1. [Journal Part 1: Entries 1-6](http://lessons.pennfoster.com/pdf/250200.pdf%22%20%5Ct%20%22_blank)
2. [Prewriting: Process Analysis](http://lessons.pennfoster.com/pdf/250201.pdf)
3. [Essay: Process Analysis](http://lessons.pennfoster.com/pdf/250202.pdf)
4. [Prewriting: Classification And Division](http://lessons.pennfoster.com/pdf/250203.pdf)
5. [Essay: Classification And Division](http://lessons.pennfoster.com/pdf/250204.pdf)
6. [Journal Part 2: Entries 7-12](http://lessons.pennfoster.com/pdf/250205.pdf)
7. [Essay: Argument](http://lessons.pennfoster.com/pdf/250206.pdf)
8. [Journal Part 3: Entries 13-18](http://lessons.pennfoster.com/pdf/250207.pdf)

*Unit 2: The Writing Process in Action*

*Lesson 4: Narration and Process Analysis*

**For: Read in the Read in the**

 **study guide: textbook:**

Assignment 12 Pages 79–83 Chapter 11

Assignment 13 Pages 84–88 Chapter 12

Assignment 14 Pages 89–93 Chapter 13

Assignment 15 Pages 94–97 Chapter 14

Assignment 16 Pages 98–101 Chapter 15

*Unit 1 Course Journal:*

*Introduction to*

*Composition, Entries 1–6*

JOURNAL ENTRY CRITERIA

Your journal will be evaluated according to the following

requirements:

*Ideas and Content:* How accurately and effectively you

responded to the entry. Your writing focused on the topic of

the entry and is based on the correct reading assignments in

your texts; you effectively engaged with the content of the

reading assignments and composed thoughtful original

responses to each entry; when required, you cited and documented

secondary source material appropriately and

correctly.

*Organization:* How well prewriting or organizing entries are

developed. All paragraphs begin with an appropriate topic

sentence and are developed fully by using examples, illustration,

and/or evidence; each entry meets the required

minimum length.

*General Correctness:* How well entries meet the expectations

of college-level academic writing in the areas of sentence structure,

grammar, word choice and spelling, and punctuation.

*Format:* How accurately you followed the prescribed format

for the journal by including the required header, entry title

and date, and used correct margins, font, and line spacing.

Essays must be typed, double-spaced, using a standard 12-point font

and left justification. Use 1-inch margins at the top and bottom and

1.25-inch margins for the left and right sides of the document. Each

page must have a properly formatted header containing your name,

student number, exam number, page number, mailing address, and

email address (see page 6 for an example). Name each document

using your student number first, then the six-digit lesson number,

and finally your last name (for example, 23456789\_250200 Doe).

Exams may be submitted in Rich Text Format or MS Word. Preview

your document before you submit in order to ensure that your formatting

is correct. You should take care to check that the document

you've uploaded is the one containing your final work for evaluation.

To submit the assignment, follow these steps:

1. Type the essay.

2. Save the document.

*Lesson 4: Narration and*

*Process Analys*

INTRODUCTION

In this lesson, you’ll study several patterns of development

for writing, including narration, description, illustration, and

process analysis. Each technique applies to specific purposes.

Your assignments include readings that demonstrate

the effectiveness of each writing mode. You’ll use the ideas

and tools you’ve studied so far, and you’ll build on what

you’ve learned to further improve your approach to writing.

OBJECTIVES

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

■ Describe and apply the elements of an effective narrative

■ Explain and apply the principles of descriptive writing

■ Define the characteristics of illustration and apply them

to writing projects

■ Summarize the techniques of process analysis and apply

them to writing

ASSIGNMENT 12: AN

INTRODUCTION TO THE

PATTERNS OF DEVELOPMENT

Reading Highlights

Pages 216–222

This section provides a brief summary of the nine most common

*patterns of development,* different approaches—sometimes

referred to as *rhetorical modes* or simply *modes*—in which an

essay is developed. You were briefly introduced to these modes

in Chapters 4 and 5.

The summaries provided in Chapter 11 offer a little bit more

description of each mode, as well as examples to help you

distinguish among them. Each of these modes will be

explored more fully in upcoming chapters. This brief

overview describes the following patterns of development:

■ *Narration,* which uses a sequence of events to make a

point, as a means of helping readers learn something

through an episode or experience drawn from your

own life

■ *Description,* which uses sensory words to create word

pictures for the reader to emphasize the sensory aspects

of an object or experience

■ *Illustration,* which uses examples to explain topics,

concepts, or terms that might be unfamiliar to readers,

often as a means of providing details to support your

thesis statement

■ *Process analysis,* which offers a step-by-step explanation

about how something works, is constructed, or accomplished—

a useful approach for providing instructions

■ *Comparison and contrast,* a mode most often used to

discuss either similarities or differences between objects,

ideas, or situations

■ *Classification and division,* two related but different

approaches that involve either grouping things together

in categories (classification) or breaking things down

into constituent parts (division)

*Extended definition,* a mode that offers detailed explanations

of terms or distinguishes between different aspects

of the meaning of a term—often used as a means of

offering a close analysis of a complex or unfamiliar word,

phrase, or phenomenon

■ *Cause and effect,* a pattern of development used to

demonstrate how one or more things lead to another

■ *Argument,* a pattern of development most often used in

persuasive writing, often used to convince readers to

adopt your point of view or take action

Pages 222–224

While it’s possible to write an essay using a single pattern of

development, more often than not writers find themselves

combining patterns to create what is often referred to as a

*mixed-mode essay*. This section of your textbook offers a

sample of an essay that uses different patterns development,

as well as a guided writing assignment example that takes

you through the process of writing an essay using multiple

patterns.

Pages 225–228.

Read Derrick Jensen’s essay, “Against Forgetting: Where

Have All the Animals Gone?” The essay has been highlighted

in different colors that demonstrate the different patterns of

development the author uses in developing the essay

ASSIGNMENT 13: NARRATION:

RECOUNTING EVENTS

Introduction

A *narrative* is a story that makes a point. Usually, we think of

a narrative as a short story, a novel, or a screenplay that has

a beginning, middle, and end. A nonfiction narrative, such as

an account of someone’s visit to the Grand Canyon, the history

of Connecticut, or an editorial, also follows some kind of

logical course from its opening to its conclusion.

Effective written narratives

Make a point

■ Relate action and detail

■ Utilize tension and conflict

■ Follow a sequence in time

■ Often use dialogue

■ Take a point of view

Historically, narratives have been shared orally. Literacy

wasn’t widespread in many cultures, including early Western

culture, until fairly recently, so legends, epic poems, and

story songs communicated important information and provided

entertainment. In ordinary modern life, narratives are

still often spoken. A joke is a narration that has a point

called a punch line. Explaining to a friend why you had a bad

day is a narrative. The “point” as well as the “point of view”

often amounts to a plea for sympathy. Today’s narratives

may include political rhetoric and advertising, as well as stories

or poems revisiting age-old themes.

Reading Highlights

The “Writing Quick Start” feature on page 229 asks you to

imagine a series of events that may have led to this scene of

Japanese women wearing identical blonde wigs. While you

may be able to imagine various scenarios, focus on a specific

one and think through the sequence of experiences.

Pages 230–235

The chapter opens by explaining why a writer might use

the narrative pattern of development. It then provides an

example of a narrative with the essay “Right Place, Wrong

Face.” Before you read it, take a moment to scan the

“Characteristics of a Narrative” on pages 230–233. Then,

as you read the story, evaluate how well it reflects those

characteristics. In particular, identify the specific sequence

of events and the manner in which each event builds on the

previous one to increase the tension of the experience until

it reaches the climax. The tension reflects the conflict or

problem the writer is developing. Even as he shares the story,

he also chooses details that show the significance of the

problem (racial profiling).

After reading the essay, reread and review the discussion of

narrative characteristics on pages 230–233. Included in the

discussion is an excerpt from an essay that demonstrates the

way different elements can be used to convey action and

detail.

Pages 236–240

This section begins by describing how a graphic organizer

can help you analyze a narrative, and offers a sample, blank

graphic organizer (Figure 12.1 on page 236). Read the essay,

“Writing about What Haunts Us” by Peter Orner (pages

237–239). Afterwards, study Figure 12.2 on page 240, which

offers a graphic organizer used to analyze Orner’s essay.

Pages 241–242

This section provides tips for thinking critically while you

read. Although it’s aimed toward reading and responding to

someone else’s narrative, the questions can also be useful

when you’re revising your own writing. In fact, the most painless

way to improve your own writing is to read others’

writing thoughtfully.

Pages 242–253

For each pattern of development, the textbook provides a

guided writing assignment, which takes you through the

writing process to produce that type of essay. Depending

on the pattern, you’ll skim through or carefully study the

instructions, even though you may not develop an essay for

each one. By doing so, you’ll gain a better understanding of the

process and see how the concepts covered in the first seven

chapters fit in. In addition, the “Editing and Proofreading” tips

within each guided assignment apply to other patterns of development.

Because your next journal entry refers to the narrative

guided assignment and because your first essay exam suggests

you may want to use the narrative as a supporting

pattern of development, read through the narrative assignment,

but don’t develop an essay unless you wish to do so on

your own for practice. (If you do attempt a draft, please don’t

submit it to the school for review, but keep it for your personal

use.) Also, review the student essay “Being Double,” by

Santiago Quintana, on pages 248–252 for an example of a

narrative and consider the questions on pages 252–253.

Pages 253–257

Read the essay “The Lady in Red” by Richard LeMieux on

pages 253–255. Think about your impressions of the essay as

you take some time to analyze the reading. Does the topic

command your attention? Why?

Pages 257–260

To consider the possibilities of combining narration with

other patterns of development, read “The Alternate History of

Susan Chung: One Woman’s Quest to Find Her Birthparents”

by Nicole Soojung Callahan. You’ll find that this essay is

made stronger with the photo image. This essay demonstrates

the way current social issues related to immigration and adoption

can be illuminated by sharp-eyed, creative writing.

ASSIGNMENT 14: DESCRIPTION

Introduction

A description of a desert sunrise may touch your emotions

through the visual images you imagine. An effective description

of a day in a coal mine may evoke surprising sights, sounds,

odors, and textures. A clear depiction of life on a Gulf of Mexico

shrimp boat may do the same. What do these simple examples

have in common? Effective description appeals to our senses; it

calls up specific sights, sounds, tastes, and odors of people,

places, and things. Why should a writer use descriptions that

appeal to the senses? Because it’s a good way to quickly

immerse the reader in the experience. For example, a welldesigned

food advertisement can instantly bring to mind the

sight, sound, and smell of grilling hamburgers or the smooth,

sweet taste of a milkshake. It may trigger salivation and a sudden

craving for the food, even in the absence of hunger.

The “Writing Quick Start” for this chapter on page 263 features

a classic Volkswagen Beetle transformed into a work of

art with wheels. Your mission is writing a new and improved,

enticingly descriptive ad because your first ad fell flat.

Reading Highlights

Pages 264–269

As the text says, descriptive writing can be used as a primary

pattern of development, but is more often used to support

another primary pattern, such as narration or illustration.

Use description judiciously. Sometimes student writers fall

in love with overblown figurative descriptions which, instead

of providing a clear, concrete picture, actually obscure the

meaning they wish the reader to gain. Even when using

another pattern, writers must always consider the dominant

impression of their word choices. Finally, notice how the

graphic organizer for a descriptive essay is quite similar in its

development to that of a narrative.

Descriptive writing isn’t merely for creative or poetic writers. It’s

an essential skill for anyone. For example, technical writers

preparing how-to manuals often include the sensory details for

a machine or product (color, size, texture, and even odor).

Preschool teachers include specific, concrete descriptions of a

child’s behavior to identify and track their teaching techniques,

as well as to offer parents or psychologists key information.

Medical assistants must notice the smallest details about their

patients, including color, smell, texture, and sound.

Pages 269–272

Read Rachel Maizes’ essay “Bad Dog.” As you read it, note the

areas in the text that have been highlighted to point out different

characteristics of descriptive writing that the author uses

throughout. When you’ve finished reading, look at the sample

graphic organizer in Figure 13.1 on page 272, which has been

provided as a tool to help you visualize the development of a

descriptive essay.

Pages 273–274

Mary Roach’s essay “You Are Your Bike,” provides an excellent

example of a descriptive essay. If you find that graphic

organizers help you, after reading the essay, review the

graphic organizer based on it (Figure 13.2 on page 275).

Pages 274–276

In many cases, description is a pattern of development that

will be integrated into essay’s written in different modes. This

brief section offers helpful suggestions for integrating description

in to an essay. The key points are to

■ Include only relevant details

Keep the description focused

■ Make sure the description fits the essay’s tone and point

of view

Pages 276–277

This section provides tips for thinking critically while you

read a descriptive essay. Although it’s aimed toward reading

and responding to someone else’s descriptions, the questions

can also be useful when you’re revising your own writing. In

fact, the most painless way to improve your own writing is to

read others’ writing thoughtfully.

Pages 278–282

Although the guided writing assignment isn’t required, skim

over it to reinforce what you’ve been learning, particularly as

it applies to your thinking and writing process.

Pages 283–286

Notice that the topic of Ted Sawchuck’s essay, “Heatstroke

with a Side of Burn Cream” appears only in the first sentence

of the second paragraph. Also, the author’s topic sentences

are highlighted, which allows you to see how well the essay

follows the topic sentence. Overall, this essay is made more

informative through lively description. But, as you take some

time to analyze the reading, you’ll need to draw your own

conclusions.

Pages 287–294

You’ll read two essays that use description in innovative

ways. Each author appeals to readers’ senses and offers

unique impressions of common events. In particular, the

essay “Speaking Quiché in the Heart of Dixie” offers an example

of how description can be combined with other patterns

of development.

Required Journal Entry 7: Description

and Narration Prewriting

Choose a photograph that depicts an important event in your life.

Describe:

1. In your journal, make a list of everything you see in the photo.

Work from left to right and from the background to the foreground.

2. List two specific, concrete details for each sense that describes

your experience of the event as follows:

■ Sight

■ Sound

■ Smell

■ Taste

■ Touch

Compare:

Write one fresh, creative comparison (one simile or metaphor) for

one of your details.

Narrate:

Sketch out the narrative details of your picture.

1. Scene—Where did the event take place?

2. Key actions—What events led up to the one depicted? Did anything

significant happen afterward?

3. Key participants—Who is depicted in your photo?

4. Key lines of dialogue—What was being said at the time? By

whom?

5. Feelings—What were you feeling at the time the photo was

taken?

ASSIGNMENT 15: ILLUSTRATION

Introduction

The purposes of illustration include making a general idea

specific, illuminating an unfamiliar concept, and engaging a

reader’s interest. Effective illustration should be very selective.

Appropriate examples must reinforce your argument or

support your thesis. However, rather than simply listing an

example or two as reinforcements of your statements, in this

section, you’ll see how to use illustration to help develop your

essay, which requires planning, good organization, and careful

integration of your examples as you write. Think through

the “Writing Quick Start” exercise on page 297. Try to get a

clear picture in your mind of each example you would use

and the scenes you would use to support the topic sentence

regarding environmental pollution.

Reading Highlights

Pages 298–302

Illustration is usually used to support a generalization. The

text provides a good explanation and examples. As you read

the essays in this chapter, notice that using a generalization

by itself isn’t an appropriate writing technique—a generalization

must be developed using a pattern of development, such

as illustration, to provide specifics showing how the generalization

reflects your purpose.

Pages 302–306

Read the essay “The Brains of the Animal Kingdom” by Frans

de Waal (pages 302–305). When you’ve finished reading,

review the characteristics of illustration described earlier in

the chapter. Then study the sample graphic organizer on

page 306 and consider how you might use it as a visual

guide for analyzing de Waal’s essay.

Pages 306–309

Martin Gottfried’s “Rambos of the Road” is an example of an

illustration essay. The essay focuses what he calls “auto

macho” or road rage. He offers examples of being chased for

passing someone and a lengthy example of an incident at the

Lincoln Tunnel in which a driver was so enraged that he

finally drove into a bus on purpose. After you’ve finished

reading the essay, study the tips provided in “Integrating

Illustration into an Essay.”

TIP: You might want to spend some time with the graphic

organizer in Figure 14.2 on page 309 to see how Gottfried’s

essay can be “mapped.”

Pages 309–311

This section provides useful guidelines for reading actively

and thinking critically for reading an illustration essay. For

example, while you’re reading, highlight the main ideas and

consider whether the examples clarify, illustrate, or explain

those ideas. Also, consider how the essay is organized. Are

the examples arranged in order of importance, in chronological

or special order; or are they organized by some other

method? Finally, take some time to reflect on the emotional

impact of the examples used in an illustration essay, and to

consider whether the examples offered are relevant and representative.

Might other evidence, such as statistical details

or expert opinions, have built a stronger case?

Pages 311–317

The guided writing assignment isn’t required, but the process

outlined here can help you to develop your essay.

Pages 318–323

The first essay you'll read in this section takes a critical look

at present-day American “female body obsessions.” You might

find it interesting because so many Americans, most of them

women and girls, have eating disorders. However, be sure to

read and analyze this essay closely to gain its main advantage.

Notice the placement of the thesis statement, the

character of the topic sentences, and the location of a transitional

sentence. The second essay, “Snoopers at Work,” by

Bill Bryson, examines the disturbing thesis that employees

(and citizens) are subject to widespread invasions of privacy.

As you read it, note how Bryson’s thesis is heavily and effectively

illustrated by examples.

Pages 324–328

To explore how illustration can be combined with other patterns

of development you’ll read and analyze an essay by

Sherry Turkle, “Alone Together: Why We Expect More from

Technology and Less from Each Other.” The essay explores

the paradox that, while technology increasingly makes it easier

for humans to communicate electronically, people rely

increasingly on their electronic devices to communicate, even

while in the same room as other people. Turkle warns that

substituting electronic communication for face-to-face communication

will eventually lead us to have only shallow,

unsatisfying relationships that make us feel more alone

than ever.

ASSIGNMENT 16: PROCESS

ANALYSIS

Reading Highlights

Pages 330–331

First, read through the “Writing Quick Start” exercise on

pages 330. After reading the brief description of *process*

*analysis* on page 331, think about how you would complete

the exercise.

Pages 331–334

There are two basic forms of process analysis. *How-to writing*

is intended for people who may need guidelines for doing

something or learning something. Instructions for using an

appliance, step-by-step guidelines for responding to an emergency,

or tips for taking stains out of clothing illustrate this

kind of process analysis.

*Informative process analysis* writing explains how things work

or how they’re done for people who might like to know (even

if they don’t need that information in their everyday lives). A

process explanation of a surgical technique or an anthropologist’s

account of how Cheyenne youth prepare for a vision

quest are examples of this kind of process analysis.

In the world of employment, you’ll find that the techniques of

process analysis are vital to achievement and success. For

example, if you’re an administrative assistant, a salesperson,

or a carpenter, you’ll receive instructions in some form that

tell you what to do and how to do it, whether in a memo, in

person, or in a blueprint. If you’re an office manager, a sales

manager, or a job foreman, you’ll be giving instructions to

others. To properly explain a job or understand what needs

to be done and in what order, you must understand process

analysis.

Because your first writing assignment is a process analysis

essay, study the guidelines for writing a process analysis

carefully. Notice, for example, that when a thesis statement is

included in a process analysis, it’s typically devoted to

explaining how the process is valuable, whether it’s a weightloss

diet, an exercise regimen, or an approach to money

management. It’s important to present the steps or stages in

chronological order, define technical terms, provide detail,

and warn of possible trouble spots.

Pages 334–337

Read the essay “How Not to Say the Wrong Thing” by Susan

Silk and Barry Goldman. Though the title may suggest otherwise,

the essay provides a process to help people navigate

interacting with people in crisis. When you’ve finished the

reading, study the graphic organizer on page 337, which

offers a helpful tool for structuring a process analysis essay.

Pages 337–340

Read Anne Lamott’s piece, “Shitty First Drafts.” You may well

benefit from the author’s ideas about how a ragged and

wretched first draft may become a springboard to a “not bad”

second draft and even, in the end, an essay that captures

and nails a thesis in all the right ways. The essay is followed

by a graphic organizer (Figure 15.2 on page 340).

Pages 341–343

This section begins by discussing the various ways in which

you might integrate process analysis into an essay. It’s followed

by an examination of guidelines for actively reading

and thinking critically about process analysis essays.

Suggestions included in this section include identifying the

process and taking the time to rephrase the steps in the

process so that you understand them. As you reflect on the

essay, consider the author’s purpose in writing the essay, as

well as the audience for whom the essay is written. Ask yourself

if the writer possesses the knowledge and experience

necessary to write about the topic, and scrutinize the essay

to determine whether or not any steps or details may have

been left out.

Pages 343–348

Because your prewriting and essay exams for this unit will be

a process analysis essay, you’re advised to carefully study the

steps outlined in the guided writing assignment section in

this chapter. The topic for your exams will be assigned, but

you may find it useful to practice using one of the topics suggested

in this guided writing section.

Pages 349-356

The first essay you’ll read in this section is by Justine Appel

and is about the steps involved in adopting and adapting to a

vegan diet. Use the critical and analytical skills described

earlier in the chapter to evaluate the writer’s technique and

examine the elements she uses to support her thesis. The

second essay is “Dater’s Remorse,” by Cindy Chupack. Ms.

Chupack is a writer who became the executive producer of

“Sex and the City.” That fact may give you a hint as to the

author’s angle on the precarious game of dating while in

search of an ideal relationship. Enjoy the writer’s engaging

and amusing style. Think about your own relationships as

you decide if the author’s points ring true.

Pages 356–363

To explore how process analysis may be combined with other

patterns of development, read Christian Jarret’s essay, “The

Psychology of Stuff and Things,” which examines how the

relationship that people have with their possessions changes

over time, from intense desire for objects in childhood, to seeing

objects as extensions of themselves in adolescence, to

increasingly seeing objects as heirlooms and receptacles of

memory in later life. Note how Jarret breaks up his essay

into smaller sections indicated by headings. Also pay attention

to the bibliography that follows the essay, as proper

citation will be an important topic of study later on in this

course.

Required Journal Entry 8: Description

and Narration

Narrate: Using the details you collected in Journal Entry 7, write the

story to accompany the photo you chose to depict an important

event in your life. Be sure that your story has a clear beginning, middle,

and end, and that you use your dialogue and descriptive

elements effectively to convey your feelings to your reader. (3 paragraphs,

6 sentences)

Reflect: Does your photo tell an audience everything they would need

to know about this event? What does your story provide that your

picture can’t? Is the saying “A picture is worth a thousand words”

true? (No specific length required)

Before continuing on to Lesson 5, please complete the

prewriting and essay examinations for Lesson 4.

*Lesson 4: Prewriting:*

*Process Analysis*

OBJECTIVES

Use prewriting, drafting, revising, and editing to write

formal, college-level essays

■ Distinguish between different patterns of development

■ Apply an appropriate pattern of development to a specific

purpose and audience

■ Develop paragraphs using topic sentences, adequate

detail, supporting evidence, and transitions

■ Apply the conventions of standard written American

English to produce correct, well-written essays

ASSIGNMENT

Topic

Balancing Penn studies with work, family, and other

activities and responsibilities

Drafting Your Essay

This assignment requires two paragraphs. Each paragraph

employs a pattern of development that was covered in the

reading for this lesson. Before you begin, you should refamiliarize

yourself with narration, description, and process

analysis by reviewing the required readings for Lesson 4.

For your first paragraph, use the narrative and description

techniques you learned in this lesson to describe daily activities.

You’ll write about the activities you dedicate your time

to: schoolwork, family responsibilities, or your job. Don’t

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forget to include other pursuits such as hobbies, sports, and

volunteer and social activities. Since this is your prewriting,

write as much as you can, up to 500 words.

In your second paragraph, focus on how you manage your

time to accomplish everything you need and want to. For this

paragraph, use process analysis to explain how you manage

your time. Consider the tools you employ such as a planner

or calendar, whether paper or electronic, or even a chart or list.

Again, write as much as you want, up to 500 words, to clearly

illustrate your process for managing your busy schedule.

This is an example of what the *description* portion might look

like:

It has been a challenge to balance all the areas of my life

since I became an online student. Each day, I struggle to

balance my full-time job, my personal life, and my schoolwork.

I work as a Physicians’ Aid at Holy Cross Hospital.

Monday through Friday, I leave at 6:00am to make the

hour and ten minute commute from my home so I can be

on time. My job is multifaceted. I help the nurses and

doctors by doing intake for their patients, taking patient

weight and height measurements, temperature, and blood

pressure. I also go over each patient’s medical history to

ensure everything is correct. Most of my job, though, is

focused on administrative duties. With all these responsibilities,

my work day is a blur, and I often don’t have time

to take a break before it is 3:30pm and I begin my commute

home. Even though my workday responsibilities are

done, my weeknight responsibilities often make me feel as

though my day has barely started. I have two teenaged

daughters, Zella and Jade, so I spend much of my

evenings enforcing rules, dispensing advice, helping with

homework, and occasionally providing a shoulder to cry

on. Our dog, Gizmo, also needs attention. I must have

dinner ready for the whole family by 7 PM, when my husband

gets home. After dinner, I am responsible for

cleaning the house. As if this weren’t enough, I am

responsible for looking after my aging mother, since my

sister Alyce is only eighteen and can barely look after herself.

Two or three evenings a week, I go to my mother’s

house, I pay her bills, help with household chores, and

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provide her some much-needed company. I must also

complete my coursework. Though I like my job, I would

like to help animals, not people. So, I enrolled in Penn

Foster’s Veterinary Technician program. I find it very hard

to complete schoolwork amid my other responsibilities. I

am currently taking English Composition and Veterinary

Office Management. I am really enjoying the Veterinary

course. My English Composition course, however, has

been a big of a struggle. The readings for this course

requires my full attention. I find the writing assignments

in the English course interesting and applicable to my

future career, but the amount of effort I must put into

each paper is exhausting. I need at least a two-hour

chunk of time in order to get any meaningful work done,

and that is hard to come by during the day with everything

else going on in my life. I usually try to study

around 11:30pm, once my children and husband have

already gone to bed. However, Gizmo is usually still

awake, and between him vying for my attention and my

sister texting me every three seconds, I am behind on my

schoolwork. Each night, as I stumble into bed around

12:30am, I wonder why I am putting myself through all

this.

Here’s an example of what the *process* portion might look

like:

To help find a way to balance all the home, work, and

school responsibilities together, I decided to use some

time-saving techniques, ask my family for help with

responsibilities at home, and set up a distraction-free

study space to help me balance my life. First, I started

saving time by planning out our weekly meals instead of

wasting hours each night trying to think of what we

should have for dinner. I also started making a grocery

list, based on my weekly meal plan, to save time while

grocery shopping. Before I made these changes, I wasted

several hours each week deciding what to make for dinner

or haphazardly picking out random items when grocery

shopping. Now that I have all those extra hours available,

I am able to devote about an additional hour each weekday

evening to my school work. Second, I decided to call a

family meeting to delegate some of the chores and responsibilities

at home to my husband and my energy-filled

teens. Zella now handles all the laundry during the week

for both herself and Jade, Jade cleans the bathrooms

every other weekday, and I now handle these chores only

Saturdays. My husband also agreed to cook or bring home

take-out two weekday nights per week, so that I would

only have to cook three weekday evenings. He also agreed

to take one of my three weeknight visits to my mother’s so

that I could have more quality time with the kids, as well

as more extra time for my schoolwork. This is a big relief.

With all this extra help, I now had a total of three full

hours I could study every weeknight. But I still needed a

way to avoid distractions during my designated study

time. So, for my third step, I converted our guest bedroom

into a dedicated office, since we so rarely get visitors anyway.

I sold the guest bed and used the money to buy a

sturdy office desk. Then, I got some good lights to help me

see my schoolwork and a bookshelf on which I organized

all my study guides and work materials. I close the door

whenever I am working so Gizmo can no longer devour my

schoolwork. I also advised my sister that I will be unavailable

each weeknight evening between 9:00pm and

12:00pm, and I shut my phone off and do not log into my

email or messenger services on my computer during this

time, to avoid temptation. My new office has made is so

much easier to get my work done, and I’m now back on

track with all my schoolwork. I even have enough time left

over to take a full day on the weekends (Sunday) to relax

and spend time with family. Honestly, now that I have a

plan and everyone has agreed to help out more, I don’t

feel so stressed, I remember why becoming a Veterinary

Assistant is so important to me, and I know I can do this.

Essays must be typed, double-spaced, using a standard 12-point font

and left justification. Use 1-inch margins at the top and bottom and

1.25-inch margins for the left and right sides of the document. Each

page must have a properly formatted header containing your name,

student number, exam number, page number, mailing address, and

email address (see page 6 for an example). Name each document

using your student number first, then the six-digit lesson number,

and finally your last name (for example, 23456789\_250201 Doe).

Exams may be submitted in Rich Text Format or MS Word. Preview

your document before you submit in order to ensure that your formatting

is correct. You should take care to check that the document

you've uploaded is the one containing your final work for evaluation.

To submit the assignment, follow these steps:

1. Type the essay.

2. Save the document.

In the *Successful College Writing* textbook, read pages

331–334 and page 341. Then complete the examination.

For this assignment, you’ll prepare a 1,000–1,200 word

process analysis essay that incorporates narration and

description, using elements from the Process Analysis

Prewriting assignment.

While you’re waiting for your prewriting review, you should

■ Review the reading assignments for Lesson 4

■ Study the sample process analysis essays and review

the guided writing assignment in Chapter 15 of your

textbook

■ Prepare a rough draft of your process analysis essay

so that you’re ready to revise when you receive feedback

on your prewriting

ASSIGNMENT OBJECTIVES

For this essay, you’ll

■ Use prewriting, drafting, revising, and editing to write

formal, college-level essays

■ Distinguish between different patterns of development

■ Apply an appropriate pattern of development to a specific

purpose and audience

■ Write effective thesis statements

■ Develop paragraphs using topic sentences, adequate

detail, supporting evidence, and transitions

■ Apply the conventions of standard written American

English to produce correct, well-written essays

ASSIGNMENT

Topic

To illustrate your process for balancing your time and managing

your schedule for the purpose of helping other distance

education students learn how they can do the same

Writing Your Essay

In your prewriting, you focused on what’s happening in your

life. For your essay, you’ll revise and reorganize your prewriting

to create an essay that would help other students manage

the challenges they may face when taking online courses.

You’ll also give them hope that they can manage their time

effectively to accomplish everything they want.

Your prewriting will require major reorganization and revision

Including

An introductory paragraph with a thesis statement that

addresses the purpose of the essay

■ Three to four body paragraphs that begin with topic sentences

and clearly relate to and support the thesis

statement as well as combine elements from the narrative

and process prewriting paragraphs

■ A conclusion that reinforces the thesis statement and

purpose of the essay

Essays must be typed, double-spaced, using a standard 12-point font

and left justification. Use 1-inch margins at the top and bottom and

1.25-inch margins for the left and right sides of the document. Each

page must have a properly formatted header containing your name,

student number, exam number, page number, mailing address, and

email address (see page 6 for an example). Name each document

using your student number first, then the six-digit lesson number,

and finally your last name (for example, 23456789\_250202 Doe).

Exams may be submitted in Rich Text Format or MS Word. Preview

your document before you submit to ensure that your formatting is

correct. You should take care to check that the document you've

uploaded is the one containing your final work for evaluation.

1. Type the essay.

2. Save the document.

*Lesson 5: Classification*

*and Division*

INTRODUCTION

In this lesson, we’ll examine several more patterns of development.

You’ve probably been practicing writing and exploring

various approaches to writing since at least junior high, so

these techniques will no doubt look familiar. Our purpose is

to help you build on what you know and to improve your

writing in preparation for real-world communication requirements,

as well as college writing.

OBJECTIVES

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

■ Define and apply comparing and contrasting as a pattern

of development

■ Define and apply the characteristics of classification and

division

■ Discuss the use of definition as a writing technique

■ Employ simple and extended definitions in your essays

■ Explain the use of causal analysis to show how one

action or event leads to another

■ Define *cause-and-effect* as a pattern of development, and

apply its techniques

■ Employ classification in a cause-and-effect essay

ASSIGNMENT 17: COMPARISON

AND CONTRAST

Introduction

To *compare* is to point out similarities; to *contrast* is to point

out differences. As you approach a writing assignment, you

need to be able to do both. For instance, in an essay on fruit

production, you might recognize ways that oranges and

lemons are similar: both of them are citrus fruits that produce

juice and have flavorful rinds. You could then contrast

them in terms of color, sweetness, and typical uses for each

in the American diet.

Comparing and contrasting should make a point. For example,

a comparison and contrast of two political parties may

seek to prove that one party is more progressive or conservative

than another. In a similar sense, comparing and

contrasting a vegetarian diet with one containing meat may

be used to support a thesis on the health benefits of one or

the other.

The “Writing Quick Start” for this chapter, on page 365, asks

you to compare and contrast the experience of playing in an

amateur band made up of a few friends and playing in a professional

band. The exercise consists of making two

lists—one listing the similarities (comparisons) and one listing

the differences (contrasts) between the two kinds ofexperience.

Reading Highlights

Pages 366–369

While distinguishing between similarities and differences isn’t

difficult, writing effective comparisons and contrasts requires

discrimination, balance, flow, and all the other characteristics

of good writing. It also requires organization, of which

there are two types: point-by-point and subject-by-subject.

For example, imagine you’re looking at two photographs

depicting a scene from a wedding. In one, you see the full

“Hollywood” church-wedding fantasy. The bride wears a wedding

gown. She is attended by bridesmaids while a young girl

holds the train of her dress. The groom wears a tuxedo. The

nuptial pair stands before an altar where a priest or pastor

stands ready to officiate. The second photo is of a couple

standing before a justice of the peace. The bride wears a tailored

suit, as does the groom. The room looks rather like an

office, and there are no witnesses. You could use a point-bypoint

approach to compare the attire of the two brides, the

attire of the bridesmaids, or the nature of the audience, then

contrast the settings of the two wedding scenarios. Or you

could use a subject-by subject approach in which you would

describe key facets of the first photo, and then detail the contrast

in the second photo. You decide which approach to use

based on your purpose and on the parallelism of the shared

characteristics—that is, you may not be able to make a oneto-

one correlation for all the same points for each item. What

if the justice of the peace wedding photo remained as it is but

the church wedding photo depicted the reception for the

newly married pair? Although you would probably draw similar

conclusions about the similarities and differences, you

would describe each photo separately (subject-by-subject).

As with any other pattern of development, the comparison or

contrast essay requires a clear purpose. Just as important,

however, is identifying the basis of comparison. If you were

using the topic “means of transportation,” you would first

establish the specific items to be compared or contrasted,

such as rail travel with air travel. Then you would determine

the basis of comparison, such as differences in cost or time.

Next, you must identify in a thesis the main point you want

to make through your comparison. Why do you want to contrast

rail versus air travel? Perhaps you’re trying to persuade

readers who are planning a vacation to choose air travel. You

might explain the cost and time benefits to convince your

readers. However, if you want to convince vacationers to consider

rail, you might describe its lively engagement with

workers and fellow travelers and the enjoyment of scenic

beauty. A possible thesis might be “Although air travel is

touted as the most efficient way to get to a destination, rail

travel underscores the beauty of the journey itself.” This thesis

contains the subjects of air and rail travel, identifies

contrast through the use of the word “although,” and suggests

the main point of enjoying the travel itself. Study the

examples of thesis statements on page 369, which make the

contrast or comparison meaningful and interesting.

Pages 370–378

Your textbook provides two essays that can help you understand

these organizational patterns. As you read, note how

the specific examples keep the reader’s attention and how the

transitional devices guide the reader from one point or subject

to the next (from paragraph to paragraph). You may be

fascinated by “Amusing Ourselves to Depth: Is *The Onion* Our

Most Intelligent Newspaper?” by Greg Beato (pages 370–372).

The essay explores the reasons why a newspaper made of

laugh-out-loud satire and devoted to fake news (reflecting

actual news) remains both popular and financially solvent. If

you conclude from this essay that humor is a missing ingredient

in present-day mainstream journalism, you’ve

recognized one of the author’s main points—especially if

you’re a fan of *The Daily Show* or enjoyed *The Colbert Report*

when it was still on the air.

Beato’s essay is followed by two examples of graphic organizers:

one showing point-by-point organization (Figure 16.1 on

page 373) and the other, subject-by-subject organization

(Figure 16.2 on page 374). Notice that if parallel comparisons/

contrasts can’t be laid out in a point-by point essay,

it’s best to use a subject-by-subject approach.

“Dearly Disconnected” (pages 375–377) uses a subject-bysubject

approach. In a personalized, nostalgic way, Ian

Frazier first discusses his love of pay phones. He then

describes the loss of that romance with the cell phone as its

usurper. Immediately following the essay are useful guidelines

for integrating comparison and contrast into an essay.

On page 378, you’ll find a graphic organizer that shows how

Frazier organized his essay.

Pages 378–380

This section offers guidelines for actively reading and

thinking critically about comparison and contrast essays.

Suggestions included in this section include identifying the

main point of the essay, the basis of comparison, and the

main points of comparison. As you analyze the essay, consider

whether the author treats each subject fairly or whether

his or her treatment indicates obvious or implied bias. You

might also consider how the organization—point-by-point

or subject-by-subject—affects the essay’s meaning. Finally,

evaluate the essay to determine whether or not important

points of comparisons have been accidentally or intentionally

left out.

Pages 380–385

Take a moment to read through the guided writing assignment

because it reinforces the characteristics of this pattern

of development in terms of the writing choices you must

make, providing additional examples and explanation.

Carefully study the editing, proofreading, and revision tips on

pages 383–385.

Pages 385–394

This section offers two additional essays to better help you

grasp the principles of writing and analyzing comparison and

contrast essays. The first is called “Border Bites” by first-year

writing student Heather Gianakos. The analysis for this piece

highlights the author’s thesis, which appears as the final

sentence of her first paragraph. Note the highlighting of the

prime subjects of her essay—Mexican and Southwestern

cuisine.

The second essay is Daniel Goleman’s “His Marriage and

Hers: Childhood Roots.” It explores research and studies that

inform us that girls and boys are literally brought up in different

cultures. You’ll see many points of comparison that

illustrate that assertion as you read the essay. The point of

the essay is that husbands and wives live in different emotional

realities. They speak different emotional languages.

That would explain a lot about the “battle of the sexes.”

Pages 394–398

To explore how comparison and contrast may be combined

with other patterns of development, read “Defining a Doctor,

with a Tear, a Shrug, and a Schedule,” by Abigail Zuger. It

gives some insight into the attitude changes that accompany

different stages in the training and expectations of medical

students.

Required Journal Entry 9:

Comparison and Contrast

Brainstorm: Make a list of all the things you write each day such as

texts, status updates, tweets, emails, reports, essays, and so on.

Include all the people you write to or for such as friends, family,

supervisors, instructors, clients, and so on.

Organize: Rearrange the items into two groups that represent formal

writing and informal writing and the audiences who receive each.

Write: Compare and contrast the style of writing you use when you

write to friends and family with the style you use when you write to

your coworkers, supervisors, or instructors. How does your interaction

with your audience change? Describe the differences in your

tone and your spelling, grammar, and punctuation. (2 paragraphs,

6 sentences)

ASSIGNMENT 18:

CLASSIFICATION AND DIVISION

Introduction

In general, *classification* sorts individual people, ideas, or

things into specific groups or categories, while division begins

with a single item and breaks it down into parts or subcategories.

For example, *taxonomy,* a classification system for

identifying organisms, was developed by Carl Linnaeus in the

1700s. Living things are grouped under major categories,

from kingdom to phylum, class, order, family, genus, and

finally, species. Humans belong to the phylum Chordata, animals

with backbones, and by genus and species are named

Homo sapiens. But how does classification and division apply

to writing?

People naturally divide their world and their experience into

parts in an effort to simplify and make sense of it. Such a

task often involves analysis, which takes the parts and considers

the relationship of each part to the others and to the

whole. When you revise, you analyze the parts of your essay

in this manner.

When you use classification and division, you divide your

information into parts to help your reader understand and

absorb it. For example, the first line in Julius Caesar’s

Commentaries on the Gallic War is “All Gaul is divided into

three parts.” With this type of opening, the reader immediately

knows how the material will be presented and will look

for the breakdown of the material into three parts, as well.

Remember, the main purpose of classification and division is

to clarify subject matter. Both operations organize your ideas

so you can present them clearly.

The “Writing Quick Start” exercise on page 400 asks you to

consider how you would group categories in retail displays or

on websites for the convenience of customers or browsers.

Then apply the same idea to yourself and several people you

know well. This is a fun way to begin working with classifying

and dividing into categories.

Reading Highlights

Pages 401–403

This section examines the characteristics of classification and

division. The most important step for using this pattern is to

narrow your topic to one principle under one category.

Consider the topic of “sports teams.” If you brainstormed on

this topic, you might generate a list of football leagues,

hockey penalties, equestrian competitions, offensive versus

defensive basketball strategies, coaches, and baseball players’

RBIs. Any one of these represents a principle of organization.

How do you decide which one to use? Your choice must be

based on your purpose and the interests of your audience.

Suppose you wish to encourage more teenagers to try a

sport. Although you could describe each sport in general, you

would be merely tossing handfuls of information at your

readers—the teens—without conveying why they should care.

Instead, identify the organizing principle underlying the purpose

and audience. If you determine that most teens believe

previous training in a sport is required, classify the sports

according to the skill level required to join each one.

If your topic is “fast-food restaurants,” one principle of classification

could be “wait time,” for which you would establish

categories of wait times and sort the various restaurants into

one of those categories. (When classifying, you can assign

each item or person to only one category.) If you’re a shift

manager writing the owner of your franchise, you might classify

a series of shifts according to the wait time to persuade

the supervisor to approve hiring additional personnel for a

particular shift. (Notice that you could incorporate comparison-

contrast strategies to develop that purpose further.) If

you were writing a news article for the lunch-hour crowd,

however, you would classify several fast-food restaurants

according to their wait time during 11 a.m. to 1 p.m. to

help readers choose the one best meeting their needs. Other

principles of organization on the topic might be store layouts,

nutrition, or service. Again, the key is to focus your topic on

one principle.

Pages 403–407

Read Jerry Newman’s essay “My Secret Life on the McJob:

Fast Food Managers.” As you read this essay, notice the one

principle the author’s classification follows: managerial styles

are applied to the category managers. (For a division essay,

an author might examine one type of manager and break it

into components.) After reading the essay, study the sample

graphic organizer in Figure 17.1 on page 407.

Pages 408–410

These pages present another example of a classification/

division essay, “The Language of Junk Food Addiction:

How to ‘Read’ a Potato Chip” by Michael Moss. Study the

graphic organizer for this essay presented in Figure 17.2

on page 410.

Pages 411–413

Study the material on integrating classification or division

into an essay. Then take a close look at the guidelines for

actively reading and thinking critically about a classification

or division essay. Note, for example, the importance of understanding

the principle of classification or division and the

category or parts used by the author, and of identifying how

the author explains each part or category. As you read a classification

or division essay, ask yourself whether or not the

classification or division cover all significant categories or

parts, and whether or not the author provides enough detail

about each category.

Pages 413–418

Because your prewriting and essay exams for this unit will be

based on classification and division, carefully study the steps

outlined in the guided writing assignment section in this

chapter. The topic for your exams will be assigned, but you

may find it useful to practice using one of the topics suggested

in this guided writing section.

Pages 419–427

This section offers two additional essays to better help you

grasp the principles of writing and analyzing comparison

and contrast essays. The first is by Allison Cava, titled “The

Use and Abuse of Facebook.” Identify the basis or principle

of classification, the categories used, and any other patterns

of development she integrates into her essay.

The second essay, “The Dog Ate My Flash Drive, and Other

Tales of Woe” by Carolyn Foster Segal, demonstrates how

classification may be combined with description and illustration.

Take a look at the boxed display in page 426 to see the

types of support given for each of the five categories, from

“Family” to “The Totally Bizarre.”

ASSIGNMENT 19: DEFINITION

Introduction

American psychologist and philosopher William James said

our consciousness is always engaged in sorting out the

“blooming, buzzing confusion” of the sensory world. Language

is a vital tool in this struggle to adapt to events and mental

impressions. As you can see from the “Writing Quick Start”

exercise on page 429, *definition* requires interpretation. You

can’t define something you don’t understand. Because words

are our tools for both interpreting and defining things, definitions

require effective writing.

Reading Highlights

Pages 430–433

Through language, we share a code that names persons,

places, and things and permits people to define relationships

among all of these. For example, in the American kinship

system, the word *uncle* is defined as the brother of a person’s

mother or father. Words like *here* or *there* indicate places.

*Rose* and *anvil* designate things.

In writing, language may be used to provide extended definitions.

An *extended definition* should follow a theme and have

a purpose. Consider, for example, the concept of the freegans,

which is the topic of one of your readings in this

chapter. A simple definition doesn’t suffice for a person who

has never heard of a freegan. An extended definition like the

one offered by Jan Goodwin in her essay not only defines the

concept, but also describes freegans through extended examples,

especially in the case of Leia MonDragon. A surprising

finding in the piece is that people who systematically live on

the food people throw away are generally quite healthy. As

you’ll see, definition is one more pattern of development that

may be used alone or in conjunction with others, such as

narration or comparing and contrasting.

A standard definition (1) states the term, (2) identifies the

general nature of the term by placing it in a class, and

(3) differentiates the term from other terms in the same class.

Identifying the nature of a term and differentiating it may

remind you of the classification and division pattern of development.

These strategies are part of writing a definition.

However, defining focuses on a specific term (instead of analyzing

the entire category) and identifies the ways the term is

unique in that category. For example, while reviewing a student

draft, Jack found himself confused by the way Alana

used the term *animal* in her essay because she seemed to

have a more narrow view of the term than he had as a science

major. After discussing the matter, Alana decided to

include a definition in her essay so her readers would know

what she meant by *animal* whenever she used it: An animal

is a living creature that moves and ingests food through its

mouth. The term is *animal;* it’s placed in the class of living

creature and is differentiated from other living creatures

according to movement and food ingestion. Although Jack felt

her definition was unscientific, he agreed that once he knew

what Alana meant, he could better understand her essay.

A definition addresses the reader’s need for clarity. A definition

essay focuses solely on classifying and differentiating the

characteristics of the term and therefore is considered an

extended definition. Of course, your essay must have a point

for developing the definition, such as correcting misconceptions

some readers might have about the term. An

extended-definition essay almost always uses other patterns

of development that clarify the uniqueness and the specific

nature of the term, particularly through illustrations.

Pages 434–438

After studying the textbook’s examination of the characteristics

of extended definitions, read Jan Goodwin’s essay,

“Freegans: They Live Off What We Throw Away” and skim

through the characteristics of this pattern. Afterward, study

the sample graphic organizer for an extended definition essay

on page 438.

Pages 438–440

The essay by Mike Crissey, “Dude, Do You Know What You

Just Said?” is an amusing and fascinating piece on the evolution

of the “dude” concept as our culture becomes increasingly youth

centered. After reading the essay, study the graphic organizer in

Figure 18.4 to see how the author organized the piece.

Pages 441–443

Pay close attention to the section “Integrating Definition into

an Essay” because the instructions establish four kinds of

terms you should define no matter what the essay’s purpose

or pattern of development is. The need to define technical

and abstract terms may be obvious, particularly for an audience

unaware of the jargon. Although defining judgmental

and controversial terms requires a bit more reflection, they’re

perhaps the more important ones to define. For example, if

you use the term *slow learners* in your writing, you need to

clarify your use of it because for most readers the term

implies a negative judgment. The same applies to words like

*feminism*, which carries different implications (and connotations)

for different readers.

By referring to these categories whenever you write something,

particularly for the other courses in your degree

program, your instructor will see that you understand the

concepts and know how to avoid misconceptions. You’ll also

find the guidelines for reading actively and thinking critically

useful for reading and analyzing an extended definition

essay.

Pages 443–448

Scan the guided writing assignment. Look through all of it,

but pay special attention to the editing, proofreading, and

revision tips on pages 447–448.

Pages 449–456

This section begins with a “Students Write” essay by Kate

Atkinson, “Guerilla Street Art: A New Use of Public Space”

(pages 449–451). Note the highlighted words and passages

in the essay while you analyze the reading. The second

essay, “Dating on the Autism Spectrum” by Emily Shire

(pages 452–455), demonstrates the integration of extended

definition with other patterns

Required Journal Entry 10: Definition

Read the definition of plagiarism, including deliberate and accidental

*plagiarism*, on page 602 of your textbook.

Define: Prior to reading the definition in the textbook, what did you

believe plagiarism meant? Explain where your definition matched or

fell short of the textbook’s definition. (1 paragraph, 6 sentences)

Reflect: How does this knowledge change the way you approach your

coursework? (1 paragraph, 6 sentences)

ASSIGNMENT 20: CAUSE

AND EFFECT

Introduction

Isaac Newton’s third law of motion, based on scientific principles,

states that for every action, there’s an equal and

opposite reaction. “The price of Bride Electronics stock will

rise if the company merges with Canberra Enterprises.” This

statement is an opinion, probably based on research and

prior learning. “Whenever I watch The Wizard of Oz, I think

of my childhood in Kansas.” This statement refers to a subjective

response to a film and applies to only one individual.

Each statement, in its own way, is an example of cause

and effect.

Imagination is among any writer’s most valuable tools. In the

“Writing Quick Start” exercise on page 459, you’re asked to

imagine what led to the scene in the photo. What could have

been the cause, or sequence of causes, that led to this apparent

disaster? Consider several possible scenarios.

Reading Highlights

Pages 460–463

A *cause-and-effect essay,* also called a *causal analysis,* is

sometimes intended as an argument that supports a set of

observations, identifying a particular cause or sequence of

causes. In other cases, a causal analysis is intended to

inform readers, to challenge their expectations, or to surprise

them. Note that effects may have multiple causes. Poverty, for

example, results from factors that can include age, parent

education, quality of education, and racial discrimination, to

name a few. However, apparent causes may be misleading.

For example, if ice cream consumption is statistically related

to higher crime rates, one could conclude that ice cream

promotes criminal behavior when, in fact, it’s warmer temperatures

that are among the causal factors leading to both higher

crime rates and higher levels of ice-cream consumption.

There are three general approaches in a causal analysis.

First, a cause-and-effect essay may focus on one or more

causes with respect to an effect, or it may explore how a

cause, such as poor health in children, may produce multiple

effects, such as poor reading skills, absenteeism, and disruptive

behavior. Second, an essay may explore chains of

consequences. For example, low self-esteem in a child may

produce asocial behavior. Asocial behavior, in turn, may lead

to delinquency, and so on. A third approach may explore

multiple causes and effects.

*Tip:* Figures 19.1, 19.2, and 19.3 on pages 466–467 present

graphic organizers for three different kinds of cause-andeffect

essays.

Pages 463–465

Read “Why Summer Makes Us Lazy,” a cause-and-effect

essay by Maria Konnikova, which relies on scientific evidence

cited by experts in their fields to back up the common perception

that hot weather makes people lazy. Pay careful

attention to the highlighted areas of the essay, which point

out important elements including cause and effect relationships,

evidence, and patterns of development.

Pages 468–470

Read Adam Alter’s essay “How Labels Like *Black* and *Working*

*Class* Shape Your Identity,” which describes two famous

experiments that illustrate how behavior can be manipulated

by arbitrarily assigned labels. Afterwards, study the graphic

organizer in Figure 19.4 on page 471.

Pages 470–473

This section begins by offering three important suggestions

for integrating cause and effect into essays that conform primarily

to other patterns of development. The guidelines for reading

actively and thinking critically that follow these suggestions

encourage you to pay close attention to details when reading

and reflecting on causal analyses, especially as you identify the

relationships between causes and effects. You’ll also want to

consider whether or not the author offers sufficient evidence to

establish causal relationships. Additionally, as you read

through a causal analysis, keep an eye out for common

errors, such as confusing chronology or correlation with

causation.

Pages 474–480

Scan the guided writing assignment. Look through all of it,

but pay special attention to the editing, proofreading, and

revision tips on pages 478–480.

Pages 480–495

This section presents you with three different essays to read

and evaluate. The first is the essay, “Is Sharing Files Online

Killing Music?” by Jonathan Adamczak. Note that the

author’s thesis identifies a single cause that leads to multiple

consequences, and that in the body of his essay he presents

both negative and positive effects. The second essay is

Jurriaan Kamp’s “Can Diet Help Stop Depression and

Violence?” It cites several studies about the positive effects of

dietary changes among populations in various countries

around the world. The final essay, “Dining in the Dark,” by

Charles Spence and Betina Piqueras-Fiszman, integrates

cause and effect with other patterns to examine one of the

practices of “the experience economy”—a growing trend

toward paying for experiences rather than tangible products.

Required Journal Entry 11: Cause and

Effect

Brainstorm: List the causes that made you decide to return to school.

Then add the short-term effects your decision has had on your life in

the present. Finally, include the long-term effects that you hope your

decision will have on your future.

Organize: Review the graphic organizers on pages 466–467 in your

Successful College Writing textbook. Choose the organizer that you

think would best present the information you brainstormed to an

audience of your fellow Valley Collage classmates and arrange your

content using that format. Remember to include a thesis statement

in your graphic organizer. (No minimum length requirement)

Before continuing on to Lesson 6, please complete the

prewriting and essay examinations for Lesson 5 and submit

your journal entries as described below.

*Lesson 5: Prewriting:*

*Classification and Division*

For this exam, you’ll choose one of the assigned topics and

write an outline or graphic organizer to plan and develop

your information before you begin to draft your essay.

The information you use to prepare your graphic organizer

should be based on your own knowledge and experience of

your subject. If you do research or incorporate information

that’s not considered common knowledge into your prewriting,

you must cite it according to MLA format. Refer to

Chapters 22–23 in *Successful College Writing,* which you’ll

study in depth in the next lesson.

*Note:* Research isn’t required for this assignment, however,

if you choose to incorporate information from outside or secondary

sources, you’re required to cite your sources

according to MLA format. Please see Chapter 23 in your textbook

for more information.

ASSIGNMENT OBJECTIVES

For this exam, you’ll

■ Identify the steps in the writing process

■ Use prewriting, drafting, revising, and editing to write

formal, college-level essays

■ Distinguish between different patterns of development

■ Apply an appropriate pattern of development to a specific

purpose and audience

■ Write effective thesis statements

■ Develop paragraphs using topic sentences, adequate

detail, supporting evidence, and transitions

■ Apply the conventions of standard written American

English to produce correct, well-written essays

ASSIGNMENT

Topic

You will choose one of the following topic areas. Review the

graphic organizer on page 407 in your textbook. The graphic

organizer that you create doesn’t need to have boxed outlines

or arrows, but it should show your organization.

Choose one of the following topics, and divide it into classes.

■ Sports—general, types of fans, or influence on culture

■ Genres of movies, television shows, or video games

■ Social media or networking sites and applications

■ Places you’ve lived, visited, or vacationed

As an example, following is a graphic organizer for the topic

“Types of Food.”

**Title:** Types of Food

**Topic announcement:** Restaurants

**Introduction Background:** It is easy to choose healthy options when eating out.

**Thesis statement:** Most restaurants, including fast food, casual and fine dining, make it easy for

patrons to eat out without sacrificing a healthy diet.

**Body Paragraphs**

**Fast Food**

Characteristic 1: not known for healthy choices but they are on the menu; light or low-calorie choices

Example 1: plain burgers – no cheese; side salad rather than fries

Characteristic 2: There are options for breakfast, lunch and dinner.

Example 2: McDonald’s has Egg White Delite, oatmeal, salads, grilled chicken

Characteristic 3: Menus list calorie counts and other nutritional information

Example 3: McDonald’s, Panera

**Casual**

Characteristic 1: more variety, wider menu, allow substitutions for healthier options

Example 1: choice of sides – baked potato instead of French fries; salad rather than

cream/bisque soup

Characteristic 2: look up nutritional information online if it’s not listed on the menu; other indicators

for healthy options.

Example 2: Long Horn Steak House lists calorie counts on menu and notes healthy

options with special characters

Characteristic 3: many restaurants have separate healthy-option menus

Example 3: Cheesecake Factory has a “Skinnylicious” menu, Denny’s has a “Fit Fare”

menu, and Red Lobster has a “Lighthouse” menu.

**Fine Dining**

Characteristic 1: Smaller portions but richer foods/sauces; more courses

Example 1: Less likely to overeat; smaller portions give patrons a taste of many foods;

more portion control

Characteristic 2: No nutritional info available; patrons need some knowledge of nutrition – calories/fat

in foods - to stick to diet.

Example 2: Better quality food, typically organic and non-GMO. This makes the food at

fine dining restaurants better for you than similar options at casual restaurants.

Characteristic 3: A la carte menus let patrons choose their own main course and sides.

Example 3: appetizers optional; salad; choose healthier cuts of meat or have seafood –

salmon, tuna; Ruth’s Chris Steak House, Le Bernardin for seafood

**Conclusion:** Restaurants provide something for everyone, no matter their preference or dietary needs.

Essays must be typed, double-spaced, using a standard 12-point font and left justification. Use 1-

inch margins at the top and bottom and 1.25-inch margins for the left and right sides of the

document. Each page must have a properly formatted header containing your name, student

number, exam number, page number, mailing address, and email address (see page 6 for an

example). Name each document using your student number first, then the six-digit lesson number,

and finally your last name (for example, 23456789\_250203 Doe). Exams may be submitted

in Rich Text Format or MS Word. Preview your document before you submit to ensure that your

formatting is correct. You should take care to check that the document you've uploaded is the one

containing your final work for evaluation.

To submit the assignment, follow these steps:

1. Type the essay.

2. Save the document.

**Ideas and Content**

The writer chose one of the assigned topics

The writer included all the required introductory

information: a topic, background statement,

and thesis statement.

The thesis statement makes a claim or takes a

position on the topic.

The writer included at least 3 main points on the

topic, with at least three supporting elements

for each. The main points connect clearly to and

support the thesis statement

The writer’s conclusion reinforced the thesis

statement.

**Organization**

The writer used an outline or graphic organizer

format for this exam.

The writer arranges the main points in a logical

order to suit the claim made in the thesis statement.

The supporting elements provided for each main

point are relevant and adequately illustrate the

classification and/or division pattern of development

for the chosen topic.

**General Correctness**

The writer used a spell checks and proofread

the paper to check for errors in word choice

and typos.

The paper is reasonably free of errors that

interfere with a reader’s ability to understand

the content.

**Format**

The writer used the required font, line spacing

and margins.

The writer included the required information in

the header at the top of the paper.

*Lesson 5: Essay:*

*Classification and Division*

Before you begin the examination, please read pages 401–403

in your *Successful College Writing* textbook.

For this assignment, you’ll prepare a 1,200–1,500-word classification

and division essay based on your graphic organizer.

You may not submit this essay until you’ve received your

grade and instructor feedback on your prewriting exam.

While you’re waiting for your prewriting review, you should

■ Review the reading assignments for Lesson 5

■ Study the sample classification and division essays and

the guided writing assignment in Chapter 17 of your

textbook

■ Prepare a rough draft of your classification and division

essay so that you’re ready to revise when you receive

feedback on your prewriting

ASSIGNMENT OBJECTIVES

For this exam, you’ll

■ Identify the steps in the writing process

■ Use prewriting, drafting, revising, and editing to write

formal, college-level essays

■ Distinguish between different patterns of development

■ Apply an appropriate pattern of development to a specific

purpose and audience

■ Write effective thesis statements

■ Develop paragraphs using topic sentences, adequate

detail, supporting evidence, and transitions

■ Apply the conventions of standard written American

English to produce correct, well-written essays

ASSIGNMENT

Topic

Use your topic from the previous classification and division

assignment. Don’t switch topics. You’ll develop your essay

from the graphic organizer you submitted for your previous

assignment. Your topic should be one of the following:

■ Sports—general, types of fans, or influence on culture

■ Genres of movies, television shows, or video games

■ Social media or networking sites and applications

■ Places you’ve lived, visited, or vacationed

*Note:* Research isn’t required for this assignment, however,

if you choose to incorporate information from outside or secondary

sources, you’re required to cite your sources

according to MLA format. Please see Chapter 23 in your textbook

for more information.

Pattern of Development

Using your prewriting and the feedback you received from

your instructor, expand your ideas into an essay of

1,200–1,500 words, or approximately five to six paragraphs.

Essays must be typed, double-spaced, using a standard 12-point font

and left justification. Use 1-inch margins at the top and bottom and

1.25-inch margins for the left and right sides of the document. Each

page must have a properly formatted header containing your name,

student number, exam number, page number, mailing address, and

email address (see page 6 for an example). Name each document

using your student number first, then the six-digit lesson number,

and finally your last name (for example, 23456789\_250204 Doe).

Exams may be submitted in Rich Text Format or MS Word. Preview

your document before you submit to ensure that your formatting is

correct. You should take care to check that the document you've

uploaded is the one containing your final work for evaluation.

This information should come from your own knowledge on

the topic. However, if you do research or incorporate information

that’s not considered common knowledge into your

prewriting, you must cite it according to MLA format. Refer to

Chapters 22–23 in *Successful College Writing*.

To submit the assignment, follow these steps:

1. Type the essay.

2. Save the document.

Required Journal Entry 12: Evaluation

Review the patterns of development that you’ve learned and used in

your essays and journal entries in this unit. Explain how each of

these patterns of development or organizational methods will be useful

to you in your upcoming courses and your future career. (Length

open)

***Traits of Good Writing***

***Review pages 9-10 in your study guide for a complete***

***explanation of the rating you earned for each trait as well***

***as references you can study to improve your writing skills.***

**Ideas & Content:** The writer provides a clear thesis statement

that addresses the purpose of the essay. The writer combines

elements of classification and division as necessary to illustrate

the purpose of the essay. The writer includes at least 3 categories

for classification and/or division to adequately support the

thesis statement. If necessary, the writer used MLA style for

citation and documentation.

**Organization:** There is a clear introduction with a thesis, body

and conclusion. The writer uses topic sentences to organize body

paragraphs and transitions appropriately to guide the reader from

point to point. The conclusion reinforces the thesis statement

and provides a satisfactory ending to the essay.

**Voice:** The writer interacts with the assigned audience using an

appropriate, consistent point of view and tone. The writer offered

adequate evidence from his or her own experience to effectively

engage readers’ interest and address the purpose of the essay.

**Grammar, Sentences and Word Choice:** The writer uses correct

grammar, spelling, punctuation and sentence structure. The

writer makes correct word choices, defines unfamiliar terms, and

conveys a clear message. The writer has edited and proofread the

essay.

**Format:** The writer met the required length (1,200-1,500

words), used the assigned font and margins and included the

required header information correctly.

*Unit 2 Course Journal:*

*The Writing Process in*

*Action, Entries 7–12*

JOURNAL ENTRY CRITERIA

Your journal will be evaluated according to the following

requirements:

*Ideas and Content:* How accurately and effectively you

responded to the entry. Your writing focused on the topic of

the entry and is based on the correct reading assignments in

your texts; you effectively engaged with the content of the

reading assignments and composed thoughtful original

responses to each entry; when required, you cited and documented

secondary source material appropriately and

correctly.

*Organization:* How well prewriting or organizing entries are

developed. All paragraphs begin with an appropriate topic

sentence and are developed fully by using examples, illustration,

and/or evidence; each entry meets the required

minimum length.

*General Correctness:* How well entries meet the expectations

of college-level academic writing in the areas of sentence structure,

grammar, word choice and spelling, and punctuation.

*Format:* How accurately you followed the prescribed format

for the journal by including the required header, entry title

and date, and used correct margins, font, and line spacing.

Essays must be typed, double-spaced, using a standard 12-point font

and left justification. Use 1-inch margins at the top and bottom and

1.25-inch margins for the left and right sides of the document. Each

page must have a properly formatted header containing your name,

student number, exam number, page number, mailing address, and

email address (see page 6 for an example). Name each document

using your student number first, then the six-digit lesson number,

and finally your last name (for example, 23456789\_250205 Doe).

Exams may be submitted in Rich Text Format or MS Word. Preview

your document before you submit in order to ensure that your formatting

is correct. You should take care to check that the document

you've uploaded is the one containing your final work for evaluation.

To submit the assignment, follow these steps:

1. Type the essay.

2. Save the document

**Journal Entry 7:**

**Description**

**and Narration**

**Prewriting**

**Journal Entry 8:**

**Description**

**and Narration**

**Journal Entry 9:**

**Comparison**

**and Contrast**

**Journal Entry 10:**

**Definition**

**Journal Entry 11:**

**Cause and Effect**

**Journal Entry 12:**

**Evaluation**

**Format**

(Header, title and

date, margins,

font, line spacing)

*Lesson 6: Research and*

*MLA Citation*

INTRODUCTION

The approach to writing a paper that requires research is

roughly the same as the procedures you’ve already learned in

this course. You need a thesis that states your point of view,

a pattern of development that organizes and presents your

topic effectively, solid examples to support the thesis, and a

conclusion that wraps up your overall presentation.

However, some essays, even opinion pieces, need support

that you can’t supply from your own memory or the experiences

of friends. Because your topic needs facts, you need

to look things up using reliable sources. When you do that,

you also have to give credit to the sources you use, both in

the text of your essay and in a complete listing at the end of

your paper.

OBJECTIVES

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

■ Prepare a list of research questions

■ Locate and utilize print and Internet sources

■ Use critical-thinking skills to evaluate sources

■ Extract useful information from sources

■ Integrate source material into your writing

■ Properly document sources to avoid plagiarism

■ Apply MLA or APA style to document sources

■ Employ your skills for timed writings and exams

ASSIGNMENT 21: PLANNING A

PAPER USING SOURCES

Introduction

Chris and Maddie are arguing about which of their favorite

singers has been more important to popular music. Chris

says her brother and her cousin both agree with her. Maddie

says Rolling Stone magazine called her favorite artist one of

the most influential artists of the decade. Who wins?

Probably Maddie—her source is more reliable in this

instance, unless Chris’s brother has strong credentials in the

music business.

Appropriate sources are vital to supporting an argument.

However, they may be just as important in the context of

other development patterns, such as comparison and contrast,

definition, or causal analysis. In this section, we’ll look

at ways to use sources to support a thesis. We’ll learn when

to use them, how to locate them, how to evaluate them, and

how to integrate them into your writing.

Reading Highlights

Pages 558–559

The “Writing Quick Start” exercise emphasizes that you must

identify what you know and what you don’t know about a

topic. You may have some knowledge of the Vietnam War and

its veterans. Maybe you’ve visited the memorial in

Washington, D.C., or you’ve seen one of the Moving Wall

exhibits. But if you were to write about it, you would need

specific facts and details.

Pages 560–561

When should you use sources to find information you don’t

know? The simple answer is when they help you achieve your

purpose with your audience. In most cases, making a point

and drawing a conclusion require information and examples.

Even if we think we know what we’re talking about, it’s wise

to check dates and spellings to be sure. Correct information

can only improve your essay and increase your credibility,

while one wrong date can cause your reader to doubt everything

you’ve said. In this section, study the list of suggestions

for adding detail to your essay.

Pages 561–565

Planning a research project paper begins with defining the

nature and purpose of your assignment. Study Figure 22.1,

“Writing a Paper Using Sources,” on page 559. When you

select a topic, be sure it’s something that actually interests

you. Your curiosity will help you ask the right questions and

follow up on leads. Additionally, be sure your topic is focused

and that there’s sufficient information available to allow you

to offer something fresh and new on the subject. First,

develop a working thesis and list some essential research

questions. For example, if your tentative topic is attention

deficit disorder, you might want to probe its relationship to

age, social class, or family history.

Pages 565–569

This section of the chapter describes the various kinds of

sources you might draw on when writing a research paper.

As a general rule, sources can be initially categorized as primary

or secondary. Primary sources include actual historical

documents, literary works, original research reports, and eyewitness

accounts, as well as interviews you’ve conducted,

and your observations and correspondence. Secondary

sources are generally defined as material that comments on

or refers to primary sources.

Sources can also be categorized by type. Scholarly sources,

for example, include articles and books written by academics

and scientific researchers. Reference works are compilations

of facts, data, and other sorts of information, sources like

encyclopedias, dictionaries, and thesauruses. Popular

sources encompass a wide range of materials, such as newspapers,

magazines, and general-interest works of nonfiction.

Table 22.1 on page 568 offers a handy comparison between

scholarly journals and popular sources.

Pages 569–571

It’s important to evaluate your sources before deciding to use

them for a research project. A source is relevant if it’s specific

to your needs and timely if it provides accurate information.

While some topics, such as computer games or banking technology,

demand the most up-to-date information, a paper on

the Great Depression or the life of Henry VIII could benefit

from old sources—writings produced during that period in

history. Using unreliable or substandard sources, meanwhile,

spoils the purpose of writing a paper. Be sure you choose

articles and publications suited to your subject and written

by a credible author. Also, when checking the writer’s credentials,

look for a satisfactory reputation, academic style,

and expertise in the field. Look for evidence that the author

provides a fair, objective handling of the subject matter.

Be particularly careful with Internet sources. Note each site’s

purpose, how recent the information is, and how accurate it’s

likely to be. Sites sponsored by colleges and universities

(.edu), state and federal governments (.gov), and reputable

organizations (.org) are likely to provide high-quality information,

often containing references to other sources to verify the

credibility of the information, although in some cases the

point of view may not serve your purpose. If a site is out of

date, is full of spelling and punctuation errors, or contains

generalizations or strong opinions, it shouldn’t be used as an

objective source, although it could be useful for other purposes.

*Tip:* Using a worksheet like the one offered on page 573 can

help you evaluate the relevance and reliability of your

sources.

Pages 571–573

To use sources effectively, you need to separate fact from

opinions and identify the source’s viewpoint. Watch for bias,

which may not be initially apparent. Generalizations often

contain logical fallacies, such as applying the characteristics

of a few cases to an entire group. To be a critical thinker, you

also must search out assumptions, tacit or explicit, within

any source you plan to use and assess the validity of those

assumptions.

Required Journal Entry 13: Evaluating

Your Sources

Describe when it’s appropriate to use sources in an essay. Why is it

important to differentiate between facts, opinions, and bias when

choosing sources for your research? (2 paragraphs, 6-8 sentences

each)

ASSIGNMENT 22: FINDING

SOURCES AND TAKING NOTES

Introduction

Begin with the “Writing Quick Start” exercise on page 574.

Think about where you could find more information on the

subject.

This assignment focuses on how to locate and acquire print

or electronic sources through libraries or Internet search

engines. Read the material carefully, and spend as much

time as you can exploring library databases and various

Internet resources to see the possibilities. Remember that

when you go to a library, your best resource is the reference

librarian. Asking that person to help you locate the information

you’re looking for will save hours of time and may

introduce sources you didn’t know existed.

*Note:* The collegeVirtual Library provides access to academic

journals through the Expanded Academic ASAP

database. The “Ask a Librarian” feature offers assistance in

locating and using the resources. To access the school

library, use the Library Services or School Library link on

your student portal after you log into the school site.

A variety of print and electronic sources are available. Being

able to distinguish between the various types, such as reference

works, books, and periodicals, helps you find relevant

research for your paper. Keyword searches offer a starting

point and help you find other ideas related to your topic

Reading Highlights

Pages 576–584

The ultimate resource for serious writers, particularly those

researching scholarly and academic topics, is the library.

Today, most college libraries are linked electronically with

many data resources, including academic journals, the holdings

of other college libraries, and the Library of Congress.

Figure 23.2 on page 577 offers a look at a sample library

home page.

Learning to use *keyword searches* is vital for efficient library

and Internet research. Under “Using Appropriate Search

Tools,” you’ll find information on how to locate sources from

electronic databases. Finding books involves using the

library’s catalog. Figure 23.3 on page 580 and Figure 23.4 on

page 581 show sample search results of library catalogs.

Remember to ask the reference librarian for help if you’re

unfamiliar with the catalog system or if you aren’t sure where

to start looking for information on your topic. For the

Expanded Academic ASAP database at the college

library, click on **Help** for more detailed search strategies

The Internet has revolutionized the world of information. You

can Google almost anything imaginable and receive sources,

although you may have to sort through a long list of unrelated

topics to find what you’re looking for. As you work with

the text material, check some of the URLs and Internet

sources listed, including Listserv and news groups. Study the

illustrations on pages 582–583 for a sample of web sources

for general research, news sites, and government documents.

Pages 584–586

For many writers, field research yields results that can’t be

found in published sources. This section examines the proper

techniques of three forms of field research: interviews, surveys,

and direct field observation.

Pages 586–587

One of the most important parts of academic research is

keeping track of your sources so you can properly cite them

in your work. Extracting information from sources can

involve several techniques. Your notes can be stored and

organized on note cards or within computer files.

If you use index cards, make a separate bibliography card for

each source and include on it all the information listed in

Figure 23.5 on page 587. You may want to give each source a

code letter or number; then you can just write the code and

the page numbers on each note card, instead of taking time

to recopy the information or risking the confusion of two

authors with the same last name. If you use computer files

and cut and paste sections from online sources into your

note pages, be especially careful in labeling them with the

source and including quotation marks to remind you the

words are written by someone else.

Pages 588–592

When writing summary notes and paraphrasing, you must be

systematic about citing or annotating such information from

any source. If a direct quotation serves your purposes,

ensure you write the quote verbatim, put quotation marks

around it, and cite it accurately. In most cases, paraphrasing

is a preferable option. You need to exercise special care when

paraphrasing in order to avoid plagiarizing, a topic that’s covered

more fully in Chapter 24. To ensure you don’t

accidentally plagiarize when paraphrasing, frame direct

quotes in quotation marks, properly introduce paraphrases

and summaries, and cite the source in a proper format

Both paraphrasing and summary notes must also be cited

just as you would cite a direct quote. Study the text discussions

and samples of proper paraphrasing, citation, and

recording a modified quote. In addition to understanding the

difference between summary, paraphrase, and direct quotation,

you should also know how to effectively introduce,

interpret, and incorporate material in your writing. Without

proper word choice, source information can boldly stand out

and make your writing difficult to read.

It’s essential, as well, to record all the information necessary

to keep track of any sources you summarize or paraphrase.

Figure 23.6 on page 592 presents a sample bibliographic

information worksheet that you may find helpful.

Pages 592–595

Before you begin drafting a research paper, you must evaluate

and synthesize your sources. That means breaking the

information down according to purpose, such as providing

background, supporting your thesis, or adding detail.

Also, note any that conflict with another source. You may decide

to discard some information that either doesn’t support your

thesis or simply doesn’t work with the rest of your sources.

Organizing your sources by category can help you synthesize

your source material. You may find it helpful to create a graphic

organizer, like the sample provided in Figure 23.7 on page 595.

Pages 595–596

Some of the essays you’ve read in previous lessons—for example, “Is

Sharing Files Online Killing Music?” and “Dining in the Dark,” both

found in Chapter 19—were accompanied by a list of the works cited,

a common form of bibliography. Occasionally, instructors may ask

you to provide an annotated bibliography for a research paper. In

such cases, in addition to providing the relevant publication information,

you’ll follow each citation with a brief summary of each source.

You can see a sample of an annotated bibliography on page 596.

Required Journal Entry 14: Organizing Your

Information

Describe: Review pages 586–591 and 595–596 in *Successful College Writing*. Describe at least

two ways to organize your information effectively. Choose the method that would work best for

you and explain why. (2 paragraphs, 6 sentences each)

Reflect: Take a look back to your response to Journal Entry 10. Briefly describe what counts as

plagiarism. When is it appropriate to cite information? What information doesn’t need to be cited?

(1 paragraph, 6–8 sentences)

ASSIGNMENT 23: WRITING A

PAPER USING SOURCES

Introduction

Now it’s time to see how all that you’ve learned comes

together. It can be demanding and challenging to write a

research paper. First, your initial thesis may be derailed as

you begin your research. For instance, if you decide to write

about homicide trends across the nation, you might assume

that homicide rates in rural areas are lower than in large

cities and focus your thesis accordingly. As you read, one

source leading to another, you may discover that homicide

rates are actually higher in some rural areas than they are in

urban areas like Detroit or Washington, D.C. That’s why flexibility

and an open mind are necessary as you do your

preliminary research. Use this assignment to learn all you

can about locating sources, taking notes, and applying the

citation procedures appropriate to your field of study.

Reading Highlights

Pages 600–601

Before you even begin drafting a research project, you need

to step back a moment and think about how to organize it.

What pattern of development is best suited to your thesis and

your audience? How many words or pages will the project

require? Once you’ve answered these and a few other questions,

you can begin to arrange your notes according to the

categories and subcategories you identified while evaluating

and synthesizing your sources. The illustration on page 601

lists several possibilities, depending on the method you used

to document your sources. Finally, you’ll need to create an

outline or a graphic organizer to arrange your ideas and reference

the sources you’ll use in your project.

Pages 601–603

Carefully study the information on documentation and plagiarism.

Plagiarism is stealing. It’s using another person’s

work and passing it off as your own. Intentional plagiarism

may actually be prosecuted under certain national and international

intellectual property statutes. In school, even

careless mistakes can get you into a great deal of trouble. At

the least, plagiarism can cause you to fail the assignment,

and it can be a cause for failure of the course. Repeated incidents

result in dismissal from school.

Pages

Pages 603–612

Drafting a research project involves some special considerations.

For example, you’re likely to be writing for an academic

audience, so a serious tone is recommended. Using the third

person point of view helps ensure that your writing sounds

objective, unbiased, and credible. In most cases, the thesis is

identified in the introduction, although placing it near the

end may prove more effective for certain types of papers,

such as those analyzing a problem or proposing a solution.

Consult your notes frequently as you draft the paper, and

state your main point clearly in each paragraph, using your

sources to support each point.

TIP: Figure 24.2 on page 605 provides a sample graphic

organizer for structuring a paragraph in a research project.

Using in-text citations can help to more gracefully integrate

source material that you’ve chosen to support the main

points in project. When completing a writing assignment for a

course in English, a foreign language, or another humanities

field, you’ll need to use documentation style of the Modern

Language Association (also called MLA style).

When completing a research paper for a course in psychology

or another of the social sciences, you’ll need to use the documentation

style of the American Psychological Association

(APA style). The final section of this chapter examines the

details of both approaches to citation.

Transitions and signal phrases—which include a referenced

author’s name, an appropriate verb, and the page number of

the source material—can also help to incorporate source

material into your writing style. (Be sure to cite that material,

of course.) Pay careful attention to the discussion on using

direct quotations. Exact words are always included in direct

quotes to clarify that they’re not your work, but you should

also try to blend the material together smoothly. Pay attention

to the proper punctuation of quotations.

Pages 612–614

As you revise your paper, be prepared to cut any material

that doesn’t provide support and evidence for your thesis and

lead to a clear conclusion. Remember to let your writing rest

between revisions so you’ll see what it actually says, and not

what you intended it to mean. Figure 24.4 on pages 613–614

provides a useful flowchart that describes various strategies

for revising a research paper.

Pages 614–616

As you prepare your final draft, pay special attention to

■ *Formatting:* Note the seven criteria listed on page 615.

■ *Editing and proofreading:* A list of tips is on pages

615–616.

Pages 616–638

This is a reference section to use in completing your research

paper in the MLA style for citing sources. This is a vital reference

resource for completing your essay assignment. Read

the essay by Nicholas Destino (pages 632–638) to see how

MLA style is used in formatting and documenting a research

paper.

Pages 639–656

This reference section provides APA conventions for citing

sources in research papers. Study the “Students Write” feature

on pages 650–656 for an example of a properly documented

research paper. Pay close attention to the margin notes.

Required Journal Entry 15: Using Your

Sources Responsibly

Review the definitions of direct quotation, paraphrase, and summary

in Chapters 23 and 24 in *Successful College Writing*. In your own

words, define these terms. Then explain the most effective use of

each of these three types of sources. (2 paragraphs, 6–8 sentences

each)

**Self-**

Before proceeding to Lesson 7, take the multiple-choice

examination for Lesson 6, Research and MLA Citation.

*Lesson 7: Arguments*

INTRODUCTION

If you’re a student of civil engineering, you may be assigned

to write reports in favor of particular construction techniques

or materials. As a student in health care services, you might

have to present your opinion on scheduling, staff organization,

or the approach to public relations. If you’re planning

on law school, your education will revolve around mastering

the art of clearly communicating a point of view. Even if you

merely want to write a letter to the editor, you have to know

how to present an effective *argument*.

That’s why you need to understand not only how to appraise

and criticize an argument, but also create one of your own.

Mastering the art of argument is a challenge that’s not only

worthwhile, but necessary in today’s world. Additionally, it’s

sometimes important to be able to refute someone else’s logic

and present effective evidence for your own side.

OBJECTIVES

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

■ Explain the structure of a sound argument

■ Analyze and evaluate an argument

■ Effectively use techniques of drafting, evaluating, and

creating a sound written argument

ASSIGNMENT 24: READING

ARGUMENTS

Introduction

To evaluate an argument, clear thinking is essential. You

have to recognize if the logic is sound and if examples provide

valid support. You’ll also look for emotional appeals, which

add another element to the presentation. In this assignment,

you’ll first learn what to look for when reading or appraising

an argument. The five basic dimensions to an effective argument

are included with examples in the following list:

*An issue with two or more opposing viewpoints:* Neutering

family pets

■ *A claim or assertion with respect to the issue designating*

*one viewpoint:* With exceptions, such as breeding desirable

animals for potential customers, family pets should

be neutered.

■ *Logical support for the claim:* Animal control personnel

are forced to euthanize thousands of cats and dogs due

to the behavior of irresponsible pet owners. Also, discarded

and uncared for animals create a public health

hazard.

■ *Anticipating likely rebuttals or refutations of the claim:*

Some people can’t afford the veterinary bills.

■ *A conclusion that’s consistent with and reinforces the*

*claim:* Neutering family pets prevents the birth of

unwanted animals, which may suffer a cruel fate (based

on values); or, unwanted cats and dogs create a tax

burden for responsible citizens (based on economics).

Argumentation is an art that most of us start developing as

soon as we learn to speak. We sometimes argue not because

we’re angry, but because argumentation causes us to carefully

examine our own and others’ ideas. We weigh conflicting

claims; make judgments about the nature of evidence and

the procedures of investigation; state our ideas clearly, accurately,

and honestly; and listen respectfully and critically to

other people’s ideas. Whether speaking, thinking, or writing,

we all use argumentation on a daily basis, so you probably

already have some skill at crafting an argument. The more

you improve your skills in this area, the better you’ll be at

thinking critically, reasoning, and weighing evidence—necessary

skills for all parts of your life.

Like other types of writing, arguments respond to specific situations:

a need isn’t being met, a person is being treated

unfairly, an important idea is misunderstood, or an outdated

policy needs to be reexamined. Therefore, you need to spend

time thinking about the underlying situation on which an

issue is based as well as thoughtfully examining any

assumptions you and your reader might hold.

The text will address the following questions to equip you as

both reader and writer when facing an argument:

■ What are the best strategies for reading an argument?

■ What are the best strategies for analyzing and evaluating

an argument?

■ How can one best appraise an emotional appeal used to

support an argument?

■ What are the basic rules of logic and sound reasoning?

Reading Highlights

Page 500

Your “Writing Quick Start” exercise asks you to think critically

about the photo of a student protest against tuition

increases. With your critique and analysis in mind, you’re

invited to write a paragraph that identifies some other issue

that may evoke a student protest.

Pages 501–507

Carefully study this section, because it comprises the basic

information you need to know about arguments. Note that an

argument revolves around issue, an idea problem, or controversy

about which people’s views differ. A claim is generally

the point the writer wants to prove; but there are three kinds

of claims: *claims of fact, claims of value,* and *claims of policy*.

You may wonder how a fact could be the claim of an argument—

if something is a fact, how can it have an opposing

viewpoint? The claim of fact is also known as *substantiation,*

because it requires asserting that some new or previously

unconsidered bit of information is real and true. For a long

time, the average citizen of Western Europe “knew” the earth

was flat. Then someone made a claim of fact that the earth is

round and provided sufficient support (substantiated the

claim), so we now know the earth isn’t flat.

Claims of fact usually defend or refute someone else’s interpretation

of the facts. Think about the controversy between

those who believe evolution (Darwinism) is a fact and those

who say creationism is a fact. Each side evidently works with

the same facts, but each provides a different argument to

support its claim. Sometimes the change in interpretation

involves reclassifying information.

Another claim of fact could involve clarifying a definition of a

term. The issue of abortion hinges in part on the factual definitions

of baby and life. Some say a baby is alive at the

moment of conception, while others assert that life begins at

the moment of birth. You’ll find that you need to incorporate

other strategies, particularly definition, in your argument’s

pattern of development.

Another kind of claim is that of value or evaluation (asserting

that something has a specific value). These claims ask: Is

something right or wrong, beneficial or harmful? Who says

it’s beneficial and on what principle, value, or moral do they

base that claim? Here’s an example of this kind of claim: The

movie *The Princess Bride* more clearly presents a spoof of

chivalry in its varied components than the novel does.

The third category is claim of policy, in which the writer calls

for a specific action. Thesis statements establish claims in

answer to questions like: What should we do? How are we to

act? What policy should we take? What course of action

should we take to solve this problem? Note the use of should

as part of the verb, a common occurrence in claims of policy.

Review the following three thesis statements. Which contains

a claim that can be developed into an appropriate argument?

1. Parents are often too busy to watch television shows

with their families, but can monitor their children’s

viewing habits with the aid of the V-chip.

2. To help parents monitor their children’s viewing

habits, the V-chip should be a required feature for

television sets sold in the United States.

3. This paper will describe a V-chip and examine the

uses of the V-chip in American-made television sets.

The first thesis offers a general factual statement rather than

a claim of fact that needs to be proven (substantiated)—no

one will argue that parents have this option. The third example

also fails to provide an effective claim about the value of

the V-chip and leans toward an informative classification

essay. The second sentence is the strongest argumentative

thesis because it presents a claim of policy; it clearly states

the writer’s position on the issue and suggests that the writer

will proceed to prove the necessity of this action.

Support for an argument can be based on reasons; evidence,

in the form of facts, statistics, and expert opinion; and emotional

appeals, which are based on either needs or values. Be

sure you understand the differences in the types of support.

The refutation, or rebuttal, recognizes that there are other

points of view and seeks to disprove or dismiss them. The

conclusion makes a final appeal for the original claim.

*Tip:* Figure 20.1 on page 503 offers a sample graphic organizer

for an argument essay.

Pages 507–510

As you read “Organ Donation: A Life-Saving Gift,” the essay

by Quinne Sember, study the highlighted areas of the essay

and the margins of your textbook, which point out the

author’s thesis and the basic parts of the argument. Has she

presented a well-supported claim on an issue, considered

rebuttals, and reached a conclusion? (You may note Sember’s

paragraphs are much shorter than paragraphs in other

essays. Such brief paragraphs are common for newspaper

articles but are rarely appropriate for academic essays.)

Pages 510–511

Read Brian Palmer’s essay “Tipping Is an Abomination.” In it,

he argues that tipping maintains racism against black

patrons, doesn,t foster hard work, creates legal issues for

employees and employers, and doesn’t provide a living wage

for restaurant workers outside of the wait staff. Without the

benefit of highlighting and margin notes, can you identify the

various elements of his argument?

*Tip:* A graphic organizer for Palmer’s essay appears in Figure

20.2 on page 515.

Pages 512–518

Under the heading “Reading Actively and Thinking Critically,”

study the six points for prereading or scanning an essay.

These range from appraising the title and checking the

author’s credentials to previewing the publication. Study the

three suggestions for actively reading an argument, which

include highlighting various parts of the argument and writing

a summary after you’ve completed your reading. This

section also examines strategies for analyzing and evaluating

an argument. Pay close attention to the points covered here,

which include reflecting on the writer’s purpose, the intended

audience, definitions of key terms, the writer’s credibility, and

the quality of the support, based on the reasons and evidence

provided. The information on pages 516–518, including

Tables 20.1 and 20.2, offer useful suggestions for recognizing

faulty reasoning, whether you’re reading someone else’s argument

or constructing your own.

The following are a few additional examples of the fallacies

that the text discusses:

1. *Circular reasoning,* sometimes known as “begging the

question”: Because women are so emotional, they

express their emotions more quickly than men. (You

may not use the same premise for both the cause

and its effect—emotions cause emotions.)

2. *Hasty or faulty generalization:* I’ve talked to several

people in Minnesota and thereby discovered that

Minnesota is in favor of handgun laws. (This judgment

or conclusion about the views of an entire

state is based on insufficient or inadequate evidence.)

3. *Sweeping generalization:* All Italians like pasta and

drink Chianti. (Without sufficient evidence, this

assertion illogically applies a characteristic of some

Italians to the entire ethnic group.)

4. *False analogy:* Just as the British Empire depended

on their colonies, modern corporations depend on

trade with different nations. (Comparison of things

that have little or nothing in common, particularly

no significant common points: The structure of

British colonialism isn’t comparable to international

corporate trade.)

5. *Non sequitur:* Because Marianne likes dining out,

she’s an accomplished cook. (Asserting that

Marianne can cook merely because she like dining

out incorrectly assumes that the one causes the

other. Indeed, one reason she likes dining out might

be that she can’t cook well.)

6. *Red herring:* Some say that violence on television

promotes violence, but what little boy doesn’t like to

play cops and robbers? (This premise begins by

pointing out the effect of watching TV violence but

then switches to a completely different idea, raising

a side issue about what boys like to do. The switch

distracts the audience from the actual point.)

7. *Post hoc fallacy,* also known as faulty cause-andeffect:

“After President Jones raised taxes, the rate of

violent crime went up, so he’s responsible for the

rise in crime.” (This fallacy applies whenever the

writer assumes that events in a given sequence are

related in some significant way, merely because one

immediately followed the other. Here the writer concludes

without evidence that the first event caused

the second event [raising taxes caused the increased

crime rate].)

8. *Either-or fallacy:* If you don’t support Second

Amendment rights to gun ownership, you’re opposed

to the Constitution. (The writer assumes there are

only two choices applicable to the complex situation—

if you want to prove you support the

Constitution, you must support the Second

Amendment—as if there were no other options.)

Clearly, fallacies are assertions that contain some defect in

reasoning, thereby weakening the argument and calling the

credibility of the writer into question. Sometimes you may

find it difficult to identify a specific kind of fallacy, but you’ll

know that something doesn’t quite add up. For this course,

don’t spend too much time trying to differentiate each kind.

Instead, work on spotting statements that don’t make sense,

lack sufficient support, or don’t clearly connect to the claim.

Once you’re familiar with these fallacies, look for faulty reasoning

when you read. Television or radio advertisements,

political columns, Internet discussion boards, and letters to

the editor in the newspaper are good places to find examples.

Keep the list handy as you read, and write down some examples.

Pages 518–524

To apply your hard-earned skills, you’ll read two essays. The

first of these is “How (and Why) to Stop Multitasking,” by

Peter Bregman. Using humor and a light touch, Bregman

argues against multitasking. He lists six distinct advantages

he reaped from his (nearly complete) escape from compulsive

multitasking, claiming in his sixth point that there was no

downside. Some 10 days later, in a different venue, David

Silverman wrote “In Defense of Multitasking.” In an essay

that set out to refute Bregman, he denied the charge that

multitasking reduced IQs and attention spans. In support of

his thesis, he listed four pro-multitasking arguments. While

analyzing both essays, you may find it interesting to consider

what you’ve learned about learning styles, including your

own. In the Bregman-Silverman debate, where do your sentiments

lie?

Required Journal Entry 16: Planning Your Argument

Study the argument essay topics on page 180 in your study guide and choose your topic for your

argument. This journal entry will help you begin to plan, research, and organize your paper.

Please note that both topics are very broad, so you should narrow your chosen topic appropriately

to suit your purpose and interest as well as the research and length requirements.

Review “The Basic Parts of an Argument” on pages 501–507 in your textbook. Once you’ve chosen

your topic and identified your issue, you need to develop support. According to your text, the

three common types of support for an argument are “reasons, evidence, and emotional appeals.”

Follow the process outlined below:

I. State your claim

A. Identify the type of claim (fact, value or policy).

B. Explain your purpose or goal for your research paper.

II. Identify your reasons

A. Reason 1

B. Reason 2

C. Reason 3

III. Start your research to develop support for your claim (provide at least two examples of

each):

A. Support your reasons with evidence

1. Facts\*

2. Statistics\*

3. Expert opinions\*

4. Examples\*

5. Personal Experiences

ASSIGNMENT 25: WRITING

ARGUMENTS

Introduction

In this assignment, you’ll learn the art of argument by practicing

it. A properly constructed argument makes a point,

and the sharper the point, the better the argument. An effective

argument provides logical, coherent, evidence-based

support for a specific claim. The “Writing Quick Start” exercise

on page 526 establishes the groundwork for writing an

argument. Study the image of an ad on page, and then create

a thesis for a brief argument that would use evidence and

emotional appeals to support it.

Reading Highlights

Pages 527–534

This section defines the characteristics of argument essays,

expanding on the characteristics described in the previous

chapter. To begin with, make sure that your issue is controversial

and narrowly defined. Once you have your topic and

have narrowed and defined your focus, you can work on your

claim. You must make a specific claim that states your position

clearly. It’s best to state your claim in a strong thesis,

presenting it early in the essay—preferably in the introduction.

Your claim may include a call for action.

A good argument requires sound evidence that’s not only relevant,

but also well integrated into the organization of your

argument. Convincing evidence requires rigorous logic. Be

sure you understand the difference between inductive and

deductive reasoning.

*Inductive reasoning* gathers evidence that points to a conclusion.

For example,

■ *Evidence:* The polar icecaps are melting.

■ *Evidence:* Glaciers around the world are melting.

■ *Evidence:* The hottest years on record have occurred over

the last decade.

■ *Conclusion:* Global warming is a real and pressing issue.

*Deductive reasoning* begins with a major premise, proceeds to

a minor premise, and then to a conclusion. Here’s an example:

■ *Major premise:* All birds have functional or vestigial

feathered wings.

■ *Minor premise:* Song sparrows have functional feathered

wings.

■ *Conclusion:* Song sparrows are birds.

This is a rather simple example of a *syllogism,* which is the

basic form of a deductive argument. Study the examples in

your text on page 531.

Audience analysis is a major part of preparing an argument.

Are you approaching an agreeing, neutral, or disagreeing

audience? It can be challenging to sway an audience that’s

neutral or on the fence. For the disagreeing audience, your

text suggests finding some kind of common ground between

your position and the opposing position of your audience. For

example, “I know we seem poles apart on the immigration

issue, but I think we can agree that we want to live in a fair

and just nation.” Humor and wit can also help soften a cool

or unreceptive audience.

If your argument doesn’t stir a bit of passion in you, it’s

unlikely to move the emotions of your audience. Your objective

in a compelling argument is to move hearts and minds in

favor of your argument by appealing to your audience’s needs

and values. On the other hand, a sound argument can be

made better by recognizing opposing points of view, whether

you acknowledge, accommodate, or refute them.

*Tip:* Figure 21.2 on page 540 provides a sample graphic

organizer for argument essays that feature the characteristics

described in this section.

Pages 534–539

You’ll have a chance to see these different characteristics

skillfully employed in the essay “Second Chances, Social

Forgiveness, and the Internet,” by Amitai Etzioni and

Radhika Bhat. The authors recognize that giving people who

have made mistakes a second chance to change their behavior

and lead a good life is an important American value. As

their argument unfolds, they present contrasting views about

the ease with which Internet access to public records can

make it difficult for criminals and other offenders to start

over. As you read this essay, study the highlights and margin

notes to see how different elements of argument are used.

Pages 541–542

Read the argument by writer-columnist William Safire, “Abolish

the Penny.” While the piece is cleverly written and laced with

humor, don’t assume Safire isn’t serious about his thesis.

When you assess his argument, ask yourself if his claims seem

to be fact-based and if they support a sound argument in favor

of abolishing the penny. When you’ve finished reading the

essay, study the graphic organizer on page 543.

Pages 544–551

Because your final exam for this unit will be an argument

essay, carefully study the steps outlined in the guided writing

assignment section in this chapter. The topic for your exam

will be assigned, but you may find it useful to practice using

one of the topics suggested in this guided writing section.

Pages 552–555

Read “Pull the Plug on Explicit Lyrics” by James Sturm. You

may well find the topic interesting, if only because it wrestles

with a controversial thesis. As usual, the highlights should

be helpful. Note Sturm’s thesis statement. Note that after

accommodating possible refutations of his thesis, he gets

specific in paragraph 7. There he sets us up to consider three

opposing viewpoints, on which he elaborates in paragraphs 8

and 9.

Required Journal Entry 17:

Recognizing Your Opposition

Identify: Identify and define the three ways you can recognize

opposing views in your argument. In your own words, explain why

it’s valuable to include the opposition in your essay. (1 paragraph, 6

sentences)

Reflect: Read William Safire’s essay “Abolish the Penny” on page 541

in your textbook and review the graphic organizer on pages 543. In

your opinion, does acknowledging his opposition strengthen or

weaken Safire’s argument? Explain. (1 paragraph, 6 sentences)

*Lesson 7: Argument Essay*

For this assignment, you’ll write a 1,600–1,800 word argument

essay that incorporates secondary sources to support

your claim about an assigned topic

ASSIGNMENT OBJECTIVES

■ Use prewriting, drafting, revising, and editing to write

formal, college-level essays

■ Distinguish between different patterns of development

■ Apply an appropriate pattern of development to a specific

purpose and audience

■ Write effective thesis statements

■ Develop paragraphs using topic sentences, adequate

detail, supporting evidence, and transitions

■ Develop paragraphs using topic sentences, adequate

detail, supporting evidence, and transitions

■ Employ responsible research methods to locate appropriate

secondary sources

■ Quote, paraphrase, and summarize secondary source

material correctly and appropriately

■ Use Modern Language Association citation and documentation

style to reference secondary source material

correctly and appropriately

■ Apply the conventions of standard written American

English to produce correct, well-written essays

ASSIGNMENT

Topic

Choose one of the following:

■ Persuade your audience that the use of alternative

energy is beneficial and economical, or that the use of

alternative energy is expensive and as detrimental as traditional

energy sources

■ Persuade your audience that social media provides a

valuable outlet for free expression, or that social media

allows users to insult, bully, and threaten others without

any fear of punishment.

Purpose

The purpose is twofold:

■ Persuade the reader to agree with the writer’s position

(primary purpose)

■ Express the writer’s feelings about the reader taking

action on the topic (secondary purpose)

Audience

Your audience is made up of your fellow Penn Foster classmates.

Many will agree with you, while others will disagree.

You must take a position, present evidence to support it, and

try to convince your audience through the strength of your

argument to agree with you and to take action.

Use at least one non-profit or government organization

(online or print). You can find non-profit and government

organizations under various Subject Guides in the Penn

Foster Library.

■ Choose a source, but one that you’ve evaluated for

accuracy and validity. You can find tips on evaluating

your resources in the Penn Foster Library Subject

Guides under Guide Books and Tips. Reviewing your

Information Literacy course can also help you with

proper evaluation of resources. Follow this link:

Process

1. Applying the requirements given, work through

pages 544 to the middle of 547 in the “Prewriting”

section. Review Chapter 23 in *Successful College Writing,*

“Finding Sources, Taking Notes, and Synthesizing,” to

begin your research and organize the information you

find. Narrow your focus appropriately for the assigned

length before attempting to develop the essay.

2. Continue the guided writing assignment by proceeding

through the “Organizing & Drafting” section on pages

547–549. Use strategies from the patterns of development

you learned throughout the course to expand your

main points and accomplish your purpose.

Review *Successful College Writing,* Chapter 24, “Drafting,

Revising, and Formatting a research Project” as you

begin your draft to ensure that you’re incorporating your

sources accurately and responsibly. Remember to

include the sources you use in your paper on your list of

works cited.

3. As part of your revision process, review the purpose and

requirements for this assignment. Make any changes

necessary to ensure that you’ve met the goals for this

essay. You may also find it helpful to review the grading

criteria.

Essays must be typed, double-spaced, using a standard 12-point font

and left justification. Use 1-inch margins at the top and bottom and

1.25-inch margins for the left and right sides of the document. Each

page must have a properly formatted header containing your name,

student number, exam number, page number, mailing address, and

email address (see page 6 for an example). Name each document

using your student number first, then the six-digit lesson number,

and finally your last name (for example, 23456789\_250206 Doe).

Exams may be submitted in Rich Text Format or MS Word. Preview

your document before you submit in order to ensure that your formatting

is correct. You should take care to check that the document

you've uploaded is the one containing your final work for evaluation.

To submit the assignment, follow these steps:

1. Type the essay.

2. Save the document.

**Ideas and Content:** The writer

provides a clear thesis statement

that addresses the purpose of the

essay and combines elements of

narrative, description, and process

analysis to illustrate the purpose of

the essay.

**Organization:** There’s a clear

introduction with a thesis, body,

and conclusion. The writer uses

topic sentences to organize body

paragraphs and transitions appropriately

to guide the reader from

point to point. The conclusion reinforces

the thesis statement and

provides a satisfactory ending to

the essay.

**Incorporation of Source**

**Material:** The writer used the correct

required sources. The writer

used MLA format to incorporate

secondary source material accurately

and responsibly; used signal

phrases, parenthetical citation;

provided a list of works cited for

all sources

**Voice:** The writer interacted with

the assigned audience using an

appropriate, consistent point of

view and tone. The writer offered

adequate evidence from his or her

own experience to effectively

engage readers’ interest and

address the purpose of the essay.

**Word Choice:** The writer made

correct word choices, defined unfamiliar

terms, and conveyed a clear

message.

**Grammar and Sentences:** The

writer used correct grammar,

spelling, punctuation, and sentence

structure. The essay was

free of any typographical errors

**Format:** The writer met the

required length (1,600–1,800

words), used the assigned font

and margins, and included the

required header information correctly.

Required Journal Entry 18: Course

Reflection

Reflect: Review your journal, starting with your first entry and the

learning inventory. Reflect on how knowing who you are as a learner

has helped you with the course activities. Consider your progress as

a writer through each journal entry and essay. How has your writing

changed since you started the course? Identify the improvements

you’ve made and the skills you still need to practice. (3 paragraphs,

6 sentences each)

Evaluate: What goals did you set for yourself at the beginning of this

course? Did you accomplish everything you hoped? Explain what you

would have done differently, and describe the approach to writing

you’ll use in your future assignments. (2 paragraphs, 6 sentences

each)

*Unit 3 Course Journal:*

*Research Writing and MLA*

*Citation, Entries 13–18*

JOURNAL ENTRY CRITERIA

Your journal will be evaluated according to the following

requirements:

*Ideas and Content:* How accurately and effectively you

responded to the entry. Your writing focused on the topic of

the entry and is based on the correct reading assignments in

your texts; you effectively engaged with the content of the

reading assignments and composed thoughtful original

responses to each entry; when required, you cited and documented

all secondary source material appropriately and

correctly.

*Organization:* How well prewriting or organizing entries are

developed. All paragraphs begin with an appropriate topic

sentence and are developed fully by using examples, illustration,

and/or evidence; each entry meets the required

minimum length.

*Organization:* How well prewriting or organizing entries are

developed. All paragraphs begin with an appropriate topic

sentence and are developed fully by using examples, illustration,

and/or evidence; each entry meets the required

minimum length.

*General Correctness:* How well entries meet the expectations

of college-level academic writing in the areas of sentence

structure, grammar, word choice and spelling, and punctuation.

*Format:* How accurately you followed the prescribed format

for the journal by including the required header, entry title

and date, and used correct margins, font, and line spacing

Essays must be typed, double-spaced, using a standard 12-point font

and left justification. Use 1-inch margins at the top and bottom and

1.25-inch margins for the left and right sides of the document. Each

page must have a properly formatted header containing your name,

student number, exam number, page number, mailing address, and

email address (see page 6 for an example). Name each document

using your student number first, then the six-digit lesson number,

and finally your last name (for example, 23456789\_250207 Doe).

Exams may be submitted in Rich Text Format or MS Word. Preview

your document before you submit in order to ensure that your formatting

is correct. You should take care to check that the document

you've uploaded is the one containing your final work for evaluation

To submit the assignment, follow these steps:

1. Type the essay.

2. Save the document.

**Journal Entry 13:**

**Evaluating Your**

**Sources**

**Journal Entry 14:**

**Organizing Your**

**Information**

**Journal Entry 15:**

**Using Sources**

**Responsibly**

**Journal Entry 16:**

**Planning Your**

**Argument**

**Journal Entry 17:**

**Recognizing**

**Your Opposition**

**Journal Entry 18:**

**Course**

**Reflection**

**Format**

(Header, title and

date, margins,

font, line spacing)