

**ENGLISH 1301**

**Classroom Learning Packet Fall 2017**

**Prepared by Pam Owney Associate Professor of English Texarkana College**

**Revised 7.24.17**



**Syllabus**

**Course Name:** Composition I **Course Number:** 1301 **Semester & Year:** Fall 2017 **Instructor Information:**

*Name: Dean Mary Ellen Young*

 *Office: Hum – Office of the Dean of Liberal & Performing Arts*

*Telephone: 903-823-3360*

*Office Hours*: MW – 7:30-8:00 & 12:30-5:00, TTH – 7:30-2:00 F – 10:00 – 4:00

**Note: ALL e-mail to me MUST be from the student’s Texarkana College e-mail address. The subject line MUST have class name and meeting time. Other e-mail will not be opened.**

* **Textbook Information:**

*Easy Writer with Sentence Guides for Academic Writers*. Andrea A. Lunsford, 6th edition. MacMillan Learning. ISBN-10: 1319128025

* **Materials needed:**
* 1 package of scantrons – form 882-E (purchase at the TC bookstore)
* Pencil and pen
* Highlighters
* Notebook paper
* 1 paper folder with brads and pockets (used to turn in research paper)
	+ **Course Description:**

An intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis is on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus is on writing the academic essay as a vehicle for learning, communicating, and critical analysis. **Prerequisite:** Completion of English 0032 or 0042 with a C or better, a satisfactory score on ACT, SAT, or Writing Section of the TSI.

* + **Student Learning Outcomes for the Course:**
1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.
	* **Student Requirements for Completion of the Course:**

Students will write five to eight essays over the course of the semester that will include a research essay of 4-6 pages in length, use Modern Language Association (MLA) documentation and format, and require a minimum of five sources. Essay topics will be based on the following

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strategies/modes: exposition (process analysis, comparison/contrast, definition, classification, cause and effect), argumentation/persuasive, description, narration, and/or evaluation. At least two essays will be written in class under supervision. Essays will be evaluated using rubrics based on Texarkana College Grading Rubrics. Students will take the English 1301 Departmental Pre-test and Post-test.

* + **Student Assessment:**

|  |  |
| --- | --- |
| **Assignments and Assessments** | **Percentage of overall grade** |
| * Compare and Contrast Essay
* Article Summary Response
* Persuasive/Argumentative (Optional: Group Argumentative)
* Research Paper/ Presentation
 | 50% |
| **At least two of the following:*** In-Class Descriptive Essay
* In-Class Process Analysis Essay
* In-Class Definition Essay
* In-Class Narrative Essay
 | 30% |
| * Daily Work
* Grammar Lab
 | 20% |

* + **Grading Scale:**

|  |  |
| --- | --- |
| **Grade** |  |
| **A** | 90-100 |
| **B** | 80-89 |
| **C** | 70-79 |
| **D** | 60-69 |
| **F** | 59-below |

* + **Class Schedule:**

|  |  |
| --- | --- |
| **Week Dates** | **Assignments** |
| **Week 1**Aug. 23-25 | Class Information |
| **Week 2**Aug.28-Sept. 1 | Course Pre-TestSteps in the Writing Process |
| **Week 3**Sept. 5-8 | Descriptive Writing**In-Class Essay 1: Descriptive *(or other as Instructor directs)*** |
| **Week 4**Sept. 11-15 | Thesis/Paragraph Development/Essay Structure/DevelopmentComparison and Contrast Writing |
| **Week 5**Sept. 18-22 | Revising and EditingTC Database/Library Orientation |
| **Week 6**Sept. 25-29 | **Comparison and Contrast Essay Due *(or other as Instructor directs)***Article Summary Response Writing |
| **Week 7**Oct. 2-6 | Argumentative/Persuasive Writing**Article Summary Response Essay Due *(or other as Instructor directs)*** |
| **Week 8** | Argumentative/Persuasive Writing |

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| --- | --- |
| Oct. 9-13 | **Argumentative/Persuasive Essay Due** |
| **Week 9**Oct. 16-20 | Research Paper AssignmentWorking Thesis Due |
| **Week 10**Oct. 23-27 | Research Paper Source Printouts DueResearch Paper Rough Outline Due |
| **Week 11**Oct. 30-Nov. 3 | Research PaperWorks Cited Page Due |
| **Week 12**Nov. 6-10 | Research PaperRough Draft Due |
| **Week 13**Nov. 13-17 | **Research Paper Presentation****Research Paper Due** |
| **Nov. 20-24** | **Thanksgiving Break** |
| **Week 14****Nov. 27-Dec. 1** | Process Analysis or Definition Writing**In Class Essay 2: Process-Analysis or Definition *(or other as Instructor directs)*** |
| **Week 15****Dec. 4-8** | Narrative WritingCourse Post-Test |
| **Week 16****Dec. 11-15** | **FINAL EXAM – MLA****Narrative Essay Due *(or other as Instructor directs)*** |

* + **Attendance Policy:**

Texarkana College’s absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during class or leaves the class before the class is over, he/she **may** be considered absent. Three tardies constitute one absence. It is the student’s responsibility to check the syllabus for each instructor’s tardy policy.

In some workforce/vocational areas, such as nursing and cosmetology, certification requirements necessitate an absentee policy that is more stringent than the institutional policy. In these instances, the matter of certification takes precedence over local policies, since certification policies are established by the State of Texas.

Faculty members **are not** obligated to provide opportunities for students to make-up missed assignments and tests as a result of a student’s absence from class. The institution is not required to take attendance with the exception of workforce/vocational areas, where certification requirements require taking attendance. However, experience demonstrates that regular attendance enhances academic success. As such, students are expected to attend each meeting of their registered courses.

A student should not stop attending a class without formally withdrawing from the course by the institutions published Last Day for Students to Drop. If a student stops attending class after the published Last Day for Students to Drop, the student **may** receive a grade of “F” in the class. The instructor will submit the last date of attendance for students receiving a grade of “F” or “W”.

Withdrawal from a course(s) **may** affect a student’s current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.

* + **Excused Absences**

A student’s absence due to school trips and/or school business will not be counted against a student’s allowable number of absences. Military duty and absences for Holy Days (FBD LEGAL) are covered in a separate section of the catalog and the student handbook. These are the only excused absences that are considered by Texarkana College.

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Responsibility for work missed for any absence is placed on the student. Instructors are required to allow students to make up work missed if the absence is due to military duty\* or religious holy days when students follow the correct notification procedures. Instructors are not required to allow students to make up work for absences due to other reasons. Make-up policies are listed in each individual instructor’s syllabus.

*\*Students interested in Health Occupations should check with the division chair prior to entering the program.*

* + **Maximum Allowable Absences**

After official registration, the following number of unexcused absences will be the maximum allowable before a student **may** be dropped from the class. Mandated program certification requirements detailed for certain programs regarding the maximum allowable unexcused absences takes precedence over the following information.

**Academic Classes**

|  |
| --- |
| **A COURSE THAT MEETS FOR THE FULL 16 WEEK SEMESTER** |
| Class or Lab Meets:Once a week (Night classes or Friday classes)Twice a week (MW or TR classes)Three times a week (MWF or TRF classes) Four times a week (MTWR classes) | An instructor may withdraw a student from a course if absences exceed:2468Three tardies count as one absence |

* + **Make-up Policy:**

If the student is absent, it is the student’s responsibility to make arrangements to complete the assignments within one week of the absence; however, if a student misses on a presentation day, the student will not be allowed to do the presentation unless arrangements are made with the instructor. If the student is allowed to give the presentation late, ten points will be deducted. If a student misses on test day, the test will be placed in the testing center, and the student will have one week to complete the test. If a student misses on a day that an essay is due, the student is still responsible for turning the essay in on time. Ten points will be deducted for every day the essay is late. If a student is excused for a Texarkana College extracurricular activity, religious holiday, or military service, the student must receive prior approval from the Dean of Students and the instructor. Assignments must be completed prior to the excused absence.

* + **Academic Dishonesty Policy/Academic Integrity Statement:**

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an “F”. This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at [https://texarkanacollege.edu.](https://texarkanacollege.edu/)

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* + **Disability Act Statement:**

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Tonja Blase, or go by the office located in the Palmer Memorial Library on the first floor for personal assistance.

If a student has an accommodation letter from the Recruitment, Advisement, and Retention Department indicating that he or she has a disability that requires academic accommodations, the student should present the letter to the instructor so accommodations can be made. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations.

* + **Financial Aid:**

**Attention!** Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

* + **Drop Date:**

The official drop date for the course is November , which is the last date for the student to drop this course with a W.

* + **Viewing Grades:**

Grades are available for viewing throughout the semester under the student’s MyTC portal.

* + **TC Email:**

Students should check their TC Email account on a regular basis (weekly) to check for general information sent from campus or instructors. Also, when emailing the instructor, the students should use the TC Email account.

* + **Student Support, Computer Access, Tutoring:**
* **Library Hours**

M-Th 7:30 a.m. – 9 p.m. F 7:30 a.m. – 4 p.m. Sunday 2-9 p.m.

* **Student Support Services (Tutoring) in library second floor**
	1. h 8 a.m.-7 p.m. F 8 a.m. -4 p.m. Sunday 2-9 p.m.
		+ **Testing Center (Library first floor)**

M-Th 8:30 a.m. – 6 p.m. F 8:30 a.m. – 3:30 p.m. Sunday 2-6 p.m.

* + - **Help Desk – TC Login Problems**

903 823 3030 8 a.m. – 5 p.m.

* **Assignment Details**

The following information should be placed in the right corner of each homework or classwork assignment to be turned in:

Student’s Name Instructor Name English 1301 Date

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* + **Essays**
* **In-Class Essays:**

Two or more in-class essays will be assigned during the semester. First, instructions about the format and requirements of the essay will be covered in class. Then, the student will be asked to complete prewriting/planning in order to write the essay in class on the assigned day. Each essay has specific content and organization requirements; however, grammar and mechanics requirements are the same for all writing. If a student misses a class period when the essay is to be written, the student must set up an appointment with the professor to discuss a time to write the essay. **Any assigned in-class essay must be completed within a week of the original due date.**

* + **Submitting Final Out-of-Class Essays:**
* Typed and double-spaced using 12-point Times or Times New Roman font printed on the front only. (Be sure to save a copy of all work.)
* Turn in final draft with a heading and title on the first page, an edited rough draft, and plan sheets/outlines as discussed in class.
* Each page after the first page should have a header in the upper-right hand corner with the student’s last name and the page number.
* The first page should include a title centered above the first line of the essay and a header in the upper left-hand corner with the following information:

Student’s Name English 1301 Semester

Date

* + Attach the edited rough draft and planning outlines/plan sheets as directed in class.
	+ **Evaluation of Essays**:

All assignments are graded using a rubric with points assigned for specific areas. Essays are graded for content, analysis, documentation, grammar, and mechanics. Essays will be evaluated and returned to the student within **three weeks** of when the essay is turned in. Reviewing the marked essay is essential for student success in the course. Writing can only improve if a student identifies and works on weak areas in his or her writing.

* + **Plagiarism:**

One of the goals of this course is to teach students how to document sources appropriately. Any violation of plagiarism can result in an automatic failure of the course. In most cases a student will receive a zero on the paper and will not be allowed to revise the paper.

* + **Research Paper:**

**ATTENTION: The Research Paper must be turned in and accepted for grading to receive credit for this course! No late research papers will be accepted! Papers without in-text citations and/or a Works Cited page with approved sources WILL NOT be accepted for grading.**

The Research Paper is assigned after the midterm point. Students will receive instruction on MLA documentation, which is a requirement of the research paper. Weekly assignments on the paper will help assess student progress and ensure a student understands the components of the

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assignment. Grades will be given for components of the Research Paper as assigned and cannot be completed for a late grade. The final paper will be turned in using the same method as the essays, but will be placed in a pocket folder with brads. The research paper is evaluated in three parts: content and organization, research and documentation, and grammar and mechanics.

***NOTE: To conduct reliable research, students must use the TC Databases.***

**Directions for Accessing the Texarkana College Databases:**

1. Go to the Texarkana College Website.
2. Click on the Library link at the bottom of the page.
3. Click on Electronic Resources and Databases on the left side of the page.
4. Click on one of the Databases. (general or specific subject databases are available)
5. Type in your Username and Password.
6. Once in the database, be sure to search for a full text article and be sure to gather documentation information for the article.
	* **Tests/Quizzes**

A pre- and post-test will be given in class. The pre-test is given to provide the instructor with strengths and weaknesses of students regarding grammar, mechanics, and sentence structure. The post-test will be given at the end of the semester. Other quizzes may be given throughout the semester. Some of the quizzes may be unannounced.

* + **Rough Drafts**

Students must bring a typed rough draft to class on the day that it is due. Failure to do so may result in points deducted on the final essay grade. Students who do not bring a rough draft of the research paper to class on the day that it is due will not be allowed to hand in the final paper. In order to be successful, students should approach the rough draft as if they are writing a final draft. This gives the student ample time to reflect on and improve content and to find and correct grammatical and mechanical errors. This also gives a student time to work with an English tutor in the Student Success Center located in the TC Library.

* + **Grammar/Mechanics Lab**

Throughout the semester, students are assigned activities covering grammar and mechanics in an online lab set up for this class. Students will be given instructions for accessing the lab from the instructor.

* + **Evaluation of Essays**:

All assignments are graded using a rubric with points assigned for specific areas. Essays are graded for content, analysis, documentation, grammar, and mechanics. The Texarkana College point deduction scale is used for grammar and mechanics. Essays will be marked for all errors and returned to the student within two weeks of when the essay is turned in. Reviewing the marked essay is essential for student success in the course. Writing can only improve if a student identifies and works on weak areas in his or her writing.

* **Class Policies:**
* **Cell phones must be turned off and out of sight in the classroom**. If an emergency situation exists, please let me know about it before class. **Students will be warned if a cell phone is out and then asked to leave the classroom with an absence.** Students can be dropped from the course if the problem persists.

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* Students are not allowed to use a laptop during class without permission.
* Students are not allowed to listen to music via headphones during class.
* There is a zero tolerance policy for any behavior that is disruptive of classroom learning. This includes any vulgar language or rude behavior toward the instructor or other students in the class. Also, students should not talk while the instructor is teaching. Much of this class calls for student discussion. Please be accepting of views that may differ from your own. A variety of viewpoints and lively discussion often leads to deeper understanding of literature.
* Students are not allowed to bring children to class.
* Only plastic bottled drinks or cups with lids will be allowed in the classroom.
* Eating in the classroom is not allowed.
* If a problem occurs, students may receive a warning or may be asked to leave the classroom and will receive an absence. Students can be dropped from the course for inappropriate classroom behavior.

If any of the above problems occur, a student may receive a warning or may be asked to leave the classroom and will receive an absence. The student will also be reported to the Dean of Students, Mr. Robert Jones. Students can be dropped from the course for inappropriate classroom behavior.

Students in this course are held accountable to all policies and procedures outlined in the Texarkana College Student Catalog/Handbook.

**Please add the number for Campus Security to your cell phone. The number is 903-798-3330. All emergency calls should go to TC Campus Security.**

* ***Concerns:***

Please know that you are welcome and encouraged to come to me in my office or call me with any concerns or problems you have with this class.

I am here to help you succeed!

Everything we do in this class is designed to help you have a successful college career. If something is going on in your life that interferes with your success in this class, I cannot help you if you do not communicate with me.

I am looking forward to working with each one of you this semester!!

**NOTE***: The above guidelines are subject to amendment by the instructor at any point during the semester. Students will be notified if any changes occur.*

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**Student Information Sheet**

**Class:**

**Name:**

**Phone #:**

**Place of Employment:**

**Emergency Contact Name and Phone #**

**Is there anything you feel that I need to know that you think might affect your performance in this class? If so, respond below. If you have a medical condition that you feel I should know about, please let me know.**

**I acknowledge that I have read and understand the syllabus for this course.**

**Signature Date**

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**The Writing Process**

The writing process is something that no two people do the same way. There is no "right way" or "wrong way" to write. It can be a very messy and fluid process, and the following is only a representation of commonly used steps.

**Writing takes time**

Find out when is the assignment due and devise a plan of action. This may seem obvious and irrelevant to the writing process, but it's not. Writing is a process, not merely a product. Even the best professional writers don't just sit down at a computer, write, and call it a day. The quality of your writing will reflect the time and forethought you put into the assignment. Plan ahead for the assignment by doing pre-writing: this will allow you to be more productive and organized when you sit down to write. Also, schedule several blocks of time to devote to your writing; then, you can walk away from it for a while and come back later to make changes and revisions with a fresh mind.

### STEPS OF THE WRITING PROCESS

* Prewriting
* Gathering Information/Planning
* Drafting
* Revising and Editing
* Proofreading

**STEP 1: PREWRITING**

***THINK AND DECIDE***

* **Make sure you understand your assignment.**

**The Goal of an essay may be:**

* + To describe a topic
	+ To analyze a topic
	+ To explain a topic
	+ To make an argument for or against something
	+ To evaluate a topic
	+ To report on a topic
	+ To compare and/or contrast two or more subjects of a topic
	+ Or even just to tell a good story

**Make sure you carefully read and understand your assignment.**

Typically, an essay is organized by introducing your topic, explaining and supporting the focus, and then drawing some relevant conclusions from your discussion and analysis.

* + - **Also see 1d (p18) in *EasyWriter.***

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* **Decide on a topic to write about and then narrow your topic.**

**Narrowing a Topic**

The procedures surrounding selecting a topic will vary by instructor and by discipline. Read the assignment sheet carefully to ascertain the teacher's expectations. Is there an explicit list of topics, or are you expected to narrow to a topic on your own? Are you to work with a specific theory or course material as you write the paper?

If your instructor hands out a topic list and expects you to operate within those boundaries, keep in mind that those lists are often broad topics, not thesis statements. Other teachers prefer to be intentionally vague in order to give you the freedom to narrow to an area of your interest. That means that you will have to search for a topic that you are willing to work with for a considerable amount of time.

**Strategies for a topic search:**

* Work from the general to the specific.
* Note in a research notebook provocative questions that arise in class lecture or discussion, topics in your textbook that appear ripe for further exploration, or issues that come up in your conversations with classmates.
* Use prewriting strategies such as brainstorming, clustering, or free writing to generate topics.
* Use the on-line catalogue to narrow to a topic quickly and see what books are available on the topic.
* The Internet is also a useful resource, although you must take care to evaluate Internet sources for reliability.

**Now that you have decided on a topic, narrow your focus. You can begin this process by asking yourself the following questions:**

* *Is this topic consistent with the assignment?*
* *What is interesting about the topic?*
* *What do I know about the topic?*
* *What do I want to know?*
* *What do I need to know?*

Skim the literature to help you narrow your topic to a manageable one which meets your instructor's assignment and your interests.

* + **Also see 1e (p18) in *EasyWriter.***
* **Consider who will read your work.**

**Audience**

When writing, it is very important to use language that fits your audience and matches your purpose. Inappropriate language uses can damage your credibility, undermine your argument, or alienate your audience. Some of the major issues with appropriate language use:

* **Levels of Formality**: Writing in a style that your audience expects and that fits your purpose is key to successful writing.

*For example: "It would be wise to get a second opinion." Formal Vs. "Y'all should ask somebody else." Informal*

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* **In-Group Jargon**: Jargon refers to specialized language used by groups of like-minded individuals. Only use in-group jargon when you are writing for members of that group. You should never use jargon for a general audience without first explaining it.

*For example: Military jargon - "rack" which means "bed"*

* **Slang and idiomatic expressions**: Avoid using slang or idiomatic expressions in general academic writing.

*For example: "insane" meaning "mentally ill" but intended to mean "outrageous" Or, "it was a piece of cake" meaning it was "simple"*

* **Deceitful language and Euphemisms**: Avoid using euphemisms (words that veil the truth) and other deceitful language.

*For example: "collateral damage" for the unintended destruction of civilians and their property Or, "Between jobs" meaning "unemployed"*

* **Biased language:** Avoid using any biased language including language with a racial, ethnic, group, or gender bias or language that is stereotypical.

*For example: Just "Doctor" rather than "Woman Doctor" (Which might be referring to a doctor for women)*

* + **Also see 1f (p19) in *EasyWriter.***

**Voice**

The flip side of the idea of audience is that of voice (sometimes called tone, mood or style). Every writer has their own unique voice and the use of that voice is what makes their writing unique. It is important that the writer's thoughts and ideas clearly show through their use of language - their voice. The writer's voice comes from the choices made while writing: the words, the organization, which details to include and so on. All of the choices the writer makes reflect that writer's voice.

* **Also see 1g (pp19-20) in *EasyWriter.***
* **Brainstorm ideas about the subject using prewriting strategies.**

**Prewriting Strategies**

Pre-writing strategies use writing to generate and clarify ideas. While many writers have traditionally created [outlines](http://www.writing.ku.edu/~writing/guides/outlines.shtml) before beginning writing, there are other possible prewriting activities. Five useful strategies are [brainstorming,](http://writing.ku.edu/prewriting-strategies#brainstorm) [clustering,](http://writing.ku.edu/prewriting-strategies#cluster) [free- writing,](http://writing.ku.edu/prewriting-strategies#freewrite) [looping](http://writing.ku.edu/prewriting-strategies#loop), and [asking the six journalists' questions](http://writing.ku.edu/prewriting-strategies#questions)

* **Brainstorming**

Brainstorming, also called listing, is a process of generating a lot of information within a short time by building on the association of previous terms you have mentioned.

Jot down all the possible terms that emerge from the general topic you are thinking about. This procedure works especially well if you work in a team. All team members can generate ideas, with one member acting as scribe. Don't worry about editing or throwing out what might not be a good idea. Simply write down a lot of possibilities.

Group the items that you have listed according to arrangements that make sense to you.

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Give each group a label. Now you have a topic with possible points of development.

Write a sentence about the label you have given the group of ideas. Now you have a topic sentence or possibly a [thesis statement.](http://www.writing.ku.edu/~writing/guides/thesis.shtml)

* **Clustering**

Clustering is also called mind mapping or idea mapping. It is a strategy that allows you to explore the relationships between ideas.

Put the subject in the center of a page. Circle or underline it.

As you think of other ideas, link the new ideas to the central circle with lines.

As you think of ideas that relate to the new ideas, add to those in the same way.

The result will look like a web on your page. Locate clusters of interest to you, and use the terms you attached to the key ideas as departure points for your paper.

Clustering is especially useful in determining the relationship between ideas. You will be able to distinguish how the ideas fit together, especially where there is an abundance of ideas. Clustering your ideas lets you see them visually in a different way, so that you can more readily understand possible directions your paper may take.

* **Freewriting**

Free-writing is a process of generating a lot of information by writing non-stop. It allows you to focus on a specific topic, but forces you to write so quickly that you are unable to edit any of your ideas.

Free-write on the assignment or general topic for several 5-10 minutes non-stop. Force yourself to continue writing even if nothing specific comes to mind. This free-writing will include many ideas; at this point, generating ideas is what is important, not the grammar or the spelling.

After you've finished free-writing, look back over what you have written and highlight the most prominent and interesting ideas; then you can begin all over again, with a tighter focus. You will narrow your topic and, in the process, you will generate several relevant points about the topic.

* **Looping**

Looping is a free-writing technique that allows you to increasingly focus your ideas in trying to discover a writing topic. You loop one 5-10 minute free-writing after another, so you have a sequence of free- writings, each more specific than the other. The same rules that apply to free-writing apply to looping: write quickly, do not edit, and do not stop.

Free-write on an assignment for 5-10 minutes. Then, read through your free-writing, looking for interesting topics, ideas, phrases, or sentences. Circle those you find interesting. A variation on looping is to have a classmate circle ideas in your free-writing that interests him or her.

Then free-write again for 5-10 minutes on one of the circled topics. You should end up with a more specific free-writing about a particular topic.

Loop your free-writing again, circling another interesting topic, idea, phrase, or sentence. When you have finished four or five rounds of looping, you will begin to have specific information that indicates what you are thinking about a particular topic. You may even have the basis for a tentative thesis or an improved idea for an approach to your assignment when you have finished.

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* **The Journalists' Questions**

Journalists traditionally ask six questions when they are writing assignments, 5 W's and 1 H: *Who?*, *What?*, *Where?*, *When?*, *Why?*, *How?* You can use these questions to explore the topic you are writing about for an assignment. A key to using the journalists' questions is to make them flexible enough to account for the specific details of your topic. For instance, if your topic is the rise and fall of the Puget Sound tides and its effect on salmon spawning, you may have very little to say about *Who?* if your focus doesn't account for human involvement. On the other hand, some topics may be heavy on the *Who?*, especially if human involvement is a crucial part of the topic. Possible generic questions you can ask using the six journalists' questions follow:

**Who?:**

Who are the participants? Who is affected? Who are the primary actors? Who are the secondary actors?

**What?:**

What is the topic? What is the significance of the topic? What is the basic problem? What are the issues?

**Where?:**

Where does the activity take place? Where does the problem or issue have its source? At what place is the cause or effect of the problem most visible?

**When?:**

When is the issue most apparent? (past? present? future?) When did the issue or problem develop? What historical forces helped shape the problem or issue and at what point in time will the problem or issue culminate in a crisis? When is action needed to address the issue or problem?

**Why?:**

Why did the issue or problem arise? Why is it (your topic) an issue or problem at all? Why did the issue or problem develop in the way that it did?

**How?:**

How is the issue or problem significant? How can it be addressed? How does it affect the participants? How can the issue or problem be resolved?

The journalists' questions are a powerful way to develop a great deal of information about a topic very quickly. Learning to ask the appropriate questions about a topic takes practice, however. At times during writing an assignment, you may wish to go back and ask the journalists' questions again to clarify important points that may be getting lost in your planning and drafting.

* + **Also see 2a (p21) in *EasyWriter.***

**STEP 2: GATHER INFORMATION AND MAKE A PLAN**

RESEARCH AND ORGANIZE

* List places where you can find information. This could be from observation, personal interviews, or researching outside sources.
* Do your research. **Also see 2c (p23) in *EasyWriter.***
* Write a working thesis. **Also see 2b (p22) in *EasyWriter.***
* Make a rough outline or use a graphic organizer to help organize your information. **Also see 2d (pp24-25) in *EasyWriter.***

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**STEP 3: DRAFTING**

***WRITE***

* Put the information you gathered into your own words.
* Write sentences and paragraphs even if they are not perfect.
* Read what you have written and judge if it says what you mean.
* Write some more.
* Write some more.
* Read it again.
* Write until you have said everything you want to say about the topic.

###### STEP 4: REVISING

MAKE IT BETTER

* Read what you have written again.
* Rearrange words, sentences or paragraphs.
* Take out or add parts.
* Do more research if you think you should.
* Replace overused or unclear words.
* Read your writing aloud to be sure it flows smoothly.
	+ **Also see 4a p34) and 4b (p35) in *EasyWriter.***

###### STEP 5: EDITING AND PROOFREADING

MAKE IT CORRECT

* Be sure all sentences are complete.
* Correct spelling, capitalization, and punctuation.
* Change words that are not used correctly or are unclear.
* Make sure you are using the appropriate style formatting.
* **Also see 4c (pp 35-36) in *EasyWriter***.

See for MLA: <https://owl.english.purdue.edu/owl/resource/747/01> See for APA: <https://owl.english.purdue.edu/owl/resource/560/01/>

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**The Five-Paragraph Essay**

The five-paragraph essay is formulaic writing that helps inexperienced writers express their ideas with a clear focus and a logical organization with relevant details. Once you understand the formula, you will become more comfortable with the writing process. The formula can be applied to most of the rhetorical modes, including description, narration, comparison and contrast, cause and effect, illustration, process analysis or explanation, and persuasion. It can also be applied to various levels of writing assignments, including one paragraph, an essay, or a research paper.

One of the goals in teaching this type of writing is to help you understand the function and form of different types of sentences, such as the thesis statement, topic sentence, and supporting sentence. Below is a description of the basic elements of a five-paragraph essay, including *formulas andexamples of the types of sentences you will need to be able to write for your assignments.*

###### The Hook or Lead-in

The purpose of the introduction is to establish the subject’s relevance to the reader. If you have difficulty thinking of a “hook,” write the answer to this questions: Why might (the subject of the essay) be interesting to your classmates?

Other ideas that may be included in the “hook” are:

* Definitions
* Statistics
* Questions
* A quote that is relevant to the topic
* Famous person involvement in this subject
* Personal story of why the writer is interested in this subject
* Brief summary or description (5 W’s)

###### Thesis statement

The thesis statement is an explicit inclusive sentence that links the ***topic*** of the essay with a ***comment***, which makes an important point about the topic. The ***commen****t* is also known as the ***controlling idea*, *specific focus*,** or ***claim*.** The thesis statement is usually the last sentence of the first paragraph. It is important to differentiate between the ***topic*** and the ***comment****.* The ***comment*** is your thought or point of view about the ***topic***. Note how the example follows a formula:

A thesis statement must contain the first two elements in the formula, and some instructors require the ***essay map*** to be part of the thesis statement.

**Topic of the essay** + ***Comment*** (*controlling idea/specific focus/claim*) + **essay map** (3 points that will be developed in the essay)

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**Example of thesis statement with essay map:**

Three ways that a person suffering from Post Traumatic Stress Syndrome (PTSS) can overcome the condition and lead a normal life are receiving psychological treatment, maintaining strong family bonds, and developing a regular routine of accomplishment, such as a job or school.

**Example of thesis statement without an essay map:**

There are several ways that a person suffering from Post Traumatic Stress Syndrome (PTSS) can overcome the condition and lead a normal life.

***Notes:***

1. Notice how the comment determines how the topic will be developed. If the comment was “cannot overcome…,” a very different essay would be written.
2. After a careful reading of the topic or the instructor’s assignment, you should be ableto determine the topic and to formulate at least a beginning thesis idea.
3. The order of the elements in a thesis statement sentence may be changed (i.e. the thesis idea can be placed at the beginning of the sentence).

Some of the challenges in formulating the three points that will be developed:

* Developing three distinct ideas that do not overlap with each other
* Including ideas that are “big” enough to be developed into paragraphs in the body of theessay.
* Using parallelism, which is using the same form (part of speech) for all items in the series.

###### Body paragraphs

**Topic Sentences**

Each paragraph in the body of the essay must have a clear topic sentence, usually the first sentence in the paragraph. In the example sentence below, notice the small change in language from the thesis statement while the idea remains the same. At the pre-writing stage, you will need to develop new ways of expressing the comment and the items in the essay map.

Increasing your vocabulary should be one of your goals as your practice writing. The formula for a topic sentence is:

Major transition word (usually numerical or chronological) + topic + comment (from the thesis statement) + point # 1, 2, or 3

***Example:***

First of all, if someone is suffering from the stress of a traumatic event (PTSS), he or she might find that speaking with a professional psychologist can help ameliorate the negative effects and lead the person to normality.

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**In order to make an essay coherent, you must repeat the subject and the thesis idea throughout the paper, but this does NOT mean repeating the same language.** Therefore, use different words or structures with the same or similar meaning while continuing to repeat the thesis idea in some way in each paragraph.

**Supporting/Example sentences**

Every one of these sentences should relate directly to the topic sentence of the paragraph and *provide specific details or examples to develop the* ***comment*** portion of your thesis. One way to stay focused on this task is to effectively use transition words. However, it is important that you differentiate between transition words for topic sentences (see above) and transition words for supporting/example sentences.

Transition words used in supporting/example sentences may include: for example, also, in addition, furthermore, moreover, for instance, however, therefore, etc. Another type of “transition word” is the subordinating conjunction, such as while, although, because, when, until, if etc. which are used in complex sentences.

* **Also see 2e (pp25-28) in *EasyWriter***

###### Conclusion

While the aim of the introduction is relevance, the conclusion should point to reflection on the thesis of the paper. If you have a problem thinking about the conclusion, write the answer to thefollowing question: After writing this paper, what did I learn about (the topic) *that I did not know before?*

Ideas for the conclusion paragraph:

* Make a recommendation or give advice
* Show personal reflection on the topic
* Specific recount what has been learned
* Express a hopeful thought or idea
* Summarize the main points of the paper



***Note about the conclusion:***

One of the most common errors students make in the conclusion is to use second person “you” to make general statements. While second person should *always* be avoided in academic writing, the most important reason not to use it in the conclusion is that it almost always changes the entire focus of the paper.

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**Essay Planning Outline**

Title

* 1. Introduction
		1. Hook/Lead-in
		2. Thesis
		3. Map (Optional)
	2. Topic Sentence about Thesis Point 1
		1. Major Detail
			1. Supporting detail with specific example/explanation/elaboration
			2. Supporting detail with specific example/explanation/elaboration
		2. Major Detail
			1. Supporting detail with specific example/explanation/elaboration
			2. Supporting detail with specific example/explanation/elaboration Summary Sentence
	3. Topic Sentence about Thesis Point 2
		1. Major Detail
			1. Supporting detail with specific example/explanation/elaboration
			2. Supporting detail with specific example/explanation/elaboration
		2. Major Detail
			1. Supporting detail with specific example/explanation/elaboration
			2. Supporting detail with specific example/explanation/elaboration Summary Sentence
	4. Topic Sentence about Thesis Point 3
		1. Major Detail
			1. Supporting detail with specific example/explanation/elaboration
			2. Supporting detail with specific example/explanation/elaboration
		2. Major Detail
			1. Supporting detail with specific example/explanation/elaboration
			2. Supporting detail with specific example/explanation/elaboration Summary Sentence
	5. Conclusion
		1. Transition word or phrase
		2. Restate/echo thesis and main points
		3. Concluding sentence (gives sense of closure/finality)

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# Descriptive Essays

***What is a descriptive essay?***

The descriptive essay is a genre of essay that asks the student to describe something—object, person, place, experience, emotion, situation, etc. This genre encourages the student’s ability to create a written account of a particular experience. What is more, this genre allows for a great deal of artistic freedom (the goal of which is to paint an image that is vivid and moving in the mind of the reader).

One might benefit from keeping in mind this simple maxim: If the reader is unable to clearly form an impression of the thing that you are describing, try, try again!

Here are some guidelines for writing a descriptive essay.

* **Take time to brainstorm**

If your instructor asks you to describe your favorite food, make sure that you jot down some ideas before you begin describing it. For instance, if you choose pizza, you might start by writing down a few words: sauce, cheese, crust, pepperoni, sausage, spices, hot, melted, etc. Once you have written down some words, you can begin by compiling descriptive lists for each one.

* **Use clear and concise language.**

This means that words are chosen carefully, particularly for their relevancy in relation to that which you are intending to describe.

* **Choose vivid language.**

Why use *horse* when you can choose *stallion*? Why not use *tempestuous* instead of *violent*? Or why not *miserly* in place of *cheap*? Such choices form a firmer image in the mind of the reader and often times offer nuanced meanings that serve better one’s purpose.

* **Use your senses!**

Remember, if you are describing something, you need to be appealing to the senses of the reader. Explain how the thing smelled, felt, sounded, tasted, or looked. Embellish the moment with senses.

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* **What were you thinking?!**

If you can describe emotions or feelings related to your topic, you will connect with the reader on a deeper level. Many have felt crushing loss in their lives, or ecstatic joy, or mild complacency. Tap into this emotional reservoir in order to achieve your full descriptive potential.

* **Leave the reader with a clear impression (dominant impression).**

One of your goals is to evoke a strong sense of familiarity and appreciation in the reader. If your reader can walk away from the essay craving the very pizza you just described, you are on your way to writing effective descriptive essays.

* **Be organized!**

It is easy to fall into an incoherent rambling of emotions and senses when writing a descriptive essay. However, you must strive to present an organized and logical description if the reader is to come away from the essay with a cogent sense of what it is you are attempting to describe.

**Contributors:** Jack Baker, Allen Brizee, Elizabeth Angeli.

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**PLAN SHEET – IN-CLASS ESSAY – DESCRIPTIVE**

***Assignment:*** In an in-class essay, describe a place or item on campus. Use **specific examples** and **sensory images** to support a **dominant impression**. Your essay should have an interesting lead-in sentence and an introduction, body, and conclusion. **YOUR ESSAY NEED NOT BE AND PROBABLY WILL NOT BE FIVE PARAGRAPHS IN LENGTH.**

During class you will write your essay on notebook paper using blue or black ink on the front of the paper only. (If you make a mistake, simply draw a single line through the mistake and then correct it.). **Title** your essay and **highlight** your thesis statement. Turn in this plan sheet with your essay. The plan sheet goes behind your essay**. You can use this plan sheet while you write the essay, but you cannot write the essay in advance.**

Since the reader is experiencing this through **YOUR** eyes, write the essay **in first person.**

Your **thesis statement** will be your topic (WHAT you are describing) + your specific focus (the DOMINANT IMPRESSION). Your completed essay should be about one and a half to two pages long.

**You will receive one grade of up to 100 for this essay.**

Limited Topic (Place or item observed):

Comment (Dominant Impression)

Thesis Statement (limited topic + comment/dominant impression )

What did I see? (Be specific!!)

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What did I hear?

What did I feel?

What did I smell?

What did I taste?

\*The more specific your descriptions, the stronger your essay will be.

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Student: **Grade: /100**

**Descriptive Essay Grading Rubric**

**Title (5 pts)**

*(Does title reflect the content of the essay?)*

**Clear Thesis with Dominant Impression (10 pts)**

*(Does thesis state the place being described and a dominant impress of that place?)*

**Development of sensory details (50 pts)**

*(Does the essay include specific descriptive details that apply to the five senses? Are these details fully developed?)*

**Organization (15 pts)**

*(Is the essay organized in a logical manner -- spatial organization or order of the senses?)*

**Coherence (15 pts)**

*(Is paper generally free of major grammar/mechanics errors?)*

**Concluding sentence (5 pts)**

*(Does essay have a final sentence that gives a sense of closure and/or echoes the thesis?)*

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**HOLISTIC SCORING FOR DESCRIPTIVE ESSAY (Alternate Grading Rubric) 5= Interesting, well organized writing**

1. Details! Details! Details!
2. Strong thesis with clearly stated dominant impression
3. Vivid words, elaboration, figurative language
4. Beginning, middle, ending
5. Stays on topic – not confusing
6. Not redundant, lots of variety
7. Originality

**3=Correct but sketchy**

1. Some details, some gaps
2. Adequate thesis
3. Few descriptive words
4. Sometimes off topic
5. Interfering mechanics
6. Poorly organized, confusing
7. Bare bones – skeletal writing

**1=Unacceptable writing for college level**

1. Weak mechanics and sentence structure
2. No focus or organization
3. No developed ideas

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**Sample Student Essay Descriptive**

Justin Stone ENGL 1301

July 22, 2017

My First Time at the Pinkerton Gym

I remember my first time stepping into the Pinkerton Center after years away from college. I wasn’t exactly sure what to expect when I walked through those double doors, the cold, conditioned air hitting me in the face as I earned my sweet relief from the sweltering June heat that is so common in my native Northeast Texas. Waiting for me on the other side of the proverbial gates sitting behind a desk was an unassuming undergraduate who barely even looked up as she asked through almost clenched teeth, “Do you have your ID?” After producing identification, I proceeded to the weight room to continue my passion of physical excellence.

What I saw upon entrance surprised me. There was not an athletically inclined person in the facility but rather a melting pot of physiques of all ages and morph types.

**The Pinkerton Center is a well-equipped but inviting atmosphere for people of all ages to gather with the common goal of fitness.** I couldn’t help myself. I obsessively used every piece of resistance equipment on the premises. I pushed and pumped the cold, hard steel bars until the lactic buildup in my arms made them impossible to raise above eye level. As I pumped out rep after rep, tuning out the chatter of the ladies at the adjacent machine, I decided right then that I was not paying for another month at my old gym. The constant clanging and banging of the weights, along with the semi-damp atmosphere (which I assume was residual humidity from the pool), reminded me of off-season in high school.

Once I was finished with the weights I decided to go upstairs, where I had seen a gaggle of middle-aged women strolling on treadmills. As I was taking a leisurely stroll on one of these cardio machines, I kept hearing a loud, repetitive sound coming from my rear. I peered over the back edge of the balcony to witness a game of racquetball between two old men who had apparently decided chess was just too slow paced for them.

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Finally I had to go down to the basketball court and try my hand at a couple of jumpers. I limped downstairs, as I was still feeling the effects of my weight session, and strolled across the carpeted floor of the gym until I made it to the bin of basketballs. I selected the one that seemed to be the most inflated and dribbled toward the hoop. Once I had approached to a manageable distance, I raised my arms and placed what I thought was just the right amount of touch on the ball. The ladies on the treadmills must have laughed to themselves as they looked down from the balcony onto the court. My little bout in the weight room had sufficiently worn me down to the point that my attempt at a free throw fell about three feet short of the rim. Ever stubborn, I attempted a few more shots, but the results did not change a great deal. Oh, well. Maybe next time I’ll shoot hoops before I lift.

I limped out the door, feeling defeated yet accomplished at the same time. I swilled back a chug of my chalky, strawberry flavored whey protein and sighed. I climbed into my battered Ford Focus, barely able to mash the brakes from the quivering that took place in my knees and ankles. It is a feeling I have come to love in my life. Thanks to the Pinkerton Center, I can continue to love the pain that is fitness -- the grind that is health. As the old song says, “It hurts so good.”

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**Writing a Comparison/Contrast Essay**

As always, the instructor and the assignment sheet provide the definitive expectations and requirements for any essay. Here is some general information about the organization for this type of essay:

* A **comparison** essay notes either *similarities*, or *similarities and differences*.
* A **contrast** essay notes only *differences*.
* The comparison or contrast should **make a point** or **serve a purpose**. Often such essays do one of the following:
	+ **Clarify** something unknown or not well understood.
	+ Lead to a fresh **insight** or new way of viewing something.
	+ Bring one or both of the subjects into sharper **focus**.
	+ Show that one subject is **better** than the other.
* The **thesis** can present the subjects and indicate whether they will be compared, contrasted, or both.
* The **same points** should be discussed for both subjects; it is not necessary, however to give both subjects the same degree of development.
* Some common **organizational** structures include: (see note below)
	+ Block method (subject by subject)
	+ Point by point
	+ Comparisons followed by contrasts (or the reverse)
* Use detailed topic sentences and the following connecting words to make the relationship between your subjects clear to your reader:

|  |
| --- |
|  **Connectors That Show Comparison (Similarities)**  |
| * *In additon*
 | * *Correspondingly*
 | * *Compared to*
 |
| * *Similarly*
 | * *Just as*
 | * *As well as*
 |
| * *Likewise*
 | * *Same as*
 | * *At the same time*
 |

|  |
| --- |
|  **Connectors That Show Contrast (Differences)**  |
| * *However*
 | * *On the contrary*
 | * *On the other hand*
 |
| * *Even though*
 | * *In contrast*
 | * *Although*
 |
| * *Unlike*
 | * *Conversely*
 | * *Meanwhile*
 |

See the next page for a detailed example for both the Block Method and the Point- by-Point method. For a blank chart to organize your own essay,

use the Compare/Contrast Essay Worksheet

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**Writing a Comparison/Contrast Essay**

*The following example contains an element of the author’s opinion, but not all compare/contrast assignments allow for that.*

*Always check your assignment sheet and ask your instructor for clarification about including your opinion.*

|  |  |  |
| --- | --- | --- |
|  | **Point-by-Point Method** | **Block Method** |
| ***Intro*** | * Introduction of general topic
* Specific topic
* **Thesis** = areas to be covered in this essay: *Both cats and dogs make excellent pets, but an appropriate choice depends on the pet owner’s*

*lifestyle, finances, and household accommodations.* | * Introduction of general topic
* Specific topic
* **Thesis** = areas to be covered in this essay: *Both cats and dogs make excellent pets, but an appropriate choice depends on the pet owner’s lifestyle, finances, and household accommodations.*
 |
| ***Body Paragraph 1*** | **Topic Sentence - Aspect 1***Cats make less of an impact on an owner’s lifestyle.***Topic 1 - Aspect 1:** *Cats** **Detail:** Don’t have to be watched during the day
* **Detail:** Easier to get care if owner travels

**Topic 2 - Aspect 1:** *Dogs** **Detail:** Pack animals shouldn’t be left alone
* **Detail:** Harder to get care when away

**Transition Sentence** | **Topic Sentence – Topic 1***Cats are easier and less expensive to care for.***Aspect 1**: Lifestyle* **Detail:** *Don’t have to be watched during the day*
* **Detail:** *Easier to get care if owner travels*

**Aspect 2:** Cost* **Detail:** *Food and health care are usually less expensive*
* **Detail:** *Less likely to cause property damage*

**Aspect 3:** House accommodations* **Detail**: *Don’t take up much space*
* **Detail:** *Less intrusive*

**Transition Sentence** |
| ***Body Paragraph 2*** | **Topic Sentence - Aspect 2***Cats are less expensive to own and care for.***Topic 1 - Aspect 2:** Cats* **Detail:** *Food and health care are usually less expensive*
* **Detail:** *Less likely to cause property damage*

**Topic 2 - Aspect 2:** Dogs* **Detail:** *Food is more expensive*
* **Detail:** *Over-breeding causes some health problems*

**Transition Sentence** | **Topic Sentence – Topic 2***Dogs are active and loyally engaging pets.***Aspect 1** – Lifestyle* **Detail:** *Pack animals shoudn’t be left alone*
* **Detail:** *Harder to get care when away Need more living space*

**Aspect 2** – Cost* **Detail:** *Food is more expensive*
* **Detail:** Over-b*reeding causes some health problems*

**Aspect 3 –** House accommodations* **Detail:** *Often need yard and fence*
* **Detail:** *Require more safety and protective measures*

**Transition Sentence** |
| ***Body Paragraph 3*** | **Topic Sentence - Aspect 3***Cats need few special house accommodation.***Topic 1 - Aspect 3:** Cats* **Detail:** *Don’t take up much space*
* **Detail:** *Less intrusive*

**Topic 2 - Aspect 3:** Dogs* **Detail:** *Often need yard and fence*
* **Detail:** *Require more safety and protective*

measures**Transition Sentence** | **Optional**: develop a paragraph to evaluate the comparison made in the essay*: Last summer, I was considering adopting a pet, so I visited the SPCA to gather more information about cats and dogs.**I am a full time student and work part time in the evenings, so my**lifestyle and schedule didn’t seem conducive to owning a dog like I had originally planned. Now that I’ve had my cat Cookie for a few months, I see that she’s the perfect fit and a great companion for me.* |
| ***Conclusion*** | * **Summary of main points**
* **Evaluation** and/or possible future developments
* **Significance** of topic to author: *When considering adopting a pet, a prospective owner must consider the lifestyle, finances, and household accommodations that the pet would require.*

*Owners who neglect to compare these aspects will often not care for their pet in a safe manner.* | * **Summary of main points**
* **Evaluation** and/or possible future developments
* **Significance** of topic to author*: When considering adopting a pet, a prospective owner must consider the lifestyle, finances, and household accommodations that the pet would require. Owners who neglect to compare these aspects will often not care for their pet in a safe manner.*
 |

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**Comparison/Contrast Essay Structure: Block Method**

In the Block Method, each paragraph addresses ONE TOPIC ONLY from your pair of topics and includes the SHARED ASPECTS you have chosen to Compare to topic 2*.* Use the following chart to organize your ideas for your essay. *(See Venn diagram steps 1 – 5 for examples on topics, aspects, and details.)*

|  |  |
| --- | --- |
| **Block Method** | **My Essay** |
| * **Introduction**
	+ introduction of general topic
	+ specific topic
	+ areas to be covered in this essay
 |  |
| * **Topic 1**
	+ **Aspect 1**
		- Detail
		- Detail
	+ **Aspect 2**
		- Detail
		- Detail
	+ **Aspect 3**
		- Detail
		- Detail
 | **Topic Sentence:** |
| * **Topic 2**
	+ **Aspect 1**
		- Detail
		- Detail
	+ **Aspect 2**
		- Detail
		- Detail
	+ **Aspect 3**
		- Detail
		- Detail
 | **Topic Sentence:** |
| * **Conclusion**
	+ Summary of main points
	+ Evaluation and/or possible future developments
 |  |

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**Comparison/Contrast Essay Structure: Point by Point Method**

In the Point-by-Point Method, each paragraph contains details on ONE ASPECT of BOTH TOPICS organized in the same order. Use the following chart to organize your ideas for your essay. *(See Venn diagram steps 1*

* *5 for examples on topics, aspects, and details.)*

|  |  |
| --- | --- |
| **Point by Point Method** | **My Essay** |
| * **Introduction**
	+ introduction of general topic
	+ specific topic
	+ areas to be covered in this essay
 |  |
| * **Topic 1 - Aspect 1**
	+ Detail
	+ Detail
* **Topic 2 - Aspect 1**
	+ Detail
	+ Detail
 | **Topic Sentence:** |
| * **Topic 1 - Aspect 2**
	+ Detail
	+ Detail
* **Topic 2 - Aspect 2**
	+ Detail
	+ Detail
 | **Topic Sentence:** |
| * **Topic 1 - Aspect 3**
	+ Detail
	+ Detail
* **Topic 2 - Aspect 3**
	+ Detail
	+ Detail
 | **Topic Sentence:** |
| * **Conclusion**

Summary of main points* + Evaluation and/or possible future developments
 |  |

Source referenced: <http://www.efl.arts.gla.ac.uk/CampusOnly/essays/15web.htm>

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**Comparison/Contrast Essay Assignment**

For this essay, you will write a five-paragraph essay with an introduction paragraph, three body paragraphs, and a conclusion paragraph. To write the essay, you will interview one of your classmates and then write an essay comparing and contrasting yourself with your classmate. You will complete a plan sheet and then write a typed rough draft to bring to class for revising and editing/proofreading. After revising and editing, you will prepare a final draft. On the due date, you will hand in the final draft, editing rough draft, and the plan sheet. **This essay is worth 200 points: 100 points for content and 100 points for grammar/mechanics.**

**Interviewing a Classmate**

Meet with the person assigned to be your interview partner. Here are some questions to help you get started. You do not have to use these questions – **they are simply a guide to help you get started.**

Be creative! The more questions you ask, the more information you will have for your essay. Remember, you want to have much more information than you could possibly use for your essay. You may want to talk to your classmate more than once. You may want to communicate again by email.

However, keep in mind that you are not only writing about your classmate – you are gathering information to write a comparison/contrast essay. This may influence some of the types of questions you want to ask.

* + What are your “vital statistics”? (You are your interview partner decide what this means. There is some information classmates might prefer to keep private. Never divulge information you are not comfortable sharing. It is fine to say, “I’m not comfortable answering that question.” **Vital statistics are personal facts such as age, job, family members, etc.**
	+ What sports do you like? Or hobbies? What do you do in your free time?
	+ Tell me about your family.
	+ Are you from this area? Tell me about any other places you have lived.
	+ What person do you admire most and why?
	+ What is more important, love or money? Why do you think so? Has influenced your choice of career or other life decisions?
	+ What do you think you will be doing ten years from now?
	+ What is something you hope will happen to you?
	+ What is your favorite movie/book/type of music?

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Name:

Rough draft due: Final draft due:

###### Plan Sheet Comparison /Contrast Essay (Expository Writing)

**List the two people for comparison/contrast:**

**Working Thesis: (remember – there must be some comment on the topic)**

**Topic for Body Paragraph 1:**

Supporting details to include:

Supporting details to include:

**Topic for Body Paragraph 2:**

Supporting details to include:

Supporting details to include:

**Topic for Body Paragraph 3:**

Supporting details to include:

Supporting details to include:

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**ENGL 1301 REVISION INSTRUCTIONS**

***Content and Development***

**Check for the following elements in the introduction:**

* Interesting lead-in
* Thesis Statement (one sentence)
* Essay Map – if used (can be part of thesis statement or a separate sentence; summarizes the main point of each body paragraph)

**Check for the following elements in body paragraphs:**

* Topic Sentence
* Major Detail
* Supporting detail/examples
* Major Detail
* Supporting detail/examples
* Concluding/Transitional sentence
* Transition Words

**Check for the following elements in the conclusion:**

* Signal Word (transition into conclusion)
* Summary (restate thesis in different words – “echo” the thesis statement)
* Significance (restate the main topics/points – not a list)
* Speed Change (final sentence – connect to the lead)

**Make sure:**

* No details are repetitive
* Supporting details or examples are SPECIFIC (SHOW – don’t just TELL – the reader)

***Grammar/Mechanics***

* ***Highlight or underline the first word of each sentence.***

**To improve sentence structure:**

* + If you have a sentence that begins with one of the following words:

*It, This, That, There, Here* – REWRITE THE SENTENCE. Exception: When *This* or *That* is directly followed by a noun, it is acceptable)

* + Make sure that within a paragraph sentence structure is varied. (simple, compound, complex, etc.)
	+ Vary sentence beginnings.
	+ Do not begin sentences within the same paragraph with the same word.
	+ Rewrite any sentence that is a **fragment** or a **run-on**.
	+ Check for **subject-verb agreement.**
	+ Check for **pronoun-antecedent agreement. Use Third Person for Formal Essays**
	+ **NEVER** use the following pronouns: Second Person – *You, Your, Yourself*

First Person – *I, Me, We, Us* **(Unless you are including a relevant**

**personal example.) Note: For the Comparison/Contrast Essay, you WILL use first person When you are writing about yourself.**

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* + **DO USE** Third Person for formal essays – *They, One, A person, He, She*

**Do Not Use Contractions**

* + Write out all contractions

Can’t = cannot, won’t = will not, shouldn’t = should not

**Punctuation Reminders**

* + Highlight or underline the coordinating conjunctions:

*For And Nor But Or Yet So*

-- If you have a complete sentence on each side of the coordinating conjunction, then add a comma before it.

* + DO NOT begin sentences with coordinating conjunctions.
	+ After an introductory phrase of four or more words, add a comma.
	+ Circle all the semicolons in your paper.

Check to make sure the semicolon is used in one of the following ways:

-- To join two complete sentences.

-- To join two complete sentences using a conjunctive adverb (however, furthermore, etc.)

-- To separate a series that already uses commas

***To hand in:***

* All papers **must** be typed and double-spaced using 12-point Times or Times New Roman in black ink. **Papers that are not double-spaced will not be accepted for grading**
* **No folders, please.** Remember to always retain copies of the essays.

Place a header in the upper right-hand corner of the FIRST PAGE ONLY:

Name (First and Last) ENGL 1301

Semester Date

Center Title (Title should reflect content of essay

* Final Draft with **THESIS STATEMENT HIGHLIGHTED**
* **EDITED** Rough Draft (staple to back of final draft)
* Planning/Prewriting Pages as instructed in class (place behind rough draft)

**Plan ahead! Computer emergencies can and do happen, but they will not be an excuse for a late paper.**

* **Please do not hand in papers during class time**. If your paper is ready, you may place it on my desk BEFORE class begins or hand it to me after class on the designated due date. Otherwise, use the mailbox outside my office door to hand in your papers. **Remember, it is not due until the end of the day on the date the assignment is due. The end of the day means that when I arrive at my office the following day, the paper must be in my mailbox or it is considered late.**
* ***20 points will be deducted for each day the paper is late.***

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Peer Editor: Essay Author:

**Peer Editing Comparison/Contrast**

Does the essay have an interesting lead-in? Does it connect smoothly to the topic of the essay?

What two people are being compared? Are they fully identified in the thesis?

What is the SIGNIFICANCE of the similarities and/or differences? Is this clear in the thesis statement?

What three points will be compared in the body paragraphs? Does the introduction have an essay map that lists these three areas (optional)?

Does each of the body paragraphs have a topic sentence? Are transitional devices used?

Are there enough SPECIFIC details in each body paragraph to fully support the writer’s thesis? (Comment on each paragraph)

Body Paragraph 1:

Body Paragraph 2:

Body Paragraph 3:

Does the final paragraph have a sentence that “echoes” the thesis statement? Does the last sentence of the essay give the reader a “finished” feel?

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**Student:**

**Content:**

**G/M:**

**Comparison/Contrast Essay Grading Rubric**

**Plan Sheet (5 pts)**

**Edited Rough Draft (10 pts)**

(Must show evidence of editing.)

**Title (5 pts)**

(Title should reflect content of essay)

**Introduction (5 pts)**

(Should have interesting lead-in that grabs the interest of the reader. Should provide background that leads to thesis.)

**Thesis Statement (10 pts)**

(Should state the limited topic -- the two people being compared --and the specific focus – whether you or emphasizing similarities or differences and the significance of that).

**Topic Sentences (10 pts)**

(Should state the main idea of the body paragraph.)

**Content (Body Paragraphs) (30 pts)**

(Main details-supporting details-use of specific details.)

**Organization/Coherence/Unity (20 pts)**

(Each paragraph should focus on one idea. Transitions should be used to connect ideas within and between paragraphs. Each paragraph should have a concluding sentence.)

**Conclusion (5 pts)**

**Total Possible: 100 points**

**Grammar/Mechanics**

**Total Possible: 100 points**

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**Sample Student Essay Comparison/Contrast**

Tina Hock ENGL 1301

Spring 2017

February 13, 2017

Two Lives, The Same but Different

Have you ever looked at the people around you and wondered what their life is like? How is it like yours? How is it different? Sometimes we assume everyone is just like us. However, we never actually know the people around us until we take the time to sit down and learn about them. For instance, although my classmate Tejana Augustus and I share many classes here at Texarkana College, our lives and futures are vastly different.

For all of us, our past helps to shape who we are. Tejana does not come from a close-knit family.

She was born in Germany, where her mother still lives. Her father was in the Army, and when she was just a baby they moved to Atlanta, Texas. She has two brothers and four sisters. Her twin sister lives in Florida, one of her brothers and one of her sisters lives in Germany, and the others either live in Atlanta or she is unsure of where they are. Tejana was raised by her grandmother while her father worked long hours. I, on the other hand, am extremely close with my family. I grew up in a two-parent household with two sisters. My husband and I currently live next door to my mother and father. Next door to them are where my cousin and his family lives and in front of them is where my grandmother lives. My two sisters live in Michigan now; however, we speak often and are still close. Both of our backgrounds are unique and part of what makes us special.

With the fact that we are 12 years apart in age, our everyday life is quite different. Tejana’s lifestyle is more carefree. She is single. She currently has a job at McDonald’s, which she sometimes enjoys. In her free time, she enjoys hanging out with her friends and playing on her phone. Tejana enjoys occasionally watching sports with her Papaw or whoever is around, but is not a huge fan. For me, things are a little more hectic. I am a full-time wife and mom to four beautiful children. I also work a full-time job managing a child-

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care center. Free time is limited; however, when it is available I enjoy being with my family and am a huge sports fan, especially the Cowboys and Longhorns. These everyday things help to shape us in so many ways while making us into who we see ourselves as.

The future is something on all our minds. Tejana has big dreams and goals. She dreams of the bigger city, Dallas to be exact. She plans to live in an apartment, have a good job, and make the most of the lifestyle that comes with it. Tejana is planning to be a physical therapist and hopes to one day work with a sports team. My dreams are much smaller. I plan to get my degree in education and one day teach at my alma mater, James Bowie. There are not many other things I want to change about my life, just helping my family become more financially secure and have a schedule that works better for my children and me. With hard work and determination, we are sure to both achieve our dreams and goals!

Every day we encounter new people, whether it be at work, at school, or maybe even in the grocery store. When we take the time to learn about each other, we also tend to learn something about ourselves. For my classmate Tejana and me, at first glance our lives may seem similar due to the classes we are taking; however, they are quite different. That is what makes us special and shapes who we are.

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**Writing a Summary Response Paper**

**A summary condenses and presents information from a single source.** For this assignment, you will be summarizing an article of your choice from the TC database and then providing a personal response as the final paragraph.

Your goal is to concisely present information so the reader understands the main point. In the body of the summary, present the author’s ideas objectively, **without including your opinion** on them. For this assignment, your summary needs to be approximately one-and-a-half to two pages in length (12 pt. Times or Times New Roman double-spaced).

**Step 1: Read the article**

Read your article thoroughly from start to finish. Look up any words that are unfamiliar to you. Jot the meanings of the words in the margins of the printout.

**Step 2: Take notes**

*Main idea and major supporting ideas:*

Read through the article again, highlighting the **main idea (thesis)** and the **major supporting ideas**. Remember, the **main idea (thesis)** is often found at the beginning of an article and repeated at the end. Major supporting ideas are often found at the beginning of a paragraph, and they should be supported by evidence. Take notes on the margins of the printout, putting the major supporting ideas into **YOUR OWN WORDS**.

**Step 3: Draft**

Drafting a summary is similar to drafting an essay. Your draft should contain the following elements:

* ***Introduction:*** Begin with a sentence that introduces the subject of your summary and will interest the reader. The introduction paragraph ends with a sentence that includes the **author’s name, the title of the article, and the main idea (thesis) of the article**. This sentence is the thesis (main idea) for your summary.
* ***Body Paragraphs*:** The body paragraphs summarize the most important points in the article. The number of paragraphs you have for the body will vary. You need decide what works best; however, the body must be more than one long paragraph.
	+ The topic sentence of each body paragraph should state the main idea that the paragraph will develop and **incorporate a reference to the author**. The inclusion of the author’s name in each topic sentence makes it perfectly clear to the reader that you are still discussing the ideas of another person rather than your own ideas.
	+ The body paragraphs themselves will paraphrase the author’s ideas; that is, you will state the ideas **IN YOUR OWN WORDS**. Quoting a key word or phrase from the author is permissible, but never quote a complete sentence. If you quote a key word or phrase, use quotation marks. Most of the summary should be **IN YOUR OWN WORDS**.

Your summary should have several body paragraphs. The length of the paragraphs is up to you, but your goal is to explain the author’s most important ideas.

* + Refer to text you have underlined or highlighted. Be sure to express the author’s main ideas **IN YOUR OWN WORDS**; DO NOT COPY ENTIRE SENTENCES. If you cannot express an idea in your own words, you probably don’t fully understand it.
	+ Include restated definitions of key terms, important concepts, and procedures or principles. DO NOT include examples, descriptive details, quotations, or anything not essential to the main point. **DO NOT INCLUDE YOUR OPINION IN THE BODY PARAGRAPHS**.
	+ Present the ideas in the order in which they appear in the original source.
	+ Reread the summary to determine if it contains sufficient information.
	+ Ask yourself this question: If someone had not read the article, would your summary be a good substitute that covers all the author’s major points?
* ***Conclusion:*** The conclusion sums up the author’s ideas and presents your evaluation of or reaction to the article. Placing your evaluation in the conclusion is a way of clearly separating your reaction to the article from the summary.

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Note: This is not the ONLY correct way to write a conclusion for a summary. However, this is the way you are required to write the conclusion for this assignment. This type of conclusion works well because it clearly signals to the reader that you are wrapping things up.

**Step 4: Revise, Proofread, Cite Your Source**

**The final draft of your paper will include proper formatting and a Works Cited entry at the END of your paper.**

***Notes on Paraphrasing:***

A paraphrase is a restatement, **IN YOUR OWN WORDS**, of an author’s original material.

* It is always permissible to repeat key terms.
* **DO NOT QUOTE ENTIRE SENTENCES.**
* The sentence structure of a paraphrase should vary from that of the original material.

**Step 5: Format Works Cited Example:**

Zacharek, Stephanie. "King Arthur as a Knockabout Guy." *Time*, vol. 189, no. 19, 22 May 2017, p. 54.

EBSCO*host*, dbproxy.tamut.edu/login?url=[http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=](http://search.ebscohost.com/login.aspx?direct=true&amp;db=a9h&amp;AN) 122983438&site=ehost-live.

***Remember: You can use the Cite button in the database to format your Works Cited entry in the correct MLA format.***

**Step 6: Final Copy**

For the final copy, make sure you have titled your paper. The title is simply

**Article Summary: “Title of Your Article”**

* + You need a **header** with your name and the page number for each page of your article summary.
	+ Your article summary-response needs to be typed in 12-point Times or Times New Roman and **double- spaced**.
	+ For this assignment, you **DO NOT** need an edited rough draft.
	+ However, you **MUST attach your article to the back of your summary.**

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**Summary Response Peer/Self Editing Guide**

Does the **title** follow the correct format? Yes No Article Summary: “Title of Article in Quotation Marks”

Does the **first sentence** identity the **author** of the article, the **title** of the article, and the **main idea** of the

|  |  |  |
| --- | --- | --- |
| article?*(How could you improve the first sentence?)* | Yes | No |
| Is the **title of the article** in quotation marks? | Yes | No |
| Is the **main idea** of the article clearly stated? | Yes | No |
| Does the **first sentence of each paragraph** state the **main idea** for the paragraph? | Yes | No |
| Does the **first sentence of each paragraph** reference the**author** of the article? | Yes | No |
| Do the **ideas** in the summary appear to be in **your own** words? | Yes | No |
| *(Underline any areas that you think should be reworded.)* |  |  |
| Do you think the summary includes all the **major ideas**from the article?*(Look for at least one area you can improve.)* | Yes | No |
| Does the summary avoid direct quotes?*(Underline any direct quotes that have been used.)* | Yes | No |
| Does the conclusion present your **fully-developed personal** reaction to or evaluation of the article? | Yes | No |
| Do you have a correctly formatted Works Cited? | Yes | No |
| Is the paper generally free of grammar/punctuation errors? | Yes | No |

***(Underline areas that you think need work. Use the Revising and Editing guide handout to help you find and correct errors. You can also work with an English tutor.)***

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Student: Grade: /100

**Article Summary Response Essay Grading Rubric**

**Introduction:**

Author **5**

*(Name of author included/spelled correctly)*

Title **5**

*(Title of article included in quotation marks)*

Thesis/Main idea of article **5**

**Body Paragraphs:**

Major ideas expressed in own words **20**

*(No use of parenthetical citations/no opinion)*

Effectively summarizes all major ideas **20**

*(Includes all major ideas* ***using correct grammar/mechanics****)*

References author throughout body **10**

(*Mentions author* ***at least once*** *per body paragraph)*

|  |  |
| --- | --- |
| Uses transitions **between** and **within** paragraphs | **10** |
| **Conclusion:**Presents personal reaction or evaluation | **10** |
| **Work Cited:**Formatted correctly in MLA style | **5** |

*(Must be at end of essay, not just included on article printout)*

**Article Printout 10**

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**Persuasive/Argumentative Writing**

What is a persuasive/argument essay? Persuasive writing, also known as the argument essay, uses logic and reason to show that one idea is more legitimate than another. It attempts to persuade a reader to adopt a certain point of view or to take a particular action. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts.

**When you write a persuasive/argumentative essay you must:**

* **Introduce the topic of the paper and the thesis statement.** (The thesis statement is almost always at the end of the introduction.) State the facts of the case.

Prove the thesis with your arguments. Disprove your opponent's arguments.

End the essay.

* Explain the important points of your topic so that the audience can understand the paper’s position.

Remember that there are many parts of any argument. The topic of your paper should give information about the specific aspects of the issue that you plan to address.

* Give facts that support YOUR side of the argument.

Facts can consist of statistics, researched information, and other materials that are found in scholarly journals, government publications, and other academic or professional fields. Remember to cite all information.

* Present the facts in a manner or sequence that builds the argument from least important to most.

The presentation of facts for the argument should follow the same organization presented when clarifying the important points. The first issue stated in the thesis should be the first topic approached in the persuasion/ argument section of the paper. And they should always build to your most important point.

* Form and state conclusions.

The conclusion should never be thought of as just a summary of the essay. Answer the question, “Why am I writing this paper to this audience?” By doing this, you can create a stronger conclusion that does what it was intended to do, persuade.

When planning a persuasive/argumentative essay, follow these steps:

* **Choose your position.** Which side of the issue or problem are you going to write about, and what solution will you offer? Know the purpose of your essay.
* **Analyze your audience.** Decide if your audience agrees with you, is neutral, or disagrees with your position.

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* **Research your topic.** A persuasive essay must provide specific and convincing evidence. Often it is necessary to go beyond your own knowledge and experience. You might need to go to the library or interview people who are experts on your topic.
* **Structure your essay.** Figure out what evidence you will include and in what order you will present the evidence. Remember to consider your purpose, your audience, and you topic.

The following criteria are essential if you want to produce an effective argument:

* **Be well informed about your topic.**

To add to your knowledge of a topic, read thoroughly about it, using legitimate sources. Take notes.

* Test your claim.

Your thesis or claim, i.e., argument or proposition, must be part of a larger issue that has at least two opposing points. It must be debatable. If you can write down a claim that directly opposes your own, you will ensure that your own argument is debatable.

* Disprove the opposing claim (REFUTATION).

Understand the opposite viewpoint of your position and then counter it by providing contrasting evidence or by finding mistakes and inconsistencies in the logic of the opposing argument.

* **Support your position with evidence.** Remember that your evidence must appeal to reason. The following are different ways to support your argument:
* Using **facts** is a powerful means of convincing. Facts can come from your reading, observation, or personal experience. Note: Do not confuse facts with truths. A "truth" is an idea believed by many people, but it cannot be proven.
* Using **statistics** can provide excellent support to your argument. Be sure your statistics come from responsible sources. Always cite your sources.
* Using **quotes** from leading experts that support your position is an invaluable tool.
* Using **examples** enhances your meaning and makes your ideas concrete. They are the proof
	+ **Also refer to Section 8 (pp48-54) in *EasyWriter.***

**For the persuasive/argumentative writing assignment, your instructor may assign individual five- paragraph essays, collaborative essay with a presentation, or a research paper.**

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**Argumentative Essay Assignment Guidelines (Individual Five-Paragraph Essay)**

Using **NEWS SOURCES** from the internet and/or the database, write an argumentative essay either FOR **OR** AGAINST a debatable topic such as the legalization of recreational marijuana throughout the United States. (You must be on ONE side of the issue – you cannot support both sides.)

* Your thesis should clearly state which side of this highly debatable issue you are on, and it should also include an essay map. An essay map consists of your points of development.

Sample thesis statements:

•Recreational marijuana **should be legal** throughout the United States because ……… (points of development)

•Recreational marijuana **should not be legal** throughout the United States because ……… (points of development)

* Support your stance with **reasonable arguments** and **evidence** from reliable news sources. **This is the only type of source allowed for this paper.** Examples of news sources are cnn.com, msnbc.com, abcnews.com, *The New York Times*, *The Atlantic Monthly*, *The Denver Post, Time Magazine*, or *The New York Times*. If you are unsure if a source is allowed, ask.

One effective way to find news articles through a google search is by typing something like this is the search bar:

* Health effects of marijuana news articles
* Consequences of legalizing recreational marijuana news articles
* Dangers of legalizing recreational marijuana news articles
* Recreational marijuana sales Denver Post articles

***Make sure to designate news articles or the actual name of a publication or website (such as cnn.com) to get news sources*.**

Use the plan sheet to help you gather information and write your thesis and points of development (essay map).

The Plan Sheet will help you as you write your essay.

For this essay, **DO NOT USE IN-TEXT (PARENTHETICAL )**

**CITATIONS**. Reference all of your sources in the **TEXT OF YOUR SENTENCES**. This is similar to the way you referenced sources in the Article Summary paper.

***Example:*** In the Feb. 15 edition of the *Denver Post*, reporter John Brown points out that more than two million dollars have been added to the state’s tax coffers since legal marijuana sales began on Jan. 1, 2014.

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Name: Class:

**Argumentative Essay Plan Sheet**

###### Introduction:

***Lead*** (Get the reader’s attention)

***Thesis*** (Topic of essay and stance)

***Map*** (Arguments-Points)

**Body:**

1. ***First Argument (Topic Sentence):***

Support: (Does not have to be complete sentences)

*(Source) Title/Author/Website*

1. ***Second Argument (Topic Sentence):***

Support: (Does not have to be complete sentences)

*(Sources) Title/Author/Website*

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1. ***Rebuttal (Counterargument):***

Statement of at least two arguments from the opposing viewpoint: 1.

2.

Rebuttal (counterargument) of these opposing arguments. 1.

2.

*(Sources) Title/Author/Website*

**Conclusion:**

Summary of main points

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**Peer Editing – Argumentative Essay**

Writer:

Editor:

* 1. Does this essay present a clear thesis? Does the writer state the topic and give an identifiable stance?
	2. Does the essay contain a number of strong, persuasive points in support of its thesis?
	3. Does the essay present enough supporting evidence to make each of its points convincing? Where could additional examples, factual information, testimony or other kinds of supporting material be added to make the arguments even more effective?
	4. Has at least one major opposing argument been addressed? (rebuttal)
	5. What part of the essay seems of good quality to you?
	6. What, in your opinion, needs more work? Be specific.
	7. Are there numerous grammatical errors to be corrected? Put a check mark at the end of any sentence where you believe there to be an error.

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Student:

Grade: Content:

G/M:

###### Argumentative Essay Grading Rubric

**Plan sheet with sources (5 pts)**

**Edited Rough Draft (10 pts)**

**Title (5 pts)**

**Introduction (10 pts)**

**Clear Stance (Thesis) (5 pts)**

**Body paragraphs supporting stance (sources used) (30 pts)**

**Rebuttal (10 pts)**

**Organization/Coherence (15 pts)**

**Conclusion Paragraph (10 pts)**

**Total: 100 points**

**Grammar/Mechanics:**

**Total: 100 points**

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**ENGL 1301 Group Persuasive/Argumentative Essay and Presentation**

**Groups**

Three or four students in each group

**Topic**

**Paper**

Assigned by instructor

* + Five to six paragraphs, depending on development
		- Introduction (written by the group)
		- One body paragraph per student in group
			* **Each body paragraph must contain support for the stance AND some rebuttal (counterargument)**
		- Conclusion (written by the group)
	+ Each student must find and use at least one NEWS source in his or her body paragraph (examples: cnn.com, TIME.com, msnbc.com). **ONLY NEWS SOURCES WILL BE ALLOWED FOR THIS ASSIGNMENT!**
	+ **Informal** Works Cited page will simply list the websites used
	+ Paper must be written in **THIRD PERSON**
	+ Paper should be organized using format given in class

**Presentation**

* + Power Point with five to six slides – one for introduction, one for each body paragraph, and one for conclusion
	+ Each person presents his or her argument from the essay
	+ May use outline but cannot read from essay
	+ Group decides who opens and closes the presentation

**Writing the Paper**

* + *Planning*
		- Brainstorm as a group, form a claim (working thesis statement), conduct research, develop an outline
	+ *Drafting*
		- Work on introduction as a group, work on arguments/body paragraph individually, work on conclusion as a group, create Works Cited page
	+ *Editing*
		- Edit within the group for content, organization, development, grammar, mechanics

o o

**Creating the Power Point**

* Using the outline and essay, highlight the main ideas of the essay in the slides. (Presentation should be a total of 5-7 minutes. If, after 8 minutes, presentation is not complete, the group will be asked to stop where it is.)

**Grading**

This assignment is worth a total of 250 points

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**Group Points (200)**

* + **Essay (140 points)**
		- Introduction
		- Conclusion
		- Effectiveness of body paragraphs in supporting thesis
		- Rebuttal
		- Unity/cohesiveness of paper as a whole
		- Works Cited page
		- Parenthetical citations
		- Grammar, mechanics
	+ **Presentation (40 points)**
		- Use of Power Point Slides
		- Argument Organized
	+ **Peer Evaluation of work and participation (20 points)**

**Individual Points (50 Points):**

* + **Essay (Content)**
		- Effectiveness of body paragraphs in supporting thesis
		- Rebuttal
		- Unity/cohesiveness of paper as a whole
		- Works Cited page
		- Parenthetical citations
		- Grammar, mechanics
	+ **Essay (Grammar and Mechanics)**

**Students will also earn a daily work grade for each day they are present and working on the assignment. *If you are absent, this grade cannot be made up.***

###### Students who are absent two or more times during this assignment will not be allowed to participate in the group project and must write a complete paper and prepare a Power Point presentation on their own.

**Papers will be handed in on the due date BEFORE the Power Point presentation. No late Power Point presentations will be permitted.**

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**Power Point Plan Sheet**

**Slide 1-Title Slide**

Title of Essay and Group Members (use first and last names)

**Slide 2**

Thesis (Topic of Essay and Stance – for or against) Map (main points of support)

**Slide 3**

First Body Paragraph

Main points of support. Include counterargument (rebuttal).

*(Source)*

**Slide 4**

Second Body Paragraph

Main points of support. Include counterargument (rebuttal).

*(Source)*

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**Slide 5**

Third Body Paragraph

Main points of support. Include counterargument (rebuttal).

*(Source)*

**Slide 6**

Fourth Body Paragraph (if used)

Main points of support. Include counterargument (rebuttal).

*(Source)*

**Slide 7**

Strong closing statement

**General Guidelines:**

* Choose a unified design.
* **DO NOT PUT TOO MUCH INFORMATION ONTO SLIDES. THEY ARE MEANT AS A GUIDE TO YOUR PRESENTATION, NOT BE READ OUT LOUD WORD FOR WORD.**
* Make sure your font is big enough to be read from the back of the room.
* You may use graphics/photos but they are not required.
* You may use animations/effects but they are not required.

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**Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **5-Excellent** | **4-Good** | **3-Fair** | **2-Weak** | **1-Poor** |
| Interesting lead-in. Original, thoughtful and perceptive background material leading up to thesis demonstrating complete command of the material. | Interesting opening statement.Thoughtful background material demonstrating a good understanding of the major points of the issue. | Has a correct but bland introduction. Background material demonstrates a basic understanding of the issue. | Has an introduction but little background material. Shows little depth of understanding of the material. | Has no introductory paragraph.**(Introduction x 1)** |
| Thesis makes a sharp claim on one side of a debatable issue with the action required clearly articulated. Includes points of development. | Makes a claim on one side of a debatable issue with the action required included. Does not include points of development. | Thesis includes a debatable issue with stance but action required not clear. May include points of development. | Thesis includes a debatable issue but stance is not clear no action is required. | Thesis is presented as a statement of fact with no claim present.**(Thesis x 1)** |
| Strong arguments of support backed up with solid evidence. Thoughtful use of evidence, demonstrating a profound understanding of sources. | Arguments of support are reasonable and supported by evidence. Mostly good use of sources, showing a general understanding of their relevance. | The arguments of support are average, and there is some evidence present but without enough details to be well supported.Some use of sources. | Some use of evidence, not clearly demonstrating relevance to argument. Errors with use of sources. | Little or no support or misuse of sources (misunderstanding sources, using sources that are not relevant to the argument)**(Body x 3)** |
| The opposition is recognized, and rebuttal statements are supported with evidence. | The opposition is recognized, but rebuttal statements are either ineffective or not supported withevidence. | The opposition is recognized but there are no rebuttal statements. | The opposition is not recognized. | The opposition is recognized and arguments in support of the opposition are given.**(Rebuttal x 1)** |
| Summarizes main ideas without giving new information. Has a strong closing statement. | Summarizes the main idea with no new information. Has a concluding statement. | Has a concluding paragraph that attempts to summarize main idea, but may not have a concludingstatement. | Has a weak conclusion that gives new information or does not have a concludingstatement. | Has no concluding paragraph, and the essay stops abruptly.**(Conclusion x 1)** |
| Paper is organized by logic. Each paragraph has a topic sentence and fully developed relevant details.Transitions are used within the paragraph to achieve coherence. | Mostly well- organized with each paragraph containing one idea, each idea related to the thesis but with some elements vague or minor links between ideas missing | Shows some organization with most ideas related to the thesis but lacks some elements. The reader can read the text without confusion. | Shows some minor skill but has major flaws such as no controlling idea, poor paragraphing, and/or redundant sections. | Writing lacks a clear sense of direction, or is too short to have any organization.**(Organization &****Unity x 1)** |
| **5-Excellent** | **4-Good** | **3-Fair** | **2-Weak** | **1-Poor** |
| The style of writingis formal and paper stays in third | The style of writingis mostly formal and the paper mostly | The language isfunctional but not compelling. First or | Major flaws:simplistic, wordy, repetitious, | The writer struggleswith a limited vocabulary or the |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| person. The paper has a strong voice, and uses logic and imagination tosupport the thesis. | stays in third person. The paper has a recognizable voice. | second person may be used. Writing style is simplistic and may lackcreativity. | monotonous, often unclear. Lacks a constant voice. May use first or secondperson. | paper is too short to judge.**(Style & Coherence****x 1)** |
| All information that should be cited IS cited. Each body paragraph correctly refers to news sources in text of sentences. No in- text citations. | Almost all information that should be cited is done correctly within the text of the sentence. No in- text citations. | Fair use of citations. May be lacking some information in citations. Some information that should be cited may lack a citation. | Some use of sources; some errors in source references. May use in-text citations (which should not be used for this paper). | No sources cited in body of the paper. OR numerous serious errors in citations and/or lack of citations.**(Evidence x 2)** |
| All sources listed |  |  | Some, but not all,sources listed | Missing**(Sources x 1)** |
| Displays an excellent grasp of standard writing conventions (spelling, punctuation, capitalization, grammar usage, paragraphing) | The writer demonstrates a good grasp of standard writing conventions Occasional errors | Displays a basic grasp of standard writing conventions with some mistakes present. | Errors exist in almost every sentence and may interfere with meaning. | Too many errors in the paper make it hard to understand or the paper is too short to judge.**(Grammar and Mechanics x 2)** |
| Title, fully edited rough draft, plan sheet | Title, partially edited rough draft, plan sheet | Title, partially edited rough draft, missing plan sheet | Title, missing rough draft or plan sheet | Title, missing rough draft AND plan sheet**(x1)** |

**Power Point Presentation**

|  |  |  |
| --- | --- | --- |
| Title Slide |  |  |
| Introduction | Thesis (main idea of essay) clearly presented |  |
| Body Paragraph 1 | Summarizes key ideas; presenter has proper posture, a strongconfident voice, and sounds interested and enthused about topic; presenter does not read slide |  |
| Body Paragraph 2 | Summarizes key ideas; presenter has proper posture, a strong confident voice, and sounds interested and enthused abouttopic; presenter does not read slide |  |
| Body Paragraph 3 | Summarizes key ideas; presenter has proper posture, a strong confident voice, and sounds interested and enthused abouttopic; presenter does not read slide |  |
| Body Paragraph 4 | Summarizes key ideas; presenter has proper posture, a strong confident voice, and sounds interested and enthused abouttopic; presenter does not read slide |  |
| Conclusion | Recaps main ideas of essay |  |
| Slide Design | Text is easy to read; appropriate theme chosen |  |

**(Avg. x 5)**

5 – Superior 4 – Excellent 3 – Good 2 – Fair 1 – Poor 0 – Missing

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Student: Class:

**Individual Assessment Points by Group Members**

Honestly assess the contribution of each group member to the overall effort of writing this paper and creating the class presentation. You may award each member from 0-20 points. Write the name of the group member, the number of points awarded, and any comments. All responses will remain confidential.

Group member: Points:

Comments:

Group member: Points:

Comments:

Group member: Points:

Comments:

**To help ME evaluate this assignment for future classes, please answer the following:**

What was the least valuable/most frustrating component of this assignment?

What did you like or find valuable about this assignment?

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**ENGL 1301 Research Paper**

**TYPED Rough draft due Final draft due \_**

**NO LATE RESEARCH PAPERS WILL BE ACCEPTED!!!**

***What is a research paper?*** It is a more in-depth study of a specific topic that includes the same type of organization that goes into any type of formal essay.

***What should I keep in mind as I write my research paper?***

1. Choose a topic and narrow the topic – Prewriting/Preliminary Research and Research Questions/Working Thesis Statement.

**(Students will Collaborate on writing the Thesis in Class)**

1. Establish a purpose, audience, and form.
2. Find the best that has been written about the subject (research).
3. Plan the paper.
4. Write the paper using sources to support the main points of the paper.
5. Document the sources using MLA format (Works Cited and parenthetical citations).
6. Edit and revise the paper.

***What are the requirements for the paper?***

* Length 5-7 pages (12-point font, double spaced, Times or Times New Roman font)
* 5 sources -- at least three sources must come from the TC Database
* Each source must be parenthetically cited in the paper in MLA format
* All sources must be documented on a Works Cited Page in MLA format
* All source copies must be marked (underlined or highlighted) and turned in with the paper to receive credit for the source

**YOU MUST USE AT LEAST THREE DATABASE SOURCES. THE OTHER TWO SOURCES CAN BE DATABASE, INTERNET (INSTRUCTOR MUST APPROVE INTERNET SOURCES), PRINT, OR PRIMARY. YOU MUST HAVE PRINTOUTS OF ALL SOURCES USED IN YOUR RESEARCH PAPER OR YOUR RESEARCH PAPER WILL NOT BE ACCEPTED. ALL INFORMATION USED IN YOUR RESEARCH PAPER MUST BE HIGHLIGHTED. IF YOU USE A PRINT SOURCE, YOU MUST COPY THE TITLE PAGE AND ANY SPECIFIC PAGES USED FOR INFORMATION IN YOUR PAPER.**

***How will the paper be graded?*** Texarkana College Research Paper Rubric Worth 250 points total

Three areas: research and documentation (50), content and organization (100), and grammar and mechanics (100)

Rubrics for Critical Thinking, Communication, Teamwork, and Personal Responsibility

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***What do I need to hand in on the due date?***

1. Title Page
2. Formal Outline
3. Final Draft
4. Works Cited
5. Working Outline
6. Typed and **Edited** Rough Draft
7. Completed Editing Checklist
8. Copies of All Sources Used (with information used in paper highlighted) and bib cards stapled to the front of EACH source in alphabetical order

Please turn in items 1-8 in a 2-pocket folder with brads. Items **1-4** should be **inside the brads.** The **front pocket** should contain items **5-7** while the back folder will hold the articles found in item **7**. Sources should be organized in **ALPHABETICAL** order (the same order they appear on your Works Cited page with MLA citation information – bib card-- stapled to the front).

***What do I need to turn in on the due date?***

Use a two-pocket folder with brads to turn in the paper.

***Place in Brads:***

* Cover Sheet
* Final Draft with parenthetical citations (highlight thesis)
* Works Cited Page (Follow MLA Guidelines)

***Place in Front Pocket:***

* Rough Draft
* Editing Page

***Place in Back Pocket:***

* Copies of All Sources Used (Place in order of Works Cited Page)

***Are there additional requirements for the research paper?***

Yes, as a component of the Research Paper, each student must make a class presentation. The presentation is limited to three minutes and should center on the main idea/focus of the research paper. At least one visual aid must be included, such as a Power Point slide or a poster.

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**Getting Started – The Research Paper**

**Step One: Define your research question**

Your research question names the topic you are studying and states specifically what you want to find out about the topic. Write down the exact question your research will try to answer.

* **Topic:** Hybrid-electric vehicles
* **Research Question:** Should consumers embrace hybrid-electric vehicles
	+ **Supporting Questions** (Who? What? When? Where? Why? How?)

*Who* has developed hybrid-electric cars?

*What* is a hybrid-electric car? *When* were they developed? *Where* are they currently in use? *Why* are hybrids in use?

*How* do they work?

Notice that in moving from topic to research question you have already begun to narrow down your research.

Sharper research questions will help you narrow the scope of your research, saving you time and effort by allowing you to target the best of sources and information.

**Step Two: Do some preliminary research**

Now that you have created a research question, start doing some preliminary or “start-up” research. This will help you gain an overall view of the topic, figure out the various sides of the issue, and identify the kinds of sources available. From there, you can write your working thesis.

* **Surf the internet:** Put your research question or its keywords into *Google*, *Yahoo!*, *Bing*, or *Ask.com*. See what pops up. Jot down notes about the kinds of information you find. Identify some of the major issues and people involved with your topic and take note of any key sources of information that you might want to look up for later.
* **Look through online encyclopedias:** Major online encyclopedias include *Wikipedia*, *MSN Encarta*, and *Encyclopaedia Britannica Online*. Again, note the major issues and people involved with your topic. Identify key terms and any controversies about your topic.

**WARNING:** You will not be allowed to cite online encyclopedias like *Wikipedia* or *Encyclopaedia Britannica* as authoritative sources, because the entries are often written by non-experts.

Nevertheless, online encyclopedias are useful for gaining a quick overview of your topic and finding sources that are authoritative. **That’s why they can be especially helpful when doing start-up research.**

* **Browse the TC Palmer Library’s catalog and online database:** Log on to TC’s online library catalog and type in keywords to see what kinds of materials are available on your topic. Write down the names of any authors and titles that look like they might be helpful. Log on to the database and search for articles, saving any files that look like they might be helpful.

*Start-up research should take you only a couple of hours or less. Your goal is to gain an overall sense of your topic, not to make up your mind or form your final opinion. Keep your options open and don’t become too occupied by one source or perspective.*

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**Evaluating Your Sources**

* Is the source reliable?
* How biased are the author and the publisher?
* How biased are you?
* Is the source up to date?
* Can you independently verify the information in the source?

**Step Three: Develop a working thesis**

After doing some preliminary research, you should then develop a working thesis, which is also called a “hypothesis” in some fields. Your working thesis is your best guess about how you will try to answer your research question.

In one sentence, try to write down your overall claim about your topic. For example, here are some working theses based on the research questions above:

**Formula:**

A limited topic + *a tentative claim*=a working thesis

* Hybrid-electric cars *offer consumers a reasonable alternative to gas-only cars.*

As you continue to do your research, **it is likely your working thesis will change**, **eventually becoming the main claim for your project**. Your thesis needs to be one sentence. If you require two or three sentences to state your working thesis, your topic is too complex or broad.

* Select a **topic** and write a **research question** about the topic. Develop supporting questions.
* Do some preliminary or “start-up” start-up research.
* Write a working thesis. Remember that a thesis must contain the subject of your research paper and the CLAIM that you are making about the subject.

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Name:

**Working Thesis**

Proposed Topic:

Primary Research Question:

Supporting Questions:

Working Thesis: **(CANNOT be a question. It is the preliminary ANSWER to your primary research question based on your background research.)**

Working Thesis Formula:

Limited Topic + Tentative Claim, Statement, or Hypothesis

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**Outline Format for Research Paper Final Draft**

Outline

1. Thesis: Type your COMPLETE thesis statement
2. Topic of first section
	1. Topic of paragraph
	2. Topic of paragraph
	3. Topic of Paragraph
3. Topic of second section
	1. Topic of paragraph
	2. Topic of paragraph
	3. Topic of Paragraph
4. Topic of second section
	1. Topic of paragraph
	2. Topic of paragraph
	3. Topic of Paragraph

Outline should be double-spaced 12-point Times New Roman. The ONLY complete sentence is the THESIS. Everything else should be phrases. Capitalize as appropriate.

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**Cover Page Format for Research Paper**

Title Goes on Top Line

**(DO NOT Boldface, Italicize, Put in Quotation Marks or Format in a Bigger Font)**

Your Name ENGL 1301

Fall 2017 Instructor Name Date

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***Due dates to remember/grading criteria:***

Working thesis handout **10 pts.**

Research printouts (5 sources) **10 pts.**

Rough Outline (use outline handout) **10 pts.**

Typed Works Cited Page **10 pts**

Typed Rough Draft **10 pts.**

***YOU MUST BRING A TYPED ROUGH DRAFT ON THE DAY IT IS DUE OR YOUR FINAL PAPER WILL NOT BE ACCEPTED.***

Research Paper Presentations **100 pts. – daily grade**

***\*Presentation cannot be made up***

 **FINAL DRAFT.**

**NO LATE PAPERS ACCEPTED!! NO EXCEPTIONS!!**

**Papers that do not include the following components will not be accepted for grading, and students will receive a 0 for all components of the Research Paper.**

**Paper MUST include:**

* + - **Works Cited page with ALL cited sources included**
			* **Printout of ALL sources cited in the paper**
* **Information used in paper MUST be highlighted on source printouts**
* **Paper must be a minimum of three pages (automatic deduction of 20 points per page for each page**

**short of five pages)**

* + ***YOU MUST BRING YOUR PAPER TO CLASS DURING THE FIRST HOUR***
		- ***OF YOUR SCHEDULED CLASS TIME.***

**Content: 100 points**

**Grammar/mechanics: 100 points**

**Research, documentation: (parenthetical citations, works cited page, source copies – highlighted and with a bib card stapled to the front of each one) 50 points**

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**English 1301 Research Paper Checklist**

**Cover Sheet/Title**

* cover page is formatted correctly and contains all required information centered on page
* title is not bold or underlined; title is centered and same font size as rest of paper

###### Introduction

* interesting beginning (lead-in)
* 4-7 sentences long
* goes smoothly to thesis
* clear thesis statement
* essay map

**HIGHLIGHT YOUR THESIS STATEMENT ON YOUR FINAL COPY**

**Body**

* goes smoothly from paragraph to paragraph (transitions)
* each paragraph has a topic sentence
* each paragraph has enough supporting details
* ideas follow a logical order
* cited material is integrated smoothly
* clear start of cited material
* variety of sources included
* all research material documented (cited)

**HIGHLIGHT ALL OF YOUR IN-TEXT CITATIONS AND ANY OTHER REFERENCES TO SOURCES IN YOUR FINAL COPY**

**Conclusion**

* repeats or re-emphasizes main idea (thesis)
* has a sense of completion (effective closing sentence)
* is 3-5 sentences long
* goes well with the rest of the paper

###### Documentation

A paper without internal documentation or source printouts will receive a zero.

* correct form: first word(s) from Works Cited, EXACTLY as it appears on Works Cited page;
* if it is not an author’s name, it is either in quotations marks or in italics followed by a page
* number if source pages are numbered. ***Remember:* period comes AFTER documentation.**
* everything documented in the paper is listed on the Works Cited page
* copies of ALL sources are included with bib card stapled to the front or bibliographic information highlighted (do this if you got the MLA Works Cited format from the database)

**All information used in the paper MUST be highlighted in your source printouts**

**IF YOU DO NOT HIGHLIGHT INFORMATION IN YOUR PRINTOUTS CITED IN YOUR PAPER,**

**YOUR PAPER WILL NOT BE GRADED!**

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**Works Cited**

* if the source is on Works Cited, it is also used in the paper
* it is in alphabetical order
* whole page is double-spaced
* research paper writer’s last name and page number is at the top of the page
* every line after the first in the entry is indented using hanging indent format

**MLA Format**

* one-inch margins
* 12-point Times New Roman
* every page has your last name and page number

**Quotes**

* quotes fit well with the paper and are integrated well
* good choice of quotes
* no more than two extended quotes (more than four typed lines)
* other quotes are no more than two typed lines
* paper is not dominated by quoted material



###### ANY INFORMATION THAT IS NOT YOUR ORIGINAL IDEA

**(unless it is common knowledge) MUST BE CITED**

**NO LATE RESEARCH PAPERS WILL BE ACCEPTED. NO EXCEPTIONS!!**

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**MLA Works Cited**

* **Refer to Section 45 (pp214-268) in *EasyWriter*.**

###### Basic Style for Citations of Electronic Sources

Here are some common features you should try and find before citing electronic sources in MLA style. Not every Web page will provide all of the following information. However, collect as much of the following information as possible both for your citations and for your research notes:

* Author and/or editor names (if available)
* Article name in quotation marks.
* Title of the website, project, or book in italics.
* Any version numbers available, including editions (ed.), revisions, posting dates, volumes (vol.), or issue numbers (no.).
* Publisher information, including the publisher name and publishing date.
* Take note of any page numbers (p. or pp.) or paragraph numbers (par. or pars.).
* Date you accessed the material (Date Accessed).
* URL (without the https://) DOI or permalink.
* Remember to cite containers after your regular citation. Examples of containers are collections of short stories or poems, a television series, or even a website. A container is anything that is a part of a larger body of works.

***Use the following format:***

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink). 2nd container’s title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

###### Online Resources for MLA Formatting

**YouTube Video: MLA 8th Edition Online Workshop presented by Germanna Community College Tutoring Services**

[Germanna Community College Tutoring Services](https://www.youtube.com/channel/UC-dii63Ah15eQbh-Y1vCR6g) <https://www.youtube.com/watch?v=baTARdUdnfQ>

**Power Point MLA Formatting OWL at Purdue** https://docs.google.com/viewerng/viewer?url=https://owl.english.purdue.edu/media/ppt/201608040304297 47.ppt

Vidcast MLA Formatting (formatting the paper itself – this is based on 7th edition but is still applicable)

**Note: The OWL at Purdue vidcast for formatting a Works Cited page is 7th edition.** YouTube Video: How to Cite Electronic Sources <https://www.youtube.com/watch?v=oWnpjF5cXaE>

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MLA Quick Guide

In text: Always attribute the source of your information, if it was not your idea. It is very simple to do!

Simply write: According to (author last name), “The direct quotation you use” (25). [Use the actual page number where the information came from, but do not use a comma or “p.” or “pp.” in the paper]

For example: The children would sometimes spy and turn in their parents into the police. “It was almost normal for people over thirty to be frightened of their own children” (Orwell 27).

Another option: The children would sometimes spy and turn their parents into the police. Orwell writes, “It was almost normal for people over thirty to be frightened of their own children” (27).

Orwell, George. *Nineteen Eighty-four*. Everyman’s Library, 1992.

**Book**

MLA Order Author.

Title of source. Title of container, Other contributors, Version,

Number, Publisher, Publication date, Location.

 , . . , .

Authorlast, Authorfirst. *Title of Book.* Publishing company, Year.

**Magazine**

####  , . “ .” , \_,

1. .

Authorlast, Authorfirst. “Title of Article.” *Title of Magazine*, issue or month, p. or pp. .

**Academic Journal Article**

####  , , . “ .” , vol. , no. ,

 , p. .

Authorlast, Author first, Author2FirstLast. “Title of Article.” *Title of Journal*, vol. , no. , year, pp. .

**Newspaper**

 , . “ .” *Title of paper in italics*, , , p. .

Authorlast, Authorfirst. “Title of Article.” *Title of Newspaper*, Mon, YEAR, p. or pp. .

**Film**

####  . , Director. , , , Performers. , .

*Tiitle of film*. , Director. , , , Performers. Company Responsible, YEAR.

**Website**

####  , . “ .” , , .

 .

Authorlast, Authorfirst. “Title of page you’re using.” *Company*, Date, website starting after [www.](http://www/) Date of access.

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**Doing Research**

Once you have chosen and narrowed your topic you can begin the process of researching.

**Record what you find and where you found it (keep good records as you research).**

This is the time in the research process to determine what citation style is appropriate for your paper. If you use the form your instructor has recommended, you will record the information in the order established by the form and, thus, save yourself a return trip to the library. Write the bibliographic citation of your source on a note card, one citation per card, or begin a bibliography on your word processor. Your bibliography will be listed in alphabetical order by the last name of the author on your final paper.

* 1. **Use Catalogs to find Books and Media.**
	2. **Use Databases to find Periodical Articles.**
	3. **Find reliable internet sources.**

***TIP: USE BIBLIOGRAPHIES OF YOUR SOURCES***

The sources cited in the bibliography are good starting points for further research. Look up these sources in library catalogs and periodical indexes.

Check the subject headings listed in the subject field of the online record for these books and articles. Then do subject searches using those subject headings to locate additional titles.

Remember that many of the books and articles you find will themselves have bibliographies. Check these bibliographies for additional useful resources for your research.

By using this technique of routinely following up on sources cited in bibliographies, you can generate a surprisingly large number of books and articles on your topic in a relatively short time.

**Developing a Working Bibliography**

Use library and other resources to develop a working bibliography. This bibliography is a list of resources with which you will begin your research. In the process of reading, you will probably use some of the resources extensively; others will probably be repetitious; and still others may be useless for your purposes. (For future reference, you may wish to develop an annotated bibliography.) See [Bibliographies](http://writing.ku.edu/bibliographies) for more information

Collecting Information

You will want to put most of your notes in your own words. You can do that by writing a paraphrase or a summary. Write a direct quotation only when it is the best way to state the idea. Throughout the research process, you will need to evaluate which information to include and which to eliminate. If you have not done so before, now is the time to learn to distinguish [primary](http://writing.ku.edu/primary-vs-secondary-sources) [and secondary sources](http://writing.ku.edu/primary-vs-secondary-sources) appropriate for your topic, especially Internet sources.

# Evaluating Web Sites

As more and more research is found on the internet, it is important to approach sources critically. How do you know if a site is useful, reliable, and provides valuable information? The following link can help you *before* your search. Understanding what makes a web site trustworthy is a vital skill for all writers.

[Purdue OWL: Evaluating Internet Sources](http://owl.english.purdue.edu/handouts/research/r_evalsource4.html) Purdue University OWL

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**Paraphrase and Summary**

Paraphrase and summary are different writing strategies that will help you understand what you are reading. Both ask you to put the information you are reading into your own words. Both should be cited using the appropriate format (MLA, APA, etc.)

**Paraphrase**

When you paraphrase, using **your own words** you are explaining your source's argument, following its line of reasoning and its sequence of ideas. The purpose of a paraphrase is to convey the meaning of the original message and, in doing so, to prove that you understand the passage well enough to restate it. The paraphrase should give the reader an accurate understanding of the author's position on the topic. Your job is to uncover and explain all the facts and arguments involved in your subject. The paraphrase:

Alters the wording of the passage without changing its meaning. Retains the basic logic of the argument.

Retains the basic sequence of ideas.

And it can even retain the basic examples used in the passage.

Most importantly, it accurately conveys the author's meaning and opinion.

Summary

A summary restates in your own words only the author's main ideas, omitting all the examples and evidence used in supporting and illustrating those points. The function of a summary is to represent the focus and emphasis of a relatively large amount of material in an efficient and concise form.

**In your own words:** State the thesis, main arguments and

conclusion of the original material.

In both the paraphrase and summary, the author's meaning and opinion are retained. However, in the case of the summary, examples and illustrations are omitted. Summaries can be tremendously helpful because they can be used to encapsulate everything from a long narrative passage of an essay, to a chapter in a book, to an entire book.

# Incorporating References

Make the best use of your research efforts by incorporating reference information smoothly and systematically into the text and citing your sources accurately and in a consistent fashion. Weave the research through the paper rather than patching a paper together with bits of research. Use quotations of credible references with citations to strengthen your argument.

Putting the Information in Your Own Words

Unless the reference is best stated and most effective for your purposes as a quotation, paraphrasing or summarizing is one way to use research to make your argument. Both require restatement of the material in your own words, while conveying the same ideas or conclusions as the original that you are citing. Remember, you need to cite the source for all material that you have paraphrased or summarized. Even if the words are your own, you must give the author credit for the specific idea.

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**Using Direct Quotations**

Weave quotations into your own writing by clarifying the quote's significance to the topic. Avoid stacking quotations on top of each other. Incorporate them into the writing instead of inserting writing into the quotations. Introduce the quotation, comment on content, explain its significance, disagree with it if necessary, but do not drop a lengthy quotation in the middle of the prose with no comment.

Quotation marks are used to indicate material that is borrowed verbatim and should be followed by a citation. Sources should be cited for all borrowed material, whether direct quotations or ideas. Citation conventions vary by discipline; see [Citing/Documenting Your Sources](http://writing.ku.edu/writing-guides/?1&amp;citing) for your specific citation formatting style.

Citing Reference Sources

To avoid plagiarism, cite everything you borrow in the text unless that information is common knowledge.

**Determining What Constitutes Common Knowledge**

Sometimes, however, common knowledge is difficult to determine. Consider information common knowledge if: reliable authors refer to it without citing its source,

most people knowledgeable in the field accept it as a fact, few experts would dispute it,

it is reported in most introductory textbooks or basic reference books on the subject.

In addition, keep in mind that the ultimate test is whether your audience can access your research by using the material you have provided. If in doubt, cite your source.

# Revising Content

Once you have your first draft, it will require revision. To determine what needs reworking, read the entire paper. What works? What doesn't? Now, get more specific. Working through paragraph by paragraph, ask yourself the purpose of each in terms of the thesis.

During the revising part of the writing process, you have the opportunity to step back from your text and make changes so readers can more clearly understand. When you are revising you are making sure your information is well organized, appropriate and complete. This is your opportunity to remove unnecessary text, rearrange paragraphs, or add sections or paragraphs. You may even find it necessary to do more research for a particular part of your paper. That is all part of the process.

**Revise for content first.** If you have received a rubric for the assignment, take some time to look it over next to your paper to make sure you have fulfilled all the requirements. Do not do any other revisions until the content revision is complete. Ask yourself the following questions. If your answer to any of these questions is no (or even maybe), focus on developing or revising your content before moving on.

**Have I:**

Explained why I conducted this research? Clarified how this research fits into other research? Given all necessary details?

Reported results?

Confirmed the logic of my reasoning and inference?1

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**Next, revise for organization.** After you feel comfortable with your content, consider the organization of your draft. [See](http://writing.ku.edu/revising-organization) [Revising for Organization](http://writing.ku.edu/revising-organization) to learn strategies for improving the structure of your paper and the logical presentation of your ideas.

**Finally, focus on the surface level.** After you've revised for content and organization, turn your attention to the surface level of your paper. In this final stage of revision, you should look for ways to improve the clarify, consistency, and correctness of your writing on the level of the sentence and word. Edit for grammar, word choice, correct citations, and similar errors in this stage. Use the following list to fine-tune your language.

**Improve clarity and consistency by:**

incorporating strong, active verbs

replacing nominalizations (nouns made from verbs) with strong verbs reducing "there are" and "it is" constructions

deleting excessive and unnecessary phrases (I believe, in other words, etc.) replacing vague words with precise words or phrases

reducing wordiness maintaining appropriate tense using parallel structure

# Revising for Organization and Coherence

After you have [revised for content,](http://writing.ku.edu/revising-content) your next step is to **revise for organization.** In this step, you will examine your paper to see if the organization is logical. First, re-read the paper. Ask you read, ask yourself these questions.

**Do you need to:**

Reorganize sections of the paper? Revise main points for clarity?

Use headings and sub-headings for clarification? Delete material?

Add material?

Insert transitions to connect sections of the paper to the thesis?

**Reverse Outline:** If you are unsure of your paper's organization, it can be useful to create a reverse outline. Do this by writing one - two word descriptors in the margin next to each paragraph. Then you can step back and decide if the paragraphs move in a logical order, or rearrange them until you are satisfied.

**Re-arrange:** You can also take a print-out of your paper and cut apart all of the paragraphs and mix them up. Next put them in the right order. If you are not sure where a paragraph goes, consider revising or removing it. At this point you have the option of moving, deleting, or adding sentences in order to ensure you have strong paragraphs.

**Revise for coherence.** Here you are looking to see that all the parts fit together logically in a sensible and pleasing way. Improve coherence by reading only the first and last sentences of each paragraph. Do they move smoothly from one to the next? If not, revise them or add sentences to accomplish that goal.1

Look to make sure that everything in each paragraph directly relates to the topic sentence. Ask yourself if there is anything you might say to make your point stronger. Improve your organization by inserting transitional phrases or paragraphs, or by adding clarifying and elaborating information. [Use this tool](https://www.msu.edu/~jdowell/135/transw.html) to strengthen your transition.

Do you offer a road map of your paper in your thesis statement and through your headings (if you use them)? Do you use smooth transitional sentences that lead from one topic to the next?

Does the paper stay consistent within the various topics?

Have you used pronouns and repetitions within paragraphs to indicate continuation of the topic?

Do you comment in the document about the significance of the information you have introduced to your argument (especially direct quotations)?

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**Other essay types:**

**Definition/Process Analysis/Narrative**

Your instructor may assign one or more of these types of essays.



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**Contributors:** Mark Pepper, Dana Lynn Driscoll.

**Summary:** This handout provides suggestions and examples for writing definitions.

# Writing Definitions

A formal definition is based upon a concise, logical pattern that includes as much information as it can within a minimum amount of space. The primary reason to include definitions in your writing is to avoid misunderstanding with your audience. A formal definition consists of three parts.

* + 1. The term (word or phrase) to be defined
		2. The class of object or concept to which the term belongs.
		3. The differentiating characteristics that distinguish it from all others of its class

**For example:**

* Water (*term*) is a liquid (*class*) made up of molecules of hydrogen and oxygen in the ratio of 2 to 1 (*differentiating characteristics*).
* Comic books (*term*) are sequential and narrative publications (*class*) consisting of illustrations, captions, dialogue balloons, and often focus on super-powered heroes (*differentiating characteristics*).con
* Astronomy (*term*) is a branch of scientific study (*class*) primarily concerned with celestial objects inside and outside of the earth's atmosphere (*differentiating characteristics*).

Although these examples should illustrate the manner in which the three parts work together, they are not the most realistic cases. Most readers will already be quite familiar with the concepts of water, comic books, and astronomy. For this reason, it is important to know when and why you should include definitions in your writing.

***When to Use Definitions***

* When your writing contains a term that may be key to audience understanding and that term could likely be unfamiliar to them

"Stellar Wobble is a measurable variation of speed wherein a star's velocity is shifted by the gravitational pull of a foreign body."

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* When a commonly used word or phrase has layers of subjectivity or evaluation in the way you choose to define it

"Throughout this essay, the term classic gaming will refer specifically to playing video games produced for the Atari, the original Nintendo Entertainment System, and any systems in-between."

Note: not everyone may define “classic gaming” within this same time span; therefore, it is important to define your terms

* When the etymology (origin and history) of a common word might prove interesting or will help expand upon a point

“Pagan can be traced back to Roman military slang for an incompetent soldier. In this sense, Christians who consider themselves soldiers of Christ are using the term not only to suggest a person's secular status but also their lack of bravery.”

*Additional Tips for Writing Definitions*

* Avoid defining with "X is when" and "X is where" statements. These introductory adverb phrases should be avoided. Define a noun with a noun, a verb with a verb, and so forth.
* Do not define a word by mere repetition or merely restating the word. "Rhyming poetry consists of lines that contain end rhymes."

**Better:**

"Rhyming poetry is an artform consisting of lines whose final words consistently contain identical, final stressed vowel sounds."

* Define a word in simple and familiar terms. Your definition of an unfamiliar word should not lead your audience towards looking up more words in order to understand your definition.
* Keep the class portion of your definition small but adequate. It should be large enough to include all members of the term you are defining but no larger. Avoid adding personal details to definitions. Although you may think the story about your Grandfather will perfectly encapsulate the concept of stinginess, your audience may fail to relate. Offering personal definitions may only increase the likeliness of misinterpretation that you are trying to avoid.

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**Definition Essay Plan Sheet**

Assignment: In a five-paragraph essay, define an abstract term (such as hero) using actual people. Your essay will contain an introduction, three body paragraphs), and a conclusion.

Topic:

Working Thesis Statement:

In your own words, what is the meaning of this abstract term?

What is the dictionary definition of this abstract term?

Think of three people who exemplify, illustrate and/or define this abstract term. 1.

2.

3.

Locate specific information that explains WHY each person illustrates this abstract term and include examples of HOW each person illustrates this abstract term. Put the information in your OWN WORDS and give the source of this information. **Do NOT use Wikipedia.** (Use additional paper if necessary.)

Person 1:

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Source: (give COMPLETE information – not just a url)

Person 2:

Source: (give COMPLETE information – not just a url)

Person 3:

Source: (give COMPLETE information – not just a url)

Student:

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Student: Grade:

**Grading Rubric Definition Essay**

**Plan sheet with sources (5 pts)**

**Edited Rough Draft (10 pts)**

**Title (5 pts)**

**Introduction (10 pts)**

**Thesis Statement (5 pts)**

**Topic Sentences (10 pts)**

**Content (Body Paragraphs) (30 pts)**

**Organization/Coherence (20 pts)**

**Conclusion (5 pts)**

**Total: 100 points**

**Grammar/Mechanics**

**Total: 100 points**

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**Process Analysis Essay**

The process paper explains or describes a process. It is a series of steps (usually in chronological order) that leads to a particular result.

In this essay, you will tell how to do something (instructions). The thesis statement should identify the process and make a claim about the process. The body of the essay should discuss the steps in the process, one by one in the order in which they occur. You also need to include details and examples.

Your purpose is to give the reader the information he needs to perform a task or activity. Because the writer expects the reader to follow his instructions he addresses him directly, using transitional words such as next, then, and after to help the reader know the exact sequence in which the steps are to be performed.

Your paper should have an introduction with a lead-in and a clear statement of thesis. The body will be a step- by-step explanation of the instructions written in paragraphs that are well organized, well structured, and well developed. Each paragraph will be unified and coherent. Also, it is wise to tell in the first body paragraph what supplies are needed.

1. In preparation for your essay, you will complete the Process Paper plan sheet. I must approve your topic and your working thesis statement. You need to complete the remainder of the plan sheet on your own.
2. On the day of the in-class writing assignment, you may use your pre-writing worksheet.
3. When finished with your essay, hand in with the plan sheet stapled to the back. You do not need a cover sheet, but make sure you title your essay and put your name on your paper.

**Parts of the Essay:**

**Introduction:** Arouse the audience’s interest in your subject. Prepare the audience for your message. Include a thesis statement, which is the CONTROLLING IDEA of your essay.

**Body:** Explain each of the steps in the process, using specific details and examples.

**Conclusion:** Signal the end of the essay. (Do not use “in conclusion.”) Summarize the points. Leave the audience with something to remember.

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**Student: Class:**

**Process Analysis Essay Plan Sheet**

List several processes you already know how to do and could be the topic for your paper.

Choose one of these processes and write a working thesis statement.

*Process (subject*):

*Claim (opinion*):

*Working Thesis Statement*:

*Tools/Supplies Needed*:

*Major Steps in the Process*:

1.

2.

3.

4.

5.

6.

7.

Conclusion:

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Student: Grade:

###### Grading Rubric Process Analysis Essay

**Plan sheet (5 pts)**

**Edited Rough Draft (10 pts)**

**Title (5 pts)**

**Introduction (10 pts)**

**Thesis Statement (5 pts)**

**Topic Sentences (10 pts)**

**Content (Body Paragraphs) (30 pts)**

**Organization/Coherence (20 pts)**

**Conclusion (5 pts)**

**Total: 100 points**

**Grammar/Mechanics**

**Total: 100 points**

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# Narrative Essays

***What is a narrative essay?***

When writing a narrative essay, one might think of it as telling a story. These essays are often anecdotal, experiential, and personal—allowing students to express themselves in a creative and, quite often, moving ways.

Here are some guidelines for writing a narrative essay.

* **If written as a story, the essay should include all the parts of a story.**

This means that you must include an introduction, plot, characters, setting, climax, and conclusion.

* **When would a narrative essay not be written as a story?**

A good example of this is when an instructor asks a student to write a book report. Obviously, this would not necessarily follow the pattern of a story and would focus on providing an informative narrative for the reader.

* **The essay should have a purpose.**

Make a point! Think of this as the thesis of your story. If there is no point to what you are narrating, why narrate it at all?

* **The essay should be written from a clear point of view.**

It is quite common for narrative essays to be written from the standpoint of the author; however, this is not the sole perspective to be considered. Creativity in narrative essays often times manifests itself in the form of authorial perspective.

* **Use clear and concise language throughout the essay.**

Much like the descriptive essay, narrative essays are effective when the language is carefully, particularly, and artfully chosen. Use specific language to evoke specific emotions and senses in the reader.

* **The use of the first person pronoun ‘I’ is welcomed.**

Do not abuse this guideline! Though it is welcomed it is not necessary—nor should it be overused for lack of clearer diction.

* **As always, be organized!**

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Have a clear introduction that sets the tone for the remainder of the essay. Do not leave the reader guessing about the purpose of your narrative. Remember, you are in control of the essay, so guide it where you desire (just make sure your audience can follow your lead).

**Contributors:** Jack Baker, Allen Brizee, Elizabeth Angeli.

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**Narrative Essay**

Narrative writing tells a story, usually to illustrate an idea, a feeling, or both. It relies upon detail and development to make its point (main idea/thesis). Narration is often used with exposition to emphasize a moral and, therefore, depends upon the writer’s skill in organizing and structuring ideas.

The first principle of narration is to keep in mind that you are telling a story. **For a personal narrative, the subject matter will be something that happened to you.** A single incident from your life generally makes the best subject matter. The story should have a beginning, a middle, and an end – a complete story. Although the beginning (the setup or introduction) and the ending (the wind-down or conclusion) are important, the middle (the body) usually focuses the reader’s interest on some conflict, some type of struggle between two forces. The conflict might be an internal conflict (takes place inside the person) or an external conflict (between a person and some force outside the person). The conflict and its resolution, the moment the conflict is solved or faced or eliminated, provide the focal point of the narrative paper. Once the conflict is resolved, the narration can end.

Another of the basic concepts of narration is point of view. Generally, personal narrative essays are told from the first person point of view; the writer uses the first person pronoun “I.”

Narration relies upon the use of details. Incorporating the description essay into the narration will help the reader see what you saw, hear what you heard, and feel what you felt. A person who tells the best story uses the most graphic description of settings, events, characters, and feelings.

Narration needs to be structured and organized. Most narratives follow a time line, so the use of chronological organization is natural. However, it is possible to begin with the ending and retell the story from the vantage point of looking back, but it is more difficult.

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**Possible Topics**

a difficult choice an embarrassing situation a frightening situation a memorable holiday

a time of rejection a sudden understanding (epiphany)

a triumph something funny a friend did

an act of violence an unexpected failure

a lesson learned a conflict with authority

a happy moment an event that changed my life an instance of injustice an important decision

**Self-Assessment Checklist Unity:**

Does my thesis statement focus on an idea that can be developed in several paragraphs? Is my thesis statement specific enough?

Do I need to revise the thesis statement so that it takes into account all the events I discussed? Do all details and events support my thesis?

**Development:**

Should I add more details to make my narrative clearer or livelier?

**Coherence:**

Does my narrative proceed clearly from an earlier time to a later time? Do I need to add transitional words or phrases?

**FINAL PAPER NEEDS A HEADER. NO COVER SHEET, OUTLINE, OR ROUGH DRAFT REQUIRED. PLEASE STAPLE THE PLAN SHEET TO THE BACK.**

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**Narrative Essay Plan Sheet**

Fill in each of the following blanks with basic information. Incident to be described:

What you learned or what you want your reader to learn (thesis):

The conflict:

The beginning of the story:

The ending of the story:

Details to use in the middle:

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**Peer Editing (Any Essay Format)**

Writer:

Editor:

1. Can you easily identify introduction, supporting paragraphs, and conclusion?
2. Is there a title? If so, comment on it. If not, can you suggest an effective one?
3. Are the paragraphs fully developed with 10-12 sentences each? Are the sentences simple, compound, complex, or compound-complex? Copy an exceptionally good, well-developed sentence.
4. What part of the essay seems of good quality to you?
5. What, in your opinion, needs more work? Be specific.
6. Copy what you perceive to be the thesis statement. In your opinion, is it effective?
7. Are there numerous grammatical errors to be corrected? Put a check mark at the end of any sentence where you believe there to be an error or errors.

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Student: Grade:

###### Grading Rubric Narrative Essay

**Plan sheet (5 pts)**

**Title (5 pts)**

**Introduction (5 pts)**

**Thesis Statement (5 pts)**

**Content (Body Paragraphs) (30 pts)**

**Organization/Coherence (20 pts)**

**Conclusion (5 pts)**

**Grammar/Mechanics (25 pts)**

**Total: 100 points**

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**Academic Integrity**

Words are powerful. Therefore, it is important to use them truthfully, accurately, and responsibly. Statements should be accurate both in terms of how information is managed and how it is credited.

**Managing Information**

Ethical management of information requires both factual and accurate presentation. Individuals who alter results by reporting truthful but incomplete data that will skew the findings are mismanaging information.

Crediting Sources

Ethical writing requires that, with access to the same information and knowledge, others may reasonably reach the same conclusions as the writer. Different disciplines use different Style Guides so make sure you are using the one required or recommended by your professor. It is important to credit others’ materials in order to:

* Place your ideas in the ongoing thinking of specialists on your topic. With many types of papers, grounding your line of reasoning in the ongoing work on the topic by making reference to key sources increases the credibility of your argument.
* Avoid the appearance of claiming another's work as your own--plagiarizing, in other words. Not to give credit to others for their ideas, whether or not their exact words are cited, is to commit intellectual theft, a very serious offense.
* Sometimes writers are uncertain **when** to give credit. Use research procedures as your guideline: Who or what is the original source that another researcher should contact to clarify information appearing in your writing? As you write, note that:
* Agreeing with the material that someone else wrote does not make it your own.
* Rearranging words from someone else's prose does not change the fact that it is not your own work.
* Writing a paper that consists of numerous quotations strung together does not qualify as one's own work.
* Sometimes writers are uncertain **how** to give credit. Here are tips and additional resources:
* If you write word-for-word what appears in another source, put double quotation marks around the words and cite the source both in the text and on your Works Cited or Reference page.
* If you borrow ideas, arguments, data, or other information from another source, cite the source even if you put the material in your own words.
* Use the Style Guide recommended by your faculty member. Some of the most commonly used, (APA, ASA and MLA), along with many other different styles, can be found at Citing/Documenting Your Sources.

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[**Grammar and Usage**](http://writing.ku.edu/writing-guides)

*Suggested Resources*

**University of Illinois at Urbana-Champaign** Writing Techniques Handbook <http://www.cws.illinois.edu/workshop/writers/tips/>

This handbook offers guidance for comma use, thesis statements, resumes, abstracts, and more.

**University of Wisconsin, Madison** Writer’s Handbook https://writing.wisc.edu/Handbook/

The Writer's Handbook helps in getting started with assignments like research papers, reviews, and literary analysis papers. There is also information about writing style, citations, grammar, and punctuation.

**OWL at Purdue**

Resources for Writers and Writing Instructors

https://owl.english.purdue.edu/owl/

This site, maintained by Purdue University, offers writing resources and instructional material.

**Interactive Grammar Review** Grammar Bytes <http://www.chompchomp.com/menu.htm>

Grammar Bytes offers definitions of grammar terms, practice exercises, presentations, and quick grammar tips. This site is helpful for teachers and students.

**Capital Community College**

Guide to Grammar and Writing

<http://grammar.ccc.commnet.edu/grammar/>

This Guide answers common writing questions at many stages of writing. There are essay examples to complement discussions on thesis statements, tone, and conclusions.

**Oxford Online Punctuation Guide**

Guide to Grammar and Writing

https://en.oxforddictionaries.com/punctuation This Guide will help you with punctuation rules.

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[**Grammar and Usage**](http://writing.ku.edu/writing-guides)

**Grading Guidelines**

**A (100-90)**

**The writer demonstrates an excellent grasp of standard writing conventions (spelling, punctuation, capitalization, grammar usage, paragraphing).**

**B (89-80)**

**The writer demonstrates a good grasp of standard writing conventions (spelling, punctuation, capitalization, grammar usage, paragraphing). Errors are occasional.**

**C (79-70)**

**The writer demonstrates a basic grasp of standard writing conventions (spelling, punctuation, capitalization, grammar usage, paragraphing) with some mistakes present.**

**D (69-60)**

**The writer demonstrates a basic grasp of standard writing conventions (spelling, punctuation, capitalization, grammar usage, paragraphing) with numerous mistakes present.**

**F (50)**

**Too many errors in the paper make it hard to understand or the paper is too short to judge.**

**All errors on student essays should be marked and/or corrected to help students make improvements.**

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