

CVUHSD Writing Handbook

Table of Contents

I.	The Fundamentals of Language	
a.	Parts of Speech	1-2
b.	Sentence Structure.....	2
c.	Phrases and Clauses	2
d.	Punctuation: Commas, Semicolons, Colons, Ellipses, Hyphens.....	3-5
e.	Consistent Verb Tense, Subject Verb Agreement and Parallel Structure	6-7
II.	The Writing Process	
a.	Writing Across the Curriculum	8
b.	The Writing Process.....	9
c.	Prewriting	
i.	Unpacking the Writing Prompt	10
ii.	CVUHSD Power Words	11
iii.	Generating and Organizing Ideas.....	12-14
d.	Revising	
i.	Audience, Purpose and Form	15
ii.	Informal vs. Formal Academic Style.....	15
iii.	Expressions to Use in Academic Writing and Speaking.....	16-17
iv.	Useful Transitions.....	18
v.	No More Blah Words.....	19
vi.	Active Vs. Passive Voice.....	19
vii.	Attention Grabbers and Writing Hooks	20
e.	Editing	
i.	Ten Commonly Made Mistakes.....	21
ii.	Commonly Confused Words	22
iii.	Proofreader's Editing Marks	23
iv.	6+1 Traits of Good Writing.....	24
v.	Sentence Stems for Peer Editing.....	25
vi.	Checklist for Peer Editing Expository Essays.....	26
III.	Expository Writing	
a.	Paraphrasing and Summarizing.....	26-27
b.	Expository Essay Formatting and Organizational Guidelines	28
c.	Developing an Expository Analytical Essay.....	
i.	Developing a Thesis Statement	29
ii.	Introduction.....	30
iii.	Body Paragraphs	30
iv.	Tips for Blending Quotes Effectively.....	31
v.	Conclusion	31
d.	Developing a Research Paper	
i.	Research Paper Guidelines	32
ii.	Critically Evaluating Sources.....	33-34
iii.	MLA Parenthetical Citations.....	35
iv.	Works Cited Guidelines	36-37
IV.	Timed Writing Resources	
a.	Six Timed Writing Tips	38
b.	Types of Timed Writing	39-40
c.	CAHSEE Rubric	41-42
V.	Helpful Internet Writing Resources	43
VI.	CVUHSD Writing Rubric	44
VII.	Writing Handbook Glossary	45-48

The Fundamentals of Language

Parts of Speech

Overview: All words fall under this category. Parts of speech include:

- | | |
|--------------|-----------------|
| ⊙ Nouns | ⊙ Pronouns |
| ⊙ Verbs | ⊙ Conjunctions |
| ⊙ Adjectives | ⊙ Prepositions |
| ⊙ Adverbs | ⊙ Interjections |

Nouns: Any word or words that names a person, place, thing, or idea. There are several categories.

- **Concrete Nouns:** A noun that can be touched, seen, heard, smelled, or tasted (*i.e. Tree, ocean, wind, perfume, apple*).
- **Abstract Nouns:** A noun that names a concept or idea, something that *can not* be touched, seen, heard, smelled, or tasted (*i.e. celebration, anger, sadness, happiness*).
- **Common Noun:** A noun that names something that is general (*i.e. dog, cat, boy, girl*).
- **Proper Noun:** A noun that names a specific person, place, or thing, and is capitalized (*i.e. Fido, Morris, Bob, Jane*).
- **Singular Noun:** Names one noun (*i.e. student, teacher*).
- **Plural Noun:** Names more than one noun (*i.e. students, teachers*).

Verbs: A word used to show an action or indicate the state or condition of the noun. There are three types of verbs.

- **Action Verbs:** Names an action (*jump, skip, run*).
- **Helping (auxiliary) Verb:** A verb that helps another verb, and is usually *not* an action (*i.e. had been, will be, was going*).
- **“To be” Verb:** Names a state of a noun - often used as a helping verb (*i.e. is, be, am*).

Adjectives: A word that describes or modifies a noun (*i.e. red, big, ugly, wide*).

Adverb: A word that describes or modifies a verb, adjective, or another adverb (*really good, quickly ran, extremely well*); adverbs *usually* end in “ly.”

Pronouns: Take the place of a noun. There are three main categories of pronouns.

- **Personal Pronouns:** Take the place of a proper name (*i.e. Bob = he, Jane = she, I, we, you*)
- **Subject Pronouns:** Take the place of the subject (*i.e. I, you, it, we, he and she*)
- **Object Pronoun:** Take the place of an object in a sentence (*i.e. him, her, it, me, us*)

Conjunctions: A word that connects words or phrases to other words or phrases in a sentence
FANBOYS (*for, and, nor, but, or, yet, so*).

Interjections: A word that expresses a strong emotion, often accompanied by an exclamation point. Also, interjections can stand alone as a sentence (*i.e. Hi! Wait! Horray! Yes! No! Eww! Wow!*)

Prepositions: A word that shows the relationship between a noun or pronoun and another word in a sentence. Usually indicates the direction the subject is going, or the subject's position.

<i>about</i>	<i>beside</i>	<i>of</i>	<i>over</i>
<i>above</i>	<i>between</i>	<i>in case of</i>	<i>past</i>
<i>according to</i>	<i>beyond</i>	<i>in front of</i>	<i>regarding</i>
<i>across</i>	<i>but*</i>	<i>in place of</i>	<i>round</i>
<i>after</i>	<i>by</i>	<i>inside</i>	<i>since</i>
<i>against</i>	<i>by means of</i>	<i>in spite of</i>	<i>through</i>
<i>along</i>	<i>concerning</i>	<i>instead of</i>	<i>throughout</i>
<i>along with</i>	<i>despite</i>	<i>into</i>	<i>till</i>
<i>among</i>	<i>down</i>	<i>like</i>	<i>to</i>
<i>apart from</i>	<i>during</i>	<i>near</i>	<i>toward</i>
<i>around</i>	<i>except</i>	<i>next</i>	<i>under</i>
<i>as</i>	<i>except for</i>	<i>of</i>	<i>underneath</i>
<i>as for</i>	<i>excepting</i>	<i>off</i>	<i>unlike</i>
<i>at</i>	<i>for</i>	<i>on</i>	<i>until</i>
<i>because of</i>	<i>from</i>	<i>onto</i>	<i>up</i>
<i>before</i>	<i>in</i>	<i>on top of</i>	<i>upon</i>
<i>behind</i>	<i>in addition to</i>	<i>out</i>	<i>up to</i>
<i>below</i>	<i>in back</i>	<i>out of</i>	<i>with</i>
<i>beneath</i>		<i>outside</i>	<i>within</i>
			<i>without</i>

Sentence Structure:

Sentences consist of a subject, verb (or predicate), and/or an object.

- **Subject:** Who or what the sentence is about. It can be a noun or pronoun.
- **Verb (predicate):** Tells us what the subject is doing, or states the subject's position.
- **Object:** The person or thing affected by the subject's action(s).

Phrases and Clauses

- **Phrases:** Usually part of a sentence, may contain a subject, verb (predicate), or an object, but not together. *Ex: The boy jumped over the fence.*
- **Clauses:** Contains a subject, verb, and/or object, but doesn't always complete the thought. There are two types of clauses.
- **Independent Clause:** Can stand alone as a complete sentence.
- **Dependant Clause:** Can not stand alone as a complete sentence (sentence fragment) because it needs the help of an independent clause. Often begins with a word like because.
Ex: Because they didn't feed the cat, Fluffy ran away.

Types of Sentences

- **Simple Sentence:** Contains one subject, verb, and/or object. *Ex: Bob walked to the store.*
- **Compound Sentence:** Contains two or more independent clauses joined together.
Ex: Bob and Jill walked to the store. Ex: Bob ran and jumped over the hedge.
- **Complex Sentence:** Contains one or more independent clauses and one or more dependent clauses.
Ex: When Bob went to the store, he bought some milk.

Punctuation

Commas

RULE 1: Commas separate independent clauses (groups of words that form a complete thought) only when they are joined by a conjunction (words such as *and*, *but*, *or*, *nor*, *yet*).

Jessie ran to the gas station, but he forgot his money.

Renatta works at a copier center, and she has to stand up most of the time.

RULE 2: Commas are used to separate *nonrestrictive elements* from the rest of the sentence. Nonrestrictive elements are clauses, appositives, and phrases that are not essential to the meaning of the words they modify. *Restrictive elements*, on the other hand, are essential to the meaning of the words they modify and are *not* set off by commas.

Nonrestrictive: The three adventurers involved in the rescue, who were not afraid of risking their lives, jumped into the pit to save their friend.

Restrictive: The adventurers who were not afraid of risking their lives jumped into the pit to save their friend.

Nonrestrictive: Rosa, who is usually shy, was the life of the party last night.

Restrictive: The football player who is usually shy was the life of the party last night.

Nonrestrictive: My father, who was born in Louisiana, is the youngest of five children.

Restrictive: Anyone who is born in Louisiana is eligible to apply for the scholarship.

RULE 3: Commas usually follow an introductory word, phrase, clause or expression.

Besides, the child was only six years old.

By taking the lead, Douglas infuriated his competitors.

When I drive home from school, I go right by your house.

RULE 4: Commas are used to separate items in a series of three or more words, clauses, or phrases.

Frank, Charles, and Shirley were all on phone restriction.

Thomas Dyer played football, worked after school, and excelled in academics as a teenager.

TIP: To determine when you use commas with items in a series, follow “the rule of ‘and.’” Insert “and” between adjectives, verbs, adverbs, or nouns. If the sentence makes sense with “and,” then the items in the series are coordinate and can be separated by commas. Otherwise, they are not separated by commas.

*The principal found an **updated Fresno telephone book**. (In this case, the sentence does not make sense with “and” inserted between “updated” and “Fresno,” so the adjectives are not separated by commas.)*

*The principal is **fair, friendly, and tolerant**. (In this case, the sentence makes sense with the inserted “ands”, so the adjectives can be separated by commas.)*

RULE 5: Commas used to set off added comments or information. Transitional expressions such as conjunctive adverbs are also set off with commas.

*My records, **however**, indicate that he paid his taxes every year.*

*Lyla, **as we know**, was out of the house when the fire started.*

RULE 6: Commas are used to set off direct address, tag questions, interjections, and opposing elements.

*Direct Address Example: **Carla**, what is on the agenda today?*

*Tag Question Example: We’re not going in there, **are we**?*

*Interjection Example: We drove across Tennessee, **surprisingly**, in one day.*

*Opposing Elements Example: Rene was supportive, **not critical**, toward the project.*

RULE 7: Commas are used before and after quotations. Commas are not used when the quotation is a question, an interjection, an indirect quotation, or when the quotation includes the word “that.”

*“Go at once,” **Gene commanded**, “and see what is causing that commotion.”*

*The lawyer says **that the trial system is fair**.*

*People who say “**so long**” are using an expression.*

RULE 8: Commas are not used after a quotation when the quotation is an exclamatory statement or a question.

“What are you doing here?” asked the baker.

“You had better hand over that jacket, Mrs. Billings!” yelled the security guard.

RULE 9: Commas are used between the date and year as well as after the year.

On December 3, 2004, Lupe got her wish.

RULE 10: Commas are used after the street address or PO Box, city, and state in addresses. If the zip code is included, do not place a comma between the state and the zip code.

Greg Durham has lived at 627 LaVista Road, Novato, CA, for three years.

Candace Walker’s new mailing address is PO Box 441, Orlando, FL 32887.

Semicolons ;

Rule: Use a semicolon (;) to join two independent clauses that are closely related.

The rain stopped; the sun came out.

His voice was too soft; we couldn’t hear him.

Do not place and, but, or or after a semicolon.

Incorrect: This scarf is pretty; and I might buy it for my sister.

Correct: This scarf is pretty; I might buy it for my sister.

If a word such as therefore or however appears after a semicolon, place a comma after it.

You may go out to play; however, you must wear a jacket.

Colons :

Rule 1: Use a colon after the greeting of a business letter.

Gentlemen:

Dear Ms. Garcia:

Rule 2: Use a colon in writing the time.

9:00 A.M.

11:23 P.M.

Rule 3: Use a colon to set off lists.

Groceries:

Milk

Bread

Cookies

The following people must attend: Val, Sue, and Ty

Rule 4: Use a colon between the chapter and verse(s) in the Bible.

John 3:16

Genesis 7: 1-11

Rule 5: Use a colon after divisions of topics in a writing.

Commas: Rule 1:

Rule 2:

Ellipses ...

When quoting, the crucial information the writer needs may be at the beginning and end of a sentence or, perhaps, only at the beginning of a quoted sentence. A writer will use **ellipses** to indicate that he or she has omitted unnecessary information.

Original Text:

“The point of repeated advertising is to eventually gain the consumer’s attention. For example, consumers may ignore an ad the first time they see it, slowly become aware of it the second and third time they see it, then become interested in the product once they have seen it a fourth time.” Janice Wanniski, “Tips for Successful Marketing”

Ellipses omitting material in the middle of a sentence:

“The point of repeated advertising is to eventually gain the consumer’s attention. For example, consumers may ignore an ad the first time they see it...then become interested in the product once they have seen it a fourth time.”

Ellipses omitting material at the beginning of a sentence:

“The point of repeated advertising is to eventually gain the consumer’s attention...consumers may ignore an ad the first time they see it, slowly become aware of it the second and third time they see it, then become interested in the product once they have seen it a fourth time.”

Hyphens –

Rule 1: Use a hyphen between a prefix and a proper noun or proper adjective.

pre-Babylonian, anti-American, or pro-Western

Rule 2: Use a hyphen to connect two or more nouns that are used as one word

lady-in-waiting, great-grandmother, father-in-law, secretary-treasurer

Rule 3: Use a hyphen to connect a compound adjective that comes before a noun.

a well-deserved vacation, a once-in-a-lifetime change, the well-disciplined child, an easy-going man

Rule 4: Do not use a hyphen in a compound word when one of the words ends in *-ly* or a compound proper adjective.

WRONG: *clearly-written*

RIGHT: *clearly written*

WRONG: *Eastern-European*

RIGHT: *Eastern European*

Rule 5: Use a hyphen when writing out the numbers twenty-one through ninety-nine. A fraction used as an adjective needs a hyphen. A fraction used as a noun does not need a hyphen.

A two-thirds majority is needed to pass the law.

Two thirds of the earth is covered with water.

Rule 6: Use a hyphen to show a word has been broken into syllables and continued on the next line.

If this box were a piece of paper,
the words on this page would be broken
between syllables. This is an example.

Consistent Verb Tense

When sentences appear in paragraph form, the time of each action is more difficult to determine. **The time of all action words in a paragraph must be the same.** The action word in the first sentence sets the time for the paragraph. For example:

INCORRECT: John entered the library. He speaks to the librarian. Finally, John chooses a book.

CORRECT: John entered the library. He spoke to the librarian. Finally, John chose a book.

Because *entered* is in the past, *spoke* and *chose* must be in the past, too.

Subject Verb Agreement

A singular subject must have a singular verb:

- *Father always drives to work.*
- *She is about to leave for school.*

A plural subject must have a plural verb.

- *The Smiths drive to work.*
- *We are about to leave for school.*

A phrase or clause that interrupts a subject and its verb does not affect subject-verb agreement.

- *The actor most admired by the students is on stage.*
- *The two raccoons that were chased by the dog were seen last night.*

Parallel Structure

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level.

1. Words and Phrases

With the -ing form (gerund) of words:

Parallel: Mary likes *biking*, *swimming*, and *bicycling*.

With infinitive phrases:

Parallel: Mary likes *to hike*, *to swim*, and *to ride* a bicycle.

OR

Mary likes *to hike*, *swim*, and *ride* a bicycle.

(Note: You can use "to" before all the verbs in a sentence or only before the first one.)

Example 1

Not Parallel: Mary likes *biking*, *swimming*, and *to ride* a bicycle.

Parallel: Mary likes *biking*, *swimming*, and *riding* a bicycle.

Example 2

Not Parallel: The production manager was asked to write his report *quickly*, *accurately*, and *in a detailed manner*.

Parallel: The production manager was asked to write his report *quickly*, *accurately*, and *thoroughly*.

Example 3

Not Parallel: The teacher said that he was a poor student because he *waited* until the last minute to study for the exam, *completed* his lab problems in a careless manner, and *his motivation was low*.

Parallel: *The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.*

2. Clauses

A parallel structure that begins with clauses must continue with clauses. Changing to another pattern or changing the voice of the verb (from active to passive or vice versa) will break the parallelism.

Example 1

Not Parallel: *The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.*

Parallel: *The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.*

-- Or --

Parallel: *The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.*

Example 2

Not Parallel: *The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that questions would be asked by prospective buyers.*

(passive)

Parallel: *The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that prospective buyers would ask him questions.*

3. Lists after a colon

Be sure to keep all the elements in a list in the same form.

Example 1

Not Parallel: *The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, and looking up irregular verbs.*

Parallel: *The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, and irregular verbs.*

Revision Strategies to try:

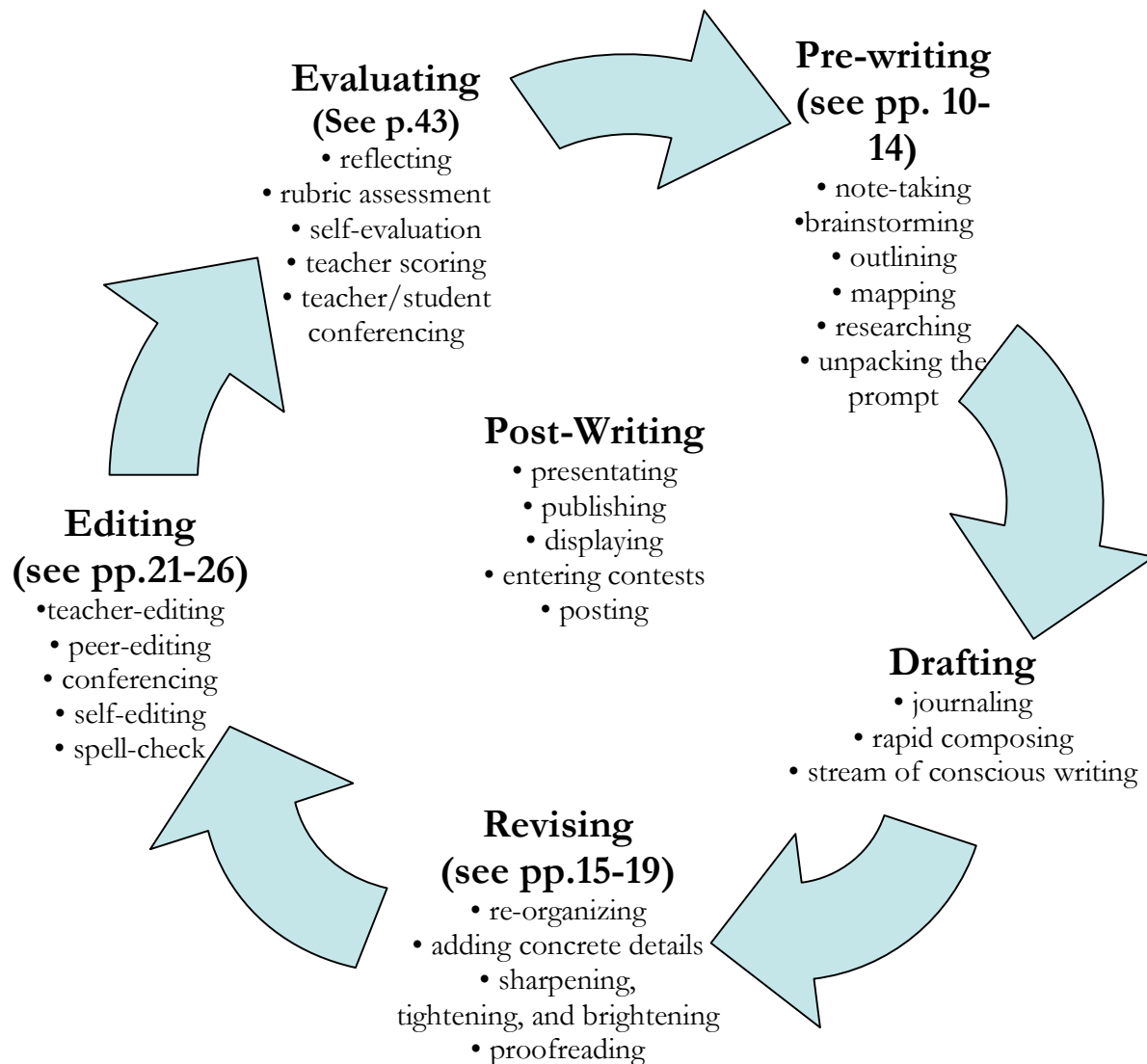
- Skim your paper, pausing at the words "and" and "or." Check on each side of these words to see whether the items joined are parallel. If not, make them parallel.
- If you have several items in a list, put them in a column to see if they are parallel.
- Listen to the sound of the items in a list or the items being compared. Do you hear the same kinds of sounds? For example, is there a series of "-ing" words beginning each item? Or do you hear a rhythm being repeated? If something is breaking that rhythm or repetition of sound, check to see if it needs to be made parallel.

WRITING ACROSS THE CURRICULUM

Language Arts	Social Studies	Math	Science
Journals Diaries Critiques Summaries Procedures Class notes Brainstorming Manuals Ads Research Note cards Outlines Final Reports Interviews Analyses Opinions Cheers Raps Charts Graphs Poems Interpretations Statistics Observations Reflections Editorials Letters News flashes	Data gathering Research Notes Interviews Graphs Map labels Statistics Timelines Reports Labels Charts Notes Descriptions Diaries Poems Songs Ads Historical records References Lists Logs E-mails Brainstorming Reflections Graphic organizers	Data interpretations Summaries Conclusions Word problems Procedures Timelines Charts Class notes Labels Graphs Diagrams Directions Definitions Reports Journals Research Rules Formulas Guidelines Progress reports Self-evaluation Statistics Comparisons Brainstorming Analyses Reflections Notes	Data Charts Graphs Songs Experiments Notes Observations Logs Reports Definitions Statistics Hypotheses Theories Captions Summaries Editorials Poems Lists Labels Research Inventions Graphic organizers Problems Procedure Diagnosis Reflections Captions Articles
Foreign Language	Visual Arts	Vocational Studies	Physical Education
Journals Diaries Critiques Summaries Interviews Class notes Brainstorming Ads Travel brochures Opinions Note cards Songs Comparisons Poems Reflections Editorials Letters Newsflashes Graphic organizers Biographies Descriptions Conversations Explanations Directions Procedures Articles Posters Captions	Journals Critiques Summaries Explanations Directions Playbills Songs Poems Interpretations Research Manuals Diaries Logs Lists Plays Invitations Editorials Conclusions Designs Inventions Charts Graphic Organizers Signs Posters Notes Articles Portfolios Captions	Lists Directions Inventions Interpretations Explanations Procedures Instructions Portfolios Opinions Manuals Labels Reports Summaries Conclusions Notes Captions E-mails Charts Recipes Interviews Designs Brainstorming Rules Charts Lists Reflections Evaluations	Rules Notes Posters Brochures Captions Cheers Instructions Diagrams Charts Signs Plays Outlines Tips Definitions Guides Handbooks Biographies Plans Analyses Diagnosis Agreements Contracts Game reviews Medical advice Player biographies Newspaper articles First-aid directions Game statistics

The Writing Process

The **writing process** refers to the steps a writer takes to write an essay or some other kind of writing from the moment you receive your writing assignment to the moment you hand in your final draft. By improving the various parts of your process, you will improve the final product. The following pages of this handbook give more examples about how to improve each step of the writing process. Refer to the pages listed below each step of the writing process for more resources.



Unpacking the Writing Prompt

When you are assigned a topic on which to write, the first task is to “unpack” the prompt, or to figure out exactly what the question is asking.

1. **Pay careful attention to the terms used.** Make sure you understand what the prompt is asking you to do. Refer to the “**Power Words**” list on the next page for key terms used in writing prompts and their definitions.
2. **Circle or underline** each task in the prompt.
3. **Arrange the tasks** in the order that you plan to respond to them.
4. Remember to answer all parts of the prompt!

For example:

Analyze the events that led up to the Holocaust and then, in an essay of no more than 1,200 words: (a) justify why it is so vital that the remembrance, history and lessons of the Holocaust be passed to a new generation; and (b) discuss what you, as a student, can do to combat and prevent prejudice, discrimination and violence in our world today.

- 1.) Analyze the events that led up to the Holocaust.
- 2.) justify why the information about the Holocaust must be passed on to a new generation
- 3.) discuss what I can do to combat and prevent prejudice, discrimination and violence today.

Before you begin writing, you need to determine there are three elements that you need to consider:

Audience: *Who are you writing to?* This will help you know what style (formal or informal) your writing should take. It will also help you understand how much detail and information your final piece should contain.

Purpose: *Why are you writing?* The purpose of writing is generally to inform, persuade, and entertain. Consider what you want the audience to know when you are done, what you want the audience to believe, and what action you want the audience to take.

Form: *What will the finished piece of writing look like?* Most often your form will be determined by your teacher or the assignment. However, sometimes you must decide what form your audience would best respond to. How can you best organize your information to have the greatest impact on your audience?

Understanding these elements will make it easier to determine how to approach your writing task.

Academic Vocabulary:

CVUHSD POWER WORDS

analyze	to examine something in great detail in order to understand it better or discover more about it.
assess	to examine something closely in order to judge or evaluate it.
compare	to use examples to show how things are similar or different- with an emphasis on similarities.
contrast	to use examples to show how things are different.
critique	an assessment of something with comments on its good and bad qualities.
demonstrate	to explain or describe how something works or how to do something.
describe	to tell what something looks like or give a general overview of something.
evaluate	to make a value judgment according to a set of criteria; to look at both sides and then judge.
examine	to look closely and in-depth at an issue.
explain	to tell how something works, make something clear, or show a process.
formulate	to draw, express or communicate something carefully and with detail.
identify	to list, explain, or provide an example of; to describe the most important aspects that distinguish a subject from other things.
illustrate	to show the reader a concept or principle through the use of specific examples or diagrams.
infer	to conclude something on the basis of evidence or reasoning; to imply or suggest something as a conclusion.
interpret	to identify the significance, meaning, or importance of a set of information. Interpret the data from the experiment.
modify	to make a slight change or alteration to something, or to change slightly.
predict	to say what is going to happen in the future, often on the basis of present indications or past experience.
revise	to change a text in order to correct, update or improve it; to come to a different conclusion about something after thinking again.
summarize	to make or give a shortened version of something that has been said or written, stating its main points.
support	to provide proof for an assertion in the form of reasons, evidences, and explanations.
trace	to follow a single idea over a period of time.

Generating and Organizing Ideas

Prewriting can take a variety of forms. For many people it looks like journaling, brainstorming, clustering, note-taking and/or outlining. Strong writers practice using each of these forms to determine which work best for them. Often you will need to do some reading before you write on a topic you are learning about. The following pages 12-14 include strategies that can be used for prewriting. **Keep in mind that you can also use these strategies for note taking to study from a lecture or a text for an exam!**

Outlining

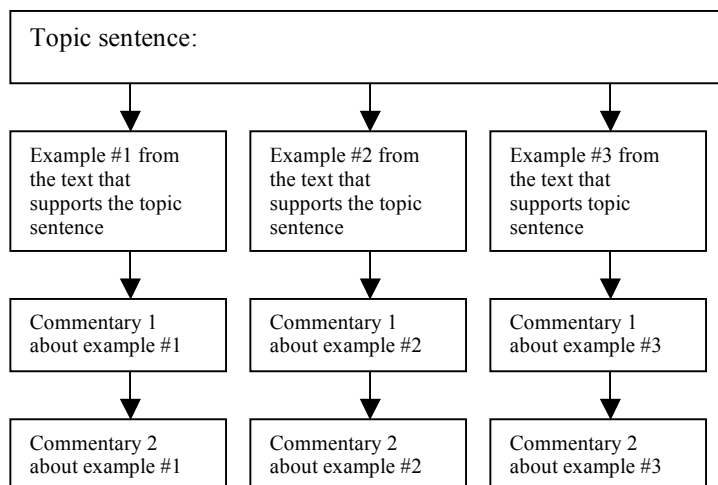
Traditional 5- paragraph Essay Outline Format

- I. Introduction
- II. Body Paragraph One
 - a. Topic Sentence
 - i. Example/Evidence
 - 1. Analysis
 - 2. Analysis
 - ii. Example/Evidence
 - 1. Analysis
 - 2. Analysis
 - b. Closing/Transition sentences
- III. Body Paragraph Two (use same structure as for body paragraph one)
- IV. Body Paragraph Three (Use same structure as for body paragraph one)
- V. Conclusion

Concept Mapping/Clustering

Concept Mapping is a technique for visualizing the relations between concepts. Lines are drawn between associated concepts and relationships between the concepts are named.

Body Paragraph Map



Cornell Note-taking

Class: Topic:	Name: Period: Date:
Questions/Main Ideas: <i>In this column you might write one or more of the following:</i> <ul style="list-style-type: none"> • <i>Categories</i> • <i>Questions</i> • <i>Vocabulary words</i> • <i>Important Topics to Study</i> Tips for selecting important information	Notes: <i>In this column write down <u>only important information</u> related to the categories, questions, vocabulary words or important topics in the left column.</i> <div style="margin-top: 20px;"> </div>
Tips for writing notes quickly	<div style="margin-top: 20px;"> </div>
Summary: <i>In this section write</i> <ul style="list-style-type: none"> • <i>a summary of what you read or learned from the lecture</i> • <i>the five most important points of the article/chapter/lecture</i> • <i>questions you still need to answer</i> 	

Say/Mean/Matter Chart

Using a **Say/Mean/Matter** chart will help you understand why information in a lecture or a text is relevant to you. It can be especially helpful when you are gathering information for an essay or a research paper in which you need to include information from outside sources and explain how they are relevant to your argument.

Say <i>List the phrases, facts or quotes that represent the speaker's main points.</i>	Mean <i>What does the speaker mean in this sentence or phrase?</i>	Matter <i>Why does this information matter? How does this relate to you, the larger themes of the class, or the world?</i>

Pyramid Notes

Pyramid notes can help you organize the main and supporting points of a lecture or a text. This strategy can also be used to develop an essay by helping you organize the main points you will include.

Subject: *List the subject you are writing or reading about.*

Main Idea: *List the main idea of the article/lecture/or essay.*

Supporting Detail

Supporting Detail

Supporting Detail

List examples, details or quotations that illustrate the main ideas

Developing Details

Developing Details

Developing Details

Explain how the above supporting details relate to the main idea.

Revising

The word **revision** means to “re-see.” During revision you consider your writing from your audience’s point of view. When you revise, you must look at the parts of your essay to ensure that they work together to support the purpose of your writing. Here are a few things to ask yourself when revising:

Audience

- ⊙ Is the level of details appropriate for your audience (not too general or too specific)?
- ⊙ Are your ideas presented in a logical order that will be evident to the reader?
- ⊙ Do you use clear transitions to help the reader follow your train of thought?
- ⊙ Are your sentences clear and specific? Do you say what you mean, and mean what you say?
- ⊙ Is your tone and style appropriate for your audience? (*see examples below*)

Purpose

- ⊙ Is your purpose clearly stated for the reader?
- ⊙ Do you clearly maintain that purpose throughout the document?
- ⊙ Does all of your supporting information clearly relate to your purpose?
- ⊙ Do you organize your ideas to best fulfill your purpose?

Form

- ⊙ Do you follow the established form for the document you are writing?
- ⊙ Do you separate ideas into paragraphs with clear topic sentences?
- ⊙ Do you maintain a balance among your points, developing each to the same extent?

Informal vs. Formal Academic Style

Informal Style	Formal Academic Style
May use numerals for numbers e.g.: My best friend owns 13 pairs of shoes	Write out numbers of one or two words one, two hundred, one million Use numerals for numbers of three or more words 201, 47.5, 1,005 Use numerals for dates July 19, 2001 20 May 2001 Write out any number beginning a sentence Twenty-five thousand dollars was more than he could afford.
May use contractions can't, won't, shouldn't	Write out all contractions cannot, will not, should not
May use first, second, or third person pronouns: 1 st I, me, we, us 2 nd you 3 rd he, she, it, they, them	Keep writing entirely in third person, or use first person sparingly. Eliminate second person (you) entirely; substitute <i>he, she, they, a person, people, one,</i> or another noun. Resist the temptation to overuse the impersonal <i>one</i>: Impersonal: <i>One finds</i> the hottest temperatures in equatorial zones. Revised: The hottest temperatures <i>can be found</i> in equatorial zones.
May abbreviate to save time and space. U.S., Feb., TV, N.Y.	Spell out most abbreviations United States, February, television, New York Never use etc. or & May use abbreviations in standard use (never written out) Mr., Mrs., PhD, a.m., p.m.
May use slang or colloquial expressions a lot, kids, guy, jerk, mess around, awesome, blab, u (you), b4 (before)	Eliminate slang and colloquial expressions. Substitute <i>many, much, a great deal,</i> or a specific amount for <i>a lot</i> . When appropriate use jargon.. E.g.: Instant messaging instead of aiming

Expressions To Use In Academic Writing

1. Stating an author's main point or idea:

<p>The author</p> <p>or</p> <p>(name of author)</p>	<p>discusses</p> <p>examines</p> <p>explores</p> <p>takes a look at</p> <p>focuses on</p> <p>reminds us</p> <p>observes</p> <p>reports</p>	<p>+ (topic)</p>
---	--	------------------

2. Stating the main point in a work:

<p>This</p> <p>(genre, quote, statement, story, poem, novel/book, play, song, article)</p>	<p>is concerned with</p> <p>deals with</p> <p>is about</p> <p>examines</p> <p>focuses on</p> <p>addresses</p>	<p>+ (topic)</p>
--	---	------------------

3. Stating an author's argument:

<p>The author</p> <p>or</p> <p>(name of author)</p>	<p>points out</p> <p>states</p> <p>mentions</p> <p>emphasizes</p> <p>asserts</p> <p>insists</p> <p>notes</p> <p>highlights the fact</p> <p>contends</p> <p>argues</p> <p>concludes</p> <p>claims</p> <p>suggests</p> <p>advocates</p> <p>pleads</p> <p>recommends</p> <p>encourages</p> <p>exhorts</p>	<p>+ that (subject + verb)</p>
---	--	--------------------------------

4. Integrating an author's quote:

<p>The author</p> <p>or</p> <p>(name of author)</p>	<p>points out</p> <p>states</p> <p>mentions</p> <p>emphasizes</p> <p>asserts</p> <p>reports</p> <p>notes</p> <p>highlights the fact</p> <p>contends</p> <p>argues</p> <p>concludes</p>	<p>+ quote</p> <p>or</p> <p>+ that (quote)</p>
---	--	--

STATING AGREEMENT OR DISAGREEMENT

in WRITING

1. Stating agreement: (personal pronouns are SOMETIMES acceptable)

The author or (name of author)	effectively argues that effectively demonstrates how shows adequate support that verifies that acknowledges that agrees that endorses that extols that reaffirms that corroborates that supports that	+ (topic)
--	---	-----------

2. Stating disagreement: (personal pronouns are SOMETIMES acceptable)

The author or (name of author)	does not address does not acknowledge disavows complicates contents refutes contradicts rejects	+ (topic)
--	--	-----------

STATING AGREEMENT OR DISAGREEMENT

in DISCUSSION

1. Stating agreement:(personal pronouns ARE acceptable during discussion)

I +	agree with _____'s statement also believe want to add to what _____ said	+ that _____	+ because _____
-----	--	--------------	-----------------

2. Stating disagreement:(personal pronouns ARE acceptable during discussion)

I +	respectfully disagree with	+ (topic)	+ because _____
-----	----------------------------	-----------	-----------------

Useful Transitions

To SIGNAL SEQUENCE

first	before	later	second	then	since	later
finally	now	next	following	previously		

To COMPARE two things:

also	as well as	similarly	in the same way	subsequently
likewise	additionally	in addition to	furthermore	moreover
accordingly	consequently	along the same lines		

To CONTRAST two things:

but	regardless	nevertheless	on the other hand	conversely
although	however	on the contrary	even though	while
as opposed to	in contrast	whereas	yet	still
however	by contrast	despite the fact that		

To EMPHASIZE A POINT:

again	indeed	for this reason	truly	with this in mind
to repeat	in fact	to emphasize		

To CONCLUDE or SUMMARIZE:

as a result	consequently	accordingly	in short	in other words
finally	thus	due to	to sum up	clearly then
therefore	in summary	all in all	in conclusion, then	hence
in sum, then	to summarize			

To ADD INFORMATION:

again	so too	furthermore	next	also
besides	likewise	finally	additionally	equally
moreover	as well	in addition to	for example	further
another	for instance	along with	together with	in fact

To GIVE AN EXAMPLE:

for example (e.g.)	such as	including	for instance	is like
to illustrate	consider	after all	specifically	to take a case in point

To SIGNAL CAUSE-EFFECT RELATIONSHIP:

because	hence	due to	as a result	thus	since
therefore	consequently	this led to	for	accordingly	then

To MAKE A CONCESSION:

admittedly	granted	although it is true that	of course	to be sure
I concede that				

No More “Blah” Words

BLAH VERBS:

<u>Get</u> obtain attain receive possess achieve accomplish	<u>Do</u> accomplish achieve finish complete labor perform	<u>Make</u> construct produce assemble fabricate create formulate	<u>Have</u> obtain control treasure possess own comprise
<u>Need</u> require necessity essential oblige desire	<u>Take</u> acquire Seize capture grasp possess	<u>Show</u> depict portray illustrate represent demonstrate	<u>Want</u> desire crave covet yearn for aspire to

BLAH WORDS:

<u>bad</u> abhorrent horrible horrendous appalling dreadful vile alarming	<u>good/great</u> grand fantastic superior excellent advanced improved remarkable	<u>very/really</u> extremely strikingly dreadfully exceptionally incredibly certainly	<u>some</u> a number of several various a quantity of numerous
<u>always</u> ceaselessly evermore periodically occasionally constantly continually	<u>a lot</u> plenty countless many several innumerable plethora	<u>etc.</u> in addition to and so on as well as and so forth and the like and the rest	

Words to AVOID: cool, sucks, ain’t, could of/would of/should of, tight (in slang form)...

Active vs. Passive Voice

Active Voice: When a verb’s subject *performs* the action expressed by the verb.

Ex: *A group of 16 countries constructed the International Space Station.*

Ex: *A fire severely damaged the science lab.*

Passive Voice: When a verb’s subject *receives* the action expressed by the verb.

Ex: *The International Space Station was constructed by a group of 16 countries.*

Ex: *The science lab was severely damaged by a fire.*

***In most cases, Active Voice is preferred because the emphasis is on the subject.**

Attention Grabbers/Hooks

The following is a list of ideas for spicing up the first lines of an essay with examples for each.

1. OPEN WITH A CONTRAST

Most people assume that learning to ski is not extremely difficult. They imagine that the process consists of little more than strapping on two long boards, pushing off at the top of a hill, and gliding gracefully and effortlessly to the bottom. Learning to ski, however, is more difficult than these people realize, requiring long hours of practice, extremely good physical condition, and a lot of determination.

2. LEAD FROM A GENERAL DISCUSSION TO A SPECIFIC THESIS: FUNNEL

College is a complex mixture of academic and extracurricular activities. Although the academic side is perhaps the most essential, extracurricular activities often give students important opportunities for developing a sense of responsibility and increasing their ability to work with others. Students can find such opportunities in an athletic program. Sports help young people stay physically fit, while at the same time make them more responsible and better able to function in a group.

3. EMPHASIZE THE IMPORTANCE OF THE TOPIC

According to the United Nations, over 240 million people, 40 percent of them children, are starving in the world today. In addition, this planet has already begun to experience shortages of gas, oil, and other important natural resources. These crises are even more frightening when one considers that the earth's population is expected to double by the year 2050. Thus, it is clear that we desperately need to make plans to prevent fast-approaching global chaos and tragedy

4. OPEN WITH A QUESTION (But avoid a question as your thesis)

What do you do when you find yourself in the produce room cooler with your manager, who nonchalantly wraps his arm around your waist? Or how about when the men you work with come out with a distasteful remark that makes you seem like the Happy Hooker? These are just a couple of problems you'll face as the only female in a department. However, there is an effective way to deal with these situations and to salvage friendships at the same time.

5. OPEN WITH AN ANECDOTE

As I opened the trailer door, I saw her sitting in the corner of the room. Her hair hung long and dark about her pale face, and her large, troubled eyes seemed the very windows to her soul. I remember her eyes, for they always saw life too clearly. When she rose from the bed where she sat, there was hesitancy in her movements as though she did not know which move would be considered quite correct. Her name was Sandy, and in the twelve long months we were roommates, I was to discover how a person could maintain some semblance of normalcy for the outside world, but be damaged and broken within.

6. EXPLAIN YOUR EXPERIENCE WITH THE TOPIC

During my years as an editor, I have seen probably hundreds of job applicants who were either just out of college or in their senior year. All wanted "to write." Many brought recommendations from their teachers. But I do not recall one letter announcing that its bearer could write what he wished to say with clarity, directness, and economy.

7. INTRODUCE A LITERARY ANALYSIS

(Lead) Sometimes the human spirit can help people overcome the greatest obstacles in life. (Title, Author, Summary) In *The Old Man and the Sea* by Ernest Hemingway, an old man by the name of Santiago goes out on a fishing trip and struggles to catch a huge marlin that is later eaten by sharks. With a few coils of line, his hands, and a spiritual strength most do not possess, this fisherman succeeds in one of the greatest battles of his life. (Thesis statement) Santiago's determination, resourcefulness and raw experience lead him to overcome all of the obstacles in his battle with the marlin.

Editing: 10 Commonly Made Mistakes

1. **Missing, misplaced, or improperly inserted apostrophes.**

Ex: *It's* is only used when you are contracting *It is*.

2. **Errors of agreement:** singular nouns paired with plural pronouns (or vice versa), and singular subjects with plural verbs (or vice versa).

The team went to their game, should be *the team went to its game*.

3. **Illogical or inconsistent shifts in verb tense.**

I go to work and then I went to school.

4. **Sentence fragments.**

Became a national park in 1919. (subject missing)

Corrected: The Grand Canyon became a national park in 1919.

Burros down paths in the canyon. (predicate missing)

Corrected: Burros walk down paths in the canyon.

Through the canyon. (both subject and predicate missing)

Corrected: People raft through the canyon.

*It is perfectly okay to
write garbage – as long
as you edit brilliantly.
C. J. Cherryh*

5. **Run-on sentences**

Students are smart they know that graduating takes four years of hard work.

Correcting options: Join the two sentences with a conjunction (comma, and, but, or)

*Students are smart **and** they know that . . .*

OR separate the two sentences with a period and proper capitalization.

Leuzinger students are smart. They know that . . .

6. **Comma splices**

Students are smart, they know that graduating takes four years of hard work.

Correcting options: Add a connecting word (and, but, or) OR separate into two independent sentences.

7. **Confusion of homonyms or near-homonyms.**

Their / there / they're and *To / two / too*, etc.

8. **Non-words, divided words, or run together words.**

Alot should be *a lot*, etc.

9. **Miscopying from the text:** misspelling the name of the author or a character, getting the title wrong, copying a quotation inaccurately (quotations must be exact).

10. **Misplaced Modifiers**

The student was walking the dog in a short skirt.

Corrected: The student *in a short skirt* was walking the dog.

Commonly Confused Words

Sit/Set

Sit means to take a seat or sit down

Set means to place something

Rise/Raise

Rise means to go up (without help)

Raise means to go up (with help)

Lie/Lay

Lie means to rest or recline

Lay means to place or to put

A/an

A is used before words beginning with consonant sounds

An is used before words beginning with vowel sounds

Bring/Take

Bring shows movement toward the speaker

Take shows movement away from the speaker

Farther/Further

Farther is used for distance.

Further means longer or more.

Good/Well

Good is an adjective.

Well is an adverb.

Have/Of

The word *of* is often used when *have* is the correct word. (e.g. Wrong: would of, could of, should of)

Than/Then

Than is a conjunction. It links two parts of a sentence that are being compared to each other.

Then is an adverb telling when something happened.

Which/Who

Use *which* for things.

Use for *who* people.

HOMONYMS: words that sound alike but have different meanings and spellings.

affect	(to produce a change in)	to	(in the direction of)
effect	(results)	too	(as well, besides, also)
		two	(one more than one)
accept	(to willingly receive)	wear	(to have on the body)
except	(left out)	were	(past tense of <i>be</i>)
its	(possessive form of <i>it</i>)	we're	(contraction of <i>we are</i>)
it's	(contraction of <i>it has</i> or <i>it is</i>)	where	(location)
right	(true; opposite of left)	weather	(atmospheric conditions)
rite	(a solemn act)	whether	(if)
write	(to form or inscribe on a surface)	who's	(contraction of <i>who is</i> or <i>who has</i>)
their	(possessive form of <i>they</i>)	whose	(possessive form of <i>who</i>)
there	(in that place)	your	(belonging to you)
they're	(contraction of <i>they are</i>)	you're	(contraction of <i>you are</i>)
bear	(noun: a large, heavy mammal) (verb: to suffer or endure)	advice	(suggestion)
bare	(without covering, naked)	advise	(to suggest)
counsel	(advice, to advise)	threw	(past tense of <i>throw</i>)
council	(leadership group)	through	(into and out again)

Proofreader's Editing Marks

CS	Comma Splice – Two sentences improperly linked with a comma. Replace the comma with a period and capitalize the next word or add appropriate coordinating conjunction (and, but, or, for, so, yet). Do not correct by erasing the comma.
RO	Run-on – Two sentences run together with no punctuation. Add a period and capitalize next word or add a comma and appropriate coordinating conjunction. No not correct by adding only a comma.
FRAG	Sentence Fragment – An incomplete sentence (a phrase or a subordinate clause) written with the capitalization and punctuation appropriate to a sentence. Add a subject verb, or both, or combine to previous or following sentence.
SV	Subject-Verb Disagreement – verb does not agree with subject in number. e.g. <i>brothers goes</i> should be <i>brothers go</i> .
AWK	Sentence is difficult to understand or read. Read out loud, rethink the idea expressed, and then reword.
✓	Add letters or words
⊙	Add a period
↗	Add a comma
#	Add a space
3 or 8 or 7	Delete letters or words
⌒	Close up
¶	Begin new paragraph
cap set nato as NATO	Capitalize a letter
change order the	Switch the positions of letters or words

6 + 1 Traits of Good Writing

1. Ideas / Idea Development

- Presents a clear focus or message
- Contains specific ideas and details that support the focus

2. Organization

- Creates a meaningful whole piece of writing
- Contains interesting beginning, middle, and end parts
- Supporting details are arranged in the right order

3. Voice

- Writing reflects the writer's personality
- Tone is engaging and appropriate for the audience

4. Word Choice

- Contains strong words, including specific nouns, verbs, and modifiers
- Helps to deliver a clear message

5. Sentence Fluency

- Flows smoothly from sentence to sentence
- None of the sentences cause the reader to stumble or become confused

6. Conventions

- Follows the rules for punctuation, capitalization, spelling, and grammar
- Carefully edited to be error free

+

Presentation

- The form and presentation of the text enhances the ability for the reader to understand and connect with the message.
- Follows all formatting requirements

Sentence Stems for Peer-Editing

1. Question: The author may help the peer reader by asking her/him to look for specific problems or aspects of the writing. Some sample questions include:

What do you want to know more about?
Was there a part that confused you?
Was there a part that didn't make sense?
Are my sentences clear and easy to understand?
Is my vocabulary too difficult or too elementary?
Did I use any weak repetition?
Do I have any wasted words I could eliminate?
What details should I add?
Do I need some more description? Where?
Did I use some tired or dead words that I need to change?
Are there some sentences I could combine?
Could I add some similes or metaphors somewhere?
Did I indent in the right places?
Should I add dialogue anywhere?
Do I have misspelled words?
Do I have any sentence fragments?
Do I have any punctuation mistakes?

2. Compliment: After reading the paper, the peer reader should begin by giving the author compliments. Some peer compliments include:

I liked the way your paper began because....
I liked the part where....
I liked the way you explain...
I like the order you used in your paper because...
I liked the details you used to describe....
I think your dialogue was realistic, the way (character) said...
I liked the words you used in your writing, such as...
I like the simile or metaphor you used for...
You used some effective repetition in the part where....
Your writing "put the reader there" because...
I like the facts you used like....

I like the sensory detail you used like...
I like the way the paper ended because....
Your paper is effective because it reminded me of...
Your paper has effective sentence variety in the part where....
I like the tone or mood of your writing because it made me feel...

3. Feedback: Next, the peer reader should ask questions to help clarify the paper for them and offer some *specific* suggestions for improvement.

Could you write a lead sentence to "grab" your readers?
I got confused in the part about...
Could you add an example to the part about...?
Could you add more to this part because...?
Do you think your order would be more effective if you...?
Do you think you could leave this part out because...?
Could you use a different word for _____ because...?
Could you tighten some wasted words out of this sentence?
Could you add some direct dialogue to this part?
Is this paragraph on one topic?
Could you combine some of these short sentences?
Did you end at the natural ending, or should you end here?
Your punctuation caused me to read this part twice.

Checklist for Peer-Editing Expository Essays

Checklist for Introductions:

- ☐ Is the hook interesting?
- ☐ Does the writer mention the author and title?
- ☐ Does the essay include a thesis?
- ☐ Does the thesis relate to the writing prompt and tell you what the paper is about?
- ☐ For any of the items missing above, what can the writer do to improve the introduction?

Checklist for Body Paragraphs:

- ☐ Does the body paragraph have a topic sentence?
- ☐ Does the writer talk about one topic throughout the entire paragraph?
- ☐ Does the writer use a quote to support his/her topic sentence?
- ☐ Does the writer cite the source using proper format: (author name page #)?
- ☐ Does the writer **sufficiently** explain or analyze the quote used in the body paragraph?
- ☐ For any of the items missing above, what can the writer do to improve this body paragraph?

Checklist for Conclusions:

- ☐ Does the first sentence in this paragraph summarize the essay?
- ☐ Does the writer restate the main points in the essay?
- ☐ Is the last sentence thought-provoking and effective?
- ☐ After finishing the essay, re-read the thesis in paragraph one. Does the thesis summarize/represent the essay?
- ☐ For any of the items missing above, what can the writer do to improve this concluding paragraph?

Paraphrasing and Summarizing

When writing an essay or research paper, you tend to use written sources to obtain information. When including information from a written text, you must know how to paraphrase or summarize the information into your own written words.

PARAPHRASING:

Paraphrasing is the process of restating the information from a source in your own words, and mentioning where you got that information. Usually, you paraphrase a passage (usually one or more

sentences). Example: *It was a ghastly night, lightning ripped the sky, winds tore through tree limbs, and torrential rains beat the ground.* Paraphrase: That night, there was a terrible storm.

Here are some tips for writing a paraphrase:

Prewriting

1. Read the passage (article, chapter, etc.) once, quickly.
2. Read it again, underlining or taking notes on the key details. (List five)
3. Think about the passage and what it is trying to convey.
4. Write down the main idea.

Writing a Paraphrase

1. Write a topic sentence that states the main idea.
2. Write body sentences that communicate the most important ideas of the passage *in your own words*.
3. Cite the source and/or page you retrieve the information from (Refer to Work Cited for appropriate format)

Note: a summary does not contain your personal opinions.

Revising and Editing

Ask yourself the following questions based on “Traits of Good Writing”

Ideas – Do I correctly identify the main idea in my topic sentence? Do my body sentences contain only the most important details from the article?

Organization – Does my paragraph arrange ideas in the same order that the passage does?

Voice – Does my voice sound informed and interested?

Word Choice – Have I used my own words for the most part? Are there terms that need to be defined?

Sentence Fluency – Have I varied sentence structures and lengths?

Conventions – Have I eliminated all errors in punctuation, spelling, and grammar?

SUMMARIZING:

A summary is a type of paraphrase. The main points and details in a text are condensed by leaving out unimportant information. Often, a summary condenses an entire passage or article into one or more paragraphs.

Tips to write an effective summary include the following:

Prewriting

1. Read the passage (article, chapter, etc.) once, quickly.
2. Read it again, underlining or taking notes on the key details. (List five)
3. Think about the passage and what it is trying to convey.
4. Write down the main idea.

Writing a Summary Paragraph

1. Write a topic sentence that states the main idea.
2. Write body sentences that communicate the most important ideas of the passage *in your own words*.
3. Conclude by reminding your reader of the main point of the passage.

Note: a summary does not contain your personal opinions.

Revising and Editing

Ask yourself the following questions based on Traits of Good Writing (see rubrics section):

Ideas – Do I correctly identify the main idea in my topic sentence? Do my body sentences contain only the most important details from the article?

Organization – Does my paragraph arrange ideas in the same order that the passage does?

Voice – Does my voice sound informed and interested?

Word Choice – Have I used my own words for the most part? Are there terms that need to be defined?

Sentence Fluency – Have I varied sentence structures and lengths?

Conventions – Have I eliminated all errors in punctuation, spelling, and grammar?

Expository Essay Formatting and Organizational Guidelines

The following guidelines apply to analytical, literary analysis and persuasive essays.

Format:

- ✓ Type your paper on white 8.5 x 11-inch paper.
- ✓ Double-space the text of your paper.
 - Don't use extra spaces between paragraphs.
 - For quotes that are four or more lines long: single spaced and indented.
 - Your works cited page should use single spacing, but double spacing between sources.
- ✓ Use a legible font such as Times New Roman.
- ✓ Leave only one space after periods or other punctuation marks.
- ✓ Set the margins of your document to 1 inch on all sides. Indent the first line of a paragraph one-half inch (five spaces or press tab once) from the left margin.
- ✓ Underline, italicize or quote titles correctly:
 - Underline or *italicize* **major works** such as plays, novels, magazines, newspapers, books of poetry, short stories, album titles, movies.
 - Use quotes for **minor works** such as articles, songs within an album, individual poems or short stories

Structural and Content Requirements: (*See Introduction, Body Paragraph, Quote Blending and Conclusion Tips*)

- I. **Introduction**
 - a. Attention Grabber/Hook
 - b. Background Information
 - c. Thesis
- II. **Body Paragraphs**
 - a. Topic Sentence
 - b. Introduction to first example/quote
 - c. First example/quote with correct citation
 - d. Analysis of first example/quote
 - e. Introduction to second example/quote
 - f. Second example/quote with correct citation
 - g. Analysis of second example /quote
 - h. Concluding/transition sentence
- III. **Conclusion**
 - a. Unique restatement of thesis
 - b. Summary of main points
 - c. Concluding Thought

What to Do If You Do Not Have Microsoft Word:

The standard word processing software for businesses and schools is Microsoft Word. If your family does not own a copy of this software and has another word processor such as Microsoft Works or any other "writing" program, when you go to save the file please follow the instructions below:

1. Click on the drop down menu called "file" in the upper left hand part of the screen.
2. Select "Save as.." in the drop down menu.
3. After you have named the file put a ".rtf" at the end of the file name. It may have already had a ".wps" or ".txt" or something else at the end. This needs to be deleted. Replace it with ".rtf".

This saves the file in a format that any computer can open and is called "rich text" format.

Developing a Thesis Statement

Writing a Thesis Statement

A general equation for a thesis statement is:

Subject+ Analysis = Thesis

Everything you write should develop around a clear central thesis. Your thesis is the backbone of your paper. Developing a well-crafted thesis statement and revising that statement as you write will help you discover what you really want to say in your essay.

Your thesis statement should do more than merely announce the topic; it must reveal what position you will take in relation to a topic or how you plan to analyze/evaluate the subject or issue. In short, instead of merely stating a general fact or resorting to a simplistic pro/con statement, *you must decide what it is you have to say*.

Expository (Explanatory) Thesis Statements

In an expository paper, you are explaining something to your audience. An expository thesis statement will tell your audience:

- ✓ what you are going to explain to them
- ✓ the categories you are using to organize your explanation
- ✓ the order in which you will be presenting your categories

Argumentative Thesis Statements

In an argumentative or persuasive paper, you are making a claim about a topic and justifying this claim with reasons and evidence. This claim must be a statement that people could possibly disagree with, because the goal of your paper is to convince your audience that your claim is true based on your presentation of your reasons and evidence.

An argumentative thesis statement will tell your audience:

- ✓ your claim or assertion
- ✓ the reasons/evidence that support this claim
- ✓ the order in which you will be presenting your reasons and evidence

Checklist:

My thesis:

- ✓ Tells the reader the specific topic of the essay
- ✓ Imposes limits on that topic
- ✓ Explains the argument of the essay
- ✓ Suggest the organization of the paper
- ✓ **Does not** begin with “This thesis states” or “In my opinion”

Tips to Remember:

1. Avoid announcing topic; your original and specific “angle” should be clear.

Original: *In this paper, I will discuss the relationship between fairy tales and early childhood.*

Revised: *Not just empty stories for kids, fairy tales shed light on the psychology of young children.*

2. Avoid making universal or pro/con judgments that oversimplify complex issues.

Original: *We must save the whales.*

Revised: *Because our planet’s health may depend upon biological diversity, we should save the whales.*

3. When you make a (subjective) judgment call, specify and justify your reasoning.

Original: *Socialism is the best form of government for Kenya.*

Revised: *If the government takes over industry in Kenya, the industry will become more efficient.*

4. Do not merely report a fact. Go further with your ideas—say more.

Original: *Hoover’s administration was rocked by scandal.*

Revised: *The many scandals of Hoover’s administration revealed basic problems with the Republican Party’s nominating process.*

Introductions

The opening paragraph of your essay should accomplish the following:

- ⊙ grab your reader's attention
- ⊙ introduce your topic
- ⊙ present your thesis

You can grab your reader's attention in several ways:

- ⊙ Start with an interesting fact
- ⊙ Ask an interesting question (**avoid** a question that begins, "Do you want to know about . . .?" or "Have you ever wondered . . .?")
- ⊙ Start with a relevant quotation
- ⊙ Relate an anecdote
- ⊙ Give a related statistic or fact
- ⊙ Shock your reader with an exaggerated or outrageous statement

Do **not** begin by stating *"In this essay I will explain . . ."*

You might also try the following format for your introductory paragraph:

- ⊙ Grab the reader's attention (One sentence)
- ⊙ Give some background information about the topic (1-2 sentences)
- ⊙ Introduce the specific topic of the essay (1-2 sentences)
- ⊙ Provide the thesis statement (see information on writing effective thesis statements)

Body Paragraphs

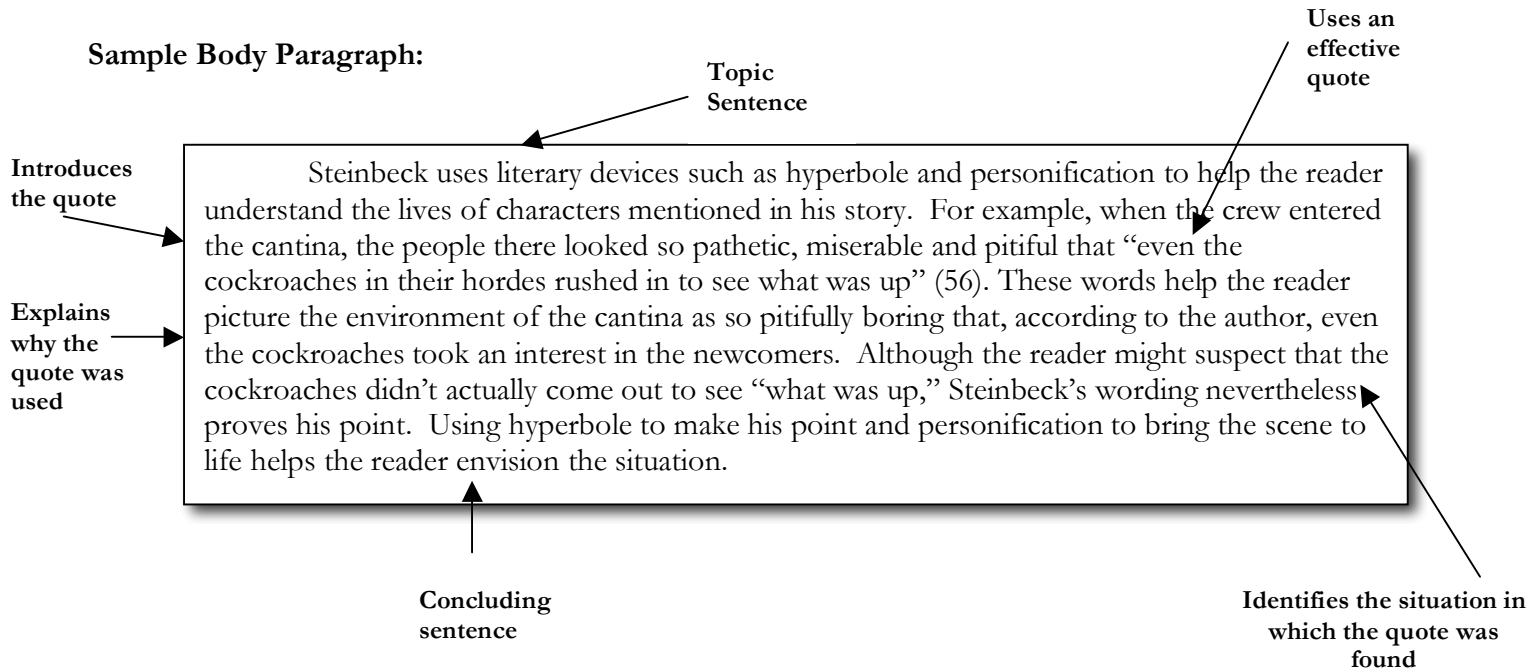
Each body paragraph of your essay should contain the following:

1. **Topic Sentence:** A topic sentence must have a subject and opinion (commentary) for the paragraph. It does the same thing for a body paragraph that the thesis does for the whole essay.
2. **Examples/Quotes:** These are specific details that support your topic sentence and that form the backbone or core of your body paragraph. Besides quotes, concrete details might also be facts, specifics, examples, descriptions, illustrations, support, proof, evidence, quotations, paraphrasing, or plot references.
3. **Commentary:** This is your opinion or comment about the concrete detail or quote. Commentary includes opinion, insight, analysis, interpretation, inference, personal response, feelings, evaluation, explication and/or reflection. You should have at least two commentary sentences for every concrete detail in your paragraph.
4. **Concluding/Transition Sentence:** The concluding sentence is the last sentence of the paragraph and is a commentary on the whole paragraph. It does not repeat key words and gives a finished feeling to the paragraph. It also provides a transition to the following paragraph.

Tips for Blending Quotes Effectively:

- ⊙ **Introduce** the quote
- ⊙ Use an **effective** quote
- ⊙ **Explain** why the quote was used
- ⊙ Identify the **situation/context** in which the quote is found
- ⊙ **Connect** the quote to the main point in the topic sentence

Sample Body Paragraph:



Conclusions

The closing paragraph of your essay should accomplish the following:

- Review the main points, possibly emphasizing the special importance of one main point.
- Answer any questions the reader may still have.
- Draw a conclusion and put the information in perspective.
- Provide a final significant thought for the reader – this should answer any “so what?” questions about your thesis.

You may also try the following format for your conclusion:

1. Reflect on the topic and the material you have presented. (one sentence)
2. Add a final point of interest that connects to the information you have provided. (one sentence)
3. Emphasize the most important point(s) that support the thesis. (1-2 sentences)
4. Wrap up the topic by drawing a conclusion which ties your evidence together; this conclusion should reflect your thesis, but should be worded differently from your thesis. (1-2 sentences)

Research Paper Guidelines

Format:

- ✓ Follow the same general guidelines for font, spacing and margins as listed under the expository essay. (*Expository Essay Guidelines see page 28*)
- ✓ Format your first page as follows:

	Diaz 1
Matthew Diaz	
Ms. Kim	
World History	
20 September 2006	
Hitler and the Silence of the World	
Over six million Jews were killed in Europe	
leading up to World War II. Linda Altman, in	
her book <u>Holocaust</u> , writes, "Under Adolf	
Hitler, the dictator of Germany from 1933 to	

- Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, list your name, your teacher's name, the class, and the date.
- Double space again and center the title. Don't underline your title or put it in quotation marks; write the title in Title Case, not in all capital letters.
- Use quotation marks and underlining or italics when referring to other works in your title, just as you would in your text.
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1,2,3,4, etc.), one-half inch from the top and flush with the right margin. This header should appear on all following pages.

Research Tips

1. Getting Started:

- ✓ Consider the process you'll use. Review the steps of the writing process and spend plenty of time prewriting before you decide upon a topic for your paper.
- ✓ Set your deadlines for each step of the assignment. Don't procrastinate!

2. Discovering and Choosing a Topic:

- ✓ Choose a topic that you feel some emotional connection to.
- ✓ Make sure that your topic focus fits the length of your paper. It is usually easier to write about a very specific topic, rather than a general one.
- ✓ Decide what you want to learn about your topic and generate questions to research.

3. Gathering Information:

- ✓ Use a variety of sources including books, periodicals, interviews, questionnaires, television, or the internet. Evaluate your sources carefully. See "Critically Evaluating Sources" on the next page.
- ✓ Take notes on the topic from each source that you find most relevant, making sure to keep track of the source in your notes, note cards or brainstorm. Organize your notes into logical groups.
- ✓ Weed out irrelevant information and pull together only the notes that you will use for the paper.

4. Writing the Paper:

- ✓ Write a "working" thesis statement based on your research. (*See "Developing a Thesis" page 29*)
- ✓ Write an outline that organizes your paper and supports your thesis statement.
- ✓ Write the rough draft.
- ✓ Correctly cite your sources. (*See "MLA Parenthetical Citations" page 35*)
- ✓ Have others edit your paper. Revise and proofread.
- ✓ Create a Works Cited page for all works that you consult. (*See "Works Cited" page 36*)

Critically Evaluating Sources

There is a ton of information out there and not all of it is trustworthy. When you write a research paper, you not only need to find sources for your paper, but you must evaluate those sources carefully. You need to make decisions about what to search for, where to look, and once you've found material on your topic, whether or not to use it in your paper.

Author

- ✓ What are the author's credentials--institutional affiliation (where he or she works), educational background, past writings, or experience? Is the book or article written on a topic in the author's area of expertise?
- ✓ Have you seen the author's name cited in other sources or bibliographies? Respected authors are cited frequently by other scholars. For this reason, always note those names that appear in many different sources.
- ✓ Is the author associated with a reputable institution or organization? What are the basic values or goals of the organization or institution?

Date of Publication

- ✓ When was the source published? This date is often located on the face of the title page below the name of the publisher. If it is not there, look for the copyright date on the reverse of the title page. On Web pages, the date of the last revision is usually at the bottom of the home page, sometimes every page.
- ✓ Is the source current or out-of-date for your topic? Topics in the humanities often require material that was written many years ago. On the other hand, topic areas of continuing and rapid development, such as the sciences, demand more current information. An extreme example of this is that some news sources on the Web now note the hour and minute that articles are posted on their site.

Edition or Revision

- ✓ Is this a first edition of this publication or not?
- ✓ Further editions indicate a source has been revised and updated to reflect changes in knowledge, include omissions, and harmonize with its intended reader's needs.
- ✓ Also, many printings or editions may indicate that the work has become a standard source in the area and is reliable. If you are using a Web source, do the pages indicate revision dates?

Publisher

- ✓ Note the publisher. If the source is published by a university press, it is likely to be scholarly. Although the fact that the publisher is reputable does not necessarily guarantee quality, it does show that the publisher may have high regard for the source being published.

Audience

- ✓ What type of audience is the author addressing? Is the publication aimed at a specialized or a general audience? Is this source too elementary, too technical, too advanced, or just right for your needs?

Purpose

- ✓ Is the information covered fact, opinion, or propaganda? It is not always easy to separate fact from opinion. Facts can usually be verified; opinions, though they may be based on factual information, evolve from the interpretation of facts. Skilled writers can make you think their interpretations are facts.
- ✓ Does the information appear to be valid and well-researched, or is it questionable and unsupported by evidence? Assumptions should be reasonable. Note errors or omissions.
- ✓ Are the ideas and arguments advanced more or less in line with other works you have read on the same topic? The more radically an author departs from the views of others in the same field, the more carefully and critically you should scrutinize his or her ideas.

- ✓ Is the author's point of view objective and impartial? Is the language free of emotion-arousing words and bias?

Coverage

- ✓ Does the work update other sources, substantiate other materials you have read, or add new information? Does it extensively or marginally cover your topic? You should explore enough sources to obtain a variety of viewpoints.
- ✓ Is the material primary or secondary in nature? Primary sources are the raw material of the research process. Secondary sources are based on primary sources. For example, if you were researching Konrad Adenauer's role in rebuilding West Germany after World War II, Adenauer's own writings would be one of many primary sources available on this topic. Others might include relevant government documents and contemporary German newspaper articles. Scholars use this primary material to help generate historical interpretations--a secondary source. Books, encyclopedia articles, and scholarly journal articles about Adenauer's role are considered secondary sources. In the sciences, journal articles and conference proceedings written by experimenters reporting the results of their research are primary documents. Choose both primary and secondary sources when you have the opportunity.

Writing Style

- ✓ Is the publication organized logically? Are the main points clearly presented? Do you find the text easy to read, or is it stilted or choppy? Is the author's argument repetitive?

5 Criteria for Evaluating Web Pages

1. Accuracy

- Who wrote the page and can you contact him or her?
- What is the purpose of the document and why was it produced?
- Is this person qualified to write this document?

2. Authority

- Who published the document and is it separate from the "Webmaster?"
- Check the domain of the document; what institution publishes this document?
- Does the publisher list his or her qualifications?

3. Objectivity

- What goals/objectives does this page meet?
- How detailed is the information?
- What opinions (if any) are expressed by the author?

4. Currency

- When was it produced?
- When was it updated?
- How up-to-date are the links (if any)?

5. Coverage

- Is it all images or a balance of text and images?
- Is the information presented cited correctly?
- Are the links (if any) evaluated and do they complement the document's theme?

MLA Parenthetical Citations

1. Work by one author:

Leuzinger is “filled with faculty and staff who care about students” (Hunt 170).
Ms. Hunt emphatically asserted that Leuzinger teachers “care about students” (170).

2. Work by two or three authors:

“These Leuzinger kids are going to be successful.” (Hunt and Matthews 59).

3. Work by more than three authors: Hunt, Klein, and Matthews

Three teachers declared, “Our students will become better writers” (Hunt et al 205).

4. Multivolume work:

Include the volume number followed by a colon and a space before the page number (Cleats 2:347).

5. More than one work by the same author:

For example, if writing an essay comparing literary devices used in two Steinbeck books, write (Grapes 14) or (Mice and Men 97).

OR

Avoid long citations by including the title in your text:

In his novel Cannery Row, Steinbeck includes the oxymoron “Palace Flophouse” (11).

6. Different authors with the same last name:

Use full names in the text:

Richard Enos refers to “the little engine that could” (17) while Rebecca Enos discusses “the boy who cried wolf and won” (58).

OR

One author refers to “the little engine that could” (Enos, Richard 17) while another discusses “the boy who cried wolf and won” (Enos, Rebecca 58).

7. Indirect source (a quote quoted in your source and you don’t know where that quote came from):

According to Ms. Hunt, Ms. Klein’s response to student use of the writing handbook was, “Great! Now students and teachers will be on the same page,” (qtd. in Matthews 677).

8. Poetry, drama and the Bible:

Use Arabic numbers (1,2,3) rather than Roman Numerals (I, ii, IV)

In Hamlet, Shakespeare presents the most famous soliloquy in the history of the English theater: “To be, or not to be...” (3.1.56-89)

Act Scene Line(s)

9. Internet Sources:

If an author’s name is provided, cite as you would a book (author Pg)

If no author name is provided, include a word or two from the title and then page or paragraph number: (Photography Today pg 2) (Allen’s Teaching Guide par 4) NOTE: including “pg” or “par” is an exception ONLY used with website sources.

OR

Refer to the title within your writing:

According to All Cameras on Mr. Angry Lion, wildlife photography is a dangerous profession filled with “perilous animal encounters” (par 7).

Works Cited Guidelines

The Works Cited section is located at the end of your paper, and lists all of the sources you have cited in your text. You may already be familiar with writing a Bibliography, which lists all of the sources you *consulted*; a Works Cited page (as the name implies) lists all sources documented in your paper.

General Notes:

1. Center the title *Works Cited* one inch from the top of a new page. Double Space before the new entry.
2. Begin each entry flush (even) with the left margin. If the entry runs more than one line, indent additional lines (second and third lines, etc.) five spaces.
3. Double space each entry; also double space between entries.
4. List each entry alphabetically by the author's last name. If there is no author, use the first word of the title (disregard *A*, *An*, *The*).
5. Entries generally have three main divisions: author, title, and publication information. Pay close attention to order of information and punctuation.

Sample Works Cited Entries

Books:

One Author

Spitzer, Robert R. No Need for Hunger. Danville: Interstate, 1981.

Two or Three Authors

Ostrander, Sheila, and Lynn Schroeder. Superlearning. New York: Delacorte, 1979.

More than Three Authors

Guerin, Wilfred L., et al. A Handbook of Critical Approaches to Literature. New York: Harper, 1966.

Single Work from an Anthology

Morris, William. "The Haystack in the Floods." Nineteenth Century British Minor Poets. Ed. Richard Wilbur and W.H. Auden. New York: Harper, 1966.

Note: If you cite a complete anthology, begin the entry with the editors.

Two or More Books by the Same Author

Van Oech, Roger. A Kick in the Seat of the Pants. New York: Perennial-Harper, 1986.
---. A Whack on the Side of the Head. New York: Warner, 1983.

A Corporate (group) Author

Task Force on Education for Economic Growth. Action for Excellence. Washington: Education Commission of the States, 1983.

No Author

The World Almanac and Book of Facts. New York: Newspaper Enterprise Assoc., 1985.

One volume of a Multivolume Work

Ziegler, Alan. The Writing Workshop. Vol. 2. New York: Teachers and Writers, 1984.

Introduction, Preface, Foreword, or Afterword

Callan, Edward. Introduction. Cry, the Beloved Country. By Alan Paton. New York: Macmillan, 1987. xv-xxvii.

Article in a Reference Book

"Ethnocentrism." Webster's New Universal Unabridged Dictionary. 2nd ed. 1983.

Pamphlet with No Author or Publication Information

Pedestrian Safety [United States]: n.p., n.d.

Note: list the country of publication [in brackets] if known. Insert N.p. before the colon if the country of publication is unknown

Government Publications

United States. Congressional Quarterly Service. Congress and the Nation: A Review of Government in the Postwar Years. Washington: GPO, 1965.

Book with a Title within a Title

Harte, Bret. "The Outcasts of Poker Flat" and Other Stories. New York: Signet-NAL, 1961.

Periodicals:

Signed Article in a Magazine

Mathews, Tom. "What Can Be Done?" Newsweek 21 Mar. 1988: 57-58.

Unsigned Article in a Magazine

"Then There's Rent Control." The New Republic 11 Apr. 1988: 22.

Signed Newspaper Article

Lee, Jessica. "Bush Plans 'to Build on' Budget." USA Today 10 Jan. 1989: 4A.

Unsigned Newspaper Article

"Some Better Ways to Curb Teen Drinking." Editorial. Milwaukee Journal 17 June 1979, sec. 2: 15.

Letter to the Editor

Stassen, Harold E. Letter. Chicago Tribune 10 Jan. 1989, sec. 1:16.

A Review

Foote, Timothy. "The Eye of the Beholder." Rev. of Testimony and Demeanor, by John Casey. Time 7 July 1979: 66.

A Title or Quotation within an Article's Title

Merrill, Susan F. "On 'Sunday Morning' Thoughts." English Journal 76.6 (1987): 63.

Other Print and Nonprint Sources

Television and Radio Programs

"An Interview with Sadat." 60 Minutes. CBS. WITI, Milwaukee. 11 Nov. 1979.

Recordings

Guthrie, Woody. Woody Guthrie Sings Folk Songs. With Leadbelly, Cisco Houston, Sonny Terry, and Bess Hawes. Intro by Pete Seeger. Folkways Records, 1962.

Films

Rebel without a Cause. Dir. Nicholas Ray. With James Dean, Natalie Wood, Sal Mineo, and Dennis Hopper. Warner, 1955.

Performances

Les Misérables. By Alain Boublil and Claude-Michel Schönberg. Dir. Trevor Nunn and John Caird. Broadway Theatre, New York. 5 Apr. 1988. Based on Victor Hugo's Les Misérables.

Musical Compositions

Beethoven, Ludwig van. Symphony no. 8 in F major, op. 93.

Works of Art

Renior, Pierre-Auguste. Portrait of Claude Monet. Louvre, Paris. Plate 13 in Renoir. By Elda Fezzi. London: Thames and Hudson, 1968.

Published or Recorded Interview

Orbison, Roy. "Roy Orbison: 1936-1988." By Steve Pond. Rolling Stone. 26 Jan. 1989.

Personal Interview

Brooks, Sarah. Personal Interview. 15 Oct. 1988.

Note: If you spoke to the interviewee by phone, cite the entry as a Telephone interview.

Maps and Charts

Wisconsin Territory. Map. Madison: Wisconsin Trails, 1988.

Lectures, Speeches and Addresses

Angelou, Maya. Address. Opening General Sess. NCTE Convention. St. Louis, 18 Nov. 1988.

Cartoons

Trudeau, Garry. "Doonesbury." Cartoon. Chicago Tribune 23 Dec. 1988, sec. 5:6.

Internet Source

Butterfield, Todd. 9/11 and the War of Good and Evil. 10 Jan. 2003

<http://www.iath.virginia.edu/pmc/current.issue/13.1butterfield.html>

(begin with title when no author name is provided)

6 Timed Writing Tips

1. **Answer the prompt:** Do NOT write on a topic other than the one specified in the prompt. The number one reason students do not pass writing exams is that they do not adequately answer the question. (*See “Unpacking the Prompt” tips on page 10*)
2. **Take time to organize your ideas:** (*See Prewriting tips pp. 10-14*)
3. **Support your thesis with specific examples:** (*See “Developing a Thesis p. 29, “Body Paragraphs” p. 30*)
4. **Avoid excessive time spent on introductions and conclusions:** The majority of your time should be spent on developing the body of your essay. The introduction should contain your thesis sentence and the conclusion should recap your major points.
5. **Write legibly:** If your pen or pencil is not dark enough or if you do not write neatly enough, you may lose major points.
6. **Take time to proofread your essay:** This is your opportunity to review the checklist for writing, make sure your examples are specific, and make sure that grammatical errors do not make it difficult for the reader to understand your essay.

Types of Timed Writing

During your academic career, you will frequently be expected to take timed writing exams. The following pages explain some of the timed writing examples you should prepare for as soon as you enter high school.

The California High School Exit Exam

To do well on the California High School Exit Exam writing section, you must respond to one on-demand writing task. The writing task either will be a response to a reading passage, or a response to a writing prompt. With a response to literature, you are asked to analyze the passage and write a text-based response. With a response to a writing prompt, you are asked to write a response based on your own knowledge and viewpoints about a given topic.

Sample

Response to a Writing Prompt:

A person who seems in charge of every situation is sometimes called a “natural leader.” People often look to such a person to lead them in projects both great and small. Describe someone you have read about who seems to be a “natural leader.” Write an essay in which you describe the person and his or her accomplishments so vividly that your readers will feel they know this person.

Response to Literature:

In the story “The Hiking Trip,” the reader learns about the main character, Jeff. Jeff’s personality and emotions are revealed through the actions and dialogue presented in the story. Write an essay in which you describe the personality and emotions of Jeff, the main character. How do his personal characteristics add to the events in the story? How does the author reveal this information about Jeff in the story? Use details and examples from the story to support your ideas.

SAT I

You will be asked to develop a point of view on an issue, using reasoning and evidence based on your experiences, readings or observations to support your ideas.

This 25 minute essay measures your ability to:

- Organize and express ideas clearly
- Develop and support the main idea
- Use appropriate word choice and sentence structure

Sample

Think carefully about the issue presented in the following excerpt and the assignment below.

“Many persons believe that to move up the ladder of success and achievement, they must forget the past, repress it, and relinquish it. But others have just the opposite view. They see the old memories as a chance to reckon with the past and integrate the past and present.”

—Adapted from Sara Lawrence-Lightfoot, *I’ve Known Rivers: Lives of Loss and Liberation*

Assignment: Do memories hinder or help people in their effort to learn from the past and succeed in the present? Plan and write an essay in which you develop your point of view on this issue.

ACT

You will have 30 minutes to read and think about the issue in the prompt and to plan and write your essay. Before writing, carefully consider the prompt and make sure you understand it. Explain your point of view in a clear and logical way. If possible discuss the issue in a broader context or evaluate the implications or complications of the issue. Address what others might say to refute your point of view and present a counter-argument.

Sample

Assignment: Educators debate extending high school to five years because of increasing demand on students from employers and colleges to participate in extra-curricular activities and community service in addition to having high grades. Some educators support extending high school to five years because they think students need more time to achieve all that is expected of them. Other educators do not support extending high school to five years because they think students would lose interest in school and attendance would drop in the fifth year. In your opinion, should high school be extended to five years? In your essay, take a position. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.

University of California

Analytical Writing Placement Examination (AWPE, formerly known as the Subject A)

You must demonstrate command of the English language. During the examination, students will be required to read a passage and then write an essay responding to a single topic based on the content.

Sample

Read carefully the passage and the essay topic. Respond to the topic by writing an essay that is controlled by a central idea and is specifically developed. You will have two hours to read the passage and to complete your essay. You may annotate or mark the text as you read. Plan your essay before you begin writing, using the “Notes” side of the blue Information Sheet. Allow time to review and proofread your essay and to make any revisions or corrections you wish.

Assignment: How does Kluckhohn explain the differences and similarities among the world’s people? What do you think about his views? Use examples from your own experience, reading or observation.

California State University

English Placement Test (EPT)

You must demonstrate proficiency in reading and writing.

Sample

You will have 45 minutes to plan and write an essay on the topic assigned. Before you begin writing, read the passage carefully and plan what you will say. Your essay should be well-organized and as carefully written as you can make it.

Assignment: “For many Americans, the concept of success is a source of confusion. As a people, we Americans greatly prize success. We are taught to celebrate and admire the one who gets the highest grades, the one voted most attractive or most likely to succeed. But while we often rejoice in the success of people far removed from ourselves—people who work in another profession, live in another community, or are endowed with a talent that we do not especially want for ourselves—we tend to regard the success of people close at hand, within our small group, as a threat.”

Explain Mead’s argument and discuss the extent to which you agree or disagree with her analysis. Support your position, providing reasons and examples from your own experience, observations or reading.

CAHSEE Scoring Guide

Response to Literary/Expository Text

- 4** The response —
- demonstrates a *thoughtful*, comprehensive grasp of the text.
 - accurately and coherently provides *specific* textual details and examples to support the thesis and main ideas.
 - demonstrates a *clear* understanding of the ambiguities, nuances, and complexities of the text.
 - provides a *variety* of sentence types and uses *precise, descriptive* language.
 - contains *few, if any, errors* in the conventions* of the English language. (Errors are generally first-draft in nature.)

Response to informational passages: *thoughtfully* anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

Response to literary passages: clearly demonstrates an awareness of the author's use of literary and/or stylistic devices.

- 3** The response —
- demonstrates a comprehensive grasp of the text.
 - accurately and coherently provides *general* textual details and examples to support the thesis and main ideas.
 - demonstrates a *general* understanding of the ambiguities, nuances, and complexities of the text.
 - provides a *variety* of sentence types and uses *some descriptive* language.
 - may contain *some errors* in the conventions* of the English language. (Errors do not interfere with the reader's understanding of the essay.)

Response to informational passages: anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

Response to literary passages: demonstrates an awareness of the author's use of literary and/or stylistic devices.

- 2** The response —
- demonstrates a *limited* grasp of the text.
 - provides *few, if any*, textual details and examples to support the thesis and main ideas.
 - demonstrates *limited, or no* understanding of the ambiguities, nuances, and complexities of the text.
 - provides *few, if any*, types of sentences and uses *basic, predictable* language.
 - may contain *several errors* in the conventions* of the English language. (Errors may interfere with the reader's understanding of the essay.)

Response to informational passages: *may* address the reader's potential misunderstandings, biases, and expectations, but in a limited manner.

Response to literary passages: *may* demonstrate an awareness of the author's use of literary and/or stylistic devices.

- 1** The response —
- demonstrates *minimal* grasp of the text.
 - may provide *no* textual details and examples to support the thesis and main ideas.
 - may demonstrate *no* understanding of the ambiguities, nuances, and complexities of the text.
 - may provide *no* sentence variety and uses *limited* vocabulary.
 - may contain *serious errors* in the conventions* of the English language. (Errors interfere with the reader's understanding of the essay.)

Response to informational passages: does *not* address the reader's potential misunderstandings, biases, and expectations. *Response to literary passages:* does *not* demonstrate awareness of the author's use of literary and/or stylistic devices.

Non-scorable: The code "NS" will appear on the student answer document for responses that are written in a language other than English, off-topic, illegible, unintelligible, or otherwise non-responsive to the writing task. *Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.

CAHSEE Scoring Guide

Response to a Writing Prompt

4 The essay —

- provides a *meaningful* thesis that is responsive to the writing task.
- *thoroughly* supports the thesis and main ideas with *specific* details and examples.
- demonstrates a consistent tone and focus, and illustrates a *purposeful* control of organization.
- demonstrates a *clear* sense of audience.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- contains *few, if any, errors* in the conventions* of the English language. (Errors are generally first-draft in nature.)

A Persuasive Composition: states and maintains a position, *authoritatively* defends that position with precise and relevant evidence, and *convincingly* addresses the reader's concerns, biases, and expectations.

3 The essay —

- provides a thesis that is responsive to the writing task.
- supports the thesis and main ideas with details and examples.
- demonstrates a consistent tone and focus; and illustrates a control of organization.
- demonstrates a *general* sense of audience.
- provides a *variety* of sentence types and uses *some descriptive* language.
- may contain *some errors* in the conventions* of the English language. (Errors do **not** interfere with the reader's understanding of the essay.)

A Persuasive Composition: states and maintains a position, *generally* defends that position with precise and relevant evidence, and addresses the reader's concerns, biases, and expectations.

2 The essay —

- provides a thesis or main idea that is related to the writing task.
- supports the thesis or main idea(s) with *limited* details and/or examples.
- demonstrates an *inconsistent* tone and focus; and illustrates *little, if any* control of organization.
- demonstrates *little or no* sense of audience.
- provides *few, if any,* types of sentence types, and *basic, predictable* language.
- may contain *several errors* in the conventions* of the English language. (Errors **may** interfere with the reader's understanding of the essay.)

A Persuasive Composition: defends a position with *little* evidence and *may* address the reader's concerns, biases, and expectations.

1 The essay —

- *may* provide a *weak* thesis or main idea that is related to the writing task.
- *fails* to support the thesis or main ideas with details and/or examples.
- demonstrates *a lack of* tone and focus; and illustrates *no* control of organization.
- may demonstrate *no* sense of audience.
- may provide *no* sentence variety and uses *limited* vocabulary.
- may contain *serious errors* in the conventions* of the English language. (Errors interfere with the reader's understanding of the essay.)

A Persuasive Composition: *fails* to defend a position with any evidence and *fails* to address the reader's concerns, biases, and expectations.

Non-scorable: The code "NS" will appear on the student answer document for responses that are written in a language other than English, off-topic, illegible, unintelligible, or otherwise non-responsive to the writing task.

*Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.

CVUHSD Writing Rubric

This rubric was designed to reflect the expectations of the California High School Exit Exam and can be used for writing assignments in any subject area.

	4 EXCELLENT RESPONSE	3 CLEAR RESPONSE	2 PARTIAL RESPONSE	1 INCOMPLETE RESPONSE
RESPONSE TO WRITING TASK	Clearly addresses all parts of the writing task, demonstrates a clear understanding of audience.	Addresses the basic requirements of the writing task, demonstrates a general sense of audience.	Addresses only parts of the writing task with little or no sense of audience.	Addresses few parts of the writing task and inadequately addresses audience.
	COMPLETE	GENERALLY COMPLETE	SOMEWHAT COMPLETE	INCOMPLETE
CONTENT	Provides a meaningful thesis, thoroughly supports the thesis and main ideas with specific details and examples.	Provides a thesis, supports thesis and main ideas with details and examples	May provide a thesis, may support the thesis and main ideas with limited, if any, details and/or examples	May provide a weak, if any, thesis; fails to support ideas with details and/or examples
	EFFECTIVELY ORGANIZED	WELL-ORGANIZED	SOMEWHAT ORGANIZED	POORLY ORGANIZED
ORGANIZATION	Ideas are well-developed and clearly organized with a beginning, middle and end. Ideas are linked with effective transitions.	Ideas are developed and organized with a beginning, middle and end. Ideas are linked with basic transitions.	Ideas are organized, but may be undeveloped from beginning to end.	Ideas are not developed and/or the writer does not convey a clear sequence of ideas.
	STRONG WORD CHOICE	APPROPRIATE WORD CHOICE	LIMITED WORD CHOICE	INAPPROPRIATE WORD CHOICE
WORD CHOICE	Uses precise, descriptive language. Makes thoughtful use of content appropriate vocabulary.	Uses some descriptive language. Employs some content appropriate vocabulary.	Provides basic predictable language. Uses limited content appropriate vocabulary.	Uses limited vocabulary. Uses little or no content appropriate vocabulary.
	FEW OR NO ERRORS	SOME ERRORS	SEVERAL ERRORS	SERIOUS ERRORS
CONVENTIONS Spelling, Punctuation and Grammar	Contains few, if any errors in conventions of the English language.	May contain some errors in conventions of the English language. Errors do not interfere with the reader's understanding	May contain several errors in the conventions of the English language. Errors may interfere with the reader's understanding of the essay.	May contain serious errors in the conventions of the English language. Errors interfere with the reader's understanding of the essay.
	CLEAR & PLEASING TO THE EYE	UNDERSTANDABLE	DIFFICULT TO READ	SERIOUS ERRORS
PRESENTATION Form and Formatting Requirements (i.e. font size, font style, headings, margins, spacing, citations, tables, etc)	Handwriting is easy to read. If word-processed, adheres to all or nearly all appropriate formatting requirements.	Handwriting is readable, although there may be some discrepancies in legibility. Very few inconsistencies in appropriate typed formatting requirements	Handwriting irregularities may interfere with the reader's understanding. Contains several errors in appropriate typed formatting requirements.	Illegible handwriting interferes with the reader's understanding. Serious errors in appropriate typed formatting requirements.

Assignment is given a **0** when it:

- includes inappropriate language
- is completely off topic

Helpful Writing Websites

General

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

The Nuts and Bolts of College Writing: <http://nutsandbolts.washcoll.edu/nb-home.html>

ReadWriteThink Resources: http://www.readwritethink.org/student_mat/index.asp

Grammar

Guide to Grammar and Writing <http://grammar.ccc.commnet.edu/grammar/>

A Writer's Guide: Sentence Sense: <http://webster.commnet.edu/sensen/>

The Elements of Style: <http://www.bartleby.com/141/>

Research

Basic Steps in the Research Process: <http://www.crlsresearchguide.org/>

Citation Machine: <http://www.webenglishteacher.com/citation.html>

MLA Samples: <http://www.cwpost.liunet.edu/cwis/cwp/library/workshop/citmla.htm>

Timed Writing Rubrics and Tips

CAHSEE: <http://www.cde.ca.gov/ta/tg/hs/resources.asp>

ACT: <http://www.actstudent.org/writing/sample/index.html>

CSU: http://www.csuenglishsuccess.org/ept_requirement

SAT 1: <http://www.collegeboard.com/student/testing/sat/about/SATI.html>

UC: <http://www.ucop.edu/sas/awpe/index.html>

Writing Handbook Glossary

Adjective - a word that qualifies or describes a noun or pronoun

Adverb – a word that modifies a verb, an adjective, another adverb, or a sentence.

Analogy - a : resemblance in some particulars between things otherwise unlike : similarity b: comparison based on such resemblance.

Analytical – writing that “breaks down” its topic into parts and determine how those parts relate to each other; reacts to the content of a text to look at how it is structured or how ideas are developed.

Anecdote - a usually short narrative of an interesting, amusing, or biographical incident.

Bibliography - a : a list often with descriptive or critical notes of writings relating to a particular subject, period, or author b : a list of works written by an author or printed by a publishing house.

Body paragraph – paragraph falling between the introductory and concluding paragraph; it should contain relevant and logical supporting information related to the central idea, details, and/or examples.

Brainstorming - a group of problem-solving techniques that involves the spontaneous contribution of ideas from all members of the group. Usually, the writer must jot down ideas, words or phrase on a separate piece of paper and use this information in an essay, narrative or any other form of written text.

Central idea – main topic and purpose of the piece of writing. Often, it is known as the thesis or topic.

Classify - to assign (as a document) to a category. For instance, a document may be an essay, a story or poem.

Coherence - a : systematic or logical connection or consistency. b : integration of diverse elements, relationships, or values.

Comma splice – a punctuation error which occurs when joining two independent clauses (or complete sentences) with ONLY a comma; correct by adding a joining word (and, but, etc.) or separating into two sentences. Example: “I went to the store, I bought some milk.” Change to: “I went to the store and I bought some milk.”

Commentary – a systematic series of explanations or interpretations.

Composition - a piece of writing such as a school exercise in the form of a brief essay.

Conclusion/closing - the last part of something: as a final summation.

Concrete detail – specific evidence, support, or examples that will support the central idea of the text.

Convention – prescribed and accepted use of grammar, capitalization, spelling, and punctuation; examined when editing and proofreading.

Creative – It includes (but is not limited to) fiction, poetry, drama, autobiography, and memoir.

Dialogue - a conversation between two or more persons.

Documentation - the act or an instance of furnishing or authenticating with proof or evidence.

Draft - a preliminary sketch, outline, or version.

Edit - to prepare (as literary material) for publication or public presentation.

Expository -- the purpose of the author is to inform, explain, describe or define his or her subject to the reader. Expository text is meant to 'expose' information and is the most frequently used type of writing by students in colleges and universities. A well-written exposition remains focused on its topic and provides facts in order to inform its reader. It should be unbiased, accurate, and use a scholarly third person tone. The text needs to encompass all aspects of the subject.

Figurative language – language used in a non-literal way to express a suitable relationship between essentially unlike things. The more common figures of speech are simile, metaphor, personification, hyperbole, and synecdoche.

Homonym - one of two or more words spelled and pronounced alike but different in meaning

Hook/Attention Grabber - something intended to attract and ensnare the audience to read the text.

Hyperbole - extravagant exaggeration.

Idea development – the degree to which ideas develop logically, or in order; also, it relates to supporting evidence for thesis statements and persuasive arguments

Idiom – an expression that is characteristic to a people, community or class (similar to slang).

Irony - a : the use of words to express something other than and especially the opposite of the literal meaning. b : a usually humorous or sardonic literary style or form characterized by irony. c : an ironic expression or utterance.

Lead/ quote blend – the joining together of quoted material with the writer's (student's) own words and commentary.

Metaphor - a figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them (as in drowning in money).

Modifier – a word or phrase that makes specific the meaning of another word or phrase. It helps to give more description of a person, object, thing, idea or action of the subject. Example: the big, red car runs perfectly well.

Mood- the climate of feeling in a literary work. The choice of setting, objects, details, images and words create a certain mood in a text.

Narrative – a story; an account of a sequence of events, whether fictional or non-fictional. It is to be distinguished from writing that is strictly descriptive, expository (an essay), or dramatic (a play). A narrative may include some description and analysis, but it must tell a story. It has a narrator who addresses someone (usually us, the readers).

Noun – a person, place, thing or idea.

Organization – the arrangement of ideas and structure of writing.

Parallelism - repeated syntactical similarities introduced for rhetorical effect.

Persuasive -- Persuasive writing is writing in which the intent is to convince the reader to agree with the author. Persuasive writing attempts to get the reader to feel or act a certain way towards the subject.

Plagiarism – the act of stealing and passing off the ideas or words of another as one's own. Using another's work without crediting the source.

Plural - of, relating to, or constituting a class of grammatical forms usually used to denote more than one.

Prewriting – any number of strategies used in generating and developing ideas before drafting writing.

Pronoun - any of a small set of words in a language that are used as substitutes for nouns or noun phrases and whose referents are named or understood in the context.

Proper noun - a noun that designates a particular being or thing, does not take a limiting modifier, and is usually capitalized in English -- also called proper name.

Prose - a: the ordinary language people use in speaking or writing b : a literary medium distinguished from poetry especially by its greater irregularity and variety of rhythm and its closer correspondence to the patterns of everyday speech. C. Often, it refers to literary documents such as a novel or short story.

Revision – an alteration or modification.

Run-on sentence – A writing error in which a sentence continues without a rhetorical pause and continues into the next line of verse. Example: Bob jumped over the fence Martha was on the other side and saw Bob.

Sentence fluency – the fluidity, or smoothness of how sentences flow together; avoid choppy sentences.

Sentence fragment – an incomplete clause or phrase, left on its own. It is either missing a subject or predicate, or both. Example: The valiant knight. Ran from the monster.

Show, Not Tell – using sensory, descriptive writing often with figurative language to create more vivid writing.

Simile - a figure of speech comparing two unlike things that is often introduced by like or as (as in cheeks like roses) – compare.

Singular - of, relating to, or being a word form denoting one person, thing, or instance.

Slang - an informal nonacademic vocabulary composed typically of coinages, arbitrarily changed words, and figures of speech.

Style - a distinctive manner of expression.

Summarize - to cover the main points succinctly by excluding unimportant words or phrases.

Support – A. to provide evidence for arguments and thesis statements. B. the evidence used in providing support; details, examples, etc.

Syntax- the way in which linguistic elements (as words) are put together to form constituents (as phrases or clauses).

Synthesize – to combine parts or elements so as to form a whole (i.e. put phrases, subject and predicates to form sentence).

Theme - a subject or topic of discourse or of artistic representation.

Thesis – A. statement which makes an assertion. B. Dissertation embodying results of original research and especially substantiating a specific view.

Tone – the author’s attitude, stated or implied, toward a subject.

Topic sentence – first sentence in a paragraph; should reflect the main idea and overall subject of the paragraph.

Transition - passage from one state, stage, subject, or place to another.

Understatement - to represent as less than is the case.

Verb tense - distinction of form in a verb to express distinctions of time or duration of the action or state it denotes. Example: (present) give; (past) gave; (participle) had given; (future) will be giving.

Voice - wish, choice, or opinion openly or formally expressed.

Word choice – good writing contains strong words, including specific nouns, verbs, and modifiers; writer should also pay attention to purpose, audience, and formality in choosing appropriate language.

Works cited – specifically formatted publication list which accompanies a piece of writing documenting sources of ideas and examples .