of the following represents the correct in-text citation for using the following direct quote in a primary source by Henry David Thoreau? "The progress from an absolute to a limited monarchy, from a limited monarchy to a democracy, is a progress toward a true respect for the individual."
  - a. Nothing else is needed. It's correct as it stands since the quote is in quotation marks.
  - b. You must indicate all source information in a parenthetical citation.
  - c. You need to introduce the quote as having been written by Thoreau or use his name in parentheses after the quotation.
  - d. You should list the information about Thoreau only on the works-cited page.
7. Which of the following is the correct MLA in-text citation of a Viktor Yushchenko quote found within an article written by Olena Horodetska without page numbers?
  - a. According to Viktor Yushchenko, as he faced near-certain victory to become Ukraine's new president, "For 14 years we have been independent. Now we have become free."
  - b. According to Viktor Yushchenko, as he faced near-certain victory to become Ukraine's new president, "For 14 years we have been independent. Now we have become free" (qtd in Horodetska).
  - c. According to Viktor Yushchenko, as he faced near-certain victory to become Ukraine's new president, "For 14 years we have been independent. Now we have become free." (Qtd by O. Horodetska).
  - d. According to Viktor Yushchenko, as he faced near-certain victory to become Ukraine's new president, "For 14 years we have been independent. Now we have become free"

Check your answers with those on page 189.

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# ASSIGNMENT 13: REVISING YOUR FIRST DRAFT

**Read the following assignment. Then read pages 612–616 in your textbook. Be sure to complete the self-check to gauge your progress.**

## Introduction

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The first draft of a paper is something like a first coat of paint. Up to this point, how you wrote your questions, personal comments, and ideas wasn't very important, as long as you understood them. But once you begin to revise your rough draft, writing style becomes very important. When applied to written reports, style means the way you use words, sentences, ideas, and structure in your writing. It covers different techniques you need to consider when revising your presentation before giving it to your audience. Characteristics of style include clarity, conciseness, coherence, usage, voice, tone, and unbiased language.

For further assistance with these concepts, review the grammar and style manual in Part 7 of your textbook. You can also go to Penn Foster's Library Resources for more links to writing resources. You can visit the academic support and online resources listed on pages 11–12 of this study guide as well.

As your text suggests, give the first draft of your paper some "breathing time" before you return to it for assessment and revision. Let the paint dry; then go back and do it over. Check each detail to be sure you've done the best job you can. Sometimes that will mean reorganizing sentences or paragraphs to clarify your ideas. After you've revised it to your satisfaction, let it rest again before the final revision and proofreading.



## Reading Highlights

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### Pages 612–614

Revision should proceed in two steps. First, assess the paper overall, marking the deficiencies, revising your thesis, and conducting any additional research. Second, rewrite sentences and paragraphs to improve your wording, select more effective examples, and make the paper easier to read. Every sentence of your final draft should support your thesis and lead directly to your conclusion. Use Figure 24.4 on pages 613–614 as a guide to revising your paper, and bookmark the page for future reference.

### Pages 614–615

The text provides seven guidelines for formatting an academic paper. You must apply these guidelines within the context of the submission requirements on page 6 of this guide. You may not use headings in any of your research papers for this course. Instead, be sure that you use appropriate connective phrasing and transitional devices to guide your readers through the ideas you're presenting.

### Pages 615–616

When you're ready for the final editing and proofing, refer to this section of the text before you begin. It's too easy to read what you think you wrote, rather than what's actually on the page; therefore, let your brain rest for a day or more before you approach it for the final review. Use the guidelines in the text for editing and proofreading your paper.



## Self-Check 13

1. Make the sentence clearer: The sincere belief of all of those who are members of the board was that the company should move to take action on the issues about which they had talked.
2. Make the sentence more precise: The city of San Francisco has many opportunities for leisure activities.
3. Rewrite the sentence using active rather than passive voice: A decision was reached by members of the board.
4. Make the tone better suited to a formal presentation: The employees are pretty together and know their stuff.
5. Correct language that shows a stereotype: An employee usually feels more confident about his new job after he's completed his training.
6. Correct the informal, nonspecific language: Lots of times in many years, different professional people who were interested in making education better have asked me what we know about how people learn so we can use it to make education better.
7. Make the sentence clearer: With the lid off the reactor core was exposed, allowing radioactive isotopes to escape.
8. Make the sentence clearer: We propose to provide the above engineering services hourly based on the following estimates.

**For the following sentences, replace the idioms with appropriate academic phrasing and correct any other problem in style.**

9. Janice put her finger on the source of the problem.
10. Tom was of two minds whether to take on another part-time job so close to the final examinations.
11. There were doubts as to whether the company's dealings were above board.
12. As usual, the shortage of money proved to be the main stumbling block.

**Check your answers with those on page 189.**

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# ASSIGNMENT 14: DOCUMENTING YOUR SOURCES: MLA STYLE

Read the following assignment. Then read pages 616–638 in your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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This assignment is unique. It covers the 22 pages of your text’s guide to using the MLA style in documenting sources, giving you a good sense of the MLA approach to in-text citations and listing Works Cited in a research paper. This section isn’t meant to be read and remembered—you’ll use it as a reference when you complete your writing assignments. The MLA style is standard for English courses at every level, from secondary to postgraduate, and also for other humanities disciplines, such as art history, philosophy, and women’s studies.

## Reading Highlights

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### Pages 616–617

There are two acceptable forms for writing MLA in-text citations: *attribution* and *parenthetical citation*. The attribution method mentions the author’s name early in a sentence or paragraph, placing page numbers in parentheses at the end of the sentence or paragraph. A parenthetical citation includes the author’s last name and page number(s) at the end of a sentence.

### Pages 617–620

Read the examples for specific cases of authorship and volumes. Note the instructions for Internet sources given on page 620. When you cite an Internet source, be sure to give the reader enough information in your list of Works Cited to locate the source. If there’s no author, use a shortened version of the title.

## Pages 620–631

Study these guidelines for your Works Cited list. List only the sources cited in your paper. Alphabetize the list using authors' last names and put the list on a separate page at the end of your paper. When you prepare your list, carefully follow the instructions given on these pages and look closely at the examples in the book. Every space and punctuation mark gives information, so the format has to be followed exactly.

Book attributions can vary quite a bit, and that variety is illustrated for you on these pages. Pay special attention to the following:

- Books with two or more authors
- Government publications
- Edited books or anthologies
- Citations from an introduction, preface, foreword, or afterword
- Translated books
- An article or chapter within a compilation
- Two or more works by the same author(s)

The diagram at the top of page 623 clarifies the format, especially for visual learners. Study Figure 24.5, “Where to Find Documentation Information for a Book,” on page 622. As an exercise, look at several different books to see where you would find documentation data for each one.

Each article in periodicals, Internet sources, and other sources requires specific citations. The color-coded formatting guides will be very helpful in setting up your works-cited pages.

## Recommended Exercises

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Check your work against the examples in the text.

1. Using the guide to listing articles and periodicals on pages 625–627, pick up several magazines and write out correct citations for several of the articles.
2. Referencing page 627, do the same exercise using scholarly journal articles.
3. Read the coded guides and examples on pages 628–631. Practice writing proper citations for two or three sources from the Internet and/or other sources.

### Pages 632–638

Read the “Students Write” essay by Nicholas Destino. Study each of the margin comments to reinforce your understanding of the material in this assignment. If you find yourself engrossed in the paper’s content, read it through and then go back and examine the margin boxes.

Before moving on to Lesson 5, watch the video lecture “Using and Citing Sources” on your student portal and complete multiple-choice quiz 500496RR. Then complete the examination for Lesson 4.

*Reminder:* Are you reading or have you read the book you chose in preparation for Lesson 7?



# Self-Check 14

**Questions 1 and 2: Choose the properly formatted citation.**

1. Book citation
  - a. Brinkley, Alan. *The Unfinished Nation*, New York Knopf, 1993.
  - b. Brinkley, Alan. *The Unfinished Nation*. New York. Knopf, 1993.
  - c. Brinkley, Alan, *The Unfinished Nation*. Knopf. 1993.
  - d. Brinkley, Alan. *The Unfinished Nation*. Knopf, 1993.
2. Internet citation
  - a. Sherman, Chris. "Everything You Ever Wanted to Know About URL." *SearchEngineWatch*, 24 Aug. 2004. [watch.com/searchday/article.php/3398511](http://watch.com/searchday/article.php/3398511).
  - b. Sherman, Chris. "Everything You Ever Wanted to Know About URL." *SearchEngineWatch*. 24 Aug. 2004, <<http://searchenginewatch.com/searchday/article.php/3398511>>.
  - c. Sherman, Chris. Everything You Ever Wanted to Know About URL. *SearchEngineWatch*, 24 Aug. 2004. <<http://searchenginewatch.com/searchday/article.php/3398511>>
  - d. Sherman, Chris. *Everything You Ever Wanted to Know About URL*. *SearchEngineWatch*. 24 Aug. 2004. Accessed 4 Sept. 2004 <http://searchenginewatch.com/searchday/article.php/3398511>.
3. A works-cited page for your research presentation includes
  - a. only those sources you referenced by in-text citation.
  - b. only those sources you quoted directly.
  - c. all the sources you read while researching.
  - d. all the sources you obtained as "hits" through an Internet search.

(Continued)



## Self-Check 14

4. Which of the following illustrates the correct MLA works-cited format for a book with two authors?
  - a. John Jones and Mary Smith, *23 Days to a Promotion*, Jackson: Last-Month Publishing House, 1969.
  - b. Jones, John, and Mary Smith, *23 Days to a Promotion*, 1969, Last-Month Publishing House.
  - c. Jones, John, and Smith, Mary. *23 Days to a Promotion*. Last-Month Publishing House, 1969.
  - d. Jones, John, and Mary Smith. *23 Days to a Promotion*. Jackson: Last-Month Publishing House, 1969.
5. *True or False?* By correctly citing your sources of information and documenting them on the works-cited page, you meet academic standards and avoid charges of plagiarism.
6. Which of the following is a correct MLA entry for an Internet article?
  - a. Olena Horodetska, "Yushchenko Certain Victor in Ukraine Election," Reuters. Dec 27, 2004. [www.reuters.com/newsArticle.jhtml?type=topNews&storyID=7185173](http://www.reuters.com/newsArticle.jhtml?type=topNews&storyID=7185173).
  - b. Horodetska, Olena, "Yushchenko Certain Victor in Ukraine Election," Reuters, Dec 27, 2004. Dec 30, 2004. <http://www.reuters.com/newsArticle.jhtml?type=topNews&storyID=7185173>.
  - c. Horodetska, Olena. "Yushchenko Certain Victor in Ukraine Election." *Reuters*, 27 Dec. 2004, [www.reuters.com/newsArticle.jhtml?type=topNews&storyID=7185173](http://www.reuters.com/newsArticle.jhtml?type=topNews&storyID=7185173).
  - d. Olena Horodetska. "Yushchenko Certain Victor in Ukraine Election." *Reuters*. 27 Dec. 2004. Accessed 5 June 2005. <http://www.reuters.com/newsArticle.jhtml?type=topNews&storyID=7185173>.

**Check your answers with those on page 190.**

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# Lesson 5: Definition: Explaining What You Mean

## INTRODUCTION

In this lesson, you'll review several patterns of development for writing, including description, illustration, classification, and definition. You've likely studied these patterns in other courses such as English Composition.. The aim of this lesson is twofold: to prepare you for writing the extended definition essay examination at the end of this lesson, and to help you hone your skills for writing the essays that accompany Lessons 6–8. As you review the material in each assignment, note how each pattern of development serves specific purposes, as well as how they can be effectively combined to write more complex and interesting essays.

### OBJECTIVES

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

- Explain and apply the principles of descriptive writing
- Define the characteristics of illustration and apply them to writing projects
- Explain the characteristics of classification and division
- Use classification and division in your writing
- Discuss the use of definition as a writing technique
- Employ simple and extended definitions in your essays





# ASSIGNMENT 15: DESCRIPTION

Read the following assignment. Then read pages 263–277 and 283–286 in your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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*Descriptive writing* can create a vivid impression of a person, place, or thing in the reader’s mind. Unlike other patterns of development, descriptive writing immerses the reader in a rich experience of the subject though using language that appeals directly to the senses. The goal of descriptive writing is to show rather than tell, and the best descriptive writing engages all of the senses—not only sight, but also hearing, touch, smell, and taste.

## Reading Highlights

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### Pages 264–269

Effective descriptive writing activates the imagination through using active verbs, modifiers that accentuate sensory detail, connotation, and figurative language. These elements must be used with care, however. Relying too heavily on descriptive language can obscure the point you’re trying to convey, cluttering a passage with too much information instead of providing a clear, concrete picture. When using descriptive language, bear in mind the dominant impression you wish to create.

### Pages 269–274

Read Rachel Maizes’ essay “Bad Dog,” looking closely at the highlighted areas, which point out different characteristics of descriptive writing used throughout. When you’ve finished reading, look at the sample graphic organizer in Figure 13.1 on page 272, which offers a handy illustration of the development of a descriptive essay. Then read Mary Roach’s essay “You Are Your Bike,” and review the graphic organizer (Figure 13.2 on page 275) that traces how the different descriptive elements are used.

## Pages 274–276

This brief section offers helpful suggestions for integrating description into 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 evaluating your own writing.

## Pages 283–286

Read the “Students Write” essay by Ted Sawchuck. Notice that the topic of his essay, “Heatstroke with a Side of Burn Cream,” appears only in the first sentence of the second paragraph. Like Rachel Maize’s essay, the author’s topic sentences and other elements have been highlighted, which allows you to see how the author integrates thematic and descriptive elements along with other patterns of development.



# Self-Check 15

**Review the essay by Ted Sawchuck on pages 283–286 to complete the two self-check exercises.**

1. Under “Analyzing the Writer’s Technique,” respond to all four items.
2. Under “Thinking Critically about Description,” respond to all four items.

**Check your answers with those on page 190.**

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# ASSIGNMENT 16: ILLUSTRATION

Read the following assignment. Then read pages 297–311 and 318–320 in Chapter 14 of your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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Writers use *illustration* to make a general idea specific, clarify an unfamiliar concept, and engage a reader’s interest. As with descriptive language, however, illustration is most effective when used selectively. Examples must be appropriate and serve to reinforce your argument or support your thesis. This section reviews the use of illustration as a tool that can help readers follow your argument and influence their thinking toward your point of view.

## Reading Highlights

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### Pages 298–302

Illustration is generally used to support a generalization. Carefully review the explanations and examples provided in the text in preparation for reading and evaluating the essays included in this assignment. 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

As you read Martin Gottfried’s essay “Rambos of the Road,” note how he uses specific examples to illustrate what he calls “auto macho,” or road rage. After you’ve finished reading the essay, study the tips provided in “Integrating Illustration into an Essay” (pages 308-309).

## 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 order or spatial order, or are they organized by some other method? Reflect on the emotional impact of the examples used in an illustration essay, and consider whether the examples offered are relevant and representative. Think about what other kinds of evidence might have been used to build a stronger case.

## Pages 318–320

Read the “Students Write” essay “Conforming to Stand Out: A Look at American Beauty,” by Nick Ruggia. Like the essays you read in Assignment 14, select portions of the text have been highlighted to point out the organizational elements as well as the illustrations the author uses to support his theses. You might also want to check out the Works Cited page that follows the essay for a good idea of how the author references the evidence he’s gathered as part of his research.



# Self-Check 16

**Review the essay by Nick Ruggia on pages 318–319 to complete the two self-check exercises.**

1. Under “Analyzing the Writer’s Technique,” respond to all three items.
2. Under “Thinking Critically about Illustration,” respond to all four items.

**Check your answers with those on page 191.**

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# ASSIGNMENT 17: CLASSIFICATION AND DIVISION

Read the following assignment. Then study pages 400–413 in textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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In your everyday life, you probably find it helpful and even comforting to keep things organized. By classifying objects, chores, and even the food we eat into recognizable groups or dividing large entities into manageable segments, we make sense of and keep track of the various parts of our lives.

*Classifying* or *dividing* a topic for an essay can help you organize your thoughts and ideas before you begin a draft, or it can be the pattern of development you use to inform your readers about your topic. In this assignment you'll review the principles of classification and division and look at how classification and division can be effectively combined with other patterns of development. While each method of organization can be effective on its own, combining two or three will give your essay more depth and allow for more sophisticated approaches to your subject matter.

## Reading Highlights

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### Page 401

Classification is the sorting of items into specific categories for ease of identification. It seems people are compelled to sort things: clothing, office supplies, and library books are generally grouped together in ways that help us find and use them more efficiently. Even people are sorted into groups by family, job title, or personality type. If we divide a large group, such as a business, into smaller categories, like departments, we call that division.

## Pages 401–403

Your text discusses the characteristics of the classification or division essay on these pages. First, remember your readers and be sure that your categories make sense to them. Use a single principle for classification or division. For example, if your topic was stars, you could classify them by brightness, color, and mass, but if you divided them, it would be by types of stars. Each element classified or sorted into parts should be fully explained. An essay that employs classification or division frames the parts and pieces with a thesis, which identifies the topic.

## Pages 403–407

Read the essay “My Secret Life on the McJob: Fast Food Managers” by Jerry Newman. In his essay, Newman uses illustration to both engage his readers and differentiate the management styles of different store managers. As you enjoy reading this essay, consider the following questions:

- What was the most common managerial style the author encountered?
- What was the most common work attitude of mechanical managers?
- Why do you suppose relationship managers were so rare?
- Which of these managerial types is characterized by quickly letting employees know what is expected of them?

After you’ve read the essay, study the sample graphic organizer in Figure 17.1 on page 407.

## Pages 408–410

Read “The Language of Junk Food Addiction: How to ‘Read’ a Potato Chip” on pages 408–410 and study Figure 17.2 on page 410 to see how the article is illustrated in a graphic organizer.



## **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. You'll find these guidelines useful when studying or writing a classification or division essay.



# Self-Check 17

Read the following passage carefully, then answer the questions.

## How Are Rocks Different from Minerals?

Geologists know the difference between rocks and minerals. Minerals are natural chemical compounds, and their variety is enormous. They're sometimes classified according to their chemical properties. The Dana classification system includes the silicate, carbonate, sulfate, oxide, and element classes, among others. For instance, a very common mineral in the silicate class, quartz, is mainly composed of silicon dioxide. The element class comprises metals and intermetallic elements, such as silver and gold.

In contrast, the three basic kinds of rocks are classified in terms of how they were formed. Igneous rocks are hardened magma—the molten rock found beneath Earth's crust. Sedimentary rocks are formed from layers of sand, clay, or the remains of marine creatures. Compressed by the weight and pressure of ocean depths, sand can become sandstone, clay can become shale, and the skeletons of marine animals may be transformed into limestone. Finally, metamorphic rocks can originate from either igneous or sedimentary rocks. Over billions of years, convulsions of the Earth's crust have pushed igneous or sedimentary rocks deep into our planet's subsurface to be transformed (metamorphosed) by unimaginable heat and pressure. Over millions of years, granite may be transformed into some form of gneiss or schist—rocks that are often found in the Alps or the Rocky Mountains. Limestone may be transformed into marble, shale into slate, and sandstone into glittering quartzite.

1. If the paragraphs are part of a short essay, what is a possible working thesis for the essay?
2. Outline the classifications and divisions in the essay.

Check your answers with those on page 192.

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# ASSIGNMENT 18: DEFINITION

Read the following assignment. Then, read pages 429–457 in your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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Please replace with: As you move from classification and division to *definition*, you can probably see the links between these two patterns of development. In your essay for this lesson, you'll develop an extended definition of the term *family* or *friend*. You'll explore your own definition of the word you choose, and then use classification and/or division to incorporate formal definitions to show how the definition of the term has changed over a specific time period in response to one or more specific social, cultural, and/or historical factors.

## Reading Highlights

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### Pages 429–433

A definition, which explains the meaning of a term or concept, should be given directly and then may be explored through illustrations and examples. For example, “Voice over: In a film or video, dialog spoken off camera, generally in the context of a series of visual images” is a direct definition. An extended definition explores the meaning of a topic more completely. The essay by Jan Goodwin, which you'll read as part of this assignment, offers an extended definition through explanations of who “freegans” are and how they live. In an extended definition essay, you can expect to find one or more characteristics, including

- *A brief explanation of the term:* “Arachnid: A family of creatures within the Arthropod phylum, which includes spiders, scorpions, and horseshoe crabs.”
- *Specificity and focus:* In Jan Goodwin's essay “Freegans”, the focus is on urban foragers and their place in society.

- *A point:* An extended definition makes its point by elaborating on the definition. “With their compound eyes, treacherous webs, and grasping mandibles, spiders are seen by some as prototypes of some alien menace.”
- *Varying or mixed patterns of development:* You might compare and contrast spiders and horseshoe crabs or discuss the evolution of spiders from ancestors of the horseshoe crab. Other approaches would be to use details and distinguishing characteristics, such as compound eyes, treacherous webs, and grasping mandibles, or repudiate misconceptions—“Spiders play a vital role in curtailing the populations of insect pests.”

### **Pages 434–438**

Once you’ve reviewed the textbook’s examination of the characteristics of extended definitions, read Jan Goodwin’s essay, “Freegans: They Live on What We Throw Away.” Afterwards, study the sample graphic organizer for an Extended Definition Essay on page 438.

### **Pages 438–440**

Read the essay by Mike Crissey, “Dude, Do You Know What You Just Said?” As you read, imagine creating a graphic organizer for the essay. Then study Figure 18.2 to see if your thoughts and ideas on that objective match up with the organizer offered in your text.

### **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.

Though it’s not discussed in your textbook, another element to writing an extended definition for an academic paper is to study its etymology, which refers to the origin and history of the word. For example, as detailed in Merriam-Webster’s

Online Dictionary, the term *etymology* comes from the Greek words *etimos*, meaning “true,” and *logia*, meaning “word” and “reason,” to indicate a word’s literal meaning and source. This fourteenth-century term worked its way from Greek into the English language by passing through Latin, Anglo-French, and Middle English.

*Unabridged dictionaries* will provide the most information, usually including the time period the word came into common use, the language(s) in which some form of it was used, and the root word(s) for each of its parts. With some, you may have to identify the root word for a term and then look up that root word in the dictionary for the origin’s definition. Be sure to read the section or appendix in the dictionary that explains how to read the etymological information to gain full use of this resource tool.

Why would anyone want to incorporate this type of information into a definition paper? Sometimes a term’s etymology is so basic, such as when the root word means exactly the same as the term, no purpose is served by discussing it. On the other hand, the word’s original meaning can often shed new light on its current use and deepen your understanding. Consider the term *plagiarize*, which involves using someone else’s work and ideas as your own. Originally, the word came from the Latin and Greek where it meant “kidnapping,” as well as netting or trapping game (Merriam-Webster). Supplying this etymological information in your definition can help you portray the angry shock an author feels when his or her work is kidnapped or taken hostage by another person. In addition, it can be used to underscore the criminal connotations associated with plagiarism, thereby supporting the severe punishments imposed for such an act.

In addition to examining the types of terms that require definition in an extended definition essay, this section also offers guidelines for reading actively and thinking critically about extended definition essays.

## **Pages 443–448**

Because your essay exam for this lesson will be based on extended definition, 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. Pay special attention to the editing, proofreading, and revision tips on pages 447–448.

## **Pages 449–456**

The “Readings: Extended Definition in Action” 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.



## Self-Check 18

1. Refer to the paragraphs on rocks and minerals in *Self-Check 17* to answer the following questions.
  - a. Look up the term *metamorphosis* in a standard college dictionary and write out several different definitions. Which one would apply to rocks?
  - b. Using Merriam-Webster's Online Dictionary at <http://www.merriam-webster.com/>, investigate the etymology of *metamorphosis*. (Be sure to look up the term *meta-* as well.) How does the information you find help you better understand the definition?
  - c. What words or concepts are defined in the paragraphs?
  - d. How does the discussion of rocks and minerals combine definition with classification?

**Reread Kate Atkinson's essay, "Guerilla Street Art" (pages 449–451).**

2. Turn to page 451 and respond to all three items under "Analyzing the Writer's Technique."
3. Respond to all five items under "Thinking Critically About Definition" (pages 451–452).

**Check your answers with those on page 193.**

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**Before continuing on to Lesson 6, please complete the essay examinations for Lesson 5.**

# Lesson 5: Extended Definition Essay

## OBJECTIVES

For this exam, you will

- Use the writing process to write an essay using extended definition
- Write an effective thesis statement
- Develop paragraphs using topic sentences, adequate detail, supporting evidence, and transitions
- Develop critical reading skills
- Use responsible research methods to locate appropriate secondary sources
- Use Modern Language Association citation and documentation style to reference secondary source material correctly and appropriately
- Quote, paraphrase, and summarize secondary source material correctly and appropriately
- Use the conventions of standard written American English to produce correct, well-written essays

## INTRODUCTION

As our culture evolves, the language we use to express ourselves changes too. To fully understand the world in which we live, it's important to fully comprehend the depth and breadth of the words that we use to describe it. Words that have more than definition or more than one meaning enrich not only our vocabulary, but also our lives.

**Topic:** Write a 1,500–1,700 word extended definition essay using either the word *friend* or the word *family* that analyzes the word's historical, social, and/or cultural evolution.



**Purpose:** To make a specific, unified, and original point about how the definition of *friend* or *family* has changed over a particular period of time due to one or more specific historical, social, and/or cultural factors.

**Methods:** To use at least four secondary sources to support your extended definition of the term you choose, including

1. An etymological dictionary
2. A standard or traditional dictionary
3. An article from Expanded Academic ASAP

**Audience:** Junior and senior-level distance education students enrolled at Penn Foster College

## THE WRITING PROCESS

### Prewriting

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1. Before you decide on the specific word you'll write your essay about, take time to freewrite what you think the word means to you. This exercise should help you to decide which word you have more of your own ideas and opinions about and give you a good place to start. Explore where your definition comes from, and how it departs from the etymological definition.
2. Once you've chosen your word, either friend or family, review the model definition essays in your textbook, Goodwin's "Freegans" (434) and Crissey's "Dude" (438).
3. Return to your freewriting to add additional information
  - a. Research
    - i. Standard definitions of the word (431)
    - ii. Etymological dictionaries
      1. **www.Etymonline.com**
      2. **www.oed.com**
    - iii. Traditional dictionaries
      1. **www.merriam-webster.com**
      2. **www.dictionary.com**

iv. *Expanded Academic ASAP*

1. Expanded Academic ASAP is a subscription-only database available in Penn Foster’s digital library. You can access the database by clicking on the Library Services link in your Student Portal. See the “Academic Support and Online Resources” section in the introduction to this study guide.
- b. Use negation to explain what your word doesn’t mean and to address misconceptions (433).
4. Review your freewriting to write a thesis statement that makes a claim about your word based on all of the content you’ve developed. The thesis statement should make a debatable point about how the word has evolved over time due to historical, social, and cultural changes.
5. Prepare a graphic organizer or outline (438) to organize your main points before you begin writing your essay. Consider using other patterns of development as you plan your body paragraphs to illustrate meaning, offer contrasts, and provide examples (432–433).

## Drafting

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6. Use your outline or graphic organizer to draft your essay.
  - a. Introduce the term, provide any necessary background information, and include your thesis statement in your introduction.
  - b. Start each body paragraph with a topic sentence that supports your thesis.
    - i. Remember that topic sentences are never questions or quotations.
  - c. Use transitions to end paragraphs and to guide readers to the next idea.

## Revision

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7. Use the chart on pages 447–448 in your textbook to help you revise your essay.
  - a. Consider your essay from the readers' perspective.
    - i. Do you have a thesis statement?
    - ii. Have you adequately identified the distinguishing characteristics of your term?
  - b. Employ the recommended revision strategies if you've answered no to any of the questions on the flowchart.

## SUBMIT YOUR EXAM

Ensure your exam follows the proper format for submission:

- 1-inch margins on all sides
  - 12 pt. Times New Roman font
  - Double spacing
1. Use the header function in your word-processing program to enter your personal identification and exam information:

Student Name            ID Number    50050400

Street Address

City, State, ZIP

Email Address
  2. Save your exam with the file name:

IDNumber\_ExamNumber\_LastName\_FirstName
  3. Save your exam in either MS Word or Rich Text Format (.rtf). If an instructor can't open the file you submit, it will be returned ungraded.

4. When your exam has been evaluated and returned to you, you will be able to review the instructor's comments by clicking on the **View Project** button next to the grade and downloading the **Instructor Feedback File**. If you have trouble viewing the file, please contact an instructor.

To submit your essay exam, follow these steps:

1. Go to **<http://www.pennfoster.edu>**.
2. Log in to your student portal.
3. Click on **Take Exam** next to the lesson you're working on.
4. Follow the instructions provided to complete your exam.

Be sure to keep a backup copy of any files you submit to the school!

*Tip:* Review the evaluation rubric on the following page before submitting your essay.

# EXTENDED DEFINITION RUBRIC

	Skill Realized		Skill Developing		Skill Emerging		Not Shown
<b>Thesis: Audience, Purpose, and Topic</b> How well does the thesis establish a clearly defined, analytical focus unique to the assigned topic, purpose, and audience?	10	9	8	7.5	7	4	0
<b>Development</b> How insightfully and convincingly does the writer analyze the historical, social, and/or cultural evolution of the word <i>family</i> or <i>friend</i> to make a claim about the meaning of the word? Does the student clearly support the claim through balanced use of assertions, evidence, and analytic explanation?	25	23	21	19	17	10	0
<b>Incorporation of Source Material</b> How logically and effectively are paraphrases, summaries, and direct quotations from varied, relevant, and reliable sources integrated with the writer's style for purpose and audience?	10	9	8	7.5	7	4	0
How well did the writer incorporate the etymology of the word into the essay?	5		4.5	4	3	1	0
<b>Organization</b> How gracefully does the writer incorporate transitional words and connective phrasing with appropriate paragraphing to guide the reader through the presentation?	15	14	13	12	11	6	0
<b>Style and Voice</b> How energetically and consistently does the writer interact with both the topic and audience while using varied, concrete, active diction? To what extent does the writer achieve a natural, pleasant rhythm, particularly through sentence fluency?	10	9	8	7.5	7	3	0
<b>MLA Citation</b> Did the writer accurately and correctly at least 4 sources using MLA citation style, both in-text and on the list of Works Cited?	10	9	8	7.5	7	3	0
<b>Conventions</b> At what level does the writer demonstrate correct and effective standard written American English?	10	9	8	7.5	7	3	0
<b>Format and Length</b> Did the paper meet the required length (1,500-1,700 words) and formatting requirements?	5		4.5	4	3	1	0

# Lesson 6: Reading and Writing about Literature

## INTRODUCTION

Regardless of genre or discipline, the purposes of academic writing are to inform, to communicate feelings and ideas, or to persuade. Analyzing the purpose of another writer's work or writing to achieve your purpose requires effective critical thinking skills. After all, if you're going to praise or criticize another's opinions or try to persuade readers to agree with yours, you must understand the topic and have something worthwhile to say about it. In this lesson you'll practice analyzing ideas and look at additional ways to integrate pertinent ideas into an essay.

### OBJECTIVES

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

- Develop a general approach to reading literature
- Explain the language of literature
- Analyze short stories and poetry
- Write a thoughtful analysis of a song



# ASSIGNMENT 19: A GENERAL APPROACH TO READING LITERATURE; UNDERSTANDING THE LANGUAGE OF LITERATURE

Read the following assignment. Then read pages 658–662 in your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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Sometimes students dread reading literature for a class, only to be surprised to find that a novel by Steinbeck or a poem by Jimmy Santiago Baca reaches them on a level they never imagined possible. This assignment offers a few ideas that can make reading literature a more satisfying experience. It also takes a close look at the kinds of language you're likely to encounter when you read a literary work.

## Reading Highlights

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### Pages 658–659

Read the “Writing Quick Start” introduction about the poet Gwendolyn Brooks; then read “The Bean Eaters” on page 659. Read it at least twice before proceeding to the brief analysis at the bottom of page 659.

### Pages 660–661

These pages offer five guidelines for reading literature. They point out that reading literature requires a different approach from everyday reading, but it's worth the effort. Developing a deep understanding and appreciation of a work of literature often requires multiple readings, as well as some extra time and effort, to comprehend the unique and creative ways an author uses language and to digest the different elements the author uses. In particular, you may need to reread a poem,

short story, or novel to fully grasp and articulate the work's theme, a large or general issue that's shared by or significant to most people.

## Pages 661–662

Lesson 5 briefly touched upon some of the common types of figurative language, which you've probably studied in other English courses. But as you grow as a reader and a student, the ideas you encounter through simile and metaphor become more mature and complex. The explanations and examples in the text review the terms and demonstrate the use of each. Literary works also use *personification*, in which human characteristics are attributed to objects or animals, and *symbols*, which stand for ideas or themes. *Irony* plays tricks with words to expose the opposite of what you may expect.



## Self-Check 19

1. What is the difference between a simile and a metaphor? Provide your own invented examples for each.
2. In what way could an empty and abandoned house be a symbol? Use your imagination and write out three possible examples.
3. Complete Exercise 25.1 on page 662.

**Check your answers with those on page 194.**

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# ASSIGNMENT 20: ANALYZING SHORT STORIES

**Read the following assignment. Then read pages 662–673 in your textbook. Be sure to complete the self-check to gauge your progress.**

## Introduction

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In Lesson 5, you reviewed important critical reading and thinking skills as they applied to reading descriptive and illustrative essays. Together with the guidelines for reading literature and the discussion of literary language offered in the previous assignment, you're well on your way to analyzing works of narrative fiction. This assignment offers two short stories for you to read, as well as a detailed examination of elements commonly found in short stories and novels.

## Reading Highlights

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### Pages 662–667

Like most literature, a short story requires more than one reading to comprehend because the story isn't only about what happens; it's also about the ideas presented by the author. The reading strategies offered in this assigned reading section will help you understand and interpret the author's meaning through his or her use of setting, characters, point of view, figures of speech, and other literary devices. These strategies apply to novels and movies, as well. Use the reading strategies you learned on pages 660–661 in your textbook as you read "The Secret Lion" by Alberto Ríos. First, establish the literal meaning of the story: ensure that you know what's happening and where, and who the characters are, as well as their relationships to each other. Then read the story a second time to see if any patterns develop that could help you achieve a better understanding of the title.

## Pages 667–671

Study the elements of narrative fiction on these pages, focusing on short stories. The *setting* of a narrative includes the time, the place, and the situation. Imagine script instructions from a screenplay to get the idea. “It’s 1864. The place is a Pennsylvania town called Gettysburg. Over three hot days in July, we observe the Battle of Gettysburg from the perspective of many of the major players on both sides.” Or, “It’s October, 1934. Two hobos, Cal and Big Bill, ride the rails in search of a meal or a warm, dry barn.” Character is revealed by action (and reaction) and dialogue; often the narrator is one of the characters. The *point of view* is simply the perspective from which a story is told. A story may be told in the first person (“I was late arriving for my appointment with Johnny Black”) or the narrator can be an omniscient third-person observer who describes the unfolding of the drama and knows the thoughts of the characters. A good *plot* involves a sequence of events that engage the reader in some way; usually, plot depends on some kind of conflict.

All these elements work together to express the *theme* of the story, which is the point the writer is trying to make. Themes often involve a message about human experience or the human condition. Study the questions in the sample worksheet on page 671, which will help you as you write your essay analyzing a book and a movie at the end of Lesson 7.

## Pages 672–673

Read Kate Chopin’s “The Story of an Hour,” a richly descriptive narrative that ends with an ironic twist. Pay attention to the structure of the story and the interaction of the characters.



## Self-Check 20

**Reread “The Story of an Hour” beginning on page 672, then complete questions 1–4.**

1. In what general time period does the story take place? How much time elapses from its beginning to its end?
2. Who is the main character? What physical characteristics does he or she have? Do his or her physical traits have any impact on the plot?
3. Does the main character change in the course of the story? In what way?
4. What is the theme of the story? How do you know?

**Check your answers with those on page 195.**

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# ASSIGNMENT 21: ANALYZING POETRY

Read the following assignment. Then read pages 674–678 in your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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For some students, analyzing poetry may present a challenge, if only in overcoming a faulty perception of what poetry is. Although written poetry is less familiar to many of us than, say, song lyrics, they're closely related. If you think of poetry as lyrics, then you might accept that sometimes you have to hear—or read—them several times before you connect all the ideas and understand what the writer is saying. Study the information on analyzing a poem, because at the end of this lesson you'll be asked to write an essay about a song, which, as mentioned, is similar in many ways to a poem.

## Reading Highlights

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### Pages 674–678

Even if you don't read poetry for pleasure, try to appreciate the many elements a poet puts together to deliver his or her message. Poetry gains its power from communicating feeling and intuition through creative use of language. Ordinary, literal, "left-brained" language works for logical or practical purposes, and sometimes even for narratives. Insights into values, emotions, or questions of existence are better expressed indirectly through concise images, tone, and levels of meaning. Use the guidelines discussed on pages 674–675 and the 10 questions on pages 675–676 to help you analyze the poems by Robert Frost and Marilyn Nelson offered in this section.

## Analyzing Poetry

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To give you a bit more practice in analyzing poetry, this study guide offers a closer examination of the elements of poetry, as well as two additional poems for you to read and analyze.

As mentioned earlier, analyzing a poem is much like understanding thoughtful song lyrics. The more you listen to a song, the more you “catch,” and after hearing it several times, you realize what the entire message or story is. Many popular songs use symbols or allusions that resonate with their audience. For instance, just a place name, like Aruba or the Twin Towers, can provide the time and mood the writer wants to invoke. Poets try to express ideas concisely, using clear ideas that evoke not only an image, but also a feeling. Note that images appeal to all of the five senses, not just sight.

When you read a poem, start by reading it through twice. In fact, don’t expect to understand it until you’ve read it several times. In the first reading, you’ll just begin to see where the poet is going by the time you reach the end. On the second reading, you’ll see how the earlier ideas develop and are related to the later ones. With each subsequent reading, more of the poet’s message will become evident.

To convey meaning, poets use certain mechanical elements in addition to themes, emotion, and figures of speech. Rhyme, meter, and even spelling and punctuation add substance, depth, and sometimes ambiguity to a poem.

### The Poet’s Tools

When you first read the two poems given later in this section, you may not realize that each has a rhyme scheme, because if you follow the punctuation, as you should, you probably won’t hear it. Read the poems through twice, and then read each one aloud.

Next, begin looking for the rhyme scheme. Remember that rhymes aren’t necessarily perfect, and some lines may not have a rhyming partner. For instance, in Arnold’s poem “Dover Beach” on page 117 of this study guide, lines 21 and

26 end in “Faith” and “breath” respectively. He may have intended them as a half rhyme. In Dickinson’s poem on page 119 of this study guide, “soul” and “all” offer a half (or slant) rhyme, but the first line, which ends with “feathers,” doesn’t rhyme with any other line. While poets sometimes use rhyme to emphasize words, in this case it may be the lack of rhyme that makes “feathers” stand out.

Next, look for other mechanical points of interest. While you won’t necessarily refer to them in your literary analysis, poets use these tools to add interest, emphasis, and mood to a poem. Whenever you come across such elements, remember that the poet deliberately employed the sounds as well as the words. Also remember that not all poems are deadly serious—if a series of words or rhymes seem playful or funny, chances are they were meant to be just that. The following are just a few of the poetical devices a poet can use to evoke a specific emotion:

*Alliteration.* Alliteration is the repetition of the initial sound in a series of words. (See line 8 of “Dover Beach.”)

*Assonance.* In assonance, the vowel sound repeats. (In “Dover Beach,” see the rhymes of the lines with the *ite* sound: tonight, light, flight.)

*Consonance.* Consonance uses repeating consonant sounds, usually at the beginning and ends of words, but sometimes in combination with sounds within a word. (See lines 4 and 12 of “Dover Beach.”)

*Internal rhyme.* When words within a line or sentence rhyme, it’s called internal rhyme. Like end rhymes, internal rhyme may be imperfect.

*End Rhyme.* When rhymes occur at the end of lines of a poem, it’s called end rhyme.

Two other elements of poetry are rhythm and meter. *Rhythm* refers to how the words sound as they’re read. *Meter* is the pattern used to create the rhythm. Meter is measured in *feet* per line; each foot represents a stressed syllable and one or two unstressed syllables. Some of these patterns are standard and have names, the most familiar being *iambic pentameter*, which uses one unstressed and one stressed syllable for each foot, with five feet to the line. Shakespeare often wrote in iambic pentameter, such as at the end of his classic Sonnet 18:

So long as men can breathe, or eyes can see,

So long lives this, and this gives life to thee.

Reading the lines aloud gives you a very clear idea of the meter that was written into the poem. When you read the Emily Dickinson poem, pay close attention to the meter in each line. Note how the first line's meter—like its lack of rhyme—doesn't match the rest of the poem.

Why should you examine the mechanics of a poem? For one thing, the words the poet stresses through rhyme or meter will help you pick out what's important. Also, by paying attention to the details, you'll discover relationships between lines and words that you might not notice otherwise. For instance, rhyming words that appear in the first lines and are repeated at the end of the poem may have particular significance; or, like the odd lines in the Dickinson poem, a different sound or meter may signal importance. Finally, the closer you look and the more ways and the more times you read the poem, the more likely you are to grasp its full meaning. Although song lyrics add the dimension of rhythm and meter through a musical score, the songwriter considers these same mechanics.

## Analyzing a Poem

Now that you have a good idea of what you're looking for, study the following poems by Matthew Arnold and Emily Dickinson. Later, you'll have a chance to write your own analytical or critical ideas about the poems.

*Matthew Arnold.* Matthew Arnold (1822–1888) was a prominent poet of the Victorian era. He traveled and lived in upper-class social circles, maintaining relationships with English and French literary figures of the time. He was closely involved with issues of education and, for much of his life, was the Inspector of Schools for England. He was considered unpretentious and outgoing, even though much of his poetry reflected an aura of romantic melancholy characteristic of many intellectuals of his age. As his poem “Dover Beach” suggests, he had some doubts about the future of civilization.

### ***Dover Beach***

The sea is calm tonight,  
The tide is full, the moon lies fair  
Upon the straits; on the French coast the light  
Gleams and is gone; the cliffs of England stand,  
Glimmering and vast, out in the tranquil bay. 5  
Come to the window, sweet is the night air!  
Only, from the long line of spray  
Where the moon meets the moon-blanch'd land,  
Listen! You hear the grating roar  
Of pebbles which the waves draw back, and fling, 10  
At their return, up the high strand,  
Begin, and cease, and then again begin,  
With tremulous cadence slow, and bring  
The eternal note of sadness in.

Sophocles long ago 15  
Heard it in the Aegean, and it brought  
Into his mind the turbid ebb and flow  
Of human misery; we  
Find also in the sound a thought,  
Hearing it by this distant northern sea. 20

The Sea of Faith  
Was once, too, at the full, and round earth's shore  
Lay like the folds of a bright girdle furled. But now I only hear  
Its melancholy, long, withdrawing roar, 25  
Retreating, to the breath  
Of the night wind, down the vast edges drear  
And naked shingles of the world.

Ah, love, let us be true  
To one another! for the world, which seems 30  
To lie before us like a land of dreams,  
So various, so beautiful, so new,  
Hath really neither joy, nor love, nor light,  
Nor certitude, nor peace, nor help for pain;  
And we are here as on a darkling plain 35  
Swept with confused alarms of struggle and flight,  
Where ignorant armies clash by night.



Here's some background on the poem: The beach to which Arnold refers in the title is, as you might guess, the famous "white cliffs of Dover," where the speaker describes its beauty to his love. Sophocles, a Greek poet and playwright, was the author of *Antigone* (441 <sup>BCE</sup>) and *Oedipus the King* (425 <sup>BCE</sup>), tragedies based on deep flaws in the characters and, by implication, in human nature. The "Sea of Faith" (third stanza) refers to Christendom before the Protestant Reformation of the sixteenth century.

Using the mechanical tools discussed earlier, highlight the lines you think are most significant. Think about the meaning of the words, and make sure you look up anything you don't understand. Then put into words the message you believe the poet was trying to convey.

*Emily Dickinson.* Emily Dickinson (1830–1886) was well educated as a young woman, but after that lived her entire life in the family home in Amherst, Massachusetts. She wrote hundreds of poems, but only a few of them were published during her lifetime, and most weren't discovered until after her death. Her style of punctuation and use of slant rhymes was unconventional in her day, but she put great thought into the mechanics of each poem, and each idiosyncratic device had a purpose. Most of her poems didn't have titles. Often referred to as the "Belle of Amherst," Dickinson is now recognized as one of America's most outstanding poets.

"Hope" is the thing with feathers—  
That perches in my soul—  
And sings the tune without the words—  
And never stops—at all—  
  
And sweetest—in the Gale—is heard—  
And sore must be the storm—  
That could abash the little bird  
That kept so many warm—  
  
I've heard it in the chilliest land—  
And on the strangest Sea—  
Yet, never, in Extremity,  
It asked a crumb—of Me.

This poem was part of a larger piece titled "Life." It can be considered an extended metaphor, with the bird representing hope and all the images relating to that idea. The little bird is a resident of the human soul and always offers comfort, no matter how strong the storm.



## Self-Check 21

1. Identify the central metaphor in Dickinson's poem.
2. In "Dover Beach," what does the metaphor ". . . naked shingles of the world" represent?
3. What is personification? Give one example from Arnold's poem.
4. What is the meaning of the last two lines of Dickinson's poem? Offer additional critical comments on the poem's ending.

**Check your answers with those on page 195.**

# ASSIGNMENT 22: LITERARY ANALYSIS

**Read the following assignment. Then read pages 679–688 in your textbook. Be sure to complete the self-check to gauge your progress.**

## Introduction

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When you write a research paper, you look up information and opinions that will support your thesis. You should apply the same process to writing a literary analysis. Once you've taken a position on the meaning or importance of an element in a poem or song and developed your thesis, you can begin the research process. If you need to refresh your understanding of the research process, make use of the various resources available to you. Refer back to the academic support and online resources on pages 11-12 of this study guide. Links to other applicable websites are available at the Library Services link on your student page.

Once you've thoroughly analyzed a poem (or song) and decided on a thesis, you can search for authoritative sources to back you up. Your reference librarian can help you find appropriate sources. Then you'll integrate the information into your paper as support for your ideas, just as you would any sources for a research paper. Be sure to use proper citation.

## Reading Highlights

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### Pages 679–685

Here, you'll find basic information on *literary analysis*. Literary analysis doesn't mean simply summarizing a work. Analysis must provide a critique of the work, considering its elements (such as tone, language, and the effect of rhyme, if any) and interpreting the work to reveal its context and message. Study this section carefully, as it will come in handy as you complete the prewriting and essay examinations for Lesson 6.

## Pages 686–688

Read the “Students Write” essay, “The Keeping of ‘The Secret Lion,’” by Andrew Decker. As you’ll see, it’s a literary analysis of the short story you read in Assignment 20. Note the highlighted sections that point out the different elements Decker uses to support his thesis, as well as the way he focuses his analysis on one aspect of the story. Also, be sure to look at the Works Cited page at the end of the essay.

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## Self-Check 22

1. Reread “The Keeping of ‘The Secret Lion’” and respond to all three items under “Analyzing the Writer’s Technique” on page 688.

**Check your answers with those on page 196.**

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**Before moving on to Lesson 7, watch the video lecture “Figurative Language: Analyzing Poetry” on your student portal and complete multiple choice quiz 500500RR. Then complete the prewriting and essay exams for Lesson 6.**

## NOTES

# Lesson 6: Prewriting: Literary Analysis

## OBJECTIVES

For this exam, the student will

- Use the writing process to draft and revise an essay
- Write an effective thesis statement
- Identify, define, and analyze literary elements
- Develop critical reading skills
- Use responsible research methods to locate appropriate secondary sources
- Use Modern Language Association citation and documentation style to reference secondary source material correctly and appropriately

## INTRODUCTION

In 2017, there aren't too many students who claim to like poetry. But when was the last time you went a day without music? The fact is, music has always been more like poetry than many people realize, and if you can understand and appreciate the language and meaning of a song, then it wouldn't be too hard to read and understand a poem. In this assignment, you'll apply the techniques of reading poetry to song lyrics to explore the richness and appeal of figurative language.

**Topic:** Analyze the use of figurative language in a song

**Purpose:** To show how the song's use of figurative language contributes to its appeal to its listeners

**Method:**

- To prepare an outline or graphic organizer that will serve as the foundation for a 1,200–1,500 word essay

- To begin the research process by preparing an annotated bibliography in Modern Language Association citation and documentation format that consists of at least five sources:
  - 1 primary source: the song lyrics
  - 4 secondary sources: song reviews, critiques, articles about the album, profiles of the singer and/or songwriter that focus on the music and lyrics (not the individual's personal life)

**Audience:** Junior and senior-level distance education students enrolled at Penn Foster College

## THE WRITING PROCESS

### Plan and Prewrite

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1. Watch the Literary Analysis lecture notes video on your student portal. This video reviews the essay requirements and the main elements of a literary analysis.
2. Review the sample literary analysis prewriting on Katy Perry's "Firework" on your student portal/in your course resources/in your study guide. **Please note that you may not use the song "Firework" for your paper.**
3. Make a list of songs you might write about. Remember that the song needs to employ figurative language, so you'll most likely need to spend some time online looking up the lyrics to ensure that you choose a song with enough figurative language to eventually write 1,200–1,500 words about.
4. Choose one song from your list to write about.
5. Develop the content for your outline or graphic organizer by first freewriting about your song:
  - a. What is the song about?
  - b. How does the song convey that subject?
    - i. Does it use an straightforward, literal language? If so, you may want to return to your list and choose another.
    - ii. Does it employ figurative language?

- iii. What types of figurative language can you identify?  
Review page 661–663 in your textbook and the Literary Analysis lecture notes video on your student portal.
  - c. What does the figurative language represent?
6. Is the song popular? Why do listeners find it appealing?

## Research

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7. Your lyrics are your primary source and count as one source on your annotated bibliography and toward the research requirement for your essay. Be sure that you have carefully noted where you found them, either online or in print.
8. You'll need a minimum of four other sources. These sources should focus on the song's popularity, appeal, and significance in its cultural context.
- a. If you've chosen a contemporary song, that would mean analyzing why audiences have made it so popular—or perhaps reviled—today.
  - b. If you've chosen an older song, you might explore why it was significant in its own time period and/or why it's still meaningful today.
  - c. You don't need to choose a song from the Billboard charts for this assignment. You may have chosen a song that's significant to a particular audience but doesn't have widespread popularity. You can still focus on what makes the song meaningful to those who listen to it.
9. Go to the library. Your Penn Foster digital library provides resources that will help you to meet the research requirements for your essay, but keep in mind that research in a library, even a digital one, isn't like searching online. To learn more, visit the Penn Foster Library site.



10. Search online, but remember that you'll need to evaluate your sources carefully; review pages 569–573 in your textbook. Some examples of appropriate sources follow.
  - a. Reviews by music critics
  - b. Profiles by journalists and other professional writers
  - c. Articles about the time period, cultural events, and social norms

## Prepare Your Annotated Bibliography

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Review page 595–597 in your textbook for specific information and a sample annotated bibliography. You should also review MLA format for citation and documentation (616–638).

- a. Annotations are three to five sentence summaries of sources that follow the citation. Make note of content that is relevant to your topic and that will support your assertions.
- b. Ensure that your citations are correct by checking them against the MLA section in your text.

## Prepare Your Outline/Graphic Organizer

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You may choose to submit either a formal outline or a graphic organizer for this assignment. Your outline or graphic organizer should be sufficiently detailed to illustrate your plan for your essay. In other words, it should be as detailed as possible. Reread page 144–146 in your textbook on graphic organizers and outlines.

1. This assignment (both prewriting and essay) requires you analyze the use of figurative language in a song, and then illustrate that song's cultural appeal and/or significance to its listeners. Please review page 305–306 in your textbook for the characteristics of an illustration essay and a sample graphic organizer.
2. Be sure to state your main points, secondary points, and supporting evidence. Include any references to secondary sources as well, and use MLA parenthetical citation to link them to your annotated bibliography.
3. Revise your work to ensure that your thesis statement, main points, evidence, and secondary sources all work together to address the purpose of the assignment.

# ASSIGNMENT CHECKLIST

For this assignment, you must submit your

- Song lyrics
- Outline or graphic organizer
- Annotated bibliography

## SUBMIT YOUR EXAM

Ensure your exam follows the proper format for submission:

- 1-inch margins on all sides
  - 12 pt. Times New Roman font
  - Double spacing
1. Use the header function in your word-processing program to enter your personal identification and exam information:  
Student Name      ID Number    Exam Number  
  
Street Address  
  
City, State, Zip  
  
Email Address
  2. Save your exam with the file name:  
IDNumber\_ExamNumber\_LastName\_FirstName
  3. Save your exam in either MS Word or Rich Text Format (.rtf). If an instructor can't open the file you submit, it will be returned ungraded.
  4. When your exam has been evaluated and returned to you, you will be able to review the instructor's comments by clicking on the View Project button next to the grade and downloading the Instructor Feedback File. If you have trouble viewing the file, please contact an instructor.

To submit your essay exam, follow these steps:

1. Go to **<http://www.pennfoster.edu>**.
2. Log in to your student portal.
3. Click on **Take Exam** next to the lesson you're working on.
4. Follow the instructions provided to complete your exam.

Be sure to keep a backup copy of any files you submit to the school!

*Tip:* Review the evaluation rubric on the following page before submitting your exam.

# LITERARY ANALYSIS PREWRITING RUBRIC

	Pass	Fail
<p><b>Thesis, Ideas, and Content</b></p> <ul style="list-style-type: none"> <li>■ The thesis makes a focused claim that can be sustained in a longer essay.</li> <li>■ The writer analyzes the literary devices that are used in the song to create its meaning or theme.</li> <li>■ The writer analyzes the influence, impact and/or importance of the song’s message.</li> </ul>		
<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>■ Ideas are logically arranged and help move paper forward.</li> <li>■ Each proposed main point is focused on one aspect of the topic and helps support the thesis statement.</li> <li>■ Secondary source information is incorporated to support the claim of impact/popularity of the song.</li> </ul>		
<p><b>Style and Voice</b></p> <ul style="list-style-type: none"> <li>■ Maintains a consistent point of view on topic</li> <li>■ Proposed evidence will engage readers’ interest in the topic.</li> </ul>		
<p><b>Bibliography</b></p> <ul style="list-style-type: none"> <li>■ Properly formatted using MLA guidelines.</li> <li>■ Provided a minimum of six potential outside sources for research that could be used in the essay.</li> <li>■ Effectively summarized the purpose of each source and analyzed its relevance to the topic in at least three sentences</li> </ul>		
<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>■ The outline/organizer has been spell-checked and proofread to check for errors in word choice and typos.</li> <li>■ The assignment is reasonably free of errors that interfere with a reader’s ability to understand the content.</li> </ul>		
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>■ The prewrite is developed as an outline or graphic organizer.</li> <li>■ It includes all required information in a properly formatted header.</li> </ul>		

## NOTES

# Lesson 6: Essay: Literary Analysis

## OBJECTIVES

For this exam, the student will

- Use the writing process to draft and revise an essay
- Write an effective thesis statement
- Develop paragraphs using topic sentences, adequate detail, supporting evidence, and transitions
- Identify, define, and analyze literary elements
- Use responsible research methods to locate appropriate secondary sources
- Use Modern Language Association citation and documentation style to reference secondary source material correctly and appropriately
- Quote, paraphrase, and summarize secondary source material correctly and appropriately
- Use the conventions of standard written American English to produce correct, well-written essays

## INTRODUCTION

For this assignment, you'll use the outline or graphic organizer you created in the prewriting assignment to create a full analysis of figurative language in a song of your choice.

**Topic:** Analyze the use of figurative language in a song

- You'll develop your essay from the outline or graphic organizer you wrote for your previous assignment. Don't switch your topic; use your instructor's feedback to refine your ideas and to write your essay.

**Purpose:** To write a 1,200–1,500 word essay that analyzes the figurative language and literary devices in a song to show how those elements contribute to the song’s appeal to its audience

**Audience:** Junior and senior-level distance education students enrolled at Penn Foster College

## THE WRITING PROCESS

### Drafting

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1. You’ve received feedback on your prewriting assignment that should help you to develop your essay. Review your outline or graphic organizer to ensure that you understand the instructor’s comments and recommendations.
2. Reread
  - a. Chapter 7, Drafting an Essay
  - b. Chapter 8, Writing Effective Paragraphs
3. As you begin to draft the ideas you included in your outline or graphic organizer, follow the guidelines for writing your
  - a. Title (pages 151–152)
  - b. Introduction (pages 147–150)
  - c. Conclusion (pages 150–151)
4. The content of each paragraph should be confined to the information introduced in the topic sentence and should develop that topic logically based on the plan you provided in your outline or graphic organizer.
5. Review Chapter 24 on incorporating research into your essay. Be sure to
  - a. Introduce borrowed content
  - b. Properly punctuate quotations
  - c. Provide in-text, or parenthetical, citations for secondary sources in MLA format
  - d. Use MLA format for your list of works cited

## Revising

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1. Review Chapter 9 on “Revising Your Content and Organization.”
2. Use the checklist on page 179 to check your essay and revise the elements to which you answered “no.”
3. Use the checklist on page 181 to check to your paragraphs to ensure that they are logically developed and organized effectively. Revise the elements to which you answered “no.”

## ASSIGNMENT CHECKLIST

For this assignment, you must submit your

- Song lyrics
- Essay
- List of works cited
- Annotated Bibliography

Please save all your work in one document; don't upload separate documents for review. Use page breaks between your song lyrics and essay. Your list of works cited should also be a separate page. Review the sample MLA-style essay on page 632–638 in your textbook.

## SUBMIT YOUR EXAM

Ensure your exam follows the proper format for submission:

- 1-inch margins on all sides
- 12 pt. Times New Roman font
- Double spacing



1. Use the header function in your word-processing program to enter your personal identification and exam information:

Student Name      ID Number    Exam Number

Street Address

City, State, Zip

Email Address

2. Save your exam with the file name:  
IDNumber\_ExamNumber\_LastName\_FirstName.
3. Save your exam in either MS Word or Rich Text Format (.rtf). If an instructor can't open the file you submit, it will be returned ungraded.
4. When your exam has been evaluated and returned to you, you will be able to review the instructor's comments by clicking on the View Project button next to the grade and downloading the Instructor Feedback File. If you have trouble viewing the file, please contact an instructor.

To submit your essay exam, follow these steps:

1. Go to **<http://www.pennfoster.edu>**.
2. Log in to your student portal.
3. Click on **Take Exam** next to the lesson you're working on.
4. Follow the instructions provided to complete your exam.

Be sure to keep a backup copy of any files you submit to the school!

*Tip:* Review the evaluation rubric on the following page before submitting your essay.

# LITERARY ANALYSIS ESSAY RUBRIC

Evaluation for exam number:	Skill Realized		Skill Developing		Skill Emerging		Not Shown
<b>Thesis: Audience, Purpose, and Topic</b> Does the thesis make a claim about the significance of the song that alludes to both the figurative language it employs and its impact on its audience?	10	9	8	7.5	7	4	0
<b>Development</b> How insightfully and convincingly does the writer analyze each example of the song's poetic devices in terms of correct identification and explanation of terms for given line(s), tying the use of each to the song's theme?	20	19	18	17	16	8	0
<b>Incorporation of Source Material</b> How logically and effectively are paraphrases, summaries, and direct quotations from varied, relevant, and reliable sources employed to support the thesis statement and illustrate the assertions made about the song itself?	10	9	8	7.5	7	4	0
<b>Organization</b> How gracefully does the writer incorporate transitional words and connective phrasing with appropriate paragraphing to guide the reader through the presentation?	15	14	13	12	11	6	0
<b>Style and Voice</b> How energetically and consistently does the writer interact with both the topic and audience while using varied, concrete, active diction? To what extent does the writer achieve a natural, pleasant rhythm, particularly through sentence fluency?	10	9	8	7.5	7	4	0
<b>MLA Citation</b> Did the writer accurately and correctly document at least three required sources using the MLA citation style both in-text and on the list of Works Cited?	10	9	8	7.5	7	3	0

(Continued)

Evaluation for exam number:	Skill Realized		Skill Developing		Skill Emerging		Not Shown
<b>Annotated Bibliography</b> Did the writer give five sources, including the two cited in the paper? Was each annotation at least three sentences long? How well did the writer summarize the source's purpose, analyze its usefulness for the paper, and reflect on a unique aspect of the source?	10	9	8	7.5	7	4	0
<b>Conventions</b> At what level does the writer demonstrate correct and effective standard written American English?	10	9	8	7.5	7	4	0
<b>Format and Length</b> Did the paper meet the required length (1200-1500 words) and formatting requirements?	5		4.5	4	3	1	0

# Lesson 7: Comparison and Contrast: Showing Similarities and Differences

## INTRODUCTION

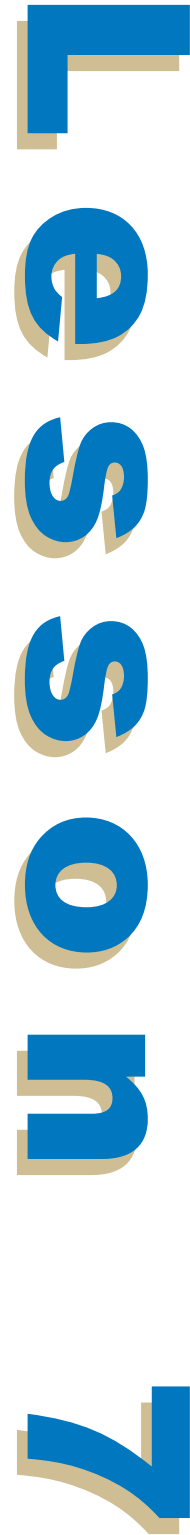
Now that you've had some hands-on experience with literary analysis, you're ready to apply what you've learned on a more advanced level. The critical reading and thinking skills you developed while analyzing figurative language and other elements in short stories, poetry, and song lyrics can be applied to longer narrative fiction as well. As you recall, when you write about literature, you need to develop an original point of view on a text. One common approach to writing about literature is comparison and contrast. Integrating other patterns of development—such as cause and effect—can help build your case. Because you'll be using evidence to support your analysis, the essay you write at the end of this lesson will require you to use secondary sources to support your ideas.

### OBJECTIVES

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

- Explain point-by-point organization for comparison and contrast
- Characterize subject-by-subject organization for comparison and contrast
- 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
- Write an essay comparing and contrasting a novel and a movie made from the novel.

*Note:* At the end of this lesson, you'll use the novel and movie you chose when you started the course to write a literary analysis that compares and contrasts the novel and the film version.



# ASSIGNMENT 23: REVIEWING COMPARISON AND CONTRAST

Read the following assignment. Then read pages 365–377 in your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

---

Stanley is evil; Livingston is good. That's sharp contrast. While both Stanley and Livingston enjoy fishing, Stanley ties his own flies and fishes in sparkling mountain streams, while Livingston uses a bamboo pole and earthworms at the local fishing hole. That's comparison and contrast. To compare is to show similarities; to contrast is to show differences. You make these judgments in your daily life without thinking about it, comparing two people's personalities or your current television with an older one. We compare the advantages and disadvantages of renting or buying and the nutritional value and cost of one food compared to another. As you study the use of contrast and comparison in a paper, think about how this pattern might be used with other patterns, such as definition.

## Reading Highlights

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### Pages 366–369

Carefully review the characteristics of comparison or contrast essays. Key points for this pattern of development are

- A clear purpose
- A specific basis of comparison
- A fair appraisal

Comparison or contrast makes a point. Why would a writer compare white pine trees to Douglas fir trees? Perhaps he's comparing and contrasting their relative virtues as Christmas trees. Why would a writer compare and contrast jogging and walking as aerobic exercise? Perhaps she wants to compare

the two with respect to the age and physical condition of people who jog or walk. If a writer is a long-distance runner, he or she might wish to praise the endorphin highs of the three-mile jog as opposed to the milder joys of walking. Details and sensory impressions provide the flavor of any effective comparison or contrast.

## Pages 370–378

College-level writing has two basic approaches to comparison and contrast. The point-by-point approach is illustrated by “Amusing Ourselves to Depth: Is *The Onion* Our Most Intelligent Newspaper?” on pages 370–372. As you read it, try to locate the points of comparison or contrast. The piece by Ian Frazier, on pages 375–377, demonstrates the subject-by-subject approach, in which the author compares the romantic days of pay phones with today’s hectic cell-phone lifestyle. The graphic organizers on pages 373–374 offer examples of point-by-point and subject-by-subject approaches. Compare and contrast the two samples to see how they’re different. After reading Ian Frazier’s essay, turn to Figure 16.3 on page 378 and study it to see how subjects are framed and presented by the author. Then turn back to page 377 and study the four tips for integrating comparison and contrast into a paper. Reviewing these key ideas several times is a good way to reinforce them so they become second nature. Are you informing or persuading your audience? Do you need to take a stand on an issue? Be sure that your thesis reflects your purpose and choose the method of development that would best present your ideas to your audience.



## Self-Check 23

1. Analyze the essay “Dearly Disconnected” (pages 375–377) for its subject-by-subject organization. State the topic of the essay, noting what’s being compared and contrasted. Summarize the subjects of paragraphs 1, 2, 4, 7, and 8, identifying a thematic idea that stands out. For instance, the “seediness and sadness” of pay phones is characterized in paragraph 5.
2. Identify two bases of comparison for this topic: advantages and disadvantages of integrating public school classrooms by gender. Write a working thesis statement for each of them, one pro and the other one con.

**Check your answers with those on page 136.**

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# ASSIGNMENT 24: READING ACTIVELY AND THINKING CRITICALLY

Read the following assignment. Then read pages 378–388 and 394–396 in your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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As a pattern of development, comparison and contrast may be used on its own or in combination with other patterns, such as narration, argument, or definition. First, you must decide the purpose of your essay, and then choose the best approach. By reading the examples and studying the guidelines for writing and the flowchart for revision, you'll be preparing to write an effective essay of your own.

## Reading Highlights

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### Pages 378–380

Review the guidelines for actively reading and thinking critically about comparison and contrast essays. Key points for analysis include

- Understanding the main point
- Identifying the basis of comparison and the main points of comparison
- Questioning the assumptions and opinions of the author
- Examining the organization and how it affects the presentation of ideas
- Determining whether important points of comparisons have been omitted



### **Pages 380–385**

Look closely at the steps involved in the “Guided Writing Assignment,” as comparison and contrast will be the dominant pattern of organization you’ll be using to write the essay at the end of Lesson 7. Then examine the flowchart for revision on pages 383–385.

### **Pages 385–388**

Even if you’ve already read this student essay, “Border Bites” by Heather Gianakos, read it again, this time applying your sharpened skills to reading more critically.

### **Pages 394–396**

In the essay by Abigail Zuger, “Defining a Doctor, with a Tear, a Shrug, and a Schedule,” you’ll consider the use of comparison and contrast combined with other patterns of development. Along with Giankos’ essay, you’ll be analyzing this essay for your self-check for this assignment.



## Self-Check 24

**Review the essay “Border Bites” by Heather Gianakos on pages 385–388, then complete items 1–3.**

1. From Gianakos’s concluding paragraph, summarize the contrast she makes between Southwestern and Mexican food.
2. What are the author’s points in paragraphs 1, 3, and 4?
3. What nutrition-oriented information in this comparison could be used for another comparison/contrast approach to this topic?

**Review the essay by Abigail Zuger on pages 394–396, then complete items 4 and 5.**

4. Zuger uses three patterns of development other than comparison and contrast. Identify them by paragraph and summarize how each is used.
5. Does the author use a point-by-point approach or a subject-by-subject approach? Is it effective? Why or why not?

**Check your answers with those on page 197.**

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# ASSIGNMENT 25: REVIEWING CAUSE AND EFFECT

Read the following assignment. Then read pages 459–488 in your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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You get into your car, put the key in the ignition, and discover to your dismay that the car won't start. As you look at the fuel indicator on the dashboard, you see that your gas tank is empty. That's a simple description of the relationship between cause and effect, a type of deduction that we make on a daily basis, sometimes without realizing it. As a pattern of essay development, *cause and effect*—sometimes referred to as *casual analysis*—examines the relationships between events or experiences in greater detail. The approach you take could examine both causes and events, or focus more specifically on one or the other aspect of the cause and effect relationship. An essay that focuses on causes usually emphasizes the reasons something occurred. In an effect essay, the emphasis is weighted more heavily on the consequences of an event, situation, or choice. As you approach writing your essay comparing and contrasting a novel and a film version, you may find yourself discussing cause and effect in terms of impact of the choices made by the people involved in the film.

## Reading Highlights

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### Pages 460–463

Carefully review the characteristics of causal analysis. The key points to bear in mind are

- The different types of cause and effects relationships
- A clear thesis statement
- Logical organization
- Detailed explanation of cause and effect relationships

In many cases, 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 even to surprise readers.

### **Pages 463–467**

Even if you’ve read it before, study Maria Konnikova’s “Why Summer Makes Us Lazy.” As you read the essay, look closely at the highlighted areas, which clearly indicate the different elements the author uses to develop her analysis. After reading the essay, study the three different graphic organizers on pages 466–467, which illustrate three different approaches to organizing cause and effect essays.

### **Pages 468–471**

Read Adam Alter’s essay, “How Labels Like *Black* and *Working Class* Shape Your Identity,” which describes the effects of arbitrarily assigning labels influence behavior. Afterwards, review the graphic organizer in Figure 19.4 on page 471.

### **Pages 470–473**

Review the suggestions for integrating cause and effect into essays based on other patterns of development, which you may find helpful while writing your compare and contrast essay at the end of Lesson 7. These suggestions highlight the importance of

- Using transitions
- Keeping the analysis simple
- Emphasizing why cause and effect is important in discussing your main point

The guidelines for reading actively and thinking critically encourage you to pay close attention to details, particularly when identifying the relationships between causes and effects. If you include any kind of casual analysis in your own writing, remember to offer enough evidence to clearly

establish causal relationships. Also, beware of common errors, such as confusing chronology with causation and mistaking 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 480–488**

Read the “Students Write” 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. (Also, study the Works Cited page at the end of the essay.) Then read Jurriaan Kamp’s “Can Diet Help Stop Depression and Violence?” which uses evidence from several studies about the positive effects of dietary changes.



## Self-Check 25

**Read or reread Adam Alter’s essay on pages 468–470 to answer questions 1–3.**

1. In addition to cause and effect, what other patterns of development does Alter use in his essay?
2. At what points in the essay does Alter use transitions to move from one point to the next?
3. Identify some examples of descriptive language Alter uses in his essay.
4. Read or reread Jonathan Adamczak’s essay on pages 480–483; then turn to page 484 and respond to all three all three items under “Analyzing the Writer’s Technique.”

**Check your answers with those on page 198.**

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**Before moving on to Lesson 8, watch the video lecture "Using Comparison and Contrast: Analyzing a Novel" on your student portal and complete multiple choice quiz 500501RR.**

***Note:* To complete the quiz, you may wish to review pages 667–671, which you studied in Lesson 6, Assignment 20.**

**After completing the quiz, proceed to the prewriting and essay exams for Lesson 7.**

## NOTES

# Lesson 7: Prewriting: Comparison and Contrast

## Objectives:

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For this exam, students will

- Use the writing process to draft and revise a comparison and contrast essay
- Write an effective thesis statement
- Identify, define, and analyze literary elements
- Develop critical reading skills
- Use responsible research methods to locate appropriate secondary sources
- Use Modern Language Association (MLA) citation and documentation style to reference secondary source material correctly and appropriately

## Introduction

---

For decades, the film industry has adapted beloved books into movies. When a book is adapted into a film, the story reaches a wider audience and provides a new perspective on the text. In this assignment, you will use comparison and contrast techniques to reveal the ways the plot, characters, and theme of a story are impacted as elements of the narrative change.

**Topic:** To compare and contrast a book and a film based on that book

**Purpose:** To show how the changes made affect the story's plot, characters, and theme in significant ways

**Method:**

- To prepare an outline or graphic organizer that will serve as the foundation for an 1,800–2,000 word comparison and contrast essay



- To begin the research process by preparing a bibliography in Modern Language Association citation and documentation format that consists of at least six sources
  - 2 primary sources: the book and the film
  - 4 secondary sources: book and film reviews, critiques, articles about the book and film, profiles of the author and/or the director and actors that focus on the content of the work.

**Audience:** Junior and senior-level distance education students enrolled at Penn Foster College

## The Writing Process

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### Plan and Prewrite

1. Watch the Comparison and Contrast lecture notes video on your student portal. This video reviews the essay requirements and comparison and contrast techniques.
2. Read the book and watch the film you've chosen to write about.
3. Develop the content for your outline/graphic organizer by freewriting about the changes you've noticed. Review pages 366–369 of your textbook and identify a few bases of comparison:
  - a. Are there scenes omitted or added? How does this affect the sequence of events?
  - b. What is the central conflict of the book? The film? How do the author and the director present the conflict? Are the stakes higher in one or the other?
  - c. Is the main character's personality different in the film? How is it different? How does it affect the way we understand his/her character?
    - i. Is the narrator of the story the same? Does any element of the story change because we can't be in the narrator's head at all times? How does this change our understanding of the characters or the story?

- d. How is theme revealed throughout the book and the film?
4. Now that you've compared and contrasted the book and the film, freewrite on what the significance of these changes are to help you develop your ideas for the thesis statement.
5. Work through the Guided Writing Assignment for Comparison and Contrast prewriting on page 381 of your textbook. This assignment will help you determine your purpose and focus for your comparison and contrast essay.

## Research

1. The book and the film are your primary sources and count as two sources in your bibliography and toward the research requirement for your essay. Be sure that you have carefully noted where you found them, either online or in a physical copy/in print.
2. You'll need a minimum of four other sources. These sources can be reviews, articles, and interviews related to the book and film.
3. Go to the library. Your Penn Foster digital library provides resources that will help you to meet the research requirements for your essay, but keep in mind that research in a library, even a digital one, isn't like searching online. To learn more, visit the Penn Foster Library site.

Use Expanded Academic ASAP, which is a subscription-only database available in Penn Foster's digital library. You can access the database by clicking on the Library Services link in your Student Portal. See the "Academic Support and Online Resources" section in the introduction to this study guide.

4. Search online, but remember that you'll need to evaluate your sources carefully; review pages 569–573 in your textbook. The following are examples of quality sources.
  - a. Reviews by book and film critics

- b. Interviews with the author and/or the director and actors
- c. Profiles by journalists and other professional writers

## Prepare Your Outline/Graphic Organizer

You may choose to submit either a formal outline or a graphic organizer for this assignment. Your outline or graphic organizer should be sufficiently detailed to illustrate your plan for your essay. In other words, it should be as detailed as possible. Reread page 144–146 in your textbook on graphic organizers and outlines.

1. This assignment (both prewriting and essay) requires you analyze the significance of the differences between the book and the film. Please review pages 372–374 in your textbook for the characteristics of a comparison and contrast essay and two sample graphic organizers.
2. Be sure to state your main points, secondary points, and supporting evidence. Include any references to secondary sources as well, and use MLA parenthetical citation to link them to your annotated bibliography.
3. Revise your work to ensure that your thesis statement, main points, evidence, and secondary sources all work together to address the purpose of the assignment.

## Assignment Checklist

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For this assignment, you must submit your

- Outline or graphic organizer
- Bibliography

## Submit Your Exam

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Ensure your exam follows the proper format for submission:

- 1-inch margins on all sides
- 12 pt. Times New Roman font
- Double spacing

1. Use the header function in your word-processing program to enter your personal identification and exam information:

Student Name            ID Number    Exam Number

Street Address

City, State, Zip

Email Address

2. Save your exam with the file name:  
IDNumber\_ExamNumber\_LastName\_FirstName.
3. Save your exam in either MS Word or Rich Text Format (.rtf). If an instructor can't open the file you submit, it will be returned ungraded.
4. When your exam has been evaluated and returned to you, you will be able to review the instructor's comments by clicking on the View Project button next to the grade and downloading the Instructor Feedback File. If you have trouble viewing the file, please contact an instructor.

## SUBMITTING YOUR PROJECT

To submit your essay exam, follow these steps:

1. Go to **<http://www.pennfoster.edu>**.
2. Log in to your student portal.
3. Click on **Take Exam** next to the lesson you're working on.
4. Follow the instructions provided to complete your exam.

Be sure to keep a backup copy of any files you submit to the school!

*Tip:* Review the evaluation rubric on the following page before submitting your exam.

# COMPARISON AND CONTRAST PREWRITING EXAM RUBRIC

	Pass	Fail
<p><b>Thesis, Ideas, and Content</b></p> <ul style="list-style-type: none"> <li>■ The thesis makes a focused claim about the types of differences between the chosen book and movie and the significance or effect of those differences.</li> <li>■ The outline/organizer provides a close reading of book and film using comparison and contrast patterns of development to identify differences between the two mediums.</li> <li>■ Each main point includes evidence to prove the differences between the book and the film exist.</li> <li>■ The main points analyze the significance of the differences between the book and film.</li> </ul>		
<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>■ Ideas are logically arranged and help move paper forward.</li> <li>■ Each proposed main point is focused on one aspect of the topic and helps support the thesis statement.</li> <li>■ Secondary source information including reviews and articles is used to support claims made about the significance of the differences to the story.</li> </ul>		
<p><b>Style and Voice</b></p> <ul style="list-style-type: none"> <li>■ Maintains a consistent point of view on topic</li> <li>■ Proposed evidence will engage readers' interest in the topic.</li> </ul>		
<p><b>Bibliography</b></p> <ul style="list-style-type: none"> <li>■ Properly formatted using MLA guidelines.</li> <li>■ Provided a minimum of six potential outside sources for research that could be used in the essay.</li> </ul>		
<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>■ The outline/organizer has been spell-checked and proofread to check for errors in word choice and typos.</li> <li>■ The paper is reasonably free of errors that interfere with a reader's ability to understand the content.</li> </ul>		
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>■ The prewrite is developed as an outline or graphic organizer.</li> <li>■ It includes all required information in a properly formatted header.</li> </ul>		

# Lesson 7: Essay: Comparison and Contrast

## Objectives:

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For this exam, students will

- Use the writing process to draft and revise a comparison-and-contrast essay
- Write an effective thesis statement
- Develop paragraphs using topic sentences, adequate detail, supporting evidence, and transitions
- Identify, define, and analyze literary elements
- Use responsible research methods to locate appropriate secondary sources
- Use Modern Language Association (MLA) citation and documentation style to reference secondary source material correctly and appropriately
- Quote, paraphrase, and summarize secondary source material correctly and appropriately
- Use the conventions of standard written American English to produce correct, well-written essays

## Introduction

---

For this essay, you will use the outline or graphic organizer created in the previous prewriting exam to create a full essay comparing and contrasting a book with the film based on that book.

**Topic:** To compare and contrast a book and a film based on that book

- You'll develop your essay from the outline or graphic organizer you wrote for your previous assignment. Don't switch your topic; use your instructor's feedback to refine your ideas and to write your essay.

**Purpose:** To write an 1,800–2,000 word essay that uses comparison and contrast techniques to show how the changes made affect the story’s plot, characters, and theme in significant ways.

**Audience:** Junior and senior-level distance education students enrolled at Penn Foster College

## The Writing Process

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### Drafting

1. You’ve received feedback on your prewriting assignment that should help you to develop your essay. Review your outline or graphic organizer to ensure that you understand the instructor’s comments and recommendations.
2. Reread
  - a. Chapter 7, Drafting an Essay
  - b. Chapter 8, Writing Effective Paragraphs
3. As you begin to draft the ideas you included in your outline or graphic organizer, follow the guidelines for writing your
  - a. Title (pages 151–152)
  - b. Introduction (pages 147–150)
  - c. Conclusion (pages 150–151)
4. The content of each paragraph should be confined to the information introduced in the topic sentence and should develop that topic logically based on the plan you provided in your outline or graphic organizer.
5. Review the Guided Writing Assignment for Comparison and Contrast drafting on page 382 of your textbook. This assignment will help you determine your organization and write your first draft of your comparison and contrast essay.
6. Review Chapter 24 on incorporating research into your essay. Be sure to
  - a. introduce borrowed content
  - b. properly punctuate quotations

- c. provide in-text, or parenthetical, citations for secondary sources in MLA format
- d. use MLA format for your list of works cited.

## Revising

1. Review Chapter 9, Revising Your Content and Organization
2. Use the checklist on page 179 to check your essay and revise the elements to which you answered “no.”
3. Use the checklist on page 181 to check to your paragraphs to ensure that they’re logically developed and organized effectively. Revise the elements to which you answered “no.”
4. Review the Guided Writing Assignment for Comparison and Contrast revision on page 383 of your textbook.

## Assignment Checklist

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For this assignment, you must submit your

- Essay
- List of works cited

Please save all your work in one document; don’t upload separate documents for review. Your list of works cited should also be a separate page. Review the sample MLA-style essay on pages 632–638 in your textbook.

## Submit Your Exam

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Ensure your exam follows the proper format for submission:

- 1-inch margins on all sides
  - 12 pt. Times New Roman font
  - Double spacing
1. Use the header function in your word-processing program to enter your personal identification and exam information:



Student Name            ID Number    Exam Number

Street Address

City, State, Zip

Email Address

2. Save your exam with the file name:  
IDNumber\_ExamNumber\_LastName\_FirstName.
3. Save your exam in either MS Word or Rich Text Format (.rtf). If an instructor can't open the file you submit, it will be returned ungraded.
4. When your exam has been evaluated and returned to you, you will be able to review the instructor's comments by clicking on the View Project button next to the grade and downloading the Instructor Feedback File. If you have trouble viewing the file, please contact an instructor.

## SUBMITTING YOUR PROJECT

To submit your essay exam, follow these steps:

1. Go to **<http://www.pennfoster.edu>**.
2. Log in to your student portal.
3. Click on **Take Exam** next to the lesson you're working on.
4. Follow the instructions provided to complete your exam.

Be sure to keep a backup copy of any files you submit to the school! If you choose to mail the project, here's the correct mailing address:

Penn Foster

Attn: Student Service Center

925 Oak Street

Scranton, PA 18515-0001

*Tip:* Review the evaluation rubric on the following page before submitting your essay.

# COMPARISON AND CONTRAST ESSAY RUBRIC

<b>Novel/Movie:</b>	<b>Skill Realized</b>		<b>Skill Developing</b>		<b>Skill Emerging</b>		<b>Not Shown</b>
<b>Thesis: Audience, Purpose, and Topic</b> How well does the thesis establish a clearly defined, analytical focus unique to the assigned topic, purpose, and audience?	10	9	8	7.5	7	4	0
<b>Development</b> How effectively does the writer present evidence that illustrates the similarities and differences between the book and the movie?  Did the writer draw conclusions about the significance of the changes were made in the adaptation of the book to the movie?	30	25	20	19	17	10	0
<b>Incorporation of Source Material</b> How logically and effectively are paraphrases, summaries, and direct quotations from varied, relevant, and reliable sources integrated with the writer's style for purpose and audience.	10	9	8	7.5	7	4	0
How well did the writer incorporate elements from the primary sources ( <b><i>the book and the movie</i></b> ) into the essay?	5		4.5	4	3	1	0
<b>Organization</b> How gracefully does the writer incorporate transitional words and connective phrasing with appropriate paragraphing to guide the reader through the presentation?	10	9	8	7.5	7	3	0
<b>Style and Voice</b> How energetically and consistently does the writer interact with both the topic and audience while using varied, concrete, active diction? To what extent does the writer achieve a natural, pleasant rhythm, particularly through sentence fluency?	10	9	8	7.5	7	3	0
<b>MLA Citation</b> Did the writer accurately and correctly at least 6 sources using MLA citation style, both in-text and on the list of Works Cited?	10	9	8	7.5	7	3	0
<b>Conventions</b> At what level does the writer demonstrate correct and effective standard written American English?	10	9	8	7.5	7	3	0
<b>Format and Length</b> Did the paper meet the required length (1,800-2,000 words) and formatting requirements?	5		4.5	4	3	1	0

## NOTES

# Lesson 8: Arguments

## INTRODUCTION

*Arguments* are part of daily life. Whether a person is passionate about his or her point of view or simply wants to make a point, the proper approach to persuasion or argument makes all the difference in whether a point of view is accepted by others. Some arguments, such as who is the all-time best quarterback or whether German cars are superior to American cars, are merely opinion. But when it comes to public-policy issues, like capital punishment or civil rights, and personal-fulfillment issues, like where to live or how to spend leisure time, differences in viewpoint can be examined through sound and reasoned arguments. As an educated citizen, you'll benefit from learning the art of persuading others to your point of view.

### OBJECTIVES

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

- List the basic parts of an argument
- Describe effective strategies for reading an argument
- Explain the analytical skills used in critically evaluating an argument
- Identify strategies for writing effective argument essays



# ASSIGNMENT 26: THE ELEMENTS OF ARGUMENT

Read the following assignment. Then read pages 501–512 in your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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You might win a personal argument by sheer force of personality or persistence, but a written argument takes planning and organization to ensure your points are made and your strategy is effective. Your written argument requires you to make a claim and then prove it by providing reliable sources that support your point of view. You'll need to employ reliable methods of persuasion to convince your readers, including evidence and reasons, but you might also appeal to their emotions, needs, and values to win them over to your way of thinking on your topic.

## Reading Highlights

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### Pages 501–506

The basic parts of an argument include

- An issue
- A claim
- Support

The following is an example of a well-constructed argument:

I think the town council should insist that the hedge at the corner of Grove Street and Second Avenue be trimmed (1). That hedge obstructs drivers' vision and constitutes a hazard (2). And that's not just my opinion; the police have recorded seven accidents at that corner over the last two months (3).

The issue is framed (1), a claim is made (2), and support is offered for the claim (3). Figure 20.1 on page 503 offers an example of a graphic organizer for an argument essay.

Make sure you understand the three types of claims and the various types of support presented. When you write an argument, your thesis statement will generally frame your claim. In some cases, your claim may be implied. (However, you must include your thesis in the argument essay you'll write for this lesson's exam.)

Without solid support, however, an argument is just an unsubstantiated opinion. Support for a claim can be based on reasons, evidence, or appeals to emotion, needs, or values. By using the proper approach for your audience and backing your claim with solid information and ideas, you can build a strong argument. You can practice recognizing the elements of an argument by seeing if you can find claims and support in advertisements as you read and watch television. Be especially alert for appeals, which are the basis of most advertising.

### **Pages 506–507**

Every argument, by its nature, has opposing points of view. By anticipating other points of view as you write your argument, you can refute them as part of your essay. You can acknowledge an opposing view by admitting the part that has some merit or showing how the opposition is weak or insufficient. The keystone of an effective argument is its conclusion. A strong finish will leave your reader with a final impression of your argument and its strength.

### **Pages 507–512**

Read Quinne Sember's "Organ Donation: A Life-Saving Gift," paying careful attention to the highlighted areas the margin annotations, which point out the author's thesis and the basic parts of the argument. Afterwards, read Brian Palmer's essay, "Tipping Is an Abomination." As you read it, try to identify the different elements of his argument. Then check your evaluation against the graphic organizer for Palmer's essay, which appears in Figure 20.2 on page 515.



## Self-Check 26

1. Create a graphic organizer for the essay "Organ Donation: A Life-Saving Gift" on pages 507–510.

**Questions 2–6: Reread Brian Palmer’s essay, “Tipping is an Abomination,” and analyze it by answering the following questions:**

2. What does Palmer mean when he says that tipping is an abomination?
  - a. Tipping is a good source of extra income for restaurant workers.
  - b. Tipping has something to do with the digestive system.
  - c. Tipping is too complex for large groups of people dining together.
  - d. Tipping is a disgraceful custom.
3. According to Palmer, what are two primary negative consequences of tipping?
  - a. Tipping perpetuates racism and doesn’t incentivize hard work.
  - b. Tipping perpetuates sexism and doesn’t incentivize promotions.
  - c. Tipping perpetuates capitalism and doesn’t incentivize revolution.
  - d. Tipping perpetuates ageism and doesn’t incentivize early retirement.
4. According to Palmer, why do restaurant owners like the custom of tipping?
  - a. Tipping is the best way to reward hard work.
  - b. Tipping allows owners to pay their employees less.
  - c. Tipping allows an equitable distribution of tips among all the restaurant employees.
  - d. Tipping creates a class system at the restaurant that owners can manipulate.
5. What is a “tip credit”?
  - a. A tax benefit that allows restaurants to pay employees less than minimum wage
  - b. A tip charged directly to the customer’s credit card
  - c. A surcharge that makes up for insufficient tips
  - d. A tax credit for people making under \$15,000 per year

*(Continued)*

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## Self-Check 26

6. What does Palmer propose as one solution to the problem of tipping?
- a. Encourage larger tips so that the dishwashers and bussers can have a share.
  - b. Abolish the tip credit on both state and federal levels.
  - c. Learn to live with the problem of tipping.
  - d. Make tipping illegal.

**Check your answers with those on page 199.**

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# ASSIGNMENT 27: STRATEGIES FOR READING ACTIVELY AND THINKING CRITICALLY

Read the following assignment. Then read pages 512–525 in your textbook. Be sure to complete the self-check to gauge your progress.

## Introduction

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Although it's easy to react emotionally when you read an argument you don't agree with, remember that in analyzing it, you're looking for a valid claim supported by acceptable reasons and evidence. Even if you disagree with the claim, you might recognize that the argument is sound. If the author has strong credentials and is published in a reliable periodical, such as a professional journal or a respected newspaper, the argument also has more credibility. Before you reject an argument, make sure you have sufficient knowledge on the subject to judge it fairly.

## Reading Highlights

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### Pages 512–514

Be prepared to read an argument at least twice and pay attention to the title, the author, and the publication. If you're not familiar with the topic or the author, do a little research to gain some insight into the topic, the publication in which the essay or article appeared, and the author's credentials. More than once a humorist like Dave Barry, who's mentioned in your text, has received letters rebuking him for his foolish notions, when in fact he was using exaggeration and sarcasm to make his point. While you're reading, test your understanding by taking notes, creating a graphic organizer, or writing a summary.

## Pages 516–518

To do a proper job of analyzing an argument, you have to identify the writer’s purpose, the audience, the claim, and the support for the claim. Support may include factual evidence, appeals, or a mixture of the two. You also must assess the writer’s credibility based on his or her credentials, as well as the essay itself. An author strengthens his or her credibility by adequately addressing opposing views—that is, by including a refutation in his or her argument.

Look for emotional appeals that are either glaringly obvious if poorly presented or effectively manipulative if done well. Much political and commercial rhetoric is characterized by deceptive claims and appeals based on emotional appeals. Study Table 20.1 on page 517 for examples of unfair emotional appeals. Also, be on the alert for logical errors, such as *rhetorical fallacies*, or errors in reasoning. Make sure you study the types of faulty reasoning in Table 20.2 on page 518, because one of these mistakes in an essay can destroy any credibility the writer may have. Unless you’re aware of these tactics, however, they may seem to make sense when presented skillfully.

## Pages 518–525

To apply your skills, you’ll read and analyze two essays. The first essay, by Peter Bregman, opposes the values of multitasking and offers six bulleted points to support his thesis. The second essay, by David Silverman on pages 522–524, defends multitasking and offers four counterarguments that oppose Bregman’s thesis. For now, simply read the essays. You’ll analyze the essays in your self-check.



## Self-Check 27

1. Turn to page 521 of your text, after the Bregman essay. Respond to all four items under “Thinking Critically about Argument.”
2. Turn to page 524 of your text, after the Silverman essay. Respond to all five items under “Analyzing the Writer’s Technique.”
3. Using Table 20.1 on page 517 as a reference, identify the unfair appeal to emotion in each of the following statements.
  - a. Folks, you all know me. I’ve stood up for your best interests ever since eighth grade, when I was student council president.
  - b. These single mothers—and I bet you’ve known a few—often work two or three jobs and can hardly feed their kids, much less spend time reading to their kids when they come home exhausted at the end of the day.
  - c. Why would Jake Cleaver give a fig about your low wages and long hours? He was born with a silver spoon in his mouth. He pays his gardeners less than minimum wage!
  - d. Oprah Winfrey is against the war, which proves my brother is right.

**Check your answers with those on page 200.**

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# ASSIGNMENT 28: WRITING ARGUMENTS

**Read the following assignment. Then read pages 526–551 in your textbook. Be sure to complete the self-check to gauge your progress.**

You've learned to identify the elements of an argument; now turn your attention to the art of writing arguments. As you've gathered by now, a properly conceived argument makes a point; the sharper the point, the better the argument. An effective argument also provides logical, coherent, evidence-based support for a specific claim. These are issues to bear in mind as you approach the process of preparing, organizing, and writing an argument essay—your final examination essay for this course.

## Reading Highlights

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### Pages 527–529

The key to preparing a good argument is making sure you have an issue that's controversial enough to engage readers. Once you have your topic and have narrowed and defined your focus, you can work on your claim. Study the material about narrowing a general idea to a specific claim on pages 528–529 in your textbook.

### Pages 529–531

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. The following is an example:

- *Evidence:* The polar ice caps 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 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.

### **Pages 531–532**

*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.

### **Pages 532–534**

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.

## **Pages 534–539**

You'll have a chance to see the characteristics of effective argument skillfully employed in the essay “Second Chances, Social Forgiveness, and the Internet” by Amitai Etzioni and Radhika Bhat. As you read this essay, study the highlights and margin notes to see how different elements of argument are used.

## **Pages 539–543**

Before you proceed further, study the sample graphic organizer in Figure 21.2 on page 540, which you may find helpful in sorting out the parts of an argument essay you plan to write. Then read William Safire's essay “Abolish the Penny” on pages 541–542. Safire is a master of the art of editorial writing, but don't be sidetracked by his wit. Look for the familiar elements of an argument. Afterwards, study the graphic organizer on page 543, which offers a visual guide to the organization of his essay.

## **Pages 544–551**

Because your final exam 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.



## Self-Check 28

1. Turn to Exercise 21.1 on page 528. Choose two of the five issues for your response.
2. Turn to Exercise 21.2 on page 529. Choose two of the five issues for your response.
3. Turn to Exercise 21.3 on page 532. For one of the three claims, discuss arguing it before three kinds of audiences, as specified in the instructions.
4. Turn to Exercise 21.4 on page 534. Reviewing the three claims given in Exercise 21.3, identify opposing viewpoints and discuss your approach to acknowledging, accommodating, or refuting them. Respond to all three claims.

**Check your answers with those on page 201.**

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## ASSIGNMENT 29: ANALYZING AND RESPONDING TO ARGUMENTS

**Read the following assignment. Then read pages 552–555 in Chapter 21 of your textbook. Be sure to complete the self-check to gauge your progress.**

### Introduction

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In this assignment, you'll begin by reading a fascinating student essay by James Sturm called "Pull the Plug on Explicit Lyrics." Your objective, made evident in the self-check, will be pursuing an extensive analysis of the piece that will help you better understand how to analyze and respond to an argument.

## Reading Highlights

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### Pages 552–555

Before you begin reading Sturm’s essay, “Pull the Plug on Explicit Lyrics,” consider the title and take a moment to ask yourself a couple of questions. Should middle-school students have access to music with explicit lyrics? What does the title reveal about the author’s viewpoint? As you read and reread the essay, study the highlights and annotations that point out the author’s thesis statement, his reasoning, his use of transitions, and his accommodation of opposing viewpoints. As you read, make notations as you think about your feelings and reactions to the essay. Finally, feel free to think about your personal experience and attitudes about present-day popular music. In what ways have vulgar or suggestive lyrics either attracted or repulsed you?

---



## Self-Check 29

The self-check exercises for this Assignment can be found on page 555.

1. Analyzing the Writer’s Technique: Respond to items 1 and 3.
2. Thinking Critically about Argument: Respond to all five items.
3. Responding to the Reading: Respond to all three items.

Check your answers with those on page 203.

---

After you’ve completed the self-check, proceed to the essay examination for Lesson 8.



## NOTES

# Lesson 8: Essay: Argument

## Objectives

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- Use the writing process to write an argumentative essay
- Write an effective thesis statement
- Develop paragraphs using topic sentences, adequate detail, supporting evidence, and transitions
- Develop critical reading skills
- Use responsible research methods to locate appropriate secondary sources
- Use Modern Language Association (MLA) citation and documentation style to reference secondary source material correctly and appropriately
- Quote, paraphrase, and summarize secondary source material correctly and appropriately
- Use the conventions of standard written American English to produce a correct, well-written essay.

## Introduction

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The widespread accessibility of modern technology has given us many new possibilities. We're now able to obtain information more quickly and easily than ever before. We can keep in touch family and friends online and make friends with people we may never meet. We're able to program destinations into navigation systems and follow spoken directions without ever consulting a map. However, many believe that this constant access to different kinds of technology makes us more distracted, less able to communicate meaningfully with each other, and generally less capable.

**Topic:** To write a 2,200–2,500 word argument essay in which you identify one facet of modern technology that's debatable or controversial because people may or may not rely on it too much

**Purpose:** To persuade your audience that this particular facet of modern technology either should or shouldn't be limited due to people's reliance on it

**Methods:** To use at least six secondary sources to support your argument including

1. A minimum of three articles from Expanded Academic ASAP
2. A minimum of three secondary sources that you have evaluated according to the guidelines in your textbook (569–573).

**Audience:** Junior and senior-level distance education students enrolled at Penn Foster College

## The Writing Process

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### Prewriting

1. Since you're working with a very broad subject, technology, you need to narrow it down to a manageable level.
  - a. Review Chapter 5, "Prewriting," in your textbook, specifically Choosing and Narrowing a topic (98–107).
  - b. Reread Chapter 21 in your textbook, "Writing Arguments," to help you choose a sufficiently narrow topic for your argument essay (526–529)
    - i. Your argument should make a claim.
    - ii. Your argument may also call for action.
2. Use one of the techniques from Chapter 5 (freewriting, brainstorming, clustering, and so on) to develop your ideas for a topic.
  - a. Remember, *technology* is too broad to write about in a short essay, so you need to focus on a specific facet of technology.
3. When you have a list of possible topics for your essay, choose one or two to explore in detail with more freewriting or brainstorming (107–117).

- a. Write as much as possible based on what you know, think, believe to be the case, or have heard about your topic.
  - b. What do you think should be done to address the issues you've raised?
4. Draft a “tentative claim” (545) that represents your point of view on the topic. Because an argument essay also acknowledges the opposing point of view (533–34), draft a claim that represents the alternative point of view and brainstorm reasons and evidence you know, think, believe to be the case, or have heard about this side of the issue.

## Research

1. Your research is integral to your argument essay; however, it plays only a supporting role. At this point, only after you have gathered content in the prewriting process, should you begin the research process, because
  - a. Your use of secondary sources should be limited.
  - b. Secondary sources provide evidence to support your claims.
  - c. You shouldn't allow secondary sources to take over your argument.
2. Use your prewriting to guide your research. Look for evidence that will help to confirm what you know, clarify your point of view, or correct your mistaken beliefs.
3. Go to the library. Your Penn Foster digital library provides resources that will help you to meet the research requirements for your essay, but keep in mind that research in a library, even a digital one, is not like searching online. To learn more, visit the Penn Foster Library site.
4. Keep careful notes on your sources and a working bibliography in order to avoid plagiarism.

## Organizing

1. Use the graphic organizer on page 540 to organize your argument before you begin drafting.
  - a. Identify each reason clearly and provide related supporting evidence so that you can see your argument in outline form.
  - b. The outline will help you to identify the parts of your argument that don't fit your thesis statement, where you need more evidence, and where you can reorganize points to make the overall essay more persuasive.

## Drafting

1. When you've completed your graphic organizer or outline, follow your plan to draft your essay.
  - a. Use topic sentences to state your reasons, develop the body of each paragraph logically using the evidence you found in your research
2. Review Chapter 24 on incorporating research into your essay. Be sure to
  - a. introduce borrowed content
  - b. properly punctuate quotations
  - c. provide in-text, or parenthetical, citations for all secondary sources in MLA format
  - d. use MLA format for your list of works cited
3. Use transitions to help guide you readers to your next point and to move smoothly throughout the argument

## Revising

1. Review the Flowchart for Revising an Argument Essay (550–551) in your textbook.
2. Use the revision strategies to revise any parts of the essay where you answered “no.”

3. Be sure that you've edited and proofread (549) your entire essay.

## Assignment Checklist

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1. Argument essay, including list of works cited

## Submit Your Exam

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Ensure your exam follows the proper format for submission:

- 1-inch margins on all sides
  - 12 pt. Times New Roman font
  - Double spacing
1. Use the header function in your word-processing program to enter your personal identification and exam information:

Student Name            ID Number    Exam Number

Street Address

City, State, Zip

Email Address

2. Save your exam with the file name:  
IDNumber\_ExamNumber\_LastName\_FirstName
3. Save your exam in either MS Word or Rich Text Format (.rtf). If an instructor can't open the file you submit, it will be returned ungraded.
4. When your exam has been evaluated and returned to you, you will be able to review the instructor's comments by clicking on the View Project button next to the grade and downloading the Instructor Feedback File. If you have trouble viewing the file, please contact an instructor.

# SUBMITTING YOUR PROJECT

To submit your essay exam, follow these steps:

1. Go to **<http://www.pennfoster.edu>**.
2. Log in to your student portal.
3. Click on **Take Exam** next to the lesson you're working on.
4. Follow the instructions provided to complete your exam.

Be sure to keep a backup copy of any files you submit to the school! If you choose to mail the project, the following is the correct mailing address:

Penn Foster  
Attn: Student Service Center  
925 Oak Street  
Scranton, PA 18515-0001

*Tip:* Review the evaluation rubric on the following page before submitting your essay.

# ARGUMENT ESSAY RUBRIC

	Skill Realized		Skill Developing		Skill Emerging		Not Shown
<b>Thesis: Audience, Purpose, and Topic</b> How well does the thesis establish a clearly defined position on the assigned topic? Does the thesis appeal to the purpose, and appeal to the audience?	10	9	8	7.5	7	4	0
<b>Development</b> How insightfully and convincingly does the writer apply the appropriate development methods to explore the thesis through assertions, evidence, and analytic explanation?	25	23	21	19	17	10	0
<b>Incorporation of Source Material</b> How logically and effectively are paraphrases, summaries, and direct quotations from varied, relevant, and reliable sources integrated with the writer's style for purpose and audience?	10	9	8	7.5	7	4	0
<b>Organization</b> How gracefully does the writer incorporate transitional words and connective phrasing with appropriate paragraphing to guide the reader through the presentation?	15	14	13	12	11	6	0
<b>Style and Voice</b> How energetically and consistently does the writer interact with both the topic and audience while using varied, concrete, active diction? To what extent does the writer achieve a natural, pleasant rhythm, particularly through sentence fluency?	15	14	13	12	11	6	0
<b>MLA Citation</b> Did the writer accurately and correctly document the required number of sources following MLA citation style both in-text and Works Cited?	10	9	8	7.5	7	3	0
<b>Conventions</b> At what level does the writer demonstrate correct and effective standard written American English while also meeting the required length and submission format for the assignment?	10	9	8	7.5	7	3	0
<b>Format and Length</b> Did the paper meet the required length (2,000-2,500 words) and formatting requirements?	5		4.5	4	3	1	0



## NOTES

## Self-Check 1

1. a. A reasonable inference is that the author thinks the American government is inefficient, intrusive, and useless.
  - b. Some phrases that show the author's attitude are: "losing some of its integrity," "has not the vitality or force," "a sort of wooden gun," "how successfully men can be imposed on," repetition of "It does not," "obstacles which legislators are continually putting in their way."
  - c. Details might include: a single man can bend it to his will; it hasn't accomplished freedom, settlement of the West, or education; it stands in the way of trade and commerce.
2. Exercise 4.6
    1. Simile; tone could be bemused or horrified, depending on the context; "ungainly struggle" and "huge awkward chicken, torn, squawking" create the impression that the person isn't quite human.
    2. Simile; tone is descriptive, cautionary; the phrase "like antelope fleeing before fire on the slope" links with "red rages" to create a sense of foreboding.
    3. Metaphor; tone is lofty, formal; "summer's day," "temperate" convey the impression of sensuous beauty.
  3. Exercise 4.7
    1. a. "Illegal alien" sounds more negative; "undocumented immigrant" sounds more neutral. "Illegal" emphasizes breaking the law and alien sounds a bit scary, while "undocumented" sounds neutral and "immigrant" even a little positive. "Undocumented immigrant" is euphemistic in that the person has documents but for another country: the person hasn't been granted entry to the country he or she is in.
  4. Exercise 4.9

Possible answers: Outraged: "every citizen in this city should protest the destruction of an entire block of historic buildings to build upscale condominiums." Joyful:

ANSWERS

“At last, this city can celebrate the replacement of broken-down eyesores with respectable, useful, beautiful housing.” Nostalgic: “soon every building on one of the oldest blocks in the city will be relegated to memory in the name of progress.”

5. Exercise 4.11

Schwartz assumes that readers have the literary knowledge to understand his allusions to Dickens but also that readers aren't sticklers for formal language (“screw him”). He assumes that his readers are politically correct or at least sensitive to that concept, but he also assumes that they aren't in “minority groups, the disabled, and the disadvantaged” because he writes about “the feelings of” those groups. He assumes that his readers have enough money to own cars, computers, and cell phones. Finally he assumes his readers will agree with him because he refers to them repeatedly as “we.”

6. a

7. b

## Self-Check 2

- 2 a. Although it's a direct, active opinion statement referring to the topic of adult illiteracy in America, there are a couple of problems with this as a thesis. First, calling adult illiteracy the “greatest threat” to America today is a very large claim. What about all the other serious problems confronting us? There's no need to make such a large claim, which may only distract your reader with thoughts of other problems. Second, the focus of your draft isn't the threat that illiteracy poses—you've got only about one page out of 14 about how widespread the problem is (maybe for your introduction) and nothing about its consequences (economic, social, political, and so on). Clearly, that's not what your paper is about. (If it's what you want your paper to be about—or what your reader expects your paper to be about—you've got some major revising to do.) Instead, what your draft does discuss at length are causes and

possible solutions, but your thesis doesn't let your reader know that.

- b. This sentence identifies the topic of the paper as adult illiteracy and indicates that there are many causes, which the reader will naturally expect you to explain (and you do, for about half of your draft). Then comes the “but,” a logical link to the opposite of “causes,” which would be “solutions” or something of the sort. Instead, the sentence continues “but it can be eliminated.” This wording seems to do the same job as “solutions”—in fact, asserting that adult illiteracy can actually be eliminated is a strong positive statement indeed. What's more, just as your draft addresses the causes of illiteracy, it goes on to discuss its elimination by evaluating solutions and proposing one you feel would be effective. Since this sentence prepares your reader for exactly the paper you're delivering, it works as a thesis sentence for your paper.
- c. The topic is certainly clear here: adult illiteracy in America. Also, this sentence goes on to focus on how this problem may “be effectively addressed,” which is one good way to prepare the reader for your evaluation of possible solutions and proposal of one you feel would be effective. However, you devote almost equal space to analyzing the causes of the problem and need to let your reader know that.

There's another problem with using this sentence as your thesis statement. It's not a statement, but a question, and that's not what your reader ordinarily expects of a thesis. A question can be a very good way to “get the ball rolling” in an introduction, inviting your reader to get involved and think about the topic before you state your opinion in the thesis statement. On the other hand, questions merely hint at an opinion and might be misinterpreted.

d. This sentence does speak about the topic of adult illiteracy in America. There are problems, however, with what it says about the topic and how it says it. “Subsuming a myriad of causal factors” is trying to impress the reader with its long, unusual, and technical-sounding words. This style makes the reader work hard to understand what the writer is saying (and usually indicates the writer has nothing to say or is afraid to express an opinion directly and clearly).

“Causal factors” uses two words to say “causes.” And there are a “myriad” of them; “myriad” is a fine old-fashioned word that literally means “ten thousand,” but is typically used to mean “a very large number”—an exaggerated way of saying “many.” Evidently these many causes are “subsuming.” “Subsume” is a rather technical term meaning that one large category includes smaller ones. For example, “popcorn” and “potato chips” are both subsumed under the category of “snack foods.” The first part of the sentence therefore means that adult illiteracy includes many causes. But does it “include” many causes, or does it result from many causes? Saying that adult illiteracy “subsumes” many causes is quite fuzzy. The writer probably would never have written “Adult illiteracy includes many causes,” because in such familiar language the idea doesn’t really make sense, but the “fancy” language disguised that, at least from the writer.

Now we know that the first part of the sentence talks (not very clearly) about the causes of adult illiteracy—the six pages of your draft. The rest of the sentence, however, goes on to say that adult illiteracy “manifests itself throughout contemporary American society.” Your draft has only a page on how widespread adult illiteracy is (not even that it manifests itself throughout our society); what’s more, the second major part of your draft, evaluating solutions to the problem and proposing the best one, isn’t mentioned at all in this sentence.

If you used this sentence as your thesis statement, your reader would expect a paper explaining the causes of adult illiteracy and describing how adult illiteracy can be found throughout American society. The paper you did write, about causes and solutions, would be unexpected and unappreciated.

2. The first statement (a) is the best thesis, since it's the most focused and specific. It focuses the argument on the hospital as an oligopoly (a certain type of economic structure) and also implies that the writer will explain how changed policy has influenced hospital economics. The other two are too broad and difficult to research. The second (b) would require identifying particular Asian nations. In the third one (c), who are the citizens mentioned? All U.S. citizens? If so, is there valid evidence that represents all citizens' concerns?
3.
  - a. Not effective—there are too many points covered and the phrasing is awkward. How can the economy police anything? The focus should be on one point.  
Suggested revision: The American economy can be healthy only when jobs provide fair wages in correlation with the cost of living.
  - b. Not effective—the statement makes an announcement.  
Suggested revision: Sex education in public schools can reduce the rate of teenage pregnancies.
  - c. Effective—no revision needed.
  - d. Not effective—the statement is general and lacks detail.  
Suggested revision: My years hiking the Appalachian Trail taught me to respect the natural world.

#### 4. Analyzing the Writer's Technique

1. Sample thesis: "It's easy to mock, but Internet addiction is long-standing and threatens our culture in many ways." This thesis is an assertion; it's specific; it focuses on one central point; it avoids making an announcement; it's supportable.
2. Beato writes for a general, middle-aged audience with the purpose of illustrating the destructiveness of Internet addiction and thus uses news-like examples
3. Answers will vary.

#### 5. Thinking Critically about the Reading

1. Many of Beato's sources are trustworthy and reliable—credible newspapers, a Harvard-affiliated hospital, university research, as well as the APA's diagnostic manual; however, he also cites a Google search without naming his sources.
2. Realistic, gently mocking.
3. Example: "On a pound-for-pound basis...." (page 134). He supports this idea with only a hypothetical scenario (Steve Jobs) and generalizations about the culture ("who... Already doesn't check his email more often than necessary?")

### **Self-Check 3**

1. The sentence poses an intriguing question that might engage readers and encourage them to read further.
2. The Spanish conquest of Mexico succeeded in part because the Aztec people were convinced that Hernando Cortez was an incarnate god.
3. The conclusion reiterates the thesis, but in a widened context. It suggests the relevance of the thesis, since the conquest of Mexico foretold similar tragedies that continue to occur.
4. b. Title "a" is vague and doesn't capture the thesis. Also, many readers may not know what a "Grandee" is. Title "c" uses alliteration, which may be catchy and might

engage a reader's interest, but it's also vague and doesn't represent the content of the essay.

#### 5. Analyzing the Writer's Technique

1. Staples's opening paragraph is surprising, especially if readers are aware that he's a respected journalist. The anecdote effectively draws readers into the essay.
2. "It was in the echo... to alter public space in ugly ways" (paragraph 2). Staples supports his thesis with a series of personal experiences, not in chronological order. He includes details about each incident, such as location and ways people avoided him.
3. Effective supporting details include the description of his "first victim" and the description of himself through her eyes.
4. Answers will vary, but you may find Staples's conclusion powerful because of the shift from amusing to serious with the final sentence, an analogy that reinforces the fear with which he lives.
5. Staples's method of organization is least-to-most; he opens with relatively benign examples, building up to incidents that were dangerous for him (paragraphs 8 and 9). He could have used a chronological organization.

### **Self-Check 4**

1. Among nocturnal hunters, bats are unique in their ability to sense objects and judge distances through built-in sonar.
2. Waiting for the crosstown bus at the corner of Elm and Main, my brother John stood holding his furled umbrella.
3. Seeing the taxi pull up outside, Miranda's heart raced and tears streamed down her face as she ran to the door to embrace her husband.
4. The view from Walker Point embraces sky and rolling hills that fade like dreams as they recede into the hazy distance.



5. First, Second, and Third
6. The terms provide a logical connection for concepts in a series.
7. Both classical and operant conditioning focus on studying behavior, as opposed to subjective consciousness, changing behavior, and anticipating future behaviors.
8. When people master the basic concepts of classical conditioning and operant conditioning, they'll understand how both schools of behaviorism view human behavior and conduct research.

## **Self-Check 5**

1. Some of the changes that Atkinson made include:
  - Paragraph 1: she combined the last two sentences of the draft to make a stronger thesis statement.
  - Paragraph 2: she opted to keep the examples of wheat pasting and yarn bombing, but mentioned these in her topic sentence so the examples made sense.
  - Paragraph 3: she replaced the word “propaganda” with political activism and added a source citation.
  - Paragraph 4: she changed the topic sentence so that the paragraph is now about the appeals of street art; the paragraph is expanded.
  - Paragraph 5: she moved the information about appeals to paragraph 4 so that this paragraph stays focused on secrecy.
  - Paragraph 6: she clarified her final sentence.

2. Answers will vary depending on the paragraphs chosen. Examples using the paragraph 2 include:

*Topic sentence:* For a quarter of an hour, the investigators from the lab of Larry Rosen, a psychology professor at California State University-Dominguez Hills, marked down once a minute what the students were doing as they studied.

*Organization:* The paragraph is organized spatially.

*Transition:* For a quarter of an hour

*Action verbs:* marked, counted, noted

*Descriptive language:* Sitting unobtrusively at the back of the room

## Self-Check 6

### 1. Sample questions:

*Biology:* What is the biological process of species extinction? How often do species go extinct? What is the theory of natural selection?

*Geology:* How has Earth's natural environment changed over billions of years? What events or changes in the environment may have brought about massive extinction of species?

*History:* What human historical trends have affected species habitats?

*Economy:* What economic trends or forces may have encouraged the destruction of animal species?

### 2. Sample working thesis: Although many factors have contributed to the extinction of species over the millions of years of Earth's history, in our era human activities are a major contributor to species extinction.

*Possible research questions:*

What are the most common natural causes of species extinction?

- What impacts have humans had on natural habitats?
- Which are most harmful?
- In what ways might these impacts have led to species extinction?
- How deliberate or accidental were these impacts and can they be reversed?
- How are humans impacted by species extinction?
- What measures may be taken to protect endangered animal species?

## Self-Check 7

1. Primary sources are original works. They include poems, novels, academic works, letters, diaries, films, and so forth. Secondary sources draw on, summarize, criticize, and/or interpret primary sources. For example, letters exchanged by James and Dolley Madison might be used as primary sources for a paper on James Madison. A secondary source for the same paper could be a biography of Madison.

Secondary sources may save time, since the interpretations and summaries of original sources can give you an overview of a topic or of primary sources that may be difficult to comprehend. But the limitation of secondary sources is that they're interpretations from a particular point of view. When time permits and they're available, it's best to consult primary sources and come to your own conclusion.

2. A source is relevant if it can answer a research question while supporting the thesis. However, a relevant source may or may not be reliable. A source is reliable (or is more likely to be reliable) if it has a good reputation. Major daily newspapers, such as the *Washington Post*, or periodicals like *Newsweek*, may fall into this category. Scholarly works may be considered reliable if they're from a peer-reviewed journal. An author with expertise in his or her field may be considered reliable. However, regardless of the source, you must be cautious if an author's statements seem biased, incomplete, or inadequately supported by fact-based information.
3. Does the site offer a bibliography or list of works as sources for the Internet article? Can the accuracy of the information be verified elsewhere? Am I accessing the complete document? (If not, establish that you can access the full text of the original.)
4. a
5. c
6. a. F  
b. EO

- c. O
  - d. O
  - e. F
7. a. G—The statement doesn't define "most people." You could evaluate credible poll data on political attitudes to determine the validity of this assertion.
- b. F—This is likely to be a fact, depending on its source. Standard references in astronomy could be consulted to verify the statement.
- c. G—The term "many nations" is vague, as is "people." National and international news sources would be needed to verify the truth and/or significance of this statement.
- d. F—This could be easily verified through the National Oceanic and Atmospheric Agency or local meteorologists.

8. Possible response: There are four identifiable assumptions in the first sentence: First, loving one's fellow man isn't the same thing as offering him homage simply due to his sex. Second, it isn't clear that male dominance is inherent; it may be imposed and unjust. Third, homage is due another person (male or female) only to the extent that he or she is capable of reason. Implicit in the third assumption is the fourth assumption: the faculty of reason is a virtue deserving of recognition and credit.

In the second sentence it's assumed that a person is accountable for any virtues gained through the exercise of reason. We're responsible for our choices, reasoned or unreasoned. Further, it's assumed that man's capacity for reason is the foundation of our relationship to God.

## **Self-Check 8**

1. a. Virginia, Dominican Republic, Switzerland  
b. Newman 3rd floor; BF173.F682 1961; James Strachey; New York: W. W. Norton, c1961  
c. Psychoanalysis, Social Psychology, Civilization

## **Self-Check 9**

1. False
2. True
3. False
4. True
5. False
6. False
7. False
8. Her father, Orazio Gentileschi
9. Susanna and the Elders
10. She was raped by her art teacher.
11. Judith Slaying Holofernes
12. Caravaggio
13. You checked the domain name for clues to its origin, including its extension (.edu, .org, etc.); you read carefully and critically to be sure the information was presented professionally and could be verified with other sources; you saw no indications that the information was merely opinion or unchecked facts; at least one of your sources was affiliated with a university, museum, or other reliable, academic resource.

## **Self-Check 10**

1. Wollstonecraft asserts that while she loves her fellow man, “his scepter, real or usurped” has no sway over her (12).

2. The author argues that people’s capacity to guide their lives through reason is among “obvious truths” (12).
3. It’s in that context that she deplores the narrow restrictions of women’s prescribed social roles, proclaiming that women are “decked out with artificial graces” designed to attract, manipulate, and “exercise a short-lived tyranny” over the men in her life (12).
4. Declaring that “Liberty is the mother of virtue,” Wollstonecraft argues that if “women [are], by their . . . constitution, slaves,” then they’re precluded from ever inhaling “the sharp invigorating air of freedom” (12).
5. Possible research questions:
  - What important events surrounded the period during which Winston Churchill was prime minister of Great Britain?
  - What was the content and context of the speech Churchill gave at Fulton, Missouri?
  - Why did Churchill’s “iron curtain” metaphor attract so much attention?
  - How did the American public describe or view the uncertainties of 1946?
  - What was the intent and nature of the Marshall Plan?

## ***Self-Check 11***

1. The following is a sample of the first seven paragraphs of an informal graphic organizer  

Thesis: Voluntarily choosing simplicity creates a happier, more manageable life.

Paragraph 1: Definitions

  - Streamlining your life (Remy)
  - Going back to basics (Walker)

Paragraph 2: Background

  - Merck survey results

Paragraph 3: Benefits of simplicity

— Adds value (Remy)

Paragraph 4: Benefits of simplicity

— Brings peace of mind (Parachin)

Paragraph 5: Benefits of simplicity

— Creates a sense of community (Parachin)

Paragraph 6: Benefits of simple activities

— Are soothing (Walker)

Paragraph 7: Benefits of simple activities

— Add balance (Remy)

2. a. *Paraphrase:* The Chihuahua can make a loyal and charming pet, but it has several qualities that make it a difficult dog to own. Even though the Chihuahua is a small dog, it can be willful and can cause damage because it likes to dig and chew. Chihuahua owners may find their puppies cute, but those who can't handle the behavior of the grown dogs often abandon them at animal shelters.
- b. *Summary:* Because of its appearance, the Chihuahua's difficulty as a pet is often underestimated.
- c. *Personal Comment:* Your answer should include some opinion about this type of dog and whether you learned something you didn't know before, as well as questions like, How many Chihuahuas are left at animal shelters? Are they adopted quickly? Are adopted dogs likely to stay with their new owners?
3. a. *Paraphrase:* The British Empire brought its popular sports to much of the world. In the United States just before the Civil War, cricket was enjoyed more than any other team sport until, known by a number of names, baseball gained popularity. Alexander Cartwright formed the first baseball club in 1845. The club charged dues, developed rules, and inflicted penalties. By the time the Civil War ended, baseball replaced cricket as the most popular team sport.

- b. *Summary:* By the end of the Civil War, the American sport of baseball had replaced the British sport of cricket as America's most popular team sport.
- c. *Personal Comment:* Your answer should include a comment about what surprised you in this information and a question you have about it.

## Self-Check 12

1. a
2. c
3. d
4. False
5. True
6. c
7. b

## Self-Check 13

1. The board members believed that the company should take action on current issues.
2. The city of San Francisco offers hiking, swimming, sailing, and fishing.
3. The members of the board reached a decision.
4. The employees are organized and knowledgeable.
5. Most employees feel more confident about their new jobs after completing their training.
6. Over the last 75 years, psychologists and educators interested in educational improvement have sought to use what is known about the process of learning to design better educational programs.
7. Removing the lid exposed the reactor core, allowing radioactive isotopes to escape.
8. The following hourly wage scales provide our estimated costs for the requested engineering services.



9. Janice identified the source of the faulty electrical connection.
10. Tom was uncertain about the wisdom of taking another part-time job so close to the final examinations.
11. The mayor and financiers doubted the legality and honesty of ACE Company's dealings.
12. As expected, the shortage of campaign money proved to be the primary obstacle to Jane Doe's bid for the state senate seat.

### **Self-Check 14**

1. d
2. b
3. a
4. d
5. True
6. c

### **Self-Check 15**

1. Analyzing the Writer's Technique
  1. Sawchuck portrays the dominant impression that the kitchen radiates chaos, danger, and pressure—all difficult working conditions. The dominant impression that the staff works “maniacally” is stated out right in paragraph 2; elsewhere, it's strongly implied.
  2. Strong examples of sensory language include active verbs such as “turned sideways, nearly falling” and “I...bellow...and spin” (1); comparisons such as “prison cell” (3); visual imagery such as, “my bandanna frequently restrains ice cubes” (4); and longer passages, such as the description of the slippery, grimy floors (6).
  3. Not hearing orders is compared to playing tennis with the disappearing ball (5); moving is like skating (6); restaurant work is “like speaking a foreign language” (8); getting behind is “being in the weeds” (9). Each

comparison is strong, but Sawchuck develops the “weeds” comparison.

4. Other patterns of development include process, definition, and illustration. These patterns help convey a full and vivid picture of kitchen work.

## 2. Thinking Critically about Description

1. The restaurant name and workers’ names are all omitted, but Sawchuk gives enough detail for readers to feel they are there.

2. Sawchuck’s tone is sarcastic and darkly humorous; note the hyperbolic, tongue-in-cheek comparisons.

3. “Gushing sweat” is colloquial language, so its impact is more direct than formal language would be. Sawchuck is consistent in using slang—“suck it up” (paragraph 9) and “futzes” (8); more formal word choices would squelch the casual and humorous tone.

4. Answers will vary.

## Self-Check 16

### 1. Analyzing the Writer’s Technique

1. Ruggia’s three main examples of the “drastic lengths” women in America go to in order to achieve physical perfection include the drive to be thin, the popularity of plastic surgery, and the fad of body art. Examples of celebrities balance his discussion of the impact of body art trends on Matt. Some may find that his last example of “Americans’ obsession with physical appearance” is more an example of self-expression than a negative or dangerous behavior.

2. Ruggia combines two factual and scholarly sources with one cultural source (Pew Research Center’s “A Portrait of ‘Generation Next’”) and one popular source (the *Toronto Star* article). This blend ensures reliable information and adds cultural relevance.

3. He could have used evidence from the local news or personal examples.

## 2. Thinking Critically about Illustration

1. Ruggia explains his statistics for emotional effect: “millions of women struggling with food disorders” (paragraph 2) and “5.2 million reconstructive plastic surgeries” (paragraph 3). He uses examples for a fact: “enormous fake breasts” (paragraph 3) and “even single quote alternative single quote piercings are now accepted: Amy Winehouse” (paragraph 4). Ruggia conveys the superficiality and prevalence of eating disorders and body art.
2. The phrase connotes the artificiality of the blonde bombshell stereotype.
3. Ruggia could have interviewed celebrities or body art aficionados to give their perspective, or he might have quoted popular magazines to show how these magazines portray body art trends.
4. It’s supported by the claims that a fear of aging and a desire to be attractive drive body modifications. Since we all get older and generally less attractive, misery is inevitable. But evidence supporting the claim that fear of aging drives body modification could be stronger.

## **Self-Check 17**

1. Possible thesis: Unlike minerals, which are natural chemical compounds, rocks are categorized by the ways in which they’re formed.
2. Classification: Minerals  
Divisions: Only two given—quartz and feldspars  
Classification: Rocks  
Divisions: Igneous, sedimentary, metamorphic

## Self-Check 18

1.
  - a. Your definitions will vary, but the definition that applies to rocks should refer to a change in its constitution caused by pressure, heat, and water, making it more compact and more highly crystalline.
  - b. Answers will vary, though should include that meta- in this situation means “change” and that the root word *morphē* means “form.” This word combination is also seen in the Greek *metamorphoun*, to transform. Rocks are classified by the way they form (*morphē*). In the process of metamorphosis, the igneous or sedimentary forms actually change form; they transform into a different kind of rock.
  - c. Minerals, element class, igneous rocks, magma, sedimentary rocks, and metamorphic rocks
  - d. The passage classifies minerals by their chemical properties and rocks by how they were formed; each paragraph includes scientific names and terms that needed to be defined for the reader.
2. Analyzing the Writer’s Technique
  1. It’s art taken “out of its traditional context”; it’s art that uses “public space to create controversy and intrigue”; it makes our free and accessible to a broad audience” (paragraph 1).
  2. Title: introduces a new term; introduction: offers several examples that prove the topic’s relevance; conclusion: summarizes why guerrilla street art can be considered art
  3. Judgment: “crude or offensive descriptions” (paragraph 4); technical: “wheat pasting” (paragraph 2); abstract: “iconic image” (paragraph 3); controversial: “guerrilla street art” (paragraph 1)
3. Thinking Critically about Definition
  1. Atkinson appreciates gearless street art. The essay is therefore more favorable than it would be if he saw it as an illegal act only or as an actor produces artless work.

2. Atkinson might have included an article from an art magazine or website. The sources she uses emphasize that the subject is popular and political rather than illegal, academic, or concerning the established art world.
3. “Vibrancy” connotes positive energy; “blossoming” connotes positive growth. Both support the affirmative tone.
4. The term is a euphemism if it means something rawer than the words it suggests. “Guerilla” can connote either activity that’s illegal and difficult to stop or activity that can be romanticized. If the latter, it’s euphemistic. More direct language: unapproved street art.
5. Similarities: posted in the same locations; unsolicited by the venues; without official permission; may be eye-catching and beautiful, promote a cause, be self-serving, irritate neighbors, be costly to remove. Differences: primary purpose is pragmatic and commercial rather than non-pragmatic and aesthetic.

## **Self-Check 19**

1. A simile describes one thing as like another, with the word *like* or *as* linking the two: for example, “the fine lace was like a morning mist encircling her face.” By contrast, a metaphor lets some object, place, or thing stand for another object, place, or thing, as in the line “All the world’s a stage” from Shakespeare’s play *As You Like It*.
2. A dilapidated and abandoned house could stand for futility or the impermanence of life and possessions. It could stand for happier days now long gone or it could represent menace if terrible things are thought to have occurred there. If the house is associated with a person or family, it could represent the character of a person who once lived there, an empty heart, or a sense of abandonment.
3. Answers will vary.

## Self-Check 20

1. The story takes place in the late nineteenth century, during the time the author lived and wrote. From its title we can infer that the action took place in a single hour.
2. The main character is Mrs. Louise Mallard. She's young and fair with "white slender hands"; also, she has heart disease. Her weak heart gives out, not at the shock of her husband's death, but at the shock of seeing him alive.
3. Louise realizes that with her husband dead, she'll be free, able to live for herself alone, a thought that fills her with joy. She changes from a somewhat passive, conventional wife to a woman who suddenly has dreams of her own.
4. The theme is of a woman's self-discovery and her feelings when she experiences sudden independence—radical ideas in 1894.

## Self-Check 21

1. The metaphor compares "Hope" to "the thing with feathers" that stands for the human soul.
2. The shore exposed by receding surf could represent the world as it is, laid bare of pretense or illusion.
3. Personification is giving some kind of human characteristic to objects, ideas, or qualities. In "Dover Beach," the contrast of hopeful (as opposed to menacing) perceptions of the ocean is comparing the cycle of the tides with the rise and fall of human experiences.
4. "It" refers to the "little bird" that's Dickinson's metaphor for hope. The lines may mean that hope asks nothing of her when she suffers some extremity or that hope isn't indifferent to our suffering. It asks nothing of us because it feeds itself and, thereby, asks not a "crumb" of us.

## Self-Check 22

1. Analyzing the Writer's Technique
  1. Examples of narrator's shift in perception: fascination with taboos of sex and profanity (paragraphs 3–4); water from the sewage plant disrupts the boys' swimming (paragraph 7); realization that "heaven" is really a golf course (paragraph 8). All three are effective examples and together are sufficient.
  2. The introduction announces the specific claim (that shifts in perception facilitated the narrator's initiation into adolescence by teaching him the value of secrets); could be more developed. Second paragraph provides background for the essay, quoting the "secret line" passage and associating it with adolescence. First two paragraphs could possibly be combined, with the thesis moved to the end of that section. Conclusion: analyzes the boys' desire to protect themselves emotionally; relates well to reflect the introduction.
  3. Paragraphs 2, 4, 7, and 8 are well developed. Paragraph 1 could use more background information before the thesis is introduced. Paragraphs 3 and 5 need specific details from the work support such general statements as "these changes are confusing yet enticing" (paragraph 3) and "In the eyes...as is the ball" (paragraph 5).

## Self-Check 23

1. The topic is telephones, comparing and contrasting pay phones and cell phones. In paragraphs 1 and 2, the subject could be summarized as "love and luck." It describes how the author and his wife-to-be managed to communicate using a pay phone. The theme of paragraph 4 is the author's relationship to pay phones throughout his life. The narrative shifts to cell phones in paragraph 7. He describes how cell phones are replacing pay phones as a new toy taking the place of an old, beat-up one. In paragraph 8, he comments on the manner in which people use cell phones and the cell phone's relationship to the modern world.

2. Bases of comparison could be as follows:
  - Advantage: development of social skills; disadvantage: academic performance of girls.
  - Thesis 1: Integrating public school classrooms by gender develops important social skills for both boys and girls, since the sexes must interact on a daily basis.
  - Thesis 2: Integrating public school classrooms by gender may be a disadvantage to girls since studies show that boys are more assertive and are called on by teachers more often.

## **Self-Check 24**

1. Southwestern cuisine is heavy on fried or grilled beef, while Mexican food is based on richly seasoned corn and tomato recipes.
2. Paragraph 1: Southwestern and Mexican cuisine overlap, but the differences are due to divergent cultural traditions.  
  
Paragraph 3: Corn meal was and is basic to Mexican cuisine, while Anglos made tortillas with wheat flour.  
  
Paragraph 4: Meat is included in both Southwestern and Mexican cuisine, but the meats are prepared differently and served in different ways in the two traditions.
3. Given today's concern with obesity and excess fat in our diets, you could compare and contrast the cooking methods (fried, grilled, or slow-cooked), the amount of meat and fat in each style of cooking, and the use of vegetables and seasonings in each type of cooking.
4. Zuger uses narrative of personal experience in paragraph 1, in which she describes a meeting with two interns. In paragraph 6 she describes feeling like she was in a "medieval morality play," and in paragraph 12 she describes her inability to alter the perspectives of her interns. She uses description in paragraph 2, describing the attire of her two interns, the man and the woman. In paragraph 5 she describes the divergent attitudes of her two interns. The third type is argument, used in paragraphs 8–12: The author argues for a new, more humane



and collaborative approach to medicine based on shortening interns' work hours.

5. The author uses a point-by-point approach, which is effective because it allows her to make a series of observations and analyses of two interns and their two conflicting approaches to medicine. For example, she lines up a series of points to compare and contrast the two interns and another series of points that forcefully argue her reasons for shortening intern work hours. If she had used a subject-by-subject approach, it would have been more difficult to clearly compare and contrast the two individuals and move on to her argument about the hours interns are required to work.

## **Self-Check 25**

1. Comparison and contrast (paragraphs 3 and 6); illustration is used throughout as a tool for introducing elements demonstrating cause and effect relationships, particularly in paragraphs 3, 4, 6, and 7. He also uses third-person narrative patterns in paragraphs 3–5 and paragraphs 8 and 11.
2. “In contrast...” (paragraph 3); “Four years before...” (paragraph 6); “The next phase...” (paragraph 7); “When the new school year arrived...” (paragraph 8).
3. “Laden with the baggage” (paragraph 3); “forced to drink from paper cups” (paragraph 4); “meek shadows of their potential selves” (paragraph 5); “swamped” (paragraph 10).
4. Analyzing the Writer’s Technique
  1. Adamczak’s purpose is to report and analyze, rather than 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.

## **Self-Check 26**

1. The following is a graphic organizer for the essay “Organ Donation: A Life-Saving Gift”:

Title: Organ Donation: A Life-Saving Gift

Introduction: Defines organ donation

Claim: Organ, eye, and tissue donation has the potential to enhance or save the lives of many people

Body:

Reasons and Evidence:

—Large numbers of people are waiting for organs

—Over 100,000 on waiting lists

—7048 who died in 2009 while waiting

—Medical advances depend on donations

—Learned of connection between Epstein-Barr virus and MS through research on a donated corpse

Emotional Appeals:

—A fellow donor’s own 4-year-old daughter lived because of a donated heart and blood

Opposing Viewpoints:

—Misconceptions about donation

—Hospital won’t work to save the lives of organ donors

—The corpse will be disfigured, so the family can’t have an open-casket funeral

—Donation is against their religion

—In Judaism, altruistic intent and therapeutic expectation are often exceptions to religious laws.

Conclusion: Alert family to your wish to donate, sign the back of your driver's license, add your name to a donor registry.

2. d
3. a
4. b
5. a
6. b

## Self-Check 27

### 1. Thinking Critically about Argument

1. His tone is conversational: "I know, I know" (paragraph 1); "I swear" (paragraph 3); "You might think you're different" (paragraph 5); "Don't laugh" (paragraph 6).
2. His reference to "research" is vague and might leave students wondering whether his research is credible. However, publications such as the *Harvard Business Review* have fact checkers, so writers don't always need to specify sources, unlike academic papers.
3. The connotation is "childlike, playful."
4. "Smoking anything" is a euphemism for using marijuana.

### 2. Analyzing the Writer's Technique

1. Silverman makes a claim of fact: "multitasking isn't just an addiction for the short-attention-spanned among us; it's crucial to survival in today's workplace" (paragraph 2).
2. The computer analogy is effective because most of the multitasking he is talking about involves computers.
3. Evidence that multitasking works in other environments than offices—such as in schools, homes, or blue-collar jobs—would broaden the appeal of Silverman's argument.
4. Readers will understand his point but may object that

it doesn't apply to them.

5. Silverman is writing for white-collar managers—home-makers, students, and blue-collar workers may find his advice inapplicable.
3. a. Plain folks: I'm just a simple person; I'm just like you.  
b. Appeal to pity  
c. Ad hominem: This is an attack on the person, which may be unrelated to his actual stance on the issue of low wages and long hours.  
d. Appeal to false authority: Winfrey isn't an authority on war, international relations, or government policy.

## **Self-Check 28**

1. 1. Answers will vary. As an example, a sample response for "Moral implications of state-operated lotteries" might include The lottery in your home state; analysis of how the lottery is promoted in one state. The background information for the limited topic might include how many states have lotteries; how much money is raised; moral objections to state lotteries.
2. 1. a. Answers will vary. As an example, two thesis statements for "controlling pornography on the Internet" might be
  - \* While many parents approve of government control of pornography on the Internet, such controls may violate the First Amendment right to free speech.
  - \* Pornography is so readily available to children on the Internet that the government must pass legislation to control it.
3. 1. Answers will vary. As an example, a response to the first prompt may resemble the following answers:
  - 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 ed; 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.

4. Answers will vary. For the first prompt from Exercise 21.3 on page 532, some possible opposing arguments are as follows:

Sex education may expose children to information parents may wish to withhold until the children are older.

Response: Accommodate by proposing parental waivers or refute by arguing that students need to be informed about sex during adolescence when many begin to experiment with it.

Sex education sends the signal that sex is acceptable behavior for teens. Response: Acknowledge the position or accommodate it by noting that most teens experiment with sex and therefore should help protect themselves against disease and pregnancy by participating in the program.

## **Self-Check 29**

1. Analyzing the Writer's Technique

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 does not mention lack of government regulation or critiques of Sturm's position.

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 the author's position.

## 2. Thinking Critically about Argument

1. Sturm regards explicit lyrics as harmful and detrimental to children. Possible words and phrases to highlight include hateful content (paragraph 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 generally public, possibly parents of children under 16.
  4. “Explicit music” is a euphemism for lyrics about sex or violence.
  5. Sturm appeals to the need to protect the innocent and values of gentleness and social constraint.
3. Answers will vary.

## NOTES

## APPENDIX

<b>ADVANCED COMPOSITION COURSE RUBRIC</b>				
	<b>Skill Realized</b>	<b>Skill Developing</b>	<b>Skill Emerging</b>	<b>Skill Not Shown</b>
<p><b>Thesis: Focus for Audience and Purpose</b></p> <p>The thesis establishes a clearly defined focus for the assigned topic, purpose, and audience.</p>	<b>10</b>			
	<b>9</b>	The writer develops an adequate but standard thesis related to the topic, purpose, and audience, or the writer provides an engaging thesis but it's somewhat off the purpose.		
	<b>8</b>	The thesis addresses the topic, but the focus tends to be a bit too broad or narrow for the audience and purpose, or it's mechanical in stating a logical, expressive focus.	<b>7.5</b>	The thesis addresses the topic and attempts to define a focus, but it's unclear and fuzzy for the audience. The thesis is more informational than critical.
	<b>7</b>	The writer responds in broad, sweeping fashion to the topic with an unclear, shallow, or solely factual thesis that provides little direction for the audience in relation to the purpose.	<b>3</b>	If there's a thesis, it's barely related to the topic and doesn't represent the central purpose of the writing.
	<b>0</b>			The writing is completely unrelated to purpose, topic, and audience.



<p><b>Development and Structure of Ideas in Relation to Thesis</b></p> <p>Using applicable pattern(s) of development, the writer explore in depth the relationship between thesis, assertion, and evidence. The opening engages the reader with the thesis. The body paragraphs develop the thesis in a controlled fashion." :</p> <p>The discussion closes with a sense of finality reinforcing the thesis., and the conclusion closes the essay with a sense of finality reinforcing the thesis.</p>	<p><b>25</b></p> <p>Assertions stand out in appropriate analytic balance with the thesis, explanation, and evidence, competently exploring the implications of each assertion in relation to others. Supporting evidence provides convincing details and examples. The writer appropriately incorporates strategies from pattern(s) of development within the required pattern.</p>	<p><b>23</b></p> <p>The paper is mostly symmetrical from introduction to body to conclusion. The writer attempts integrating other patterns within the primary one to logically present conclusions, but lacks finesse. The assertions are generally thoughtfully explored in relation to the supporting evidence. The writer attempts freshness but sometimes at the expense of analytic purpose.</p>	<p><b>21</b></p> <p>The paper provides a rather mechanical beginning, middle, and end using the primary pattern of development along with a few ineffective strategies from other patterns. Assertions are present but tend to blend with supporting details, particularly when going from general to specific. Some examples aren't fully realized in relation to the thesis, though most are relevant. The writer may attempt original discussion, but it lacks consistent rational depth.</p>	<p><b>19</b></p> <p>The writer attempts to provide a beginning, middle, and end, but with an incomplete or illogical purpose. The writer's attempt to use the primary pattern of development lacks polish and insight. Some specific details are given but with ordinary analysis in an awkward or imprecise balance, sometimes due to irrelevant content. The thinking is common to most people and lacks depth.</p>	<p><b>17</b></p> <p>The reader isn't quite sure where the discussion begins, expands, and closes. Everything seems to have the same level of importance. There are few identifiable assertions, while the supporting examples lack sufficient, relevant details or analysis. The writer includes some accurate but also unneeded and unrelated information, often repeating similar ideas and making inappropriate conclusions. The reader is left with many questions.</p>	<p><b>10</b></p> <p>The writer uses sketchy and irrelevant and/or inaccurate details with vague examples that seem unrelated to the purpose. The writer often misinterprets or doesn't discuss information in relation to the thesis. The writing rambles with no clear pattern or strategies used to achieve focus.</p>	<p><b>0</b></p> <p>The writer doesn't engage the reader or convey a sense of purpose or importance. What information is included is listed in unrelated, inaccurate fashion to the thesis. The information fails to establish a clearly defined focus for the assigned topic, purpose, and audience.</p>
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<p><b>Incorporation of Source Material</b></p> <p>Paraphrases, summaries, and direct quotations are appropriately integrated with the writer's style for the purpose and audience.</p> <p>Sources are relevant and reliable.</p>	<p><b>10</b></p> <p>Relevant, reliable source material is integrated logically and perceptively, particularly in differentiated use of paraphrase, summary, and quote. The writer provides a competent blend, interpreting and applying valid source information accurately and elegantly.</p>	<p><b>9</b></p> <p>Source use tends toward imbalance, with some overuse of one source in favor of another. The writer tends to use paraphrase or quotes to provide basic factual information. The writer interprets sources accurately but unevenly. Sources are mostly relevant and reliable. Integration with style is clearly attempted but with inconsistent results.</p>	<p><b>8</b></p> <p>The writer clearly favors one source but without clear reasoning for that choice. The writer attempts to use paraphrase, summary, or direct quote appropriately. Most connections seem logical, but the writer often doesn't make the connections evident or does so with some awkwardness. For the most part, the writer differentiates among fact, hearsay, and opinion. Source choices are generally relevant but may lack reliability.</p>	<p><b>7.5</b></p> <p>The writer consistently fails to clearly differentiate among sources, sometimes applying opinion as fact (or vice versa). Much source material seems tacked into place instead of flowing naturally with the analysis. Some choices of information show lack of understanding about material. Most of the sources are relevant or reliable, but some are questionable and interfere with meaning.</p>	<p><b>7</b></p> <p>For most of the essay, the reader has only a vague idea of what sources are being used. Information is stiffly, illogically, and unclearly presented. The sources are outdated or are too general for the purpose. Paraphrasing, summarizing, and direct quotations are used regardless of importance of information, with only minor differentiation between fact and opinion.</p>	<p><b>3</b></p> <p>The writer does little to differentiate among fact, hearsay, and opinion. The writer does little to identify source material and regularly applies it inconsistently, illogically, or inaccurately.</p>	<p><b>0</b></p> <p>Paraphrases and summaries are primarily plagiarized because of sentence structure and word choice.</p>
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<p><b>Overall Organization of Writing</b></p> <p>Transitional words and connective phrasing guide the reader through the relationships between ideas. Each paragraph contains one idea that supports the thesis. The supporting sentences connect to and develop the paragraph's focus.</p>	<p><b>15</b></p> <p>The essay progresses with logical, efficient paragraph structure and sequencing so that details fit naturally where placed. Transitions and connective phrasing weave the parts into a cohesive, meaningful whole.</p>	<p><b>14</b></p> <p>Overall structure is logical and strong, but within a few paragraphs a supporting sentence may not be clearly connected to related sentences. Writer's attempt toward more complex transitions or connective phrasing may not be effective but doesn't negate meaning.</p>	<p><b>13</b></p> <p>Body paragraphs tend to be weakly connected to the thesis, but overall sequencing is clear enough to move the reader from point to point. A few paragraphs may run together or contain information in the wrong place, but the necessary elements are present, and the errors minimally interfere with the meaning.</p>	<p><b>12</b></p> <p>Paragraphs are inconsistent in placement, development, and connection to the purpose with mechanical transitions or connective phrasing that only minimally helps logical connections between ideas.</p>	<p><b>11</b></p> <p>Most paragraphs contain more than one main idea with confusing or incomplete logical progression. The essay contains hard-to-follow leaps from point to point. If used, transitions frequently detract from or hide logical relationships.</p>	<p><b>6</b></p> <p>Ideas and details are strung together randomly with inaccurate transitions and little or no connective wording. Paragraphing is missing or is too frequent. Paragraphs are mostly unfocused and disorganized.</p>	<p><b>0</b></p> <p>The paper shows no logical paragraphing. Transition use isn't present or is illogical and immaterial to the discussion.</p>
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<p><b>Word Choice and Presentation Style</b></p> <p>The writer shows a consistent point of view, captivating the reader with skillful, precise language for the purpose and audience. The essay is graceful and easy to read aloud with a natural, pleasant rhythm through varied sentence length and structures.</p>	<p><b>15</b></p> <p>The writer conveys meaning in an active, purposeful, and convincing tone. Words are accurate and lively, appealing to the audience with little jargon and no slang. Language is mostly powerful with well-chosen, creative word combinations. Sentence structures contribute to logic and clarity.</p>	<p><b>14</b></p> <p>The essay tends to be overly formal but is primarily in the active voice. Writer deliberately uses compelling, energetic words. A few choices may not be best for the context but don't diminish understanding. The choice of some sentence structures creates minor lapses from a natural rhythm but without detracting from the meaning. Although structures tend toward coordination, the writer successfully attempts complex sentences.</p>	<p><b>13</b></p> <p>The writer's voice is uneven, sometimes strong and other times tentative or general. The point of view shifts in spots between keeping formal distance and lapsing into a conversational tone. Language is functional, with slips into cliché, but the writer gets the message across accurately. The sentence structure is more mechanical than refined, with some minor choppy and awkward passages caused by overuse of coordinating sentences.</p>	<p><b>12</b></p> <p>Some shifts in point of view don't interfere with meaning but cause the reader to pause. Familiar words communicate but don't distinguish the writing. Less common words tend to be inaccurately applied. The writer may use synonyms to avoid redundancy, but the choices don't add precision. The sentence structures show minimal variety, and overuse of simple ones detracts from meaning.</p>	<p><b>11</b></p> <p>The writer uses flat, lifeless, and mechanical writing with obvious shifts in point of view interfering with meaning. Word choices are frequently inaccurate and inappropriate to purpose and audience. Range of vocabulary is limited, often relying on trendy and/or worn-out words. Most sentence structures are bulky, monotonous, and/or awkward, making it difficult but not impossible to understand.</p>	<p><b>6</b></p> <p>The writer lapses into biased, ungrounded emotion with no consistent point of view. Repetition, clichés, and jargon distract the reader and convey minimal meaning. Words are used incorrectly in several places, making the message difficult to understand. Sentences sound unnatural with incorrect, irregular, and awkward word patterns forcing stops because the meaning is obscured.</p>	<p><b>0</b></p> <p>The writer doesn't demonstrate mindfulness in choice of structure or word selection. The meaning is entirely obscured.</p>
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<p><b>MLA Citation</b></p> <p>Using the MLA citation style, the writer accurately and correctly documents the required number of sources.</p>	<p><b>10</b></p> <p>The writer uses the required number and type of sources. MLA documentation shows mastery of citation style with no or very minor errors in punctuation.</p>	<p><b>9</b></p> <p>There are minor inconsistencies in citing source material with little deviation from required MLA style. One source may not have been clearly cited in the paper.</p>	<p><b>8</b></p> <p>The writer deviates in repeated but minor fashion from MLA style. Either one too many or too few sources may be cited.</p>	<p><b>7.5</b></p> <p>Different source material is frequently clumped together with minimal identification. Citation use may not match required number, or in-text citations and Works Cited don't fully match.</p>	<p><b>7</b></p> <p>Frequent minor and several major errors are made in the MLA documentation. Source information for in-text citations doesn't match Works Cited, even if the correct number of sources is used.</p>	<p><b>3</b></p> <p>Where present, the MLA documentation is unclear and inaccurately applied.</p>	<p><b>0</b></p> <p>No citation is provided for source material used.</p>
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<b>Conventions</b>														
According to standard written American English, the writer correctly applies spelling, punctuation (including sentence structure), and grammar so the writing is professional and easy to understand. The writing meets the required length and overall submission format for the assignment.	<b>15</b>	The writer demonstrates a strong grasp of conventions, using them effectively to enhance readability with no or infrequent, minor errors. Writer is meticulous about visual presentation.	<b>14</b>	The essay has hardly any grammatical distractions, maintaining overall clarity and handling most conventions with finesse. The paper slightly deviates from required format or length.	<b>13</b>	The writer shows reasonable control over a limited range of conventions with patterns of minor grammatical and mechanical errors. While mildly distracting, they don't impede understanding. The essay may be outside the required word range. Format may provide basic information but detracts from the text.	<b>12</b>	Several different grammatical and mechanical errors throughout the essay sometimes interfere with the message. The essay is noticeably outside the required length, and some part of required information is missing. The format may detract from message.	<b>11</b>	Multiple errors in spelling, punctuation, usage, grammar, and capitalization distract and confuse readers. Visual format is faulty. The piece of writing is obviously too short or too long.	<b>6</b>	Pervasive errors negatively impact understanding. The reader has to read once to decode and again to make meaning. Format/length are incorrect in several ways.	<b>0</b>	The writer makes errors even in the most basic conventions, length, and format.