

*The first draft reveals
the art, revision reveals
the artist.*

--Michael Lee

Name: _____

Division: _____

English teacher: _____

Von Steuben Metropolitan Science Center
5039 N. Kimball Ave.
Chicago, IL 60625

Table of Contents

Section 1: Requirements for Good Form

- a. Requirements for Good Form 4
- b. Page Format 6

Section 2: Introduction to Critical Thinking

- a. Universal Intellectual Standards 8
- b. The Elements of Thought and Analysis 9

Section 3: Writing Strategies

- a. Terms Von Writers Should Know 11
- b. Audience and Rhetorical Modes 11
- c. Thesis 14
- d. Formal Essay Structure 17
- e. Transitional Words and Phrases 18
- f. Writing an Effective Introduction 20
- g. Writing an Effective Conclusion 23
- h. Strategies for Success 25

Section 4: Research and Citation

- a. Evaluating Websites 27
- b. How to Integrate Quotations 29
- c. Signal Phrases for Introducing Quotes and Facts 31
- d. MLA Parenthetical Citations 32
- e. The Works Cited Page 36

Section 5: Plagiarism

- a. What it is and how to avoid it! 37

Section 6: Argumentation

- a. Developing an Argument 39
- b. Rhetorical Appeals 40
- c. How to Support Claims with Evidence 41
- d. Graphic Organizers (planning your arguments) 43

Section 7: Self-Assessment and Revising Your Writing	
a. Self-Assessment and Self-Reflection	47
b. Editing Your Writing	48
c. Common Proofreading Symbols and Abbreviations	49
d. Peer Review Questions	51
Section 8: Grammar, Mechanics, and Punctuation	
a. Parallel Structure	53
b. Subject-Verb Agreement	55
c. Forming Plural Possessives	56
d. Words Commonly Confused	57
e. Comma Rules	58
f. Semicolons and Colons	60
g. Punctuating Titles	62
h. Sentence Variety and Type	63
Section 9: Further Resources	65
Section 10: Your Access to Moodle	66

Requirements for Good Form for Von Steuben Essays and Major Writing Assignments

The English Department at Von Steuben has a list of formal requirements for all of your writing assignments. Please adhere to these requirements below.

Caution: If you fail to meet these requirements for good form, your essay will not be graded and will be returned to you until you do meet them.

Your teacher reserves the right to penalize your grade if essays do not meet the requirements for good form and as a result are late.

- All essays are to be formatted in MLA style.
- Type all rough and final drafts and print on standard 8.5 x 11-inch paper.
- The font must be 12 pt. Times New Roman.
- All text must be double-spaced. Do NOT put extra space between paragraphs.

Note: **Everything** from top to bottom is double-spaced except for quotations over four lines which are single-spaced.

- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key.
- Leave only one space after periods or other punctuation marks.
- Set the margins of your document to 1 inch on all sides.
- Create a header that numbers all pages consecutively with your last name in the upper right-hand corner, one-half inch from the top and flush with the right margin.
- Essays and writing assignments must be wrinkle-free and without stains and stapled in the upper left-hand corner.

TIP: Save your drafts in at least two places, and keep them for the entire school year.

Files should be named as follows:

Your Last Name Name of Assignment Number of Draft

example: Jones Macbeth Essay First Draft

Formatting the First Page of Your Paper

- In the upper left-hand corner of the first page, list your name, your instructor's name, the course and period number, and the date. Again, be sure to use double-spaced text. See page 6.
- Double space again and center the title.

Note: **Do not** underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters. **Do** use quotation marks and/or italics when referring to other works in your title, just as you would in your text:

Macbeth and the Tragic Pattern

or:

Understanding Metaphor in Frost's "Mending Wall"

- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. *See sample on the next page.

Page Numbers

Flush with Right Margin

1/2-Inch from Top

Include Last Name and Page Number



Johnson 2

their paper according to the “Requirements of Good Form” found in her English handbook, or the student who formatted her paper incorrectly and turned in a messy, inconsistent paper with creases and folds all over the place and a big soda stain on the last page? It is clear that using the correct formatting can help a student’s grade.

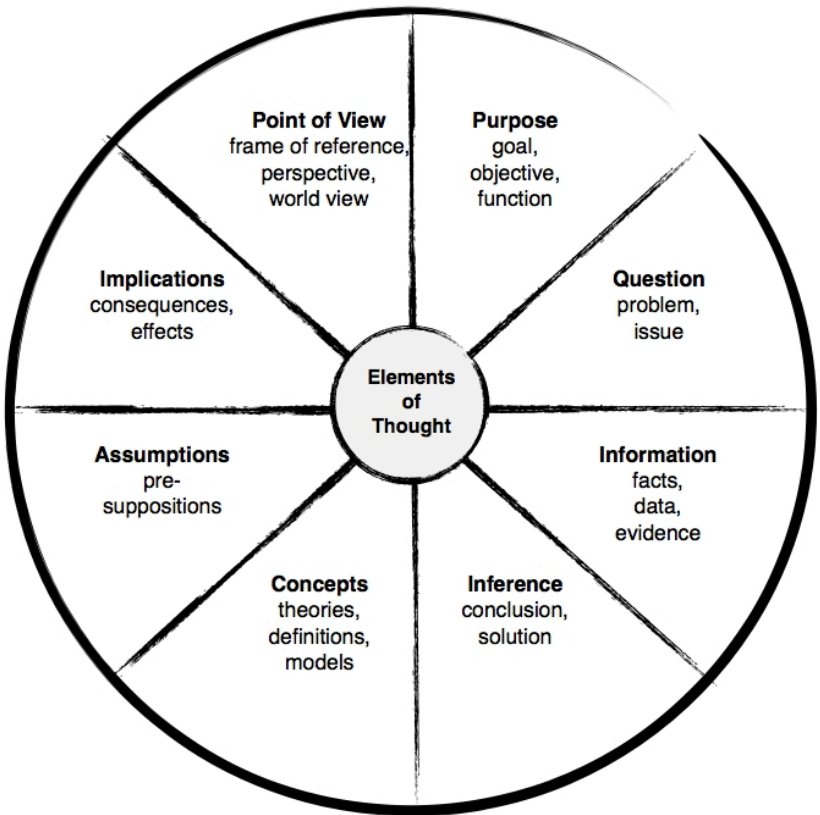
Section 2: Introduction to Critical Thinking

intellectual standard	questions
Clarity (understandable, nothing is confusing)	<ul style="list-style-type: none">• Could you elaborate further?• Could you give me an example?• Could you illustrate what you mean?
Accuracy (correct, true, not distorted)	<ul style="list-style-type: none">• How could we check on that?• How could we find out if that is true?• How could we verify or test that?
Precision (containing all the necessary details)	<ul style="list-style-type: none">• Could you be more specific?• Could you give me more details?• Could you be more exact?
Relevance (directly relating to the matter at hand)	<ul style="list-style-type: none">• How does that relate to the problem?• How does that bear on the question?• How does that help with the issue?
Depth (addresses the complexities of the issue)	<ul style="list-style-type: none">• What factors make this a difficult problem?• What are some of the complexities of this question?• What are some of the difficulties we need to deal with?
Breadth (involving more than one point of view)	<ul style="list-style-type: none">• Do we need to look at this from another perspective?• Do we need to consider another point of view?• Do we need to look at this in other ways?
Logic (all the parts make sense together)	<ul style="list-style-type: none">• Does all this make sense together?• Does your 1st paragraph fit with your last?• Does what you say follow from the evidence?
Significance (focuses on the important, not the trivial)	<ul style="list-style-type: none">• Is this the most important problem to consider?• Is this the central idea to focus on?• Which of these fact are most important?
Fairness (considering the relevant thoughts of others)	<ul style="list-style-type: none">• Do I have any vested interest in this issue?• Am I sympathetically representing the viewpoints of others?

Criteria for Evaluating Reasoning or Identifying Logic

When you are asked to analyze something, your instructor wants you to break it into clear, discernible parts. This is true whether you are analyzing an article, an experiment, a mathematical problem, or a poem. These parts are referred to as the Elements of Thought, and they are an incredibly useful tool for understanding a wide range of materials within a wide range of disciplines.

The Elements of Thought



*This information comes from the Foundation for Critical Thinking. More information can be found at www.criticalthinking.org

Analyzing the Logic of an Article, Essay, or Chapter

Purpose: to use the basic structures of thinking to analyze a text and deepen one's insight into a writer's reasoning.

Purpose: The main purpose of this article is to _____.

(State, as accurately as possible, the author's intent in writing the article. What is the author trying to accomplish? Is the purpose clearly stated or clearly implied?)

Question: The key question that the author is addressing is _____.

(What is the fundamental question that the writer seeks to explore?)

Information: The most important information in this article is _____.

(Identify the facts, observations, or information the writer cites that is essential to understanding the writer's main argument or issue.)

Inferences: The main inferences in this article are _____.

(Identify the most important conclusions the author comes to.)

Concepts: The key concept(s) we need to understand in this article is (are) _____.

(To identify these ideas, ask yourself: What are the most important ideas that you would have to know to understand the author's line of reasoning?)

Assumptions: The main assumptions underlying the author's thinking are _____. *(Ask yourself: What is the writer taking for granted [that might be questioned or questionable]? The assumptions are generalizations that the author does not think she has to defend in the context of writing the article, and they are usually unstated.)*

Implications: If we accept this line of reasoning (completely or partially), the implications are _____. *(What consequences are likely to follow if people take the author's line of reasoning seriously? What consequences are likely to follow if people ignore the author's reasoning? Pursue the logical implications of the author's position.)*

Point of View: The main point of view presented is _____.

(The question you are trying to answer here is: What is the author looking at, and how is she seeing it?)

Section 3: Writing Strategies

Terms you should know... In your English classes you will discover that your teachers talk about writing using the same key words or concepts. Below you will find a list of those common terms.

Claim(s) - Statements that support your thesis

Concession- Acknowledging the validity of counterargument and its counterclaims

Counterargument/counterclaim- Argument or claim that opposes the thesis

Evidence- Supporting details, facts, examples, and quotations

Elaboration- Clarifying and expanding; moving from general to specific ideas

Qualification- Creating a limit to your argument

Refutation- Statements that invalidate, disprove, or disagree with the counterargument and its counterclaims.

Thesis- The central argument of your paper

Audience and Rhetorical Modes

Rhetorical Modes

There are many different ways a writer can organize and develop her argument or narrative in an essay. Use the rhetorical modes to organize an essay as a whole or paragraph by paragraph.

Narration – To tell a story or narrate a series of events. Narrative writing is often descriptive and usually deals with events chronologically. While narrative can be metaphorical, the main focus is on the unfolding of events.

When I was young, I spent my summers by the pool with the other members of the tight knit community that revolved around our sheltered, suburban cul de sac. My father was a celebrity of sorts, master of diving move called the Can-Opener, in which the participant jumped into the pool and tried to make the biggest splash. Although this maneuver required less skill than buffoonery, my father's quest to be the

best made him a local celebrity. This earned him the begrudging respect of his male peers, unabashed flirting from the sun bathing ladies, awe from sunscreen-slathered youth, and the disdain of my mother, who appreciated neither his outlandishness nor his winks at his admirers. By the end of my 10th summer, he was the toast of our tiny town. He was also sleeping in the guest bedroom.

Argument – To prove the validity of an idea or point of view. In argumentative mode, a writer should make a logical and reasonable case about a debatable topic. An argument usually consists of a central thesis, claims that support the thesis, elaboration, supportive evidence and examples, and analysis.

My father was the Can-Opener King of Sheffield Towne. No one could top him in form or substance. His dives caused water to shoot up into the air at least 8 feet above the pool, just like Old Faithful, which he'd made us stare at for 30 minutes straight one summer after 18 hours of driving, and they had a splash radius of at least 10 feet. The cheering crowd always got a good soaking when my dad hit the pool, and they never, ever let him do just one.

Cause and Effect – To explore causal relationships. An exploration of cause and effect may begin with an event, or result, and then establish the cause of that event. To effectively establish a true cause-effect relationship, a writer might need to explore sequential or logical relationships between events.

My mother and father nearly divorced at the end of the summer of my 10th year. My father's status as the Can-Opener King had all the single ladies of Sheffield Towne a-drool, and my mother's jealousy got the best of her. I remember our treks home from the pool the most, my mother race-walking with arms crossed, my father oblivious and waving back at Ms. Eubanks, the mother of a beauty pageant princess, who once made a serious play for my father, which sent my mom into such a tizzy that she made him stay at the YMCA for a whole week.

Classification – To identify a subject and then break it into parts and/or sub-parts or identify parts and reconstruct the whole. Classification allows the writer to break complicated topics into smaller parts for closer examination. It also allows the writer to explore the relationship between the parts and the whole.

Diving is a complex sport comprised of many precise body contortions. In professional diving, the names are very utilitarian: the forward dive, the backward dive, the backward dive with a twist. In non-professional diving, the kind my father preferred, the names are much more picturesque and manly: the jack-knife, the cannon-ball, the can-opener, the belly flop.

Comparison/Contrast – To point out similarities and differences. Comparison and contrast allows the writer to bring in multiple, varied examples of the same concept or event.

Description – To visually present a subject. Descriptive writing is characterized by imagery, figurative language, sensory information, and detail. This allows the audience to experience the subject in different ways and, hopefully, understand it better.

(The following example uses both comparison/contrast and description)

After stepping up on the diving board, my father lumbered forward, each gargantuan step making the diving board quiver in terrified anticipation. When he got to the end of the board, he'd take a healthy bounce, his weight bending the board nearly to snapping, and up, up, up, he'd fly into the air, higher than anyone watching – and yes, everyone was watching – thought was possible. Mid-air, he'd grab his right knee, straighten his left leg, and lean slightly back with the grace of a ballet dancer and then... SPLASH! A mushroom cloud of water spouted high and wide. His opponent, on the other hand, climbed carefully up the ladder, walked calmly to the end of the diving board, and took a moment to get his bearings before daintily turning round. Then he'd gingerly bend his knees. The diving board would barely wobble under the weight of this man-who-wasn't-my-father, but he'd create enough pressure on the board to pop straight up into the air, where he, too, would assume the jack-knife position. When this man, this other man, hit the water, the splash would shoot straight up in the air like a sickly cherub spitting from a dying fountain. Sometimes these other men, these men who weren't even Can-Opener Princes, failed to get the attention of even the littlest kids in the pool.

Definition – To explain the meaning of something beyond a mere dictionary definition. In this mode, the writer fleshes out the simple definition by adding additional details or real-life applications that help the audience grasp the wider meaning.

Being the daughter of the Can-Opener King was nothing to scoff at. My father had a claim to fame. He was special. He drew crowds. Everyone in our enclave knew him. And, as a result, they all knew me. It wasn't just an honor; it was a responsibility. Wherever I went, I was representing him. I couldn't wear just anything to school or to the pool or to block parties. I was the Can-Opener King's daughter. It's not as though I belonged to one of the other dads, the ones who sort of looked like my dad but were just fat, lazy bastards. My dad was special. And, therefore, so was I.

Thesis

What is a thesis?

- The thesis is the **main point** you want to make about your topic.
- In other words, a thesis is the topic **plus** your specific assertion about the topic. *Note: The thesis does not have to necessarily state outright the supporting ideas that will appear in the body of your paper.*
- A fact cannot be a thesis, and a thesis cannot be a fact. A thesis makes a statement with which a reasonable person may disagree. In other words, it is **arguable**.
- A thesis can be more than one sentence.
- A thesis should address an idea of substance, something worth exploring.
- A thesis is thoughtful and focused.

Steps to Devising and Writing a Thesis

- Step 1: Write the topic you researched.
- Step 2: Write the research question(s) you explored.
- Step 3: Answer your question.
- Step 4: Add at least one “because” statement to what you wrote in Step 3.
- Step 5: Refine and polish. Not every thesis should actually say “because.” Play around with the wording so that it reveals depth of thought. *Note: You may continue to refine your thesis as you write your paper. It is one of the most important sentences in your paper, so make sure that you put effort into its creation.*

What would a thesis look like for a research paper in history?

- Step 1: Skyscrapers impact on American city life
- Step 2: What was the impact of the introduction of skyscrapers on life in American cities? What technology and materials allowed such an innovation?
- Step 3: The introduction of both the elevator and steel in building construction allowed for the rise of modern skyscrapers. Such buildings led to great changes in American cities.
- Step 4: After the introduction of both the elevator and steel in building construction allowed for the construction of skyscrapers, American cities changed dramatically **because** it transformed corporations and the American economy. These changes also resulted in many social problems for city residents.
- Step 5: As a result of the invention of the elevator and the introduction of steel in building construction, skyscrapers began to emerge in cities across the U.S. at the end of the nineteenth century. While the commercial benefits of the skyscraper were clear to business leaders, the reorganization of urban space from 1880 to 1920 would create a disorienting mix of experiences for residents of the modern American city.

What would a thesis look like for a literary analysis paper in English?

- Step 1: **Topic:** Thomas De Quincey's writing style
- Step 2: **Research question:** How influential were De Quincey's relationships with the Romantic poets Wordsworth and Coleridge on his writing style? Did De Quincey's poverty force him to imitate the popular Romantic style of the time so he could support himself and his large family? Did opium addiction influence his innovative "dream visions?"
- Step 3: **Answer:** De Quincey's relationships with Coleridge and Wordsworth, not his opium addiction or chronic poverty in later life, had the greatest influence on his writing style.
- Step 4: **Add:** De Quincey's relationships with Coleridge and Wordsworth, had the greatest influence on his writing style because of his deep admiration for and decades-long friendship with both.
- Step 5: **Refine:** While abject poverty or opium addiction throughout much of his adult life is sometimes cited as the controlling force behind De Quincey's literary style, such factors simply cannot be supported with textual evidence. Indeed, though much less sensational, it was De Quincey's decades-long relationships with the Romantic poets William Wordsworth and Samuel Taylor Coleridge that contributed most to his elaborate and ornate style that sought to bring the intuitive and natural elements of the Romantic poets into the realm of nonfiction.

**Thesis materials adapted from a handout generously provided by
Glenbrook North's Write Place*

Five Formal Elements of Formal Essay Structure

1. **Introduction** – The opening paragraph of your essay should provide **context** for the reader. You should include significant **background** information around the topic so that your reader understands the importance of the topic and its place in history or culture or the world of ideas. Your introduction should also include a **thesis statement**.

2. **Thesis statement** – A focused statement that establishes the main argument or **controlling idea** in your essay. Each subsequent body paragraph should help prove the thesis.

3. **Body paragraphs** – Each body paragraph should contain a specific claim in support of the thesis, elaboration on that claim and its relevance to the thesis, evidence (anecdotes, data, quotations, etc.) in support of the claim, and, perhaps, analysis or further elaboration to deepen the reader’s understanding of the significance or implications of the claim.

Aside from creating well-developed body paragraphs, you may also want to consider how to arrange those body paragraphs effectively. Some common ways to arrange paragraphs are:

- place the strongest argument last
- place paragraphs in chronological order
- move from causes to effects

For other methods of arranging paragraphs and/or information within paragraphs, see the section on Rhetorical Modes.

4. **Conclusion** – The last paragraph of your essay should help the reader make sense of the essay as a whole. You may want to reiterate what the reader has learned and why it is significant. Ultimately, the conclusion should answer the question, “So what?” Thus, you should explain the implications or consequences of your essay. Be careful not to merely summarize your paper, and definitely don’t introduce any new information relating to your thesis.

5. **Transitions** – Throughout your essay, you should be mindful of moving the reader from one idea to another in a smooth and effective manner. Transitions can not only help the overall flow of the essay, they also help establish relationships between ideas. You will find a list of transitions in the next section for your convenience.

Transitional Words and Phrases

Transitional words and phrases are used to connect thoughts and examples within paragraphs as well as to connect individual paragraphs within essays. Using transitions effectively helps you clearly and logically present your ideas and helps your audience follow your thinking.

The most appropriate word or phrase you choose depends on the relationship between your sentences and paragraphs. Some transitions show chronological progression; others may show contrast, elaboration, or cause and effect relationships. Understanding how your ideas fit together will help you determine which transitions are the most appropriate to use.

As high school writers, you should be pushing yourself beyond simple single-word transitions (first, second, third, next, etc.). Below are some general examples that you can use. Mix, match, and combine them. Be creative! Transitions can also be more specialized around your own topic.

Words/Phrases to replace FIRST

- One notable example is
- Initially,
- The first good piece of evidence is
- To begin with,
- A compelling example is
- One example that stands out is
- The best place to start is with
- This can first be seen when
- The first instance that comes to mind
- For example,
- For instance,

Words/Phrases to replace SECOND or THIRD

- Furthermore,
- Another way to look at this is through
- Another example that proves this is
- Even more importantly,
- Making an even stronger case is
- Still,
- The next example (idea, reason, piece of evidence) is
- On the other hand,
- Similarly,
- Moreover,
- In addition,
- In contrast,
- Meanwhile,

Words/Phrases to replace IN CONCLUSION

- So, it is clear to see that
- Consequently,
- As a result,
- Therefore,
- For all of these reasons - _____, _____, and _____ - one can see that
- Ultimately, there is only one conclusion to be drawn from this evidence.
- With all of this in mind,
- Indeed,
- As a result,
- Because of all these reasons,

Writing an Effective Introduction

The first step you need to take to write an effective introduction is to move away from questions like *What is my teacher looking for?* and *How do I start when I didn't even want to write this paper?* Instead, think like a writer and ask questions that a writer would ask like *"Should I open my essay with a short anecdote or an interesting statistic?"* Do you see the shift in thinking here? When you seek answers to your first set of questions, you are often left staring at a blank computer screen or an empty piece of paper with a feeling of dismay, but in answering the second set of questions, you are left with a starting point or strategy.

Check out the strategies below:

- **Begin with a short anecdote or narrative story. This allows the reader to connect emotionally to your story.**

FROM Frederick Douglass's *A Narrative on the Life of Frederick Douglass, An American Slave*

I was born in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot county, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time. A want of information concerning my own was a source of unhappiness to me even during childhood. The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit. The nearest estimate I can give makes me now between twenty-seven and twenty-eight years of age. I come to this, from hearing my master say, some time during 1835, I was about seventeen years old.

• **Create an interesting, attention grabbing scenario**

FROM *Issues and Controversies: Family-Friendly Editing or Censorship?*

Fans of rock musician Sheryl Crow, who received three Grammy Awards in 1995, will not be able to find her new album at their local Wal-Mart store. The decision of Wal-Mart Stores Inc., the nation's largest general-merchandise retailer, not to stock Crow's album reflects a trend among some retailers to refuse to sell forms of entertainment that they find offensive for various reasons.

• **Begin with a meaningful, colorful, or famous quotation--it establishes your credibility and challenges your readers.**

FROM Henry David Thoreau's "On the Duty of Civil Disobedience"

I heartily accept the motto, "That government is best which governs least"; and I should like to see it acted up to more rapidly and systematically. Carried out, it finally amounts to this, which also I believe--"That government is best which governs not at all"; and when men are prepared for it, that will be the kind of government which the will have...

• **Give your readers background information they may need. Establish a frame of reference.**

FROM Jonathan Swift's *A Modest Proposal*

It is a melancholy object to those who walk through this great town or travel in the country, when they see the streets, the roads, and cabin doors, crowded with beggars of the female sex, followed by three, four, or six children, all in rags and importuning every passenger for an alms. These mothers, instead of being able to work for their honest livelihood, are forced to employ all their time in strolling to beg sustenance for their helpless infants: who as they grow up either turn thieves for want of work, or leave their dear native country to fight for the Pretender in Spain, or sell themselves to the Barbadoes.

- **Begin with a question or several questions that will be answered in the paper. This strategy will get your reader engaged immediately.**

ADAPTED FROM *Issues and Controversies: Human Cloning*

Who has the right to control the creation of life? If ethics play a role in the ending of a life, do they also play a role in the creation of one? In 1997, scientists successfully cloned a sheep, Dolly, from the cell of an adult mammal. For years, scientists have been studying animal cloning, and their success has yielded numerous applications, both scientific and commercial. However, those earlier efforts dealt with cloning from an embryo. The cloning of an adult mammal, along with other recent advances in cloning, raises the possibility that the techniques needed to clone human beings are within reach. Scientists, however, have been deterred by laws created by a society of people who believe it is unethical to clone human cells.

- **Begin with a definition of a term that is relevant to your essay. Avoid dictionary definitions.**

FROM Harold Bloom's *Shakespeare: The Invention of the Human*.

The Dionysian man resembles Hamlet: both have once looked truly into the essence of things, they have gained knowledge, and nausea inhibits action; for their action could not change anything in the eternal nature of things; they feel it to be ridiculous or humiliating that they should be asked to set right a world that is out of joint. Knowledge kills action; action requires the veils of illusion: that is the doctrine of Hamlet, not that cheap wisdom of Jack the Dreamer who reflects too much and, as it were, from an excess of possibilities does not get around to action.

Your conclusion is your chance to have the last word on the subject. The conclusion allows you to have the final say on the issues you have raised in your paper, to summarize your thoughts, to demonstrate the importance of your ideas, and to propel your reader to a new view of the subject. It is also your opportunity to make a good final impression and to end on a positive note.

One or more of the following strategies may help you write an effective conclusion.

- **Play the "So What" Game.** If you're stuck and feel like your conclusion isn't saying anything new or interesting, ask a friend to read it with you. Whenever you make a statement from your conclusion, ask the friend to say, "So what?" or "Why should anybody care?" Then ponder that question and answer it. Here's how it might go:

You: *Basically, I'm just saying that education was important to Douglass.*

Friend: *So what?*

You: *Well, it was important because it was a key to him feeling like a free and equal citizen.*

Friend: *Why should anybody care?*

You: *That's important because plantation owners tried to keep slaves from being educated so that they could maintain control. When Douglass obtained an education, he undermined that control personally.*

- **Return to the theme or themes in the introduction.**

This strategy brings the reader full circle. For example, if you begin by describing a scenario, you can end with the same scenario as proof that your essay is helpful in creating a new understanding. You may also refer to the introductory paragraph by using key words or parallel concepts and images that you also used in the introduction.

- **Include a provocative insight or quotation from the research or reading you did for your paper.**

• **Propose a course of action, a solution to an issue, or questions for further study.** This can redirect your reader's thought process and help him or her to apply your info and ideas to his or her own life or to see the broader implications.

————— Strategies to avoid —————

- Beginning with an unnecessary, overused phrase such as "in conclusion," "in summary," or "in closing." Although these phrases can work in speeches, they come across as wooden and trite in writing.
- Introducing a new idea or subtopic in your conclusion.
- Ending with a rephrased thesis statement without any substantive changes.
- Making sentimental, emotional appeals that are out of character with the rest of an analytical paper.
- Including evidence (quotations, statistics, etc.) that should be in the body of the paper.

—— Two kinds of *ineffective* conclusions ——

• **The "That's My Story and I'm Sticking to It" Conclusion.**

This conclusion just restates the thesis and is usually painfully short. It does not push the ideas forward. People write this kind of conclusion when they can't think of anything else to say. Example: In conclusion, Frederick Douglass was, as we have seen, a pioneer in American education, proving that education was a major force for social change with regard to slavery.

• **The "America the Beautiful"/"I Am Woman"/"We Shall Overcome" Conclusion.**

This kind of conclusion usually draws on emotion to make its appeal, but while this emotion and even sentimentality may be very heartfelt, it is usually out of character with the rest of an analytical paper. A more sophisticated commentary, rather than emotional praise, would be a more fitting tribute to the topic. Example: Because of the efforts of fine Americans like Frederick Douglass, countless others have seen the shining beacon of light that is education. His example was a torch that lit the way for others. Frederick Douglass was truly an American hero.

*Parts of this page are compliments of The Writing Center, University of North Carolina at Chapel Hill.

Strategy 1: TAK or Analyze the Prompt

When you receive a writing assignment, your teacher will give you a prompt. A prompt will address the topic you are being asked to write about and the requirements of the writing assignment. In order to understand the prompt, we are going to employ a tactic called TAK. Using the assignment prompt, fill in the blanks below.

T: _____ TOPIC (What is the topic of the essay? What am I being asked to write about?)

A: _____ AUDIENCE (Who am I writing to? Who will read this essay? Will I have to use a specific language and tone? What information will I have to include for this particular audience?)

K: _____ KEYWORDS (Looking through the prompt, what words tell me what this paper should include?)

Strategy 2: SEEI

The SEEI strategy will help you when you are constructing well-developed paragraphs.

S- *State your claim*

E- *Elaborate*

E- *Give an example (insert your quote)*

I- *Draw an inference (What can you conclude from this example? Make sure your inference relates back to your thesis)*

Check out SEEI in action in the following paragraph:

(S) The knight is a noble character who embodies the code of chivalry. This code dictated the way of life of the medieval knight. **(E)** According to Gwendolen Fairfax, a noted medieval scholar, “the Knight is humble in nature and brave in deed” (295). **(E)** For example, King Arthur, who was the quintessential knight, died in battle

fighting for his people even though there were others who could have gone to battle in his place. The fact that he was the king did not supersede his adherence to the code of chivalry. His power was not earned through title but through his actions even if they were to result in his death. **(I)** Ultimately, the power of Arthur’s legacy grew out of his devotion to the code. The fact that he was the King did not supersede his adherence to the code of chivalry. His power was not earned through title but through his actions even if they were to result in his death. Ultimately, the power of Arthur’s legacy grew out of his devotion to the code.

Strategy 3: IDEA or Selecting & Delivering Quotations

All essays you write must include evidence to support your claims. Your evidence will come in the form of examples and direct quotations from the text you are using to defend your viewpoint.

Caution: Please avoid hit-and-run quotations. Avoid simply dropping quotations into your paragraph with no introduction and no analysis.

Follow the **IDEA strategy** below to use quotations effectively:

I: INTRODUCE THE QUOTATION (Use a signal phrase.)

According to Gwendolen Fairfax , a noted Medieval Scholar,

D: DELIVER THE QUOTATION (Using quotation marks, deliver the quotation EXACTLY as it appears in the text.)

According to Gwendolen Fairfax, a noted Medieval Scholar, “the Knight is humble in nature and brave in deed” (295).

E: EXPLAIN (*Elaborate on the quote.*)

For example, King Arthur, who was the quintessential knight, died in battle fighting for his people even though there were others who could have gone to battle in his place.

A: ANALYZE (*How does the quote prove your point?*)

The fact that he was the King did not supersede his adherence to the code of chivalry. His power was not earned through title but through his actions even if they were to result in his death. Ultimately, the power of Arthur’s legacy grew out of his devotion to the code.

Evaluating Websites

When your teacher assigns an essay or project that requires research, the first thing you probably think of is using the Web. While the Internet may offer hundreds even thousands of sites that appear to meet your research needs, you need to be wary of these sites. Some of the sites are *unreliable*. We call them *unreliable* because they have information that is either unchecked or incorrect. Adding research to your assignments adds validity and/or interest to your writing, but if that information is unreliable, it does you no good. So, what can you do? For every source you use from the Internet, think of yourself as ace detective and conduct an interrogation. Simply put, ask the questions in the chart below about each website, and in no time you will discover which information is *reliable* and which is best left in solitary confinement!

Evaluation of web documents	How to Interpret the basics
<p>1. Accuracy of Web Documents</p> <ul style="list-style-type: none"> • Who wrote the page and can you contact him or her? • What is the purpose of the document and why was it produced? • Is this person qualified to write this document? 	<p>Accuracy</p> <ul style="list-style-type: none"> • Make sure author provides e-mail or a contact address/phone number. • Know the distinction between author and Webmaster.
<p>2. Authority of Web Documents</p> <ul style="list-style-type: none"> • Who published the document and is it separate from the "Webmaster?" • Check the domain of the document. What institution publishes this document? • Does the publisher list his or her qualifications? 	<p>Authority</p> <ul style="list-style-type: none"> • What credentials are listed for the authors?) • Where is the document published? Check URL domain.

CHART FROM: Kapoun, Jim. "Teaching undergrads WEB evaluation: A guide for library instruction." C&RL News (July/August 1998)

continued →

Evaluation of web documents	How to Interpret the basics
<p>3. Objectivity of Web Documents</p> <ul style="list-style-type: none"> • What goals/objectives does this page meet? • How detailed is the information? • What opinions (if any) are expressed by the author? 	<p>Objectivity</p> <ul style="list-style-type: none"> • Determine if page is a mask for advertising; if so, info. may be biased. • View any Web page as you would an infomercial on television. Ask yourself: why was this written & for whom?
<p>4. Currency of Web Documents</p> <ul style="list-style-type: none"> • When was it produced? • When was it updated? • How up-to-date are the links (if any)? 	<p>Currency</p> <ul style="list-style-type: none"> • How many dead links are on the page? • Are the links current or updated regularly? • Is the information on the page outdated?
<p>5. Coverage of Web Documents</p> <ul style="list-style-type: none"> • Are the links (if any) evaluated and do they complement the documents' themes? • Is it all images or a balance of text and images? • Is the information presented cited correctly? 	<p>Coverage</p> <ul style="list-style-type: none"> • Is the information free, or is there a fee to obtain the information? • Is there an option for text only, or frames, or a suggested browser for better viewing?

Putting it all together

Accuracy: If your page lists the author and institution that published the page and provides a way of contacting him/her and . . .

Authority: If your page lists the author credentials and its domain is preferred (.edu, .gov, .org, or .net), and, . . .

Objectivity: If your page provides accurate information with limited advertising and it is objective in presenting the information, and . . .

Currency: If your page is current and updated regularly (as stated on the page) and the links (if any) are also up-to-date, and . . .

Coverage: If you can view the information properly--not limited to fees, browser technology, or software requirement, then . . . **You may have a Web page that could be of value to your research!**

How to Integrate Quotations

Integrating quotations means “to weave the author’s words into your own sentences.” Quotations should not just be thrown into your essay. Block quotations (extended quotes) are acceptable, but should typically not be used in shorter analytical essays.

Here’s an example of a QUOTATION that is NOT well integrated. Note the use of ellipses to indicate missing material (which is NOT something you will need to do if you correctly integrate your quotation).

When Macbeth is promoted to Thane of Cawdor, his desire immediately sets on becoming king. He admits his greedy feelings by saying, “The Prince of Cumberland! ... let not light see my back and deep desires” (1.2, 11). This shows that he knows that greed is inside of him and that it should be suppressed.

- Do NOT put ellipses IN FRONT of a quotation, even if the beginning is missing.
- Do NOT put ellipses AT THE END of a quotation, even if the end is missing.
- Do NOT use more than one period per sentence.
- ALWAYS make the mixture of the author’s words and your words grammatically correct.
- If you need to insert a word of your own, or if you need to change a letter in order to make the sentence grammatically correct, use brackets [].

Here is an example of a tightly integrated quotation.

Immediately after learning of his promotion to Thane of Cawdor, Macbeth’s obsession with obtaining the throne begins. He wants to “o’erleap” the heir to the throne, Malcolm, and take the crown for himself. Macbeth knows that these “black and deep desires” (1.2, 11) ought to be hidden from the world, as this greed will surely be harmful.

Note: This example has two integrated quotations, but only the last one has the citation after it. Because both quotations were taken from the same act, scene, and page, it is only necessary to cite the final

quote. If these two quotes were taken from two different pages, you would cite both of them.

Note: Notice that the citation is included immediately after the end of the quote. Because we typically end sentences with the quote, the citation usually comes directly before the period. If the quote is integrated into the middle of the sentence, the citation may be included in the middle of the sentence, too.

A Sample from a Student Essay

Original:

Montague then asked Benvolio to find out what was upsetting Romeo. When Benvolio and Romeo were talking, Benvolio tells Romeo to just forget about Rosaline. This is said on (pp. 51.11.46-57) “Tut man, one fire burns out anothers burning./ One pain is less’ned by anothers anguish.” This suggests that Benvolio knows that Romeo is playing a game, or that he has never been in love. So he thinks it is very easy to fall out of love.

Revised:

(Note the integrated quotation, proper citation, and tightening of sentences. Note also that the verbs have all been shifted to present tense.)

Telling Romeo to forget about Rosaline, Benvolio argues that “one fire burns out another’s burning; / One pain is less’ned by another’s anguish” (I. 2, 46-47), which suggests that Benvolio knows Romeo is playing a game. If falling in love is easy, Benvolio seems to be saying, then so is falling out of love.

Using Signal Phrases

It is important that you avoid “dropping” quotations into your papers. Instead, they should be seamlessly blended so that the quotations fit with the rest of your writing. A quotation should sound like a natural part of the paragraph rather than something that is stuck into it.

Points to Remember:

- Signal phrases can appear at the beginning, middle, or end of the quotation.
- A signal phrase may include the author’s name; if it includes the author’s name, the author’s name does NOT need to be used in the parenthetical citation.
- The first time you use an author’s name in the signal phrase, use first and last name. Subsequent signal phrases with that author’s name require only the last name.
- It is often helpful to provide some information about the author or the source. This gives the reader information about the reliability and/or potential biases of the source.
- Try to vary the structure and wording of your signal phrases.

Model Signal Phrases (adapted from *Rules for Writers*, Section 53)

- As Secretary of the Department of Health and Human Services, **Kathleen Sebelius** agrees that child abuse is a hidden epidemic. **Sebelius** further suggests that the effects on children will ...
- **Patti Pena**, mother of a child killed by a driver distracted by a cell phone, points out that...
- **Dr. Anne Bartlett**, a professor whose research focuses on medieval women, argues that...
- In her essay “How to tame a wild tongue,” Chicana, lesbian-feminist, poet, and cultural theorist **Gloria Anzaldua** rejects demands for a monolingual culture.

Verbs You Can Use in Signal Phrases

(from *Rules for Writers*, Sec. 53)

acknowledges	comments	endorses	reasons
adds	compares	grants	refutes
admits	confirms	illustrates	rejects
agrees	contends	implies	reports
argues	declares	insists	responds
asserts	denies	notes	suggests
disputes	observes	claims	writes
points out	emphasizes	theorizes	describes

MLA Parenthetical Citations

Use of Authors' Names

Always mention the author's name—either in the text itself or in the parenthetical citation—unless no author is provided.

• If the author's name is mentioned in the text

If the author's name is used in the text introducing the source material, then cite the page number(s) in parentheses:

Branscomb argues that "it's a good idea to lurk (i.e., read all the messages without contributing anything) for a few weeks, to ensure that you don't break any of the rules of netiquette" (7) when joining a listserv.

• If the author's name is not mentioned in the text

If the author's name is not used in the sentence introducing the source material, then include the author's last name in the parenthetical citation before the page number(s). Note that no comma appears between the author's name and the page number(s).

The modern world requires both the ability to concentrate on one thing and the ability to attend to more than one thing at a time: "Ideally, each individual would cultivate a repertoire of styles of attention, appropriate to different situations, and would learn how to embed activities and types of attention one within another" (Bateson 97).

• **If there is more than one work by the same author**

If a document uses more than one work by an individual author, include an abbreviated form of the title of the work in addition to the author's name and relevant page number(s). Separate the author's name and the title with a comma:

Hypertextuality makes text borderless as it "redefines not only beginning and endings of the text but also its borders—its sides, as it were" (Landow, Hypertext 2.0 79).

• **If there are two or three authors**

If a source has two or three authors, place all of the authors' last names in the text or in the parenthetical citation:

A team can be defined as "a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable" (Katzenbach and Smith 45).

• **If there are four or more authors**

If a source has four or more authors, include the first author's last name followed by *et al.* (Latin for "and others"), either in the text or in the parenthetical citation:

Cogdill et al. argue that "making backchannel overtly available for study would require making its presence and content visible and its content persist, affecting the nature of the backchannel and raising social and ethical issues" (109).

• **If the source has a corporate author**

If a source has a corporate author, include the author's name and the page(s). If the corporate author's name is long, it should be included in the text rather than the parentheses (see top of next page for example):

According to the Centre for Development and Population Activities, interest in gender roles and responsibilities over the past decade has been "driven by the realization that women often do not benefit from development activities and in some cases become even poorer and more marginalized" (3).

• **If two authors have the same last name**

If the document uses two sources by authors with the same last name, include the author's first name in the text or the parenthetical citation:

Tom Peters describes a company that facilitates employees' renewal by shutting down its factory for several hours per week while teams work through readings on current business topics (57).

• **If no author is identified**

If a source does not include an author's name, substitute for the author's name the title or an abbreviated title in the text or parenthetical citation. Underline the title if the source is a book; if the source is an article, use quotation marks:

The use of Customer Relationship Management (CRM) systems has grown substantially over the past five years as companies attempt to adapt to customer needs and to improve their profitability ("Making CRM Work").

Placement of Citations

- Place a citation as close to the quoted or paraphrased material as possible without disrupting the sentence.
- When material from one source and the same page numbers is used throughout a paragraph, use one citation at the end of the paragraph rather than a citation at the end of each sentence.
- Parenthetical citations usually appear after the final quotation mark and before the period. An exception occurs, however, in quotes of four or more lines since these quotes are presented as block quotes; that is, they are indented and use no quotation marks. In such cases, the parenthetical citation goes after the period, as the following example shows:

Bolles argues that the most effective job hunting method is what he calls the creative job hunting approach:

figuring out your best skills, and favorite knowledges, and then researching any employer that interests you, before approaching that organization and arranging, through your contacts, to see the person there who has the power to hire you for the position you are interested in. This method, faithfully followed, leads to a job for 86 out of every 100 job-hunters who try it. (57)

Treatment of Electronic Sources

In-text citations for Web sources are treated in most respects as print texts. The only real difference occurs because electronic texts do not have page numbers (unless the source is in PDF format or otherwise mimics a print version of the source). In most cases, you will only use the author's name(s), article title, or name of website. The same rules for parenthetical citations of print sources apply to electronic sources.

The Collaborative Virtual Workspace (CVW) prototype is being used by the Defense Department for crisis management (Davidson and Deus).

*These MLA citation guidelines are taken from two books by Joseph Gibaldi: *The MLA Handbook for Writers of Research Papers* (Sixth Edition, New York: Modern Language Association, 2003) and the *MLA Style Guide to Scholarly Publishing* (Second Edition, New York: Modern Language Association, 1998).

The Works Cited Page

Under MLA rules, whenever you cite information borrowed from another source in the body of your paper, a Works Cited page is required. On this page, you list *only the sources you've cited in your paper*. In the sample below, you will find the most common types of source material students generally consult. If, however, you have used a different type of source like a newspaper, interview, or television program, please consult the Von Steuben library's link on citation or the Modern Language Association website. Another handy cite for helping you create Works Cited entries is www.easybib.com.

Narbert 7

Works Cited

Adler, Jennifer. *Literary Pursuits*. Chicago: People's Press, 2007. Print.

Peters, Susan. "The Life of Martin Luther." *Important Historical Figures*.

15 July 2007. Web. 9 Mar. 2009.

"Romeo and Juliet." *Shakespeare for Students: Critical Interpretations of*

Shakespeare's Plays and Poetry. Ed. Anne Marie Hacht. 2nd ed.

Vol. 3. Detroit: Gale, 2007. 764-787. *Gale Virtual Reference*

Library. Web. 11 June 2010.

Victorianweb.com: The Leading Victorian Site on the Net. Web.

26 June 2010. <<http://www.victorianweb.com>>.

The first entry above is for citing a book. The second is for website with an author. The third entry is for citing an article found on an online database. The fourth entry is for citing an entire website.

Please note:

- Entries are double spaced with **hanging indent** style of formatting.
- They are listed in **alphabetical order** *without* numbering or labeling.
- In the latest edition of the MLA handbook, URLs for most web entries are no longer needed, unless required by your instructor.
- Again, **only** list entries for *sources you have cited in your paper*.

Section 5: Plagiarism

What is it? Plagiarism is when you use someone else's words or ideas without giving appropriate credit.

How can I tell if something I've written is plagiarized?

If you couldn't have written the sentences without looking at the original, then it's probably an example of plagiarism.

How do I avoid plagiarism? Don't look at the original document when you write a FIRST draft. Be very careful during the note-taking process to clearly indicate what notes are your thoughts, which are paraphrases, and which are quotations.

Is it okay to borrow phrases as long as I cite? Any borrowed phrases **MUST** be in quotation marks **AND** cited.

If I change the original wording, is it okay as long as I cite? Not necessarily. This is the biggest problem area for students. A paraphrase doesn't mean that you just change a few words here and there. An effective paraphrase shows your *understanding* of the original material.

When you are using another person's work to help support your own arguments, you must **SUMMARIZE** or **PARAPHRASE** that work.

(from *Rules for Writers*, 5th ed. 405-406)

"A *summary* condenses information from a source; a *paraphrase* repeats this information in about the same number of words. When you summarize or paraphrase, it isn't enough to name the source; you must restate the source's meaning using your own language. You are guilty of plagiarism if you half-copy the author's sentences – either by mixing the author's phrases with your own without using quotation marks or by plugging you synonyms into the author's sentence structure" (Hacker 405).

Original source

The automotive industry has not shown good judgment in designing automotive features that distract drivers. A classic example is the use of a touch-sensitive screen to replace the controls for radios, CD players, and heating/cooling. Although interesting technology, such devices require that the driver take his eyes off the road.

-- Tom Magliozzi and Ray Magliozzi, Letter to a MA state senator, p. 3

Incorporating quotes example 1

Radio show hosts Tom and Ray Magliozzi argue that the automotive industry has not demonstrated good judgment in devising car features that distract drivers. One feature is a touch-sensitive screen that replaces controls for radios, CD players, and heating/cooling. Although the it's is interesting, such devices require that a driver look away from the road (3).

Incorporating quotes example 2

Radio show hosts Tom and Ray Magliozzi claim that motor vehicle manufacturers do not always design features with safety in mind. For example, when designers replaced radio, CD player, and temperature control knobs with touch-sensitive panels, they were forgetting one thing: To use panels, drivers would need to take their eyes off the road (3).

The **first attempt** to paraphrase is an **example of plagiarism**, even though the source is cited, “because too much of the language is borrowed directly from the original. The underlined portions of the text were copied word-for-word without quotation marks. In addition, the writer has closely echoed the sentence structure of the source, merely plugging in some synonyms” (Hacker 405).

“To avoid plagiarizing an author’s language, resist the temptation to look at the source while you are summarizing or paraphrasing. Close the book, write from memory, and then open the book to check for accuracy. This technique prevents you from being captivated by the words on the page” (Hacker 405). The **second attempt** to paraphrase follows this method, rephrases the original text, and shows the writer’s understanding of the topic. As a result, is **NOT plagiarized**.

*Hacker, Diana. Rules for Writers. 5th ed. Boston: Bedford/St. Martin’s, 2004. 402-406.

Developing an Argument

Elements of an Effective Argument

The goal of an argumentative essay is to convince the reader that your position on an issue is valid and that she should agree with your point. In order to do so, you must convince the reader that your conclusion is an informed one based on facts and supported by authorities in the field. In other words, you must have **reasons** and **evidence** for why you believe what you do. Additionally, you must show that you have carefully considered all aspects of the argument; you must show that you have examined the issue from the opposition's point of view and still believe the thesis that you assert.

Common Problems with Argumentative Essays

• **Developing a Thesis**

Although you must assert a point with your thesis, it doesn't have to be a yes/no or either/or statement. Everything is not black and white or absolute. For example, in a paper about gun control the thesis wouldn't have to convey either "yes, it's good" or "no, it's bad." There are several assertions in the middle that could be made. You might claim that certain types of handguns should be banned or that stricter background checks be enforced. The key is that you carefully consider the entire argument and develop a reasonable position that you can defend.

• **Understanding the Difference Between Pros and Cons**

A pro is an argument that **supports** what you are saying in the thesis. The con goes **against** your thesis. (We also refer to the cons as **counterarguments**.) You must include the cons in your paper to show that you've considered the subject from all angles and have come to the conclusion that the ideas put forth in your thesis are the best.

• **Writing the Con (or counterargument) Paragraphs**

Con paragraphs tend to be particularly troublesome for students because although they must still include evidence, the con paragraphs shouldn't be as convincing as the pro paragraphs. There are several techniques that you can use to signal the reader that this is NOT the side with which you agree.

Careful word choice. Using phrases such as “critics claim” or “some students believe” are less persuasive (which is the goal when writing a con paragraph) than “research proves” or “experts in the field point out.”

Direct refutations. When you present a con, you need to point out what is wrong with that point of view. Look for weaknesses in the counterargument and evidence that goes against what the opposition claims.

Minimization of opposition. Sometimes you won’t find evidence to directly refute the opposition. In that case, you may want to concede that point but make efforts to minimize its importance. For example, in an essay supporting school uniforms, you may concede that enforcing uniform policies limits individual expression of the students. However, you might then point out that this small sacrifice is worth it given the many benefits of school uniforms (which, of course, you would address in the essay). Be careful, however, to maintain a professional tone with the cons. Although you disagree with them, you still want to show that you respect and understand that point of view.

Rhetorical Appeals

There are three persuasive appeals that writers use to convince an audience of her position. These appeals can be used alone or in conjunction with one another to gain the audience’s confidence.

Logos – an appeal to logic. When a writer employs logos, she hopes to produce a rational response by using logical reasoning, a formal tone, and sometimes abstract or theoretical language. Tactically speaking, the writer may back up her claims with facts, data, and analysis; literary or historical references; logical reasoning; informed opinions; and citations from experts.

Pathos – an appeal to emotion. When a writer employs pathos, she hopes to produce an emotional response such as outrage, fear, or pity. Often, playing on an audience’s emotions is a way to get them on your side. Tactically speaking, a writer may employ vivid imagery, poignant metaphors, connotative meanings, emotionally-loaded language, and illustrative anecdotes.

(continued...)

Ethos – an appeal to ethics, character, and values. When a writer employs ethos, she hopes to convince the audience that she is credible by demonstrating that she has values in common with the audience. She may also gain the audience’s respect by showing expertise in the subject being discussed. Tactically speaking, the writer may employ language appropriate to her audience, credible sources, accurate data and information, compassion, and fair-mindedness.

Supporting Claims with Evidence

Every claim you make to support your thesis (the position you are arguing in your paper) must have clear, logical evidence. Evidence can be facts, details, examples, illustrations, or quotes from authoritative/textual sources.

The following literary example is about a story from Geoffrey Chaucer’s *The Canterbury Tales*. When supporting claims about literature, it is essential to use quotes and other specific evidence from the text to support your claim.

Sample claim: Chaucer’s depiction of the Pardoner’s willingness to exploit his position for profit is both a criticism of the blind faith of parishioners and corruption within the Church.

• **Choose appropriate and meaningful quotes that back up your claims and support your thesis.**

Unrelated to claim: “This Pardoner has hair as yellow as wax / But lank it hung as does a strike of flax...” (Chaucer l. 677-678).

Too short: “He was, in Church, a fine ecclesiast” (710).

Too long: “He was, in Church, a fine ecclesiast. / Well could he read a lesson or a story / But best of all he sang an offertory / For well he knew that when that song was sung / Then might he preach, and all with a polished tongue. / To win some silver, as he right well could; / Therefore he sang so merrily and so loud” (710-716).

Just right: “Well could he read a lesson or a story / But best of all he sang an offertory...” (711-712).

- **Introduce the quotes by establishing a context for your reader. (Notice the use of present tense when writing about literature!)**

In the poem, Chaucer **describes** how the Pardoner's talent for exploiting parishioners **is** most obvious during the church service: "Well could he read a lesson or a story / But best of all he sang an offertory..." (711-712).

Another example of the Pardoner's corruption **occurs** when...

BEWARE! Without a set up or context, your reader is confused, your claims are not fully supported, and your essay is weakened. Check out these unsatisfactory examples:

The Pardoner is corrupt. "Well could he read a lesson or a story / But best of all he sang an offertory..." (711-712).

And, "Well could he read a lesson or a story / But best of all he sang an offertory..." (711-712).

- ***Be sure to follow all quotes with explanatory sentences that relate them back to your claim, like in the following examples:***

In other words, the Pardoner's enthusiastic singing suggests that he is not singing to reflect religious devotion. Rather, the Pardoner is singing with such passion to collect as much money for himself as possible.

While on the surface this may seem like the Pardoner is deeply religious, it actually shows that he is corrupt. He uses his great singing voice to trick people into giving money to the Church that he then takes for himself.

To sum up, when supporting claims with evidence,

- Choose clear, meaningful, logical quotes, facts, details, examples, or illustrations to support your argument.
- Introduce your evidence by making clear to your reader what its context is.
- Elaborate, explain, or further comment on the evidence you provide so it is clear exactly how your evidence relates to your claim.

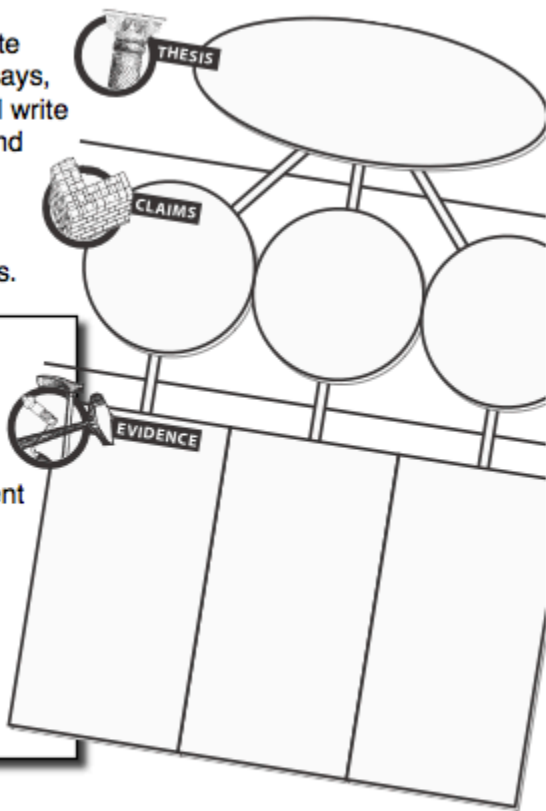
Planning Your Argument

As you develop as a logical writer and thinker at Von Steuben, you will be asked many times to construct an argument in support of an idea. In the beginning, you will write simple persuasive essays, but eventually, you will write complex arguments and interpretations. The diagrams below are meant to help you organize your thoughts.

Basic Argument

Your first persuasive essays in your first year will put forth a simple thesis statement and support it with claims and evidence.

For these basic arguments, use the SEEI strategy in your body paragraphs.



THESIS

Every paper you write will have a **thesis statement**. Your thesis statement is an arguable idea that your entire essay will support.



CLAIMS

Each part of your argument must be structured around **claims**. These are often the topic sentences of your body paragraphs, but they are arguable statements that answer the question, "Why is your thesis statement true?" Each claim needs to be supported by **evidence**. Evidence can be any inarguable, concrete fact such as a direct quote, data, or example from a story that proves that your claim is true.

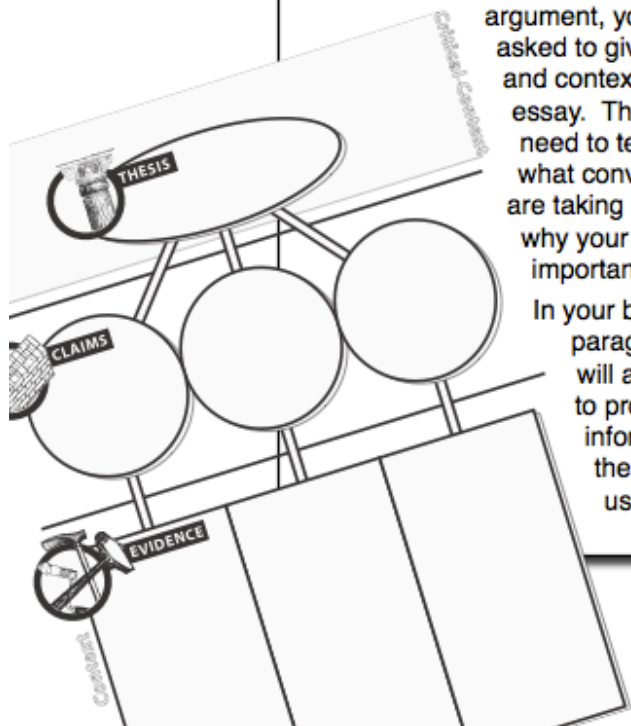


EVIDENCE

Contextualized Argument

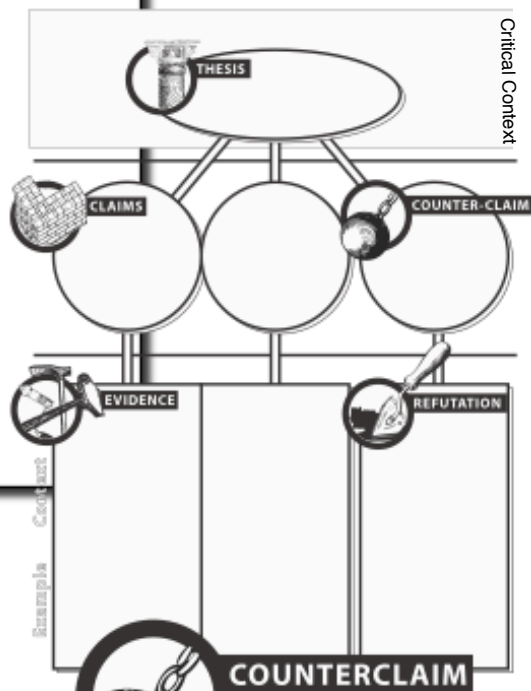
All arguments take part in a larger discussion. Once you have learned the basic structure of an argument, you will be asked to give a purpose and context for your essay. That is, you will need to tell your reader what conversation you are taking part in and why your topic is important.

In your body paragraphs, you will also be asked to provide more information about the examples you use.



Argument with Refutation

Your words exist in a world where people disagree with you. In order to write an effective persuasive essay or an interpretation that takes part in a community of readers, you must consider the ideas of other people.



Counterclaims are arguable statements that someone who disagrees with your thesis might come up with. integrated a counterclaim

argument,

Once you have into your own you need to prove to your

audience that your point is either still valid, or that there is some weakness in the counterclaim that makes it invalid. This is called a

refutation. In more advanced arguments, you may employ different

strategies to effectively address counterclaims. You may simply give in to a fair criticism with a

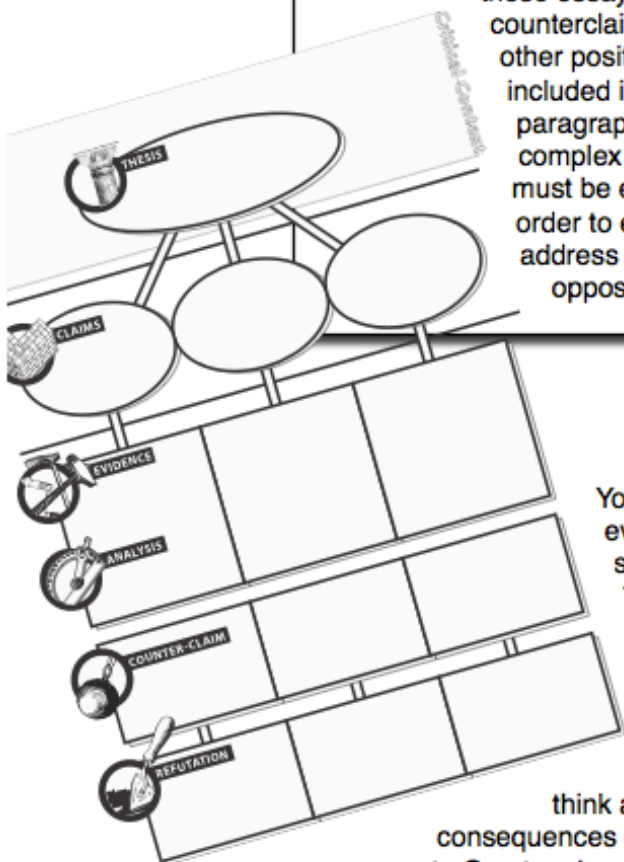
concession, or you may decide to **limit** your own argument out of the reach of the counterclaim.



REFUTATION

Advanced Argument

Some essays are written in direct opposition to another argument. In these essays, a counterclaim from the other position should be included in every body paragraph and complex analysis must be employed in order to effectively address the opposition.



Your claims and evidence are not self-explanatory. You need to include some **analysis** in your writing.

To analyze your evidence,

think about the consequences of your

argument. Create a hypothetical (if...then) statement. Before you end your body paragraph, explain to the reader exactly how your evidence supports your claim, and in turn, your essay's thesis.



Self-Assessment and Self-Reflection

Self-assessment and self-reflection are the ultimate goals of your education. In order to be a competent adult, whether in the working world or in college, you can't wait around for other people to assess your skills. You must know how to evaluate your own work.

The following suggestions and questions can help you reflect on and assess your work at any stage of the drafting process:

1. Consult the rubric supplied by your teacher. Do this both before you start your paper, while you are writing your paper, and after you are finished with your paper. If your teacher did not supply a rubric, ask for one. The rubric is a guide for understanding what skills will be assessed; therefore, you should aim to master those skills.
2. Do you have a clear and effective thesis? How is it debatable? How is it complex?
3. How does your introduction help the reader understand the background and significance of the topic and/or argument?
4. How do the various body paragraphs support the thesis? Check each paragraph to make sure that there is a clear claim, sufficient elaboration, and ample evidence in support of the thesis. Depending on the paper, you may also want to check to see if you've included appropriate counter-arguments, refutation, and analysis.
5. How do you intend to leave the reader feeling when they are finished reading your paper? How does your conclusion address the consequences or implications of your topic or argument?
6. How have you arranged your essay and why?

After you've done at least one revision, ask the following:

1. What are some major changes you made to your paper between the first and final drafts? What did you change? What motivated your changes? How do your changes improve your essay?
2. What do you think you did particularly well in this essay? What are you proud of? What areas of your essay do you still feel uncertain about?

Editing Your Writing

As we have discussed, writing is a process that involves brainstorming, drafting, revising, editing, and publishing. Once you have revised your piece of writing (clarified, organized, and developed it), it is time to polish it.

- **Read out loud to yourself -- and to someone else:** Reading a piece out loud helps you to identify clunky, awkward passages. If you read to someone else and they don't understand what you are arguing, you haven't done the job you set out to do.
- **Read in reverse:** You may have heard about reading backwards, word by word, to help proofread. This works because you bypass your brain's tendency to fill in what it expects to see, allowing you to catch spelling errors you might otherwise gloss over. This is useless, though, when it comes to content, where meaning comes from phrases and word order. Instead, read from back to front, sentence by sentence (or maybe paragraph by paragraph, or both) to make sure that each sentence and each paragraph is internally coherent — that it makes sense on its own.
- **Sleep on it:** Wait at least a night, and preferably longer, before starting your editing. Ideally, you want to forget what you wrote, so that — again — your brain doesn't see what it expects to see but only sees what's really there.
- **Cut, don't add:** We are almost always too wordy. While you may need to add a word or two while editing, for the most part you should be removing words. This includes throwing out and getting rid of unnecessary redundancies you don't need including words as well as full sentences that have been stated and re-stated.
- **Justify yourself:** Every point, statement, question, or joke should have a reason to be in your piece; if it doesn't, strike it. Be harsh—if a word or phrase doesn't add value to your writing, get rid of it.
- **Kill unsightly adverbs:** Some adverbs are fine, but usually they serve only to pad out a statement that doesn't need padding. For example: "He ran quickly". It is in the nature of running to be quick. If there's something unusual about his running (perhaps he ran slowly), then mention it; if not, just say "he ran" and trust your readers to know what running means.

- **Avoid passive sentences wherever possible:** Beware of the use of “to be” and its conjugations (is, was, were, are, am). These often indicate a passive sentence, where the subject is acted upon instead of acting. Passivity makes for weak, unconvincing writing.

*Adapted from:

Wax, Dustin. “Improve Your Writing with these Editing Tips.” *Stepcase Lifhack*.

< <http://www.lifhack.org/articles/communication/improve-your-writing-with-these-editing-tips.html>>. 2 Nov. 2007. Web. 11 June 2010.

Common Proofreading Symbols

Symbol	Meaning	Example
	insert a comma	The mayor's brother, I tell you, is a crook.
	apostrophe or single quotation mark	I wouldn't know where to put this vase.
	insert something	I know it, in fact, everyone knows it. ;
	use double quotation marks	My favorite poem is "Design."
	use a period here	This is a declarative sentence .
	delete	The elephant's trunk is is really its nose.
	transpose elements	He only picked the one he likes.
	close up this space	Jordan lost his favorite basket ball.
	a space needed here	I have only three# friends: Ted, Raoul, and Alice.
	begin new paragraph	"I knew it," I said. ¶ "I thought so," she replied.
	no paragraph	"I knew it, she said. No ¶ "He's no good."
W.C.	Word Choice	The book was really <i>good</i> . W.C.

Common Proofreading Abbreviations

Abbreviation	Meaning	Example
Agr See also P/A and S/V	agreement problem: subject/verb <i>or</i> pronoun/ antecedent	The piano as well as the guitar need tuning. The student lost their book.
Awk	awkward expression or construction	The storm had the effect of causing millions of dollars in damage.
CS	comma splice	Raoul tried his best, this time that wasn't good enough
Frag	fragment	Depending on the amount of snow we get this winter and whether the towns buy new trucks.
 	problem in parallel form	My income is bigger than my wife.
P/A	pronoun/ antecedent agreement	A student in accounting would be wise to see their advisor this month.
Rep	unnecessary repetition	The car was blue in color.
R-O	run-on sentence	Raoul tried his best this time that wasn't good enough.
Sp	spelling error	This sentence is flaude with two misspellings.
S/V	subject/verb agreement	The problem with these cities are leadership.
vt	Verb tense problem	He comes into the room, and he pulled his gun.
WW	wrong word	What affect did the movie have on Sheila? She tried to hard to analyze its conclusion.

*These charts have been adapted from <http://webster.commnet.edu/writing/symbols.htm>

Revision: Guiding Questions for Peer Review

To help your classmates improve their thinking and writing, you can ask questions like these when discussing their drafts.

- Clarity** Thinking and writing should be understandable, not confusing, to the reader.
- What are you trying to argue in this paper? Can you put it in other words?
 - I don't get this point. What do you mean? Try to explain it in a different way.
 - Can you give me an example of what you're saying here?
- Precision** Thinking and writing should contain enough detail to make your point.
- This is vague. Can you be more specific?
 - Can you tell me more about this?
 - What other details can you add to strengthen this point?
- Relevance** Thinking and writing should directly address the prompt or assignment and the stay focused on your thesis.
- Can you explain how this portion of your essay addresses your thesis?
 - This paragraph seems out of place. Can you explain how it is connected to the other body paragraphs and thesis?
 - How does this piece of evidence support this claim?
 - Can you show me places in your paragraph that explain how your pieces of evidence support your claims and your thesis?

Depth

Thinking and writing should be a complex examination of the topic.

- What makes your topic difficult or complex?
- Can you provide more background information to help me understand your subject?
- Where in your paragraph or essay do you show how you have developed a new or different idea?

Breadth

Thinking and writing should consider more than one point of view.

- Who could disagree with your argument?
- What would someone who disagrees with you say? Why do you think they disagree?
- Why are those who disagree with you wrong? What have they missed? What else aren't they considering?

Logic

Thinking and writing should make sense, with all parts fitting together to create meaning.

- Can you explain why you organized your paragraphs in this way? Would it make sense to rearrange them?
- The sentences in this paragraph don't seem to belong together. How could you rearrange or rewrite them so that they do?
- What you are saying doesn't sound logical to me. Explain why this makes sense to you.
- Does this conclusion follow from your evidence?

Significance

Thinking and writing should focus on revealing and meaningful aspects of the topic.

- Why is this subject important? Why would a reader care about it?
- Is this the most important problem or question to consider?
- Assuming you're right about what you're arguing, what are the implications? What will happen if we accept or don't accept your argument?

Parallel Structure

Parallel structure is the repeating of words, phrases, or sentences that are similar (parallel) in meaning and structure.

A. Parallel structure using similar parts of speech:

The film festival will certainly be exciting, innovative, and enjoyable. (parallel adjectives)

B. Parallel structure using different types of phrases:

We searched in the attic, under the sofa, and on the counters. (parallel prepositional phrases)

We should have learned how to pack lightly as well as how to plan in advance!

C. Parallel structure using different types of clauses:

Because she is under stress and because she has been working late hours, we all feel Susan needs a vacation.

Whether he joins us now or he joins us later, we'll be happy to have John on our committee.

D. Parallel structure in separate sentences:

I came. I saw. I conquered.

Jessie is unqualified. Jessie is inconsiderate. Jessie is rude.
We need someone else for the job.

Faulty parallelism, or non-parallel construction, occurs when the kind of words or phrases being used changes in the middle of a sentence. Fix these by using parallel structure.

FAULTY: In my hometown, folks pass the time shooting pool, pitching horseshoes, and at softball games.

(The sentence switches from the *-ing* words, *shooting* and *pitching*, to the prepositional phrase *at softball games*.)

PARALLEL: In my hometown, folks pass the time shooting pool, pitching horseshoes, and playing softball.

(Now all three activities are *-ing* words--they are consistent, or parallel.)

FAULTY: For the open house, teachers prepare handouts for parents and are organizing the students' work for display.

(In this sentence, the verbs *prepare* and *organizing* are not parallel--not stated in the same way.)

PARALLEL: For the open house, teachers prepare handouts for parents and organize the students' work for display.

or: For open house, teachers are preparing handouts for parents and are organizing the students' work for display.

Identify the subject carefully before choosing a singular or plural verb.

<p><i>Fear of jail and longing for freedom work on the mind of the citizen who takes political risks.</i></p> <p>Stalin was one of the <i>dictators who still have</i> supporters decades after their deaths.</p> <p>Stalin was only <i>one</i> of the 20th century dictators who <i>has</i> kept 21st century supporters.</p>	<p>There are two subjects, so the verb is plural.</p> <p><i>Many dictators have</i> supporters; the subject of the plural verb <i>have</i> is the pronoun <i>who</i> that refers to the plural <i>dictators</i>.</p> <p>The pronoun <i>one</i> is the subject of the singular verb <i>has</i>; <i>one</i> refers to Stalin.</p>
--	---

Forming Plural Possessives

As you know, it's simple to show singular possession by adding an apostrophe and an *s*. For example, to say that the purse belongs to Juanita, we say "**Juanita's** purse."

But to show possession for plural nouns, it gets a bit trickier. Here are examples of plural possession:

- The players all won a trophy. The **players'** trophy is on display.
- Payton and Pippin ripped up both couch cushions. It took all morning to clean up the **dogs'** mess.
- Shonte is an incredible golfer. She helped the **women's** team advance to the state competition.

As you can see, most of the examples above have the apostrophe follow the *s*. In the final example, we have an apostrophe and then an *s* because *women* is a plural word that does not end with an *s*. **The two-part rule to use to help you remember where to place the apostrophe with plural possessive nouns is as follows:**

- 1) Spell the plural noun you wish to make possessive.
- 2) If that word ends with an *s*, then place the apostrophe after it (as seen above); if the plural noun does not end in an *s*, (like *women*, *children*, *people*, *teeth*, *mice*), use an apostrophe followed by an *s*.

Common Spelling Errors

accept except	as in “I can’t accept this gift.” as in “Everyone can go except me.”
affect effect	as in “Your insults don’t affect me.” as in “The effect of the drug was instant.”
all right a lot	written as two words. do not use—too informal
because	do not shorten to ‘cause, use the entire word
could <u>have</u> would <u>have</u> should <u>have</u>	not “of” not “of” not “of”
it’s its	short for “it is” as in “The dog wagged its tail.”
loose lose	as in “I wear my pants loose.” as in “Don’t lose that money!”
we’re were	as in “We’re all going.” as in “Were you home when I called?”
than then	as in “My team is better than yours.” as in “Then it happened.”
there their they’re	as in “There is the spot.” as in “Let’s go to their house.” as in “They’re my best friends.”
to too	as in “go to the store” as in “May I go, too?”
who’s whose	as in “Who’s going with me?” as in “Whose pencil is missing?”
your you’re	as in “I like your shirt.” as in “You’re my best friend.”

Correct Comma Usage

Using commas correctly in your writing can be a difficult task. There are plenty of rules that state when we must use a comma, and there are times when commas might *seem* necessary but are, in fact, not needed. Commas should never be randomly used without purpose. When you use a comma, you should understand *why* you are using it. Here are the basic comma rules governing when you should use them in your writing:

1) **compound sentences:** Use a comma before the coordinating conjunction to separate two independent clauses in a compound sentence.

example: We had hoped to get an early start, but Angie overslept.

ex.: Hal spent all day shopping, yet he only bought one pair of socks.

2) **series:** Use commas to separate three or more words, phrases, or clauses in a series.

ex.: I went to the movies with Norah, Beth, and Sally.

ex.: We searched in the attic, on the back porch, and throughout the house.

3) **adjectives:** Use commas to separate adjectives of equal rank before the noun they are describing.

ex.: They live in a huge, sprawling mansion.

ex.: They live in a huge brick mansion.

*hint: If you're ever unsure of whether or not adjectives are equal and require a comma, try inserting "and" between the adjectives. If your sentence still makes sense, adjectives are equal and you need a comma. If not, leave the comma out!

Do not separate adjectives with a comma if they must stay in a specific order. **Never** separate an adjective and the noun it describes with a comma.

4) **introductory material:** Use commas after introductory words, phrases, or clauses.

ex. (introductory word): Honestly, I don't know how it happened.

ex. (intro. phrase): Even after the fourth time, the movie still scared me!

ex. (intro. clause): When the bell rang, I was completely surprised.

5) **Parenthetical and non-essential expressions:** Use commas to set off parenthetical and non-essential expressions.

ex. (direct address): I am sure, Jose, that you'll win. Sarah, will you help me?

ex. (certain adverbs): It is clear, therefore, that we must act soon.

ex. (common expressions): Tim, on the other hand, is quite shy.

ex. (contrasting expressions): That notebook is mine, not hers.

***Do not use commas with essential expressions like the following:

ex.: My uncle Bob lives in Florida.

ex.: The man who lives next to us was born in Warsaw.

Here are the non-essential versions that require commas. Notice the differences.

ex.: Bob, my uncle, lives in Florida.

ex.: Mr. Walenski, who lives next door to us, was born in Warsaw.

Semicolons

Use **semicolons** rarely and purposefully. You can always find a simpler and more commonplace sentence structure; use semicolons for a particular stylistic or rhythmic effect. Rule of thumb: semicolons close ideas, not open them. When you want to use a semicolon, test yourself to see if you could substitute a period and then start a new sentence.

Coordination:

- 1) Join two independent clauses that have closely related meanings.

The dog barked all night; no one in the house slept a wink.

The dog barked all night; surely my neighbors would complain.

Do **not** join unrelated sentences into a single sentence using a semicolon.

This is incorrect: *The dog barked all night; I had an important meeting at 8 a.m.*

- 2) Join two independent clauses with a conjunctive adverb to show a causal relationship, contrast or opposition, or transition. The semicolon comes between the two independent clauses, and a comma follows the conjunctive adverb.

The dog barked all night; therefore, no one in the house slept a wink. [causality]

The dog barked all night; however, Billy slept like a log. [contrast or opposition]

The dog barked all night; for example, he whimpered for about an hour, howled at the moon for another two hours, and then just yipped like a puppy. [transition]

Separating Items in a Series Containing Other Punctuation:

Usually you separate items in a series with commas, such as *red, white, and blue*. But you may use semicolons to separate a series of long items, each with its own internal punctuation. This prevents confusion about where each item in the series starts and stops.

Help your reader follow your logic in a long sentence like this:

The dog had several bad habits, such as barking all night, especially under a full moon, running after the letter carrier, who seemed to arrive at a different time each day, making it impossible to plan when to shut Rover in the house, and chewing up shoes, soccer balls, and shin guards.

Substitute a semicolon for the comma between each separate item:

The dog had several bad habits, such as barking all night, especially under a full moon; running after the letter carrier, who seemed to arrive at a different time each day, making it impossible to plan when to shut Rover in the house; and chewing up shoes, soccer balls, and shin guards.

Colons

Colons open; semicolons close. Use both sparingly and for a specific purpose in conveying meaning.

1) Use a colon to introduce a list or series, an example or explanation, an appositive, a quotation, or even an entirely new independent clause. In many cases a comma is also appropriate.

President Franklin D. Roosevelt explained his policy toward Britain as assisting all people to have four freedoms: freedom of speech, freedom of religion, freedom from want, and freedom from fear.

Prime Minister Winston Churchill declared: “We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender . . .”

2) Use colons in formal letters; with numerical time and ratios; in bibliographic citations; titles and subtitles; and chapters and verses of sacred texts.

Dear Dr. Dogg: Please concoct a 10:1 ratio of water to vinegar at precisely 11:59 a.m. as prescribed in Fo'Shizzle: A Rapper's Guide to Cleaning House. Atlanta: Sugar Hill Press, 2017.

Punctuating Titles

There are a couple ways we can punctuate titles: with *italics* or with "quotation marks." It's not enough to simply capitalize a title; we must punctuate it properly to indicate to your reader what type of publication or medium you are writing about. Before going over a list of which titles get what punctuation, let's make two important observations:

1) Titles that get *italics* can also be underlined—they are essentially the same thing. Here's the difference: when we handwrite titles that should be italicized, we should underline instead. But when typing with a computer, go ahead and *italicize*.

2) Try to remember this general guideline for choosing whether to *italicize* or "quote" titles: Books, films, and longer works are the kind of titles that get *italics*; shorter works or subdivisions of longer works are the kind of titles that get "quotes."

<i>Italicized</i> titles	"Quoted" titles
books magazines and newspapers full-length plays epic poems films and television shows CD or album titles works of art pamphlets	chapter titles & short story titles magazine/newspaper articles one-act plays poems television episode titles song titles

Sentence Variety and Type

No one wants to read an essay full of uniform sentences, all starting with “I” or “The.” Writing without sentence variety is boring, even if it is accurate and thoughtful. Short sentences can help add wit or speed to a paragraph, and long sentences can allow the reader to linger over a thought or an image.

Sentence Structure

Below you will find two different types of sentences. Your writing should include a combination of these types.

Compound sentence:

independent clause, + coordinating conjunction + independent clause

Martin and Tierra broke up last week, yet they talked every night on the phone since then.

Complex sentence 1:

(Subordinating conjunction) dependent clause, + independent clause.

Because you showered me with flattery, I will be happy to do you a favor.

Complex sentence 2:

Independent clause + (subordinating conjunction) dependent clause.

Finish your cupcake before the teacher sees you eating in class.

Sentence Beginnings

1. Begin with an **adverb**: *Quickly, I shoved my iPod in my pocket.*
2. Begin with a verb ending in **-ing**: *Playing bass for Aerosmith has always been my fantasy.*
3. Begin with phrase that tells **when**: *As the clock struck 3:11, the school doors burst open and students poured down the steps.*
4. Begin with a phrase that tells **where**: *Atop the bleachers sat a screaming group of Von Steuben supporters.*
5. Begin with a phrase that tell **how**: *With hair in two perfect braids and her clothes smoothly pressed, Emanuela descended the stairs to breakfast on the first day of school.*

(continued...)

6. Begin with an **adjective**: *Strong and hot, the coffee jolted Joey out of his early morning stupor.*

7. Begin with a verb ending in **-ed**: *Dejected, Marlena walked slowly home after her last day of school.*

Sentence Variety in Practice

Compare the following examples to understand how sentence variety helps enliven one's writing:

Original:

Today was the first day in my English class. I couldn't believe that we had an assignment already. I hope the other classes I have today don't also assign homework. I keep thinking of the lazy days of summer. I wish September had never arrived. I remember long days at the swimming pool. I also remember days at Six Flags. I even had a summer job. I can't believe it. That job even seems like fun now. The reality of my sophomore year is here.

Although this paragraph is unified and clear, all its sentences look the same; the result is monotonous, uninspired writing.

Final Revision:

Today, in my first English class of the year, I cannot believe that we already have a homework assignment. Will my other teachers assign homework, too? Worrying about it makes me anxious for the first day to end. Warm and sunny, lazy summer memories overwhelm my thoughts, and I wish September had never arrived. Sitting in a hard desk chair, I remember long hours at the swimming pool and at Six Flags. Heck, even working a summer job seems like fun now.

General Writing Resources:

The Writing Center at the University of Wisconsin at Madison

- <http://writing.wisc.edu/handbook/index.html>
Explanations, descriptions, and exercises on all aspects of the writing process.

Academic Honesty: Citing and Referencing Sources

MLA Style Guide

- <http://owl.english.purdue.edu/owl/resource/557/01/>
- <http://easybib.com>
Enter information on a source to generate a formatted bibliography entry (APA or MLA).

Argument

- <http://leo.stcloudstate.edu/acadwrite/logic.html>
A list of logical fallacies with arguments

Organizing Your Writing

- http://www.dartmouth.edu/~writing/materials/student/ac_paper/write.shtml
Questions to ask in structuring an essay—from introductions and conclusions to argument development and paragraph coherence

Building Cohesion

- <http://grammar.ccc.commnet.edu/grammar/transitions.htm>
Ways to build cohesion, including a list of transition expressions.

Resources for Non-Native Speakers of English (NNS)

Phrasal Verbs

- <http://owl.english.purdue.edu/owl/resource/630/01/#resourcenav>
A list of phrasal verbs.

Word Form

- <http://www.southampton.liunet.edu/academic/pau/course/websuf.htm>
Suffixes that correlate with certain parts of speech (e.g., “ion” for nouns)

Grammar Basics for Anyone

Recognizing Parts of Speech in Sentences

- <http://www.englishbanana.com/check-it-again-1-grammar-guide.html>

Section 10: Your Access to Moodle

Moodle is a Virtual Learning Environment. Ask your teacher if your class will have access!

You will use Moodle as a means of communicating online with your teacher and classmates. You will use the activity modules (such as forums, databases and wikis) to build collaborative communities, and you will also tackle course content like quizzes and essay revision. The great thing is you can access Moodle anywhere there is internet access—the library, school, home, a friend's house, the local coffee shop—you can even access it from your mobile phone!

You will need the information below to get started:

- Access the site at <http://moodle.vonsteuben.org/>

You will need the following handy:

- Your CPS Username (This is the same username you use to access the grading portal.)
- Your CPS password: Cps followed by your ID number (Don't forget to capitalize the C)

Enjoy use of the Moodle site. The more you use it, the more you will get out of it. Just remember, the same rules apply on Moodle that apply in class—Act respectfully and responsibly!