

Professional & Academic English Writing

**An Intensive 4-Week Independent Study
Course for Chinese University Students**



**Last Course Update: 4 April 2020
Course Instructor: Christopher M. Palasz**

Table of Contents

Table of Contents	1
About the Course Instructor	2
Before You Begin.....	2
English Level Expectations	2
Who is this for?	3
Course Style, Foundations, and Flexibility	3
Course Introduction.....	4
Course Schedule	4
Goals & Outcomes	5
Final Portfolio	5
Passing the Course.....	6
Tips for Success	7
Helpful Online Resources	8
Instructions	9
Week 1: Introduction Week.....	10
W1 Day 1: Plagiarism part 1	11
W1 Day 2: Plagiarism part 2	35
W1 Day 3: Mini-Essay part 1.....	37
W1 Day 4: Mini-Essay part 2.....	38
W1 Day 5: Adding Sources	50
W1 Day 6-7: Editing & Reformatting	51
Week 2: Getting Started With The Project	54
W2 Day 1: Choosing a Topic	55
W2 Day 2: Essay Organization	58
W2 Day 3: Using an Outline.....	69
W2 Day 4: The Thesis Statement	73
W2 Day 5: Writing the Body & Using Sources	81
W2 Day 6-7: Writing the Introduction & Being Explicit.....	87
Week 3: Completing The Project	91
W3 Day 1: Smoothing It Over	92
W3 Day 2: Writing a Conclusion part 1	108
W3 Day 3: Conclusion part 2 & Getting Outside Feedback.....	117
W3 Day 4: Adjusting the Format	118
W3 Day 5: Practice Exercises part 1	129
W3 Day 6-7: Practice Exercises part 2.....	132
Week 4: Project Final Review & Presentation.....	135
W4 Day 1: (optional)	136
W4 Day 2: Project Assessment.....	137
W4 Day 3: Project Revision	138
W4 Day 4: How to Create a Presentation of the Completed Project	139
W4 Day 5: Pre-Writing for the PowerPoint Presentation.....	149
W4 Day 6: Recording & Revising the Presentation.....	150
W4 Day 7: Assessment & Course Feedback Survey	151
End of Course.....	155

About the Course Instructor



MA 2020

**English Rhetoric, Writing, and Digital Media Studies
Northern Arizona University**

BA 2006

**English Rhetoric, Professional Writing
University of Illinois at Urbana-Champaign**

12+ years teaching experience abroad

Christopher Palasz grew up in the suburbs of Chicago, Illinois, USA, and considers himself to be passionate about both the teaching and learning components of education. He has spent more than 12 years teaching abroad and has taught nearly every age group during that time. Since 2017 he has dedicated his efforts to instructing University students first in South Korea and currently in Mainland China at Sun Yat-sen University. His specialty is in Rhetoric and he has taught courses for University students in General English, Academic writing, Professional writing, and has developed and taught a course in Rhetoric & Persuasive Writing. This course was developed as part of studies and research he conducted for the completion of the MA program through Northern Arizona University in April, 2020.

Before You Begin

English Level Expectations

This course, ***Professional & Academic English Writing – An Intensive 4-Week Independent Study Course for Chinese University Students***, is offered entirely in English, without Chinese translation. It was designed for students with a firm grasp of English reading, writing, and comprehension, but it is open for all students who are willing to challenge themselves and overcome this language barrier. Any student who work hard to overcome such a language barrier can benefit from this course.

It is strongly recommended that students who take this course:

1. Have passed CET6 or higher (or who have scored at least a 3 in TOEFL writing or a Band 5 in IELTS writing).
2. Can write in English without writing in another language first and then translating.
3. Can think in English.

Students who choose to take this course without meeting the above recommendations should pursue recommendations 2 and 3 to the very best of their ability.

Who is this for?

Professional & Academic English Writing is a self-study course developed for Chinese University students who fit one or more of the following descriptions:

- (a) Might study abroad at a University in a native English-speaking country
- (b) Plans to or would like to write academic essays for the purpose of being published, some day
- (c) Is self-motivated to improve English writing skills and would like to enhance professional and academic writing ability
- (d) Needs to prepare for an intensive academic English writing course at a University
- (e) Has a strong interest in practicing and developing professional and academic English writing and wants more guidance and structure than self-studying alone can accomplish

Course Style, Foundations, and Flexibility

The style of this course is meant to provide guidance, instruction, and practice that mimics a Western style of University English writing education. It was designed to utilize the strong self-study habits of Chinese students and to target their common struggles in English writing.

- This course relies on students to design conditions that will ensure successful completion of this course such as self-designed motivating factors, a comfortable working space, planned time management and emotional management as necessary, and honest self-reflection and self-assessment of the work that is produced.
- This course will incorporate elements and exercises that attempt to simulate skills required for real academic writing preparedness.
- This course will employ process writing and project-based learning pedagogy.

The foundations that inform the creation and development of this course are three-fold:

- i. Research conducted via surveying more than 800 Chinese University students and gathering data about their self-study habits.
- ii. Research in the field of English Rhetoric regarding multiple literacies, writing across disciplines, and academic writing practices.
- iii. Research on the psychology of Self-Regulated Learning strategies that lead to the development of successful self-learning habits and practices.

The flexibility of this course allows for students to make adjustments according to need. For example, here are some possible ways that this course can be easily adjusted:

- Students with a lower level of English may want to expand this 4-Week course by doubling the time frame into an 8-Week course.
- Week 1 of this course can potentially stand alone as a one week mini-course since students will not begin the course project until week 2.

- Students may choose to skip certain exercises or tasks by opting to write a paragraph explaining why they chose to skip, and then completing the course, and then going back to write a second one-paragraph reflection for each task or exercise that was skipped in order to reflect on whether or not that ended up being a wise choice in hindsight.

Course Introduction

Welcome to ***Professional & Academic English Writing – An Intensive 4-Week Independent Study Course for Chinese University Students***. My name is Christopher M. Palasz and I will be your course instructor. This is a guided self-study course. The academic term for “self-study” is “self-regulated learning” or SRL. Since you will not have interaction with your course instructor or receive any direct feedback, the level of your success will be largely determined by how well you manage yourself and follow the instructions. This course is informed by available research in self-regulated learning techniques, so it is important for you to be aware of your thoughts, feelings, and actions and to reflect on them and assess them honestly to the best of your ability.

Throughout this course, you will be given instructions. Please be sure to read everything carefully and follow the instructions. You are encouraged to make highlights and take notes. Make sure you have already read carefully the [course instructions](#) on page 9. Do not jump around to different sections and do not skip past anything. This course was designed thoughtfully to guide you to improving your professional and academic English writing. It was also designed with flexibility in mind.

If you choose to skip any parts of this course, you must write a paragraph for the record and explain why you chose to skip it. Optimal paragraphs tend to be 4-5 sentences, but the length is not very important. The important aspect is that you explain your reasoning clearly. When you have completed the course, you are required to write a second paragraph for every part you skipped, reflecting on whether you still think that was the right choice, and why. Following this process will help you to understand your own thought process and whether or not you are making wise academic choices or whether you should be listening to your instructors more carefully.

Suggested Textbooks: This course has no official textbook. All reading materials and information will be provided. However, for students that want more intensive studying, here are two recommended textbooks that can fit well with what is covered in this course:

- 1) Rosenwasser, David, and Jill Stephen. *Writing Analytically*. Cengage, 2019.
- 2) Wyrick, Jean. *Cheng Gong Xie Zuo Ru Men = Steps to Writing Well*. Bei Jing Da Xue Chu Ban She, 2016.

Copyright Material: This course contains copyright material and the usage of all such material is cited under Fair Use for non-profit educational purposes.

Course Schedule

The content and flow of this course was designed to be both intensive and realistic with the tasks and the workload. It is expected that students may spend about 2 hours per day, 6 days per week,

on given tasks. That time does not include reading the weekly or daily course instructions. The last day of each week is meant to be a free day for the first 3 weeks in order to allow students time off from studying, to relax, have fun, and take a breather. The hope is for students to begin studying again with a fresh mind. Week 4, the final week, begins with a free day and then 6 consecutive days of tasks are given.

The first day of each week is designed to have a lighter workload than other days in the week, and days 5-6 are designed to be more writing or task intensive before the free day. Students who take this course should anticipate a heavier work load on days 5-6 of each week.

This course flow was intentionally designed to maximize the learning process for students who take this course and it is strongly recommended that students attempt to keep this schedule as designed.

Goals & Outcomes

Students who complete all aspects of this course according to the instructions, materials, and guidance provided, can expect to end with a better sense of how to produce writing of professional and academic quality according to the expectations of a reputable University of international standing.

In addition to strengthening professional and academic writing skills, students can expect to produce a writing portfolio as tangible evidence of the work that was put into this course and the progress that was made.

Final Portfolio

All of the tasks, exercises, assessments, and reflections are designed to be compiled into a Final Portfolio upon completion of this course. The Final Portfolio has numerous functions such as:

- Evidence of writing progress and accomplishments from this course
- Reference for future academic writing studies
- Reference for other students who hope to take this course
- Demonstration of writing accomplishments to an interested 3rd party
- College application or admission essays
- Foundation for a future academic publication

Passing the Course

This course, ***Professional & Academic English Writing – An Intensive 4-Week Independent Study Course for Chinese University Students*** will be graded as **PASS / FAIL**. To pass this course, you must be able to affirm the following criteria:

I, _____, affirm that I have met the following criteria upon completing this course.

- I have completed all assignments for this course according to what was asked to produce.
- I have followed all of the rules for this course

OR

I have broken some rules and I have written a paragraph to initially explain why. I have also written another paragraph reflecting, in hindsight, reflecting on whether I still believe that decision was the best choice in terms of having a positive impact on my learning process for this course.

- All of the work produced for this course is my original work. I have not plagiarized anything. Nobody other than myself completed this work. This content was written in English and it was not written in another language and then translated into English. No meaningful quantity of this content was generated by a computer.

Date:

Signature:

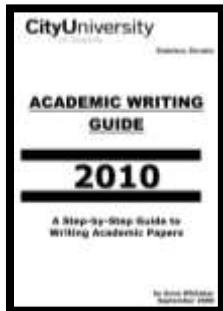
*Upon completion of this course, please print and sign this form for inclusion in your portfolio.

Tips for Success

To complete this course successfully and ensure the best outcome, carefully prepare as follows:

- Choose a suitable location for studying that is a comfortable temperature, is free from distractions, and has the space and tools you need.
- Consider ways to motivate yourself to complete the daily tasks. Common methods of motivation are to reward yourself for good behavior or set some consequences for bad behavior. You might choose to have a friend or family check or ask about your work each day so they can facilitate the rewards or consequences.
- Honestly assess whether your study each day has been effective. If it has not, review possible reasons and consider making changes or adjustments for future days.
- Keep notes about what needs to be done.
- Find a friend who would also like to take this course. Take it at the same time and hold each other accountable for completing the work.
- If something is difficult to understand or extra help is needed, reach out to a friend or search the internet for ideas on how to solve the problem.
- Eliminate your phone as a distraction by leaving it at home, turning it off, or using an app such as *Forest* to help dissuade you from using your phone.
- This course was designed so that it can be printed and completed without the use of a computer or other electronic device, according to the preference of the student taking the course.
- Eat healthy food and avoid undisciplined consumption of unhealthy snacks and drinks.

Helpful Online Resources



This is an excellent free resource, a 28-page guide to help with academic writing. It contains an exceptional overview of the process, much of which will be covered in this course, as well as essay examples.

City University of Seattle
Academic Writing Guide 2010
By Anne Whitaker

Download here:

<http://www.vsm.sk/Curriculum/academicsupport/academicwritingguide.pdf>

Free Resource: Academic Writing Guide

Some online tools that may benefit students who take this course:

www.quizlet.com – Best used for studying vocabulary, can be used on mobile or PC, and is free

www.dictionary.com – A useful English-to-English dictionary and an excellent Thesaurus tool

www.citationmachine.net – created by Purdue OWL, an online citation generator for academic paper references. It is free to use. Search their database or manually input the source information.

Free online tools for checking plagiarism in writing:

Quetext - <https://www.quetext.com/>

Grammarly - <https://www.grammarly.com/plagiarism-checker>

White Smoke - http://www.whitesmoke.com/plagiarism_checker.html

Turnitin - <https://www.turnitin.com/>

Instructions

Please strictly follow these instructions for this course:

1. Read these sections about this course and make sure you are fully prepared to begin this course before you move on to Week 1: [About the Course Instructor](#), [Before You Begin](#), [English Level Expectations](#), [Who is this for?](#), [Course Style, Foundations, and Flexibility](#), [Course Introduction](#), [Course Schedule](#), [Goals & Outcomes](#), [Final Portfolio](#), [Passing the Course](#), [Tips for Success](#), [Helpful Online Resources](#).
2. Each ‘Day’ in this course should be completed according to your schedule and all of the readings, tasks, assignments, and instructions for each ‘Day’ should be completed before moving on to the next ‘Day’. For example, when Week 2, Day 1 begins, you should read the instructions for Week 2 and Day 1 and you should not look at any ‘Day’ that comes after Week 2, Day 1. However, if you want, you are free to revisit any ‘Day’ in the course that has already been completed, entirely.
3. You should not read any instructions, tasks, or assignments for future days unless, for example, you have completed Week 2, Day 1, and you wish to read Week 2, Day 2. In this case, you should not read any ‘Day’ that comes later than Week 2 Day 2.
4. Be sure to complete all self-reflections.
5. If any instructions are skipped or ignored, be sure to write a paragraph explaining why that choice was made. At the end of the course, be sure to write a second paragraph that reflects on whether or not that was a wise decision, in hindsight.

This course was intentionally designed to function as described above. Everything a student needs to progress through the course will be given as they go through it. To experience the greatest results from taking this course, students should strictly follow the course instructions and guidelines.

Students may sometimes be asked to complete a task that is uncomfortable or may not seem to relate to writing. The purpose of such tasks is to introduce or simulate elements that may be experienced in reputable Western Universities. Students will benefit from completing such tasks.

Week 1: Introduction Week

Week 1 Description:

Week 1 will introduce several tasks that will be common in weeks 2, 3, and 4. Students will be expected to know how to accomplish these tasks once Week 1 is completed without too much trouble.

Objectives: After completing Week 1, students should be familiar with:

- ①. Plagiarism and how to avoid it
- ②. Completing self-reflection and self-assessment tasks
- ③. Formatting an essay, finding sources, citing sources in the essay and at the end
- ④. Editing or revising an essay

Week 1 Checklist: Check the tasks as you complete them

<input checked="" type="checkbox"/> Week 1: Introduction to Professional & Academic Writing	
	Day 1 Read Plagiarism handout
	Day 1 Complete Reflection Assignment
	Day 2 Complete Plagiarism Reflection
	Day 2 Complete Discussion Assignment
	Day 2 Daily Reflection
	Day 3 Write a mini-essay (400-600 words / any topic)
	Day 3 Daily Reflection
	Day 4 Complete Mini-Essay Reflection
	Day 4 Complete practice assessment of Mini-Essay
	Day 4 Daily Reflection
	Day 5 Reformat Mini-Essay to MLA 8 th Edition format
	Day 5 Find a source for citation
	Day 5 Daily Reflection
	Day 6 Edit Mini-Essay & add in-text citation
	Day 6 Daily Reflection
	Day 6 (optional) spell check & check for plagiarism of the Mini-Essay
<input checked="" type="checkbox"/>	Day 7 No Schedule (Free Day)

W1 Day 1: Plagiarism part 1

Instructions: Read the Day 1 material until you understand what plagiarism is and how to avoid it. Complete the self-reflection assignment.

On Plagiarism:

The backbone of this course and of the first two days is a primer on the importance of understanding what plagiarism is and how to avoid it. This is essential as a professional writer.

In this course, you must learn to stop thinking of yourself as a follower and to start thinking of yourself as a professional. You are no longer observing professional writing. Now you are participating in it. You will be doing research and you will find great ideas. You will have your own thoughts and ideas. You must show where you got those ideas. Explain which other academic writers or sources inspired you. Quote other people and publications and explain how your ideas are built alongside or on top of those ideas. This may seem intimidating right now, but once you become familiar with the process, it is fun. By respecting intellectual property rights of others we are able to build a credible foundation for academic exploration and progress.

- Reading:** Read *The Problem of Plagiarism*
- Assignment:** Day 1 Self-Reflection Assignment

- Reading (optional):** Read David Rosenwasser & Jill Stephen's FAQ about plagiarism.

Week 1 Day 1 SELF-REFLECTION ASSIGNMENT (1 of 2)

Instructions: Answer the following questions and think about your answers carefully. Please write detailed answers and give an example if you can.

1. Why are you taking this course and how do you hope for it to help you?

2. In your own words, what is ‘professional writing’ and ‘academic writing’?

3. What parts of writing an academic essay do you think are difficult? Why?

4. What parts of writing an academic essay are manageable for you? Why?

5. Do you enjoy writing essays in English? Why?

Week 1 Day 1 SELF-REFLECTION ASSIGNMENT (2 of 2)

6. Can you think of any way to make writing an English essay more enjoyable for you?

 7. What reasons have caused you to write an English essay in the past?

 8. Can you think of any other reasons you might right an English essay, besides Q7 above?

 9. What are some of your expectations for this course?

 10. How strong is your English ability? Please explain your strengths and weaknesses and why.

Week 1 Day 1 Required Reading Assignment:

Please note: This is the *only* course reading that includes Chinese translation.

The Problem of **Plagiarism**

An instructional resource created for Chinese University students.

Understanding the Problem of Plagiarism

1 什么是剽窃

What Is Plagiarism?

2 为什么剽窃是一个大问题

Why does plagiarism matter?

3 剽窃实例

Examples of plagiarism

4 如何避免剽窃

How to avoid plagiarism

5 剽窃的后果

The consequence of plagiarism

目录

1

什么是剽窃

What Is Plagiarism?

Understanding the concept

什么是剽窃

What Is Plagiarism?

“

剽窃是把别人的作品或想法当作自己的，不管他们是否同意，在没有完全承认的情况下，将其纳入你的作品。

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement.

资料来源 (Source) : <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1>

4

什么是剽窃？

What Is Plagiarism?

所有已出版和未出版的材料，无论是手稿、印刷或电子形式，都包含在这个定义中。剽窃可能是有意的、鲁莽的或无意的。根据考试规则，故意或不顾后果的抄袭属于违纪行为。

All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

资料来源 (Source): <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1>

5



2

为什么剽窃是一个大问题

Why does plagiarism matter?

Why plagiarism is a very serious matter

6

3

剽窃有很多严重后果

Plagiarism Has Many Consequences

1. 剽窃者阻碍原有作者的学术得分

Plagiarists hinder the academic achievements of the original authors.

剽窃行为侵害原作者本来应有的认可得分，这和盗窃行为没有区别。

Plagiarism is no different than stealing. It is theft of the creator's original work and ideas.

7

剽窃有很多严重后果

Plagiarism Has Many Consequences

2. 剽窃者连累其所在的学术机构

The plagiarist damages their academic institution.

如果一个学术机构容忍剽窃，剽窃取胜的成功先例会带动更多的剽窃。

If an academic institution tolerates plagiarism, it will result in an increase of plagiarism as all students compete to get ahead.

资料来源 (Source): <https://zhidao.baidu.com/question/150470366.html>

8

4

剽窃有很多严重后果

Plagiarism Has Many Consequences

3. 剽窃者愚弄和误导读者

Plagiarists fool and mislead readers.

读者会对假冒的知识生产能力产生敬意，甚至会引用和诠释偷来的文字。

Readers will praise the cheater's claimed 'hard work' and stolen information, and even quote and spread the stolen words.

资料来源 (Source): <https://zhidao.baidu.com/question/150470366.html>

9

剽窃有很多严重后果

Plagiarism Has Many Consequences

4. 剽窃者常常是谬误的制造者

Plagiarists often create and spread false information.

剽窃总是伴随着对原著的一知半解、断章取义。

Plagiarism is almost always accompanied by little understanding of the original work, taking out of context.

资料来源 (Source): <https://zhidao.baidu.com/question/150470366.html>

10

5

3

剽窃实例

Examples of plagiarism

A look at some common cases of plagiarism

11

① 实例 Common Example

从网络摘抄

由于字数不够或者是充实内容等，直接上网下载美文、资料，插入到文章中，这是抄袭最常见的情况。



Copy from the Internet

When trying to meet a word requirement or attempting to enrich the content, some choose to copy the article/material from the internet and paste it into their own work without giving credit. This is the most common form of plagiarism.

图片来源 (Photo Resouce):
<http://image.tt.com/Upv%CE%8A%84%E9%A2%AD%EA%BD%9C%9E%BB%9A%87%8A%84%EE%9B%BB%17%89%87&error>

12

6

②实例 Common Example

不规范引用

引用了某一位诗人的诗句或者其他的名言未按照格式注明出处和年份。



- ① 并没有使用“青春...”（萨缪尔，19XX）格式
- ② 萨缪尔说过：“青春...”

Incorrect Citation

Quoting from a particular poet or other source without providing enough information about the source is plagiarism.

- ① A correct format : "youth..."(Samuel, 19XX)
- ② Wrong format : Samuel said, "youth..."

图片来源 (Photo Source): <https://de.dribbble.com/shots/1067013/Widget-Icons/1848758/icon-set-2744160>

13

③实例 Common Example

不规范解释

从其他专业书籍或者其他课外书目寻找某一名词的解释、意义，但并按照格式注明。



Stealing Interpretation

Copying opinions from a secondary source when writing about the same primary source as another scholar without giving any credit to that scholar.

图片来源 (Photo Resource):
<https://image.nuuvem.com/579c10e5ea1894e98a25ad9d49bd%2fC5E498890A5E79AA5B94E5E59B9BE%2f79889%2fAacc0f>

14

7

4

如何避免剽窃

How to avoid plagiarism

Practical steps to prevent plagiarism

15

避免剽窃你必须要做的四件事

Four ways to help you avoid plagiarism

① 培养好的检索能力

Practice good
researching habits

② 认真记笔记

Take detailed notes

③ 引述资料来源

Cite your sources

④ 知道何时去使用引号

Know when to use
quotation marks

8

如何做引用

How to create a citation using:
www.citationmachine.net

The screenshot shows the homepage of CitationMachine.net. At the top, there's a navigation bar with links for "My Papers", "Popular Styles", "Title Page", "Plagiarism Checker", "Writing Resources", and "Contact Us". Below the navigation, there are two main sections. On the left, under "Plagiarism Detection", there's a sub-section for "Grammarly" with a "Try Now" button. On the right, the main section is titled "Citation Machine — Write Smarter, Cite Accurately" with a sub-section for "Smart technology to create citations, provide grammar suggestions, and detect unintentional plagiarism". It features a "Upload your paper" button and a "I only want to create citations" button. A large white arrow points upwards from the bottom of this section towards the "Choose a Citation Style" section in the next screenshot.

Choose the citation format you want:
(example: MLA)

This screenshot shows the "Choose a Citation Style" section of the website. It displays four buttons for selecting citation styles: "APA", "MLA", "Chicago", and "More". Below the buttons, there's a note: "or, click here to grammar and accidental plagiarism". A large white arrow points upwards from the bottom of this section towards the "How to create a citation using..." section in the first screenshot.

www.citationmachine.net

The screenshot shows the CitationMachine.net website. At the top, there are tabs for APA, MLA, Chicago, and Harvard. Below that is a secondary navigation bar with tabs for Book, Magazine, Newspaper, Website (which is highlighted in dark grey), Journal, Film, and Other. A large search bar contains the placeholder text "Type a URL here". Below the search bar, there's a button labeled "Try it now!". Further down, there are two input fields: "Auto Fix mode" and "Manual entry mode", with a note below stating "Type a website URL or keyword". A large white arrow points upwards from the bottom of the page towards the search bar area.

Type the website URL you want to cite.

www.citationmachine.net

The screenshot shows the citation results page for the URL "www.citationmachine.net". The top navigation bar and tabs are identical to the homepage. The main content area displays a list of citations. The first item is "The Old Man and the Sea" by Ernest Hemingway, published by Charles Scribner's Sons in 2001. The second item is "Reading on The Old Man and the Sea" by Hemingway, published by Penguin Books in 1998. The third item is "Hemingway, The Old Man and the Sea Notes" by James Pohl, published by CliffsNotes in 1998. The fourth item is "Olfertsson Hemmingsen's 'The Old Man and the Sea'". A large white arrow points from the bottom right towards the first citation, with the text "Select the work you want." positioned next to it.

Select the work you want.

www.citationmachine.net

Here's what we found!

We found citation data for

• Book Title	The old man and the sea
• Book Publisher	Chelsea House
• Publication Year	2001

We may not have all the information we need to create the citation. Please use the next page to fill in any empty fields.

Final Step



Click 'Final Step'

Citation successfully created!

My Citation List

Create another citation Copy all Save Download MLA-8th

Bloom, Harold. *The Old Man and the Sea*. Chelsea House, 2001.

Close Edit Delete Print/Citation Check for Grammar Check for Plagiarism



Ding! success! Copy it right now!

Bloom, Harold. *The Old Man and the Sea*. Chelsea House, 2001.

Can't find your book?

Just input the information yourself!

Generate Modern Language Association 8th edition citations for Books

In-Text Citing
Citing The whole book ▾

CITATIONS: Author = Harold Bloom, Series

Author Harold Bloom, Series

Source title: The Alchemist

Advanced info:

ml	Textual	Editor	Series
----	---------	--------	--------

Publisher info: Chelsea House 2001

Author Harold Bloom

Add Annotation

Create Citation

避免无意识的剽窃
Avoid unintentional plagiarism

- ① 写论文时使用正确的格式
Properly format your paper.
- ② 别忘了在引用别人的话时加上引号
Don't forget to put quotations marks around someone else's words.
- ③ 不要急着完成你的论文
Don't in a hurry to finish your paper.

Source: Understanding Plagiarism: What You NEED to Know, Melinda Malone, Owen Library, Spring 2009
URL: http://www.ugp.yale.edu/sites/default/files/2019-10/academic-offices_writing-center_UnderstandingPlagiarism.pdf

5

剽窃的后果

The consequences of plagiarism

Getting caught stealing information

25

剽窃的后果：对于学生 Consequences: For students

知识学业 Education

做作业的目的是巩固温习上课新习得的知识，因而作业是一种形式，真正重要的是独立思考与熟练掌握。但是，抄袭他人的文章来完成自己的作业，这个过程并没有融入自己的思考，所以这个时间与成绩都是无效的，这种做法忽视了作业的真正意义还浪费时间。

Doing an assignment is part of the learning process. When students cheat, they are wasting time and money by not learning the material as expected.

心理认知 Mentality

利用不劳而获的方法获得优异的成绩，使得养成了轻视付出努力的心态，从此往后便更加希望利用不正确的捷径来到达目标，未来的人生将一事无成。

Students who cheat and take shortcuts will build the habit of always looking for the easy way out and they will not learn to think for themselves.

26

13

26

成人社会中的抄袭恶果

Consequences of Plagiarism in adults

- ① 违法行为
Develops unlawful behaviour
- ② 名誉损失
Loss of reputation
- ③ 经济损失
Economic loss

27

翟天临论文抄袭事件

Zhai Tian Lin's essay plagiarism

知名艺人翟天临被曝光：
其论文存在抄袭，之后，
北京电影学院决定撤销
翟天临博士学位，此人
也成为学术不端的臭名
昭著的例子。



Zhai Tian Lin, a famous actor was caught for plagiarizing his essay. As a consequence, his Doctorate degree was canceled by the Beijing Film Academy and he was shamed for plagiarizing.

28

14

27

影视作品《女娲传说之灵珠》抄袭日漫设定

A TV series called The Myth of Nuwa and Sacred Beads copied a Japanese Anime.



2011年该剧集正式上映，但是人们很快发现该剧集故事与经典日漫《犬夜叉》在故事设定上诸多雷同之处，可以肯定，这是赤裸裸的抄袭，之后，该剧收视率惨淡，投资方亏损巨大。

The series opened in 2011, but people found that the story had many similarities with the classic Japanese cartoon InuYasha. Because of this, the TV series got low Ratings and the investors lost a lot of money.

《锦绣未央》判决统计表						
序号	侵权作家	作品	侵权作品	侵权字数 (万)	侵权语句 (句)	侵权情节 (节)
1	周靖莹	《锦绣未央》	《犬夜叉》	7	114	1
2	周靖莹	《锦绣未央》	《犬夜叉》	8	84	1
3	周靖莹	《锦绣未央》	《犬夜叉》	12	41	3
4	周靖莹	《锦绣未央》	《犬夜叉》	3	24	6
5	周靖莹	《锦绣未央》	《犬夜叉》	7	31	1
6	周靖莹	《锦绣未央》	《犬夜叉》	7	24	1
7	周靖莹	《锦绣未央》	《犬夜叉》	12	172	2
8	周靖莹	《锦绣未央》	《犬夜叉》	7	9	2
9	周靖莹	《锦绣未央》	《犬夜叉》	7	9	2
10	周靖莹	《锦绣未央》	《犬夜叉》	8	27	1
11	周靖莹	《锦绣未央》	《犬夜叉》	8	31	1
12	周靖莹	《锦绣未央》	《犬夜叉》	10	118	1
总计				104	365	21

《锦绣未央》判决统计表

Statistical table of the plagiarism in the case

小说《锦绣未央》抄袭案 Plagiarism in the novel "Princess Weiyoung"



2019年6月，北京市朝阳法院判决作家周靖莹抄袭作品《锦绣未央》。

In June 2019, Beijing Chaoyang Court ruled that the novel "Princess Weiyoung", written by Zhoujing, contained plagiarized writing.

⚠ 温馨提醒：抄袭是一种造成极大的伤害，它不单只是抄作业，更可能是一个违法犯罪的行为。

⚠ Warning : Plagiarism is an act that infringes on the intellectual property rights of others.

一个成年人在决定 **侵犯他人知识产权的行为，会对自己、他人和社会** 抄袭之前应该参考一下一下法律：

Please read these laws before being tempted to Plagiarize:

① 《中华人民共和国民法通则》
General principles of civil law

② 《中华人民共和国商标法》
People's Republic of China trademark Law

③ 《中华人民共和国专利法》
Patent law of the People's Republic of China



The Problem of Plagiarism

1 什么是剽窃？

What Is Plagiarism?

2 为什么剽窃是一个大问题

Why does plagiarism matter?

3 实例

Examples

4 如何避免剽窃

How to avoid plagiarism

5 剽窃的后果

The consequence of plagiarism

This plagiarism resource was created by students and overseen by faculty of Sun Yat-sen University in an effort to promote greater academic integrity and achievements.

— • Acknowledgements • —

Project Editor and Coordinator

Christopher M. Palasz

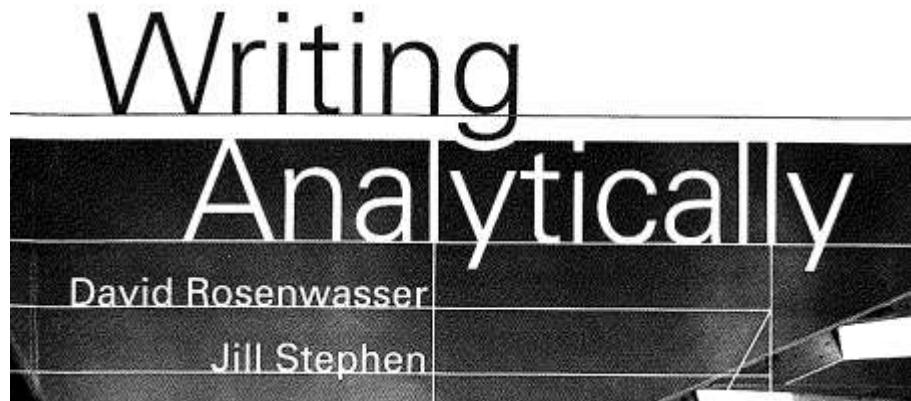
Content Contributors:

Sun Yat-Sen University Student Volunteers

For suggestions or feedback, please contact chris@carbonchris.com

The following material is OPTIONAL reading:

Usage of this copyright text is cited under Fair Use for non-profit educational purposes.



PLAGIARISM AND THE LOGIC OF CITATION

It is impossible to discuss the rationale for citing sources without reference to plagiarism, even though the primary reason for including citations is not to prove that you haven't cheated. It's essential that you give credit where it's due as a courtesy to your readers. Along with educating readers about who has said what, citations enable them to find out more about a given position and to pursue other discussions on the subject. Nonetheless, plagiarism is an important issue: academic integrity matters. And because the stakes are very high if you are caught plagiarizing, we think it necessary to pause in order to discuss how to avoid it.

In recent years there has been a significant rise in the number of plagiarism cases nationally. Many commentators blame the Internet, with its easily accessible, easy to cut-and-paste information, for increasing the likelihood of plagiarism. Others cite a lack of clarity about what plagiarism is and why it is a serious problem. So, let's start by clarifying.

Most people have some idea of what plagiarism is. You already know that it's against the rules to buy a paper from an Internet "paper mill" or to download others' words verbatim and hand them in as your own thinking. And you probably know that even if you change a few words and rearrange the sentence structure, you still need to acknowledge the source. By way of formal definition, plagiarism (as one handbook puts it) gives "the impression that you have written or thought something that you have in fact borrowed from someone else" (Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, fifth edition. New York: MLA, 1999, p. 30). It is a form of theft and fraud. Borrowing from someone else, by the way, also includes taking and not acknowledging words and ideas from your friends or your parents. Put another way, any assignment with your name on it signifies that you are the author—that the words and ideas are yours—with any exceptions indicated by source citations and, if you're quoting, by quotation marks.

Knowing what plagiarism is, however, doesn't guarantee that you'll know how to avoid it. Is it okay, for example, to cobble together a series of summaries and paraphrases in a paragraph, provided you include the authors in a bibliography at the end of the paper? Or how about if you insert a single footnote at the end of the paragraph? The answer is that both are still plagiarism because your reader can't tell where your thinking starts and others' thinking stops. As a basic rule of thumb, "Readers must be able to tell as they are reading your paper exactly what information came from which source and what information is your contribution to the paper" (Christine A. Hult, *Researching and Writing Across the Curriculum*. Boston: Allyn and Bacon, 1996, p. 203). More on this later.

Why Does Plagiarism Matter?

A recent survey indicated that 53 percent of Who's Who High Schoolers thought that plagiarism was no big deal (Sally Cole and Elizabeth Kiss, "What Can We Do About Student Cheating?" *About Campus*, May–June 2000, p. 6). So why should institutions of higher learning care about it? Here are two great reasons:

- Plagiarism poisons the environment. Students who don't cheat become alienated by students who do and get away with it, and faculty can become distrustful of students and even disillusioned about teaching when constantly driven to track down students' sources. It's a lot easier, by the way, than most students think for faculty to recognize language and ideas that are not the student's own. And now there are all those search engines provided by firms like Turnitin.com that have been generated in response to the Internet paper-mill boom. Who wants another cold war?
- Plagiarism defeats the purpose of going to college, which is learning how to think. You can't learn to think by just copying others' ideas; you need to learn to trust your own intelligence. Students' panic about deadlines and their misunderstandings about assignments sometimes spur plagiarism. It's a good bet that your professors would much rather take requests for help and give extra time on assignments than have to go through the anguish of confronting students about plagiarized work.

So, plagiarism gets in the way of trust, fairness, intellectual development, and, ultimately, the attitude toward learning that sets the tone for a college or university community.

Frequently Asked Questions (FAQs) about Plagiarism

Is it still plagiarism if I didn't intentionally copy someone else's work and present it as my own; that is, if I plagiarized it by accident?

Yes, it is still plagiarism. Colleges and universities put the burden of responsibility on students for knowing what plagiarism is and then making the effort necessary to avoid it. Leaving out the quotation marks around someone else's words or omitting the attribution after a summary of someone else's theory may be just a mistake—a matter of inadequate documentation—but faculty can only judge what you turn in to them, not what you intended.

If I include a list of works consulted at the end of my paper, doesn't that cover it?

No. A works-cited list (bibliography) tells your readers what you read but leaves them in the dark about how and where this material has been used in your paper. Putting one or more references at the end of a paragraph containing source material is a version of the same problem. The solution is to cite the source at the point that you quote or paraphrase or summarize it. To be even clearer about what comes from where, also use what are called in-text attributions. See the next FAQ on these.

What is the best way to help my readers distinguish between what my sources are saying and what I'm saying?

Be overt. Tell your readers in the text of your paper, not just in citations, when you are drawing on someone else's words, ideas, or information. Do this with phrases like "According to X" or "As noted in X"—called in-text attributions.

Are there some kinds of information that I do not need to document?

Yes. Common knowledge and facts you can find in almost any encyclopedia or basic reference text generally don't need to be documented (that is, John F. Kennedy became president of the United States in 1960). This distinction can get a little tricky because it isn't always obvious what is and is not common knowledge. Often, you need to spend some time in a discipline before you discover what others take to be known to all. When in doubt, cite the source.

If I put the information from my sources into my own words, do I still need to include citations?

Yes. Sorry, but rewording someone else's idea doesn't make it your idea. Paraphrasing is a useful activity because it helps you better understand what you are reading, but paraphrases and summaries have to be documented and carefully distinguished from ideas and information you are representing as your own.

If I don't actually know anything about the subject, is it okay to hand in a paper that is taken entirely from various sources?

It's okay if (1) you document the borrowings and (2) the assignment called for summary. Properly documented summarizing is better than plagiarizing, but most assignments call for something more. Often comparing and contrasting your sources will begin to give you ideas so that you can have something to contribute. If you're really stumped, go see the professor.

You can also reduce the risk of plagiarism if you consult sources after—not before—you have done some preliminary thinking on the subject. If you have become somewhat invested in your own thoughts on the matter, you will be able to use the sources in a more active way, in effect, making them part of a dialogue.

Is it plagiarism if I include things in my paper that I thought of with another student or a member of my family?

Most academic behavior codes, under the category called "collusion," allow for students' cooperative efforts only with the explicit consent of the instructor. The same general rule goes for plagiarizing yourself—that is, for submitting the same paper in more than one class. If you have questions about what constitutes collusion in a particular class, be sure to ask your professor.

What about looking at secondary sources when my professor hasn't asked me to? Is this a form of cheating?

It can be a form of cheating if the intent of the assignment was to get you to develop a particular kind of thinking skill. In this case, looking at others' ideas may actually retard your learning process and leave you feeling that you couldn't possibly learn to arrive at ideas on your own. Professors usually look favorably on students who are willing to take the time to do extra reading on a subject, but it is essential that, even in class discussion, you make it clear that you have consulted outside sources. To conceal that fact is to present others' ideas as your own. Even in class discussion, if you bring up an idea you picked up on the Internet, be sure to say so explicitly.

Source: Rosenwasser, David, and Jill Stephen. *Writing Analytically*. Cengage, 2019.

W1 Day 2: Plagiarism part 2

Instructions: Today is about reflection and discussion of plagiarism. If the work today is too simple and you finish it very quickly, consider giving it more thought. Do some outside research about plagiarism, more examples of plagiarism, and the harm it does. There are more examples of plagiarism than what is covered in the Day 1 readings.

- Review:** Quickly review *The Problem of Plagiarism*
- Assignment:** Plagiarism Discussion Assignment

- Reading (optional):** Read or review the optional reading from Day 1.

Daily Reflection – Week 1 Day 2

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**

- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**

- 3. What did you do well today?**

- 4. Is there anything you think you did poorly? Explain.**

- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

Week 1 Day 2 Plagiarism Discussion Assignment

Instructions: Write your answers somewhere so that you have plenty of space for your answers.

1. What is plagiarism? Explain it in your own words. Do not just copy the definition.
2. Based on the readings, can you say that you have ever been guilty of plagiarism? Explain.
3. At prominent universities in USA, when a student is caught plagiarizing, they will automatically fail that class. If they are caught again during their time as a student, they will be kicked out of the university and cannot graduate. In your opinion, is this too strict? Explain.
4. Zhai Tian Lin, a famous actor in China, was caught plagiarizing his essay. As a consequence, his Ph.D was withdrawn by the University. Tell your thoughts about this. Is this consequence too strict? Why do you think so?
5. In your own words, how does plagiarism do harm in academia? Can you think of any reason how it is harmful that wasn't covered in the reading?
6. Is it possible to plagiarize yourself? (Hint: Yes!) Please explain how that's possible.
7. Why do you think some students in China choose to plagiarize?
8. Why do you think there isn't more teaching about plagiarism in Chinese middle schools, high schools, or universities? Do you think there should be? At what age should students learn about it?
9. Write some detailed actions that you can do to help you avoid plagiarism.

W1 Day 3: Mini-Essay part 1

Instructions: Please write a mini-essay, roughly 400-600 words would be good. There are no other instructions. You can choose any topic and you can write it however you choose. We will use your mini-essay in the next 3 days, so try to write something that satisfies your own personal standards. Try to avoid thinking or writing in your first language.

- Assignment:** Write a mini-essay: 400-600 words – choose any topic
 - a) If you cannot finish today, you can try and finish the rest on Day 4.

Daily Reflection – Week 1 Day 3

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

W1 Day 4: Mini-Essay part 2

Instructions: Today you will begin to fix up your mini-essay. First, you will fix the format so that it fits one of the most popular formatting standards for essays. Second, you will do some research and find an outside source that you can reference in your mini-essay to make it stronger.

- Finish the mini-essay if it has not been finished yet.
- Format:** Fix your mini-essay so that it is in proper MLA 8th Edition format.
- Find a Source:** Find a credible and respectable source that you can cite in your mini-essay as support for your point.
 - You also have time on Day 5 to choose an appropriate source and find a quotation.

Daily Reflection – Week 1 Day 4

Complete your Daily Reflection after you have finished today's required tasks.

1. **How much time did you spend working on this course today?**
2. **How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
3. **What did you do well today?**
4. **Is there anything you think you did poorly? Explain.**
5. **Can you think of any way to improve your self-studying for tomorrow? Explain.**

Finding a Source: Your job is to search the internet and find a credible source that you can cite in your mini-essay. A credible source is a professional, academic, or otherwise trustworthy place to get information. Do not cite Wikipedia because anyone can edit that information. Using a blog is fine depending on who the author is. If the author is an expert or professional on the topic they write about, that is a credible source. If the author is not an expert and they do not show that they are researched on the topic, it is not credible.

The general rule of thumb is that University sources are credible (websites that end with .edu). Newspapers are credible (some more than others). Peer reviewed academic journals are credible. Books tend to be credible.

JSTOR (<https://www.jstor.org/>) and EBSCO (ebsco.com) are two of the most popular databases although for those who are students or employees of an educational institution, access may be very restricted. News articles are some of the easier credible sources to find if access is a problem.

MLA 8th Edition Format: There are only a handful of formats for academic papers in the world. The different formats are typically used depending on which professional academic discipline a paper is being written for. The two most popular formats are MLA (Modern Language Association) and APA (American Psychological Association). You will use MLA format today and at the beginning of Week 2 in this course. Later, you will be introduced to APA. Other popular formats that are not covered in this course are: Chicago, CSE, and Harvard.

We will frequently use Purdue's Online Writing Lab (O.W.L.) as a source of excellent guidance for academic writing. The MLA guide we use for this course can be found online here:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/documents/20180702110400_747-2.pdf

General MLA Guidelines:

- 1) If you are writing an essay for a university, employer, or publication, you should use whatever format they request. They may request MLA with some personalized modifications. Always format as they request rather than defaulting to the official format. For example, when I teach MLA, I tell my students "do not double space your essay". Traditional MLA format is double spaced, but that is primarily for the purpose of printing. Since I do not print my student essays, it is more convenient for me to receive them single spaced.
- 2) Traditional font is Times New Roman, 12pt font. If you are citing a source in a non-English language, make sure use the correct font for the citation, and then change the font back to an English font for English citations. It is very lazy and looks very bad to use a non-English font when writing in English and it is very noticeable to native speakers.

You, Xiaoye. "'The Choice Made from No Choice": English Writing Instruction in a Chinese University." *Journal of Second Language Writing*, vol. 13, no. 2, 2004, pp. 97–110.

You, Xiaoye. *Writing in the Devil's Tongue A History of English Composition in China*. Southern Illinois University Press, 2010.

何丹. "高校大学生自习时间安排 和考试焦虑分析研究." *Journal of Campus Life & Mental Health*, vol. 14, no. 4, Aug. 2016, p. 252. *Cnki.net*, www.cnki.net/.

Ex)

- 3) Any time you paraphrase or quote someone else's ideas, you need to provide an in-text citation. Here is an example. **Please pay attention to the location of the commas and periods.**

coherent writings. The study of English at the 'sentence level' rather than looking at writing from the 'completed text' level is considered to be a factor. This would help to explain problems at the organizational level along with "inadequate use of examples and details, limited vocabulary, and the poor or inadequate use of cohesive devices," (Meisuo 61).

Ex)

Your name, the professor's name, the course number, and the date of the paper are double-spaced in 12-point, Times New Roman font. Dates in MLA are written in this order: day, month, and year.

Elizabeth L. Angeli

Professor Patricia Sullivan

English 624

12 February 2012

Green text boxes contain explanations of MLA style guidelines.

Blue boxes contain directions for writing and citing in MLA style.

Page numbers begin on page 1 and end on the final page. Type your name next to the page number in the header so that it appears on every page.

Angeli 1

Toward a Recovery of Nineteenth Century Farming Handbooks

While researching texts written about nineteenth century farming, I found a few authors who published books about the literature of nineteenth century farming,

particularly agricultural journals, newspapers, pamphlets, and brochures. These authors often placed the farming literature they were studying into an historical context by discussing the important events in agriculture of the year in which the literature was published (see Demaree, for example). However, while these authors discuss journals, newspapers, pamphlets, and brochures, I could not find much discussion about another important source of farming knowledge: farming handbooks. My goal in this paper is to bring this source into the agricultural literature discussion by connecting three agricultural handbooks from the nineteenth century with nineteenth century agricultural history.

The introductory paragraph, or introduction, should set the context for the rest of the paper. Tell your readers why you are writing and why your topic is important.

If your paper is long, you may want to write about how your paper is organized. This will help your readers follow your ideas.

To achieve this goal, I have organized my paper into four main sections, two of which have sub-sections. In the first section, I provide an account of three important events in nineteenth century agricultural history: population and technological changes, the distribution of scientific new knowledge, and farming's influence on education. In the second section, I discuss three nineteenth century farming handbooks in connection with the important events described in the first section. I end my paper

Titles are centered and written in 12-point, Times New Roman font. The title is not bolded, underlined, or italicized.

The thesis statement is often (but not always) the last sentence of the introduction.

The thesis is a clear position that you will support and develop throughout your paper. This sentence guides or controls your paper.

MLA requires double-spacing throughout a document. Do not single-space any part of the document.

When using headings in MLA, title the main sections (Level 2 headers) in a different style font than the paper's title, e.g., in small caps.

The paragraph after the Level 2 headers start flush left after the headings.

with a third section that offers research questions that could be answered in future versions of this paper and conclude with a fourth section that discusses the importance of expanding this particular project. I also include an appendix after the Works Cited that contains images of the three handbooks I examined. Before I can begin the examination of the three handbooks, however, I need to provide an historical context in which the books were written, and it is to this that I now turn.

HISTORICAL CONTEXT

The nineteenth century saw many changes to daily American life with an increase in population, improved methods of transportation, developments in technology, and the rise in the importance of science. These events impacted all aspects of nineteenth century American life (most significantly, those involved in slavery and the Civil War).

However, one part of American life was affected that is quite often taken for granted: the life of the American farmer.

Use another style, e.g., italics, to differentiate the Level 3 headers from the Level 2 headers. The paragraph continues directly after the header.

Population and Technological Changes. One of the biggest changes, as seen in nineteenth century America's census reports, is the dramatic increase in population. The 1820 census reported that over 10 million people were living in America; of those 10 million, over 2 million were engaged in agriculture. Ten years prior to that, the 1810 census reported over 7 million people were living in the states; there was no category for people engaged in agriculture. In this ten-year time span, then, agriculture experienced significant improvements and changes that enhanced its importance in American life.

One of these improvements was the developments of canals and steamboats, which allowed farmers to "sell what has previously been unsalable [sic]" and resulted in a

Use personal pronouns (I, we, us, etc.) at your instructor's discretion.

Headings, though not required by MLA style, can help the overall structure and organization of a paper. Use them at your instructor's discretion to help your reader follow your ideas.

If there is a grammatical, mechanical, or spelling error in the text you are citing, type the quote as it appears. Follow the error with "[sic]."

"substantial increase in [a farmer's] ability to earn income" (Danhof 5). This improvement allowed the relations between the rural and urban populations to strengthen, resulting in an increase in trade. The urban population (defined as having over 2,500 inhabitants) in the northern states increased rapidly after 1820.¹ This increase accompanied the decrease in rural populations, as farmers who "preferred trade, transportation, or 'tinkering'" to the tasks of tending to crops and animals found great opportunities in the city (Danhof 7). Trade and transportation thus began to influence farming life significantly. Before 1820, the rural community accounted for eighty percent of consumption of farmers' goods (Hurt 127). With the improvements in transportation, twenty-five percent of farmers' products were sold for commercial gain, and by 1825, farming "became a business rather than a way of life" (128). This business required farmers to specialize their production and caused most farmers to give "less attention to the production of surplus commodities like wheat, tobacco, pork, or beef" (128). The increase in specialization encouraged some farmers to turn to technology to increase their production and capitalize on commercial markets (172).

In-text citations occur after the quote but before the period. The author's/authors' name/s go before the page number with no comma in between.

Use endnotes to explain a point in your paper that would otherwise disrupt the flow of the text.

Insert the footnote after the punctuation mark that concludes the sentence.

The technology farmers used around 1820 was developed from three main sources: Europe, coastal Native American tribes in America, and domestic modifications made from the first two sources' technologies. Through time, technology improved, and while some farmers clung to their time-tested technologies, others were eager to find alternatives to these technologies. These farmers often turned to current developments in Great Britain and received word of their technological improvements through firsthand knowledge by talking with immigrants and travelers. Farmers also began planning and conducting experiments, and although they lacked a truly scientific approach, these farmers engaged

in experiments to obtain results and learn from the results.² Agricultural organizations

→ were then formed to "encourage . . . experimentation, hear reports, observe results, and exchange critical comments" (Danhof 53). Thus, new knowledge was transmitted orally from farmer to farmer, immigrant to farmer, and traveler to farmer, which could result in the miscommunication of this new scientific knowledge. Therefore, developments were made for knowledge to be transmitted and recorded in a more permanent, credible way: by print.

If you delete words from the original quotation, insert an ellipsis, three periods with a space between and after each one.

Body paragraphs often (but don't always) have these four elements: a transition, a topic sentence, evidence, and a brief wrap-up sentence.

Notice how this paragraph begins with a transition. The topic sentence follows the transition, and it tells readers what the paragraph is about. Direct quotes are used to support this topic sentence.

The Distribution of New Knowledge. Before 1820 and prior to the new knowledge farmers were creating, farmers who wanted print information about agriculture had their choice of agricultural almanacs and even local newspapers to receive information (Danhof 54). After 1820, however, agricultural writing took more forms than almanacs and newspapers. From 1820 to 1870, agricultural periodicals were responsible for spreading new knowledge among farmers. In his published dissertation *The American Agricultural Press 1819-1860*, Albert Lowther Demaree presents a "description of the general content of [agricultural journals]" (xi). These journals began in 1819 and were written for farmers, with topics devoted to "farming, stock raising, [and] horticulture" (12). The suggested "birthdate" of American agricultural journalism is April 2, 1819 when John S. Skinner published his periodical *American Farmer* in Baltimore. Demaree writes that Skinner's periodical was the "first continuous, successful agricultural periodical in the United States" and "served as a model for hundreds of journals that succeeded it" (19). In the midst of the development of the journal, farmers began writing handbooks. Not much has been written on the handbooks' history, aside from the fact that C.M. Saxton & Co. in New York was the major handbook publisher. Despite the lack of

Transitions connect paragraphs and unify writing.

Notice how this paragraph ends with a brief mention of print sources and the next paragraph begins with a discussion of print information.

Titles of published works (books, journals, films, etc.) are now italicized instead of underlined.

The paragraph ends with a wrap-up sentence, "Despite the lack . . .", while transitioning to the next thought.

information about handbooks, and as can be seen in my discussion below, these handbooks played a significant role in distributing knowledge among farmers and in educating young farmers, as I now discuss.

Farming's Influence on Education. One result of the newly circulating print information was the "need for acquiring scientific information upon which could be based a rational technology" that could "be substituted for the current diverse, empirical practices"

(Danhof 69). In his 1825 book *Nature and Reason Harmonized in the Practice of Husbandry*, John Lorain begins his first chapter by stating that "[v]ery erroneous theories have been propagated" resulting in faulty farming methods (1). His words here create a framework for the rest of his book, as he offers his readers narratives of his own trials and errors and even dismisses foreign, time-tested techniques farmers had held on to: "The knowledge we have of that very ancient and numerous nation the Chinese, as well as the very located habits and costumes of this very singular people, is in itself insufficient to teach us . . ." (75). His book captures the call and need for scientific experiments to develop new knowledge meant to be used in/on/with American soil, which reflects some farmers' thinking of the day.

By the 1860s, the need for this knowledge was strong enough to affect education. John Nicholson anticipated this effect in 1820 in the "Experiments" section of his book *The Farmer's Assistant; Being a Digest of All That Relates to Agriculture and the Conducting of Rural Affairs; Alphabetically Arranged and Adapted for the United States:*

Use block quotations when quoted text runs longer than four lines once typed in your paper.

→ Perhaps it would be well, if some institution were devised, and supported at the expense of the State, which would be so organized as would tend most effectually to produce a due degree of emulation among Farmers, by rewards and honorary distinctions conferred by those who, by their successful experimental efforts and improvements, should render themselves duly entitled to them.³ (92) ←

Block quotes begin on a new line, are double-spaced, and are indented half an inch from the margin. Do not add quotation marks not present in the original. The citation information (author name and page number) follows the quote's end punctuation.

Part of Nicholson's hope was realized in 1837 when Michigan established their state university, specifying that "agriculture was to be an integral part of the curriculum" (Danhof 71). Not much was accomplished, however, much to the dissatisfaction of farmers, and in 1855, the state authorized a new college to be "devoted to agriculture and to be independent of the university" (Danhof 71). The government became more involved in the creation of agricultural universities in 1862 when President Lincoln passed the Morrill Land Grant College Act, which begins with this phrase: "AN ACT Donating Public Lands to the several States and Territories which may provide Colleges for the

→ Benefit of Agriculture and Mechanic Arts [sic]." The first agricultural colleges formed under the act suffered from a lack of trained teachers and "an insufficient base of knowledge," and critics claimed that the new colleges did not meet the needs of farmers (Hurt 193).

Congress addressed these problems with the then newly formed United States Department of Agriculture (USDA). The USDA and Morrill Act worked together to form

"... State experiment stations and extension services ... [that] added [to] ... localized research and education ..." (Baker et al. 415). The USDA added to the scientific and educational areas of the agricultural field in other ways by including research as one of the organization's "foundation stone" (367) and by including these seven objectives:

- (1) [C]ollecting, arranging, and publishing statistical and other useful agricultural information; (2) introducing valuable plants and animals; (3) answering inquiries of farmers regarding agriculture; (4) testing agricultural implements; (5) conducting chemical analyses of soils, grains, fruits, plants, vegetables, and manures; (6) establishing a professorship of botany and entomology; and (7) establishing an agricultural library and museum. (Baker et al. 14)

Periods occur before the end quotation mark if the citation information is given already in the sentence.

← If a source has three or more authors, use the first author's last name followed by "et al."

These objectives were a response to farmers' needs at the time, mainly to the need for experiments, printed distribution of new farming knowledge, and education. Isaac Newton, the first Commissioner of Agriculture, ensured these objectives would be realized by stressing research and education with the ultimate goal of helping farmers improve their operations (Hurt 190).

Before the USDA assisted in the circulation of knowledge, however, farmers wrote about their own farming methods. This brings me to my next section in which I examine three handbooks written by farmers and connect my observations of the texts with the discussion of agricultural history I have presented above.

Note: Sections of this paper have been omitted to shorten the length of the paper

CONCLUSION

Because this is a Level 2 header, the paragraph is not indented.

From examining Drown's, Allen's, and Crozier and Henderson's handbooks in light of nineteenth century agricultural history, I can say that science and education seem to have had a strong influence on how and why these handbooks were written. The authors' ethos is created by how they align themselves as farmers with science and education either by supporting or by criticizing them. Regardless of their stance, the authors needed to create an ethos to gain an audience, and they did this by including tables of information, illustrations of animals and buildings, reasons for educational reform, and pieces of advice to young farmers in their texts. It would be interesting to see if other farming handbooks of the same century also convey a similar ethos concerning science and education in agriculture. Recovering more handbooks in this way could lead to a better, more complete understanding of farming education, science's role in farming and education, and perhaps even an understanding of the rhetoric of farming handbooks in the nineteenth century.

The conclusion "wraps up" what you have been discussing in your paper.

Notes

Center the title "Notes,"
using 12-point Times
New Roman font.

Endnotes begin on a new page after the paper but before the Works Cited. Double-space all entries and indent each entry 0.5" from the margin. Use size 12 Times New Roman font.

1. Danhof includes "Delaware, Maryland, all states north of the Potomac and Ohio rivers, Missouri, and states to its north" when referring to the northern states (11).
2. For the purposes of this paper, "science" is defined as it was in nineteenth century agriculture: conducting experiments and engaging in research.
3. Please note that any direct quotes from the nineteenth century texts are written in their original form, which may contain grammar mistakes according to twenty-first century grammar rules.

The Works Cited page is a list of all the sources cited in your paper.

Works Cited

Allen, R.L. *The American Farm Book; or Compend of American Agriculture; Being a Practical Treatise on Soils, Manures, Draining, Irrigation, Grasses, Grain, Roots, Fruits, Cotton, Tobacco, Sugar Cane, Rice, and Every Staple Product of the United States with the Best Methods of Planting, Cultivating, and Preparation for Market*. Saxton, 1849.

Baker, Gladys L., et al. *Century of Service: The First 100 Years of the United States Department of Agriculture*. [Federal Government], 1996.

Danhof, Clarence H. *Change in Agriculture: The Northern United States, 1820-1870*. Harvard UP, 1969.

Demaree, Albert Lowther. *The American Agricultural Press 1819-1860*. Columbia UP, 1941.

Drown, William, and Solomon Drown. *Compendium of Agriculture or the Farmer's Guide, in the Most Essential Parts of Husbandry and Gardening; Compiled from the Best American and European Publications, and the Unwritten Opinions of Experienced Cultivators*. Field, 1824.

"Historical Census Browser." *University of Virginia Library*. 2007.

→ www.mapserver.lib.virginia.edu/. Accessed 6 Dec. 2008.

Hurt, R. Douglas. *American Agriculture: A Brief History*. Iowa State UP, 1994.

Lorain, John. *Nature and Reason Harmonized in the Practice of Husbandry*. Carey, 1825.

"Morrill Land Grant Act of 1862." *Prairie View A&M*, 2003. www.pvamu.edu/library/about-the-library/history-of-the-library-at-prairie-view/1890-land-grant-history/. Accessed 6 Dec. 2008.

The Works Cited page begins on a new page. Center the title "Works Cited" without underlining, bolding, or italicizing it. If there is only one entry, title this page "Work Cited."

If a source has three or more authors, only the first one shown in the source is given. It is followed by *et al.*

MLA now requires URLs (when possible) when citing online sources. Omit "http://" from the address. The date of access is optional, but be sure to include it whenever possible, since online works can be changed or removed at any time.

MLA now requires only the publisher, and not the city of publication. The 8th edition also does not require sources to have a publication marker, (such as "Print").

If a print source does not list a publisher and you can infer who the publisher is, place the publisher's name in brackets.

List the title of the source in quotation marks, and the title of the container in italics, followed by a comma and the date of publication. Since this is an online source, include the URL and date of access.

Nicholson, John. *The Farmer's Assistant; Being a Digest of All That Relates to Agriculture and the Conducting of Rural Affairs; Alphabetically Arranged and Adapted for the United States*. Warner, 1820.

MLA Guide Source: Purdue's Online Writing Lab (O.W.L.)

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/documents/2018_0702110400_747-2.pdf

W1 Day 5: Adding Sources

Instructions: Today you will finish formatting your essay and finding your source. Your main task is to choose part of the source that you found to talk about in your mini essay. This means you will need to edit and revise your mini-essay to include the new information.

- Finish fixing your mini-essay so that it is in proper MLA 8th Edition format.
- Finish finding a source to use in your mini-essay
- Add a Source:** Find a quote or part of your chosen source that you want to reference in your mini-essay. Use an in-text citation to reference your chosen source, and provide a citation at the end of your essay in the “Works Cited” section.
- Find and add another source** (optional): This is an optional task for students who finish quickly. Try adding 2 sources rather than 1.

Tips for adding Sources:

- ✓ Choose part of your source that strengthens the topic of your mini-essay. Since you are likely just an inexperienced student, something written by an expert will strengthen the quality of your mini-essay by making it more credible and believable. Some good options are expert opinions, scientific data, or statistics.
- ✓ When you add information to your mini-essay from your source, and then you cite your source in the text, the next sentence needs to be your own words explaining what that information means to your topic or why you included that information. You will add your own thoughts and ideas to the sourced information. This is how you build ideas on top of ideas. This is how you show that you are honest and explicit.

Daily Reflection – Week 1 Day 5

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

W1 Day 6-7: Editing & Reformatting

Instructions: How well did you do on your mini-essay? Today will be a day to reflect on that question and then to make final adjustments based on your answers. After you make all adjustments, you will give your mini-essay a final score.

- Assignment:** Complete a discussion assignment about your mini-essay.
- Final Edit & Revise:** Make final changes to your mini-essay based on our answers.
- Assessment:** Complete a scoring assessment of your mini-essay.

Daily Reflection – Week 1 Day 6

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

Day 7 has no schedule. The last day of each week is meant to be a free day.

Week 1 Day 6 Discussion Assignment

Instructions: Have your mini-essay in front of you and look through it while answering these questions. Write detailed and specific answers. Take your time to consider your honest thoughts.

- 1) Why did you choose this topic for your mini-essay?
- 2) Who do you imagine would ever want to read this essay? Explain.
- 3) Are you satisfied with the mini-essay as it is? Explain.
- 4) What is the strongest aspect of your mini-essay?
- 5) What is the weakest aspect of your mini-essay?
- 6) Can you think of any ways you could improve your mini-essay? If so, make a list.
- 7) When you read this essay, does it sound like it is very connected from beginning to end, or does it sound like a bunch of ideas pasted together? Explain.
- 8) Can you identify any parts of your mini-essay that remind you of the type of essay you might produce on a college exam? Which parts? Explain.
- 9) Does your mini-essay have 3 parts, a beginning, middle, and end? Where does each part start and stop? Write down the answer and explain how you identified each distinct part.

Week 1 Day 6 Mini-Essay Assessment

Yes	No	Instructions: Read the question and answer “Yes” or “No”, then award yourself the number of points below your answer and next to your question.
		Example: if you answer “No” to question 1, you will award yourself 1 point.
5	1	①. In your opinion, compared to your average essay writing skills, did you write a good essay?
5	1	②. Is your mini-essay in proper MLA format? With at least 1 in-text citation and a proper citation at the end on the “Works Cited” page?
3	1	③. Did you use a spelling checker on your mini-essay?
2	1	④. Did you use an online tool to check your mini-essay for plagiarism?
5	2	⑤. Is your mini-essay longer than 400 words?
5	1	⑥. Is your mini-essay shorter than 1000 words?
5	1	⑦. Did you think about who will be reading your mini-essay before you wrote it?
1	3	⑧. Do you notice any words that are repeated too often?
1	2	⑨. Did you often use organizing words to start your ideas such as: first, second, third?
1	3	⑩. Did you use any special idioms or phrases such as, “On the one hand / On the other hand” or “Every sword has two edges”?
1	3	⑪. Did you write in a collective first person voice, such as “Most people want to live our life in a moral way. We get in our car and go to work...” ?
3	1	⑫. Is your conclusion longer than 2 sentences?
5	1	⑬. Does your introduction begin with a hook, or an interesting sentence such as a fact, quote, or personal story?
5	1	⑭. Does your mini-essay have a thesis statement?
6	1	⑮. Do you support all of your ideas and opinions with specific reasons or examples or evidence?
		TOTAL YES and NO points
		TOTAL SCORE:
		Maximum 64 points

Final Note: You might want to know about some of these assessment questions. For example, why should you get a lower score for using organizing words? Or why should you get a lower score for using a special idiom or phrase such as the ones mentioned? These questions will be answered later in the course, but for now, the short answer is that these techniques are bad habits that Chinese students have and we want to break these habits to produce better writing.

Week 2: Getting Started With The Project

Week 2 Description:

Week 2 will begin the process of constructing an essay from the very beginning. When Week 2 is completed, students will have all parts of the essay but not in its final, polished form.

Objectives: After completing Week 2, students should be familiar with:

- ①. How to begin planning a successful paper through audience and topic choice
- ②. What is needed to write a successful thesis statement and the purpose
- ③. How to organize a paper, what to write in an introduction, and how to construct the body text
- ④. Finding sources and citing them more easily

Week 2 Checklist: Check the tasks as you complete them

<input checked="" type="checkbox"/> Week 2: Starting the Course Project	
	Day 1 Complete Reading: Targeting an Audience
	Day 1 Choose a Topic for the Course Project
	Day 1 Daily Reflection
	Day 2 Complete Reading: Essay Organization
	Day 2 Read the Outline
	Day 2 Begin Pre-Writing or Brainstorming for the Course Project
	Day 2 Daily Reflection
	Day 3 Use the outline to arrange and organize ideas
	Day 3 Find 3+ credible sources
	Day 3 Daily Reflection
	Day 4 Complete Reading on Thesis Statements
	Day 4 Write a Thesis Statement (it can be changed later)
	Day 4 Daily Reflection
	Day 5 Complete Reading on Writing the Body
	Day 5 Write the body text using the sources and adding your own voice
	Day 5 Daily Reflection
	Day 6 Complete Reading on Introductions
	Day 6 Write an Introduction
	Day 6 Daily Reflection
<input checked="" type="checkbox"/>	Day 7 No Schedule (Free Day)

W2 Day 1: Choosing a Topic

Instructions: The work today might seem light, but it's very important. The amount of work factors in the amount of thought that you might need to put into accomplishing the task. Everything you do after today will be based on your choice, so choosing the right topic is going to have a powerful impact on your success moving forward.

- Reading:** Choosing a Topic
- Task:** Choose a topic for your researched essay

Topic & Audience: Choosing a topic can be difficult. In order to succeed not only in this course, but as an academic writer or researcher, you need to learn to take an interest in your topic. I always recommend to my students that they think about something practical. Think about a need for your family, or for the city where you live, or for your school, or for your community, or for your nation, or for the world. Start asking questions. Find your curiosity. Your questions are going to drive you to finding answers. That's called research, and then you just need to record the information you find and write down your own analysis, thoughts, observations, or opinions. You can start with your own life. For example, maybe you stay up late at night. Why? Start searching for answers. Why do university students stay up late and work? Find academic articles and credible studies that have investigated the answer. The bottom line is that if you find a topic that relates to your life, your work, your family, your society, your nation, your interests or passions, you can tap into a natural desire and natural motivation to learn about it a complete a research paper that has real value. Normally another first step is to ask yourself who your audience or reader will be, but since you are writing an academic essay, this question is already taken care of.

Daily Reflection – Week 2 Day 1

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

Week 2 Day 1 Reading: Choosing a Topic (1 of 2)

Steps to Writing Well: p. 5-7

Wyrick, Jean. *Cheng Gong Xie Zuo Ru Men = Steps to Writing Well*. Bei Jing Da Xue Chu Ban She, 2016.

Select something in which you currently have a strong interest. If the essay subject is left to you, think of something fun, fascinating, or frightening you've done or seen lately, perhaps something you've already told a friend about. The subject might be the pleasure of a new hobby, the challenge of a recent book or movie, or even the harassment of registration—anything in which you are personally involved. If you aren't enthusiastic enough about your subject to want to spread the word, pick something else. Bored writers write boring essays. Don't feel you have nothing from which to choose your subject. Your days are full of activities, people, joys, and irritations. Essays do not have to be written on lofty intellectual or poetic subjects—in fact, some of the world's best essays have been written on such subjects as china teacups, roast pig, and chimney sweeps. Think: what have you been talking or thinking about lately? What have you been doing that you're excited about? Or what about your past? Reflect a few moments on some of your most vivid memories; special people, vacations, holidays, childhood hideaways, your first job or first date—all are possibilities.

Still searching? Make a list of all the subjects on which you are an expert. None, you say? Think again. Most of us have an array of talents we hardly acknowledge. Perhaps you play the guitar or make a mean pot of chili or know how to repair a sports car. You've trained a dog or become a first-class house sitter or gardener. You know more about computers or old baseball cards than any of your friends. You play soccer or volleyball or Ping-Pong. In other words, take a fresh, close look at your life. You know things that others don't . . . now is your chance to enlighten them! If a search of your immediate or past personal experience doesn't turn up anything inspiring, try looking in your local or campus newspaper for stories that arouse your strong feelings; don't skip the editorials or "Letters to the Editor" column. What are the current topics of controversy on your campus? How do you feel about a particular graduation requirement? Speakers or special-interest groups on campus? Financial aid applications? Registration procedures? Parking restrictions? Consider the material you are studying in your other classes: reading *The Jungle* in a literature class might spark an investigative essay on the hot dog industry today, or studying previous immigration laws in your history class might lead you to an argument for or against current immigration practices. Current news magazines or Web sites might suggest timely essay topics on national or international affairs that affect your life. In addition, there are, according to the search engine Technorati, over 112 million online blogs, personal web logs that offer diverse—and often controversial—opinions on almost every subject, from politics to entertainment, hobbies, health, and home. Any one of these print or online sources might present an idea or argument that invites your thoughtful response. In other words, when you're stuck for an essay topic, take a closer look at your environment: your own life—past, present, and future; your hometown; your campus and college town; your state; your country; and your world. You'll probably discover more than enough subjects to satisfy the assignments in your writing class.

Narrow a large subject. Once you've selected a general subject to write on, you may find that it is too broad for effective treatment in a short essay; therefore, you may need to narrow it somewhat. Suppose, for instance, you like to work with plants and have decided to make them the subject of your essay. The subject of "plants," however, is far too large and unwieldy for a short essay, perhaps even for a short book. Consequently, you must make your subject less general. "Houseplants" is more specific, but, again, there's too much to say.

Week 2 Day 1 Reading: Choosing a Topic (2 of 2)

Source: Steps to Writing Well (p. 5-7)

Wyrick, Jean. *Cheng Gong Xie Zuo Ru Men = Steps to Writing Well*. Bei Jing Da Xue Chu Ban She, 2016.

“Minimum-care houseplants” is better, but you still need to pare this large, complex subject further so that you can treat it in depth in your short essay. After all, there are many houseplants that require little attention. After several more tries, you might arrive at more specific, manageable topics, such as “houseplants that thrive in dark areas” or “the easy-care Devil’s Ivy.” Then again, let’s assume you are interested in sports. A 500-to-800-word essay on “sports” would obviously be superficial because the subject covers so much ground. Instead, you might divide the subject into categories such as “sports heroes,” “my years on the high school tennis team,” “women in gymnastics,” “my love of running,” and so forth. Perhaps several of your categories would make good short essays, but after looking at your list, you might decide that your real interest at this time is running and that it will be the topic of your essay.

Finding Your Essay’s Purpose and Focus

Even after you’ve narrowed your large subject to a more manageable topic, you still must find a specific *purpose* for your essay. Why are you writing about this topic? Do your readers need to be informed, persuaded, entertained? What do you want your writing to accomplish? In addition to knowing your purpose, you must also find a clear *focus* or direction for your essay. You cannot, for example, inform your readers about every aspect of running. Instead, you must decide on a particular part of the sport and then determine the main point you want to make. If it helps, think of a camera: you see a sweeping landscape you’d like to photograph, but you know you can’t get it all into one picture, so you pick out a particularly interesting part of the scene. Focus in an essay works in the same way; you zoom in, so to speak, on a particular part of your topic and make that the focus of your paper.

Sometimes part of your problem may be solved by your assignment; your teacher may choose the focus of your essay for you by asking for certain specific information or by prescribing the method of development you should use (compare running to aerobics, explain the process of running properly, analyze the effects of daily running, and so forth). But if the purpose and focus of your essay are decisions you must make; you should always allow your interest and knowledge to guide you. Often a direction or focus for your essay will surface as you narrow your subject, but don’t become frustrated if you have to discard several ideas before you hit the one that’s right. For instance, you might first consider writing on how to select running shoes and then realize that you know too little about the shoe market, or you might find that there’s just too little of importance to say about running paths to make an interesting 500-word essay.

Let’s suppose for a moment that you have thought of a subject that interests you—but now you’re stuck. Deciding on something to write about this subject suddenly looks as easy as nailing Jell-O to your kitchen wall. What should you say? What would be the purpose of your essay? What would be interesting for you to write about and for readers to hear about?

At this point, you may profit from trying more than one prewriting exercise, designed to help you generate some ideas about your topic. The exercises described next are, in a sense, “pump primers” that will get your creative juices flowing again. Because all writers compose differently, not all of these exercises will work for you—in fact, some of them may lead you nowhere. Nevertheless, try all of them at least once or twice; you may be surprised to discover that some pump-primer techniques work better with some subjects than with others.

W2 Day 2: Essay Organization

Instructions: Today you should have a topic chosen that you are naturally interested to learn more about. Now you will be introduced to excellent ways to organize your essay. Read about how to organize your essay, then read through the sample outline. If you plan to write an argumentative essay, you can use this sample as your own outline and just fill in the details. If your essay is not argumentative, you can still use this essay as a start and just make a few changes. After you have read through the sample outline and you get an idea about the different parts you will need for your essay, begin your pre-writing or brainstorming process and write down ideas that you might want to write in your essay. I also suggest you write down questions you have about your own topic and to search for those answers. Start your research right now to go along with your brainstorming. You might be tempted to start filling in your outline right now. That is tomorrow's task. Today, focus on brainstorming and pre-writing. Remember, you will need to support all of your ideas with strong reasoning and credible information, so just try to come up with as many ideas as you can today and you can eliminate some of them later.

- Reading:** How to organize your essay
- Reading:** Outline for an Argumentative Essay
- Assignment:** Begin Pre-Writing / Brainstorming about your Topic
 - Brainstorming and Pre-Writing is done on your own. There is no handout or guide.

Daily Reflection – Week 2 Day 2

Complete your Daily Reflection after you have finished today's required tasks.

1. **How much time did you spend working on this course today?**
2. **How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
3. **What did you do well today?**
4. **Is there anything you think you did poorly? Explain.**
5. **Can you think of any way to improve your self-studying for tomorrow? Explain.**

Organizing Your

When I teach essay organization, I like to have students visualize it as a whole. I expect that students taking this course already have a very firm grasp of the most basic essay organization. Basic essay outlines tend to look like the figure on the right. This visual is meant to show that the purpose of an introduction is to look ahead at what the essay will talk about in greater detail. The body text should be solid and strong, and it should work together to support the topic. The conclusion is a way to look back at the main ideas of the essay. However, this basic outline shown in figure 1 is not what we are trying to accomplish in this course, and that is why your current writing skills will not be enough to write an adequately professional and academic essay. It takes practice and it won't come easy.

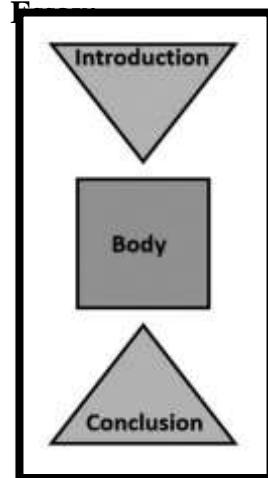
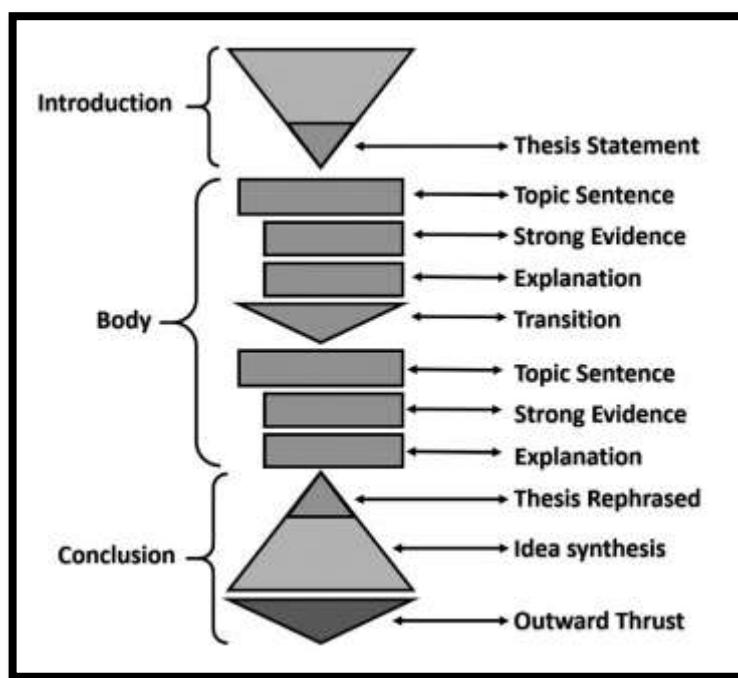


Figure 1



In this course, your goal is to eliminate those amateur writing techniques and produce something more advanced, more professional, and more academic. Figure 2 is a visualization of an advanced structure for an essay. The structure in the body of Figure 2 is repeated as many times as necessary, depending on how many supporting points you make. All other aspects of this outline will be discussed in this course at a later time, but first I will draw attention to the importance of the conclusion. In this course, you will give your conclusion an outward thrust that moves the reader from observer to participant.

Week 2 Day 2 Reading: Organization (1 of 6)

Writing@CSU Writing Guide

Organizing Documents

This Writing Guide was downloaded from the Writing@CSU website at Colorado State University on April 4, 2020 at 10:12 AM. You can view the guide at <https://writing.colostate.edu/guides/guide.cfm?guideid=29>. Copyright information and a citation can be found at the end of this document.

Main Page

In our conversations with others, we present our ideas in a logical order. This way, we make sense to our listeners. Typically, we relate events in the order they occurred, so our listeners don't become confused as they follow our ideas. In writing, the pattern we present our ideas in is called organization. Writers need to know about organizational patterns because readers expect what they read to make sense logically.

Choosing an organizational pattern for your writing means knowing what patterns are acceptable for your topic and within your discipline. Some types of organization work better than others, depending on the information you need to convey.

Definition of Organization

Steve Reid, English Department

To me, organization is the arrangement of the larger units of meaning in a paper. That's one of the things that's going to be very different from one course to the next. What are the expected patterns of organization? A lab report is very different from a scientific report, is very different from a poem, is very different from a report in the newspaper. All of these have their own patterns of organization, all of which are acceptable in specific disciplines.

Kate Kiefer, English Department

Organization typically refers to the large elements of text structure. Sometimes these elements are formalized in practice, as in the typical lab report, through consistent use of headings. Sometimes elements of organization are only informally acknowledged -like the thesis of an academic paper. Most writers across the university would agree, however, that organization refers to the ordering of ideas.

Week 2 Day 2 Reading: Organization (2 of 6)

Organization in writing is how ideas are presented. Typically, organization refers to the larger parts of a piece of writing, although it also refers to how paragraphs and sentences are written. The flow of a piece of writing affects how readers interpret ideas. If the organization does not provide readers with the information they are looking for in an orderly manner, they will quickly lose interest. Unorganized writing makes readers search for the information they need.

Types of Organization

Michel Muraski, Journalism and Technical Communication Department

Identifying different organizational patterns is important. For example, if I'm going to do an imperial research report, based on my original research, I would organize the paper based on inductive information where I take a specific observation and end up with a generalization about it. If I'm going to be comparing a choice among options, then I might want to organize my paper by way of comparing and contrasting. Organizational patterns depend on what information needs to be conveyed.

In writing, ideas are conveyed through various methods. Sometimes we discuss the causes of something without ever mentioning its effects. Other times, we present a general idea about a topic before we ever get to the specifics. And still other times, we relate details according to their importance.

Every time you sit down to write, you should rethink what type of organization you'll use. To choose a pattern, consider why you are writing and who will read your writing. What is the most effective way to present this information? The list below represents some common organizational patterns, although many more patterns exist. You should use only one pattern for the overall structure of your writing.

General Organization Patterns

Don Zimmerman, Journalism and Technical Communication Department

Each class in school or company you work for will have certain ways of organizing information. The trick is figuring out what are the accepted ways of organizing. These general patterns depend on what kind of report you're writing, a lab report, a progress report, a memo. Students often have trouble seeing the general pattern. A good way to figure out what the general patterns are is to back up and take a look at trade magazines, and other publications in the field you're writing for. Typically, in much writing, a problem is set up and a couple of examples are provided. Once you've figured out the general pattern, take a look at your content, think about your audience and pull it all together. Merely filling in the blanks on an outline won't give you a good idea of an organizational pattern.

Cause/Effect

Cause and effect are two different concepts. Using one or the other depends on what part of a situation you want to stress. Stating the causes and/or effects of a topic is helpful in persuading readers to make a decision about a topic.

Week 2 Day 2 Reading: Organization (3 of 6)

Causes tell readers why something happened. For example, numerous stolen bikes on campus cause students to register their bikes. Smoking causes lung cancer. Typing for many hours causes carpal tunnel.

Effects are the results of something. For example, fifty new bike racks were put on campus with funding from registered bikes. Twelve hundred smokers die every year from lung cancer. Carpal tunnel is now discussed in many employee training programs.

Chronological Order

Chronological order presents ideas according to the time in which they occurred. This type of organization is especially effective if you are describing a process, relaying a series of actions, or telling a story. For instance, to convey the plot of a novel or the procedures of an experiment, you would tell readers what happened first, second, etc.

Comparison

Steve Reid, English Department

The strategies we use for writing have common organizational patterns. If I'm going to define something, what I do is I take a specific case, and I look at the class of objects or things to which it belongs, and then I say, "Here's how it belongs to this class, but here's how it differs from something else." For example, a computer is a writing instrument, so how is it different from a pencil, which is also a writing instrument? Then, within the act of definition, there are organizational patterns.

Comparisons allow you to analyze and evaluate two or more concepts. You can compare two concepts by showing either the differences or the similarities between them. This type of organization is especially effective in showing how one concept is better than another. This way, you can persuade readers to choose one over another. For example, car commercials constantly use comparisons to show us how a specific car gets more mileage than other cars.

When you use comparisons between two or more objects, be sure to compare them on the SAME issues. For instance, to show the differences between a Ford Escort, a GEO Prism, and a Honda Civic, you might examine only passenger space, engine size, and trunk size, depending on what issues will interest your readers the most.

Related Information: Alternating Organization

An alternating organization stresses the points you wish to make about the concepts you are comparing. An outline of an alternating organization looks like this:

- I. Passenger Size
 - a. Ford Escort
 - b. GEO Prism
 - c. Honda Civic
- II. Engine Size
 - a. Ford Escort

Week 2 Day 2 Reading: Organization (4 of 6)

- b. GEO Prism
 - c. Honda Civic
- III. Trunk Size
- a. Ford Escort
 - b. GEO Prism
 - c. Honda Civic

Related Information: Divided Organization

A divided organization stresses the actual concepts you are comparing. An outline of divided organization looks like this:

- I. Ford Escort
 - a. Passenger Size
 - b. Engine Size
 - c. Trunk Size
- II. GEO Prism
 - a. Passenger Size
 - b. Engine Size
 - c. Trunk Size
- III. Honda Civic
 - a. Passenger Size
 - b. Engine Size
 - c. Trunk Size

Emphatic Order

Emphatic order requires you to arrange your ideas according to their importance. Do you want your strongest, most important point to hit the reader immediately or do you want these points to appear near the end? Depending on your topic and your purpose, you should consider what effect these points may have upon your readers. For instance, you might save the strongest point until last, so you can build all your arguments and leave readers with a lasting impression.

General to Specific Order

Kate Kiefer, English Department

Composition folks talk about organization as typical patterns of presenting ideas: general to specific, specific to general, spatial, hierarchical (most to least important) and so on. Obviously, these patterns can apply both to paragraphs and to larger units of discourse, including several paragraphs in a chunk, a labeled section of a text, or the text as a whole.

With this type of organization, you can either: 1. make a general statement and support that statement with specific examples or 2. provide the reader with specific information and then make a general conclusion. Deciding on which of these two to use depends on why you are writing and what information your audience requires.

Week 2 Day 2 Reading: Organization (5 of 6)

How to Organize Your Writing

While the overall organization of your writing helps readers follow your ideas, you should also use organizational strategies. Just as street signs provide directions when you're driving, organizational strategies guide readers through your writing. Writing strategies prepare readers for the organization of your writing. These strategies include using visual clues to guide readers, as well as transitional markers from paragraph to paragraph.

Building Reader Expectations

Building reader expectations helps your readers anticipate the content of your writing. This way, readers are not caught off guard by upcoming details. You can build your readers' expectations by:

- Informing readers of what you are writing about within the first two paragraphs. A specific problem statement or thesis prepares readers for what will follow.
- Telling readers the order in which you will discuss your topic. For example, "In this proposal, I first provide a literature review, followed by my original research."
- Stating three ideas when you say three ideas exist. For example, "Faculty members voiced three opposing arguments."
- Providing a table of contents for longer reports.

Headings and Subheadings

Headings and subheadings visually show readers how your ideas are organized within your text. Each heading should accurately tell readers what each section covers. In addition, bolding and using different font sizes help readers locate the information they need. For some writing, especially scientific reports, it's helpful to number your sections.

Effective Transitions

Transitions alert readers of changes within your writing. By using transitions, your readers are prepared for the flow of your ideas. Effective transitions logically connect paragraphs with one another.

Transitions are used to:

- Introduce an idea:
First, readers will know this is the first idea.
- Introduce examples:
For example, this is a transition.

Week 2 Day 2 Reading: Organization (6 of 6)

- Indicate a contrast:
However, be sure your transitions accurately show how ideas relate to one another.
- Prepare readers for more information about the same idea:
In addition, transitions connect sentences to one another. Words such as "and," "or," "nor," "but," "so," "for," "yet" link sentences together.
- Indicate a conclusion:
Finally, readers will know this is the last idea.

Citation Information

Stephen Reid and Dawn Kowalski.. (1994 - 2012). Organizing Documents.
Writing@CSU. Colorado State University. Available at <https://writing.colostate.edu/guides/guide.cfm?guideid=29>.

Copyright Information

[Copyright © 1994-2020 Colorado State University](#) and/or [this site's authors, developers, and contributors](#). Some material displayed on this site is used with permission.

Writing@CSU: <https://writing.colostate.edu/guides/guide.cfm?guideid=29>

Classic Model for an Argument

No one structure fits all written arguments. However, most college courses require arguments that consist of the following elements. Below is a basic outline for an argumentative or persuasive essay. This is only one possible outline or organization. Always refer to your handbook for specifics.

I. Introductory Paragraph

- Your introductory paragraph sets the stage or the context for the position you are arguing for.
- This introduction should end with a thesis statement that provides your claim (what you are arguing for) and the reasons for your position on an issue.

A. *Your thesis:*

- states what your position on an issue is
- usually appears at the end of the introduction in a short essay
- should be clearly stated and often contains emphatic language (should, ought, must)

B. *Sample Argumentative Thesis*

- The production, sale, and possession of assault weapons for private citizens should be banned in the U.S.

II. Body of your Argument

A. *Background Information*

- This section of your paper gives the reader the basic information he or she needs to understand your position. This could be part of the introduction, but may work as its own section.

B. *Reasons or Evidence to Support your Claim*

- All evidence you present in this section should support your position. This is the heart of your essay. Generally, you begin with a general statement that you back up with specific details or examples. Depending on how long your argument is, you will need to devote one to two well-developed paragraphs to each reason/claim or type of evidence.
- Types of evidence include:
 - first-hand examples and experiential knowledge on your topic (specific examples help your readers connect to your topic in a way they cannot with abstract ideas)
 - Opinions from recognized authorities
 - The tipsheet on the three logical appeals covers the types of evidence you can use in argumentation.

1. **Claim:** Keeping assault weapons out of private citizens' hands can lower the increasing occurrences of barbaric public slayings

• *Evidence:*

- Jul 93 Law firm murders
- Columbine School Shootings
- University of Virginia incident

Week 2 Day 2 Sample Outline (2 of 2)

- How did these individuals gain access to weapons?
- 2. **Claim:** The ban on assault weapons is backed heavily by public opinion, major organizations, and even law enforcement.
 - **Evidence:**
 - 12% favor ban (Much 92 Timetable News)
 - Organizational endorsements
 - Nat'l Sheriff's Assoc./Intn'l Assoc. of Police Chiefs
- 3. **Claim:** The monetary and human costs incurred by crimes committed with assault weapons are too great to ignore.
 - **Evidence:**
 - 10,561 murders in 1990 by handguns
 - Study of 131 injured patients' medical expenses paid by public funds

III. Addressing the Opposite Side

- Any well-written argument must anticipate and address positions in opposition to the one being argued.
- Pointing out what your opposition is likely to say in response to your argument shows that you have thought critically about your topic. Addressing the opposite side actually makes your argument stronger!
- Generally, this takes the form of a paragraph that can be placed either after the introduction or before the conclusion.
 - A. **1st Opposing View: Strict gun control laws won't affect crime rate**
 - Refutation: Low murder rate in Britain, Australia (etc., where strict controls are in force).
 - B. **2nd Opposing View: Outlaws would still own guns**
 - Refutation: Any effort to move trend in opposite direction would benefit future generations

IV. Conclusion

- The conclusion should bring the essay to a logical end. It should explain what the importance of your issue is in a larger context. Your conclusion should also reiterate why your topic is worth caring about.
- Some arguments propose solutions or make prediction on the future of the topic.
- Show your reader what would happen if your argument is or is not believed or acted upon as you believe it should be.

Adapted from:

Simon & Schuster Handbook for Writers. Ed. Lynn Quitman Troyka, 6th ed. Upper Saddle River, NJ: Prentice Hall, 2002.

The Writer's Workplace. Ed. Sandra Scarry and John Scarry. 6th ed. Boston: Thomson Wadsworth, 2008.



Adapted from: Simon & Schuster Handbook for Writers. Ed. Lynn Quitman Troyka, 6th ed. Upper Saddle

W2 Day 3: Using an Outline

Instructions: The main goals for today that you need to complete are to research your topic and find 3+ credible sources that you can use in your paper. After that, start filling in an outline. Don't go overboard with the work, today. Keep your outline short. You don't need to write paragraphs today.

- Task 1:** Research your topic and find 3+ credible sources
 - **Optional:** Read the supplementary material on how to find credible sources
 - **Tip:** If you struggle to find sources, make a plan to visit your local library

- Task 2:** Make an outline of your paper and organize your ideas
 - **Tip:** Keep your outline short, do not write full paragraphs for your outline.

Daily Reflection – Week 2 Day 3

Complete your Daily Reflection after you have finished today's required tasks.

1. **How much time did you spend working on this course today?**

2. **How difficult was it? Easy / Moderate / Difficult / Very Difficult**
Why?

3. **What did you do well today?**

4. **Is there anything you think you did poorly? Explain.**

5. **Can you think of any way to improve your self-studying for tomorrow? Explain.**

Week 2 Day 3 (Optional Reading: Finding Credible Sources) (1 of 2)

Academic Receivers: Your audience

“One thing to keep in mind when you are writing things for an academic audience is that this particular group of readers, more than any other, values thorough research and analysis, clarity of expression, and careful documentation of the sources you use. You need to be able to formulate strong arguments and to analyze and evaluate the arguments that others are making on topics that are relevant to your own work.”

Source: Way, Jackie, et al. *The Anteaters Guide to Writing & Rhetoric*. Fountainhead Press, 2019, p.9

Why conduct research?

“The short answer is that we cannot know what knowledge is truly new without familiarizing ourselves with what is already known and with what others have previously said about what we know.”

Source: Way, Jackie, et al. *The Anteaters Guide to Writing & Rhetoric*. Fountainhead Press, 2019, p.50

What is a credible source?

“Of all these criteria, peer review is the most important—if the source is not peer reviewed, you should not count it as scholarly, even if it is written by an expert or includes a bibliography. For example, an op-ed piece in a newspaper written by a university professor is not a scholarly source; the writer’s goal is not to produce reliable knowledge, but rather to inform and influence public opinion. Nor is a *CQ Researcher* report a scholarly source, despite the fact that it cites its sources in an extensive bibliography.”

Source: Way, Jackie, et al. *The Anteaters Guide to Writing & Rhetoric*. Fountainhead Press, 2019, p.53

Evidence	Author	Audience	Characteristics	Where to find it
Social media post	Need to look up	General public, usually (popular)	Published within hours or days May contain opinion or unvetted information	Web, social media Historic social media very hard to locate
Newspaper article	Journalist, usually	General public (popular) Consider if it's a local, national, or international audience	Published within hours or days Need to evaluate for bias	Web, social media Historic news articles found in databases
Magazine article	Journalist or staff writer, usually	General public interested in the magazine's subject area (popular)	Published within weeks or months Sometimes more context than newspaper article Need to evaluate for bias	Web Databases
Scholarly article (a.k.a. academic, peer-reviewed)	Scholars	Scholars (scholarly)	Has gone through peer-review process New information Often very focused Bibliographies	Academic databases Google scholar
Academic book	Scholars	Varies from general public to advanced academic (scholarly)	Has gone through editing and some review University or academic publisher More context than scholarly articles Bibliographies	Library catalogs
Reports and data by advocacy groups and agencies	Varies—some scholars, some gov't agencies, but need to look up	General public through academic or professional (may be popular or scholarly)	May be scholarly, may be biased, may be data sets Requires evaluation	Often online, through group or agency's website

Source: Way, Jackie, et al. *The Anteaters Guide to Writing & Rhetoric*. Fountainhead Press, 2019, p.78

Week 2 Day 3 (Optional Reading: Finding Credible Sources) (2 of 2)

How can I find credible sources?

In this section, I will discuss some practical tools and techniques that you can use to hone your research skills. I would imagine that everyone already knows how to use a search engine like Google, or even Google Scholar. However, it's important to realize that a lot of information may not be available through Google. Reasons might include the following.

- The information is not free.
- The information is not indexed by Google.
- The information is not online.

Make sure that you don't short-change yourself by only knowing how to use one tool.

Finding Books

Sometimes, students shy away from using books for their research ("they're too long!"). However, books are great sources when you are getting started with research. They provide overviews and background material, and can help *contextualize* information about a subject. In other words, books can help us gain a broader understanding of what experts know and think about a subject. They can help us understand the historical dimensions of a topic and provide different ways of thinking about it. You find books in libraries by looking in a *catalog*. UCI's catalog is called **ANTPAC** (antpac.lib.uci.edu). You can search ANTPAC in many ways:

- **Title** if you know the name of the book.
- **Author** if you want books written by a particular person.
- **Keyword** if you want to see what's available on a subject.
- **Subject** if you know the exact subject heading for the book.

Finding Articles

Books are wonderful resources because they provide a lot of context for any given topic, and are usually written for a general audience. However, the vast majority of scholarly research is not published in book form. Instead, most scholars publish in academic (or "scholarly" or "peer-reviewed") journals. These journal articles tend to be written for other scholars, and can use very academic and specialized language. However, they are where you will see the greatest amount of verified research published, and they will usually include references to additional research in the form of a bibliography. One of the best ways to find journal articles is to look in an article database. The Libraries subscribe to hundreds of them. I like to think of databases as stores in a shopping mall. There are some databases that are very specialized in one particular area (like a boutique store), and there are some databases that are more generalized. Some databases carry content that overlaps with other databases, similar to how some stores carry the same items as other stores.

The Libraries try to make it easier for you to choose the correct database by organizing our resources into **Research Guides** (guides.lib.uci.edu). If we continue our shopping metaphor, these research guides are kind of like shopping centers for specific target audiences, meaning that you don't have to go looking everywhere for a particular store (in our case, a particular database). We have research guides for different subject areas, as well as research guides for specific classes. The Writing 39C research guide (Figure 5.5) is prominently displayed at the top of the research guides page (guides.lib.uci.edu/w39c)."

Source: Way, Jackie, et al. *The Anteaters Guide to Writing & Rhetoric*. Fountainhead Press, 2019, p.79-82

W2 Day 4: The Thesis Statement

Instructions: Today, finish the reading about writing a Thesis Statement. When you're done, spend a little time trying to write one until you have something you can live with. It doesn't need to be perfect. You are almost certainly going to rewrite your Thesis Statement later on.

- Reading:** Thesis Statements
- Task:** Attempt to write a Thesis Statement that is moderately acceptable or better

Thesis Statements: Few people enjoy writing thesis statements and even fewer people are satisfied with the one they write initially. Do not be intimidated by this task. It is difficult no matter what your level of experience. It gets easier with practice. Focus your energy on practicing. You can start by writing 3-5 thesis statements and then use today's reading to scrutinize whether or not any of them are acceptable and why.

Daily Reflection – Week 2 Day 4

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

Week 2 Day 4 Reading: Thesis Statements (1 of 7)

A Thesis Statement is an idea that expresses the driving thrust of your essay. It is most often written as the last sentence of an introduction to an essay and is most often just one sentence. It can less commonly be found earlier in the introduction and is sometimes written as two sentences.

A thesis statement should ignite thinking in your reader. It should be very specific and very detailed, and it will provide direction so your reader will know specifically what will be talked about.

A poorly written thesis statement will not be specific enough. When a thesis statement is not specific enough, the essay writer can feel overwhelmed with information. The topic can be much too large, and the essay writer might feel stress when trying to organize ideas. For example, a student might want to write the following:

Bad Thesis: “For a new business to be successful, it must embrace advertising on social media.”

Why is this a bad thesis? There are too many vague terms. The writer might understand what they mean, but the reader does not. What is “success” for a business? How is it measured? Which social media should be used? The term ‘social media’ covers a very broad array of online platforms. This topic is much too big to be covered well in an essay.

Here are some examples of Thesis Statements:

Janka (24) bought a pregnancy test and now is waiting for the results, which makes her nervous. One second may change her whole life, and she could become the mother of an unwanted child. To avoid this stressful situation, it was only necessary to have used a 43-year-old method of birth control – the birth control pill – once a day. It has been taken by approximately 80% of American women today (Okie, 2002), and its effectiveness is over 99% if used correctly (Planned Parenthood, 2003). However, some women still fear that taking the birth control pill could harm their health. In fact, the pill’s composition provides advantages to women, including prevention of ovarian cancer. There is also no connection between the pill and breast cancer, and its usage is possible while breastfeeding too. Although there are a few disadvantages to its use, the birth control pill is safe for women.

Ex1)

Ex1 Source: Whitaker, Anne. *Academic Writing Guide*.
www.vsm.sk/Curriculum/academicsupport/academicwritingguide.pdf.

Week 2 Day 4 Reading: Thesis Statements (2 of 7)

Conversation about love and gender roles in *The Great Gatsby* permeates and intertwines throughout several theories of literary interpretation. Antonia de Jesus Sales represents the popularity of this topic by calling love one of Fitzgerald's greatest themes (1). Therefore, the literature on it is extensive and widespread. The theories will be discussed in relation to each other according to common themes which they share. Viewing the written works in this way will allow readers to enjoy a more interesting perspective on how these themes tie different interpretations together, and how these perspectives discuss the topic of love and gender roles but may draw different conclusions from the same information. The four chosen themes for this literature review include Money and Power, Gender Roles, Sexuality, and Race. The idea will be to understand these themes from the different vantage points offered by recent scholarly sources as they relate to the love and gender roles represented by the characters in *The Great Gatsby*.

Ex2)

Ex2 Source) Palasz, Chris. "Love and Gender Roles in The Great Gatsby." 2019.

Education means considerably more than just teaching a student to read, write, and manipulate numbers. Computers, the Internet, and advanced electronic devices are becoming essential in everyday life and have changed the way information is gathered. How this new technology is utilized in the curriculum and managed by teachers will have an important role to play in widening the resource and knowledge base for all students. Technology affects the way teachers teach and students learn. To make the best use of information technology (IT), schools need a workable plan to fully integrate it into all aspects of the curriculum so students are taught how, why, and when to use technology to further enhance their learning.

Ex3)

Ex3 Source: "Sample Essay 1." OWLL, owl.massey.ac.nz/sample-assignments/sample-essay-1.php.

Week 2 Day 4 Reading: Thesis Statements (3 of 7)

Too much: *The steam engine was invented because America is a very large country and people needed to travel long distances so they could settle the frontier and find gold in California.*

Just right: *The invention of the steam engine changed the landscape of America, allowing people to travel further than they ever had before and speeding the settlement of the frontier.*

Ex4)

Too much: *The Boston Tea Party was the most important act of civil disobedience in the American colony because it protested unjust taxation without representation and was therefore the main cause of the Revolutionary War.*

Just right: *The Boston Tea Party was a significant act of civil disobedience that galvanized Americans around the issue of taxation without representation and helped spark the Revolutionary War.*

Ex5)

Ex 4-5 Source: Montante, Sarah. "Crafting a Thesis for an Expository Essay." *Scholastic*, Literary Cavalcade, Feb. 2004, http://teacher.scholastic.com/writeit/cavalcade/pdf/feb2004/p36-37_thesis_exp_essay.pdf

Week 2 Day 4 Reading: Thesis Statements (4 of 7)



School of Liberal Arts

University Writing Center

"Because writers need readers"

Cavanaugh Hall 427 University Library 2125

(317) 274-2049 (317) 278-8171

<http://liberalarts.iupui.edu/uwc/>

Thesis Statements: Revision

This handout, designed to help writers revise thesis statements early in the drafting process, defines “thesis statement” and “working thesis.” It offers characteristics of both weak and strong thesis statements so writers can learn to evaluate them. Writers can test thesis statements by asking themselves questions, because when writers question their own ideas, they actively deepen their thinking about their topic. Thus, this handout encourages writers to clarify their ideas by asking themselves questions and by using specific language to strengthen a thesis statement.

A **thesis statement**, an essay's main idea summarized in one or two sentences, is like a contract with your readers; it's the statement you'll support with evidence and specific details. A thesis statement is not, however, chiseled in stone. It evolves as you draft and discover what you have to say about your topic. A tentative or **working thesis statement** captures what you have to say about your topic as you begin drafting. Think of this as a hypothesis to be tested, as an idea that will change and become clearer as you write.

A **weak thesis** fails to make a claim. Instead, a weak thesis simply 1) restates a fact or an opinion that almost all readers already agree with, 2) tells readers something they already know, or 3) offers an unexamined opinion.

A **strong thesis** argues a point readers can disagree with; it makes a claim. It creates tension and takes an assertive stand on the writer's topic. A strong thesis rarely emerges on the first draft. Instead, a strong thesis results as you revise drafts, asking yourself questions about your topic in order to clarify your ideas. Because ideas develop as we write, during revision a writer will begin to see ways to strengthen the thesis so that it better reflects careful thinking and writing about the topic. Revising early thesis statements can also help a writer to narrow a topic and clarify audience and purpose.

To sharpen a working thesis throughout the writing process, question your thesis. The habit of challenging your own ideas by asking yourself questions helps you both develop (write more about) and analyze those ideas. Asking yourself questions about the words you choose to express your ideas (diction) can strengthen a working thesis.

Week 2 Day 4 Reading: Thesis Statements (5 of 7)

Suggestions for Strengthening a Thesis

1. Use specific language.

Some working thesis statements offer only vague, general ideas, expressed in vague, general language. Begin revision by circling all generic words such as *people*, *things*, *you*, *everyone*, *society*. Substitute more specific words for the circled terms.

Working thesis: *You should treat people the same and not do things that favor one group over another.*

What more specific words could this writer substitute for *you*? *Managers?* *Parents?* *Teachers?* *Coaches?* *Judges?*

What about *people*? *Night shift workers?* *Children?* *Students?* *Team members?* *Clients?*

Choosing specific words also establishes your credibility by letting readers know you have considered your topic and have something important to say about it.

Revised thesis: *Coaches should treat all team members equally and not favor one player over another.*

Several words have been changed in this version: You/Coaches; people/team members; group/player. The new words are no longer vague and general.

However, this revised thesis still makes a fairly obvious claim that most readers will already agree with. As you draft and revise, questioning can help you narrow your thesis by addressing particular issues. Audience--what specific group of people are you talking to? Purpose--what do you want to teach those folks about your topic? Topic—Are you talking about coaches at the elementary, high school, college, or professional level? Continue asking questions: *Why should coaches treat all team members fairly?* *What happens if they don't?* (Other team members feel left out. They think their contributions are not valued. They quit working hard.) *If coaches have favorite players on the team, what does that favoritism do to team morale?* (Morale suffers and players will not work together on the court to win.)

Revised again: *Basketball coaches should treat all team members equally and not favor one player over another because favoritism can damage team morale.*

The questioning strategy helped this writer narrow her topic to a discussion of basketball coaching. Purpose and audience are more specific. She has narrowed the topic to focus on basketball coaches; clearly, the audience will be readers interested in basketball. She will discuss the damaging effects of favoritism on player morale with undergrads studying to become coaches. She may “tweak” the thesis even more as drafting continues, but this thesis is more specific. It gives readers a clearer idea of what the paper will be about. Most importantly, it gives this writer a clearer idea what specific points and particulars to include in the draft.

2. Clarify ideas.

Underline the words or ideas that should be explained or “unpacked” so readers understand your exact meaning. Ask yourself questions to help develop your ideas.

Working thesis: *American schools are in sad shape.*

Week 2 Day 4 Reading: Thesis Statements (6 of 7)

This writer probably knows what he means by “*sad shape*,” but the readers do not. He needs to “unpack” those words for readers, explaining and clarifying meaning: *What does “sad shape” mean?* That the buildings are in disrepair? That playground facilities are dangerous and outdated? That students don’t have access to computers? That students are not adequately prepared for college work? That fine arts programs have been eliminated?

America is full of all kinds of schools. What specific one(s) does he want to write about? Elementary? Middle school? High school? Magnet schools? Inner city schools? Parochial schools? Private schools? Suburban schools?

Revised thesis: *Inner city high schools are not equipped with up-to-date computers.*

3. Examine verbs.

Check the verbs in your working thesis. Eliminate linking verbs (*is, was, has been, should be, etc.*) and avoid forms of *to be* (*are, were, is, was, etc.*) whenever possible and substitute strong action verbs. Ask yourself questions to better develop your ideas about your topic.

Working thesis: *Inner city high schools are not equipped with up-to-date computers.*

Linking verbs do exactly that – *they link sentence parts together*. They don’t do anything else. They don’t argue. They just say a situation exists. This writer’s thesis doesn’t take a stand on the use of up-to-date computers in high schools. Readers might respond to this unexamined opinion with “*So what?*” or “*What’s your point?*” Other readers might ask, “*Where’s the tension?*”

Are, a linking verb, is a clue that this writer needs to think more carefully about her topic. **Asking herself questions** can help this writer strengthen her thesis. Getting at some of the reasons behind this working statement can help:

Why do inner city schools lack up-to-date computers? Because parents don’t care? Because teachers lack training in computer instruction? Because Congress has cut aid to public schools? Because the city has cut property taxes?

What’s at stake if inner city students don’t get training on up-to-date computers? They’ll be seriously disadvantaged in college? They’ll not be prepared for jobs that require computer literacy?

Revised thesis: *Inner city schools without up-to-date computer labs fail to prepare students for college and the work place in a world increasingly dependent on computer literacy.*

4. Qualify language.

Check your thesis for broad, sweeping claims; statements like these are difficult to support. Limit or qualify the language of your thesis.

Working thesis: *IUPUI students come to campus for classes and are not interested in campus activities.*

Week 2 Day 4 Reading: Thesis Statements (7 of 7)

While the word *all* is not included in the thesis, it is implied: *[All] IUPUI students . . .* However, this writer's claim is not true of all IUPUI students. Many of them are deeply involved in campus organizations or hold jobs on campus that involve them in the life of the university. If the thesis is qualified to include "Some IUPUI students" or "IUPUI students who juggle full-time work and family responsibilities," this student's thesis becomes stronger and more accurate.

To say all 26,000 IUPUI students "*aren't interested*" oversteps this writer's claim too. "*Usually are not interested in participating in campus activities*" or "*seldom have time for campus organizations*" is more accurate.

Revised thesis: *Returning IUPUI students come to campus for classes, but because they juggle work and family commitments, seldom have time for campus organizations.*

*Written by Tere Molinder Hogue, Spring 2001, C.E.
Revised October 2014*

SCHOOL OF LIBERAL ARTS
INDIANA UNIVERSITY
University Writing Center
IUPUI



Source: Hogue, Tere Molinder. "Thesis Statements Revision." *Indiana University*, University Writing Center, Oct. 2014, https://liberalarts.iupui.edu/uwc/documents/Revising_Thesis_Statements.pdf

Optional for further reading:

Montante, Sarah. "Crafting a Thesis for an Expository Essay." *Scholastic*, Literary Cavalcade, Feb. 2004,
http://teacher.scholastic.com/writeit/cavalcade/pdf/feb2004/p36-37_thesis_exp_essay.pdf

W2 Day 5: Writing the Body & Using Sources

Instructions: Read about how to write body text and some problems to avoid. Then, use your outline and the advice from the reading to write the body text of your essay. Right now, you have not yet written the introduction or conclusion. That's okay. Don't do that today. I am intentionally saving those for later.

- Reading:** Writing the Body Text
- Task:** Write the Body Text using the sources and adding your own voice

Writing Body Text: If you have a strong foundation for your essay, this job won't be too bad. Use your outline and simply change it into sentences and paragraphs. You already have your ideas written. You will edit all of this later, so do not worry about making it perfect right now.

Daily Reflection – Week 2 Day 5

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

Week 2 Day 5 Reading: Writing Body Text (1 of 5)

P.I.E. Paragraph Structure

One way to think about structuring your paragraphs is to use the P.I.E. paragraph structure. Make sure each of your body paragraphs have the following parts:

- P = Point
- I = Information
- E = Explanation

Point

Make sure your paragraph has a point. Often, the point is the topic sentence.

- What is the point of this paragraph?
- What claim is being made?
- What will this paragraph prove or discuss?

Information

After establishing your point, state the relevant information about your topic. The information is the evidence used to support or develop the point.

- How is the point supported with specific data, experiences, or other factual material?
- What examples can you use to support your point?

Here are some ideas on the kinds of information you can include:

- Facts, details, reasons, examples
- Information from the readings or class discussions
- Paraphrases or short quotations
- Statistics, polls, percentages, data from research studies
- Personal experience or stories from your life or others

Explanation

The explanation is the writer's analysis, elaboration, evaluation, or interpretation of the point and information given, connecting the information with the point (topic sentence) and the thesis.

- What does the provided information mean?
- How does it relate to your overall argument?
- Why is this information important/significant/meaningful?

Writing Body Paragraphs

Follow these steps below to write good body paragraphs.

Week 2 Day 5 Reading: Writing Body Text (2 of 5)

Step 1: Decide the Topic of Your Paragraph

Before you can begin writing, you need to know what you are writing about. First, look at the writing prompt or assignment topic. As you look at the assignment prompt, note any key terms or repeated phrases because you will want to use those words in your response. Then ask yourself:

- What topic have I been asked to write about?
- What do I know about this topic already?
- If I don't know how to respond to this assignment, where can I go to find some answers?
- What does this assignment mean to me? How do I relate to it?

After looking at the prompt and doing some additional reading and research, you should better understand your topic and what you need to discuss.

Step 2: Develop a Topic Sentence

Before writing a paragraph, it is important to think first about the topic and then what you want to say about the topic. Most often, the topic is easy, but the question then turns to what you want to say about the topic. This concept is sometimes called the controlling idea.

Strong paragraphs are typically about one main idea or topic, which is often explicitly stated in a topic sentence. Good topic sentences should always contain both (1) a topic and (2) a controlling idea.

1. The topic – The main subject matter or idea covered in the paragraph.
2. The controlling idea – This idea focuses the topic by providing direction.

Examples of topic sentences:

- People can avoid plagiarizing by taking certain precautions.
- There are several advantages to online education.
- Effective leadership requires specific qualities that anyone can develop.

These examples contain a topic and a controlling idea. When your paragraph contains a clearly stated topic sentence, your reader will know what to expect and, therefore, understand your ideas better.

Step 3: Provide Information

After stating your topic sentence, you need to provide information to prove, demonstrate, clarify, and/or exemplify your point. Ask yourself:

- What examples can I use to support my point?
- What information can I provide to help clarify my thoughts?

Week 2 Day 5 Reading: Writing Body Text (3 of 5)

- How can I support my point with specific data, experiences, or other supporting evidence?
- What information does the reader need to know in order to see my point?
- Here is a list of the kinds of information you can add to your paragraph:
- Facts, details, reasons, examples
- Information from the readings or class discussions
- Paraphrases or short quotations
- Statistics, polls, percentages, data from research studies
- Personal experiences or stories from your life or others

Sometimes, adding transitional or introductory phrases like: “For example”, “For instance”, “First”, “Second”, or “Lastly” can help guide the reader. Also, make sure you are citing your sources appropriately.

Step 4: Give Your Paragraph Meaning

After you have given the reader enough information to see and understand your point, you need to explain why this information is important, relevant, or meaningful. Ask yourself:

- What does the provided information mean?
- How does it relate to my overall point, argument, or thesis?
- Why is this information important/significant/meaningful?
- How does this information relate to the assignment or course I am taking?

Step 5: Conclude

After illustrating your point with relevant information, add a concluding sentence. Concluding sentences link one paragraph to the next and provide another way to ensure your paragraph is unified. While not all paragraphs need a concluding sentence, you should always consider whether one is appropriate. Concluding sentences have two crucial roles in paragraph writing:

First, they draw together the information you have presented to elaborate your controlling idea by:

- Summarizing the point(s) you have made.
- Repeating words or phrases from the topic sentence.
- Using linking words that indicate that conclusions are being drawn (e.g., “therefore”, “thus”, “resulting”).

Second, they often link the current paragraph to the following paragraph. They may anticipate the topic sentence of the next paragraph by:

- Introducing a word/phrase or new concept which will then be picked up in the topic sentence of the next paragraph.
- Using words or phrases that point ahead (e.g., the following, another, other).

Week 2 Day 5 Reading: Writing Body Text (4 of 5)

Step 6: Revise and Proofread

The last step is to revise and proofread your paragraph. Before you submit your writing, look over your work at least one more time. Try reading your paragraph out loud to make sure it makes sense. Also, ask yourself these questions:

- Does my paragraph answer the prompt and support my thesis?
- Does it make sense? Does it use the appropriate academic voice?

Source: "Body Paragraphs." *Ashford Writing Center*, writingcenter.ashford.edu/body-paragraphs.

The four elements of a good paragraph (TTEB)

A good paragraph should contain at least the following four elements: **T**ransition, **T**opic sentence, specific **E**vidence and analysis, and a **B**rief wrap-up sentence (also known as a *warrant*) –TTEB!

1. A Transition sentence leading in from a previous paragraph to assure smooth reading. This acts as a hand-off from one idea to the next.
2. A Topic sentence that tells the reader what you will be discussing in the paragraph.
3. Specific Evidence and analysis that supports one of your claims and that provides a deeper level of detail than your topic sentence.
4. A Brief wrap-up sentence that tells the reader how and why this information supports the paper's thesis. The brief wrap-up is also known as the warrant. The warrant is important to your argument because it connects your reasoning and support to your thesis, and it shows that the information in the paragraph is related to your thesis and helps defend it.

Source: Purdue Writing Lab. "Body Paragraphs // Purdue Writing Lab." *Purdue Writing Lab*, owl.purdue.edu/owl/general_writing/common_writing_assignments/argument_papers/body_paragraphs.html.

NOTE: We will work on transitions on Week 3 Day 1 of this course.

Week 2 Day 5 Reading: Writing Body Text (5 of 5)

Writing body paragraphs

The body of the essay is where you fully develop your argument. Each body paragraph should contain one key idea or claim, which is supported by relevant examples and evidence from the body of scholarly work on your topic (i.e. academic books and journal articles).

Together, the body paragraphs form the building blocks of your argument.

How do I structure paragraphs?

The TEEL structure provides an effective way of organizing a paragraph. TEEL stands for Topic sentence, Explanation, Evidence, and Link. You may find it helpful to add C for Comment before Link. A paragraph structured this way would contain the following:

Topic sentence – the first sentence in a body paragraph that tells the reader what the main idea or claim of the paragraph will be.

Explanation – Explain what you mean in greater detail.

Evidence – Provide evidence to support your idea or claim. To do this, refer to your research. This may include: case studies, statistics, documentary evidence, academic books or journal articles. Remember that all evidence will require appropriate citation.

Comment – Consider the strengths and limitations of the evidence and examples that you have presented. Explain how your evidence supports your claim (i.e. how does it ‘prove’ your topic sentence?).

Link – summarize the main idea of the paragraph, and make clear how this paragraph supports your overall argument.

Example Paragraph:

One of the main obstacles to reaching international consensus on climate change action is the ongoing debate over which countries should shoulder the burden. Because the developed world has historically been responsible for the majority of greenhouse gas emissions, it has been argued that they should reduce emissions and allow developing nations to prioritise development over environmental concerns (Vinuales, 2011). The notion of ‘common but differentiated responsibility’ (CBDR) was formalised in the UN Framework Convention on Climate Change in Rio de Janeiro in 1992 (UNFCCC, 1992). Article 3.1 explicitly states ‘Accordingly, the developed country Parties should take the lead in combating climate change and the adverse effects thereof’ (p. 4). However, because CBDR outlines a principle and not an actionable plan it has remained problematic. For example, it does not stipulate the extent to which, under the principle of CBDR, developing nations should be exempt from specific emissions targets. This has continued to be a point of contention in global negotiations on climate change, with developed countries such as the USA arguing that developed nations should do more to reduce emissions (Klein et. al., 2017). Fairness and equity need to be pursued in reaching a global agreement on climate change, but transforming this into an actionable strategy is problematic.

Legend: Topic sentence ; Explanation ; Evidence / Example ; Comment ; Link

Source: “Writing Body Paragraphs.” *Research & Learning Online*, 24 Feb. 2020,
www.monash.edu/rlo/assignment-samples/assignment-types/writing-an-essay/writing-body-paragraphs.

W2 Day 6-7: Writing the Introduction & Being Explicit

Instructions: Read about how to write an introduction and then follow the advice to complete your essay's introduction.

- Reading:** How to write an introduction
- Task:** Write your essay's introduction

Writing an Introduction: Writing the introduction to an essay can be a very difficult and time-consuming task. I saved this task for the end of Week 2 in order to prevent more trouble. Now that you have written your outline, thesis statement, and body text, your introduction will be much easier because you know the content and thrust of your entire essay.

Daily Reflection – Week 2 Day 6

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

Day 7 has no schedule. The last day of each week is meant to be a free day.

Week 2 Day 6 Reading: Writing the Introduction (1 of 3)

The most difficult part of writing essays, for me, always used to be the part I did first: writing the introduction.

I have to believe that in total I've spent literal days of my life sitting in front of a computer screen, a blank word doc open in front of me, the cursor blinking expectantly at the far left of the page, waiting impatiently for the arrival of *It* — that perfect word, phrase, or central conceit that would invite my reader in, pull out a chair, and convince them to sit down for the better part of half an hour while I explain something.

It would almost always come, eventually, but only after a lot of anxiety and wasted time. And, even after that hurdle was cleared, I would immediately be faced with another, much greater challenge: coming up with a thesis to devote the rest of my essay to. Cue another two hours of hand-wringing and ‘more research,’ which is the aspiring academic’s polite name for aimlessly cycling between Wikipedia and YouTube.

As time wore on, I began to resent introductions. I resented having to balance the reader’s curiosity with accurately summarizing an argument I hadn’t even written yet for an idea I still only had the faintest grasp of. By the time I started college, I had developed a kind of snotty, purposefully graceless style of beginning my papers: my first sentences would be something along the lines of “The main thrust of this article is going to be that [blah blah blah].”

At first I thought that being this blasé about the introduction was cute, even stylish — the image I probably wanted to present to my audience was that of the no-nonsense scholar, waving away any niceties to get right down to argument and logic — but as I came to realize over the course of my freshman year, I had actually taken the first step to figuring out how I could make writing intros easier for myself.

To get down to it: **the introduction was so hard to write because, as I said at the beginning of this essay, it was always the thing I did first. Now that I’ve matured as a writer, I realize the introduction is probably the last part of the essay I should write.**

The thinking on this is pretty simple. An intro, ideally, makes the reader feel that the topic you’re writing about is important, explains to them what your position on the topic is, and gives them an idea of how you’re going to argue for that position. All of this is nearly impossible to do well at the very beginning of the paper because — if you’re anything like the author of this article — you only come to understand something in detail after you’ve worked it out in writing, after you’ve put to page words which you think say true things about the topic you’re exploring. If that seems too abstract or wishy-washy, consider this more everyday experience: How many times have you written an essay straight through — intro, body, conclusion — only to find, at the end of things, that what you say in your conclusion doesn’t match up with what you said in your intro? That it’s

Week 2 Day 6 Reading: Writing the Introduction (2 of 3)

more qualified, more nuanced, — maybe emphasizes a side of your topic that's next to but undeniably different from the side you started with?

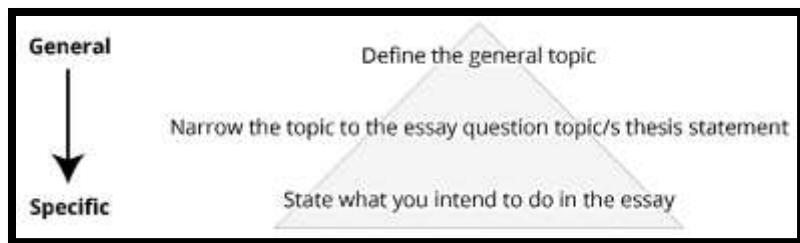
This happens because, after spending hours or even days writing words about an idea, you couldn't have helped but think about it more, and in greater detail. By the time you reach the conclusion of the essay you've probably gotten a much more solid hold on whatever your subject is — something you didn't have when you first wrote the intro.

Because of this, my method for writing essays now is (usually) as follows:

- I will write the kind of bare-bones introduction I used to at the beginning of my college career, just to get my basic idea onto the page: "This essay will argue that [blah blah blah] because [etc. etc. etc.]"
- I will start to hammer out body paragraphs which are usually about as bare-bones as the intro, at first, — just stating what I think is true about the topic, who I agree with and who I don't, etc.
- I will edit my body paragraphs as I write them, trying to polish them up, preempt counter-arguments, clarify my position — the good stuff
- After my argument feels developed and I'm reaching the end of the essay, I'll go back and put some meat on the bones of my intro, so to speak — change my thesis if my thinking's changed; allude at some of the arguments I've just worked out — and then keep writing through to the conclusion. Presto.

Source: Murphy, E. P. "Writing Fundamentals I: The Least Painful Way to Write an Intro." *Medium*, The Writing Cooperative, 14 Mar. 2017, writingcooperative.com/the-most-painless-way-to-write-an-intro-8ef26809518a.

Week 2 Day 6 Reading: Writing the Introduction (3 of 3)



Students often make the mistake of sailing straight into the answering the essay question in the **first paragraph** without following the convention of beginning with an introduction. Basic introduction paragraphs have a special function. Fortunately, introductions have a recognisable pattern (recipe) you can follow so that you do this correctly.

About introduction paragraphs

The introduction to an essay is very important. It is the FIRST paragraph that the marker reads and should 'grab' the reader. Introduction paragraphs are usually about **5% of your essay word count**. In clearly-written sentences, the writer gives some background on the main topic; explains the academic problem and tells the reader what to expect in the rest of the essay. You can follow a basic pattern (recipe) for writing introduction paragraphs to help you get started. As essay topics and lecturer requirements vary, you will find that 'the recipe' will need to be adjusted to suit the style of essay you will be asked to write.

Try to write your introduction straight from your question analysis, then **review it many times** while you are writing the body of the essay—this will help you to keep your essay on target (i.e. answering the set question). Note that most introductions generally only include references if definitions are taken from an information source.

Writing pattern for introduction paragraphs

The introduction to an essay is rather like a formal social introduction: How do you do! For example, if an ASO consultant comes to a lecture to do a guest presentation, it would be good practice to be introduced in a meaningful way:

*This is Mary Bloggs who is a consultant from the Academic Skills office (**relevant info about the person for the job about to be done**). Good question analysis is critical to the success of your assignment essay, so it is important that you learn a process for analysing a question (**statement of purpose**). Mary will work with you on analysis of the question you will be answering in your assignment and will show you how to develop an essay plan from your question (**a statement about what will be happening in the next hour**).*

An introductory paragraph is very much tied to the question that has been set (see [Question analysis workshop](#)), and we use special terms to describe each stage of the introduction.

(Optional): To complete 2 practice exercises, visit the source website:

"Introduction Paragraphs." *Online Learning Resources*, aso-resources.une.edu.au/academic-writing-course/paragraphs/introduction-paragraphs/.

Week 3: Completing The Project

Week 3 Description:

Week 3 will take students through the difficult process of refining the paper, editing, revising, and smoothing it over to make one cohesive essay. Another common formatting style is introduced.

Objectives: After completing Week 3, students should be familiar with:

- ①. What to look for when editing an essay.
- ②. How to use transition sentences to write a more cohesive and complete essay.
- ③. How to write an effective conclusion and what to write in it.
- ④. Changing formats and revising a thesis statement later in the writing process.

Week 3 Checklist: Check the tasks as you complete them

<input checked="" type="checkbox"/> Week 3: Finishing the Course Project	
	Day 1 Reading: Adding Transitions / Revising Common Troubles / Checklist
	Day 1 Edit and revise: add transitions, avoid repetition, cliché, and vague language
	Day 1 Daily Reflection
	Day 2 Complete Reading on Writing a Conclusion
	Day 2 Go through the Week 3 Day 1 Checklist and make appropriate changes
	Day 2 Edit and revise: add transitions, avoid repetition, cliché, and vague language
	Day 2 Daily Reflection
	Day 3 Write the conclusion
	Day 3 Finish edits and revisions
	Day 3 Find a friend who will read your essay and complete the feedback form
	Day 3 Daily Reflection
	Day 4 Write a title & fix up the format to make sure it is MLA 8 th edition
	Day 4 Convert the paper into APA format so you have 1 copy in MLA and 1 in APA
	Day 4 Daily Reflection
	Day 5 Complete Exercises on Thesis Statements
	Day 5 Think about Improving your Thesis Statement
	Day 5 Daily Reflection
	Day 6 Complete Exercises on vague words
	Day 6 Look to see if your introduction has any vague words you can revise
	Day 6 Daily Reflection
<input checked="" type="checkbox"/>	Day 7 No Schedule (Free Day)

W3 Day 1: Smoothing It Over

Instructions: Read about how to add natural transition sentences into your essay and what common troubles to avoid. Then, practice making those revisions on your essay. You will have some time on Week 3 Day 2 to do some of these revisions if you can't finish.

- Reading:** How to add natural transition sentences and avoid common troubles
- Task:** Revise your essay according to today's reading

Daily Reflection – Week 3 Day 1

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

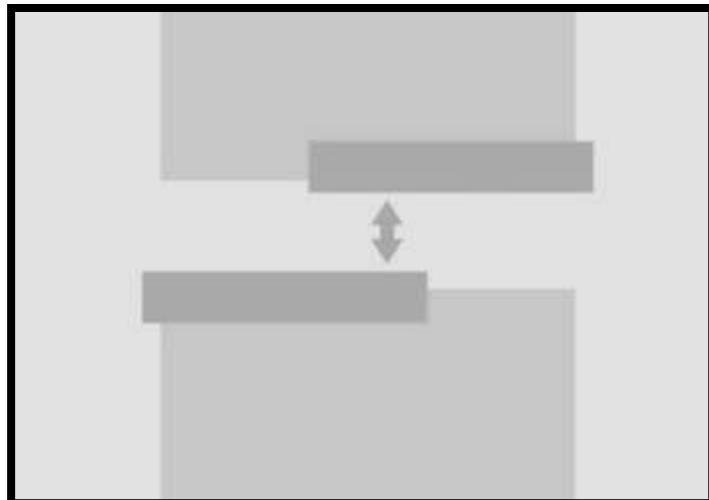
Week 3 Day 1 Reading: Adding Transition Sentences and Common Revisions (1 of 12)

Harvard's writing center wrote an article warning writers to beware of Velcro. Velcro is something that sticks two things together, the idea being that writers should be careful not to just paste their essay together as though it is made up of individual pieces that are just stuck together and don't have a strong enough relationship. Try to identify any leaps in your logic or flow which will damage the reader's impression or understanding of your main topic or ideas.

(Optional) You can read the full article here: "Transitioning: Beware of Velcro." *Writingcenter.fas.harvard.edu*, writingcenter.fas.harvard.edu/pages/transitioning-beware-velcro.

Murphie offers his formula for writing a good transition, saying that "a good transition between paragraphs is a good transition only because it does two things: First, it reminds the reader of what they've just read, and second, it gives them a good sense of what they're going to read next, and why," (Murphie).

In academic writing, it is important to be clear and explicit. "When you are writing — especially when you are writing something lengthy and concentrated, like an article or an essay — it is perfectly fine and even necessary to directly tell the reader what you're up to," (Murphie).



(Optional) Read his full article here: Murphy, Evan. "Writing Fundamentals: How to Transition Between Paragraphs." <https://medium.com/@metamurphie/writing-fundamentals-ii-how-to-transition-between-paragraphs-378dce88fbb8>

Being direct and stating explicitly what the points are in your essay is important, but there is also a borderline. Try to avoid sentences that I commonly see from my Chinese university students such as, "Now I am going to tell you about the problem of plagiarism." For example, rather than writing an entire sentence that uses the first person voice and tells what you plan to say, make an equally direct and less amateur sentence by simply saying something along the lines of, "Plagiarism is also a continuous problem among university students of English writing in China." When you make a simple statement like this, the reader automatically knows that you are now going to talk about this problem of plagiarism.

Week 3 Day 1 Reading: Adding Transition Sentences and Common Revisions (2 of 12)

Writing Transitions

Good transitions can connect paragraphs and turn disconnected writing into a unified whole. Instead of treating paragraphs as separate ideas, transitions can help readers understand how paragraphs work together, reference one another, and build to a larger point. The key to producing good transitions is highlighting connections between corresponding paragraphs. By referencing in one paragraph the relevant material from previous paragraphs, writers can develop important points for their readers.

It is a good idea to continue one paragraph where another leaves off. (Instances where this is especially challenging may suggest that the paragraphs don't belong together at all.) Picking up key phrases from the previous paragraph and highlighting them in the next can create an obvious progression for readers. Many times, it only takes a few words to draw these connections. Instead of writing transitions that could connect any paragraph to any other paragraph, write a transition that could only connect one specific paragraph to another specific paragraph.

Example 1:

Overall, Management Systems International has logged increased sales in every sector, leading to a significant rise in third-quarter profits.

Another important thing to note is that the corporation had expanded its international influence.

Revision 1:

Overall, Management Systems International has logged increased sales in every sector, leading to a significant rise in third-quarter profits.

These impressive profits are largely due to the corporation's expanded international influence.

Example 2:

Fearing for the loss of Danish lands, Christian IV signed the Treaty of Lubeck, effectively ending the Danish phase of the 30 Years War.

But then something else significant happened. The Swedish intervention began.

Revision 2:

Fearing for the loss of more Danish lands, Christian IV signed the Treaty of Lubeck, effectively ending the Danish phase of the 30 Years War.

Shortly after Danish forces withdrew, the Swedish intervention began.

Week 3 Day 1 Reading: Adding Transition Sentences and Common Revisions (3 of 12)

Example 3:

Amy Tan became a famous author after her novel, *The Joy Luck Club*, skyrocketed up the bestseller list.

There are other things to note about Tan as well. Amy Tan also participates in the satirical garage band the Rock Bottom Remainders with Stephen King and Dave Barry.

Revision 3:

Amy Tan became a famous author after her novel, *The Joy Luck Club*, skyrocketed up the bestseller list.

Though her fiction is well known, her work with the satirical garage band the Rock Bottom Remainders receives far less publicity.

Source: Purdue Writing Lab. “Transitions // Purdue Writing Lab.” *Purdue Writing Lab*, owl.purdue.edu/owl/general_writing/mechanics/transitions_and_transitional_devices/index.html.

4 Reasons Paragraph Transitions Are Important

(Source: [Masterclass Article](#))

Paragraph transitions serve a variety of purposes, and understanding how they function within the context of a larger piece of writing is essential to clear writing. Usually transitions are full sentences that link paragraphs, but occasionally simple phrases or single words can effectively transition between two shorter paragraphs. Here are a few reasons why paragraph transitions are important and should be included in your writing:

1. Paragraph transitions link ideas.

First and foremost, paragraph transitions serve to link two ideas. A body paragraph is generally devoted to a main idea or concept that fits into the larger piece and explores a facet of the primary thesis statement. A transition sentence links your first paragraph to your second paragraph and so forth.

2. Paragraph transitions give your writing momentum.

Paragraph transitions are incredibly helpful when it comes to building momentum in your writing. Effective transitions propel your essay forward and keep your readers engaged. This is particularly important in academic writing or professional writing that can otherwise feel dry or static.

Week 3 Day 1 Reading: Adding Transition Sentences and Common Revisions (4 of 12)

3. Paragraph transitions improve readability.

Transition words can help your readers track your ideas and understand how they relate to each other. Thoughtful transitions clue readers in to the progression of your ideas and your overall train of thought.

4. Paragraph transitions set the stage for new ideas.

While effective transitions should tie up loose ends for material in the previous paragraph, it's sometimes more important that they set the stage for the new ideas to come in the next paragraph. A written piece should have forward momentum, and transitions serve to prepare the reader for new information to come.

How to Transition Between Paragraphs in Your Writing

Understanding why we use paragraph transitions in the first place is obviously important, but learning how to effectively employ good transitions in your writing can sometimes come only through practice. That said, here are some tips that can help you get started as you begin to use transitions in your writing.

1. Outline your piece.

Using an outline is vital to improving your writing process and should generally come before you start writing your piece. Outlining is important when you are working on transitional expressions and transition sentences because outlines give you a macro view of your piece as a whole, with signposts indicating the main ideas of each paragraph. Referring back to your outline can help you brainstorm types of transitions that set the stage for what's to come and help your ideas flow.

2. Identify the subject of each paragraph.

Once you've consulted your outline, it's time to hone in on the main ideas of the paragraphs on either side of your transition. A good transition will have something to say about both the preceding paragraph and the new paragraph.

3. Track the overall arc of your piece.

Transitions link two specific paragraphs, but make sure you have an eye on the overall arc of your essay. If you have a good sense of the bigger picture you can use your transitions to set up information that is still to come, beyond the next paragraph.

Week 3 Day 1 Reading: Adding Transition Sentences and Common Revisions (5 of 12)

4. Brainstorm good transitional words.

Transitional phrases often have similar word choice and style. Linking words and conjunctive adverbs are often used in paragraph transitions because they help establish the relationship between two separate ideas. Words like “therefore,” “nevertheless,” “although,” and “namely” quickly sum up how one idea relates to the next. Effective transition words keep your reader hooked into your piece.

5. Consider cause and effect.

It's not enough to simply link two subjects; transitional sentences should also effectively demonstrate how these ideas build on each other. This is especially true in academic writing or persuasive essay writing. It's your job to convince your reader that you have built a coherent argument for your main thesis statement. Transition sentences can help show readers how your ideas build on each other and conceptually link one entire paragraph to the paragraph that follows.

6. Pay attention to style.

The way that you transition between paragraphs and the types of transitions you use will depend on what type of piece you are writing. If you're writing a high school- or college-level academic essay, you'll probably want to avoid overly colloquial transitions. If you're writing a personal essay or lighthearted humor piece, you should choose transitions that complement the voice of the piece.

7. Review your transition sentences separate from your piece.

Once you've finished your piece, it's useful to take a look at all your transitions out of context to make sure that you haven't overused certain constructions or repeated word choice. Looking at a list of your transitions can also give you a good roadmap for the overall shape of your essay and can help you decide if you've built a cohesive piece of writing.

Source: MasterClass. “How to Use Paragraph Transitions to Strengthen Your Writing - 2020.” *MasterClass*, MasterClass, 27 Nov. 2019, www.masterclass.com/articles/how-to-use-paragraph-transitions-to-strengthen-your-writing.

Week 3 Day 1 Reading: Adding Transition Sentences and Common Revisions (6 of 12)

The College of Saint Rose Writing Center, 2012

Transition Sentences



Why do I need to use transition sentences?

- They bring out the *logical relation* between ideas, sentences, paragraphs, and sections of a paper. They can help readers understand how sentences and paragraphs work together to lead to a larger idea.
- They provide the reader with *directions* for how to piece together your ideas into a logically coherent argument. You cannot assume that your readers know everything that you know, so sometimes you need to lead them through your paper. Transition words and sentences can serve as stepping stones.
- Transition sentences make your writing sound less choppy, jumpy, or abrupt. They help establish *organizational flow*.

What are the components of good transition sentences?

- They make an explicit connection between ideas, sentences, and paragraphs.
- Good transitions use specific words. Try to avoid using pronouns like "this" to refer to an entire idea because it is not always clear who or what "this" refers to.

Types of Transitions:

- Between paragraphs to highlight the relationship between the two main ideas of each paragraph
To help you make these transitions:
 - Write a short summary of each paragraph in the margin of your paper.
 - Rearrange paragraphs depending on which ideas link together best.
 - Add a sentence or two to the end of each paragraph or the beginning of the next paragraph to explicitly show how the ideas in each paragraph relate to one another.

For example:

- Your first body paragraph discusses the similarities between two literary works, such as *The Great Gatsby* and *Death of a Salesman*.
 - Your second body paragraph discusses the differences between the same two literary works.
 - TRANSITION SENTENCE: While both works present main characters with an aspiration to attain the American Dream, the ways in which they go about attaining this dream are different.
-
- Within paragraphs between examples or sub ideas
These short sentences act as cues by helping the reader anticipate what they will be reading about in the next few sentences and how each idea relates to another. Transitions tend to be single words or phrases when used within paragraphs.

See example on the next page...

Week 3 Day 1 Reading: Adding Transition Sentences and Common Revisions (7 of 12)

The College of Saint Rose Writing Center, 2012

For example:

- **Original Paragraph:** Deciding on a college is often a difficult decision for students. Most school counselors try to provide students with different resources. They include assessments and college brochures. Counselors need to provide students with more resources in order to help them make a more informed decision about what college to attend.
- **Revised Paragraph (with transitions):** Deciding on a college is often a difficult decision for students. Therefore, most school counselors try to provide students with different resources such as assessments and college brochures. However, counselors need to provide students with more resources in order to help them make a more informed decision about what college to attend.

Proofreading for Transitions

- Look at the end of each paragraph and see how it connects to the first sentence of the paragraph following it.
- If there does not seem to be a clear connection, you can improve the transition by clarifying your logic or rearranging the paragraphs.

Key words to help you form transition sentences:

<i>Relationship</i>	<i>Words to choose from</i>
Similarity	also, in the same way, just as, so too, likewise, similarly
Contrast	however, in spite of, nevertheless, nonetheless, in contrast, still, yet
Sequence	first, second, third, next, then, finally
Time	after, at last, before, currently, during, earlier, immediately, later, meanwhile, now, recently, simultaneously, subsequently, then
Example	for example, for instance, namely, specifically, to illustrate, such as
Emphasis	even, indeed, in fact, of course, truly, more/most importantly
Position	above, adjacent, below, beyond, here, in front, in back, nearby
Cause/Effect	accordingly, consequently, hence, so, therefore, thus
Additional Support	additionally, again, also, as well, besides, equally important, further, furthermore, in addition, moreover
Conclusion	finally, briefly, in conclusion, in the end, in the final analysis, on the whole, to conclude, to summarize, in summary

Source: <http://www.strose.edu/writingcenter> The College of Saint Rose, 2012

Week 3 Day 1 Reading: Making Common Revisions (8 of 12)

Writing Center – University of North Carolina at Chapel Hill

(Source: <https://writingcenter.unc.edu/tips-and-tools/word-choice/>)

Wordiness

Sometimes the problem isn't choosing exactly the right word to express an idea—it's being “wordy,” or using words that your reader may regard as “extra” or inefficient. Take a look at the following list for some examples. On the left are some phrases that use three, four, or more words where fewer will do; on the right are some shorter substitutes:

I came to the realization that	I realized that
She is of the opinion that	She thinks that
Concerning the matter of	About
During the course of	During
In the event that	If
In the process of	During, while
Regardless of the fact that	Although
Due to the fact that	Because
In all cases	Always
At that point in time	Then
Prior to	Before

Keep an eye out for wordy constructions in your writing and see if you can replace them with more concise words or phrases.

Week 3 Day 1 Reading: Making Common Revisions (9 of 12)

Clichés

In academic writing, it's a good idea to limit your use of clichés. Clichés are catchy little phrases so frequently used that they have become trite, corny, or annoying. They are problematic because their overuse has diminished their impact and because they require several words where just one would do.

The main way to avoid clichés is first to recognize them and then to create shorter, fresher equivalents. Ask yourself if there is one word that means the same thing as the cliché. If there isn't, can you use two or three words to state the idea your own way? Below you will see five common clichés, with some alternatives to their right. As a challenge, see how many alternatives you can create for the final two examples.

Agree to disagree	Disagree
Dead as a doornail	Dead
Last but not least	Last
Pushing the envelope	Approaching the limit
Up in the air	Unknown / undecided

Writing for an academic audience

When you choose words to express your ideas, you have to think not only about what makes sense and sounds best to you, but what will make sense and sound best to your readers. Thinking about your audience and their expectations will help you make decisions about word choice.

Some writers think that academic audiences expect them to “sound smart” by using big or technical words. But the most important goal of academic writing is not to sound smart—it is to communicate an argument or information clearly and convincingly. It is true that academic writing has a certain style of its own and that you, as a student, are beginning to learn to read and write in that style. You may find yourself using words and grammatical constructions that you didn’t use in your high school writing. The danger is that if you consciously set out to “sound

Week 3 Day 1 Reading: Making Common Revisions (10 of 12)

smart” and use words or structures that are very unfamiliar to you, you may produce sentences that your readers can’t understand.

When writing for your professors, think simplicity. Using simple words does not indicate simple thoughts. In an academic argument paper, what makes the thesis and argument sophisticated are the connections presented in simple, clear language.

Keep in mind, though, that simple and clear doesn’t necessarily mean casual. Most instructors will not be pleased if your paper looks like an instant message or an email to a friend. It’s usually best to avoid slang and colloquialisms. Take a look at this example and ask yourself how a professor would probably respond to it if it were the thesis statement of a paper: “Moulin Rouge really bit because the singing sucked and the costume colors were nasty, KWIM?”

Selecting and using key terms

When writing academic papers, it is often helpful to find key terms and use them within your paper as well as in your thesis. This section comments on the crucial difference between repetition and redundancy of terms and works through an example of using key terms in a thesis statement.

Repetition vs. redundancy

These two phenomena are not necessarily the same. Repetition can be a good thing. Sometimes we have to use our key terms several times within a paper, especially in topic sentences.

Sometimes there is simply no substitute for the key terms, and selecting a weaker term as a synonym can do more harm than good. Repeating key terms emphasizes important points and signals to the reader that the argument is still being supported. This kind of repetition can give your paper cohesion and is done by conscious choice.

In contrast, if you find yourself frustrated, tiredly repeating the same nouns, verbs, or adjectives, or making the same point over and over, you are probably being redundant. In this case, you are swimming aimlessly around the same points because you have not decided what your argument really is or because you are truly fatigued and clarity escapes you. Refer to the “Strategies” section below for ideas on revising for redundancy.

Strategies for successful word choice

- 1. Be careful when using words you are unfamiliar with.** Look at how they are used in context and check their dictionary definitions.

Week 3 Day 1 Reading: Making Common Revisions (11 of 12)

2. **Be careful when using the thesaurus.** Each word listed as a synonym for the word you're looking up may have its own unique connotations or shades of meaning. Use a dictionary to be sure the synonym you are considering really fits what you are trying to say.

3. **Don't try to impress your reader or sound unduly authoritative.** For example, which sentence is clearer to you: "a" or "b"?

Under the present conditions of our society, marriage practices generally demonstrate a high degree of homogeneity.

In our culture, people tend to marry others who are like themselves. (Longman, p. 452)

4. **Before you revise for accurate and strong adjectives, make sure you are first using accurate and strong nouns and verbs.** For example, if you were revising the sentence "This is a good book that tells about the Civil War," think about whether "book" and "tells" are as strong as they could be before you worry about "good." (A stronger sentence might read "The novel describes the experiences of a Confederate soldier during the Civil War." "Novel" tells us what kind of book it is, and "describes" tells us more about how the book communicates information.)
5. **Try the slash/option technique, which is like brainstorming as you write.** When you get stuck, write out two or more choices for a questionable word or a confusing sentence, e.g., "questionable/inaccurate/vague/inappropriate." Pick the word that best indicates your meaning or combine different terms to say what you mean.
6. **Look for repetition.** When you find it, decide if it is "good" repetition (using key terms that are crucial and helpful to meaning) or "bad" repetition (redundancy or laziness in reusing words).
7. **Write your thesis in five different ways.** Make five different versions of your thesis sentence. Compose five sentences that express your argument. Try to come up with four alternatives to the thesis sentence you've already written. Find five possible ways to communicate your argument in one sentence to your reader. (We've just used this technique—which of the last five sentences do you prefer?) Whenever we write a sentence we make choices. Some are less obvious than others, so that it can often feel like we've written the sentence the only way we know how. By writing out five different versions of your thesis, you can begin to see your range of choices. The final version may be a combination of phrasings and words from all five versions, or the one version that says it best. By literally spelling out some possibilities for yourself, you will be able to make better decisions.
8. **Read your paper out loud and at... a... slow... pace.** You can do this alone or with a friend, roommate, TA, etc. When read out loud, your written words should make sense to both you and other listeners. If a sentence seems confusing, rewrite it to make the meaning clear.

Week 3 Day 1 Reading: Making Common Revisions (12 of 12)

9. Instead of reading the paper itself, put it down and just talk through your argument as concisely as you can. If your listener quickly and easily comprehends your essay's main point and significance, you should then make sure that your written words are as clear as your oral presentation was. If, on the other hand, your listener keeps asking for clarification, you will need to work on finding the right terms for your essay. If you do this in exchange with a friend or classmate, rest assured that whether you are the talker or the listener, your articulation skills will develop.
10. Have someone not familiar with the issue read the paper and point out words or sentences he/she finds confusing. Do not brush off this reader's confusion by assuming he or she simply doesn't know enough about the topic. Instead, rewrite the sentences so that your "outsider" reader can follow along at all times.

Check out the Writing Center's handouts on [style](#), [passive voice](#), and [proofreading](#) for more tips.

Questions to ask yourself:

- Am I sure what each word I use really means? Am I positive, or should I look it up?
- Have I found the best word or just settled for the most obvious, or the easiest, one?
- Am I trying too hard to impress my reader?
- What's the easiest way to write this sentence? (Sometimes it helps to answer this question by trying it out loud. How would you say it to someone?)
- What are the key terms of my argument?
- Can I outline out my argument using only these key terms? What others do I need? Which do I not need?
- Have I created my own terms, or have I simply borrowed what looked like key ones from the assignment? If I've borrowed the terms, can I find better ones in my own vocabulary, the texts, my notes, the dictionary, or the thesaurus to make myself clearer?
- Are my key terms too specific? (Do they cover the entire range of my argument?) Can I think of specific examples from my sources that fall under the key term?
- Are my key terms too vague? (Do they cover more than the range of my argument?)

Source: "Word Choice." *The Writing Center*, writingcenter.unc.edu/tips-and-tools/word-choice/.

Week 3 Day 1 Revision Self-Checklist (1 of 3)

Checklist 12.1: Revise for Organization

At the essay level

- The introduction reads smoothly from the opening to the thesis
- Each body paragraph has a main idea that clearly connects back to the thesis
- The main ideas in the body paragraphs flow in a logical order
- Each body paragraph connects to the one before it
- Topic sentences or transition sentences have a clear flow from one idea to the next
- The conclusion summarizes my main idea and revisits the thesis

At the paragraph level

- The topic sentence clearly states the main idea
- The details in the paragraph relate to the main idea
- Sentences are not too long or wordy. They flow nicely
- Clichés have been avoided

Example: Jorge reread his draft paragraph by paragraph. As he read, he highlighted the main idea of each paragraph so he could see whether his ideas proceeded in a logical order. For the most part, the flow of ideas was clear. However, he did notice that one paragraph did not have a clear main idea. It interrupted the flow of the writing. During revision, Jorge added a topic sentence that clearly connected the paragraph to the one that had preceded it. He also added transitions to improve the flow of ideas from sentence to sentence.

Revise to Improve Cohesion

When you revise to improve cohesion, you analyze how the parts of your paper work together. You look for anything that seems awkward or out of place. Revision may involve deleting unnecessary material or rewriting parts of the paper so that the out of place material fits in smoothly.

In a research paper, problems with cohesion usually occur when a writer has trouble integrating source material. If facts or quotations have been awkwardly dropped into a paragraph, they distract or confuse the reader instead of working to support the writer's point. Overusing paraphrased and quoted material has the same effect.

Week 3 Day 1 Revision Self-Checklist (2 of 3)

Checklist 12.2: Revise for Cohesion

- The opening of the essay clearly connects to the broader topic and thesis. Any hook such as an entertaining quote or an anecdote serves a clear purpose that relates to the topic
- Each main point from the paper is supported by credible research
- Quotations from cited sources are followed and introduced by my own words. They are not sitting alone to “speak for themselves”
- Paraphrased and quoted material clearly serves a purpose to develop the main points
- The information in the paper is sufficiently explained and does not need further explanation
- No source was used too many times or overused to support the topic
- The conclusion makes sense based on the rest of the paper. Any new questions or suggestions in the conclusion are clearly linked to earlier material.

Example: As Jorge reread his draft, he looked to see how the different pieces fit together to prove his thesis. He realized that some of his supporting information needed to be integrated more carefully and decided to omit some details entirely. Read the following paragraph, first without Jorge’s revisions and then with them.

Checklist 12.3: Revise for Style

- The paper avoids excessive wordiness
- The sentences are varied in length and structure
- The paper avoided using first person pronouns such as *I* and *we*
- The paper used the active voice whenever possible
- The paper defined specialized terms that might be unfamiliar to readers
- The paper was clear and straightforward whenever possible to avoid unnecessary jargon
- The paper states a point of view using a balanced tone. It is not too indecisive or forceful

Week 3 Day 1 Revision Self-Checklist (3 of 3)

Word Choice

Note that word choice is an especially important aspect of style. In addition to checking the points noted on **Checklist 12.3**, review your paper to make sure your language is precise, conveys no unintended connotations, and is free of bias. Here are some of the points to check for:

- The essay avoids vague or imprecise terms
- The essay avoids slang
- The essay does not repeat words or phrases too frequently to introduce quoted and paraphrased material (“Smith states..., Jones states...”) to introduce quoted and paraphrased material (For a full list of strong verbs to use with in-text citations, see Chapter 9: Citations and Referencing.)
- The essay uses appropriate pronouns and avoids the awkward use of “he or she”
- The essay avoids use of inappropriately opinionated language with negative connotations, such as *haughty* or *ridiculous*
- The essay avoids using outdated or offensive terms to refer to specific ethnic, racial, or religious groups
- I have read the paper aloud.** (Sometimes your ears catch inconsistencies that your eyes miss.)

Source: McLean, Scott, and Tara Horkoff. “Chapter 12. Peer Review and Final Revisions.” *Writing for Success 1st Canadian Edition*, opentextbc.ca/writingforsuccess/chapter/chapter-12-peer-review-and-final-revisions/.

W3 Day 2: Writing a Conclusion part 1

Instructions: Read about how to write your conclusion and make a plan. You do not need to finish writing it. You will have time on Week 3 Day 3 to finish writing your conclusion and to finish editing and revising your paper. After you finish your conclusion, you will find someone to give you feedback on your paper. Since this course is free, it is strongly recommended that you try and motivate that person by rewarding them. Buy them a drink or a meal to say thanks.

- Reading:** How to write a conclusion
- Task 1:** Plan out your conclusion but you will have time to write it on Week 3 Day 3
- Task 2:** Continue to edit and revise
- Read Peer Review Handout:** Start thinking about someone who can read your full essay and give feedback according to the PEER REVIEW handout.

Writing a Conclusion: Too many times, students put such a small effort into the conclusion. Stop saying, “In conclusion...” or “And that’s what I think about _____. ” Your conclusion should be a strong, direct, concise delivery of your message. The worst thing you can do for your essay is to think of the conclusion as the “end”. Your essay must end, yes, but you need to start thinking about your conclusion as a way to pass the torch. When you ride the subway or bus, you don’t get off at your stop and just stand there. You have to walk or ride a bike home. In your conclusion, you need to push your ideas the rest of the way. You want to spark your reader into participating and taking action to support your topic. How can they participate? What can they do? Give them something to research or something to think about that they can take home with them. Force them to wake up in the morning and think more about the importance of your topic.

Daily Reflection – Week 3 Day 2

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

Peer Review Feedback Form (1 of 2)

Title of essay:	
Writer's name:	Date:
Peer reviewer's name:	
This essay is about	
Your main points in this essay are	
What I most liked about this essay is	
These three points struck me as your strongest:	
Point 1:	
Why:	
Point 2:	
Why:	
Point 3:	

Peer Review Feedback Form (2 of 2)

Why:

These places in your essay are not clear to me:

Where:

Needs improvement because:

Where:

Needs improvement because:

The one additional change you could make that would improve this essay significantly is:

Comments:

W3 D2 Reading: How to Write a Conclusion (1 of 6)

What are the typical 'ingredients' of a conclusion?

Trzeciak and Mackay (1994) (*Study skills for academic writing*. New York: Prentice Hall) observe a number of useful "ingredients" that form part of a conclusion. Again (as with introductions) it will not always be necessary or desirable to include all the elements they mention. However, you will probably want to use some of these in some combination, in order to conclude your work.

- A summary of the main part of the text
- A deduction made on the basis of the main body
- Your personal opinion on what has been discussed
- A statement about the limitations of the work
- A comment about the future based on what has been discussed
- The implications of the work for future research
- Important facts and figures not mentioned in the main body

Pallant (2009) sees five basic ingredients of a conclusion as follows, though these will not always be used in the same conclusion:

- A summary of the main points (do not repeat exactly what you have written before)
- Concluding statements
- Recommendations
- Predictions
- Solutions

These recommendations probably apply more to discussion essays than they do to other kinds of assessed writing at university. For example, if you are writing a business plan or discussing a law scenario, or answering an examination question, you may not need the above elements, unless the question specifically asks you for them or unless it is known that it is expected of you in the discipline you are working in.

However, you will generally need a final section to indicate that you are 'rounding off' the discussion. Always be very careful to check what the conventions are in the discipline you are working in, and ideally, it is best to look at examples of past students' work so that you can see what you are aiming for.

Source: GlobalPAD (Global Professional and Academic Development) Open House. “Academic English Skills: Writing a Conclusion”. Centre for Applied Linguistics. University of Warwick, warwick.ac.uk/fac/soc/al/globalpad/openhouse/academicenglishskills/writing/conclusions/.

W3 D2 Reading: How to Write a Conclusion (2 of 6)

Strategies for Writing a Conclusion

Conclusions are often the most difficult part of an essay to write, and many writers feel that they have nothing left to say after having written the paper. A writer needs to keep in mind that the conclusion is often what a reader remembers best. Your conclusion should be the best part of your paper.

Suggestions

- Answer the question "So What?"
 - Show your readers why this paper was important. Show them that your paper was meaningful and useful.
 - Synthesize, don't summarize
 - Don't simply repeat things that were in your paper. They have read it. Show them how the points you made and the support and examples you used were not random, but fit together.
 - Redirect your readers
 - Give your reader something to think about, perhaps a way to use your paper in the "real" world. If your introduction went from general to specific, make your conclusion go from specific to general. Think globally.
 - Create a new meaning
 - You don't have to give new information to create a new meaning. By demonstrating how your ideas work together, you can create a new picture. Often the sum of the paper is worth more than its parts.
-

Strategies

Echoing the introduction: Echoing your introduction can be a good strategy if it is meant to bring the reader full-circle. If you begin by describing a scenario, you can end with the same scenario as proof that your essay was helpful in creating a new understanding.

W3 D2 Reading: How to Write a Conclusion (3 of 6)

Example:

Introduction

From the parking lot, I could see the towers of the castle of the Magic Kingdom standing stately against the blue sky. To the right, the tall peak of The Matterhorn rose even higher. From the left, I could hear the jungle sounds of Adventureland. As I entered the gate, Main Street stretched before me with its quaint shops evoking an old-fashioned small town so charming it could never have existed. I was entranced. Disneyland may have been built for children, but it brings out the child in adults.

Conclusion

I thought I would spend a few hours at Disneyland, but here I was at 1:00 A.M., closing time, leaving the front gates with the now dark towers of the Magic Kingdom behind me. I could see tired children, toddling along and struggling to keep their eyes open as best they could. Others slept in their parents' arms as we waited for the parking lot tram that would take us to our cars. My forty-year-old feet ached, and I felt a bit sad to think that in a couple of days I would be leaving California, my vacation over, to go back to my desk. But then I smiled to think that for at least a day I felt ten years old again.

Challenging the reader: By issuing a challenge to your readers, you are helping them to redirect the information in the paper, and they may apply it to their own lives.

Example:

Though serving on a jury is not only a civic responsibility but also an interesting experience, many people still view jury duty as a chore that interrupts their jobs and the routine of their daily lives. However, juries are part of America's attempt to be a free and just society. Thus, jury duty challenges us to be interested and responsible citizens.

W3 D2 Reading: How to Write a Conclusion (4 of 6)

Looking to the future: Looking to the future can emphasize the importance of your paper or redirect the readers' thought process. It may help them apply the new information to their lives or see things more globally.

Example

Without well-qualified teachers, schools are little more than buildings and equipment. If higher-paying careers continue to attract the best and the brightest students, there will not only be a shortage of teachers, but the teachers available may not have the best qualifications. Our youth will suffer. And when youth suffers, the future suffers.

Posing questions: Posing questions, either to your readers or in general, may help your readers gain a new perspective on the topic, which they may not have held before reading your conclusion. It may also bring your main ideas together to create a new meaning.

Example

Campaign advertisements should help us understand the candidate's qualifications and positions on the issues. Instead, most tell us what a boob or knave the opposing candidate is, or they present general images of the candidate as a family person or God-fearing American. Do such advertisements contribute to creating an informed electorate or a people who choose political leaders the same way they choose soft drinks and soap?

Techniques and examples are adapted from *Basic Writing: A First Course*, by Peter Carino, Harper Collins, 1991.

Source: Holewa, Randa. "Strategies for Writing a Conclusion". St. Cloud State University: 19 Feb. 2004, <http://leo.stcloudstate.edu/acadwrite/conclude.html>

Developing a Compelling Conclusion

1. Strategies to help you move beyond merely summarizing the key points of your research paper may include any of the following.
2. If your essay deals with a contemporary problem, warn readers of the possible consequences of not attending to the problem.
3. Recommend a specific course or courses of action.
4. Cite a relevant quotation or expert opinion to lend authority to the conclusion you have reached [a good place to look is research from your literature review].

W3 D2 Reading: How to Write a Conclusion (5 of 6)

5. Restate a key statistic, fact, or visual image to drive home the ultimate point of your paper.
6. If your discipline encourages personal reflection, illustrate your concluding point with a relevant narrative drawn from your own life experiences.
7. Return to an anecdote, an example, or a quotation that you introduced in your introduction, but add further insight that is derived from the findings of your study; use your interpretation of results to reframe it in new ways.
8. Provide a "take-home" message in the form of a strong, succinct statement that you want the reader to remember about your study.

Problems to Avoid

Failure to be concise

The conclusion section should be concise and to the point. Conclusions that are too long often have unnecessary detail. The conclusion section is not the place for details about your methodology or results. Although you should give a summary of what was learned from your research, this summary should be relatively brief, since the emphasis in the conclusion is on the implications, evaluations, insights, etc. that you make.

Failure to comment on larger, more significant issues

In the introduction, your task was to move from general [the field of study] to specific [your research problem]. However, in the conclusion, your task is to move from specific [your research problem] back to general [your field, i.e., how your research contributes new understanding or fills an important gap in the literature]. In other words, the conclusion is where you place your research within a larger context.

Failure to reveal problems and negative results

Negative aspects of the research process should never be ignored. Problems, drawbacks, and challenges encountered during your study should be included as a way of qualifying your overall conclusions. If you encountered negative results [findings that are validated outside the research context in which they were generated], you must report them in the results section of your paper. In the conclusion, use the negative results as an opportunity to explain how they provide information on which future research can be based.

W3 D2 Reading: How to Write a Conclusion (6 of 6)

Failure to provide a clear summary of what was learned

In order to be able to discuss how your research fits back into your field of study [and possibly the world at large], you need to summarize it briefly and directly. Often this element of your conclusion is only a few sentences long.

Failure to match the objectives of your research

Often research objectives change while the research is being carried out. This is not a problem unless you forget to go back and refine your original objectives in your introduction, as these changes emerge they must be documented so that they accurately reflect what you were trying to accomplish in your research [not what you thought you might accomplish when you began].

Resist the urge to apologize

If you've immersed yourself in studying the research problem, you now know a good deal about it, perhaps even more than your professor! Nevertheless, by the time you have finished writing, you may be having some doubts about what you have produced. Repress those doubts! Don't undermine your authority by saying something like, "This is just one approach to examining this problem; there may be other, much better approaches...."

Source: "Research Guides: Organizing Academic Research Papers: 9. The Conclusion." *9. The Conclusion - Organizing Academic Research Papers - Research Guides at Sacred Heart University*, library.sacredheart.edu/c.php?g=29803&p=185935.

W3 Day 3: Conclusion part 2 & Getting Outside Feedback

Instructions: Today you will finish writing your conclusion. After that is all done and you have a complete rough copy of your essay, you will need to find someone to read the paper for you and give you feedback. This will be your PEER REVIEW. That person will have one week to finish reading the paper and giving feedback, but you will likely need to reward them if you want them to finish doing it and to do a good job. Get creative. Contact friends who speak English well. Contact a stranger online. Contact a family member who speaks English. Contact a former high school or University instructor you have had. Good luck!

- Task 1:** Finish writing your conclusion using the information from the Week 3 Day 2 reading.
- Task 2:** Find someone who will agree to read your essay and give you feedback.

Daily Reflection – Week 3 Day 3

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

W3 Day 4: Adjusting the Format

Instructions: Write or revise the title of your paper. Make sure it's appropriate for your topic. Double check to make sure your format is correct. Look at the MLA 8th Edition example paper that was given to you in Week 1 Day 4. Finally, change your paper from MLA 8th Edition format into APA format and become familiar with both of these very popular essay formats. Please note that you do not need to rewrite your essay or make any major changes to the content. Just focus on the formatting changes such as the citations, possibly some subheadings, the title page, and the running header.

- Task 1:** Write a title or revise your title.
- Task 2:** Fix your MLA 8th Edition format so it has no problems. It should be perfect.
- Task 3:** Change your perfect MLA 8th Edition format into APA format.

Some primary differences between MLA and APA: Today's task should be fairly simple.

These two formats are not that different. The biggest differences are that APA format has a title page and MLA does not. The in-text citations are a little bit different and the sources cited page is a little bit different. In APA, you do not put a page number for the in-text citations. You put the author's last name, then a comma, then the year of the publication. At the end of the paper on the citation page, you will put the page numbers that you used. An APA paper also has a running header on the upper left corner of every page, as shown in the example. For more help, visit:

Purdue OWL APA Formatting and Style Guide

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Also, take a look at the APA example essay and follow it closely to make the needed changes.

Daily Reflection – Week 3 Day 4

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

W3 D3 APA Formatting Guide (1 of 10)

Running head: SAMPLE FOR STUDENTS

1

Sample APA Paper for Students Interested in Learning APA Style 6th Edition

Jeffrey H. Kahn

Illinois State University

Author Note

Jeffrey H. Kahn, Department of Psychology, Illinois State University.

Correspondence concerning this sample paper should be addressed to Jeffrey H. Kahn,
Department of Psychology, Illinois State University, Campus Box 4620, Normal, Illinois
61790-4620. E-mail: jhkahn@ilstu.edu.

W3 D3 APA Formatting Guide (2 of 10)

SAMPLE FOR STUDENTS

2

Abstract

The abstract should be a single paragraph in block format (without paragraph indentation), and the appropriate length depends on the journal to which you are submitting, but they are typically between 150 and 200 words. (Students should consult their instructor for the recommended length of the abstract.) Section 2.04 of the APA manual (American Psychological Association [APA], 2010) has additional information about the abstract. The abstract is important because many journal readers first read the abstract to determine if the entire article is worth reading. The abstract should describe all four parts of an empirical paper (i.e., Introduction, Method, Results, and Discussion). Consider writing one or two sentences summarizing each part of a paper, and you'll have a nice abstract.

W3 D3 APA Formatting Guide (3 of 10)

SAMPLE FOR STUDENTS

3

Sample APA Paper for Students Interested in Learning APA Style

Before getting started you will notice some things about this paper. First, everything is double-spaced. Second, margins are 1-inch wide on all sides. Third, there are several headings used throughout to separate different parts of the paper; some of the headings are in bold. Fourth, there is exactly one space after each punctuation mark (except for periods at the end of a sentence, after which there are two spaces). Fifth, the upper left of each page has a running head in all capital letters, and the upper right has the page number. Try to pay attention to all of these details as you look through this paper.

Now that those details are out of the way, you should know that this first part of the paper is called the “Introduction” section, yet it does not have a heading that actually says “Introduction.” Instead, the title of the paper is typed at the top of the first page (be sure to center the title, but do not put it in bold). In this section you would often start with a topic paragraph that introduces the problem under study. The importance of the topic should be pretty clear from the first paragraph or two of the Introduction. Section 2.05 of the APA manual (APA, 2010) will help give you some ideas about how to write this.

The bulk of the Introduction section is background literature on the topic. Here a literature review is often very helpful to provide a theoretical or empirical basis for the research. Try to provide the reader with enough information on the topic to be able to conclude that the research is important and that the hypotheses are reasonable. Any prior work on the topic would be useful to include here, although prior work that is most directly related to the hypotheses would be of greatest value.

Remember to cite your sources often in the Introduction and throughout the manuscript. Articles and books are cited the same way in the text, yet they appear different on the References page. For example, an article by Cronbach and Meehl (1955) and a book by Bandura (1986) are written with the authors' names and the year of the publication in parentheses. However, if you look on the References page they look a little different. Remember that APA style does not use footnotes or anything like that for citations. Two other things about citations are important. When a citation is written inside parentheses (e.g., Cronbach & Meehl, 1959), an ampersand is used between authors' names instead of the word "and." Second, when citing an author's work using quotations, be sure to include a page number. For example, Rogers (1961) once wrote that two important elements of a helping relationship are "genuineness and transparency" (p. 37). Notice that the page number is included here. Unless a direct quote is taken from a source, the page number is not included.

The last section of the Introduction states the purpose of the research. The purpose can usually be summarized in a few sentences. Hypotheses are also included here at the end of this section. State your hypotheses as predictions (e.g., "I predicted that..."), and try to avoid using passive tense (e.g., "It was predicted that..."). You will notice that hypotheses are written in past tense because you are describing a study you have finished.

Method

The Method section is the second of four main parts of an empirical paper (see Section 2.06 of the APA [2010] manual). (Be aware that some papers are reviews of the literature and therefore would not have a separate Method section.) There are typically three or four major

W3 D3 APA Formatting Guide (5 of 10)

SAMPLE FOR STUDENTS

5

subsections in the Method although there can be more. These subsections are separated by headings which are described in sections 3.02 and 3.03 of the APA manual (APA, 2010).

Participants

This brief section describes the people who participated in your study. (They should be called “participants,” not “subjects,” by the way.) Mention the number of participants, the percentage of female and male participants, the mean age (where “mean” is abbreviated *M*), and their ethnicity or cultural background. Any other demographic information would be appropriate here.

Research Design

Experimental studies often have a section in the Method describing the design of the study. Typically the independent variables in the study would be described here. For example, the study might involve a 2-by-2 design with one independent variable being treatment/control conditions and the other independent variable being biological sex. It would be helpful to describe dependent variables in this subsection as well.

Measures

This section describes the tests or instruments used to collect data. It would be appropriate to describe any questionnaires that you used. For example, if you used the Marlowe-Crowne Social Desirability Scale in your research, you may say that the Marlowe-Crowne Social Desirability Scale (MCSD; Crowne & Marlowe, 1960) comprises 33 true-false items that measure social desirability. You would also provide the reader with information regarding the MCSD scores’ reliability and validity. Do this for each and every measure used in the study. In the event that the purpose of your paper is to develop a new questionnaire, you may wish to

W3 D3 APA Formatting Guide (6 of 10)

SAMPLE FOR STUDENTS

6

describe reliability and validity in the Results section (see below). However, you would only do this for a scale-development project.

Procedure

This section describes in great detail the data-collection procedures. Describe how participants were recruited, whether they participated alone or in groups, how informed consent or assent was obtained, what they were asked to do, how they were compensated for their participation, etc. It is hard to make this section too detailed. You should describe the procedure in a way that another researcher could conduct the same study (i.e., replicate it) just by reading about the procedure.

Results

The Results section may be the most difficult to write, at least until you get a little practice with reporting statistical analyses. This is the section where the results of the data analyses are presented. Section 2.07 in the APA manual (APA, 2010) will help a little bit. It's often helpful to use tables (see Table 1) to help describe your results, especially when you have a lot of data to report, such as means and standard deviations. Table 2 provides another example of a table, this one describing correlations.

You may find it helpful to remind the reader of the hypothesis before presenting each result. It is also a good idea to tell the reader what type of data analysis was done (e.g., correlation, ANOVA) before it is presented. State what alpha level you adopted; an alpha level of .05 is the standard. Although you should be sure not to try to interpret or explain your results here, it is appropriate to state whether or not your hypotheses were supported. Just don't try to

W3 D3 APA Formatting Guide (7 of 10)

SAMPLE FOR STUDENTS

7

explain why the hypotheses were or were not supported; that's why you have the Discussion section.

Discussion

The Discussion is the fourth and final section of the paper. This is the part where you interpret and explain your results. Try to explain why you found what you did in your study. Is it what you predicted? If not, why? You may have to think about your results in a theoretically meaningful way. Also, how do your findings fit in with previous theory and literature? Are your results consistent or inconsistent with what has been found in the past? If they are inconsistent, how can you explain this? The explanation and interpretation of results will probably be the biggest part of the Discussion.

There are at least two additional parts of the discussion. First, include limitations of the study. Describe the ways in which the internal or external validity of the study may have been compromised. Was the sample biased? Were the measures problematic? Think about what you would do different next time if you conducted a similar study. Future research ideas are often discussed when limitations are discussed.

Second, describe the implications of your findings to theory and practice. Answer the question, "How does my study add to psychological theory?" Also, think about practical applications of your findings. Perhaps give some additional directions for future research. When you've done that, you have written a paper in APA style!

W3 D3 APA Formatting Guide (8 of 10)

SAMPLE FOR STUDENTS

8

References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Cronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological Bulletin*, 52, 281-302. doi:10.1037/h0040957
- Crowne, C. P., & Marlowe, D. (1960). A new scale of social desirability independent of psychopathology. *Journal of Consulting Psychology*, 24, 349-354. doi:10.1037/h0047358
- Rogers, C. R. (1961). *On becoming a person*. Boston: Houghton Mifflin.

W3 D3 APA Formatting Guide (9 of 10)

SAMPLE FOR STUDENTS

9

Table 1

Sample Table Describing Fake Data

	Variable A		Variable B	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Men (<i>n</i> = 100)	32.61	8.95	17.08	5.25
Women (<i>n</i> = 80)	33.02	9.17	16.91	5.13

Note. These data were totally made up. They are just presented to give you an idea about how to present information in a table.

W3 D3 APA Formatting Guide (10 of 10)

SAMPLE FOR STUDENTS

10

Table 2

Convergent and Discriminant Validity of Depression Scale

Variable	Correlation
----------	-------------

Convergent Validity

Self-Esteem	.44*
Hopelessness	.51**

Discriminant Validity

Social Desirability	.11
Anxiety	.22

* $p < .05$; ** $p < .01$.

W3 Day 5: Practice Exercises part 1

Instructions: At this point in the course, it is important for you to separate yourself from your essay. Put it away. Do not look at it. Do not work on it. You will not be working on your essay until Week 4 Day 2. This is designed intentionally into the course. Give yourself some time to breath. You have been working hard on this and when you start putting on the final touches, you want to have a fresh mind.

Note: If you are struggling to finish part of your essay, keep working on it by try to finish as soon as possible. If you have fallen behind in this course, now is your chance to catch up.

- Put away your Essay:** You will not read or work on your essay until Week 4 Day 2.
- Assignment:** Complete the exercises.

Daily Reflection – Week 3 Day 5

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

W3 Day 5 Assignment: Exercises 1 (1 of 2)

Instructions: Read the two thesis statements. Choose which one you think is better, then write a few sentences to explain why you made that choice.

- ①. Because modern cinematic techniques have allowed filmmakers to get more graphic, horror flicks have desensitized young American viewers to violence.
 - ②. There are serious objections to today's horror movies.
-

- ①. Although the timber wolf is actually a timid and gentle animal, it is being systematically exterminated because people wrongfully believe it to be a fierce and cold-blooded killer.
 - ②. Although the timber wolf is a timid and gentle animal, it is being systematically exterminated. [if it's so timid and gentle -- why is it being exterminated?]
-

- ①. Not just empty stories for kids, fairy tales shed light on the psychology of young children.
 - ②. In this paper, I will discuss the relationship between fairy tales and early childhood.
-

- ①. We must save the whales.
 - ②. Because our planet's health may depend upon biological diversity, we should save the whales.
-

- ①. If the government takes over industry in Kenya, the industry will become more efficient.
- ②. Socialism is the best form of government for Kenya.

W3 Day 5 Assignment: Exercises 1 (2 of 2)

- ①. Hoover's administration was rocked by scandal.
 - ②. The many scandals of Hoover's administration revealed basic problems with the Republican Party's nominating process.
-

- ①. There are advantages and disadvantages to using statistics. (a fill-in-the-blank formula)
 - ②. Careful manipulation of data allows a researcher to use statistics to support any claim she desires.
-

- ①. Society is frequently being manipulated by fake news.
 - ②. Older men and women are increasingly being tricked into believing false stories that are disseminated via WeChat.
-

Source:

ATLAS | University of Illinois, and Urbana-Champaign. "Writers Workshop: Writer Resources." *Writing Tips* "Writers Workshop: Writer Resources" *The Center for Writing Studies, Illinois*, www.cws.illinois.edu/workshop/writers/tips/thesis/.

W3 Day 6-7: Practice Exercises part 2

Instructions: Do not read or work on your essay until Week 4 Day 2 of this course. Finish the assignment.

Note: If you are struggling to finish part of your essay, keep working on it by try to finish as soon as possible. If you have fallen behind in this course, now is your chance to catch up.

- Put away your Essay:** You will not read or work on your essay until Week 4 Day 2.
- Assignment:** Complete the exercises.

Note: If you want to see answers from the Week 3 Day 5 Exercises you completed, please visit the source material:

ATLAS | University of Illinois, and Urbana-Champaign. "Writers Workshop: Writer Resources." *Writing Tips* "Writers Workshop: Writer Resources" *The Center for Writing Studies, Illinois*, www.cws.illinois.edu/workshop/writers/tips/thesis/.

Daily Reflection – Week 3 Day 6

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

Day 7 has no schedule. The last day of each week is meant to be a free day.

W3 Day 6 Assignment: Exercises 2 (1 of 2)

WB 1-1: Sentence Revision and MLA Style

Combining short sentences in logical, meaningful ways will help to solve problems such as wordiness, choppiness, run-ons, and weak conjunctions.

The white shark is the most dangerous fish in the world. The white shark attacks a lot of people every year.

[Leave the original here on the page, and type your revision underneath.]

The white shark, the most dangerous fish in the world, attacks a lot of people each year.

Either hand-write or retype the sentences to fix the problem of wordiness.

1. There have been increased news reports about shark attacks, and that means the great white has the reputation of behind the most dangerous fish in the world, but it is not really true.

2. There is a little girl crying in the parking lot. Her father is a professor at ISU.

3. He departed from his backyard. When he left, all of his neighbors were there to watch him go away.

4. The man was governor. His house, which was more like a mansion, really, since it was his official residence due to his position as an elected official, was burned.

6. We didn't know the girl. We met her yesterday. Before that, we had heard about her a little. So I guess from one point of view you could say that we knew her. Just not very well at all.

Source: Jerz, Dennis G. "WB1-1 Revision Exercises". Seton Hill University, Spring 2008,
https://jerz.setonhill.edu/EL150/2008/wb11_revision_exercises.php

W3 Day 6 Assignment: Exercises 2 (2 of 2)

Read this paragraph. Answer the questions, then rewrite the paragraph.

Please imagine a situation: You were a student who went far away from hometown for colleague study. Various activities had already filled your life so that you adapted to staying up late every night. Each time you wanted to post something reflecting the daily excitement on the Moments at midnight, you were very likely to receive nagging from the senior family members to go to bed earlier next time. Finally you got annoyed about the frequent explanations and thinking of excuses for your habits, you decided to move all your family members into a single group, reminding yourself to block them from the “sensitive” postings from now on.

From one student's paper (edited slightly) called:

Breaking or Reconstructing the Barrier?

-----What Social Media Bring to Family Relationships

- 1. Look back at the revision checklist you have from Week 3 Day 1.**
- 2. What problems do you see in this paragraph? Make a list.**
- 3. What do you think is well done in this paragraph? Write your answer.**
- 4. Which words or sentence structures hinders the delivery of information?**
- 5. Reshape or rearrange all words or sentences to improve this paragraph.**

Week 4: Project Final Review & Presentation

Week 4 Description:

Week 4 will prepare students for a using feedback to identify weaknesses in an essay, and how to create and deliver an effective presentation using a completed academic essay.

Objectives: After completing Week 4, students should be familiar with:

- ①. Editing based on outside feedback.
- ②. Building a presentation based on an academic essay.

Week 4 Checklist: Check the tasks as you complete them

<input checked="" type="checkbox"/> Week 4: Project Final Review & Presentation	
<input checked="" type="checkbox"/>	Day 1 Contact your friend and ask for them to return the completed feedback form
<input checked="" type="checkbox"/>	Day 2 Read your essay out loud
<input checked="" type="checkbox"/>	Day 2 Complete self-feedback form
<input checked="" type="checkbox"/>	Day 2 Identify weaknesses in your essay according to your self-feedback
<input checked="" type="checkbox"/>	Day 2 Daily Reflection
<input checked="" type="checkbox"/>	Day 3 Edit and revise your essay according to your self-feedback
<input checked="" type="checkbox"/>	Day 3 Edit and revise your essay according to your friend's completed feedback
<input checked="" type="checkbox"/>	Day 3 Daily Reflection
<input checked="" type="checkbox"/>	Day 4 Complete reading on how to create a presentation using your essay
<input checked="" type="checkbox"/>	Day 4 Plan your presentation and make an outline
<input checked="" type="checkbox"/>	Day 4 Daily Reflection
<input checked="" type="checkbox"/>	Day 5 Create your PowerPoint presentation
<input checked="" type="checkbox"/>	Day 5 Write your presentation script & practice
<input checked="" type="checkbox"/>	Day 5 Daily Reflection
<input checked="" type="checkbox"/>	Day 6 Record the presentation & watch the recording
<input checked="" type="checkbox"/>	Day 6 Record the presentation a 2 nd time and watch the 2 nd recording
<input checked="" type="checkbox"/>	Day 6 (optional) record more than 2 times until you are satisfied
<input checked="" type="checkbox"/>	Day 6 Daily Reflection
<input checked="" type="checkbox"/>	Day 7 Watch the final recorded version of your presentation
<input checked="" type="checkbox"/>	Day 7 Complete the self-reflection
<input checked="" type="checkbox"/>	Day 7 Sign the course completion form to state that you passed this course
<input checked="" type="checkbox"/>	Day 7 (optional) compile your files into a portfolio for your records
<input checked="" type="checkbox"/>	Day 7 (optional) complete the course feedback survey

W4 Day 1: (optional)

Instructions: There is no schedule today. This is a free day. It is important for you to take a break and get your mind away from all of the writing you have been doing.

- Contact your friend:** Ask if you get your feedback about your paper tomorrow.
- Optional Readings:** If you demand something to do, you can try these optional readings:
 - Visit the **University of Southern California's Research Paper Writing Guide offered by their library**. Read the section on “Literature Review”. You may also choose to read any other section that you might find helpful.
 - Optional Reading:
<https://libguides.usc.edu/writingguide/literaturereview>

W4 Day 2: Project Assessment

Instructions: Read your essay out loud. Read the essay checklist from Week 3 Day 1. Make notes about your essay – what you like and what you don't like. Do not start changing it, today. Rewrite your thesis statement to improve it.

- Reading:** Read your essay out loud – every single word except works cited.
- Self-Check Task:** use the checklist from Week 3 Day 1. Identify weaknesses in your paper.
- Thesis Revision Task:** Write an improved thesis statement.

Self Check Notes: Today you should be doing a close reading of your own essay. You should not stop and spend time revising, you will do that on Week 4 Day 3. Today you will simply take notes about what you like and what you don't like about your essay. If you love your thesis, you do not need to change it, but you should give that a fair amount of consideration.

Daily Reflection – Week 4 Day 2

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

W4 Day 3: Project Revision

Instructions: Use your notes from Week 4 Day 2 and begin making revisions to your essay. These will be final revisions. Read your friend's feedback about your essay and make revisions to improve your essay based on that feedback.

- Revise your essay:** Use your notes from Week 3 Day 2 to revise your essay.
- Revise your essay:** Use your friend's feedback to revise and improve your essay.

- (Optional):** Consider finding another source if you don't have enough supporting research.

Note: After today, you will have the final version of your essay for this course! Congratulations!

Daily Reflection – Week 4 Day 3

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**

- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult**
Why?

- 3. What did you do well today?**

- 4. Is there anything you think you did poorly? Explain.**

- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

W4 Day 4: How to Create a Presentation of the Completed Project

Instructions: Read about how to use the essay you wrote to create a presentation. The goal is to be able to explain the contents of your essay through visual presentation. Create an outline for your presentation.

- Reading:** How to create a presentation using an essay
- Task:** Create an outline for your presentation

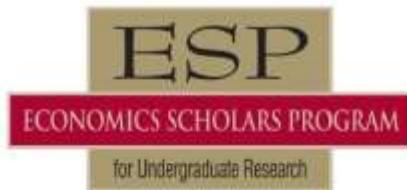
Before you begin: Do not be intimidated by this process. You have already done the hard work and you are on your way to the finish line. A presentation should be 15-20 minutes long and not longer. It is short. You cannot include all information. You will need to choose what's important.

Daily Reflection – Week 4 Day 4

Complete your Daily Reflection after you have finished today's required tasks.

- 1. How much time did you spend working on this course today?**
- 2. How difficult was it? Easy / Moderate / Difficult / Very Difficult
Why?**
- 3. What did you do well today?**
- 4. Is there anything you think you did poorly? Explain.**
- 5. Can you think of any way to improve your self-studying for tomorrow? Explain.**

W4 Day 4 Making a Good Presentation (1 of 9)



Tips for Making a Good Research Presentation*

Preparing your presentation

If you have been diligent in following the rubric while writing your paper, then preparing a good presentation should not be difficult. The following guidelines may be helpful.

- **Organize your thoughts:**

- Identify the important ideas first and then determine the most important supportive details.
- Determine details that are unnecessary. Use only those that are of value to your point.
- Using a top-down approach, create an outline that includes:
 - A statement of the problem (What?)
 - Your motivation for examining the problem and its possible significance (Why? and Why we should care?)
 - A high-level view of the results (How?)
 - Details of results
 - Significance of your results
 - Conclusions and future directions for your work
- Remember:
 - First are big ideas.
 - Second are details.
 - Third is the summary.

- **Create your visuals:**

- Avoid squeezing too much information on one slide.
- Remember your slides are an outline of your presentation and not a word-for-word copy of your talk.
- Include your main points with subpoints and leave details to written notes for your reference.
- Soft, light-colored backgrounds are generally better than white with dark text color or use dark backgrounds with light-colored text.
- For projector purposes, maintain a one-inch margin around each slide to avoid information cut off.
- Use 18-point size font or larger.
- Remember as a general rule, it should take two to three minutes to talk through the material on one slide
- There is no restriction on the number of slides used, but limit your presentation to no longer than **20** minutes.

W4 Day 4 Making a Good Presentation (1 of 9)

- If you include website addresses in the presentation, do not include live links. The Bank's firewall will prevent access to external websites.
- Presentations must be PowerPoint files.
- **Rehearse, rehearse and rehearse again**
 - Prepare notes (Not a copy of your presentation but key phrases that will prompt you to the next topic or ideas that you do not want to forget)
 - After your slides are prepared, give a practice run-through of your talk in front of at least one person. Stand in a room for 20 minutes and talk through **all** your slides (out loud). This should be a timed dress rehearsal. Don't stop and fix slides as you go, and don't let your audience ask questions or suggest fixes until your practice talk is over. You need to force yourself to talk through your entire talk without interruptions.
 - If your talk is too long, you should cut out some material to get it to fit into the time slot (your audience will not mind if your talk ends five minutes early, but they **will** mind if it goes five minutes over).
 - Ask whomever is listening to you to take notes of places where you can make improvements or where something seems unclear. Ask that person to jot down questions. After you finish your rehearsal, talk about the suggestions and answer the questions.

Delivering your presentation

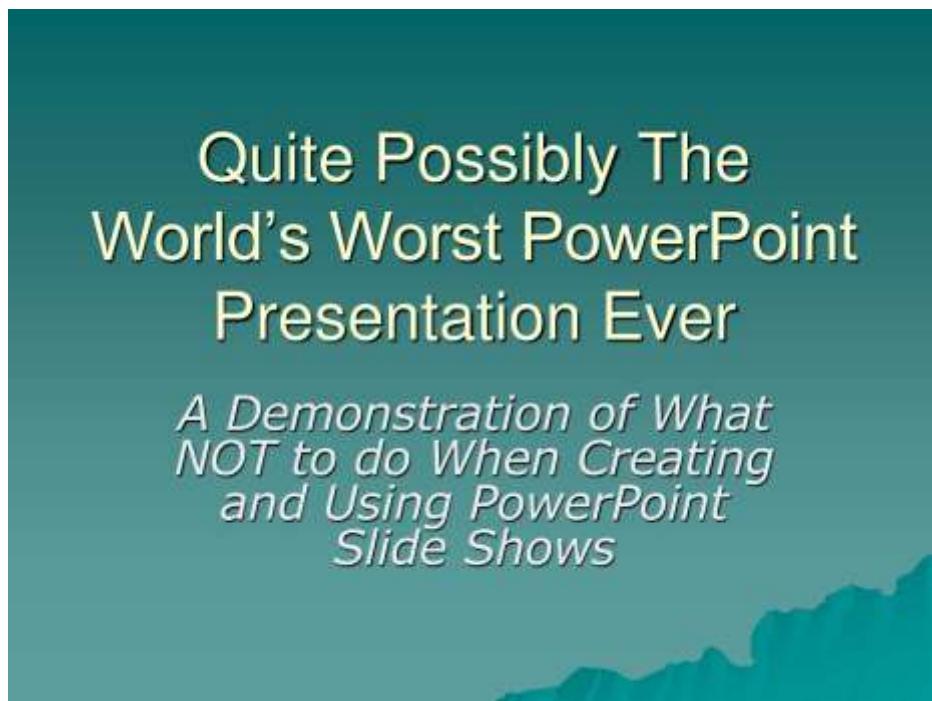
- **Two alternative ways to begin:**
 - Give your audience a road-map or outline of your talk. (main organization of your talk)
 - Give the audience information that will motivate the general topic (Why should we care?)
- **Transition between topics**
 - Use transitional phrases that reinforce points and link them together.
 - Remind the audience what they just saw or heard.
 - "Now that you have seen..."
 - "As you now know..."
 - Tell the audience if you are going to expand a previous point or move to a new one.
 - "Based on what we found, we proceeded to..." (expand or extend)
 - "Once we examined (blank), we realized we needed to explore..." (move on)
 - Redisplay your outline slide to keep your audience oriented to where you are in the presentation. (It also helps keep you on track).
- **Repeat your point**
 - Repetition is important to understanding. One rule of thumb says your audience has to hear something three times before they will remember.
 - Tell them what you are going to say.
 - Say it.
 - Summarize what you said.
- **Talk to your audience**
 - Don't read your presentation from notes or off the computer or screen.
 - If you draw a blank, then looking at your slides can help you get back on track.
 - It is okay to pause and refer to your notes if you need to.
 - Try to make eye contact with as many people as possible.

W4 Day 4 Making a Good Presentation (3 of 9)

- **Remember that being nervous is common**
 - Taking a deep breath can be calming. You may want to take a deep breath between each slide.
 - Talking fast is often a result of being nervous. Slow down. Take a few seconds to think about a question before you respond. No one will notice if you pause a few seconds between slides.
 - Don't be too hard on yourself. Remember that you do not have to know the answer to every question. "I don't know is an acceptable response" or "I hadn't thought of that. Please send me your email and I will try to find the answer and get back with you.". It is okay to say "I don't know" or better yet "gee, I hadn't thought about that, but one possible approach would be to..."

*We would like to thank Tia Newhall, associate professor of computer science at Swarthmore College for many of the ideas present in this document.

Source: Newhall, Tia. *Tips for Making a Good Research Presentation*.
<http://www.dallasfed.org/~media/documents/educate/events/esp/tipspresenter.pdf>.



How to Use this Presentation

- Watch the slide show.
- Gaze at the horrible examples of bad slide design and presentation.
- Read the hints and tips slides that follow the examples to avoid making similar mistakes!

Chilean Exports

- Fresh fruit leads Chile's export mix - Chile emerges as major supplier of fresh fruit to world market due to ample natural resources, consumer demand for fresh fruit during winter season in U.S. and Europe, and incentives in agricultural policies of Chilean government, encouraging trend toward diversification of exports and development of nontraditional crops - U.S. Dept. of Agriculture, Economic Research Service Report
- Chile is among the developing economies taking advantage of these trends, pursuing a free market economy. This has allowed for diversification through the expansion of fruit production for export, especially to the U.S. and Western Europe. Chile has successfully diversified its agricultural sector to the extent that it is now a major fruit exporting nation. Many countries view Chile's diversification of agriculture as a model to be followed.
- Meanwhile, the U.S. remains the largest single market for Chile's fruit exports. However, increasing demand from the EC and Central and East European countries combined may eventually surpass exports to the U.S., spurring further growth in Chile's exports.
- If you've read this far, your eyes probably hurt and you've been reading this tedious long-winded text instead of listening to me. I'm insulted- can't you see I'm doing a presentation up here? Look at me! Congratulations, however, on having such good eyesight.

W4 Day 4 Making a Good Presentation (5 of 9)

Too Much Text, and Font too small

- Don't put large blocks of text in your presentation.
- Emphasize the main points.
- The “Six-by-Six” Rule.
- Use pictures- PowerPoint is multimedia!
- Use a large font...at least 30-point or more.



Beginner Motorcycles

The image shows a black Suzuki Savage motorcycle parked on a paved surface. The motorcycle has a classic chopper-style frame with a large front wheel and a smaller rear wheel. It features a prominent front fork and a simple seat. The background consists of some trees and a fence, suggesting an outdoor setting like a park or a residential area.

- My personal favorite: the Suzuki Savage
- Light weight (~380lbs)
- Adequate power (650cc engine)
- Low seat height fits most riders

Bad Color Choices

- Avoid loud, garish colors...dark text on light background is best.
- Avoid text colors that fade into background, i.e. blue and black
- Avoid color-blind combinations:
 - Red and green
 - Blue and yellow



Overwhelming Pictures

- Use pictures, but don't let them use you.
- Keep slides SIMPLE! Too much diverts audience away from content.
- Too many pictures also make saving a presentation difficult.
- 1 or 2 pictures per slide is probably enough.

Racquetball Fundamentals

- 2, 3, or 4 players.
- 1 player serves, other "returns."
- Only serving player can score.
- Served ball must land past serving line and cannot hit back wall.
- Ball can only bounce once before striking front wall...but ball does not have to bounce.

Using too much Slide Animation

- Again, keep slides simple!
- Apply one Slide Transition style and one Animation Scheme to ALL slides.
- Don't change between styles- a single style makes a presentation look unified.
- “Busy” presentations divert audience attention from content.

More Presentation tips

- Talk to your audience, not the slides- face them!
- Don't just read what's on the board...we can read that. Use a visual presentation as a starting point.
- Avoid apologizing for a presentation shortcomings...press on.
- Leave time for Q & A.

More Presentation tips, cont.

- Check grammar! A presentation is the worst time to see misspellings.
- Don't make too many slides...avoid the "slide rush" (trying to rush through the last 20 slides because you ran out of time).
- Cite your sources on each slide or at the end of your presentation.
- Remember: KEEP IT SIMPLE! It's just a tool!

W4 Day 5: Pre-Writing for the PowerPoint Presentation

Instructions: Create your PowerPoint presentation. Write your presentation script and practice. You will record yourself giving the presentation.

- Assignment:** Create your PowerPoint Presentation
 - If you do not have access to a computer, you can adapt by just writing a speech.
- Practice your presentation:** start reciting your script

Tip: Since your presentation will be just 15-20 minutes long, remember not to create too many slides. If you have 15 slides, that means you have maximum 1 minute to talk for each slide.

Daily Reflection – Week 4 Day 5

Complete your Daily Reflection after you have finished today's required tasks.

1. **How much time did you spend working on this course today?**
2. **How difficult was it? Easy / Moderate / Difficult / Very Difficult**
Why?
3. **What did you do well today?**
4. **Is there anything you think you did poorly? Explain.**
5. **Can you think of any way to improve your self-studying for tomorrow? Explain.**

W4 Day 6: Recording & Revising the Presentation

Instructions: Read about how to write an introduction and then follow the advice to complete your essay's introduction.

- First Recording Task:** Record yourself giving your presentation
- Task 1:** Watch the first recording
- Second Recording Task:** Make changes to your presentation based on what you saw from your first recording that you watched. Now record it again.
- Task 2:** Watch the second recording.
- Task 3:** (optional) Repeat this process until you are satisfied with the presentation you see. Then keep the final recording as your final presentation.

Tips: You can record your PowerPoint presentation and add audio so the listener can see the presentation and hear your voice. It's better to see your face, but feel free to do what you need to do to achieve the best outcome for your presentation.

Daily Reflection – Week 4 Day 6

Complete your Daily Reflection after you have finished today's required tasks.

1. **How much time did you spend working on this course today?**
2. **How difficult was it? Easy / Moderate / Difficult / Very Difficult**
Why?
3. **What did you do well today?**
4. **Is there anything you think you did poorly? Explain.**
5. **Can you think of any way to improve your self-studying for tomorrow? Explain.**

W4 Day 7: Assessment & Course Feedback Survey

Instructions: Watch the final recorded version of your presentation. Complete the self-reflection. Complete the assessment of your essay. Sign the course completion form and state that you passed this course. Compile your work from this course into a portfolio that you can save for your records. Complete the course feedback survey.

- Watch the final presentation: fill out assessment**
- Fill out assessment of your essay**
- Complete a course reflection**
- Sign the course completion form and state that you passed this course**
- Did you skip any instructions? Now is the time to go back and write a paragraph to explain why you did that and whether or not you still believe that was the best choice.**
- (optional) compile your work from this course into a final portfolio**
- (optional) Complete the course feedback survey**

Final Course Reflection

- 1. On average, how much time do you think you spent on this course, daily?**
- 2. How difficult was the course as a whole? Easy / Moderate / Difficult / Very Difficult**
- 3. How would you rate your own effort in the course? 1 = very low / 10 = very high**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

- 4. How would you rate your motivation to finish the course? 1 = very low / 10 = very high**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

- 5. What did you learn from this course the most?**

- 6. What is one way that you still need to continue to improve as an academic writer?**

Professional & Academic English Writing

Course Feedback Survey

Instructions: Your honest feedback will help to make future improvements to this course.	
To:	chris@carbonchris.com
Subject:	Academic Writing Course Feedback Survey
<ol style="list-style-type: none">1. How difficult was the course as a whole? 2. Did you find this course helpful? Explain. 3. What was the best part of this course? Why? 4. What part of this course should be improved or changed? Explain. 5. What are your thoughts about the content, instructions, and explanations in this course? 6. Would you recommend this course to others? Why? 7. Do you have any thoughts or comments to add?	

Professional & Academic English Writing
Self-Assessment Essay Rubric

Instructions: Give your essay a score for each question. Add all of the scores to determine the total.

The scale is 1-5 where 1=No and 5=Yes.

Introduction						
Question 1	Does the introduction begin in an interesting way? Does the information carry the reader naturally to the thesis? Is the content related well to the topic of the essay?					
(No)	1	2	3	4	5	(Yes)

Thesis Statement						
Question 2	Does your paper contain a sentence or group of sentences that clearly articulates the central driving thrust of the paper in a detailed and specific way?					
(No)	1	2	3	4	5	(Yes)

Quality of Argument / Content						
Question 3	Does the paper indicate mature understanding of its topic and reflect originality, college-level thought, and effort of the writer? Does it use effective examples and mature reasoning to support its overall analysis? Are directions for the paper given by the instructor followed appropriately?					
(No)	1	2	3	4	5	(Yes)

Sources & Research						
Question 4	Is the content of the paper supported by a minimum of 3 credible sources? Are the sources clearly related to the topic of the paper? Does the quality of the sources meet the standards of scholarly academia?					
(No)	1	2	3	4	5	(Yes)

Conclusion						
Question 5	Does the conclusion restate the thesis? Does the conclusion re-emphasize the strong points and support in the body of the paper? Does the conclusion cover weaknesses of the topic or else does it give recommendations for further study? Does the conclusion have an outward thrust that inspires readers to action?					
(No)	1	2	3	4	5	(Yes)

Style / Format / Mechanics						
Question 6	Is the wording of the essay formal and appropriate? Is it in MLA or APA format? Does it have enough variation in sentence structure and sentence complexity? Is the vocabulary level of academic quality? Does the essay avoid word repetition?					
(No)	1	2	3	4	5	(Yes)

Flow / Cohesion						
Question 7	Do all parts of this essay connect together as one cohesive, single argument? Do all subtopics in the body content tie into the thesis well? Does everything in the essay fit together tightly under the topic?					
(No)	1	2	3	4	5	(Yes)

Total Score out of 35:

Professional & Academic English Writing

Self-Assessment Presentation Rubric

Instructions: Give your presentation a score for each question. Add the scores to determine the total.

The scale is 1-5 where 1=No and 5=Yes.

Delivery											
Question 1	Did the speaker deliver the presentation as someone knowledgeable about the topic? Did the speaking sound natural and very well practiced? Did the speaker use vocal variation techniques such as appropriate pauses and volume?										
(No)	1	2	3	4	5	6	7	8	9	10	(Yes)
Presentation & Visuals											
Question 2	Did the PowerPoint act as a support to the topic? Did it have appropriate visuals? Did the content match with the speaking? Were the words kept to a minimum? Did the presentation avoid too many fancy text movements or slide transitions?										
(No)	1	2	3	4	5	6	7	8	9	10	(Yes)
Speaking											
Question 3	Was the speaker easy to understand? Did they speak at an appropriate speed? Were the words clear? Was the speaking correct English?										
(No)	1	2	3	4	5	6	7	8	9	10	(Yes)
Content											
Question 4	Was the content of the presentation a good representation of the topic? Was the importance and need of the topic clear? Did the presentation cite sources and sound well researched? Was the content detailed and specific?										
(No)	1	2	3	4	5	6	7	8	9	10	(Yes)
Conclusion											
Question 5	Did the ending of the presentation inspire or encourage the audience to become participants in the topic? Did the ending leave the audience with some final thought? Did the ending of the presentation reword the thesis or remind the audience about the importance of the topic? Did the ending make any recommendations about how the audience can join or do more research on the topic?										
(No)	1	2	3	4	5	6	7	8	9	10	(Yes)

Total out of 50:

End of Course

Congratulations!

You made it! If you are able to [print and sign the form located on page 6](#) of this course, it means you have successfully passed this course! If you used any of this course material for your own studies or purposes, you have likely still taken a small step towards improving your professional and academic writing.

I hope some of this course has benefitted you in some way. Please take the time to complete the Course Feedback Survey on page 152 and offer your thoughts and feedback so this course can continue to improve.



Acknowledgements

Special thanks to the creators of these great resources which were used at certain points throughout this course.

ATLAS | University of Illinois, and Urbana-Champaign. "Writers Workshop: Writer Resources." Writing Tips " Writers Workshop: Writer Resources " The Center for Writing Studies, Illinois, www.cws.illinois.edu/workshop/writers/tips/thesis/.

"Body Paragraphs." Ashford Writing Center, writingcenter.ashford.edu/body-paragraphs.

"Classic Model for an Argument". Valencia College, Communications Student Support Center
Adapted from:
Simon & Schuster Handbook for Writers. Ed. Lynn Quitman Troyka, 6th ed. Upper Saddle River, NJ: Prentice Hall, 2002.
The Writer's Workplace. Ed. Sandra Scarry and John Scarry. 6th ed. Boston: Thomson Wadsworth, 2008, <https://valenciacollege.edu/students/learning-support/winter-park/communications/documents/SampleArgumentOutline.pdf>

GlobalPAD (Global Professional and Academic Development) Open House. "Academic English Skills: Writing a Conclusion". Centre for Applied Linguistics. University of Warwick, warwick.ac.uk/fac/soc/al/globalpad/openhouse/academicenglishskills/writing/conclusions/.

Hogue, Tere Molinder. "Thesis Statements Revision." Indiana University, University Writing Center, Oct. 2014, https://liberalarts.iupui.edu/uwc/files/documents/Revising_Thesis_Statements.pdf

Holewa, Randa. " Strategies for Writing a Conclusion". St. Cloud State University: 19 Feb. 2004, <http://leo.stcloudstate.edu/acadwrite/conclude.html>

"Introduction Paragraphs." Online Learning Resources, aso-resources.une.edu.au/academic-writing-course/paragraphs/introduction-paragraphs/.

Jerz, Dennis G. "WB1-1 Revision Exercises". Seton Hill University, Spring 2008, https://jerz.setonhill.edu/EL150/2008/wb11_revision_exercises.php

MasterClass. "How to Use Paragraph Transitions to Strengthen Your Writing - 2020." MasterClass, MasterClass, 27 Nov. 2019, www.masterclass.com/articles/how-to-use-paragraph-transitions-to-strengthen-your-writing.

McLean, Scott, and Tara Horkoff. "Chapter 12. Peer Review and Final Revisions." Writing for Success 1st Canadian Edition, opentextbc.ca/writingforsuccess/chapter/chapter-12-peer-review-and-final-revisions/.

Newhall, Tia. Tips for Making a Good Research Presentation.
<http://www.dallasfed.org/~media/documents/educate/events/esp/tipspresenter.pdf>

Purdue's Online Writing Lab (O.W.L.)
- "APA Formatting and Style Guide"
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

- “Body Paragraphs”
owl.purdue.edu/owl/general_writing/common_writing_assignments/argument_papers/body_paragraphs.html.
- “Citation Machine”. citationmachine.net
- “MLA Formatting and Style Guide”
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/documents/20180702110400_747-2.pdf
- “Transitions”
owl.purdue.edu/owl/general_writing/mechanics/transitions_and_transitional_devices/index.html.

“Transitioning: Beware of Velcro.” Writingcenter.fas.harvard.edu,
writingcenter.fas.harvard.edu/pages/transitioning-beware-velcro.

Montante, Sarah. “Crafting a Thesis for an Expository Essay.” Scholastic, Literary Cavalcade, Feb. 2004,
http://teacher.scholastic.com/writeit/cavalcade/pdf/feb2004/p36-37_thesis_exp_essay.pdf

Murphy, E. P. “Writing Fundamentals I: The Least Painful Way to Write an Intro.” Medium, The Writing Cooperative, 14 Mar. 2017, writingcooperative.com/the-most-painless-way-to-write-an-intro-8ef26809518a.

Murphy, E.P. “Writing Fundamentals: How to Transition Between Paragraphs.”
<https://medium.com/@metamurphie/writing-fundamentals-ii-how-to-transition-between-paragraphs-378dce88fbb8>

Rosenwasser, David, and Jill Stephen. Writing Analytically. Cengage, 2019.

Stephen Reid and Dawn Kowalski.. (1994 – 2012). Organizing Documents.
 Writing@CSU. Colorado State University. Available at
<https://writing.colostate.edu/guides/guide.cfm?guideid=29>

“Research Guides: Organizing Academic Research Papers: 9. The Conclusion.” 9. The Conclusion - Organizing Academic Research Papers - Research Guides at Sacred Heart University,
library.sacredheart.edu/c.php?g=29803&p=185935.

“Transition Sentences”. The College of Saint Rose Writing Center, 2012, <http://www.strose.edu/writingcenter>

Way, Jackie, et al. The Anteaters Guide to Writing & Rhetoric. Fountainhead Press, 2019

Whitaker, Anne. “Academic Writing Guide 2010”, City University of Seattle, 2010,
<http://www.vsm.sk/Curriculum/academicsupport/academicwritingguide.pdf>

“Word Choice”. University of North Carolina at Chapel Hill Writing Center,
<https://writingcenter.unc.edu/tips-and-tools/word-choice/>

“Writing Body Paragraphs.” Research & Learning Online, 24 Feb. 2020, www.monash.edu/rlo/assignment-samples/assignment-types/writing-an-essay/writing-body-paragraphs.

Wyrick, Jean. Cheng Gong Xie Zuo Ru Men = Steps to Writing Well. Bei Jing Da Xue Chu Ban She, 2016.