

Writing 6 Workbook

Paragraph to Essay

This Book Belongs To:

by Davina Ramirez

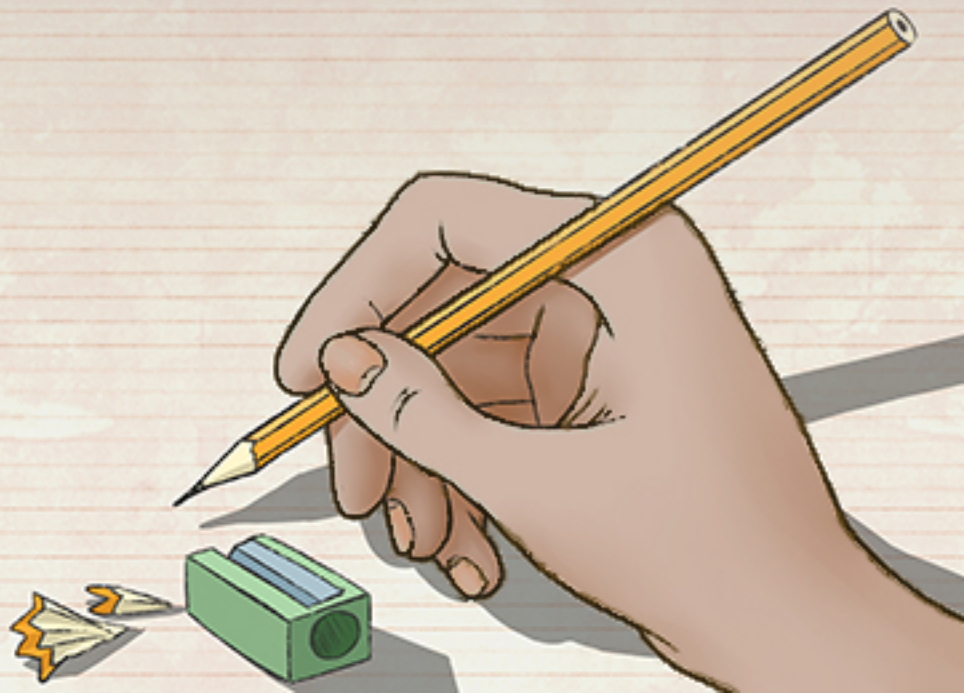


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Section 1. Introduction: Welcome to Writing 6!

Let's start with some basic questions about writing. By "basic," I don't mean "easy;" I mean questions about the basis, the foundation, of writing.

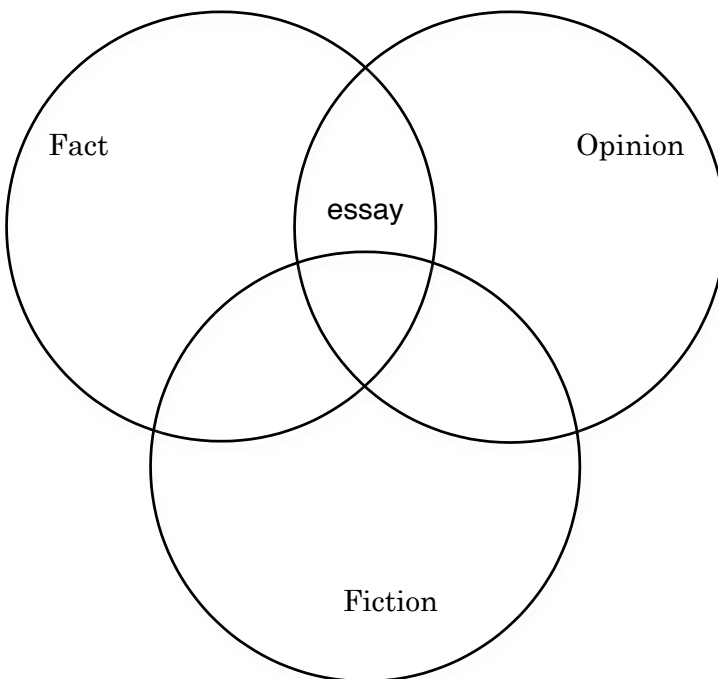
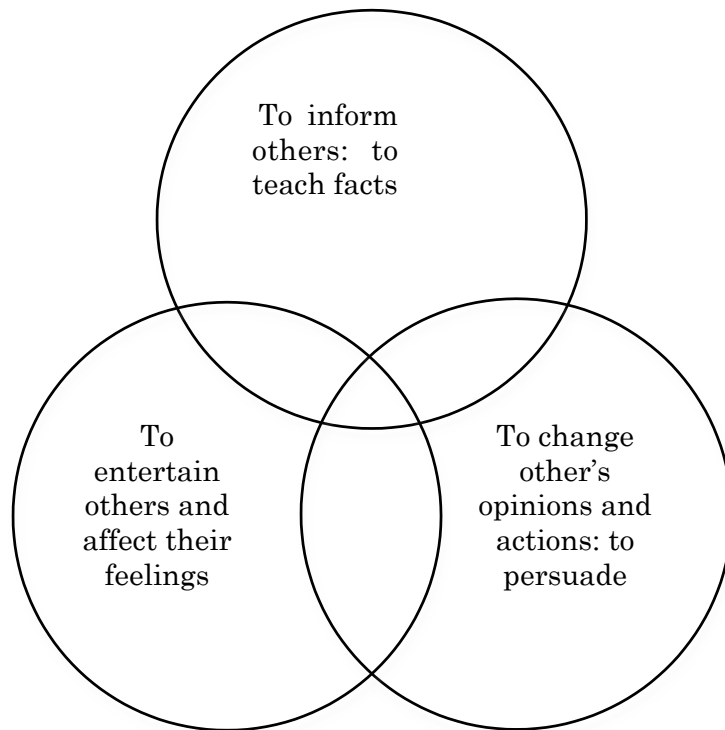
Question 1.

Why do people write?

In other words:

What are writer's goals?

There are many different correct answers to this, but here is one way to answer. These are the basic goals a writer could have. In college classes, you may have one, two or three of these reasons at the same time.



Question 2. What do people write?

Try to fill in the circles with these writing forms:

Novels
Articles
Poems
Movie reviews
Letters
Scientific reports
Essays
Short stories
Letters
Police reports
Textbooks
Editorials
Political advertising
Historical fiction

Please notice:

* There are many different reasons you may have when writing an essay. You may want to teach the reader facts; you may want to make the reader laugh; you may want to encourage the reader to do something. These are all good goals when writing an essay. Another reason is to practice learning a new language!

* When you write an essay, you are not writing about imaginary events. You **MUST** include facts, and you **MUST** include your opinion. Sometimes your opinion will be a stronger part of the essay and sometimes weaker, but it must always be included in the paper in some way.

Here is a good definition of an essay:

An essay expresses the writer's opinion, supported by facts.

This class will focus on academic writing.

Academic writing is, simply, college writing. It is the kind of writing college students do in all their classes - art history, chemistry, literature or nursing. Whatever your major is, you will write essays.

Some instructors define academic writing more formally. They may tell you to never use the word "I" in your writing. Other teachers accept a more relaxed writing style, and will allow you to use the first person in your writing. *For every class, and for every assignment, you must understand your instructor's requirements.*

Here are three simple guidelines that you can follow in all your classes.

Rules for Writers

*** "Make your teacher happy."**

Find out the requirements for every paper before you write it, and follow those requirements. That might include length, topic, and style.

*** "Don't bore the reader."**

It's your job to create papers that the reader **WANTS** to finish reading.

*** "Write from your passion."**

Whatever general topic your instructor gives you, there is always a way to bring in **YOUR** interests. If the writer is excited; if the writer cares; if the writer believes in something - the reader will feel that passion.

Think About ...

What does the word "academic" mean?

This is an important point to think about throughout the term, and we will keep discussing it!

Classroom Words and Behavior

Bring to class every time:

- * notebook or writing paper
- * textbooks (including this workbook)
- * pens or pencils

Do you know these words? These are used in college classrooms – you need to know them.
(Warning: Your dictionary will probably not help.)

- * skim (compare to “read”)
- * pair work
- * group work
- * work quietly
- * work silently
- * required
- * optional
- * observe
- * collaborate
- * presentation
- * concept
- * issue
- * outline
- * plagiarism
- * brainstorm

Other classroom words:

Use this space for any notes about classroom vocabulary or behavior.

Section 1. Grammar Basics

Parts of Speech. There are 8 parts of speech in English.

| Noun | Verb | Adjective | Adverb |
|---|---|--|--|
| A noun is a naming word. It names a person, place, thing, idea, living creature, quality, or action. | Describes an action (doing something) or a state (being something). | Describes a noun. It tells you something about the noun. | Describes a verb or adjective. Tells how, when, or where something happened. Often ends in “- ly.” |
| Examples: cowboy, theatre, box, thought, tree, kindness, arrival | Examples: walk, talk, think, believe, live, like, want | Examples: big, yellow, thin, amazing, beautiful, quick, important | Examples: slowly, intelligently, happily, impatiently, well |
| Other examples: | Other examples: | Other examples: | Other examples: |

| Pronoun | Conjunction | Preposition | Article |
|--|--|--|---|
| A pronoun is used instead of a noun to avoid repeating the noun. | A conjunction joins two words, phrases or sentences. There are 7. We call them “FANBOYS.” Can you see why? | A preposition usually comes before a noun . It tells what place or what time. | An article is used to introduce a noun. |
| Examples: I, you, she, we, they | Examples: for, and, nor, but, or, yet, so | Examples: on, in, by, with, under, through, at | Examples: the, a, an |
| Other examples: | | Other examples: | |

Some people also consider this a part of speech:

Interjection or Exclamation

Words which express emotion or surprise; usually followed by exclamation marks.

Examples: Ouch! Hello! Hurray! Oh no! Ha, ha, ha!

Other examples:

Exercise 1.1

Follow directions for each sentence. The quotes are from well-known people.

Nouns: Circle the nouns.

1. Don't wish me happiness - I don't expect to be happy. It's gotten beyond that, somehow. Wish me courage and strength and a sense of humor - I will need them all.
Anne Morrow Lindbergh
2. Walking with a friend in the dark is better than walking alone in the light.
Helen Keller
3. In any moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing.
Theodore Roosevelt
4. Nobody can hurt me without my permission.
Mohandas Gandhi

Verbs: Circle all the verbs.

5. The most interesting information comes from children, for they tell all they know and then stop.
Mark Twain
6. Nobody cares how much you know, until they know how much you care.
Theodore Roosevelt
7. Now, as a nation, we don't promise equal outcomes, but we were founded on the idea everybody should have an equal opportunity to succeed. No matter who you are, what you look like, where you come from, you can make it. That's an essential promise of America. Where you start should not determine where you end up.
Barack Obama
8. In heaven, all the interesting people are missing.
Friedrich Nietzsche

Adjectives and adverbs: Circle adjectives. Underline adverbs.

9. Absolutely lonely people have few personal interactions of any kind.
Martha Beck
10. Art is a step from what is obvious and well-known toward what is arcane and concealed.
Kahlil Gibran
11. When you're curious, you find lots of interesting things to do.
Walt Disney
12. I actually believe managing is like holding a dove in your hand. If you hold it too tightly you kill it, but if you hold it too loosely, you lose it.
Tommy Lasorda
13. I've always been generous with my friends and family financially, with money, but selfish with the important stuff, like love.
Richard Pryor
-

Sentence Structure

Most of the things we write in English are sentences.

Sentences can be described this way:

- * They start with a capital letter
- * They end with a period, question mark, or exclamation point
- * They contain a complete idea

It's also true that:

- * They have at least one **subject**: the person or thing that does the action
- * They have at least one **verb**: the action

Nouns AFTER the verb – nouns affected by the verb – are called **objects**.

Exercise 1.2

Identifying subjects, verbs, and objects

Circle the subject. Underline the verb. Draw an arrow pointing at objects. (Note: For now, don't do anything about prepositional phrases. Just notice them.)

1. One arrow does not bring down two birds.
Turkish proverb
2. A wise man hears one word and understands two.
Yiddish Proverb
3. Age goes before beauty.
English proverb
4. One may smile, and smile, and be a villain.
William Shakespeare
5. All the world's a stage.
William Shakespeare
6. A lie goes 'round the earth while the truth is putting on her boots.
French Proverb
7. Only a fool tests the depth of the water with both feet.
African Proverb
8. He who has been bitten by a snake fears a piece of string.
Persian Proverb
9. A handsome man is never quite poor.
Spanish Proverb
10. A good husband is healthy and absent.
Japanese Proverb
11. A thief believes everyone steals.
Unknown Origin
12. A house without a cat or dog is the house of a scoundrel.
Portuguese Proverb
13. If you go to a donkey's house, don't talk about ears.
Jamaican Proverb

Sentence Types

There are four different types of sentences in English. We will look at them all in detail later. Right now, let's just meet them.

Statement

- * The most common kind of sentence.
- * The subject is usually the first noun.
- * The verb is after the subject.

"The kitten is chasing the cat."

"Babies cry when they are hungry."

"Traffic will be bad at 5 pm."

"This homework was too difficult for me."

•

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Command, or Imperative

- * Might start with "please."
- * The only sentence that has no subject.
- * Often ends with a period.

"Take the trash outside."

"Please don't put your gum on the table, ok?"

"Give me two large coffees and a cookie, please."

"Be quiet."

Question

- * The verb is **before** the subject.
- * Verb is usually "do" or "be."
- * Ends with a question mark.
- * May use "Wh-" words.

"Do you believe in Santa Claus?"

"Will there be an exam in this class?"

"Why did he run away?"

"Where is the party?"

?

!

Exclamation

- * A sentence that ends with an exclamation point.
- * May be an interjection (one special word), a statement, or a command.

"No way!"

"I can't believe it!"

"That's wonderful!"

"Damnit! That hurts!"

Section 2. Paragraph Writing for College

What is a paragraph? You might remember we said a sentence is just something that “starts with a capital letter and ends with a period, question mark, or exclamation point.” That is actually a very reasonable definition! In the same way, we can accurately define a paragraph in this way:

- * **A paragraph is a group of sentences about the same topic.**
- * **A paragraph always begins with an indent.**

Paragraphs are everywhere, and we will study many kinds,
but our focus is on academic paragraphs.

Wait! Review! What is an academic paragraph?

In college, you will write many paragraphs that are part of a larger work. After all, essays, research papers, reports, articles, self-assessments and other long works are made of paragraphs put together in a certain style.

However, much of your college writing will be in paragraph form. Many test questions and homework questions require a single-paragraph answer. Many jobs require paragraph-length responses and records.

It is absolutely important to your life as a learner to write strong paragraphs, whether they are part of a long paper or independent!

In Other Words ...

You may think that paragraphs are only a step towards “real” writing, but that is not true.

Paragraph writing is something you
will do through your entire college and
professional life.

Your paragraphs may be good now ... but
they could probably be even better.

Example Paragraphs

Let's read some paragraphs and think about them. The paragraphs below are from many different sources. Some have been edited slightly. The authors are given if known. Some of these paragraphs are much more difficult than others. Don't worry about understanding all the words; simply skim each piece and try to answer the questions that follow.

1. Before I came to America, my family got together in a restaurant. There were about 40 people there. I don't see my uncles and aunts together very often, so it was a special day. They all wanted to say goodbye to me before I left the country to come to college here. Every relative had some advice for me, and most of them also had a little gift for me. My father gave a toast to me, and my sister cried a little. My mother was very quiet. My uncles reminded me to work hard and my grandmother reminded me to write email often. We took pictures of this special family party, and I still look at those pictures now when I feel homesick.

What's the writing about?

Is this academic writing or not?

2. Many students are interested in the planet of Saturn. Saturn is the sixth planet from the Sun and is the second largest in the solar system, with an equatorial diameter of 119,300 kilometers (74,130 miles). Saturn is visibly flattened at the poles, a result of the very fast rotation of the planet on its axis. Its day is 10 hours, 39 minutes long, and it takes 29.5 Earth years to revolve about the Sun. The atmosphere is primarily composed of hydrogen with small amounts of helium and methane. Saturn is the only planet less dense than water (about 30 percent less). In the unlikely event that a large enough ocean could be found, Saturn would float in it. Saturn's hazy yellow hue is marked by broad atmospheric banding similar to, but fainter than, that found on Jupiter.

Calvin J. Hamilton <<http://www.solarviews.com/eng/saturn.htm>>

What's the writing about?

Is this academic writing or not?

3. The minimum dose of food protein to which subjects with food allergy have reacted in double-blind, placebo-controlled food challenges is between 50 and 100 mg. However, subjects with peanut allergy often report severe reactions after minimal contact with peanuts, even through intact skin. We sought to determine whether adults previously proven by challenge to be allergic to peanut react to very low doses of peanut protein. We used a randomized, double-blind, placebo-controlled food challenge of 14 subjects allergic to peanuts with doses of peanut ranging from 10 µg to 50 mg, administered in the form of a commercially available peanut flour. In conclusion, even in a group of well-characterized, highly sensitive subjects with peanut allergy, the threshold dose of peanut protein varies. As little as 100 µg of peanut protein provokes symptoms in some subjects with peanut allergy.

Jonathan O'B. Hourihane et. al. "An evaluation of the sensitivity of subjects with peanut allergy to very low doses of peanut protein: A randomized, double-blind, placebo-controlled food challenge study."

What's the writing about?

Is this academic writing or not?

4. Your mouth may not be on fire ... but it feels like it is! Why are humans the only animal that loves the burn of eating chiles? Some experts argue that we like chilies because they are good for us. Studies have shown that chilies can help lower blood pressure. When eaten, chiles increase salivation, which is good if you eat a boring diet based on one bland grain like corn or rice. The chemical in chiles which causes the "burn" may have some antimicrobial effects. Not only that, but capsaicin – the cause of chile's heat – is proven to relieve pain. Strange as it may seem, capsaicin cream is now sold to help with the pain of arthritis.

What's the writing about?

Is this academic writing or not?

5. Climate change threatens us not only in the obvious ways, but in the unexpected. Think about infectious diseases like malaria. This ancient enemy kills approximately three quarters of a million children under five a year. But the world is making progress: Thanks to bed nets, insecticides and improved access to medications, one third of the countries confronting malaria have seen the number of cases drop by at least half since 2000. Unfortunately, as mosquitoes expand their range due to climate change, malaria is now reappearing in areas where it was once eliminated, like the Kenyan highlands. Nor is malaria the only climate-affected health challenge. *The Lancet* has warned that "climate change could be the biggest global health threat of the 21st century."

John Kerry, "Climate Change Threatens to Undermine Progress on Development"

What's the writing about?

Is this academic writing or not?




6. Dorothy Parker (August 22, 1893 – June 7, 1967) was an American poet and satirist known for her wit and wisecracks. From an unhappy childhood, Parker rose to fame, both for her writing in such magazines as *The New Yorker* and as a social leader. Following the breakup of her New York writing group, Parker traveled to Hollywood to pursue screenwriting. Her successes there, including two Academy Award nominations, were limited, as her involvement in politics led to a place on the infamous Hollywood blacklist. Parker went through three marriages (two to the same man) and survived several suicide attempts, but grew increasingly dependent on alcohol. Parker was dismissive of her own talents during her life. Nevertheless, her literary output and her sparkling wit have endured.






What's the writing about?





Is this academic writing or not?

Paragraph Structure

Another way to ask the question, “What’s the paragraph about?” is “What’s the topic of the paragraph?” The *topic* is usually a noun, and when your teacher asks “What’s the topic?” you are expected to answer in your own words. A good paragraph can be divided into three *sections*. Each of those *sections* is about the same topic, but in different ways.

-  A strong paragraph has a single sentence which clearly expresses the topic. This sentence is called the **topic sentence**.
-  The topic sentence also includes the writer’s opinion or emotion towards the topic.
-  The topic sentence is usually – but not always – the first sentence in the paragraph.

-  After a clear and interesting topic sentence, a strong paragraph discusses the same topic in more detail.
-  This discussion, or development, is called the **Body** or **Supporting Details**.
-  The Body is the longest section of the paragraph.
-  The Body may include statements, quotations, examples, or facts.
-  The Body includes transition words that fit well with the topic.

-  The last sentence or two of a paragraph should give the reader a feeling of “completion.”
-  If the paragraph is an independent work, this sentence is called the **Concluding Sentence**.
-  If the paragraph is part of a longer work, the last sentence or two can give a hint about what the next paragraph will be.
-  A strong conclusion may make the reader smile or feel surprised. It should feel like the “last word.”

Exercise 2.1.

Go back to the example paragraphs (page 15-17). **Mark** the topic sentences in each paragraph. If there is no topic sentence, write “No TS.”

Exercise 2.2

Topic Sentences.

Here are a few of the same paragraphs from earlier. Choose the best topic sentence.

1. Some studies have shown that chilies can help lower blood pressure. When eaten, chiles increase salivation, which is good if you eat a boring diet based on one bland grain like corn or rice. The chemical in chiles which causes the “burn” may have some antimicrobial effects. Not only that, but capsaicin – the cause of chile’s heat – is proven to relieve pain. Strange as it may seem, capsaicin cream is now sold to help with the pain of arthritis.

- A. Hot chili peppers seem dangerous, but they have benefits for your health.
 - B. Almost every culture seems to use hot chilies in their cooking.
 - C. Many people love hot, spicy food, but I don’t.
-

2. Think about infectious diseases like malaria. This ancient enemy kills approximately three quarters of a million children under five a year. But the world is making progress: Thanks to bed nets, insecticides and improved access to medications, one third of the countries confronting malaria have seen the number of cases drop by at least half since 2000. Unfortunately, as mosquitoes expand their range due to climate change, malaria is now reappearing in areas where it was once eliminated, like the Kenyan highlands. Nor is malaria the only climate-affected health challenge. *The Lancet* has warned that “climate change could be the biggest global health threat of the 21st century.”

John Kerry, “Climate Change Threatens to Undermine Progress on Development”

- A. If you’ve ever had malaria, you know it’s not a joke.
 - B. Why do Americans seem to doubt climate change?
 - C. Climate change affects our comfort – and our health.
-

3. From an unhappy childhood, Parker rose to fame, both for her writing in such magazines as *The New Yorker* and as a social leader. Following the breakup of her New York writing group, Parker traveled to Hollywood to pursue screenwriting. Her successes there, including two Academy Award nominations, were limited, as her involvement in politics led to a place on the infamous Hollywood blacklist. Parker went through three marriages (two to the same man) and survived several suicide attempts, but grew increasingly dependent on alcohol. Parker was dismissive of her own talents during her life. Nevertheless, her literary output and her sparkling wit have endured.

- A. Dorothy Parker’s life had extreme high points and low points.
 - B. Dorothy Parker was often unhappy, and even tried suicide.
 - C. Dorothy Parker was a beautiful woman.
-

Vocabulary List 1: Writing Words

These are all words we use to discuss writing – be sure you have the right definitions. Use your textbook and class discussion to check your definitions. These will show up on quizzes through the term.

1. title
2. topic
3. topic sentence
4. brainstorm
5. draft (rough draft; final draft)
6. edit
7. indent
8. margin
9. outline
10. paragraph
11. punctuation
12. revise

On the next page, make notes about the COMPLETE writing process. For some writing projects, you won't use all these steps; for other papers, you will do all of them.

Steps in the Writing Process:

Formatting the College Paper

College papers should be typed. Work on the draft and make corrections to that file: do NOT type or write a new assignment each time. It is by making corrections that you will learn!

Double-space your writing

(*How* do you double-space?)

Use 11 or 12 point font

- Your name
- Name of the class
- The date

My Name

My Class

01/13/2009

Name of My Paper

This is a paragraph. A paragraph is several sentences together. It is always about exactly one idea. A paragraph begins with an indent. Use the TAB key to make an indent.

Show a new paragraph with a new indent. A new paragraph has a new idea. Double-space your paragraphs. Don't hit the ENTER or RETURN key. Use the FORMAT: PARAGRAPH: DOUBLESPEACE commands from the top of the computer screen.

Title:

- Centered
- Use special capitals: Capitalize all words except "function words"

Use an indent (white space) to start a new paragraph. Use the TAB key.

Margin: About 1 inch all around

The Hamburger Method of Paragraph Organization

You know that every paragraph needs a beginning, a middle, and an end. One way to help you remember these parts of a paragraph is to think about a **hamburger**.

There is a little decoration on top of this hamburger. It's not required!
This is like a hook.

The top piece of bread is 100% necessary. I have to start with this. It's the first thing I see, looking at my food, to show me what I will eat.

This is like the topic sentence.

It's usually the first sentence in every paragraph, or the second after the hook. It tells what the paragraph is about.



Now I see the mustard, ketchup, lettuce and tomatoes. Every style of hamburger has its own flavors. This part connects the different flavors into one special taste.

This is like the transitions -

"since, however, therefore, for example, first, second, third" and so on. They connect your paragraph.



The meat is what makes the hamburger a hamburger. It's the most important part. It's 100% necessary and is the longest part.

This is like the Body, or supporting details. You should have 3 or more in every paragraph.



Finally, another piece of bread makes the hamburger complete. Without 2 pieces of bread, I don't have a hamburger. It is 100% necessary.

This is like the concluding statement. This makes your paragraph complete.

Exercise 2.3.

REVIEW. What is a sentence?

Look at these groups of words. Give a checkmark to the complete sentences.

1. Marie works as a teacher. _____
2. Works hard every day. _____
3. Kids sometimes loud. _____
4. She likes her job. _____
5. Teaching interesting. _____
6. Teaching is hard. _____
7. Three children of her own. _____

A sentence ***always*** has a _____ and a _____.

There are four kinds of sentences:

A. _____ : This starts with a capital and ends with a _____

It's the most common kind of sentence.

B. _____ : This starts with a capital and ends with a _____

It usually places the VERB before the SUBJECT.

C. _____ : This starts with a capital and ends with a _____

It's special because it doesn't have a subject.

D. _____ : This starts with a capital and can end with a _____

or _____. It can be very short – sometimes only one word.

Writing Vocabulary Review: What do these words mean?

- | | |
|--------------------|----------------|
| 1. double-spaced: | 5. title: |
| 2. paragraph: | 6. conclusion: |
| 3. topic: | 7. statement: |
| 4. topic sentence: | 8. quote: |

Exercise 2.4.

Paragraph Structure: Review Topic Sentences

Start to Sew

The first step in sewing a simple pillowcase is to measure your pillow. Measure one side and write down how long it is and how tall it is. Now, it's time to do math. Add two inches to the top measurement and add nine inches to the side measurement. Third, go shopping. Some of us enjoy this step the most! Buy twice as much fabric as your measurements in a pattern you like. There are thousands of great-looking fabrics, but when you have finally made your choice, take it to the thread section and buy thread that matches the fabric. I suggest you choose thread that's a little darker than the fabric; your stitches will seem to disappear. Now, at home, cut the fabric to the exact size you need. Cut two pieces because your pillowcase needs two sides. Put the colorful sides together and sew three sides together, leaving one end open. Iron a hem on the open side and finally sew the hem. Congratulations – you're done! Now put your creation on your pillow and have a nice dream.

What was the writer's goal with this paragraph? What writing style is this?

Write a good topic sentence for this paragraph.

Are We Related?

The first big difference is our appearance. He is a boy and I am a girl, but that's just the beginning. Seungho is tall. His skin tans easily, and he is athletic, so he always looks healthy and golden. His clothes also show that he loves sports. He always wears a T-shirt, and his jeans are always torn and faded. On the other hand, I am very fair and plump, and I love beautiful clothes – especially shoes. Our attitude in school has always been different, too. Seungho has been in trouble at school so many times. It made my parents crazy. On the other hand, our teachers loved me, and I have always studied hard. Finally, our computer use is different. If you see Seungho sitting at a computer, you know he is playing a game. You will hear explosions or guns shooting. However, if you hear computer keys clicking fast, you will know I am using the computer. I write to my friends continually and I always play on Facebook. We are so different that maybe you won't believe me when I tell you that he is my best friend, and I am his best friend.

What was the writer's goal with this paragraph? What writing style is this?

Write a good topic sentence for this paragraph.

Titles

Some people like to use the topic, or “what the writing is about,” for the title. That’s OK for a beginning writer. However, a strong title is interesting and makes the reader curious: it is a chance to catch the reader before they even start to read the paper.

It’s always easy to recognize a title because of its special capitalization rules.

Rule 1: Capitalize the first letter of every word,
except

Rule 2: Don’t capitalize function words.

“Function words” are:

- * articles (“a, an, the”)
- * prepositions that are 4 letters or shorter (“in, on, with, at, to”)
- * FANBOYS (“for, and, nor, but, or, yes, so”)

(Of course, the first word is always capitalized, even if it’s a function word. Usually, the last word is capitalized, too – this is a style choice.)

Exercise 2.5.

Titles. Correct the capitalization in these titles.

1. the man who was thursday
2. we must try before we can do
3. push before shove
4. the state that i was in
5. dawn of the dead
6. the island of dr. moreau
7. gone with the wind
8. seven years before the mast
9. robert e. lee: a life
10. live a little
11. two and a half men
12. let me in
13. the lord of the rings
14. not what you do but the way that you do it
15. the way we were

Remember: The title of a piece of writing is NOT the topic.

Writing 6 Grading System

Most college instructors use a *rubric* to grade writing. A *rubric* is a description of exactly what type of writing will get what kind of grade. Always read the instructor's rubric before turning in your final draft! You should know EXACTLY what your instructor wants: that is the ONLY way to “**Make your teacher happy.**”

My Rubric

| | |
|---|---|
| <p>Content – What do you have to say?</p> <p><u>Passing:</u> You have interesting, adult ideas and give enough detail to understand the ideas completely. Paragraphs are at least 150 words long.</p> <p><u>Not Passing:</u> Has plagiarism. Is too short. Ideas don't have enough detail to easily understand.</p> <p><u>Excellent:</u> Original ideas, very interesting, uses colorful language, is very personal, OR has unique style.</p> | <p>Format – Does this look like a college paper?</p> <p><u>Passing:</u> There is a centered title, indents, 11-12 point font, author name and date on the left, and the paper is double-spaced. Punctuation is used mostly correctly and spelling is good (a few mistakes are acceptable).</p> <p><u>Not Passing:</u> Single-spaced, missing indents, or missing a title. Many punctuation or spelling errors.</p> <p><u>Excellent:</u> You follow all the rules for college format AND the spelling and punctuation is near perfect.</p> |
| <p>Organization – Is the paper organized like a college paper, with topic sentences, thesis statements and cohesion?</p> <p><u>Passing:</u> Every paragraph has a topic sentence. An essay has a thesis statement. Every idea fits into its paragraph smoothly. There is a Conclusion.</p> <p><u>Not Passing:</u> Topic sentences, thesis statement, or Conclusion are missing; some sentences seem to be in the wrong paragraphs</p> <p><u>Excellent:</u> In addition to thesis statement and topic sentences, writing has good transition words, a Hook, AND a well-structured Conclusion.</p> | <p>Grammar – Is the paper using intermediate English grammar at least 85% accurately?</p> <p><u>Passing:</u> A few Local grammar errors in each paragraph, at most one Global grammar error, and no “Unclear” errors.</p> <p><u>Not Passing:</u> Grammar is less than 85% correct overall; several Global errors (such as Tense); “Unclear” errors.</p> <p><u>Excellent:</u> Grammar is perfect or almost perfect. A few typos or minor errors are acceptable. There is a mix of sentence types, and you use the grammar points that we are studying currently. I want to see you actively use new grammar ideas!</p> |

Section 3. Summary-Response Writing

This is a very common college assignment in almost every major!

What are instructors looking for when they grade these papers?

Generally, they check for two things:

Did you understand the
information in the reading? Did the
information affect you in any way?

In other words: Did the reading touch both your *mind* and your *heart*? I don't mean that college students must have passionate feelings about every idea they read. I just mean that we all have some feelings (even very weak ones) about the things we **learn**.

In the Summary paragraph, avoid just repeating the source. Your instructor does know the source: your job is to show that you also understand the source (a reading, a movie, or a world event).

Here are a few more examples.

Summary-Response Example 1

Beautiful Animation

Last week, our class watched the film "Spirited Away" by director Hayao Miyazaki. The movie introduces us to a girl named Chihiro who is moving to a new house, and she isn't happy about it. The family takes a break to explore a tunnel before they go to their new house, and amazingly, they enter the spirit world. Chihiro's parents turn into pigs because they have eaten spirit food, and now it's Chihiro's responsibility to save them. We see the spirits change Chihiro over time. She starts as a child who cannot clean or take care of herself, but she becomes hard-working and brave, and even helps other characters. She helps a river spirit become clean from pollution; she helps a dragon with a lost memory remember his identity; she even helps a huge baby become independent. And of course, she helps her parents become humans again.

This experience was so new for me. It was the first time I watched a whole movie for a college class; it was the first movie I ever saw by this director; and it was the first time I ever realized that animation is not just for children. Like most people in my country, I grew up watching "cartoons". I remember that they were short, with simple drawings and silly stories. "Spirited Away" was totally different. The colors were gorgeous and the music was enchanting. The movie really looked at the relationship between parents and children in modern society. Parents can be immature, and children are so often spoiled and lazy brats. "Spirited Away" made me think about these ideas, but it wasn't critical of parents or of children. The parents were weak, but they loved their daughter a lot, and the little girl learned to work and survive. At the end, I felt hopeful, but I also realized how serious these problems are.

Summary paragraph: tells the
reader about the topic

Response paragraph: shares the
writer's feelings and ideas

Summary-Response Example 2

Clean Rivers for Everyone!

The Japanese director Miyazaki Hayao is very popular in this country. I realized how popular he is when our Art History class watched his 2001 movie, "Sen to Chihiro no Kamikakushi," which is called "Spirited Away" in English. In the movie, a young girl enters the world of spirits and has to prove herself by working in a bath house, which is like a spa for kami. None of the spirits really believe she can do it. The leader of the bath house turns the girl into a servant and takes her name and memory away from her. Her first success is when she helps rescue a river spirit that is polluted with garbage. She also saves a different river spirit which was covered up and lost its identity. Chihiro succeeds at her job and she saves her name and her parents. The spirits support her and feel impressed at her character in the end.

Summary paragraph: tells the reader about the topic

I felt so excited when I realized that my American classmates loved the movie. So many of them had watched the movie before. Many of my classmates talked to me about Miyazaki's other movies. I suddenly felt that his movies, which seem very Japanese to me, are really universal. His theme of pollution, and how humans are hurting the natural world, is true in the U. S. too. Even though my classmates don't use the word "spirit" or "kami" like we Japanese do, I think they understand what we mean. Watching this great movie with all my class, I really believed that we are all "one big family."

Response paragraph: shares the writer's feelings and ideas

Summary-Response Example 3

Killer Burgers

Summary paragraph: tells the reader about the topic

Recently I read the chapter titled "A Bug That Kills Children," from the book *Fast Food Nation*. This book is by the American writer Eric Schlosser. In this chapter, he describes e. coli, the bacteria which is getting into our food more and more these days. This bacteria is really dangerous, especially to kids, and Schlosser had lots of examples. We learned that this bacteria can survive being cooked or being frozen. Schlosser also lists the outbreaks of e. coli in fast food restaurants and explains how unclean conditions for cattle lead to this disease which kills hundreds of Americans each year.

Response paragraph: shares the writer's feelings and ideas

After reading this chapter, I wanted to cry. The quotes from the parents who watched their little boy die painfully in the hospital were horrible. I can't imagine seeing my child beg me for just a drink of water and saying "no." I also can't imagine how I would feel if I gave my son a hamburger that killed him. I will be more serious about food now. I thought that food from a clean store was clean but now I know that might not be true. I also feel very sorry for the cows, which live in disgusting and terrible conditions. I think I will order a salad the next time I go to a drive-through.

More About the Response Writing Style

Remember the questions this book started with – “Why do we write?” and “What forms do we write?” Those are questions a writer should ask every time they begin a writing project. Let’s answer those questions for the Summary-Response form.

Why do you write a response?

A *response* is written to share both your ideas and your feelings about some thing in the real world. An academic response both proves that you know facts about the topic and tells the reader your opinion of it.

What form can a response take?

The shortest response is usually one paragraph. It may also be two or three paragraphs, or an essay.

Early in the writing – maybe even in the first sentence, if you’re writing only one paragraph – you *must identify the thing you’re writing about*.

For this assignment:

If you’re writing a response to a reading: tell us the author’s name and the title of the reading.

If you’re writing a response to a movie: state the title of the movie and the director’s name. It may be helpful to state the year the movie was made.

If you’re writing a response to a social issue: explain the issue CLEARLY. It’s probably not enough to simply say, “I think video games are terrible.” Be more specific: “I think that violent video games cause children to accept more violence.”

Reviews are a related type of writing.

If you’re writing a review of a restaurant: give the restaurant’s name and address.

If you’re writing a review of music: identify the musician and the name of the musical work.

After that, develop the paragraph or essay with your ideas and feelings. Read the instructor’s directions carefully – your teacher might require only ideas, or only personal feelings. Follow instructions – *remember the first rule of college writing!*

This writing style almost always **ends with a clear statement of your emotion**.

What is the real topic of a response paper? Many people will say, “It’s the thing you’re writing about – the reading, or social situation, or movie.” However, to your college instructors, that’s usually not quite right. Your instructor probably knows a lot about the reading or movie, or whatever they asked you to respond to. What they **do not** know about ... is you.

To summarize:

To really succeed at this form, you have two goals.

- 1) – You identify the thing you’re writing about
- 2) – You share both *your ideas* and *your feelings* about the thing

Exercise 3.1

Brainstorming: Response Writing. Fill out this page as you brainstorm your response writing. Use your dictionary or conversation to find interesting, challenging new vocabulary.

WHAT? What are you responding to?

WHO is involved?

WHEN did the event happen?

WHERE did it happen?

WHY did this event happen?

Five new vocabulary words you could use in this writing:

1. _____

2. _____

3. _____

4. _____

5. _____

Section 4. More Sentence Structure

What is a *sentence*? One definition is: A sentence starts with a capital letter and ends with a period, question mark, or exclamation point. That's true, but an even better definition is:

A sentence is a complete thought.

Exercise 4.1:

Fix these sentences: Add capitals, punctuation, and any missing words.

1. my neighbor had triplets
2. what happened next incredible
3. three weeks later she had twins
4. when I heard that I said impossible
5. how did it happen
6. she lost one of the triplets

There are four basic **sentence forms**. (Review: How many **sentence types** are there?) Let's look at three of them.

- **Simple Sentence, or Independent Clause: One subject - One verb**

"We play every day." "I believe you."

"It's time for the party to begin."

"The alligators are swimming towards us." "Your big fat old dog smells bad." "All of the planets around our sun have been observed."

Extra Grammar Note:

If the verb is followed by an object, we call it a "**transitive verb**." Verbs with no objects are called "**intransitive verbs**." The same verb can be both transitive and intransitive.

Transitive: "I made a sandwich."

| subject | verb | object |
|---------|------|-------------|
| I | made | a sandwich. |

Transitive: "I see the birds."

| subject | verb | object |
|---------|------|------------|
| I | See | the birds. |

Intransitive: "Grandpa died."

| subject | verb | object |
|---------|-------|--------|
| Grandpa | died. | NONE |

Intransitive: "I see."

| subject | verb | object |
|---------|------|--------|
| I | See. | NONE |

Exercise 4.2:

Review sentence structure. Underline the subjects and circle the verbs in these sentences.

1. "Come on, kitty! Come home, Oscar!"
2. The owner of a missing cat is asking for help.
3. This cat owner has a special relationship with her cat.
4. The cat, whose name is Oscar, has three legs.
5. The two of them have lived together for more than ten years.
6. When Oscar was a baby, a car hit him and drove away.
7. Laetitia Robinson picked up the baby cat and took him to the vet.
8. "He's my best friend," said Ms. Robinson.
9. Since Oscar has been missing, Ms. Robinson can't stop thinking about him.
10. She told me sadly, "I wish he could hear me calling."
11. "If he could hear me, he would come running."
12. Anyone who sees a three-legged cat should call Ms. Robinson at once.

* * * * *

Compound Sentence: Two simple sentences joined with a FANBOYS connector.

"We play every day, **and** we fight every night." "I believe you, **for** you are always honest." "It's time for the party to begin, **so** let's open the doors."

"The alligators are swimming towards us, **but** our boat is stuck."

"Your smells bad, **or** maybe your couch smells bad."

"Humans have observed Mars for generations, **yet** we haven't visited it yet."

(Notice: "yet" can also be a time word!)

Extra Grammar Note:

"**FANBOYS**" is a nickname for the connectors

For (means: "because")

And

Nor (means: "and not this")

But

Or

Yet (means: "but")

So

They are also called "coordinating conjunctions."

"Nor" is a negative connector. Sentences before "nor" should be negative.

Sentences after "nor" use **question order** and a **helping verb**.

"I do not see your brother, nor **do** I want to see him."

"My parents won't go back to that store, nor **will my aunt** go there again."

Exercise 4.3:

Add a FANBOYS and comma to connect these sentences. Use each FANBOY once.

13. The best time to buy shoes is at the end of the day your feet are bigger then.
14. Your feet are bigger at the end of the day that's the best time to buy shoes.
15. I will not marry you will I move in with you.
16. Only female bees are worker bees they are the ones that sting.
17. Everyone dreams every night some people don't remember their dreams.
18. I could fall asleep early I could go out late with my friends.
19. The cougar, mountain lion, and puma are the same animal they have different names in different places.

Exercise 4.4:

Add "for" or "so." Don't forget the comma!

1. My teeth hurt I made an appointment with the dentist.
2. I made an appointment with the dentist my teeth hurt.
3. I am buying a lot of cute baby clothes my sister is expecting a baby.
4. My sister is expecting a baby I am buying a lot of cute baby clothes.
5. Airline check-in takes a long time you should go to the airport early.
6. You should go to the airport early airline check-in takes a long time.

* * * * *

Complex Sentence: An Independent Clause PLUS a Dependent Clause.

A Dependent Clause is a simple sentence that starts with a clause marker. There are many, many of these; here are some common ones.

| Time | Reason or Cause | Contrast | Condition |
|--|------------------------|-----------------------------------|--------------|
| when, as after before until whenever | because since as | although though even though | if unless |

You may think of this as two simple sentences joined with a Clause Marker connector.

Examples:

"I believe you **even though** your story is strange."

"Don't call me **unless** you have good news."

"We play every day **because** we love sports."

"**When** you left the party, everybody got quiet."

"**If** your old dog smells bad, you should give him a bath."

Extra Grammar Note:

Notice that DC can be first or second in the sentence. Also notice that if the DC is second, we need a COMMA!

Exercise 4.5:

Add a clause marker in the given space. Use the words from the box.

| Tim | Caus | Contrast | Conditional |
|--|------------------------|--------------------------------------|--------------|
| when, as after before until whenever | because since as | although though even though | if unless |

- _____ the country's revolution, jobs have been hard to find.
- Some people are unemployed _____ they search for a job without stopping.
- _____ the US is a "land of riches," poverty is still a serious problem.
- The band broke up _____ the drummer has a problem with drug use.
- I feel strangely nervous _____ I **see** pictures of surfers on big waves.
- I didn't believe in ghosts _____ I **moved** into a truly haunted house.
- _____ life in a refugee camp is hard, some people find a way to study.
- My uncle passed the citizenship test _____ he cannot read well.
- _____ I just got married, my friends like to tease me about my husband.
- _____ I don't have time to go, can you go to the post office for me?
- I visited another country for the first time _____ I was 20 years old.
- _____ I was a child, I dreamed about space travel.

Note about "until:"

"Until" means "The action will stop after" Compare these pairs of sentences.

- A. "Let's play the game when it gets dark." (START in the dark)
- B. "Let's play the game until it gets dark." (STOP when it's dark)
- A. "Stop eating when you're full."
- B. "Keep eating until you're full."

Exercise 4.6:

Fill in the blank with "when" or "until."

1. I can't go to the movies _____ I finish my homework.
2. I can go to the movies _____ I finish my homework.
3. I lost my phone! Now, I can't relax _____ I find it!
4. Don't take a break. Keep working _____ you're done.
5. I started studying English _____ I came to the U.S.
6. I'll keep studying English _____ I become fully bilingual.

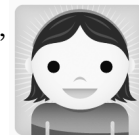
Note about "unless:"

"Until" means "If not ... " Compare these two sentences.

"If I get paid today, I can pay the bill."



"Unless I get paid today, I can't pay the bill."
("If I don't get paid, I can't pay the bill.")



Fill in the blank with "if" or "unless."

7. I can't go to the movies _____ I finish my homework.
8. I can go to the movies _____ I finish my homework.
9. _____ you are an international student, you can work full-time.
10. _____ you are an international student, you can't work full-time.
11. I will marry you _____ you have another girlfriend.
12. I won't marry you _____ you have another girlfriend.
13. _____ a person eats too much fast food, they will gain weight.
14. _____ a person eats too much fast food, they won't gain weight.
15. I won't bring my dog to visit you _____ you are allergic.
16. I will bring my dog to visit you _____ you are allergic.

Section 5. Essays

Just as a paragraph is defined as “a group of sentences on a single topic,” an essay can be defined as “a group of paragraphs on a single topic.”

Introduction:

- An essay begins with an Introductory Paragraph – the Introduction.
- The Introduction begins with a Hook – an interesting sentence.
- The Thesis Statement, like a Topic Sentence, tells the reader the **subject** and the writer’s **opinion**.
- The Thesis Statement is almost always the **last** sentence in the paragraph.
-

Body:

- The Body is the longest section of the essay.
- The Body can be one or more paragraphs. In this class, your teacher may tell you how many Body paragraphs to write.
- Often, writers choose to write 3 Body paragraphs, but that is not a rule.
- Each Body paragraph **begins** with a topic sentence.
- The Body paragraphs follow the guidelines from Section 2.
-

Conclusion:

- The final paragraph is called the Conclusion.
- This paragraph should give the reader a feeling of “completion.”
- A Conclusion often return to the idea in the Thesis Statement and uses different words to express the same idea.
- Most importantly, a strong Conclusion may make the reader smile or feel surprised. It should feel like the “last word.”

From Paragraph to Essay

Do you notice how an Essay is similar to a Paragraph?

Here is an example paragraph. Notice the Topic Sentence, Supporting Details, and Concluding Sentence.

Friend for Life

If you decide to adopt a dog, there are several steps you must complete. First, think about what you want to do with your dog. When you know that kind of activities you will do together, then you can choose the right breed. Look online for the personalities of different dog breeds. Then, go visit the dog shelter. You won't bring a dog home today, but you will fill out some papers. Answer all the questions honestly and ask the workers there about the dogs they have. Then, look at the dogs. Be sure to bring everyone in your family for this step. If you find the right dog, pay the fees and sign the papers. But, don't be in a hurry. When you find the right dog, go home and prepare your house. The dog will go to the doctor for one more check. Pick up your dog when the doctor is done and say hello to your friend for life.

162 Words

1 Paragraph

Here is the paragraph expanded into an essay.

Friend for Life

Everyone knows that "Man's best friend" is a dog. The best thing about dogs is that they are all so different. Dogs can be tiny or huge, long-haired or short-haired, loud or quiet, and active or sleepy. You can certainly find a dog to match your personality, and you can save a dog's life by adopting it from the animal shelter. If you decide to adopt a dog, there are several steps you must complete.

First, do some research and planning. Think about what you want to do with your dog. Will you exercise together, or do you prefer to watch TV? Do you want a delicate dog, or a strong dog that can survive living with your children? When you know what kind of activities you will do together, then you can choose the right breed. Look online for the personalities of different dog breeds. You will see what activities they are good at and what habits they will have.

Then, go visit the dog shelter. You won't bring a dog home today, but you will fill out some papers. Answer all the questions honestly and ask the workers there about the dogs they have. Then, look at the dogs. Be sure to bring everyone in your family for this step. An important piece of advice is: don't choose a dog because you feel sorry for it. Only pick a dog that really will fit into your family.

Finally, you will find the right dog. Congratulations! Now pay the fees and sign the papers. But, don't be in a hurry. Go home and prepare your house with a dog bed, toys and food. The dog will go to the doctor for one more check. It may need shots or it may need to be "fixed." That means to get surgery so it can't have babies. Pick up your dog when the doctor is done.

Now that your new dog is home, there may be some good days and bad days while your dog learns to be a real family member. It will need to learn the rules of the house, just like anyone. Be patient and share your love. Very soon, you will be proud of your friend for life.

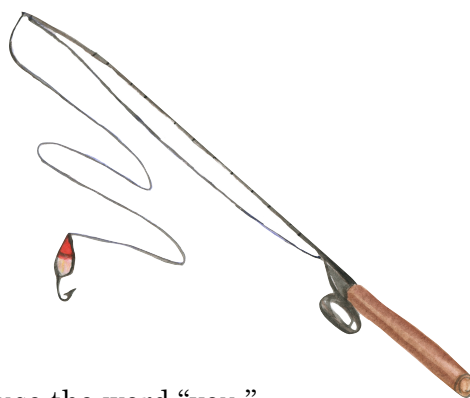
371 Words

5 Paragraphs – One Essay

More about Introductions

Begin with a Hook.

A Hook is an interesting sentence that “catches” the reader like a fisherman catches a fish.



Good ways to write a Hook are:

Ask a question. If you want to write informally, use the word “you.” To be more formal, avoid “you.”

Examples:

- ★ “Have you ever been on a sinking ship?”
- ★ “Would you go swimming with a shark?”
- ★ “What is the number one reason why office workers get fired every year?”
- ★ “Is there really a secret technique to win the lottery?”

Share a quotation. Quotes include words from famous writers, proverb or sayings, and words spoken by ordinary people. Be sure to include the **source** of the quote (who said or wrote it originally).

Examples:

- ★ “Get books, sit down anywhere, and go to reading for yourself.” That good advice came from Abraham Lincoln, who was a lawyer before he became a US President.
- ★ “May you have 100 birthdays” is the birthday greeting we use in my country.
- ★ “I hate you!” I never wanted to hear these words, especially from my own child.

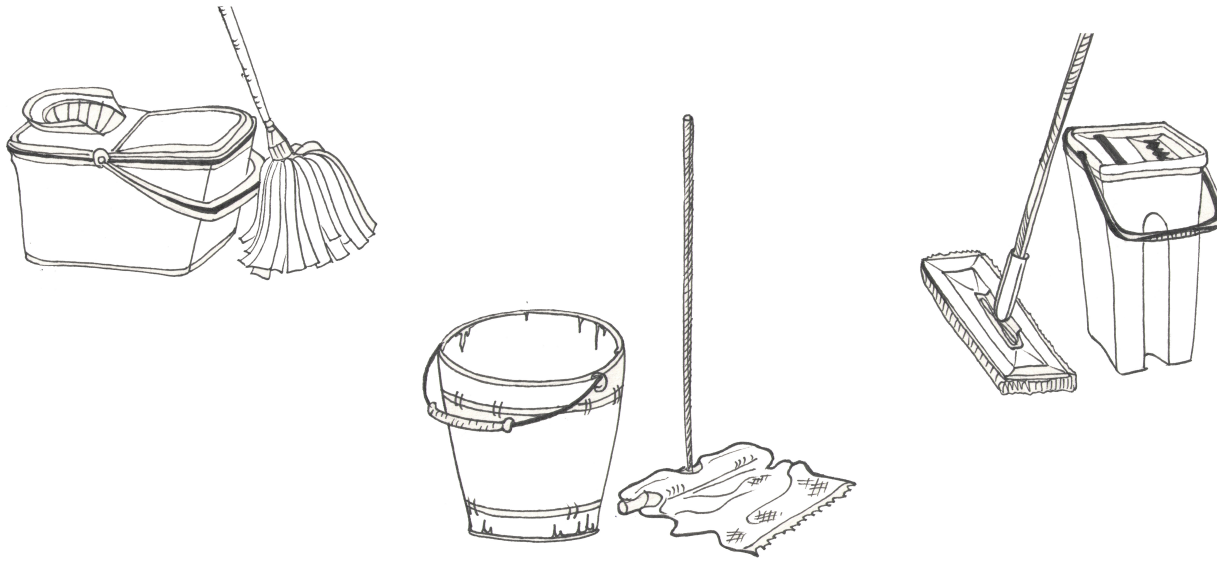
Share an interesting fact, especially a number. A statistic, percentage or number can catch attention only if it is really interesting. Choose carefully, and always give the source of the number. *Be careful:* numbers can be hard to understand.

Examples:

- 40% of teen runaways have left home because their parents locked them out of their home, according to National Network of Runaway and Youth Services.
- In the 18th century, 11 species of mammals and birds became extinct. In the 19th century, 27 species became extinct. And in the 20th century, 67 species became extinct, according to Endangered Species International.
- Americans might **file bankruptcy** because of a divorce or uncontrolled spending. However, the number one cause of bankruptcy, according to Harvard University, is medical problems. That’s right: getting sick or injured is the #1 reason that Americans lose all their money.

Use digits (11, 12, 13) for numbers higher than ten.

Use words (one, two, three) for numbers lower than 11.



More about Conclusions...

“MOPS”

When writing a conclusion, remember this word!

There are many ways to write a conclusion. Remember that the main job of a Conclusion is to give the reader a “completed feeling.” It’s hard to define this, but here is some general advice.

First, come back to the Introduction. Don’t repeat any sentences, but return to your general ideas – and, importantly, return to your Thesis Statement. Remind the reader of the reason you wrote the essay. That helps create the feeling, “OK, we’re done.”

Second, remember **“MOPS:”**

Moral. What did you learn? How did you change? What lesson could you share with your readers?

Opinion. What’s your final opinion? Do you think one thing is better, one thing is worse, one thing is most important?

Prediction. What will happen in the future? What will happen to you when you’re older? What will happen in the world? How will the situation develop?

Suggestion. Give advice to the reader. What should the reader do themselves? What should world leaders do?

We will see examples of “MOPS” in example essays!

* * * * *

Section 6. Process Analysis Writing

Start with the basic questions:

What's the goal of process analysis writing?

The goal of all process analysis writing is the same: to teach the reader how to do something. Cookbooks, car repair books, computer manuals, sewing books, business books ... these are examples of process analysis writing. Directions for washing your new jeans, directions for putting together furniture, or a book about how to succeed in business are process analysis, too. It's everywhere in ordinary life.

What's the form of process analysis writing?

It's possible to write a single paragraph, but if the steps are that simple, the reader might wonder: *"Why write directions for something I already understand?"* If you have chosen an interesting topic, you will usually write an essay of 3 or more paragraphs.

Here is a review of some important points about this writing.

Topics. Let's start by looking at **bad topics**. A bad topic for this kind of writing could have any of these problems:

- Too few steps: "How to blink your eyes."
- Too many steps: "How to design, build, paint, and decorate a new house."
- Not interesting enough: "How to turn off a computer."
- Too specific to one person: "How I get ready for bed every night."
(*This could be a great topic for a **personal essay** – but the controlling idea of this topic is really "Information about me," not "Teaching the reader how to do something."*)

Good topics have many steps, but not too many. They are usually useful to the reader, but they could be humorous instead: for example, "How to embarrass your teenage daughter" could be a great topic. You will not really try to **teach** the reader anything with this topic, but they may laugh at your ideas.

Topic Sentence or Thesis Statement. Topic sentences for these paragraphs – or, if you plan to write an essay, thesis statements - are also all similar. They mention the topic and use words like "directions," "steps," "process" or "procedure." Here are some examples.

- If you really want to embarrass your teenage daughter, just follow these easy steps.
- Repairing a broken screen door isn't too hard. You can do it with a few simple tools and these directions.
- Anybody can cook a cup of instant noodles if they follow this process.
- I'll give you three main steps to follow, and your dog will be obedient in three weeks.

Organization. Most topics should be organized by time: what happens **first** must be followed by the **next step**. However, some topics should be organized by **importance**.

Exercise 6.1.

For each topic, decide: Should it be organized by *time* or *importance*?

| | |
|--|---|
| How to end a bad relationship: | How to prepare for an emergency: |
| How to calm down a crying baby: | How to react to your first kiss: |
| How to repair a flat tire: | How to train a dog to do a trick: |
| How to have a happy marriage: | How to get a green card: |
| How to break a rule and not be punished: | How to make a million dollars: |
| How to cook orange chicken: | How to get along with your mother-in-law: |

* * * * *

Grammar. Since you are giving general advice that will always be true, this writing will usually be written in simple present tense.

It is also possible to write a personal essay about a process you completed. In that case, you will write in past tense.

Also, notice that most of your sentences will be imperatives (commands). (Review: An imperative sentence has no subject; for example, “Come here,” “Please answer the phone,” and “Always pay your bills on time” are imperatives.)

You have a choice: you may use “you” as a subject, and write sentences like “You should wear clothes you don’t mind getting dirty,” or “Choose several schools you are interested in.” Or, you may be more formal in your writing and never use the words “I” and “you.” Both ways of writing are OK in general, but always follow your instructor’s instructions.

Transition words. Use these words to introduce steps:

| | | | |
|--|--|--|---|
| First, Second, Third, For the first step, For the second step, (and so on) | Next, Then, Following this, After_____, Afterwards, After this, Subsequently, | Simultaneously, Concurrently, While that is happening, During this time, When __, | Finally, For the final step, To finish, Before you are done, One last point is _____. |
|--|--|--|---|

Description. Use descriptive language – what does something look like, sound like, smell like, feel like, taste like? Use adjectives. You will need this type of writing to really explain how to do each step.

Advice. If you write only the steps of the process, you may end up with a very short paragraph. To add length, personality, and interest, include your advice. If you're writing about "How to get a job," one of your steps might be "Dress appropriately." Here is a great place to add advice! What kind of clothes? What colors? What should you NOT wear? How much money should you spend on a suit? How is it different for women and men? Add your advice when it's needed.

* * * * *

Exercise 6.2.

Here is a very short paragraph about cooking a simple food. Label:

- the Hook
- the Topic Sentence
- the transition words
- the Concluding Sentence

Some people say they are bad cooks and can't prepare any food at all. Well, anybody can cook a cup of instant noodles if they follow this process. First, choose a brand and flavor of noodles from the market. In your kitchen, open the lid. Then, heat some water in a pot or microwave. When it's boiling, pour hot water into the cup. Cover the cup and wait about three minutes. Now, your dinner is ready. Enjoy it!

(77 words)

Exercise 6.3.

Reread the paragraph above. It has NO description or advice. Please add the description or advice that is needed!

Some people say they are bad cooks and can't prepare any food at all. Well, anybody can cook a cup of instant noodles if they follow this process. First, choose a brand and flavor of noodles from the market.

1:

In your kitchen, open the lid.

2:

Then, heat some water in a pot or microwave.

3:

When it's boiling, pour hot water into the cup.

4:

Cover the cup and wait about three minutes.

5:

Now, your dinner is ready. Enjoy it!

Exercise 6.4.

Here is a simple list of instructions. It does include some advice and description. Is it acceptable for academic writing?

How to Remove Chewing Gum From Hair

1. Prepare an ice sack.

Place several cubes of ice in a plastic bag or thin cloth. Seal or hold it closed.

2. Apply ice pack to hair.

Move the affected hair away from the scalp and press the ice against the gum for 15 to 30 minutes or until the gum freezes solid. Use a rubber glove or a dry washcloth to hold the ice compress if your hand becomes chilled.

3. Crack the frozen gum into pieces.

With one hand, hold the stuck section of the hair between the gum clot and the scalp, and break the frozen gum into small pieces.

4. Remove the gum.

Gently pull the frozen gum pieces from the hair using your other hand. If the warmth of your hand begins to melt the gum, refreeze and repeat until all the gum has been removed from the hair.

(Joshua Piven, David Borgenicht, and Sarah Jordan, *The Worst-Case Scenario Survival Handbook: Parenting*. Chronicle Books 2003)

* * * * *

This is NOT an acceptable academic paragraph. It might be helpful to know this information, but this topic (very simple) and this writing style (a numbered list) are NOT academic.

Exercise 6.4

Brainstorm Page: Process

Topic:

Number of Steps:

Organize by time or by importance?

Five new vocabulary words that you could
use in this writing:

1) _____

2) _____

3) _____

4) _____

5) _____

Possible Transitions and Connectors:

| | | | |
|---|---|--|--|
| First, Second, Third, Fourth, Fifth, ... For the first step, ... For the second step, ... | Next, ... Then, ... Following this, ... After [noun], ... Afterwards, ... Subsequently, Dependent Clauses: After you finish this step, ... | Simultaneously, During this time, ... Dependent Clauses: When that is happening, ... While you wait, ... | Finally, ... For the final step, ... To finish, ... Dependent Clauses: Before you are done, ... As you complete the process, ... |
|---|---|--|--|

Now, outline the process. Give each step a number. For each step, include one piece of advice or description useful for that step.

Process Example Essay 1:

Inyoung Hong
November 8, 2010
Academic Writing 6
Instructor: Davina Ramirez

How to Have a Good Marriage for Women

No one wants to have a single life forever. Most women want to be married, but sometimes they don't know how to have a good marriage. If you follow these steps, you can have a good marriage in the future.

For the first step, tell people around you that you intend to get married. If you are thinking about marriage, you need to show an active attitude about marriage to people. For example, you could say: "I don't want to be single anymore. I think it's about time for me to tie the knot. Could you fix me up with someone nice you know?", or "I am really ready to settle down and start a family. Please arrange some blind dates for me. I want to meet a nice guy on a blind date."

For the second step, pray for your marriage partner. You should suggest specific conditions in your prayer. For example, you may ask that your partner be "tall, good-looking, good family background, educational background, occupation, annual salary, age, country, place where he lives," and so on.

The third step is to take cooking lessons to be a good cook. If you cook well, your future husband will be very happy. Let's imagine: You are cooking for dinner when your husband comes home from work. He must be very hungry and tired. Some nice dinner will be invigorating for him. If there's nothing to eat in the refrigerator, your husband has to cook after he gets home from work, and if there was no lunch for him, he would be very irritated with you.

Next, keep yourself in good health. Nobody likes a sick wife. You can go to a gym and go for a walk. You can also jump rope and play hula hoops. If you are healthy, your future married life will be healthy.

At last, save money. You will need marrying money. You will spend a lot of money on marriage. For example; wedding ceremony, wedding reception, honeymoon, home furnishings and so on.

Now you are ready to meet someone nice. Don't hesitate for a moment about finding a good guy to have a good marriage. Just go for it!

Section 7. Run-Ons and Comma Splices

When 2 or more simple sentences are joined together in the wrong way, the result is either a run-on sentence (subject verb subject verb) or a comma splice (subject verb, subject verb). Both are mistakes. First, practice identifying run-ons and comma splices.

Exercise 7.1.

Proofread the 10 sentences below. Write ro under the run-on sentences, and write cs under the comma splices.

Students were asked the question: “Do you think memorizing is a good way to learn?”

1. It's useful you might forget some things.
2. Since I have a good memory, it's a good method for me.
3. It's good for vocabulary, there are so many words.
4. It's not fun it's important.
5. I wasn't a good student, also I don't remember ever memorizing anything.
6. In school I had to memorize a lot of poetry, I still remember it I guess it's useful.
7. I memorize speeches, I will forget them.
8. Some things you need to memorize some things you can only learn by doing.
9. In fact, important facts can be memorized ideas should be discussed.
10. I memorize things that don't have many rules, like gerunds.

You can fix a run-on sentence or comma splice by starting a new sentence. However, you can get too many short, choppy sentences that way. Here are three ways to join sentences.

1. Use a connecting word – one of the FANBOYS - and a comma before it.

WRONG: We'll work together, we'll help each other. (CS)

WRONG: We'll work together we'll help each other. (RO)

RIGHT: We'll work together, and we'll help each other. (and = addition)
We'll work together, but we may not succeed. (but = contrast)
We'll work together, yet we may not succeed. (yet = contrast)
We'll work together, so we can succeed. (so = result)
We can work together, or we can fail. (or = choice)
We'll work together, for we want to succeed. (for = reason/ because)

2. Put a semicolon between the two sentences. A semicolon shows that the two sentences are closely related.

WRONG: The athletes trained for months they were in excellent condition.

RIGHT: The athletes trained for months; they were in excellent condition.

3. Make one sentence a dependent clause with words like *because, if, when, before, after*.

WRONG: He wanted his children to feel special each one got time alone with him.

RIGHT:

Because he wanted his children to feel special, each one got time alone with him.

RIGHT:

Each of his children got time alone with him **because** he wanted them to feel special.

Exercise 7.2.

Correct the following comma splices by using a comma and connector (FANBOYS) or a semicolon. Careful: Some sentences are OK!

The Internet

1. The Internet began in 1969, it was an experiment by the U.S. government.
2. Originally, the Internet was planned so that academic and military people could communicate, they needed a better system than telephones.
3. At the time, because the government was afraid of nuclear attack, it wanted a system that would work during an attack.
4. The government planned it without a main office that someone could bomb.
5. Since no one was in charge, it grew in many directions without rules or limits, it left government control.
6. Universities began to use it for daily communication, people got used to it.
7. As a result, millions of users are now connected around the world.
8. Everyday life now depends on this system, I don't know if it will still survive a nuclear attack.
9. I use it daily, do you?

Exercise 7.3.

These sentences have a mixture of problems: comma splice, run-on, comma mistakes, and missing or incorrect connectors. Correct all errors you see.

1. I work at the mall sorting folding put price tags on clothes.
2. After working 3 hours I take a break I like to get some coffee then.
3. I usually buy coffee at “Coffee People” it’s not only strong it’s delicious.
4. My boss at work is neither friendly and unfriendly.
5. I don’t know how long I will work there, I am glad to have a job now, I want a better job in the future.
6. I spent yesterday relaxing talking shopping with my brother.
7. He visited me for one day I decided to take the day off work.
8. I didn’t know where to go for lunch he’s not only a vegetarian and he has allergies.
9. He said he didn’t want neither an expensive nor a cheap lunch.
10. We went shopping, he doesn’t like to shop, we didn’t stay there long.

Section 8. Descriptive Writing

The goal of descriptive writing is *to describe a topic*. You should try to describe information using all 5 senses.

What do you **see**?

- what do you **hear**?

- what do you **touch or feel**?

- what do you **smell**?

- what do you **taste**?

and always add

- **what emotions do you have?**

You can write a purely descriptive paragraph or essay, and you will often include description in other writing styles, such as narrative or process analysis.

There are two general groups of descriptive writing topics: *things* and *experiences*. People are a "thing," but they are a special type of description, so I'll put them separately.

| Things: | People: | Experiences: |
|----------------|-----------------------|--------------------------------|
| places | people you know | something that happened to you |
| animals | | |
| objects | people you don't know | an action an event |

Different Ways to Organize Details

1. Organize your writing by direction

Imagine you are a movie director. "Show" the reader your topic in the same way a movie camera does: by going *in a direction*. For a place, start on the left side and describe what you see as you slowly look to the right. For a person, start at the top, then go down, or describe their shoes, then their body, finally their face. Or, "zoom" in and out - start far away, then come in close to show small detail. You can't smell someone's perfume across the room, but when you come close and give them a hug, you will smell them, feel the texture of their clothes, feel their warm arms.

Cannon Beach

1. Sand under my feet (see, feel)
2. Birds, clouds over my head (see, hear)
3. Family beside me (see, hear, smell)
4. Ocean waves in front of me (see, hear, taste)

Your topic will usually not have a **taste** of its own. But there may be a taste that makes you think about that thing. If you describe your mother, is there a special meal she sometimes cooks that makes you think about her? If you describe your pet, is there a snack you eat that your pet also likes to eat? If you describe your car, is there a drink you always drink when you drive? If the answer is "no," don't worry; you can skip "taste."

2. Organize your writing by sense

If you use this method, you will first describe everything related to one sense (sight, smell, touch ...) Then, you will describe everything related to the next sense. For example, you might organize it this way:

1. Everything you see
2. Everything you taste and smell
3. Everything you hear
4. Your emotions

This style works best for a subject that does not change while you describe it. It seems to work well for *places*.

3. Organize your writing by importance

When describing someone you know well, you often want to discuss their personality and character, or the way they affect you. These things are **more important** than appearance. In this example, the writer begins with the obvious things anyone can see, then describes the details that only a close friend or family member would know.

My Mother

1. Her appearance, voice and smell
2. Her personality
3. How I feel when she is near

4. Organize your writing through time

Start at the beginning, then describe how things change until the end. For example, if you describe a shopping trip, you could organize it this way:

The Shoe Store

1. First: Looking through the window, then walking into the store
2. Next: Looking at all the shoes, smelling the leather
3. 10 minutes later: Talking to a salesperson, trying on shoes
4. 30 minutes later: Paying and going home with new shoes

Again, taste is sometimes a hard sense to describe, but you may include tastes that make you remember the experience. Did you have a drink during the experience, chew gum, bite your nails, hold a pencil in your teeth?

Also, include the temperature and air quality. Do you feel warmth, coolness, fresh air blowing, or still air? Was it a bright, sunny day or dark? What emotions did other people at the event show?

* * * * *

None of these patterns is “better” or “worse.” None of them are “harder” or “easier.” The key is to choose an organization pattern that fits your topic – and stay organized as you write.

Exercise 8.1. Brainstorm – 5 Senses and Emotions

Fill out the brainstorm. Write 5 or more adjectives or nouns (***not sentences***) in each area. (You may have fewer for “taste.”)

The form consists of five distinct shapes for brainstorming, each with a label:

- you feel or touch:** A large circle on the left side.
- you hear:** A stepped, cross-like shape at the top right.
- you see:** A diamond shape in the center.
- you smell and taste:** A shape with rounded corners on the bottom left.
- your emotions:** A large heart shape on the bottom right.

A central star shape is labeled **Topic:**.

The Descriptive Essay: Introduction

Every Essay must have a Thesis Statement. These two examples show different ways to write one.

Example 1: The Direct Thesis Statement.

After Brainstorming, you should be able to choose ***the most important*** 2, 3 or 4 qualities of your topic. Imagine that your general topic is *a restaurant*; you have chosen *the PCC cafeteria* as your specific topic. In your opinion, the most important points about the cafeteria is that it's:

loud; bright; crowded.

Or, perhaps you have chosen *The Melting Pot*, in downtown Portland, as your topic. After brainstorming, you decide that the most important qualities are:

fancy; delicious; in an unusual place.

Another choice could be the *Carl's Jr.* downtown.

dirty; unsafe; fattening.

Now, writing a Direct thesis statement is easy.

"The PCC cafeteria is a loud, bright, and crowded place."

"The Melting Pot is an exciting place to eat because it is fancy, very delicious, and in an unusual place."

"Some Carl's Jr. restaurants are nice, but the one downtown is dirty, unsafe, and sells fattening food."

(Notice that the restaurant itself isn't fattening; the *food* is.)

Example 2: The Indirect Thesis Statement.

Let's use the same restaurants, and the same qualities, from the last example. Remember that an Indirect thesis statement tells the reader the topic and your opinion (like **all** thesis statements!) – but it doesn't specifically tell the reader what each Body paragraph will be about. Once again, you think that the *PCC cafeteria* is

loud; bright; crowded

... and you believe *The Melting Pot* is

fancy; delicious; in an unusual place

... while the *Carl's Jr.* is

dirty; unsafe; fattening.

Here are some possible Indirect thesis statements.

"The PCC cafeteria is a lively place to eat."

"The Melting Pot is not a good place for a quick snack, but it's wonderful for a special occasion."

"Eating at the Carl's Jr. downtown is a nasty experience in many ways."

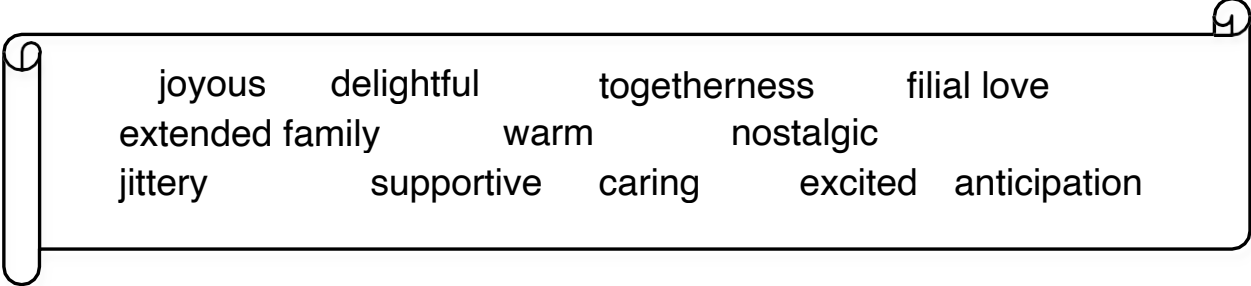
These thesis statements communicate the general idea of their important qualities, but don't use the exact words. However, I expect that the Body paragraphs of each essay **will** use those words.

Tone

When a person reads your writing, what feeling will they get? Will they smile, frown, or look sad? You – the writer – have control over this. The mood and emotions you express in your writing is called the *tone* of the writing. To set that tone, brainstorm words – especially adjectives! – that match that feeling before you write.

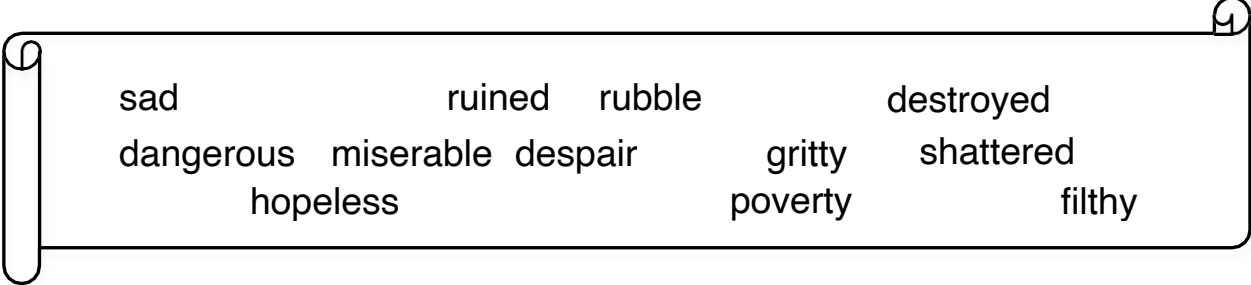
For Example ...

Imagine you want to describe your own wedding day. It was a wonderful day for you. Your family was together, and you were nervous but happy. Here are some brainstormed words:



joyous delightful togetherness filial love
extended family warm nostalgic
jittery supportive caring excited anticipation

On the other hand, imagine you are describing a visit to a village that was bombed during a war.



sad ruined rubble destroyed
dangerous miserable despair gritty shattered
hopeless poverty filthy

Just reading these short lists gives the reader very different emotions.

Be thoughtful about the tone you choose!

Exercise 8.2 Tone in Descriptive Writing: Brainstorming Adjectives.
For each paragraph, choose a specific topic from the lists above. Then choose a tone from this short list and brainstorm adjectives and other words that could be used. Use a dictionary and conversation!

humorous – homesick – calm— impressed – anxious

Descriptive Writing 1: A person

Topic:

Tone:

12 adjectives that could be used in this writing:

Descriptive Writing 2: A place

Topic:

Tone:

12 adjectives that could be used in this writing:

Descriptive Writing 3: An event

Topic:

Tone:

12 adjectives that could be used in this writing:

Descriptive Example Essay 1

Seung-Eui Chae

Memories of a Pink Dress

On the wedding day of my brother-in-law, I was really glad because I had a new friend as well as a sister-in-law. Many people came to congratulate the new couple. There were many camera flashes, sweet music and flower arches. Whenever I recall that day, the first thing I remember is my pink dress.

On that day, I wore the Korean traditional dress which consists of a jacket and a skirt. This dress was pink, and there were flowers embroidered around the neck, on the sleeves and on the bottom of the skirt. There were long ribbons which were attached to the jacket. Instead of buttons, these ribbons were used to fasten the jacket.

This dress felt smooth but not soft. When I walked in the dress, there was a crispy sound from the rubbing of the dress. It was like the sound when I walk on snow. The skirt was so long that it trailed on the floor.

When the wedding ceremony ended, I was so tired because I had to greet the relatives and act as a guide. It was no wonder that the uncomfortable dress added to my fatigue. Now, I remember my wedding day. I did not realize how uncomfortable it was for every member of my family to wear such a dress during my wedding ceremony.

Things to Notice:

- * The title is well-chosen. It mentions the topic, but isn't too specific.
- * The writer uses sight, touch, sound and emotions to describe the dress. She avoids "telling the story" of the wedding; instead, she stays on topic (the dress).
- * The sentence "It was like the sound when I walk on snow" is a wonderful comparison.
- * The essay is short – only 221 words. An essay of 400 – 500 words would be better for Level 6. The writer could certainly add more details about exactly how the dress was uncomfortable, or describes the dress's appearance more fully.

Descriptive Example Essay 2

Liliana Cardenas

The Incredible Sears Tower

The first time I visited Chicago, I saw the Sears Tower building and I went on a tour inside. It was incredible being inside of that big building that seemed to stretch up to heaven. I found it impossible to try to count the number of floors, and my neck didn't get tired of looking to infinity. Wow! "104 floors" I read in the tourist guide. It was a very impressive and popular place.

When we first got to the Sears Tower front entrance, the door opened automatically. Everything, the floor and the elevators, seemed very clean and impeccable. The environment felt so fresh. I was with some members of my family and some friends. We got on the elevator and suddenly I could feel the speed jumping in my stomach. After 10 or 15 minutes, I got off the elevator on the 104th floor. But there were so many people; it was crowded and people bumped into me.

Standing on the top floor, I had never been so high in my life. It was easy to see all the cars and houses. They were like toys. I felt as if I could grab them with one hand. There were really nice binoculars to see the view more in detail. The binoculars were big, heavy and metallic with a nice magnifying glass, but they only worked by inserting 25 cents.

The observation deck was very big it had many stairs and many vending machines, and a nice big cafeteria. Inside the cafeteria, there were beautiful square glass tables with green frames, and the chairs were made of wood engraved with the drawing of the building in the back. We sat down there and asked for some cappuccinos along with a piece of cake. I asked for a cappuccino with Amaretto along with a nice fresh style piece of chocolate cake with nuts and coffee cream. The coffee was hot and sweet and very creamy; I held it in my cold hands and that felt so nice. The cake was sweet, but stiff, and not very fresh.

In that place I found many people from a lot of countries. The place was full. Most of them were tourists from China, Japan, and Europe. Listening to everybody talking at the same time sounded so nice. I could hear a mixture of languages; it seemed like we were talking a new language, making a strange noise like a roar. I felt excited to be in America where people from every country come to visit and to live.

When we finished eating we bought some souvenirs like key-chains to remember that day. Then we stepped outside on the observation deck again to remember that place. The air was cold and the wind was strongly pulling my hair. It was an exciting visit. I don't know where my Sears Tower key-chain is now, but I will always remember that impressive visit.

Things to Notice:

- * The title is acceptable, but a little boring.

What senses does the writer use? Circle those that you notice:

sight smell sound taste touch
emotion

- * The length is very good: 486 words.
- * The writer includes both positive and negative points she noticed. That's good; it makes the description more accurate, and more interesting.
- * Grammar: There is a run-on sentence in this essay. Can you find it?

Sources: Both essays were adapted from *Topics: Online Magazine for Learners of English*
<<http://www.topics-mag.com/index.html>>.

Section 9. Comma Rules

Review the basic comma rules:

1)Sentence, FANBOYS Sentence

“I like you, but I will not marry you.”

2)DC, IC

“If I come home late, my dog goes crazy.”

“When the moon is full, there are more car crashes.”

3)Between 3 or more items in a list “I drink coffee and tea.”

“I drink coffee, tea, juice, and beer.”

4)After an introductory phrase – a transition word or a phrase. “In the morning, it rained.”

“However, we are too happy to care about that.”

5)Around a non-restrictive clause or appositive. This is the trickiest!

“My mother, who is a nurse, will help take care of the new baby.”

6)Between a quote, and a verb like "say".

"Pablo Picasso said, 'Every child is an artist. The problem is to remain an artist once they grow up.' "

(Watch out! There is no comma here:

“This article states that ‘every child can create art.’ ”)

Let's begin working on each rule in order, then work on a variety of problems.

Exercise 9.1: Rule 1

1. I used to work out a lot but these days I don't go to the gym at all.
2. I wish I could but my work schedule isn't convenient.
3. I've been working the night shift for the pay is higher at night.
4. We are expecting our first baby in a few months so saving every penny is important to us.
5. I study and work at night and my wife works full-time at Safeway.
6. Either my mother or my mother-in-law will stay with us when the baby is born.
7. My wife would like to quit her job but we can't afford it yet.
8. Babies are expensive yet it will all be worth it when he or she is here.
9. The doctor knows the sex of our baby but we wanted to be surprised so she hasn't told us.
10. I am really curious and so is my wife yet the only thing we really care about is the baby's health.
11. We've waited for five years to start our family for we wanted to own a home before becoming parents.
12. We still don't own a house or even a condominium but we are tired of waiting.
13. Starting a family is so exciting but it's also making me nervous.

Exercise 9.2: Rule 2

1. I have been watching a lot of football these days though I never go to live games.
2. Because I'm a girl most football fans seem surprised that I love the game.
3. I was raised in a family of football fans even if I never played myself.
4. After the last World Cup was over I felt depressed.
5. I was really sad when my country lost against Germany.
6. Despite the fact that it makes Americans confused I don't use the word "soccer."
7. I have followed NYCFC ever since David Villa joined their team.
8. Whenever Villa goes after the ball he doesn't give up.
9. Even if it looks hopeless Villa runs to it with incredible speed.
10. Villa has made some incredible goals in his career because he doesn't give up.
11. Although some people hate his little beard I actually like it.
12. When there's a game on I will watch it if I have time.
13. I'm glad I can watch games on the computer because we don't get any sports channels on my TV.

Exercise 9.3: Rule 3

1. I believe the best countries to visit in Africa are Senegal Tunisia and Ghana.
2. She believes the best countries to visit in Africa are Senegal and Tunisia.
3. Grate the carrots and the potatoes.
4. Carrots beets and radishes are called "root vegetables."
5. The math department isn't offering statistics calculus or geometry.
6. The qualifications for the position include a food handler certificate your own transportation and strong English skills.
7. After the death of Father, it took years for Mother to become strong confident and independent again.
8. At Samira's, you can order vegetarian or meat options.

**** Check vocabulary: *habanero*, *tomatillo*, *jalapeño* and *mango* are all foods.****

9. The sauces at Tacos Michoacán include fiery hot habanero mild tomatillo medium-hot jalapeño and a fresh-tasting mango salsa.

10. We packed all our bags picked up our tickets and checked-in online before we left for the airport.
11. Her short spiky artificial-looking red hair isn't really attractive.
12. Anne Frank was one of hundreds of Jews who hid in attics basements and secret rooms to survive the Nazis.
13. Would you prefer scrambled eggs granola and yogurt or oatmeal for breakfast?
14. Do you prefer coffee or tea?

Exercise 9.4: Rule 4

1. Right now I'd like to tell you a traditional story.
2. First imagine a spider.
3. This isn't an ordinary spider -- this is Anansi, the naughty spider who is the hero of many African tales.
4. One day Anansi (who is very lazy) asked his hard-working wife when the stew would be done.
5. In fact she was cooking the stew right then.
6. Needing some help she told Anansi to stir the stew while she went out to hoe the garden.
7. Unfortunately Anansi is not very patient.
8. He scooped the hot stew into his hat and started to eat.
9. When his wife finished her work in the garden, she walked to her husband.
10. However Anansi didn't want his wife to realize he was eating their lunch already.
11. He plopped the hat full of hot stew right onto his head.
12. At once the hot stew began to burn through his thick, beautiful hair.
13. In pain he began to dance.
14. As he danced the hot stew burned all his hair away.
15. As a result Anansi and all his children are bald to this day.

Exercise 9.5: Rule 5

1. The iPad manufactured by Apple Computers is not cheap.
2. Neither you or I two professionals can complete this request.
3. The job interview is for a position at Nike which is the largest company in this area.
4. The job interview is for a position at a large company that has more than 1,000 employees in this area.
5. I'm born on March 9th which is the same day my grandmother was born on.
6. My brother who lives in Miami has two children. (I have several brothers.)
7. My brother who lives in Miami has two children. (I have only one brother.)
8. My father a hard-working man always comes home tired.
9. The winner of the contest whoever they are will get a million dollars.

Exercise 9.6: Rule 6

1. The sportscaster always ends his show by saying "Go you Reds!"
2. The sportscaster always ends his show with the call "Go you Reds!"
3. My mom said "The Khmer Rouge frightened all of us."
4. The article states that "the Khmer Rouge frightened all ordinary citizens."
5. I think it was Phyllis Diller who said "Cleaning your house while your kids are still growing is like clearing the driveway before it's stopped snowing."
6. Who first came up with the phrase "the beautiful game"?
7. "It's time to eat" are some of the most beautiful words in any language.
8. "Fight fire with fire" said my father, but I think that's terrible advice.
9. The Chinese say "There is only one pretty child in the world, and every mother has it."
10. What did Richard Dawkins mean when he said "We are all atheists about most of the gods humanity has ever believed in. Some of us just go one god further"?
11. The quote "Facts are the enemy of truth" came from Miguel Cervantes.
12. "Good teaching is one-fourth preparation and three-fourths theater" said the teaching expert Gail Goodwin.

Section 10. Comparison Writing (also called "Compare-Contrast")

Let's begin with the two questions you should ask yourself before starting ANY kind of writing.

1. **Why** will I write a Compare-Contrast essay or paragraph? What's my goal?
2. **What** am I telling the reader with this writing style? What information must I include?

In Writing 6, the answer to Question 1 is easy. You will write this style because your instructor ask you to. I - your teacher - want to see good grammar and logical construction. I want to see that you can choose a good topic and narrow it down logically.

In other classes, this is a very popular writing style. Instructors will want to check your understanding of topics. They will want to see if you can connect information about the past to now, or information about two different places. For example:

- * A History instructor will ask you to compare 16th century Europe and China.
- * A Political Science teacher will ask you to describe the differences between the parliamentary system and the presidential system.
- * A Biology teacher will require you to explain three ways reptiles are like amphibians and three ways they are different.

This writing style is so common in academic writing that I can think of another ten, twenty, or 100 examples. To summarize:

- * **College instructors want you to write Comparison or Contrast papers to prove both your understanding of two subjects AND how they relate to each other.**

If you know this, maybe you can answer the second question more easily. "What am I telling the reader with this writing style? What's my goal?"

Your goal as a writer is to show the reader how two things are **alike** (comparison) or **different** (contrast). It's possible to write about both similarities and differences in one essay, but in Writing 6, please limit your writing to similarity OR difference - NOT both.

Exercise. 10.1: Choosing a Topic

Actually, you won't choose a topic for this writing style. You will choose *two topics*. They must be topics that relate to each other in some way. Let's think about these possible topics: will they make successful topics for Comparison writing, or not?

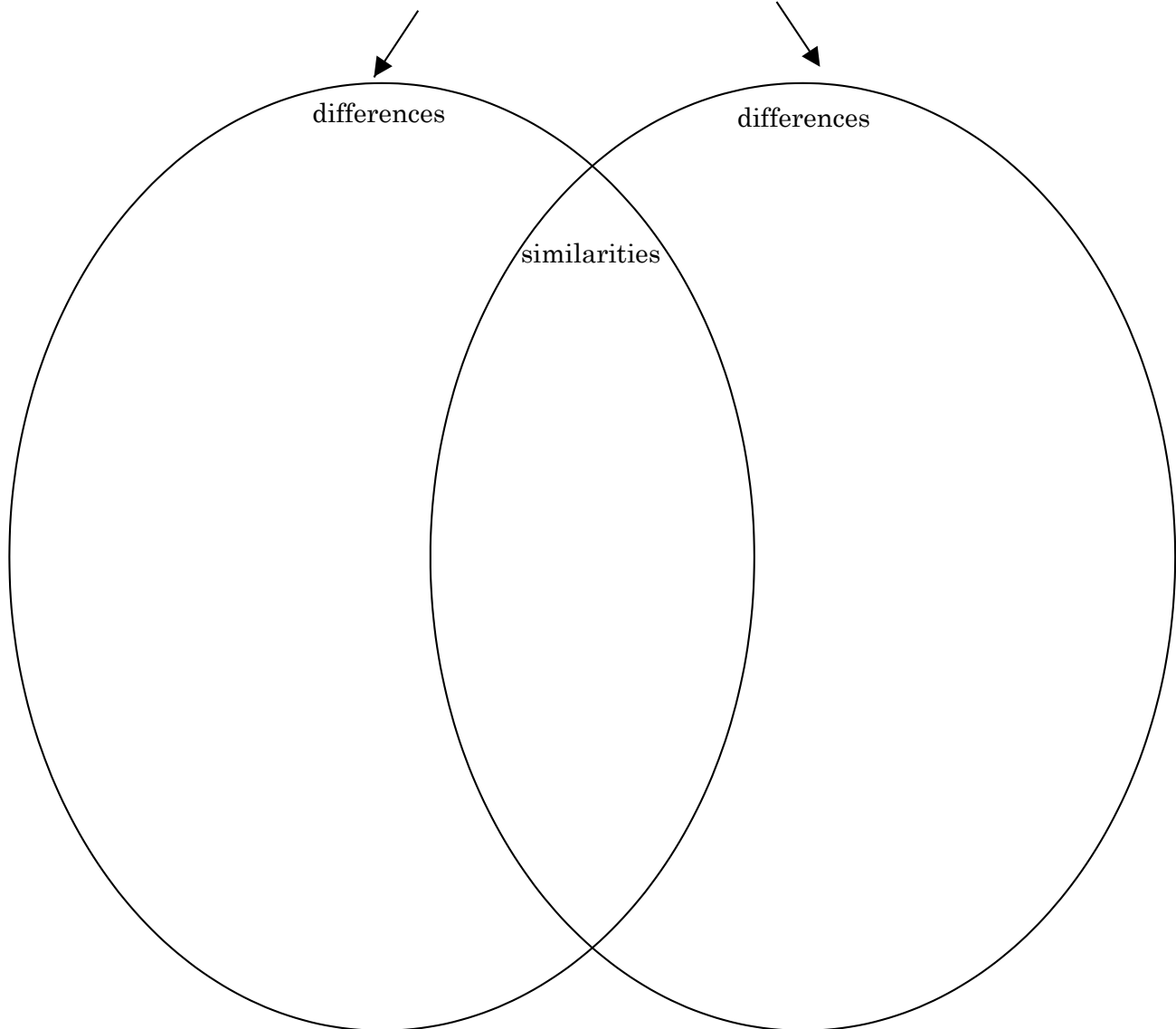
1. sons and daughters
2. living in the U. S and living in Portland
3. the moon and cheese
4. dancing ballet and playing football
5. dancing ballet and the writing of Shakespeare
6. birds and dinosaurs
7. newspapers and magazines
8. your brother and your best friend
9. cooking a wedding feast in Morocco and flying to Morocco
10. a rabbit as a pet and a cat as a pet
11. the movie "Titanic" and the actual crash of the Titanic
12. two different religions
13. losing weight by dieting
14. being a passenger in a car and buying a new car

Exercise. 10. 2: Brainstorming

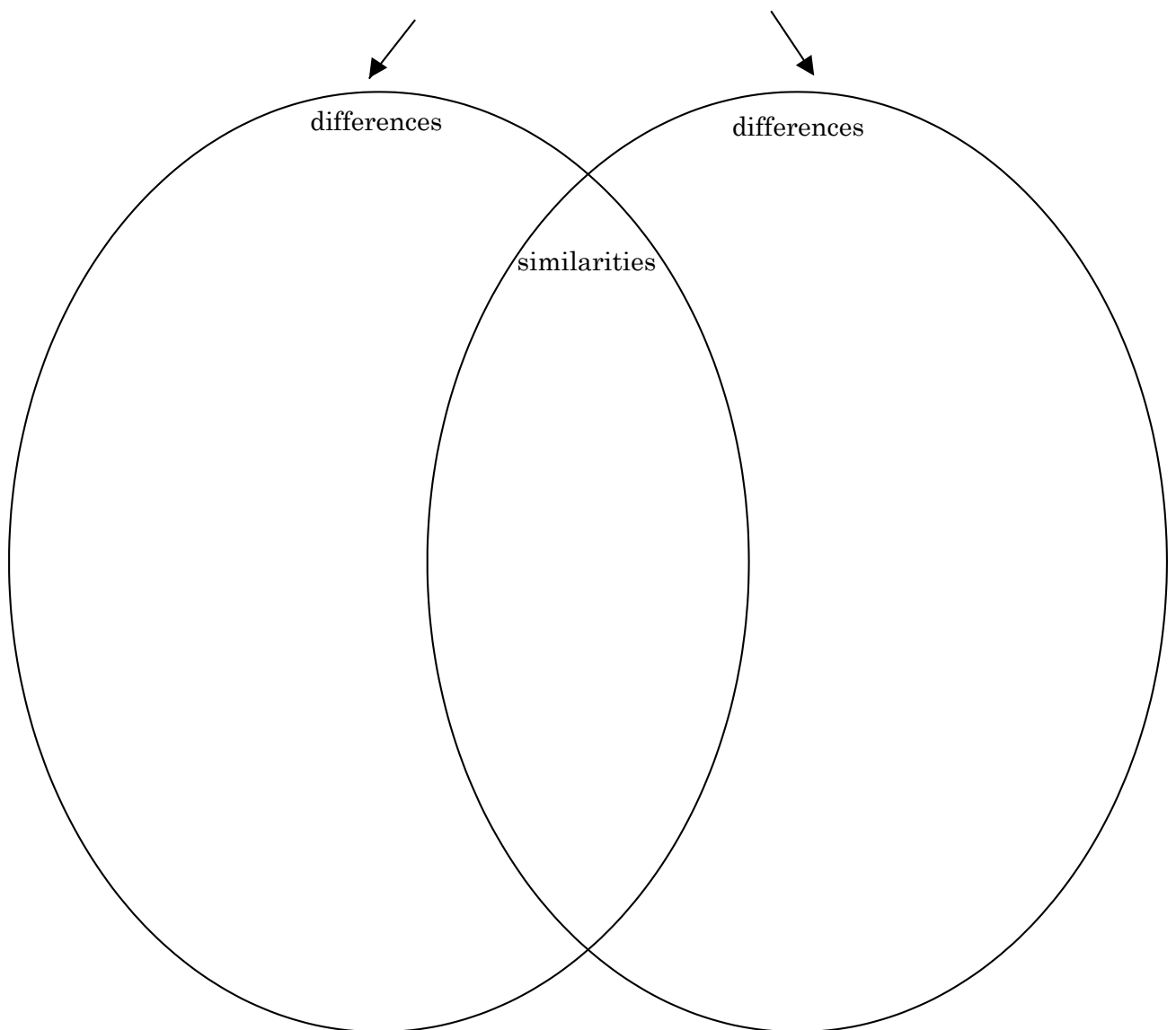
After you've chosen two interesting topics that belong to the same general category, it's time to brainstorm. Remember: brainstorms are **always** written by hand, not typed! Also, a Brainstorm should have much more information than an essay or paragraph will use. You want to generate **many** ideas and choose the **best**.

Remember Venn diagrams from Math class? Try using a Venn diagram to brainstorm.

Brainstorm 1: Compare _____ and _____



Brainstorm 2: Compare _____ and _____



The Next Step: Organizing

What form can a Comparison take? Most Comparison writing is essay-length, but it's possible to write paragraphs, too. Let's check out these two paragraphs and see how they are organized.

Exercise 10.3

Paragraph Structure: Review Topic Sentences

I. Just Play!

I started to play piano when I was six, so it's very familiar to me. I can bend my fingers gracefully and form chords comfortably. Also, a piano player uses both hands similarly. The left hand always plays deep notes and the right hand always plays higher notes, but both hands touch the keys the same way, and both arms move in a similar way. Of course, you can play a melody with only one hand. Finally, I keep my fingernails trimmed when I am playing piano regularly. Listeners don't want to hear "tap, tap" when a player's fingernails hit the key. On the other hand, since I started playing only a month ago, the guitar still feels awkward. I feel pain in my fingers, especially the fingertips, after I practice guitar. Furthermore, there is a big difference between your left and right sides when you play guitar. My left hand holds the neck and moves up and down, and my left thumb doesn't move very much. At the same time, my right hand is strumming or picking at the strings. A player needs two hands to play a melody. As for my fingernails, I know that many serious classical guitarists grow their fingernails to get sharp notes from the strings, but I haven't done that yet. Right now I am just a beginner in guitar. However, when I play either instrument, I am filled with joy. I love them both!

Does the paragraph focus on similarities or differences? Write a good topic sentence for this paragraph.

II. Are We Related?

The first big difference is our appearance. He is a boy and I am a girl, but that's just the beginning. Seungho is tall. His skin tans easily, and he is athletic, so he always looks healthy and tanned. His clothes also show that he loves sports. He always wears a T-shirt, and his jeans are always torn and faded. On the other hand, I am very fair and plump, and I love beautiful clothes – especially shoes. Our attitude in school has always been different, too. Seungho has been in trouble at school so many times. It made our parents crazy. On the other hand, our teachers loved me, and I have always studied hard. Finally, our computer use is different. If you see Seungho sitting at a computer, you know he is playing a game. You will hear explosions or guns shooting. However, if you hear computer keys clicking fast, you will know I am using the computer. I write to my friends continually and I always play on social media. We are so different that maybe you won't believe me when I tell you that he is my best friend, and I am his best friend.

Does the paragraph focus on similarities or differences? Write a good topic sentence for this paragraph.

Exercise 10.4

Write a simple Outline for each of the paragraphs on the previous page.

I. Topic Sentence:

A. Playing piano:

1.

2.

3.

B. Playing guitar:

1.

2.

3.

Concluding sentence:

I. Topic Sentence:

A. Appearance:

1.

2.

B. Attitude in school:

1.

2.

C. Computer use:

1.

2.

Concluding sentence:

Thesis Statement

Here's a hint about writing your thesis statement: Try one of these patterns.

A and B have

.

There are

between A and B.

If you want a Stated or Direct thesis statement, simply **state** the differences or similarities.

"There are many surprising similarities between birds and dinosaurs, including their skin texture, skeletal structure, and nesting habits."

Notice that the three Points are arranged from less interesting to more interesting. (Everyone knows, or can guess, that both birds and dinosaurs have scaly skin; most people know just a little about the bones of these two animals; and most of us don't know much about how dinosaurs built nests.)

"Rabbits are not common pets, but rabbits and cats have several key similarities as household pets, such as care, cleanliness, and affection."

Again, most people know the basics rules of animal care, but we may not know that rabbits also use a litter box, or that they can be affectionate with humans.

These example thesis statements show another important point. When choosing whether to focus on differences or to focus on similarities, a good writer *avoids* writing about the points the readers *know already*.

Remember: Don't bore the reader!

Example Essay Comparison 1

There are some things that happen to both cows and whales. For one thing, both cows and whales are eaten by people as meat. For another thing, although they live in different places, they have their own lives. It seems that cows and whales are in the same situation as animals. But there are some differences that could be discussed.

The first difference between cows and whales is that cows are the most popular edible meat all over the world. Almost every culture eats beef and cows are raised all over the world. On the other hand, whales are a popular food in only a few countries, such as the North Pole and Japan. Whales are protected by law (The United Nations Convention on the Law of the Sea). Therefore, every whale has been limited in the number of whales they can catch recently. The reason for this law is whales are not easy to breed, as cows are.

The second difference is that since cows are commonly used for meat, most people are not shocked by killing cows. Cows are easy for farmers to breed, and they are not as clever as other animals. Most people do not cry to think about cows being killed to eat. But whales are used as edible meat in a few countries. Therefore, for the people who don't eat whale meat, to slaughter whales looks like a shocking, violent action. They are such clever animals -- perhaps more than any other kind of animal. They are so large and hard to kill, hunting them seems ugly. And they are wild: part of nature. When Americans and Europeans see whales being killed, they are shocked and they may cry.

The final difference is the biggest difference between cows and whales. Cows are raised by farmers in the fields that are surrounded by fences. They don't have any future. And they have to wait for their slaughter in the field. On the other hand, whales are free in a huge ocean. They can swim and travel wherever they want. Until they are caught by people, other whales have a future. They don't need to wait for their slaughter. They have their lives and freedom until caught by people.

In conclusion, both cows and whales are eaten by people as meat. Some people said that it is so tragic for whales to be caught by whalers. But, how about cows? In some ways these animals are both in the same situation. However, practically speaking, both cows and whales are in completely opposite situations and get different treatment.

Source: <http://eslbee.com/whales.htm>

(I have adapted and corrected the original essay)

Questions and Things to Notice

- ✎ This essay is written by a beginning writer, and the Hook and Thesis Statements are not very strong. How would you improve them?
- ✎ Is this Block or Point-by-point organization?
- ✎ Are the Topic Sentences clear?
- ✎ You may not think that "cows" and "whales" are good animals to compare, but after reading all the writer's ideas, they are effective and interesting topics. It's the writer's choices about **what** to compare that makes a good essay.
- ✎ Notice that the Body of this essay focuses on differences, but similarities are *mentioned* in both the Intro and Conclusion. This is a very good choice for a writer to make. It shows the reader that you are thinking about the topic from all points of view.

Example Essay Comparison 2

Two Dads Are Better than One

I've always envied people with only two parents. They never have to feel sorry for their real father because he is lonely, and they never have to feel they should care more about their stepfather because he is the one who has provided them with the necessities most of their lives. Since I have two fathers, I have known these feelings. I know what it's like trying to decide which father I should care about more so that I could tell my friends the next time they asked. It really should be a clear-cut decision. My two fathers are so different in everything that I should be able to look at these differences and decide.

A major difference between the two is how responsible they are. My stepfather has always had a steady job. He enjoys going to work each day and knowing that at the end of the week he'll get a paycheck. With this paycheck he pays bills, buys groceries, and makes sure we all have clothes to wear. On the other hand, my father doesn't particularly care for steady jobs. He is a singer and has worked three or four nights a week in nightclubs most of his life. With his money, he buys things like new guitars and amplifiers. His idea of providing for us, as Mom tells me, is to send ten dollars a month, which is to be divided three ways. He only does this, however, when he's out of state.






Discipline is another major difference between my two fathers. My stepfather, who can be very strict at times, believes that children should obey their parents, do what they are told when they are told to do it, and respect their elders. My father, who was never disciplined himself, has quite different views. He has always encouraged my brothers and me to rebel against rules, to ask why we had to do certain things, and to resent being made to do things we thought were stupid. (Going to bed at ten was stupid, for example.)

Education is another issue my stepfather is concerned about. He believes, like many people, that to be able to succeed in life, one has to have a good education. He always told us that he didn't want us to turn out like he did, a truck driver who had to be away from his family for weeks at a time. He used to punish me and my brothers for making C's on our report cards. His theory is that a C is average, and his kids are not average. On the other hand, my father believes that an education is good to have, but one doesn't have to have it to survive. He always says, "Look at me; I made it." I don't think, however, that I would call sleeping in the back of a station wagon "making it."

So here I have it: all their differences are down on paper, and I can look at them objectively and decide which father to love more. But it isn't that easy. I love my father because he is just that, my natural father. I respect him; I am obligated to him, and I want to make him proud of me. Then there is my stepfather, whom I respect very much; whom I feel obligated to; whom I want to make proud of me; and, most important of all, whom I have grown to love as much as any child could possibly love a parent. I guess I'll never really know which father I love more. I don't see why I should have to love either more. I think I'll just love both of them in equal amounts.

Source: http://www.essaystart.com/Kinds_of_Essays/Essay_Samples/comparison_Essay_Sample.htm

Questions and Things to Notice

-  This essay is by an advanced writer. Notice that the Hook is challenging -- you may need to read it a few times to understand it -- and the Thesis Statement does NOT follow the Pattern suggested earlier. Advanced writers learn the rules first, and then they may break the rules.
-  Is this Block or Point-by-point organization?
-  Compare the Topic Sentences to Example Essay 1. Both styles are perfectly acceptable.
-  Re-read the Conclusion and notice that, just like Example Essay 1, the writer mentions Similarities after having discussed Differences. This is a great style choice.
-  Is the Conclusion here a Moral, Opinion, or Prediction?

Section 11. Narrative Writing

Narrative writing is easy for most of us. That's because a narrative is a story, and we human beings love stories. We tell stories and read stories and watch stories. Jokes are stories, TV shows and movies are stories, novels are stories -- even video games tell stories.

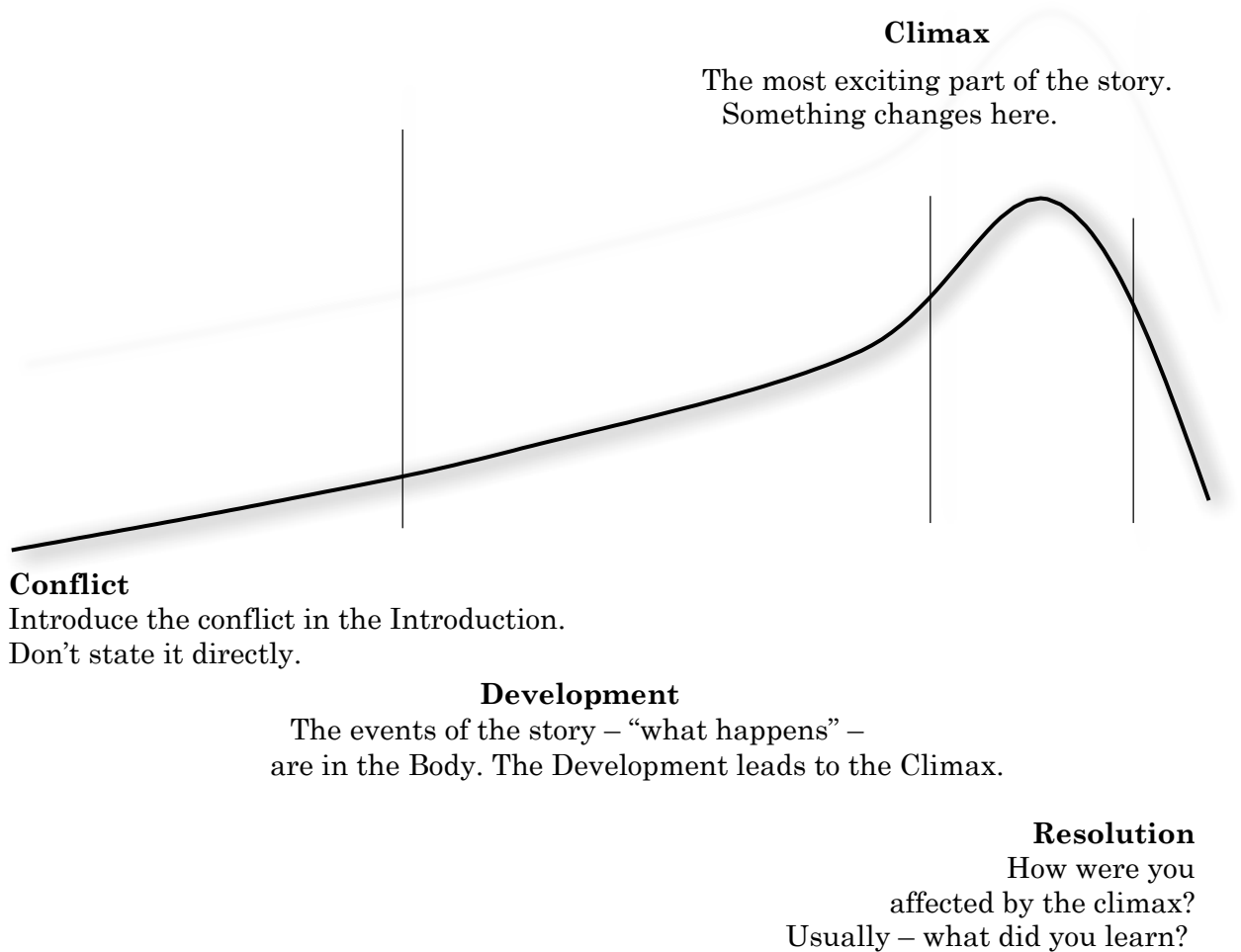
However, there are some ways to tell your story in the strongest way possible. Let's begin with the parts of a narrative.

Writing Vocabulary: Narratives

- Setting: The **place and the time** of a story.
- Characters: The **people** who take part in the story. Not every person in a story is a character, and sometimes a character is not human. A character must be involved in the story and react to it.
- Plot: The plot is “**what happens**” in the story. Often the plot includes a climax or turning point.
- Theme: The **basic idea** of the story. Often a theme is a common part of life, such as “love, family, heroism, independence,” and so on.
- Mood: The **feeling** the writer creates for the story: the feeling the writer wants the reader to experience.
- Conflict: The energy of the story - the **reason** that things happen
- Development: The **events** of the story that lead to the climax
- Climax: The “**turning point**” where the main character learns something
- Resolution: How do the characters live **after the climax**?

Even though every story is different, every well-told, interesting story can fit into a Narrative Arc.

The Narrative Arc



As a class or in small groups, brainstorm a few stories that everyone is familiar with. (Think of popular movies like *Titanic*, famous stories like *Romeo and Juliet*, and fairy tales like *Cinderella*.) On your own paper, draw a few Narrative Arcs. The exact size and shape is not important. Mark the 4 sections (Conflict, Development, Climax, Resolution). For each story, either fill in the arc by writing or discuss it.

Organizing the Narrative

Here is a simple outline of a typical narrative.

- I. **Introduction:**
 Hook
 "Where, When, and Who" Introduce conflict indirectly
 {Thesis statement may mention reason for telling the story}
- II. Body Paragraph 1: The action begins
- III. Body Paragraph 2: The action continues
- IV. Body Paragraph 3: More action
- V. Body Paragraph 4:
 The action leads to the climax
- VI. **Conclusion:**
 Moral (What did you learn?) or
 Prediction (In the future ...)
 * * * * * *

There is a lot to say about Narrative Writing.

Here are some important points.

1. Choosing a Topic

Choose an exciting, interesting, unusual or funny event to write about. Remember Rule #2 of writing - "Don't bore the reader"? It is especially true here. Choose a topic you care about.

Also, it's important to choose an event that didn't take too much time. "My first year at school" is too long for an essay. How about "My best summer"? Well, can you fit a summer into two pages? I don't think so. "The first time I ate sushi" is perfect. "Breaking my leg on Mount Hood," "My blind date with an American," "My daughter's birth," "The worst job interview of my life" -- all these are good topics. Notice that they are short events: the actual actions lasted 30 minutes to a few hours.

2. What did you learn from your topic - the Moral?

A strong narrative essay concludes by showing how you changed or learned from the event. Be sure you can answer this question **before** you start writing the essay.

3. Organization: The Introduction

The Introduction should include the setting (time and place) and the main characters – that is, “Where, When and Who.” Be sure to mention the **names** of your characters.

Consider giving your readers an idea of the basic conflict of the narrative. You will never directly state the conflict, but the best essays include an indirect hint of the type of conflict in the Intro.

Begin with a Hook, as usual, but don't worry about the Thesis Statement. The Thesis of narrative writing is almost always the Moral, or what you learned. You will state the Moral in the Conclusion, and you probably want to surprise the reader with your lesson. Narratives never have **direct** (stated) thesis statements.

4. Organization: The Body

Use Time Transitions to help your story flow.

Start a new paragraph when the **action**, the **time**, or the **point of view** changes. Tell the whole story, including the Climax, in the Body.

5. Organization: Conclusion

Now, tell us what you learned or how you changed - the Moral. Notice that this is strongly related to the Resolution: it may be the same thing. Writer also often include a prediction (a guess about the future) for themselves or for readers, also.

Some writers want to give a “surprise ending” and include the Climax in the Conclusion. Avoid this. Remember, you are writing an essay (fact) – not a short story (fiction). The organization of these writing types is different. The reason **why** you write an essay is to share your opinion and thoughts. The reason why writers create fiction is to entertain readers, or to express emotion. These are different goals. They have different forms.

Time Words

Remember that transition words are NOT CONNECTING WORDS; they do not create a compound or complex sentence. Also, remember that after a transition word, you must use a comma. You will use many of the same time words that you used in Process Analysis writing. Do you know the meanings of all these Transition words?

**Afterward, First, Second, Next, Then, Finally,
Subsequently, Meanwhile, In the meantime,
At the same time, Suddenly, At once, Immediately**

Adjectives and the Five Senses (Description)

Every good narrative includes many adjectives – words that describe nouns. Also, effective writing describes the sights, sounds, and smells of the setting, and shares the tastes and feelings of the characters. Remember everything you learned about Descriptive writing and use it here!

Example Essay 1

| | |
|---|--|
| <p>Introduction Hook: Question characters (time, place, and people in story) Conflict: She mentions 1) that she is a new teacher and 2) a Down's Syndrome child. We can guess she will be worried about doing a good job.</p> <p>First Body Paragraph The story begins</p> | <p style="text-align: center;">The Lesson</p> <p>Can a teacher learn from a child? I think so. I am a preschool teacher, and I want to be excellent at my job. So, I have learned from books and teachers and coworkers. I used to think that I could only learn from these professionals and from my own experience. But one of the best lessons I had came from a child, not an adult. This happened to me in my first job in America, two years ago. I was a new teacher at a church child-care center in Hillsboro. I worked with pre-schoolers at that time. One Sunday, I was taking care of the children alone. I remember Lucy, who was about five years old. Lucy had Down's Syndrome. She was a special child.</p> <p>That day, I was nervous. On Sundays the center had a lot of children because the parents were in church. Usually the head of the childcare center, Jeri, was there with me, but that day she had an emergency. I was alone with about 12 children, including babies, toddlers and pre-schoolers. I didn't feel safe, because there were too many children. Then two toddlers started to fight. They were hitting and screaming. I ran to them quickly. But one of them, a boy, ran away from me. The room was small and he fell down. He hit his head on a table. The corner cut his head. It was bleeding! He was screaming and crying, and of course, the other toddlers started screaming too. There was so much blood. I felt panic and I was so scared.</p> |
|---|--|

| | |
|---|---|
| <p>2nd Body Paragraph The middle of the story</p> | <p>"What will the mother say? What will my supervisor say? I'll lose my job! The parents will sue me! I'm a bad teacher! I'm a bad person!" That's what I was thinking. At the same time, I picked up the boy and washed the cut; I cuddled him and talked to him. But I guess my voice was shaking, and I was really upset. Lucy was staying close to me at this time. She was quiet. She saw the blood, but she wasn't upset. She was watching me carefully. Soon the boy was bandaged and I rocked him until he stopped crying and I put him on a mat. He was quiet and he was sucking his thumb. I looked at him and I thought, "I'm a bad teacher." I even felt like I was a bad person.</p> <p>Then, Lucy quietly said to me, "You not bad lady." I was so surprised. I was shocked, in fact. I had forgotten that Lucy was there. I had not talked to her and I wasn't even thinking about her. I wondered, "How can she know my thoughts?" Actually, I was afraid. I didn't know what to say to her. I don't remember exactly what I said to her but I will always remember her serious little face and her dark eyes.</p> <p>I have thought about this experience a lot. I have had different ideas about it, but finally, it taught me a good lesson. Now I always remember that children are learning from us at every minute, and I believe they learn in ways we don't understand. Sometimes we teachers are thinking about our jobs, or we're worried, and we forget that many little eyes are watching us. I forgot that Lucy was next to me when I was so scared. I still don't understand how Lucy knew my thoughts. But the lesson she gave me has affected me, and I still think about it every day.</p> |
| <p>3rd Body Paragraph The ending of the story - the climax</p> | |
| <p>Conclusion Moral: She learned something about children</p> | |

Example Essay 2

Introduction

Hook: Interesting!

I can guess the setting: now, here at PCC. No other person is mentioned.

Conflict: Ray repeats the word "hurry." Being in a hurry can make conflicts for all of us. This is a pretty clear Thesis Statement.

First Body Paragraph

The story begins - the setting is more specific now

2nd Body Paragraph

Ray realizes something is wrong

3rd Body Paragraph

He tries to solve his problem. Notice the good description: what he feels, hears and sees is clear

Don't Hurry So Much

Hurry! Hurry! We always have to hurry in this modern life. Being a student, naturally I also hurry. I run to catch the bus, I rush into my classes, and I swallow my lunch so quickly I can't chew it. Everyone knows that making a hurry also makes a big mistake. It's also true for me. It's made my most embarrassing moment I can remember.

My embarrassing moment started on a normal morning. My 9 am class was finished in the CT building. Of course, I drank a lot of coffee that morning. So I had to visit the restroom. I was in a big hurry, as usual. I went into the stall and shut the door. Then, I heard the door open and another student walked in. Oh, my God! "What shoes is he wearing!?" I could hear high heel shoes making a loud sound.

Immediately my hands got cold like ice. Then, I suddenly realized the toilet was different from usual. "What is different?" I wondered. I couldn't believe it, so I leaned over and looked under the door. Yes, the shoes were there, and they were high heels. And the feet were girl's feet. I realized I was in the girl's restroom.

"No! No!" What could I do? My hands were shaking and I suddenly realized that every girl that walked into the restroom could see my feet. My feet seemed very big. I imagined the girl next to me seeing my big feet and calling the police. I imagined the police coming in and arresting me and then my face started to sweat.

**4th Body
Paragraph**

The climax: He escapes!

Conclusion

Moral: He learned that hurrying can create problems.
Suggestion: He gives the reader advice.

I locked the door tightly again and I pulled my feet up to hide my giant shoes. I realized I had to wait until the room was totally empty. It seemed like an hour passed in the little toilet. More girl's shoes came in and walked out again. I kept holding the lock on the door with my feet pulled up. I didn't even breathe. After a long time I took a deep breath and opened the door a little. Nobody was there. I grabbed my bag and ran out. I ran all the way to my next class. I was late by 30 minutes, and my teacher said, "Oh! Welcome to class, Ray!" My classmates laughed, but they didn't know why I was late.

I'll never forget being in the little toilet room, hiding my feet from girls, and thinking about police while drops of sweat rolled down my body. My classmates never heard this story before, so it's my first time to tell it. I want to remind you: Don't be in such a hurry! You might be so sorry, like me!

Appendix 1: Peer Review Pages

Peer Review: Process Writing Checklist

Work with all members of your group. Look at ONE paper at a time.
Write “yes” or “no” for each question below.

Writer’s Name:

- _____ Is there a good title?
- _____ Does the title use special capitals?
- _____ Is there an indent for every paragraph?

- _____ Is there a topic sentence (paragraph writing)
or a thesis statement (essay)?
- _____ Does the topic sentence/thesis statement clearly give the main idea?
- _____ Is the writing long enough to describe the process?
- _____ Does the paragraph use imperative sentences?

*(“Imperative” sentences don’t show a Subject. For example:
“Come here.” “Wash the dishes.”)*

- _____ Does the paragraph give advice?
- _____ Do you see transition words, like “First,” “After that,” and “Next,”?
- _____ Is there a concluding sentence?

Other questions:

_____ How many sentences in the paragraph focus on giving advice to the reader? (A good goal is to give advice about three times.)

Look for this style of sentence: “The next step is **to** _”
(For example: “The next step is to add the water.” “The next step is to open the package.”) Do you see this style? Is it used correctly?

Peer Review: Descriptive Writing Checklist

Work with all members of your group. Look at ONE paper at a time.

Writer's Name:

1. What is the title? Is it formatted correctly?
2. Is the title different from the topic?
3. Is there a Hook?
4. Is the Thesis Statement clear?
5. Write four adjectives you see in the paper. (If you see fewer than four adjectives, ask the writer for help.)
6. What do you like the best about this essay? Tell the writer here.
7. What should be improved in the essay? Give one or more pieces of advice.

Peer Review: Comparison Writing Checklist

Writer's Name:

1. What is the Topic? Topic A_____Topic B:_____
2. Does the writer focus on Similarities or Differences?
3. Does the writer use Block or Point-by-Point organization?
4. Is there **parallel organization**?
5. Is the Thesis Statement clear? Write it here.
6. Does the writer focus on similarity or difference on the Body, or does the writer discuss “advantages and disadvantages”?
7. Does the writer give an Opinion in the conclusion?
8. What do you like the best about this essay? Tell the writer what is strong in the paper.
9. What should be improved in the essay? Give one or more pieces of advice.

Peer Review: Narrative Writing Checklist

Use this paper with your partner or as a checklist for your own writing.

Writer's Name:

1. Does the writing have a Hook? A good Title? Are they interesting?
2. What's the Setting?
3. Who are the Characters? Does the writer give all characters **names**?
4. What is the Mood? One word is enough – “funny, sad, scary.”
5. Write five Transition words you see.
6. Adjectives: Write some strong adjectives here.
7. Five senses: Is there a description of what the characters **see? hear? feel?**
8. Do you understand what happened in the story?
9. Narrative Arc: Fill out the arc below for the essay.

