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The process of composition.

Includes index.

1. English language—Composition and exercises.
2. English language—Study and teaching—Foreign students. I. Title.

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The Fundamentals of Writing

Grammar and mechanics

Objectives of the Course

This is a course in essay writing, which implies that the students must master certain skills that will enable them to write competent university essays. The students must understand and be able to produce the techniques by which writers communicate. At the end of the course, the students should be able to demonstrate a command of the following skills:

1. Prewriting: The obligation is to think before writing:
 - A. Choose a subject that reflects genuine interest and understanding.
 - B. Narrow the subject so it can be adequately covered within the limits of the assignment.
 - C. Write a thesis comprised of topic, opinion or intent, and controlling ideas.
2. Organization: American university prose is essentially linear. Therefore, the students must be able to:
 - A. Organize their essays clearly and straightforwardly, begin and end the paper thoughtfully, and make relationships between ideas clear.
 - B. Move smoothly from one paragraph to another.
3. Support: The students must prove the validity of their ideas to potential readers, so they must learn to:
 - A. Support general statements with specific details, and be able to differentiate between general and specific.

- B. Use evidence—examples, facts, personal experience, physical description—in developing ideas.
- 4. **Grammar and mechanics:** The students must be able to:
 - A. Use language with precision.
 - B. Avoid common errors of grammar and usage.
 - C. Strengthen writing through revision.

The Audience

Two essential rules for this course are

1. Write about what you know.
2. Always write for an audience.

The audience is an essential concept for all writers. Writers choose their subjects and their methods of presenting material (diction, sentence structure, organization) according to who will read the finished product.

In this class, the audience will be your peers as well as your teacher. In order to communicate with your audience, to write paragraphs and essays that have interest and value, you must be

1. Specific
2. Precise
3. Able to demonstrate what you state

In addition, you must decide who you are because your attitude will affect your presentation to your audience. Below are examples of possible audiences and writers:

Possible Audiences

1. An elementary school class
2. A professor of microbiology
3. A roommate
4. A classmate

Possible Writers

1. An elementary school teacher.
2. A graduate student in microbiology
3. An author of romantic novels
4. A first-year college student in a history class

If, for example, you are asked to write a paragraph on the subject "How I Spent Last Saturday," your selection process, your *focus*, will be different if you write

1. A letter to your grandmother

2. A report for a seminar in sociology
3. A note to your best friend

Not only *what* you write but *how* you write it will be determined by the audience.

EXERCISE

1. Write a paragraph describing a tree for the following three audiences:

- A. An elementary school child
- B. This class
- C. A professor of botany

2. You have been gambling in Las Vegas and have lost all the money you were going to use to go to graduate school this semester. Write a letter to two of the people listed below. The goal of this letter is to obtain the money necessary for school. Truth need not be a part of the letter.

- A. The political leader of your country
 - B. The university student aid office
 - C. Your rich grandfather
 - D. The head of the CIA
-

Showing and Telling

In the paragraphs below, students wrote about their mothers. The information in these paragraphs demonstrates the differences between

SHOWING
(Demonstrating)

TELLING
(Asserting)

Simply telling your reader what you want to communicate may be easy, but it is rarely very interesting or even very believable. In order to *support* your statements, you will need to use specific details and examples. In other words, *showing* your reader that what you have presented is valid will make your essay more interesting and more believable.

Read the sample paragraphs. Which sentences in each paragraph simply *tell* about the mother? Which sentences *show*—that is, which sentences contain specific details and examples about the mother? In addition, which sentences discuss the mother? Do some sentences tell about the writer instead?

It started nineteen years ago when she brought me into the world. Maw gave me the best care any child could have gotten. She has taught me more than any teacher in school and is overflowing with love. Always understanding and easy to communicate with and there when needed. She's the best: my "Maw."

Mom is a gray haired lady of about 72 years. She is very sweet when she wants to be and very difficult when she puts her mind to it. I had to teach her how to drive at the age of 50, and the only safe place to teach her was in a wheat field. She is a determined lady; for example, when I was teaching her to drive she backed up the car until it boiled, but she did learn how to back. She has more trouble now keeping her stories in correct order and true. I love my mother more as I grow older. I realize some of the things she had to go through to raise me.

An essay on my mother you said, and I began thinking what to write. I just realized that it's possible that I don't truly know my mother, or at least not as well as I'd thought. She's about an inch shorter than I am and we look very much alike. Both of us have a spreading hip problem. My mom's always there. She's easy to talk to and I like hearing her opinions. I really admire her because she went back to school a few years ago and now is teaching in an elementary school. She really loves her job and the children. She also has plenty of time to keep up just about everything else that she did before working. Now that my brothers and sisters and I are older and more on our own I'm very glad that my mother's the way she is. She has accepted the fact that we have lives of our own, and she is going on living hers. My father has also benefited from this. They really make a good team.

My mom can handle just about anything that life can throw at her. Usually she's the most excitable person in our house. I just can't imagine what it would be like without her. Except that I would feel as though some great knowledge had been torn from my own self.

My mother was born in the Federal Republic of Germany in 1918. She grew up in the Bavarian Alps and lived there until her family moved to the city of Marlsruhe which lies near the Black Forest, along the Rhine River. Just prior to World War II, my mother married my father and I came along in 1939. In 1945, after the war and after my father had been killed in action, my mother met and married my stepfather and travelled with him to the United States to live with him and me in California where she still resides.

The following paragraphs were written by students in response to an assignment to write a paragraph about their names. The students tried to *show*, by using factual information, details, and examples, what their names meant. Are there specific details in the paragraphs? What makes each paragraph interesting? What details are *memorable*?

My complete name is Lili Margarite Chan Gonzalez. My first name, Lili, was the name of a ballet dancer. She was my grandfather's fiancée. They never got married because one night after her show she was killed with a knife in the street where she used to live. In my country most of my friends call me Lilian because they say that Lili is a diminutive of Lilian. My second name is the name of a flower and also the name of a saint. In the Catholic religion, our second name must have a Catholic meaning. Chan, my third name, is a Chinese name. I really don't know anything about it. My real last name is Gonzalez, and it is a very common Spanish name.

Lili Gonzalez
(Brazil)

My full name is Adel Addeb Ali Hassan Ali Ebram O'hide Salamah Faraq Al-Hadad. These ten names are my name plus my father's and my grandfather's from my father's side. It is a custom in Arabia that every child has to be called by his father's side. My family name is supposed to be Al-Hadad, but for some reason my sixth grandfather was famous, so his sons and grandsons took his name to be a family name. All of these names are Arabian. As it is everywhere, one name has been repeated, maybe because it was common during that time. Of course, I just use three of these names at school, and in most of my daily life I just like to be called by my first name, Adel. Besides that point, we have another habit of calling the child Mohammed when he is born for the first seven days. So actually I would have twenty names if we add Mohammed before each of my other names, as it is common to do back home. I remember all of these names because it is believed that we should be proud of our grandfathers.

Adel Salamah
(Saudi Arabia)

My name is Sin Sing Chiu, Henry. Anyone who looks at my first and second name will be puzzled by the meanings that they convey in the English language. The two words seem to indicate that I have committed so many crimes that I have come to "sing" them out. However, Sin Sing have completely different meanings in the Chinese language. In my family, every male generation is assigned a definite first name; mine happened to be Sin, which means "kind" in Chinese. The second name is given by my grandfather. He thinks that kindness should be widespread over the lands and seas. It is for this reason that I have received the name Sing which means "voice." Chiu is my last name, and I am proud of it, because it is one of the names of the dynasties in China, and it includes a very large family. We even have generation books dated back to our great-great-great grandfathers. My English name, Henry, was chosen by my brother; it is for convenience that I have

adopted this name. Since my Chinese name is not very easy to say, I can be remembered by my English name.

Henry Chiu
(Hong Kong)

General and Specific

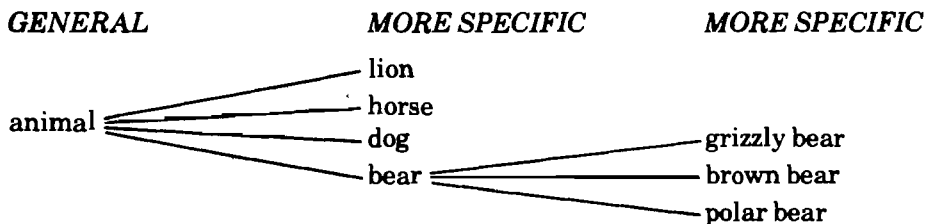
In the construction of a paragraph you will need to know the difference between a general idea and a specific detail. Between the two, many levels of generality may exist. In the examples below, each *subset* is more specific than the word or phrase above it. That is, each of the subsets is *subordinate* to the word above it. You indicate this subordination by *indenting* the word.

solar system
 planets
 earth
 North America
 United States
 Colorado
 Fort Collins
 Colorado State University
 a classroom

essay
 paragraph
 sentence
 word
 syllable
 letter

tree
 trunk
 branch
 twig
 leaf

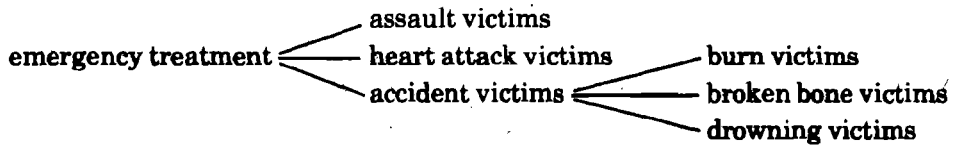
In the examples below, a single general word is followed by several more specific words. Each of the more specific words is equal, that is, each is on the same level of generality. This means that each of the more specific words is a *coordinate* of the word before it. Notice that a more specific word can become a general word.



GENERAL

MORE SPECIFIC

MORE SPECIFIC



In the examples below, each general sentence is made more specific.

1. *General:* Airlines transport people all over the world.
Specific: United Airlines has daily flights from Denver to New York City and London.
2. *General:* Foreign students often have adjustment problems in the United States.
Specific: Morella has trouble understanding her American roommate.

EXERCISE

Choose two of the following general words. Write a general sentence about each word, and then write a more specific sentence about each word.

1. fish
2. hospital
3. transportation
4. movies
5. flowers

Make specific statements from the general statements below.

1. People who play sports sometimes get hurt.
 2. National parks are crowded during the summer months.
 3. Learning a second language is difficult.
 4. Gardening can be fun.
-

The Paragraph

Introduction

A paragraph is a series of sentences that *develop* an idea. That idea is usually stated in a *general* form in one sentence, called the *topic sentence*. The rest of the sentences in the paragraph provide the reader with specific explanations or proof (evidence, support) of the general topic sentence. The *supporting sentences* help the reader understand more clearly what the writer means and show that the topic sentence is valid.

Read the following two paragraphs and then do the exercise.

Science is a serious magazine both in content and in shape. It is written by scientists, experts in their fields, and it covers current issues that have universal scientific interest. The content is organized in fixed sections: editorials, letters, news, reports, and book reviews. The current issues relate to the life, earth, medical, and behavioral sciences, engineering, and agriculture. Some of the latest subjects dealt with were the moon crust's age, the Alaska pipeline, the problems of population, and nuclear pollution. The readers of *Science* magazine are scientists and educated people who can understand scientific terms. Its appearance

appeals to both the eye and the hand. It is of medium size, printed in very clear lettering on smooth, first-rate paper. This fact may be one of the reasons for its relatively high price: one dollar for each weekly issue. Another cause may be the fact that it is not supported by advertisement. But considering the magazine's rich, interesting variety of subjects, the high price is justified.

Shoshana Zachs
(Israel)

In my composition class I learn something every day. The worst problem about the class is that it meets too early in the morning for me to get up. I like sleeping late each morning because I don't go to bed until 3 a.m. Before that I watch television, even though most of the programs aren't very interesting. My favorite program comes on Tuesday evenings, but often I can't watch it because my friend invites me to dinner. But I'm always glad to eat with him because his wife is such a good cook.

EXERCISE

Decide which paragraph is about one idea. Ask yourself these questions:

- A. What is the main idea?
- B. Do all the sentences support the main idea?
- C. Do any of the sentences support some other idea?

Basic Organization

A paragraph consists of a topic sentence, which is usually the first sentence in the paragraph, and of four to eight sentences that *support* the controlling ideas. These sentences should be arranged logically in one of several ways:

1. *Chronological*: According to logic in time
 - A. Most stories are written from beginning to end.
 - B. Most processes are described in time sequence: at the beginning will be the preparations, at the end the conclusions.
 - C. Many cause-effect explanations must move from the first to the second to the third cause and then to the effects.
2. *Spatial*: According to logic in space
 - A. Descriptions are often from top to bottom, from north to south, and so forth.
 - B. Occasionally classification is spatial; separate classes are presented from left to right, from top to bottom.
3. *Importance*: From most important to least important point (or vice versa)
 - A. Analyses that answer the question "Why?" usually discuss the answers in this order.
 - B. Written arguments sometimes present the least effective point first and save the most important point for the end of the argument.

When you construct a paragraph or an essay, you should consider your topic and then decide what the most effective organization pattern would be. By presenting the sentences of support logically, you will be able to communicate most successfully with your reader.

Subject and Topic

SUBJECT: A general area of interest

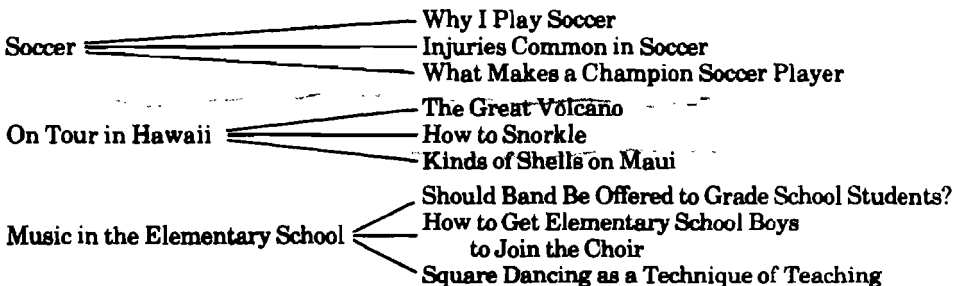
- A. Sports
- B. World Travel
- C. Education

TOPIC: A subject that has been narrowed so that it can be covered thoroughly. How narrow a topic is depends on the assignment.

Narrowing a subject to a topic can be compared to a wide angle camera lens that zooms in to focus on a single small flower. By *focusing* your attention on a small part of the subject, you can narrow the subject to a restricted area that you can cover in depth rather than superficially. In the examples below, the subjects have been narrowed.



Further narrowing of a topic can make the resulting paragraph even more interesting to the audience because a narrow topic forces the writer to be *more specific*, to *show* by example, fact, physical description, and personal experience rather than simply to *tell*.



EXERCISE

Write a list of four *paragraph* topics that you know about and that would be interesting to your audience.

The Topic Sentence

For every topic, several different paragraphs can be constructed. Each of these paragraphs will have a *topic sentence* that will

- Charac. 3
Topic sent.
- Introduce the topic in the paragraph
 - Be the most *general* sentence in the paragraph
 - Be the most *important* sentence in the paragraph
 - Contain *controlling ideas* that the following sentences in the paragraph will

- explain
 - define
 - clarify
 - illustrate
- that is, the sentences will *support* or *prove* the topic sentence

support types

Note: A controlling idea is a word or phrase that the reader can ask questions about: How? Why? In what ways? What does that mean?

In the sentences below, the controlling ideas are circled, and the questions a reader could ask follow that topic sentence:

1. It is very (difficult) to be alone in a (foreign country).

Why? In what ways?

2. There are several (funny) superstitions in my country about (death).

What are they? Why are they funny?

3. The most (serious problem in higher education) in Venezuela is the (growing number of students) who (fail courses several times).

Why is the problem so serious? How many students fail? What exactly makes this situation a problem?

4. Most (people) have the (wrong idea) about the (definition of statistics).

What is the wrong idea? What is the right definition?

EXERCISE

In the topic sentences below, circle the controlling ideas. Then write specific questions that the paragraph following each topic sentence might answer.

1. There are differences in shape, color, and taste between the two most popular varieties of dates in Saudi Arabia.

Questions: _____

2. One of the most recent technical advances in the use of **water** is the development of hydroelectric power.

Questions: _____

3. The creativity of the preschool child can be **developed with special activities**.

Questions: _____

4. Violence in the sport of hockey is **destroying the quality of the game**.

Questions: _____

Rules for Writing the Topic Sentence

1. A topic sentence cannot be a simple statement of fact because there are no controlling ideas that need development in a fact. Examples of facts that are not topic sentences:
 - A. *You can buy these socks at K-Mart for \$1.98.*
 - B. *We celebrate Christmas on December 25.*
2. Weaker topic sentences are often simple personal opinion; the controlling idea in "I like" or "I think" is difficult to support. Examples of simple statements of opinion that are weak topic sentences:
 - A. *I can't help liking this book.*
 - B. *I like dogs better than cats.*
 - C. *It is my opinion that smoking causes cancer.*
3. A successful topic sentence usually contains an opinion that will be proved or supported in the paragraph, or a statement of intent that the writer will explain in detail in the paragraph. Examples of topic sentences that have an opinion or a statement of intent:
 - A. *Snakes make better pets than dogs or cats.*
 - B. *Smoking can cause genetic defects in an unborn child.*
 - C. *Marathon racing is good for the soul as well as for the body.*
 - D. *To see Europe on a mere \$10 a day, try hiking.*
 - E. *Building a room that utilizes passive solar energy can reduce heating costs.*

EXERCISE

Read the following topic sentences. Indicate which of them would be suitable for a single paragraph, which might be competently written about in a single

essay, and which would function in an entire book. Circle the controlling ideas in the topic sentences that would be suitable for paragraphs.

1. Aspen is one of the most famous ski areas in the world.
2. The subject of International Relations has been considered in different ways throughout history.
3. Before readers begin a study of the Koran, they must bear in mind that it is a unique book, quite different from the books they usually read.
4. In northern Thailand there are people who prefer to live in the mountains rather than on the plains.
- ~~5. Politics is a very interesting subject.~~
6. My four-year-old son is the most active child I have ever known.
7. I have read many articles about unidentified flying objects (UFOs), but I do not believe that UFOs exist.
8. The embryo transfer technique involves the transfer of a fertilized ovum from one animal to another of the same species.
9. Reading can promote different kinds of pleasure and learning in society.
10. A favorite Thai food is rice and curry.
11. In Indonesia there have been so many different kinds of medicine advertised in the newspaper and on television that some people are confused about which medicine to take.
12. In my country there is a very funny superstition that is well known by all.

-
1. Which of the sentences above are simply facts?
 2. Which sentences contain the opinion or statement of intent and the controlling ideas necessary for a true topic sentence?
 3. Choose two of the sentences above that would be suitable topic sentences for paragraphs; then decide what questions would need to be answered in each paragraph.
-

Choose three of the following subjects. Narrow each to a topic you could write a paragraph about. Then write a topic sentence for each topic.

computers	✓ censorship	advertising	agriculture
horses	electronics	nuclear power	jewelry
botany	✓ newspapers	adult education	dormitories
skiing	sports cars	revolution	space travel

The following are sentence fragments that might become suitable topic sen-

tences for paragraphs if they are completed. Choose three and write a clear, complete topic sentence for each.

1. Teaching a child good manners
2. Learning to like English grammar
3. To avoid an argument
4. To make elderly people happy
5. One of the most important steps in learning to drive
6. Three easy ways to get acquainted with strangers

Paragraph Unity

A unified paragraph (uni = one) will contain only sentences that explain or support the general statement made in the topic sentence. Any sentence that does not relate to the main idea would not develop it.

How does the reader (or the writer) determine whether or not a paragraph is unified?

1. Find and study the topic sentence. It is often the first or second sentence in the paragraph.
2. The topic of the paragraph is stated in the topic sentence. It should be possible to circle the words that tell what the paragraph is about.

EXERCISE

Read the following paragraph. Underline the topic sentence. Circle the words (the controlling ideas) in the topic sentence that tell what the paragraph is about.

The cabin I lived in was quite rustic by city standards—no heat, no running water—and I spent most of my time just coping with the necessities. There was a fine wood-burning stove in the living room, as well as a huge iron cooking stove in the kitchen. The combination of the two stoves kept the cabin quite warm, but it took a mountain of wood to fuel the two fires. This meant rising early in the day and spending all morning chopping wood. Dead wood was plentiful in that particular canyon, including two dead trees that were not too difficult to chop down and cut into small logs. Of course, there were days when it was impossible to go outside at all because of heavy snow, so I took care during the dry weather to chop a large pile of “emergency” wood. Water was no problem, as the cabin was beside a large river which ran all year. [At first, I set out some fish lines at night, but when most of the river froze, the only unfrozen water was too swift, so I had to abandon fishing.] Sometimes hauling water up the hill to the cabin was hard, especially when the path was snow-packed, making the footing very tricky.

*Terri Watson
(U.S.)*

By determining the controlling ideas found in the topic sentence, the reader (or the writer) can determine what the rest of the paragraph should be about. Then, by reading the paragraph closely, the reader can determine whether or not it is unified. Each sentence in a unified paragraph will be directly related to the topic sentence.

Re-read the paragraph on page 14. Is each sentence that follows the topic sentence related to one or more of the controlling ideas in the topic sentence? Why does the bracketed—[]—sentence not belong in the paragraph?

EXERCISE

Read the two paragraphs below. Answer the questions that follow them. Then decide which is a unified paragraph.

Considering the progress that has been made in medical technology, believing in a bionic man is not difficult. For years, surgeons have been replacing the calcified inner ear bones (stapes, incus, and malleus) with special metal wires that can restore hearing almost completely. Another incredible invention is the pacemaker, which, when implanted in the heart, causes the heart to beat regularly. If man can engineer an electrical device that is equivalent to something as complicated as the sinoatrial node of the heart, he should be able to design an arm or a leg. Contact lenses are another amazing example; a curved piece of plastic placed on the cornea over the pupil can improve vision significantly. More and more organs are being transplanted: livers, hearts, kidneys. With all this ingenious research, it will only be a matter of time before man can replace most malfunctioning organs and improve the parts of the body so that they function at accelerated rates and enormous efficiency. The consequence: a bionic man.

Cathy Christlieb
(U.S.)

We face many problems when we are flying through the air. One of these problems is the way people are made. We have lungs that are meant to breathe. That does not bother us as long as we stay in the air to breathe, but if we put our heads under water, we have trouble, because we cannot breathe water. We have to hold our breath, or use something which brings us air from the water's surface.

Issa Bugarsa
(Saudi Arabia)

EXERCISE

1. What is the topic sentence of the first paragraph?
2. What are the controlling ideas in the topic sentence? Circle them.
3. Are all the sentences in the paragraph related to the main idea in the topic sentence?

4. Are there any sentences that do not belong?
 5. What is the topic sentence of the second paragraph?
 6. What are the controlling ideas in the topic sentence? Circle them.
 7. Are all the sentences in the paragraph about the main idea in the topic sentence?
 8. Are there any sentences that don't belong? Why don't they fit?
-

Read the following topic sentence and circle the controlling ideas:

When a marriage ends in divorce, American social attitudes and laws place the burden of financial responsibility on the man.

Below are ten sentences; select the sentences that develop the controlling ideas in the topic sentence above. Some of the sentences do not relate directly to the topic sentence.

1. California has recently set a legal precedent by which alimony was awarded to men.
 2. Children of divorced parents usually cannot choose which parent they want to live with.
 3. Discrimination exists in the matters of property and money; usually the man involved in the divorce loses both.
 4. The Women's Liberation Movement may be the key to societal change.
 5. Men must also deal with the emotional impact of divorce.
 6. Dividing property is the most unpleasant part of getting a divorce.
 7. The ex-wife can continue to use any credit cards that were issued to the couple jointly, but only the ex-husband is responsible for credit-card debts!
 8. Resentment often causes divorce.
 9. The father's right to have an equal part in the upbringing and education of the children is severely limited; usually he is only granted limited visiting privileges with his children, but is ordered to supply the money for their education and welfare.
 10. The man must make payments on the car, the house, and perhaps the furniture, though he no longer has the use of these items.
-

Paragraph Completeness

A well-written paragraph is complete. The sentences that follow the topic sentence *explain* or *support* the ideas stated in the topic sentence so well that the idea is thoroughly understood by the reader.

To determine whether a paragraph is complete, look at the topic sentence. By identifying the controlling ideas in the topic sentence, you can decide what the paragraph *should* be about.

Consider the following paragraphs:

It is hard for foreign student wives to be able to make many American friends since most of their husbands go to school full time while they have to stay at home taking care of the children and the house. This situation makes it almost impossible for them to go out often and meet people. Furthermore, most of the foreign wives don't speak English at all when they first come here, and this keeps them from having a conversation with an English speaker. Finally, foreign students usually live in student housing, and generally the Americans who live there go to school. In many cases, even if only the husband is going to school, the American wife will be working. Consequently, the American couple does not have time to socialize, and the foreign student wives have very few American friends.

Carmen Ortiz
(Venezuela)

In El Salvador, efficient technology using the limited natural resources that the country possesses has begun to provide sources of energy. For example, in recent years, Salvadoreans have built machinery from the remains of old cars, using their knowledge to create new methods of construction. In 1977, a machine that processes coffee grain almost without the intervention of human hands was invented. Now, work is being done to use the coffee's pulp in place of gasoline for combustible energy. Another resource that is still not fully utilized is solar energy. However, there is some research and development in the universities to construct solar-operated water pumps. Also, the force of the wind has gained popularity, and possibly within the next two years this field will be much more developed. Continued interest in the development of such new sources of energy will help to decrease the dependency of the country on foreign aid.

Alfredo Chorro
(El Salvador)

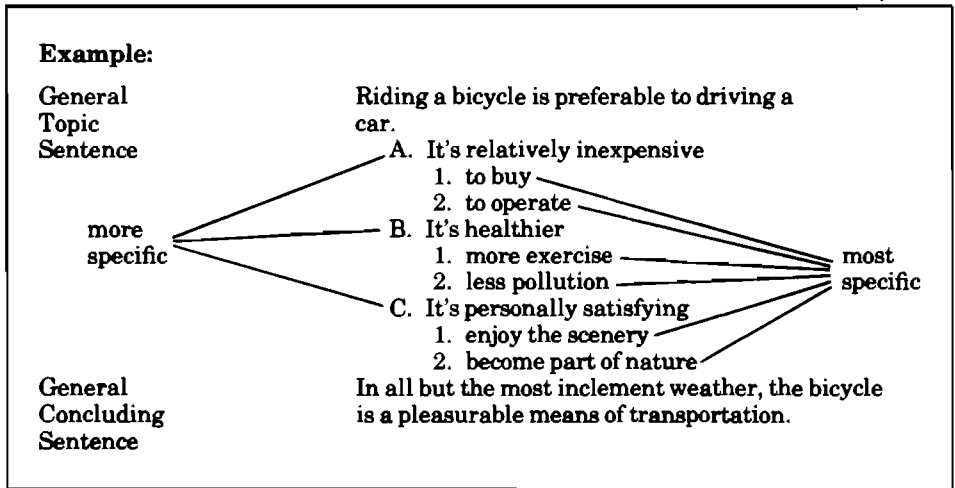
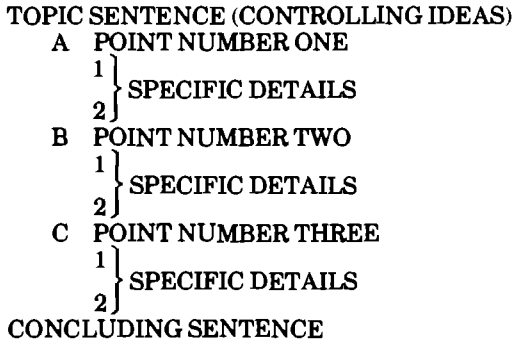
EXERCISE

1. *Underline the topic sentence in each paragraph. Circle the controlling ideas.*
 2. *What should you, the reader, expect the paragraphs to be about? What questions will you expect to be answered in the paragraphs?*
 3. *What specific details make the paragraphs interesting for the audience? Which details do you remember after reading the paragraphs?*
 4. *When you finished reading the paragraphs, did you understand the topic sentences?*
 5. *Based on the information in the paragraphs, are the topic sentences valid?*
 6. *Is each paragraph unified, that is, is each about one topic?*
-

Note: You do not have to agree with the topic sentence, but if the paragraph is complete, the information should show you that the writer's point of view is worthwhile and clear.

The Point Paragraph

Each paragraph you write will contain a topic sentence and four to eight sentences that will *support* the topic sentence. These supporting sentences will be more specific than the topic sentence. Notice that the more specific ideas are indented. A diagram of a balanced, detailed paragraph looks like this:



Resulting paragraph:

Riding a bicycle is preferable to driving a car. First of all, a bicycle is relatively inexpensive to buy and to maintain. While a car may cost thousands of

dollars to buy and hundreds of dollars annually, a good bicycle will cost only a hundred dollars or so, and its annual maintenance cost is very small. Biking is also healthier; not only does the biker get more physical exercise than the driver, but bicycles are nonpolluting. The consequence is a person with strong legs and a strong heart whose bicycle helps keep the environment clean. Finally, bicycling is, unlike driving, personally satisfying. Instead of being a robot inside a machine, the biker pedals along, enjoying the scenery, becoming a part of nature. In all but the most inclement weather, the bicycle is a pleasurable means of transportation.

Michele Eastman
(U.S.)

EXERCISE

Read the two paragraphs below. Then outline each paragraph according to the format for the point paragraph outline given on page 18.

- 1. Write the topic sentence of each paragraph.*
- 2. List the two to four main points given in each paragraph.*
- 3. Under each main point, list the specific details used to support each point.*

In the minds of many people, the octopus is considered an animal of hell, a devil-fish; however, for me this strange creature has amazing powers. First, the octopus has excellent, humanlike eyesight; the eyes, like those of vertebrates, have lids, irises, crystalline lenses, and retinas. When a predator appears, the orange-brown eyes, which are mobile and so can be turned in different directions, flash in the sea like the sun in the sky. Similarly amazing is the octopus's facility for changing shape. Generally its favorite hiding place is a small cavity in a rock; the octopus, usually a round marine animal, can make itself entirely flat like an envelope or it can stretch itself like India rubber in order to enter the small crevice. This remarkable animal can also transform itself by changing color: white, black, and even red! The agents for these color changes are the chromatophores, the color cells; the octopus has two different kinds of cells, one for the dark colors and another for the light ones. Why does the octopus have all these transforming abilities? Because he has lost the protective shell of his ancestors and must therefore have alternative ways to survive in the sea.

Annick Burkhalter
(Switzerland)

Chemical engineers interested in the environment are continually searching for ways to change useless waste products into precious energy; biotechnology is the most promising process. The basic problem of converting waste to energy by

conventional processes is cost: the conversion involves much energy, many chemicals, and many difficult techniques. However, biotechnology, the use of biological organisms to break down the structure of waste, can be used to adapt a waste product to the energy process of converting sugars to alcohol. For example, wood chips, after being reduced in size, are heated in water. Then the cellulose is separated from the mixture of water and wood by the use of a microorganism. Finally, fermentation, a form of biotechnology, is used to convert the cellulose sugars into alcohol. If the techniques for changing wood chips into energy can be perfected and used on a commercial scale, the entire ethanol market in the western states could be supplied by that single waste product.

Jay Y. Lee
(Korea)

The Process of Writing a Paragraph

- I. Choose the subject: be certain you *know about* what you write.

Example: Studying Abroad

- II. *Narrow* to a topic that will be of interest to your audience:

Examples: Advantages and Disadvantages of Being a University Student in the United States

Problems of Living Alone while Studying at a University in the United States

Most Serious Problem of Living Alone while Studying at a University in the United States

- III. List some *details* about your topic.

Examples: Having to clean the apartment
 No one to wake me up in the morning
 Having to shop and cook for myself
 Missing classes because I don't keep a regular schedule
 Spending my money too quickly
 Having to do the laundry
 Loneliness
 Don't get my studying completed—no one to discipline me

- IV. Limit the details to the most important ones you want to communicate.

Example: housework }
 or } choose one → housework
 loneliness }

- V. State the main idea of the paragraph in your *topic sentence*.

Example: Since I began living in an apartment and going to school, my biggest problem has been housework.

VI. The Point Paragraph

Since becoming a student at a university in the United States, the most serious problem of living alone has been my housework.

A. Cleaning the apartment

1. Takes away from my studies
2. Makes the apartment look nice

B. Shopping for food

1. Don't know the English names
2. Spend time asking for help

C. Cooking my food

1. Food uncooked or overcooked
2. Sometimes made incorrectly

D. Doing my laundry

1. Far away—wastes time
2. Instructions are complicated
3. Have to sit with the women

VII. Write the paragraph, using the details you have listed.

Since I began living in an apartment and going to school, my biggest problem has been the housework. Cleaning the apartment is not too bad; although it takes time away from my studies, at least when I finish the apartment looks nice. Shopping for my food is more difficult because I don't know the English names of many foods, and often I have to spend extra time asking for help. Cooking my food is a bigger problem. I have never had to cook before, and usually the results are discouraging. Sometimes the food is burned, sometimes it is not cooked enough, and sometimes I have not measured correctly, so the food tastes terrible. The worst problem is doing my laundry. The laundromat is far from my apartment, and I waste much valuable time. I also have trouble with the complicated instructions, so occasionally I end up with pink socks or a shirt that is too small. Mostly I am embarrassed as I sit in the laundromat with all the women, and so I wait until all my clothes are dirty before I do this horrible task.

Jeong-Shwu Liu
(Taiwan)

EXERCISE

1. Is this paragraph unified?
2. Is it complete?
3. Which sentence is the most general?
4. Which four main points are made in the paragraph?
5. Which sentences give specific detail to support the main points?

Write a paragraph using the process above.

1. Choose a subject you know about.
2. Narrow the subject to a topic you can develop in one paragraph.
3. List some details about the topic that would be of interest to your audience.
4. Limit the details to the most important ones you want to communicate.
5. State the main idea of the paragraph in your topic sentence.
6. List specific details to support the topic sentence.
7. Write the paragraph.

IMPORTANT

Techniques of Support

sent.

The sentences that *support* a topic sentence may do so in a variety of ways. The techniques you use will depend on the topic sentence and on your audience. However, whichever technique of support you use, the information you select must be *specific*. Study the techniques below. Then ask yourself, as you write a paragraph

IMP

1. Which technique would best support my topic sentence?
2. Which technique would best convince my audience that my topic sentence is valid?

Facts

← numbers
statistics
verifiable pieces of info

The following paragraphs are developed by facts: numbers, statistics, and other pieces of information that can easily be verified.

Based on the Recommended Daily Allowances set by the National Food and Nutrition Board, the basic fast-food meal in America provides adequate protein. The meals from McDonald's, Burger Chef, and Wendy's—hamburger, french fries, and milkshake—provide more than two-thirds of the 56 grams of protein recom-

mended per day for an adult male: 38 to 45 grams. However, half of a ten-inch pizza from Pizza Hut was the protein champion. When ordered with cheese, sausage, mushrooms, pepperoni, onions, and green peppers, it provides 72 grams of protein and also contains less fat than any of the other meals. The least amount of protein is in a fish sandwich, fries, and cola meal from Arthur Treacher's Fish and Chips, but its 22 grams are still adequate.

Jay Johnson
(U.S.)

Handwritten: ~~During the ten-year period from 1968 to 1978, the economy of Korea grew by an impressive annual growth rate. This remarkable progress, often referred to as the "Miracle of the Han River," has been achieved despite the country's lack of natural resources and the worldwide oil crisis of 1973-1974. To put it concretely, GNP (Gross National Product) increased by ten times, and per capita income rose from \$100 in the first year to \$1200 last year. Korea's export growth during the same period especially aroused the attention of both developed and developing nations. For example, Korea shipped only \$50 million worth of goods to foreign markets in 1968, but by 1978 the exports increased 300 times to \$15 billion. In fact, Korea is now one of the biggest exporters in the world and the world's top exporter of consumer electronic products, textile garments, plywood, footwear, cement, and ships.~~

JooH Lee
(Korea)

EXERCISE

1. Underline the topic sentences in the paragraphs above and circle the controlling ideas.
2. What are the *facts* given in the paragraphs?
3. Are the paragraphs unified? Are the supporting sentences in each paragraph about the topic sentence?
4. Are the paragraphs complete? Is the information in each of the paragraphs sufficient for the reader to understand the topic sentence and to think that the topic sentence is valid? *correct*
5. Choose one paragraph and make a point outline for it.

Note: Using *facts* to support a topic sentence requires that the writer be certain that the facts are accurate and relevant; using an authoritative source for your facts can make your support more believable to your reader. In the paragraphs above, what authoritative sources are mentioned?

Physical Description

The five senses—sight, hearing, smell, taste, and touch—offer writers a source of detail about the world around them.

1. Sight: shape—round, square, flat
color—red, blue, green
light—bright, dark
2. Sound: quality—clear or muffled, loud or soft
3. Smell: quality—sharp, sweet, clean, fresh
effect—suffocating, intoxicating
4. Taste: quality—bitter, flat, sweet, sour
5. Touch: texture—smooth, rough, sharp, dull
temperature—hot, cold, lukewarm
weight—heavy, light

Writers can also compare one sense with another to communicate impressions to the reader.

1. Sight: The fat lady looked exactly like a beach ball in that multicolored cape.
2. Sound: Sitting in the house trailer, we thought the heavy rain sounded like a thousand ping-pong balls as it fell on the tin roof.
3. Smell: In the humid summer the dirty apartment smelled like a dead goat.
4. Taste: The strange fruit tasted like a sour cucumber.
5. Touch: The kitten licked my hand; her tongue felt like sandpaper.

EXERCISE

Read the paragraphs below. Underline the topic sentence in each paragraph. Circle the words or phrases of physical description.

Once I went hiking with a group from my school to the mountains near Riyadh. Before we started the hike, the sunlight was shining brightly. When we went into the woods it was quite dark like the sun was no longer in the sky. We felt that we were walking in hallways because the trees were so big and tall that they prevented sunlight from coming through. It was absolutely quiet and silent like a sad and grim night. In the distance we heard some birds cackling and some turkeys gobbling as if they didn't want us to be in this place. Also small brooks were bubbling here and there. Although the weather was extremely hot, the water of the brooks was almost too cold to touch. After hiking four miles, we became exceedingly tired. We felt that we had accomplished a great journey.

Shams Othman
(Saudi Arabia)

Whenever I go to my parents' house in Mendoza, Argentina, I remember a lot of pleasant moments of my childhood. A few days before coming to the U.S., I left

my three sons in my parents' house for a visit. When I returned, it was dinner time. I opened the front door and smelled an aroma which transported me to my infancy. My mother was sitting in the dining room feeding my sons with only one dish and one fork while she narrated a story just as she had done with me and my brothers so many years before. I climbed the gray granite stairs to the bedroom I had shared with my youngest brother. From the window I could still see the brook with clear water which descends from the snowy mountains. I could also see the big tree in which I had built a little house for hiding when I needed solitude. The wardrobe that held secret surprises, the mirror with the old photos, the double bed where we had taken shelter on a stormy night: all was like it had been before. I went down the stairs and the children's laughter made me come back to reality. We left the house, and when we were in the curve of the road, I turned round my head to see the house trimmed against the sunset. This was my last view of my parents' house, and even now, at this distance, it is that which unchains my memories.

Ricardo Leiva
(Argentina)

Note: Using *physical description* to support a topic sentence requires that writers be precise in their choice of words. Using precisely the right word to describe or explain a point to your readers is often difficult. Your word choice will affect your readers' responses as well as their understanding. Successful written communication is based on word choice. A general or vague term will often confuse rather than clarify the point. To practice *precision in diction*, and to expand your vocabulary

1. Use a dictionary to check the exact denotation, i.e., the meaning of the word you want to use.
2. Use a *thesaurus* (a dictionary of synonyms) that not only gives the synonyms of words, but also gives information concerning the different *shades* of meaning. Synonyms can have slightly different meanings, meanings that have slightly different *connotations*, i.e., associative meanings.*

EXERCISE

Examine each of the following sets of words. Decide whether the synonyms have a positive or negative connotation. Which words have masculine or feminine connotations? Which words are formal? Which are colloquial?

- A. Intelligent: clever, smart, shrewd, ingenious, knowing
B. Love: admire, cherish, approve, idolize, respect

*For additional work on precision in diction, see the exercises in Chapter 13.

- C. Distasteful: repugnant, repellent, abhorrent, obnoxious
D. Pale: pallid, ashen, wan
-

What connotations (associative responses) do these words hold for you?

- A. red
B. Mary
C. politician
D. New York City
E. capitalist
-

Example

Supporting a topic sentence by the use of examples often makes a general statement understandable on a more concrete level.

How many examples are enough? In the first paragraph below, a single typical example, thoroughly explained, may be sufficient. In the second paragraph, several examples support the topic sentence effectively.

The assumption that children of divorced parents prefer to remain with their mother, and indeed that the mother wants them, may oftentimes be false. For instance, one divorced man exhausted the courts, the lawyers, his finances, and himself while attempting to regain custody of his four children. The mother had been an alcoholic and had shown little interest in the children's welfare even prior to the divorce, yet it was not until the children reached their teens that their custody was reconsidered. The drug and truancy problems of these youngsters were brought to the attention of the juvenile judge, who discovered that they had been unhappy at home for some time. Their love for their mother had long since disappeared, and they asked to be placed with their father, so after seven years the custody error was rectified. Undoubtedly, there are many similar cases which have not been resolved. While the child custody laws seem fair in theory, they are not always fair in practice.

Roberta Scott
(U.S.)

Agrarian reform in Venezuela has had positive and negative effects on agriculture. For example, some farmers have obtained loans from the government which they have invested in their land. Many of these farmers have bought machines to work on their land. They have cultivated the land very fast. Therefore, they have already obtained benefit from their land, and Venezuela has too. But many farmers have not spent the loan money on their land. Instead, they have

bought houses or cars, and the majority have used this money to go to the capital because they want to live there. The result is that many farms are abandoned, and nobody wants to cultivate them.

Morella Andrade
(Venezuela)

EXERCISE

1. Underline the topic sentence in each paragraph above. Circle the controlling ideas.
2. What specific examples are given in each paragraph?
3. Make a point outline for the second paragraph.

Choose one of the topic sentences below and write a paragraph, using examples to develop the idea. Remember to prewrite, to select and list examples before you write, and to have enough examples to support the topic sentence.

1. Dormitory food is limited and dull.
2. My friend occasionally dresses (or acts) very strangely.
3. Writing in English requires different skills than speaking in English.
4. *Select a topic of your choice.*

Personal Experience

Sometimes the most effective way to develop a paragraph is an illustrative story. By telling the reader a brief story of an actual incident that supports the general statement, you strengthen and support the topic sentence. In the paragraphs below, the writers use personal experiences to support their topic sentences.

The reason I don't drink whiskey very often is because I had a bad experience with it. Eight months ago, I went drinking with my friends after a graduation ceremony at my university in Japan. The day was our last day as students. Everyone was aware that we wouldn't be able to meet each other after this day, so everybody was going to enjoy this night drinking liquor. While reminiscing about our university times, I drank considerable whiskey. When I started to go home with some friends, I became aware that I had drunk too much. I don't remember anything about getting home. On the following day, my friends said that I fell from the train platform when I was walking at the edge of it. At just that time, a train was coming to that platform, so my friends tried to help me, but they couldn't help because they were also drunk. I asked why I was living now. Their response was

that the train came to the opposite side of the platform. I swore not to drink too much after I heard this story.

Hiro Yabuki
(Japan)

Why don't I like plays? When I was only 12 years old there was a play shown about the Algerian revolution during French Colonialism. That was a time in my country's history when the French stayed in Algeria for 130 years. The play was written about a true story and was written by a French reporter who lived with the French army in Algeria. The play was about what the French did with the Algerian people until the liberation. In the middle of the play, we saw two French soldiers coming out of a tavern. They went into the street, really drunk. Suddenly, they met an Algerian woman who was pregnant. One of them said, "I bet she has a baby boy." The other said, "No, I swear it is a girl." Then, after an argument, they bet some francs and followed the woman. They caught her, and one of them took a dagger and pushed it into her belly. How cruel it was! I really could not stand the sight, and went out of the theatre, swearing not to see any more plays in my life.

Exploratory →

Revised/Marked
[Handwritten scribbles]

principles →

Note: When using personal experience, writers must decide how much detail is necessary. Analyzing the unity is often the key. Only those details that relate directly to the topic sentence are essential. In the paragraph above, for example, what the writer wore to the play, who else attended the play, or who the actors were would not be necessary to support the topic sentence.

IMP. →

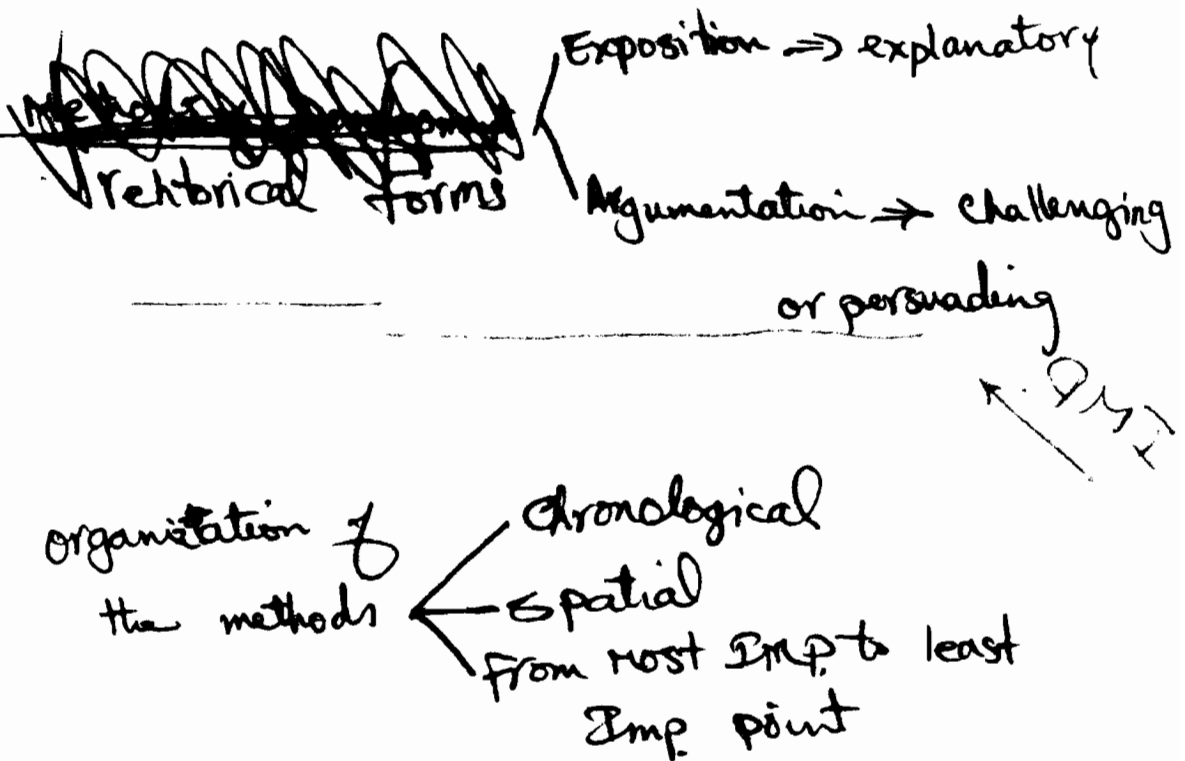
EXERCISE

[Handwritten scribbles]

1. In each of these paragraphs, does the personal experience support the main idea of the paragraph?
2. Are there any details that do not relate directly to the main idea? Could any information be removed from either paragraph without disturbing the support for the main idea?

Choose a subject, narrow it to a topic, and write a paragraph using personal experience to support your topic sentence. Make a list of details you might use in the paragraph, and select only the details that relate directly to the topic sentence.

Note: Often a topic sentence is supported by more than one technique of support. A writer may use both facts and examples, or both personal experience and physical description. The writer must decide which techniques of support will most effectively demonstrate (show) what the topic sentence asserts (tells). A paragraph *must* have at least one technique of support; it *may* have as many as four.



Methods of Development

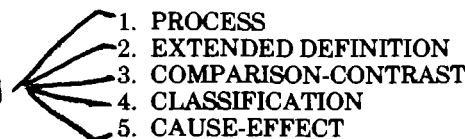
of grad =

The next step in writing a complete and unified paragraph is to select a method of development. In university writing, two rhetorical forms predominate:

1. Exposition: writing that EXPLAINS
2. Argumentation: writing that PERSUADES

You will be writing first paragraphs and then essays that are expository; later in the course you will write argumentative essays.

Each of these two rhetorical forms can be organized chronologically, spatially, or from most important to least important point. Each of them can be supported by the techniques already discussed: *facts, physical description, example, or personal experience*. Each can be developed by the following methods:

- Methods
- 
1. PROCESS
 2. EXTENDED DEFINITION
 3. COMPARISON-CONTRAST
 4. CLASSIFICATION
 5. CAUSE-EFFECT

} Each of these methods of development is a form of ANALYSIS: a method of taking an idea apart and examining it carefully.

When you write a paragraph, you must make several decisions:

1. What should I write about?
2. Who is my audience?
3. What specific details should I use for this audience?
4. What should my topic sentence say?
5. Should my paragraph be organized chronologically, spatially, or from most important to least important?
6. What techniques of support would best prove that my topic sentence is valid?
7. What method of development would best present my ideas to my audience?
8. If you are writing an argumentative essay, you must also ask whether or not your supporting details are valid and strong enough to persuade your readers.

Study the discussions of the methods of development on the following pages. Like the techniques of support discussed earlier, these methods of development will be used in writing essays and research papers.

EXERCISE

Write five separate expository paragraphs on the topic of escape. In each paragraph, use a different method of development. For each paragraph:

1. Underline the topic sentence and circle the controlling ideas.
2. Label the method of development used.
3. List the techniques of support.

Process = how to

PROCESS: A form of analysis in which the way to do something is taken apart and examined: a "how-to" paragraph.

Topics range from the scientific laboratory report (how we did this experiment) to a recipe for baking bread (how I bake bread) to such humorous titles as "How to Kill a Vampire" or "How to Fall Off a Ski Lift."

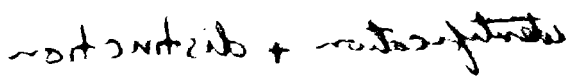
Usually a process paragraph is chronological in organization: first step, second step, third step, and so forth. As a result, the reader will be able to clearly follow the process being described. Precision in diction is necessary for a successful process paragraph; so is logical progression from one step to another.

Read the process paragraphs below and then do the exercises that follow them.

HOW I PREPARE FOR A CANOE TRIP

It is not only the canoe trip itself which pleases me; I also like the preparation for the canoe trip. First, I enjoy shopping for the food. When I go away for the whole weekend, I buy quite a lot of fresh groceries instead of canned ones because I like cooking in a real sense. I buy dairy goods, eggs, meat, vegetables, and potatoes.

Next, I enjoy packing the tent, which I usually set up to dry and air during the week previous to the excursion. Although I have gone through this particular routine many, many times, the simple taking down, folding, and packing of the equipment always fills me with hopes and expectations. Finally, checking the marine chart, which I generally do the night before I leave, thrills me. Looking over the chart for alternative water roads and camping places almost enables me to make the trip in my mind ahead of time. The chart shows the archipelago outside Stockholm, a vast area with thousands of small islands and straits. It really takes some planning to choose a route for a weekend trip. Despite the fact that I have paddled in this Baltic archipelago for many years, I have so far succeeded in selecting different routes each time.



Tommy Hansen
(Sweden)

BECOMING AN ACUPUNCTURIST

A very rigid system of examinations, which consists of two parts, is used to accredit acupuncturists in China. The first part is a day-long oral scrutiny of a student's knowledge by his professors. Each student is questioned on his familiarity with the principles of acupuncture, diagnostic techniques, and the classic texts. The professors require near-perfection in the answers. A single error often means failure. On the second day, if the student passes the oral examination, he demonstrates his ability with the needles of acupuncture on a life-sized wooden statue of a man which is covered with wax and filled with water. Tiny holes have been drilled through the wood at approximately 165 acupuncture points on the body. There are no markings on the figure and the holes are invisible under the wax. The examiner poses a situation to the student. The student then names a point on the body for the treatment of a specific situation. If it is the correct location, he is asked to demonstrate how to insert the needles. The student chooses the right kind of needle and pushes it through the wax, using the proper technique. If he is right, water streams from the hole. If he is wrong, he never becomes an acupuncturist.

Kelly Cobb
(U.S.)

EXERCISE

1. Is the chronological organization in each paragraph clear?
2. Are the specific details in each paragraph helpful in following the process that is examined?
3. What techniques of support are used in each of the paragraphs? Would the use of another technique be more interesting for the reader?

4. Is every step of each process clear for the reader? Does a step need to be added in either of the paragraphs? Does a step need to be left out because it is too obvious or because it is irrelevant?
 5. Choose a topic that interests you. Following the process for writing paragraphs, construct a paragraph that explains to your audience how to do something. Be careful to organize clearly and to use adequate detail to explain the process.
-

Extended Definition

identification + distinction

EXTENDED DEFINITION: A method of analysis in which the subject is identified within a general class and then is distinguished from all other members of that class. If the definition is effective, the reader will understand the meaning of the word.

FORMAL DEFINITION: Term = genus + differentiae

term: triangle

class: a plane figure

distinguishing terms: with three sides

A triangle is a plane figure with three sides.

Examples of simple formal definitions:

1. *Widow:* A human female whose husband has died
2. *Pencil:* A writing instrument made of a circular barrel surrounding a single shaft of graphite
3. *Cadillac:* The most expensive, most luxurious car manufactured by General Motors

EXERCISE

1. Identify the term, the class, and the distinguishing terms in the definitions above.
 2. Is each of the definitions complete? Does each have sufficient distinguishing terms to complete the definition? What other limiting terms would you add to make the definitions more complete?
-

Choose two words from each column below. Write a formal definition for each.

Concrete

Abstract

A. apple

A. democracy

B. cow

B. knowledge

- | | |
|---------------|-------------|
| C. typewriter | C. maturity |
| D. dictionary | D. courtesy |
| E. eye | E. love |
-

Note: The more *abstract* a word is, the more difficult it is to define in a single sentence. Generally a more abstract word needs an *extended definition*, in which techniques of support (facts, examples, physical detail, and personal experience) are used to further explain the word.

Read the following paragraphs. Notice that in each case an abstract word is defined by the use of techniques of support.

THE HYDROLOGIC CYCLE

The hydrologic cycle is complex; it consists of the paths through which water in nature circulates, and it has no beginning or end. Water evaporates from the ocean and the land, and it becomes a part of the atmosphere. Then the evaporated moisture is carried in the atmosphere until it finally precipitates to the earth in the form of rain or snow. The precipitated water is intercepted or transpired by plants, or it is infiltrated into the ground. Much of the intercepted and transpired water and the surface runoff returns to the air through evaporation. However, some of the infiltrated water may percolate to the deeper zones to be stored as groundwater which eventually flows out into streams as runoff. Finally, this water evaporates into the atmosphere and the hydrologic cycle continues.

Jacinto Rivera
(Ecuador)

KACHINA DOLLS

A kachina doll is a small, carved, wooden, humanlike representation of the supernatural beings worshiped by the Hopi Indians. Kachinas are not gods: as their name denotes, *ka* for respect and *china* for spirit, they are respected spirits of the dead, of mineral, plant, bird, animal, and human entities. Kachinas are not gods, but rather they are intermediaries or messengers to the gods. In the polytheistic Hopi society, all plants and animals, as well as some inanimate things, have spirits which the Hopi visualize in human form. When a Hopi goes to gather yucca

roots to use as shampoo, he prays to the spirit of the first plant he finds and passes it by, gathering the second one. When he goes hunting, he prays to the spirit of the game and apologizes for having to take its life. Thus the spirits of men, animals, and plants are the kachinas most often carved into kachina dolls.

LaDean McConahay
(U.S.)

EXERCISE

1. Underline the topic sentence in each paragraph and circle the controlling ideas.
2. What techniques of support are used in each paragraph to explain the topic sentence more completely?
3. Choose one paragraph and write a point outline for it.
4. Are the paragraphs above organized chronologically, spatially, or from most important to least important point?

Write a paragraph of extended definition using one of the following abstract words. Label in the margin the techniques of support you used to completely explain your topic sentence.

- A. prejudice
- B. diplomacy
- C. normal
- D. patience

Comparison-Contrast

COMPARISON-CONTRAST: A method of development that will essentially compare (show likeness) or contrast (show difference). The purpose of comparison is to show how persons, places, and things that are usually considered very different are alike in some ways. The opposite is true of contrast: the paragraph is written to show how persons, places, and things that are often considered very much alike are different in some ways.

Note: The word *comparison* is sometimes used to mean both comparison and contrast. Check with the instructor who is giving the assignment to be certain.

General ways of organizing a comparison-contrast paragraph:

Parallel form → A.

Discuss first one subject, then the other:

1. All of subject A, point by point
2. All of subject B, point by point, so that it parallels the points about A

} parallel paragraph structure will help strengthen and maintain unity

Point vs. Point B.

Discuss one part of both subjects, then another part of both subjects:

1. Part one of subjects A and B
2. Part two of subjects A and B

} parallelism in paragraph structure must be strong to have a unified paragraph

Special concerns of comparison-contrast paragraphs

- A. Be clear and distinct in your own mind about the *purpose* for which the comparison-contrast is being done. Are you trying to explain, clarify, or persuade?
- B. Establish the basis upon which two things are compared-contrasted before proceeding to make your point. For example
 1. One is preferable to the other.
 2. What happened in one case may happen in another.
 3. While both are different, both are acceptable (such as customs or solutions to the problem).

Read the comparison-contrast below and then do the exercises that follow.

For Ex. an
↓

Comparison

Raising houseplants involves nearly as much care and knowledge as raising children. Both plants and children are sensitive to their environments. For example, a plant will grow faster and be much healthier if it is raised in an environment of tender, loving care. The same is true for a child, who will be happier and healthier if his parents love and nurture him. Similarly, proper care of houseplants requires a basic knowledge of plants on the part of the owner. He must know, for example, which of his plants need direct sunlight and which need to be kept in shady places, and how much water each plant requires for the best growth and appearance. Parents, too, must have a basic knowledge of their children's needs in order to provide what is necessary for the best physical and mental development. Finally, the owner of houseplants must be willing to provide the best possible care for his plants. A child needs time and energy from his parents, too, to play with him, to talk to him, and to care for him. Generally speaking, happy, healthy plants and children are the result of extra time, knowledge, and energy.

Arden Boyer-Stephens
(U.S.)

Comparison and Contrast

When I read the story "The Country of the Blind," I realized that Nuñez was not the only person who encountered a problem by coming to a new world. As a

foreign student here in your country, I had the same problem. We both had a similar lack of communication. As the story says, Nuñez felt weird and sort of left out of their society. When I first came here, I felt kind of funny and weird too, except that it was even worse because of the language problem. The problems both Nuñez and I had were both concerned with the rules of our new society. As it says in the story, the people had their own tribal rules and customs. At first Nuñez thought he could be king in the Country of the Blind. In somewhat the same way, many of my countrymen thought they could be kings; after all, to be a king does not necessarily mean to live in glory. It could also mean to live in comfort without needing anyone. On the other hand, Nuñez came accidentally to the Country of the Blind, while I chose to come here. Nuñez entered the Country of the Blind without any knowledge of the people, and he made many mistakes. I have not had as difficult a time because I had more information about the U.S. Because of this difference, Nuñez found his illusion impossible after living there for a while. However, even though I rarely feel comfortable in the U. S., I am enjoying my life in a strange society.

Keyvan Karbassiyoon
(Iran)

Contrast

Unlike the United States farmer, who harvests rice by using machines, Indonesian farmers use human power. Generally American farmers use ploughs, combines, and harvesters to get their grain from field to market. Men drive the expensive machines which pick, separate, and bind the grain. These men are paid good salaries for their work. In contrast, most Indonesian harvesters are women. Their equipment consists of a single tool called "anai-anai," a small blade attached to a bamboo stick. The women cut the stems of the rice handful by handful and put the bundles into a basket which they carry on their backs. As soon as the basket is full, the harvester goes to the owner. The wages depend on how many bundles they cut, but normally they get one bundle of every eight.

Endah Frey
(Indonesia)

EXERCISE

1. Underline the topic sentence in each paragraph and circle the controlling ideas.
2. What techniques of support are used to support each topic sentence?
3. What form of organization does each paragraph have? Is the organization all of subject A, then all of subject B, or is the organization part of subjects A and B, then another part of subjects A and B?

4. Choose one of the subjects below, or choose your own topic, and write a paragraph using the following process:
 - A. Narrow the subject to a topic.
 - B. Make two lists, one of comparison, one of contrast.
 - C. Decide which list would be the most interesting material for the audience.
 - D. Organize the material in one of the two ways discussed above.
 - E. Write a topic sentence that indicates the reason for writing the paragraph.
 - F. Write either a comparison or a contrast paragraph.
 - G. Label in the margin the techniques of support you used in the paragraph.

Subjects

sports	ways of walking
types of food	kinds of weather
jobs	buildings

Classification

CLASSIFICATION: A method of analysis that divides persons, places, things, and ideas into groups according to a common basis: "kinds of _____."


A single subject ("college students") can be classified in various ways, according to various ruling principles:

College Students

according to class standing	{	freshman sophomore junior senior		according to major fields	{	engineering agriculture chemistry sociology
according to religion	{	Protestant Catholic Muslim Jewish				

In university writing you will most often be asked to classify scientific topics, such as chemical elements, insects, or historical causes of war. The same rules for classification apply in these cases.

A successful classification occurs when

- 
1. The classes are arranged according to a logical method.
 2. The classes are relatively complete.
 3. The classes do not overlap.
 4. The classes have a ruling principle: "according to."

EXERCISE

Choose two of the subjects below and classify examples of these subjects. Narrow the subjects to topics that would be suitable for discussion in a paragraph. Follow the formula above: according to _____, _____ fall into three, four, or five categories: _____, _____, _____.

automobiles
pilots
music

food
television
communication

Read the paragraphs below. Notice the techniques of support—use of examples in the first paragraph, and facts and physical description in the second paragraph—that are used to *explain* the classes.

Since I began to study English, I have noticed three persistent errors in my speech; I think these errors are also the most common mistakes made by Spanish-speaking students. The first is that I speak sentences which are similar to Spanish. For instance, I will say, "I have bought *a blouse nice*" instead of *a nice blouse*. Another mistake is that I often translate directly from Spanish, forgetting the characteristic idiomatic expressions in English like "getting along with." Some vocabulary words can't be translated literally: "silverware," for example, is a common name in English for eating utensils which aren't necessarily made of silver. My final mistake in spoken English is the grammatical problem of verb endings: I will often say "She *do* the shopping" instead of *does* or "It is possible *solve* your problems" instead of *to solve*. If I can correct these three problems in my English, I think Americans will be able to understand me much better.

Esther Gencel
(Peru)

The men who do the advertising for McDonald's hamburgers know that a good newspaper ad consists of four basic elements. The first is the "headline," McDONALD'S, written in bold letters to attract the readers. The second element, the "copy," follows the headline; this written explanation stresses how good McDonald's hamburgers are and gives good reasons why the reader should buy that product. The third element is the illustration, a tantalizing picture of a delicious hamburger, which is a powerful selling tool. The last element in an effective newspaper advertisement is the "logotype"; for McDonald's, this is the large yellow arch which is the trademark of the company. If all four elements are

present in a newspaper, the reader will most likely be influenced to buy the product.

Camille Moore
(U.S.)

EXERCISE

1. In each of the paragraphs above, identify the subject that is being classified: kind of _____.
2. What is the ruling principle ("according to _____") in each paragraph?
3. What details are memorable?
4. Choose one of the subjects you classified from the previous exercise and write a paragraph explaining the classes. Be sure to include a ruling principle and specific details that will be of interest to your audience.

Cause-Effect → A why paragraph

CAUSE-EFFECT: Why things are as they are, or why something happened. A cause-effect paragraph is developed by inductive reasoning:

1. Observation of specific facts
2. Generalization drawn from the facts
3. The result: a statement of *probable* truth

To successfully reason inductively

1. Facts must be *accurate*; if they are false, the conclusion will be unreliable.
2. Facts must be *complete*; if they are selective, the conclusion will be unreliable.
3. Facts must be *relevant*; if they are irrelevant, the conclusion will be unreliable.
4. Facts must be *unbiased*; if they are slanted, the conclusion will be unreliable.

Kinds of causes

1. **Immediate:** Causes the writer encounters first
2. **Remote:** Causes that took place before the immediate cause
3. **Ultimate:** Underlying causes

Avoid the following common faults when writing a cause-effect paper:

1. The *post hoc* fallacy: Time is the only link between cause and effect

Example: *A black cat ran across in front of my car, and I immediately had a flat tire: such bad luck!*

Make certain that the cause-effect relationship is not merely one of time. For example, a black cat crossing the road may or may not have caused the flat tire on your car a few minutes later.

2. Oversimplifying: Ask yourself, "Is this the *only* cause?"

Example: *Studying English gave me a nervous breakdown.*

Consider *all* possibly relevant factors before attributing causes. Perhaps studying English did result in a nervous breakdown, but other causes may also have been ill health, trouble at home, or a love affair.

3. Lack of support: Offer evidence

Example: *To reduce crime in the U.S., capital punishment should be part of the judicial system.*

If explaining that capital punishment deters crime, do not expect the reader to take your word for it. Give before-and-after statistics or the testimony of reliable authorities.

4. Dogmatism

Example: *All guns should be banned.*

Reasonable thinking should be presented in reasonable, not absolute, language; guard against words like *all*, *every*, *never*, *undoubtedly*, *certainly*, *definitely*, and *absolutely* because inductive reasoning results in *probable*, not absolute, truth.

In more complex explanations of cause-effect, an effect can sometimes become a cause. For example, a fire may have been caused by a match being lit in a house where there was a gas leak. The gas leak may have resulted from a

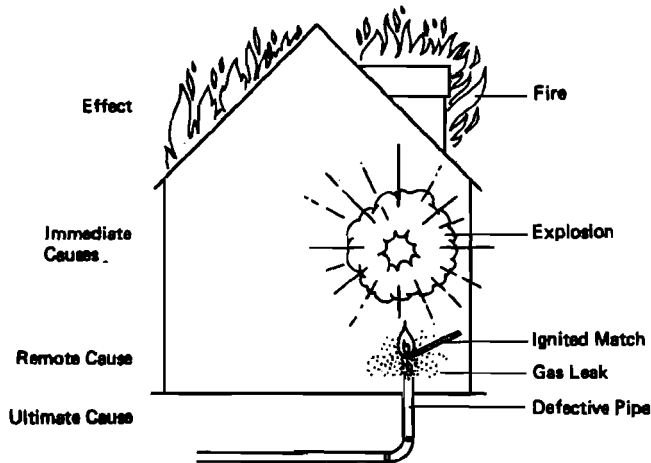


FIG. 4-1

defective gas pipe, which in turn was installed incorrectly several years ago. Thus cause and effect form a chain of events. (See Figure 4-1.)

Forms of the cause-effect paragraph:

1. Begin with the presentation of the *effect* (house burning).
2. Gather the facts that lead to that effect (explosion, gas, leak in gas pipe, hole in gas pipe).
3. Conclude with what has caused the effect: immediate, remote, or ultimate causes.

or

1. Begin with a statement of a cause.
2. Discuss the effects that logically result from that cause.
3. Conclude with a statement of the direct relationship between cause and effect.

Read the paragraphs below and then answer the questions that follow.

There are many reasons why I have been unhappy since I have come to the U. S. First, the weather in the winter is so cold, and I am frequently sick during that season. Also, because I don't own a car, transportation is very difficult. In order to go to the market or the doctor, I must take a taxi or call a friend. Another reason I am not happy is that I am very lonely. I miss my family terribly, and my English is not good enough to make American friends. The most important problem I have is that my government has not sent money to me from my country. Although I think that the money will come soon, I am still very worried. Consequently, I am very unhappy.

Zhilla Djankook
(Iran)

Be careful when buying canned food; if the container is in poor condition, the food may be very dangerous to eat. Contaminated canned food can cause serious illness; in fact, *botulinic bacterium*, one of many bacteria present in contaminated food, releases a fatal toxin which produces death by suffocation. There are two causes by which canned food can be infected. First, the containers may have been insufficiently coated with tin, so oxidation occurs and the can swells. Second, and more dangerous, the product itself may have been incompletely sterilized; therefore, many bacteria remain and multiply, swelling the can and making the food toxic. To avoid eating contaminated food, never buy containers which are inflated; as an additional precaution, boil any canned food product for several minutes in order to kill deadly bacteria which might be present.

Maria Bertram
(Argentina)

When a person is very sick, sometimes a hospital is the worst place for him. Hospitals are not really very clean, so pathogenic organisms can quickly spread throughout the building, and they can actually kill patients. Another serious problem is the extensive use of pain killers and other drugs, as well as X-rays, which seem to be more for the convenience and protection of hospital employees than for the patients. Possibly less serious is the fact that hospital food is not very nutritious; it is usually poorly balanced, contains unnecessary preservatives and dyes, and tastes terrible. Finally, a hospital is a depressing place; without good spirits, it is difficult for a sick person to get well. For all these reasons, a sick person might benefit from staying home and taking care of himself.

Dian Crimmings
(U.S.)

EXERCISE

1. Underline each of the effects in the paragraphs above.
2. Are the causes for each effect clear? What improvements could you make in one of the paragraphs?
3. Is each paragraph complete?
4. Which techniques of support are used in each paragraph?
5. What is the basic organization in each paragraph: chronological, spatial, or most important to least important point?

Choose one of the topics below (or choose a cause-effect topic of your own) and write a paragraph.

Causes of

1. headaches
2. automobile accidents
3. increased drug usage
4. the success (or failure) of a sports team
5. the success (or failure) of a television show

Effects of

- women working outside the home
- student fatigue
- multiple-choice exams
- American food on foreign students
- studying for the TOEFL exam

Read the paragraphs written by a classmate this week. Answer the following questions about those paragraphs.

1. Did each paragraph have a topic sentence that clearly introduced the topic? Was the topic sentence a statement of opinion or a statement of intent?
2. What method of development was used in each paragraph?

- 3. What techniques of support were used in each paragraph?**
 - 4. Can you identify the basic form of organization used in one or more of the paragraphs?**
 - 5. Which paragraph was the most interesting or valuable for you? Why?**
-

Introduction to the Expository Essay

Now that you have the skills necessary for writing a complete, unified paragraph, you will be able to expand your writing to the essay. An essay is a series of paragraphs about one subject (see the schematic representation in Figure 5-1). The essay has



Introduction: begins with a general statement, then narrows to the point, i.e., the thesis.



Body: blocks of organized prose which explain, define, clarify, and illustrate the points made in the thesis.



Conclusion: proceeds from a point to a general statement, all of which "echo" the rest of the essay.

FIG. 5-1 Diagram of an Essay

1. **A beginning:** Called the introduction, this paragraph is the first in the essay.
2. **A thesis sentence:** Generally located at the end of the introduction, this sentence is the most general, most important sentence in the essay. It contains controlling ideas that limit and direct the rest of the essay.
3. **A middle:** Called the body of the essay, these paragraphs explain, define, clarify, and illustrate the thesis sentence. Each body paragraph consists of a topic sentence and several supporting sentences. The number of body paragraphs depends on the length and complexity of the assignment.
4. **An end:** Called the conclusion, this paragraph completes the essay.

Note: American university writing is essentially linear, that is, the thought moves in a straight line from beginning to end with no embellishments or circuitousness.

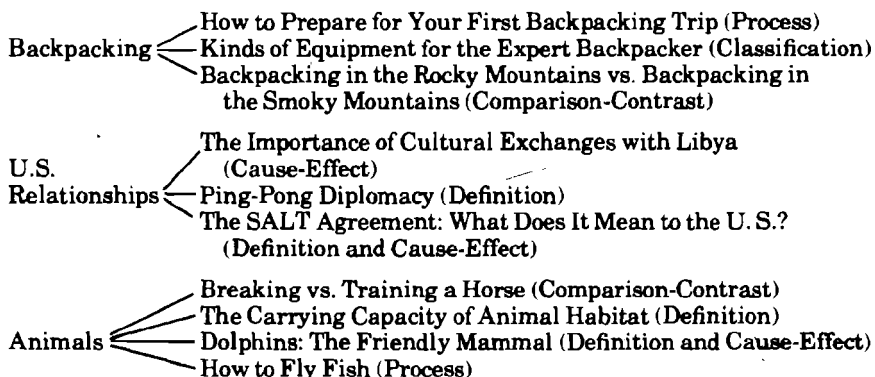
Selection of Topic

Choosing a topic for an essay is similar to choosing a topic to write a paragraph. The same rules apply:

1. Write about what you know.
2. Select a topic that will be of interest to your audience.

Some topics are too broad to be covered in a single essay, such as *backpacking*, *U. S. relationships with the rest of the world*, or *animals*. These topics need to be narrowed. As you narrow the topic, decide what methods of development you could use to present this topic to your audience. Several methods of development are possible for each topic.

Note: Often the selection of a topic will function as a title for your essay.



Abstract and Concrete Topics

The more *abstract* your topic is, the more difficult it is to support, and the more difficult it is to keep your audience's interest. For that reason, abstract topics are usually not as successful as *concrete* topics.

Examples of abstract topics that are difficult to support include:

1. Patriotism: The Greatest Virtue (Definition and Cause-Effect)
2. How to Judge Bad Art (Process)
3. Relationships: Love and Hate (Definition? Classification?)

Examples of concrete topics that are often more successful include:

1. Four Types of Waitresses (Classification)
2. How to Install a Roof Vent in a Van (Process)
3. Getting Married vs. Staying Single (Comparison-Contrast)
4. Should the Olympics Be Reorganized? (Cause-Effect)

EXERCISE

Choose four of the subjects below. Narrow each to a topic. Then decide what the principal methods of development would be for each topic.

elementary school art
air pollution
exercise
neighbors
pet owners

pinball machines
tape decks
dancing
traffic
forest fires

Title of the Essay

The purpose of the title is

1. To attract the reader
2. To give the reader an idea of what the essay is about
3. To provide focus for the essay

Titles should be clear, concise, and precise. The title is a *phrase*, not a sentence, and all extra words should be excluded. Other rules for titles include

1. Use no quotation marks
2. Center on the top of the first page
3. Either capitalize *all* the letters in the title or capitalize the first letter of all the important words (small words like "in" and "a" need not be capitalized)

Examples:

THE KORAN AS A BASIS OF LIFE
THE ENERGY CRISIS

(all capitals)

King of the Center Court
Social Problems in Egypt's Rural Areas

(each major word capitalized)

Organizing a Topic

1. The body paragraphs in an essay can all be organized according to a single *method of development*, or the body paragraphs can be developed using two or more separate methods.
2. Each of these methods of development will be supported with one or more *supporting techniques*: facts, examples, physical details, or personal experience.
3. In deciding what methods of development and supporting techniques to use, keep in mind
 - A. The material you have to present
 - B. The intended audience

Prewriting

Once you have decided on a topic for your essay, asking yourself questions often helps to plan the ideas and the structure of the essay. Questions to ask to gain information about a topic include

- WHO: am I writing about? A person, a group of people?
- WHAT: am I writing about? An event, problem, belief, process, or comparison?
- WHEN: am I writing about? A contemporary person, event, or situation? The past? The future?
- WHY: am I writing about a person, place, event, problem, or belief? Why did the event occur? Why did the problem arise?
- WHERE: are the people? Where did the event take place? Where does the problem exist?
- HOW: is the person involved? How did the event or situation begin? What are the results? What will be the results? Can the results be changed? Do I want them changed?

As you begin to plan your essay, you may begin with a general subject and then narrow to more specific details, or you may begin with a single idea and broaden it into a thesis statement (see the two diagrams in Figure 5-2).

Another form of prewriting is *brainstorming*: the process of writing as many thoughts as you have as quickly as you can. In this process, there is no formal organization. Only after you have finished brainstorming will you go

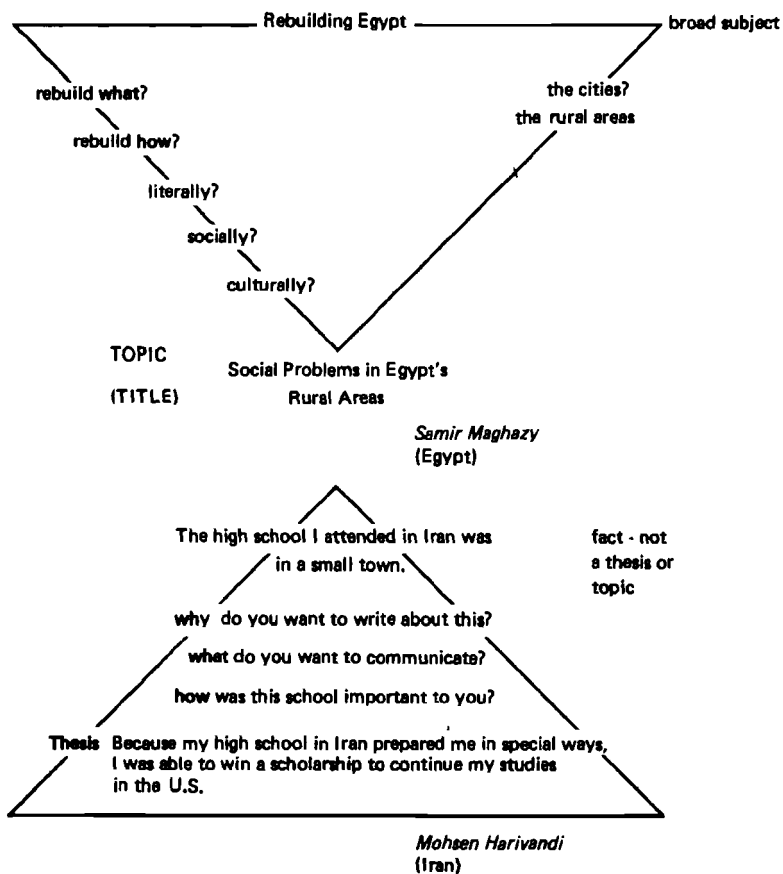


FIG. 5-2

back and *select* and *organize* the material. Brainstorming can be a functional part of essay writing both because it permits you to see immediately how much you do know about a topic (and how much you *don't* know), and because it allows you to organize, on paper, the material you have.

Example:

- Topic:** The Great Pyramid of Cheops
- Formal Definition:** Largest of three great pyramids at Giza, Egypt, 482 feet high and a base area of 13 acres built for King Cheops—world's largest stone structure
- Pyramid:** A solid structure that stands on either two triangular, square, or polygonal bases, and has triangular sides.
- Great (synonyms):** Large, considerable, bulky, huge, titanic, ample, vast, immense, enormous, extreme, towering, stupendous, prodigious

Notes: Man-made mountain; main chamber incorporates Pythagorean theorem; designed on the basis of hermetic geometry; can be used to measure length of a year; can be used as a survey instrument.

EXERCISE

Choose a topic that interests you, perhaps a topic you wrote a paragraph about earlier in the course. On a sheet of paper, use the chosen topic as the title. On the rest of the page, make notes for a possible essay.

1. What questions must (might) you answer about your topic?
2. What information do you already have about your topic?
3. What additional information will you need to complete your essay?

Note: This prewriting exercise can take several forms: notes, brainstorming, questions and answers. Experiment with different forms of prewriting to see which is the most efficient for you.

The Thesis Statement

Each essay you will write will contain a *thesis*. This statement is generally one sentence that proclaims the aim or purpose of the essay.

1. The thesis should be the strongest, clearest statement in the essay; it should contain no ambiguities or vague terms.
2. The thesis should come at the beginning of the essay, usually at the end of the introductory paragraph.
3. The thesis sentence must *not* be a simple statement of fact that requires no elaboration. A simple statement of fact has no possibilities for development.

Example: *Mrs. Brown, my neighbor, has four cats and three dogs.* > (not a thesis)

4. The thesis must *not* be expressed as a question, for a question contains no attitude or opinion. The *answer* to the question is the thesis statement.
5. The thesis will contain *controlling ideas* that will be used in the topic sentences of the body paragraphs of the essay.

Example: A successful soccer coach has four qualities. > (controlling ideas circled)

6. The thesis may contain an opinion or a judgment that can be explained, clarified, and illustrated in the body paragraphs of the essay.

Example: *My neighbor, Mrs. Brown, owns four cats; these animals present a serious health hazard in our neighborhood.*

> (statement of opinion)

7. The thesis in an expository essay might be written as a statement of intent if the statement indicates that the essay that follows will explain that statement.

Example: *This essay will show how corn is planted and why this method of planting is successful.*

> (statement of intent)

Often the thesis statement begins with a generalized emotional judgment and progresses to a reasonable, specific opinion that can be supported. A successful thesis results from *selection, qualification, and specificity*.

For example, if you were assigned to write a 500-word expository essay—an essay that *explained* something—you might choose the Koran as your subject. In order to reach a valid thesis for the essay, you might go through the following process:

- compare the sentences
1. *The Koran is wonderful.* (The controlling idea is simply a judgment, and cannot be supported.)
 2. *The Koran is the perfect book for everyone.* (Still too much generalization and judgment.)
 3. *The Koran is one of the best religious books in the world.* (Somewhat qualified, but still too general: *best* and *worst* are hard words to support.)
 4. *The Koran is one of the most important religious books in the world.* (Better: more qualified, more objective in language, but an additional controlling idea would direct the essay more clearly.)

The Koran is one of the most important religious books in the world; it is the basis for the life-style of millions of people. (Reasonable, specific opinion that can be supported in an essay.)

> (controlling ideas circled)

Below are student samples of thesis statements, followed by the theoretical organization for the remainder of each essay. Circle the controlling ideas in each thesis statement. Can you see how each of these essays could be developed? Would you use different methods of development? Would your techniques of support differ?

In El Salvador, uneven distribution of wealth, overpopulation, and political corruption are the major problems.

Basic organization:	spatial
Methods of development:	definition, cause-effect
Techniques of support:	facts, examples

Alfredo Chorro
(El Salvador)

The reasons I came to the U. S. to study soil science were to educate myself and then to return to Libya to apply my education.

Basic organization: spatial
 Methods of development: classification, cause-effect
 Techniques of support: personal experience, examples

Mohammed Yacob
 (Libya)

Michelangelo's three famous sculptures—the Pieta, David, and Moses—demonstrate his artistic genius throughout his life.

Basic organization: chronological
 Methods of development: extended definition
 Techniques: physical description, examples

Sergio des los Santos
 (Mexico)

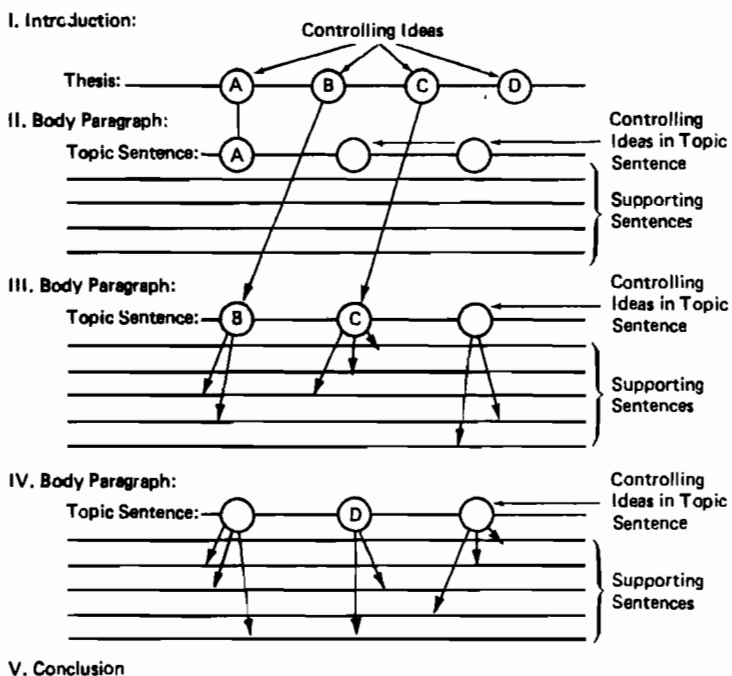


FIG. 5-3 Diagram of Paragraph Relationships within an Essay

Note: Each topic sentence relates to and deals with one or more of the controlling ideas in the thesis. Each set of supporting sentences that follows a topic

... sentence relates directly to that topic sentence. In this way, the essay will be as unified, and as complete, as the paragraphs you wrote during the first part of the course.

The following is a student sample of paragraph relationships.

Introduction

Thesis: The greatest sculpture works of Michelangelo—the *Pieta*, *David*, and *Moses*—demonstrate his lifelong artistic genius.

Controlling Ideas:

- A. sculptures of Michelangelo
- B. *Pieta*
- C. *David*
- D. *Moses*
- E. lifelong artistic genius

Body Paragraph

Topic Sentence: The *Pieta* demonstrates Michelangelo's early artistic genius.

Body Paragraph:

Topic Sentence: Michelangelo's sculpture of *David* demonstrates his genius in middle life.

Body Paragraph

Topic Sentence: Finally, the statue of *Moses* makes clear that Michelangelo's creative energies were still significant even in old age.

Conclusion

Sergio des los Santos
(Mexico)



Six

Organizing the Essay

Essay Outlining

An outline is a method of organizing material that shows the order of the topics in your essay. An outline makes the writing of your essay easier because it allows you to focus on one stage of the essay at a time. The paragraphs of the essay are indicated by Roman numerals, and the supporting material is listed sequentially beneath each Roman numeral in subheadings. The outline allows the writer to see relationships between thoughts, to identify lesser (subordinate) items, to emphasize more important information, and to visualize the progression of ideas in a logical manner.

The conventional structure of the outline is

Roman numerals designate the main ideas, that is, the paragraphs in the essay. (I, II, III, IV, V)

Capital letters indicate major subdivisions in each paragraph. (A, B, C, D)

Arabic numerals show further subdivision. (1, 2, 3, 4)

Rules concerning outlining

1. Never an A without a B
2. Never a 1 without a 2

Note: An idea is not divided unless there are at least two parts, so logically there must be two subheads in any division.

Usually an essay outline consists of words and phrases; sometimes it consists of complete sentences. While writing your outline for an essay, try to keep the words and phrases *parallel*.

- I. *Opportunities for employment*
 - A. *Working in industry*
 1. *Blue-collar jobs*
 2. *White-collar jobs*
 - B. *Providing personal services*
- II. *Problems in employment*

Making a paragraph outline for an essay involves

1. Deciding on a topic
2. Making notes about that topic according to
 - A. The amount of information you have
 - B. Your intended audience
3. Deciding on the thesis and the topic sentences of the paragraphs

Below is an outline that states the thesis sentence and the topic sentence in each body paragraph.

I. **Thesis:** Rural areas in Egypt have three serious problems: poverty, lack of education, and poor medical care.

Basic organization: spatial
Method of development: classification

II. **Topic Sentence:** Poverty is the overriding factor in Egypt's rural areas.

Method of development: extended definition
Techniques of support: facts, examples

III. **Topic Sentence:** As a result of this poverty, the people in the rural areas are rarely educated; almost no one goes to school past the age of twelve.

Method of development: cause-effect
Techniques of support: facts, examples

IV. **Topic Sentence:** Because the people are so poor and so poorly educated, medical care, even when it is available, is unused.

Method of development: cause-effect
Techniques of support: facts, examples

V. Conclusion

Samir Maghazy
(Egypt)

For the essay on the Koran, the paragraph outline might simply state the ideas to be considered in the essay.

- I. **Introduction:** At the end of this paragraph will come the thesis statement
- II. **Body Paragraph:** Perhaps a background paragraph on what the Koran is and a definition of Islam
- III. **Body Paragraph:** The numbers of people worldwide involved in Islam, with the Koran as their basis for life
- IV. **Body Paragraph:** How the Koran is the basis of a life-style: economic, judicial, political, and moral
- V. **Conclusion**

Below are examples of the simplest form of outlining: each Roman numeral indicates a paragraph. Generally the first sentence is the thesis of the essay, and the following sentences are the topic sentences of the body paragraphs. Each of these essays will be about 500 words. Each will have an introductory paragraph (with the thesis at the end), three body paragraphs, and a conclusion.

Based on what you have learned about essay organization, can you see what basic organization, techniques of support, and methods of development *could* be used in the following essays?

THE FEATURES OF LIFE IN HIGHLY CULTIVATED PLANTS

- I. There are features of life in plants, as in other living things: respiration, movement, and germination.
- II. Respiration in plants is a little different from humans and animals because in the sunlight plants take carbon dioxide and give oxygen, and at night they do the opposite.
- III. The growth in the plants is very clear.
- IV. The third feature of life is movement.
- V. Conclusion

Ibrahim Amer
(Libya)

EXERCISE

1. Circle the controlling ideas in the thesis.
 2. Circle the controlling ideas in each topic sentence.
 3. Based on the topic sentences, will the basic organization of this essay be chronological, spatial, or from most important to least important point?
-

HOW IRANIANS CELEBRATE THE NEW YEAR

- I. We have a lot of traditional customs for celebrating these first days of the new year, such as shopping, going to visit each other, and exchanging gifts.
- II. First of all, many days before our new year we do a lot of shopping.
- III. Our other custom is to go and see each other during the first days of the new year.
- IV. Another custom which has remained from thousands of years ago is having a special person whom we call "Amu-Now-Ruz"; he acts very similar to Santa Claus.
- V. Conclusion

Soodebah Shakerin
(Iran)

EXERCISE

1. In each of the body paragraphs above, what methods of development might be used to develop the topic sentence for the audience?
 2. In each body paragraph, which techniques of support might be used to support the topic sentence?
-

**THE CONTROLLER AS THE FOUNDATION
IN A SUCCESSFUL COMPANY**

- I. No matter what the size of the company, a competent controller in charge of the financial management is necessary.
- II. The controller is in charge of a variety of financial information concerning the company, and he must have complete and immediate knowledge of this information.
- III. An efficient and successful controller has a good work plan and a good team to work with.

- IV. A relationship of mutual respect between the finance department and other departments in the company is essential for a successful controller.
- V. The value of a good controller to a corporation is immeasurable; he is the foundation of the company's success.

Marie Pecina
(Mexico)

EXERCISE

- 1. Read the thesis sentence above. What questions will the author probably answer in the body paragraphs of the essay?
- 2. Read the topic sentences and decide who is the probable audience for this essay.

Choose a topic for a 500-word expository essay. Construct a brief outline like those above for your expository essay.

Complete Body Paragraph Outlining

In the same way you used the *point paragraph* to develop paragraphs in Chapter 2, the body paragraphs of an essay can be completely outlined. An outline of an essay of approximately 500 words might look like the following:

- I. Introduction (leading to the thesis) (40–60 words)
 - II. Body Paragraph: On this line a phrase indicating the topic sentence
 - A. _____
 - B. _____ supporting details for the topic sentence
 - C. _____
 - 1. _____ supporting details for C
 - 2. _____
 - D. _____
 - III. Body Paragraph: Phrase indicating the topic sentence
 - A.
 - 1.
 - 2.
 - 3.
 - B.
 - C.
 - D.
 - 1.
 - 2.
- each body paragraph will be 4–8 sentences, 100–125 words

IV. Body Paragraph: Phrase indicating the topic sentence

A.

B.

1.

2.

C.

1.

2.

3.

V. Conclusion: Phrase indicating concluding ideas

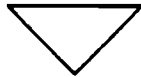
(40–60 words)

Note: University expository essays usually contain an introduction, several body paragraphs, and a conclusion. The introduction and conclusion are generally *shorter* than the body paragraphs because they do not have many sentences of supportive detail. The body paragraphs are longer and are usually of approximately equal length. A very short body paragraph shows a lack of balance and often indicates a lack of organization.

The length of the parts of the essay depends on the overall length. An essay of 700 to 900 words, for example, will probably have six to nine paragraphs (an introduction, four to seven body paragraphs, and a conclusion). A research paper of 2,500 words would have more paragraphs, and each paragraph would be relatively longer.

The Introduction

THE INTRODUCTION



The general statement(s) with which you begin your introduction should make your audience interested in your topic, and should lead logically to your statement of thesis:

The purpose of the introduction is to present the topic and to come to the point, which is the thesis. The introduction

1. Often opens with a general statement related to the thesis
2. Gives the reader the basic factual information needed to understand the essay that follows
3. Gradually narrows to the single point of opinion or intent: the thesis

To write this introductory material

1. Use a controlling idea from your thesis (usually a noun).
2. Make an observation about it that any sensible reader will find acceptable.

Example: If you were writing an essay about the Koran, and you had already written your thesis, you might choose a controlling idea (or ideas) from that thesis and construct an introductory statement for your essay:

Thesis: *The Koran is one of the most important religious books in the world: it is the basis for the life-style of millions of people.*

Controlling ideas: *religion (faith), book, life-style, Koran (Islam), world*

Any of the following opening sentences could lead to your thesis; each announces *generally* which subject you are going to cover, and each could be interesting to your audience. Controlling ideas from the thesis are in italics.

1. Of all the *religions* in the *world* today, Islam ranks second in numbers; the *Koran*, the Holy Book of Islam, is the basis of the Islamic spiritual community.
2. Eight words in Arabic from the *Koran* summarize the central belief of the *world's* 750 million people who practice the Muslim *religion*: "There is no god but God, and Mohammed is the Messenger of God."
3. Just as the Bible is the foundation of Christianity, so the *Koran* is the touchstone of Islam, the *religion* of 750 million Muslims *worldwide*.
4. Islam is the world's youngest universal *faith*, and the second largest, with 750 million adherents, to about 985 million for Christianity.

Note: Your opening statement will *relate* to your thesis, but will not take a position on it. Then, by a process of qualifying, comparing, illustrating, and gradually limiting your subject, you get to the thesis, which will come at the end of the paragraph.

Avoid the following problems in introductions:

1. The *apology, complaint, or personal dilemma*: weakens the essay because it distracts the reader.

I have now walked three times completely around the campus in a serious effort to come up with a suitable topic for this paper. When I noticed a pedestrian getting run over by a bicycle, I knew that that would make a good topic for my discussion. Although I couldn't care less about the welfare of the two people involved, I went over nevertheless (I hope I never have to do it again) and asked if I could be of any assistance. Thank God they said no.

Even though I don't know very much about glycosis, I decided to write what I can.

2. The *panoramic beginning*: impossible to narrow to a thesis without a break in unity.

Since the beginning of time, man has been intimately concerned with the process of life; we are all more or less involved with the same topic.

War is a topic that has been handled admirably by poets throughout the course of history and man's conscious destruction of his fellow man.

The Body

THE BODY

The paragraphs you have been studying in the first section of this book have the overall structure of the body paragraphs of an essay:

The goal of each body paragraph is to state a topic sentence that is directly related to the thesis, and to support that topic sentence.

1. Each makes a point, a solid point that is enlarged into a block of support.
2. One point is made for each paragraph, and each paragraph is approximately 125 to 150 words (four to eight sentences).
3. Each paragraph is a self-contained, fully developed unit. Like the essay itself, every paragraph has three parts: the beginning, the middle, and the end.
 - A. Beginning: Topic sentence that is directly connected to the thesis (see illustration on page 53)
 - B. Middle: Several sentences that explain and illustrate the topic sentence
 - C. End: A conclusion that draws together the point made in the paragraph
4. Each paragraph has an overall form of organization:
 - A. chronological
 - B. spatial
 - C. most important to least important point (or vice versa)
5. Each paragraph uses supporting techniques to prove the validity of the topic sentence:
 - A. facts
 - B. examples
 - C. physical description
 - D. personal experience
6. Each paragraph follows the method of development that will best interest the audience:
 - A. definition
 - B. comparison-contrast
 - C. process
 - D. classification
 - E. cause-effect

The Conclusion

THE CONCLUSION



The conclusion borrows from everything that has gone before, summarizing without repeating exactly, suggesting, predicting. In so doing, it gives the essay its final shape, and gives writers a single last chance to show that their theses are valid.

To write a strong, graceful conclusion

1. Look at your thesis and make sure the conclusion is integrally connected.
2. Begin your conclusion with a narrow statement that connects your concluding paragraph with the last body paragraph.
3. From this point, begin to broaden toward your final sentence. Notice that the structure of the conclusion is the opposite from the introduction.
4. Use *ideas* from the body paragraphs to conclude—a few key words, for example—but do not simply recopy topic sentences.
5. The conclusion may also contain a *prediction* based on material in the essay or a *solution* to a problem stated in the essay.

Here are some possible concluding ideas from the essay about the Koran:

Summary

Prediction

Summary

Prediction

1. The enormous number of people who live and die by the Koran make this holy book important. Perhaps if we understood the Koran we would be better able to understand the large segment of humanity who believes in it.
2. Because the Koran is a book that is essential to so many people in the world, and because its ~~tenets~~ tenets are so far-reaching, in areas as diverse as economics and justice as well as religion, it would benefit non-Muslim politicians and industrialists to learn about this holy book. In fact, if all non-Muslims knew more about the Koran, some serious world pressures might be alleviated.

In your conclusion, avoid

1. The unnecessary summary: if your essay is short, your reader will probably remember most of the main points. In a very long essay, more summary will be necessary.
2. Any completely *new thought*: if a new thought occurs in the conclusion, the reader may turn the page, expecting clarification and proof of the idea. If the idea is important enough to be included in the summary, include it earlier in the essay as well.

EXERCISE

Read each of the following introductions and conclusions and then decide

1. Which introductions give the reader a clear idea of what the body paragraphs will be about? Which need improvement? How could you improve them?
2. Which conclusions end an essay strongly and completely? How could you improve the other conclusions?

introductory material

thesis sentence

summary

concluding opinion

There is an important discussion in Saudi Arabia about the Saudi students in the U. S., and about their progress in their studies. Some support sending students abroad to study and others object. But it has been proved that the progress that graduate students have made is much better than what undergraduates have made.

In conclusion, there is no reasonable need to send hundreds of undergraduate students yearly to study in the western countries. But there is an actual need to help graduate students to study in the well-known universities all over the world in order to give them a chance to know about the updated information in their fields.

Mahmoud Shadli
(Saudi Arabia)

EXERCISE

1. Is the thesis in the introduction above a statement of opinion or a statement of intent?
2. Based on this introduction and conclusion, what will the method of development be in the body paragraphs of the essay: definition, process, or comparison-contrast?
3. Based on this introduction and conclusion, what questions will probably be answered in the body paragraphs of the essay?

Most reproductive diseases in dairy cows are abortive in nature. The abortion, or expulsion of the fetus, may occur from the very early stage following fertilization until the time of parturition. More than half of all infertility in cattle results from infectious diseases of the reproductive tract. The three major infec-

tious diseases affecting reproductive efficiency of dairy cows are fibrosis, leptospirosis, and brucellosis.

In summary, a sanitation and health program is an important aspect of reducing the risk of disease affecting the reproductive tract and causing abortion. Early diagnosis and treatment by veterinarians are important factors in the rapid recovery of sick animals.

Samir Atrash
(Libya)

EXERCISE

1. Underline the thesis in the introduction above. Circle the controlling ideas. Will the basic organization of this essay be chronological, spatial, or from most important to least important point?
2. Based on the thesis, what will the method of development in the body paragraphs be: process, comparison-contrast, or classification?
3. Does the conclusion give either a prediction or a solution?

Although the Watershed Management Division in Thailand has been established for a long time, not long after the foundation of the Royal Forest Department, about 84 years ago, watershed management has not progressed as it should have. That is because there are three major problems: the invasion of watershed areas by the populace, the lack of research by the scientists, and the deficiencies of budget and personnel by the government in Thailand.

To conclude, we can see that none of the problems is easy to solve and that each is related to the others. Because of the money shortage, the scientists cannot do proper research, so we cannot expand our work. The lack of data from research results in our not being able to demonstrate our work to get enough money from the government. The best solution is to choose a particular area and work on the problems that exist there, gathering data and solving problems; then we can present these data to the government to make them see how very important the Watershed Management Division is.

Arthorn Boonsaner
(Thailand)

EXERCISE

1. Underline the thesis sentence in the introduction above and circle the controlling ideas.
 2. Based on the thesis, what will each of the topic sentences in this essay be concerned with?
 3. What concluding technique is used in the conclusion?
-

Reading is the process of getting meaning from printed material. This process is continuous and complex, and it is dependent upon systematic instructions and acquisition of specific skills. The purpose of teaching developmental reading in elementary school is to expand the whole child through pleasurable and informative reading and to increase learning by reading.

Because of the complexity and continuity of the reading process, the reading program has to be planned to conform to the students' needs and to be kept flexible in its activities. Teachers are therefore the most important element in a reading program because they are able to choose adequate activities and materials for their students according to their needs, to keep the central purpose of reading (i.e., getting meaning), and consequently to help the student acquire the tools for learning.

Iara Wrege
(Brazil)

EXERCISE

1. Underline the thesis sentence in the introduction above and circle the controlling ideas.
 2. Which controlling ideas are explained in the first sentences of the introduction?
 3. Based on the conclusion, what do you think the body paragraphs of this essay discussed?
-

One obstacle that most foreign speakers find when they come to the United States to study at the university level is the TOEFL examination. Before permitting a foreign student to enroll, universities demand that they have a high score on the TOEFL exam. Although the TOEFL has been devised to measure the students' English skills, it is not the best way to judge because of the nervousness of the

students taking the test, the length of the test, and the luck involved in passing or failing the test.

I am just another student who plans to study in the U. S. and who wishes the people in charge of the TOEFL examination could find a better system of testing the English skills of foreign speakers. Perhaps a series of tests over a period of time would reduce the anxiety of students whose university admission now rests on a single day of testing. Certainly the test takers should be permitted short breaks between sections of the test in order to relax their minds. Finally, the TOEFL should be better standardized so that it reflects more clearly a student's English proficiency.

Malula Moncada
(Nicaragua)

EXERCISE

1. What introductory material is used to explain the problem in the introduction above? Does this material lead logically to the thesis?
 2. Based on the introduction and conclusion, what techniques of support will probably be used in the body paragraphs: facts, examples, physical description, or personal experience? How do you know?
 3. This conclusion begins with an apologetic tone; should the writer eliminate that apology?
-

Writing the Essay

The Process

The *process* for writing the essay, whether it is an expository essay for a first-year composition class, an argumentative paper for a speech class, or a master's thesis, is approximately the same:

1. Select the subject for the essay—a subject you know something about, one that you are interested in, and one which will interest your audience—and narrow it to a topic.
2. Write a tentative thesis statement.
3. Make an outline of the essay.
4. Write appropriate topic sentences for the body paragraphs in your essay.
5. Begin writing the rough draft of the essay; concentrate on
 - A. Audience interest and value
 - B. Adequate use of supporting techniques
 - C. Methods of development in the body paragraphs
 - D. Solid introductory and concluding techniques
 - E. Inner paragraph and overall coherence
6. Revise the rough draft; correct all errors.
7. Write the final draft of your essay.

Coherence Devices

A well-organized essay—one that has a clear thesis, topic sentences that are directly related to the thesis, body paragraphs that support each topic sentence, and a strong conclusion—will already have some coherence. It will “stick together,” and have a sense of logic that makes it easy to read and understand. But there are additional devices that will make the essay smoother and more sophisticated.

The smooth flow of ideas *within* a paragraph may be achieved by using one or more of the following:

1. The use of pronouns: when a sentence depends on the sentence before it for a pronoun referent, the two sentences “stick together.”

Example: English is considered an international language. It is spoken by more than 260 million people all over the world.

2. The repetition of key words and phrases: repeating words within a paragraph, particularly the controlling ideas in the topic sentence, will make your paragraph seem smoother.

Example: Pollution of our environment has occurred for centuries, but it has become a significant health problem only within the last century. Atmospheric pollution contributes to respiratory disease, and to lung cancer in particular. Other health problems directly related to air pollutants include heart disease, eye irritation, and severe allergies.

Note: Repeating the *exact* word is only one form of this coherence technique. Using a synonym for one of the controlling ideas (for example, using “disease” for “health problem”) is also a coherence device.

3. Transitional words and phrases: these words generally have very little specific meaning in English, but they indicate the relationship of one idea to another. Below is a list of some of the transitions available to the writer. These transitions are arranged according to their usage.

Transitions

1. To signal relationship in time, use chronological transitions (see process paragraphs in Chapter 4).

presently
before
meanwhile
at length
immediately
following this

the next day
thereupon
thereafter
soon afterward
afterward
by that time

after that
next
while
later
soon
when
at last
shortly
earlier
early on

beforehand
with that out of the way
at that moment
within an hour
from then on
when I returned
first
second
then

2. To signal relationship in space, use spatial transitions (see physical description paragraphs in Chapter 3).

a little farther on
in the next room
at that altitude
between those cities
beyond this point

at the edge of the clearing
at the center of the circle
across the way
about a foot to the left
just to the right

3. To signal that what follows is similar to what precedes, use comparison transitions (see comparison paragraph, Chapter 4).

likewise
similarly
at the same time
in like manner

once again
in much the same way
once more

4. To signal a contradiction or contrast, use contrast transitions (see contrast paragraph, Chapter 4).

but
however
though
nevertheless
yet
still
surely
on the other hand
on the contrary
notwithstanding

conversely
whereas
even so
although
unlike
nonetheless
in spite of this
for all that
in contrast

5. To signal that what follows is an illustration, a qualification, or an example, use middle paragraph transitions (see example paragraphs, Chapter 3).

for example
likewise
frequently
similarly
whenever
in general

for instance
specifically
in particular
to illustrate
that is
occasionally

generally
usually

especially
specifically

6. To signal that what follows is a result of what precedes, use cause-effect transitions (see cause-effect paragraphs, Chapter 4).

7

as a result	so
as a consequence	since
consequently	thus
therefore	another
hence	then
wherefore	in other words
for this reason	at last
and that is why	because
on the whole	first
and so	second
finally	accordingly
all in all	

7. To signal that what follows is additional or supplementary, use middle paragraph transitions (see classification paragraphs in Chapter 4 and the essay "Visit Sonora!" in this chapter).

furthermore	besides
moreover	as if that were not enough
and	indeed
in fact	first, second, etc.
in addition	also
then, too	or
again	nor

8. To signal that what follows is quite expected, quite natural, or obviously true, use middle paragraph transitions (see the essay "Turkish Coffee-houses" in this chapter).

to be sure	it follows, then, that
of course	for that matter
naturally	as a matter of fact
surely	

9. For concession, use counterargument transitions (see argumentative essays, Chapter 9).

of course	certainly
doubtless	to be sure
to doubt that	granted that

10. To illustrate that what follows is a repetition or intensification of that which precedes, use end of paragraph or conclusion transitions (see expository essays in this chapter).

in other words
to repeat
as we have seen
as noted earlier
to put it another way

indeed
in any case
in fact
besides

11. To signal that what follows is a summary, use conclusion transitions (see introduction and conclusion exercises, Chapter 6).

therefore
in short
on the whole
what we have, then
to summarize
in brief
to conclude

all in all
in a word
in conclusion
in sum
in summary
finally

EXERCISE

Put appropriate connectors in this paragraph:

Shopping at K-Mart enriches my vocabulary. _____
I don't like spending money, I like shopping _____ it gives
me a chance to practice my English. K-Mart is the best place to practice.
_____ it is a large store, there are many customer assis-
tants who speak English fluently. I look for many items in many parts of the
store, _____ in each area I find a different customer assis-
tant who is eager to help me practice English. _____ I am
careful to read the section names _____ the information on
the package of the items I wish to buy. _____, every time I
shop at K-Mart I leave the store with some new words that increase my
English vocabulary.

Hamad Omar
(Saudi Arabia)

The following passages contain many coherence devices. Underline the transi-
tions. Underline with wavy lines the repetition of key words and phrases. Put
pronouns that function as coherence devices in parentheses.

One way that K-Mart makes so much money is with the famous flashing blue light. Drawing shoppers like flies to garbage cans, the famous "blue-light specials" unload all types of slow-moving merchandise. Whether it is sandals in a snow-

storm, Halloween costumes in November, or day-old ham and cheese sandwiches, the blue light disposes of this merchandise which thrifty shoppers devour like hungry dogs. Because they are caught up in the excitement and spirit of the moment, many shoppers take advantage of these specials to buy that new screwdriver that they may never use or that blouse which doesn't quite fit. In addition, by purchasing the cheapest, most poorly constructed items, these shoppers assure K-Mart that they will return in a month to buy replacements. The blue-light specials are one sure way that K-Mart extracts \$100 annually from every square foot of selling space in its stores.

Peter Cunningham
(U.S.)

If the University of Spain decided to use a "selective system" as a base for its enrollment, both the students and the university would benefit. Under the present open enrollment policy, anyone who chooses can begin university work; consequently, many students leave their studies after two or three years, and only a few students finish their degrees. For example, in the most popular fields like medicine and civil engineering, thousands of students begin each year, yet only 25% complete their work. As a result, the students become frustrated because they have to spend additional time finding another field to study or finding a job. The university also suffers because education costs money, and the money used for these students is lost when they do not finish. A selective examination would distinguish between students who have the aptitude and the desire to do university work and those who do not.

Pilar Sanchez-Monge
(Spain)

Paragraph Hooks

For a smooth flow of ideas between paragraphs, use transitions. In addition, the *paragraph hook* will strengthen coherence. Read the paragraph below, and the first sentence of the paragraph that follows it; then study the different kinds of hooks available to the writer.

Nowadays in Japan, many books and magazines are published, and we can see a new movie in different theatres every week. Moreover, hundreds of movies and publications are imported from America and from European countries. Unfortunately, all artistic

controlling ideas works, both domestic and foreign, are censored by the government. *Opponents of this government practice say that censorship should be an individual activity, not the duty of the government.*

Mari Kanada
(Japan)

simple transition *Indeed, the people in Japan are mature enough and well enough educated to make their own decisions about art.*

Using the Paragraph Hook*

word repetition

idea

a combination of words, and idea 157

1. The last word of Mari Kanada's first paragraph above can be "hooked" into the first sentence of the second paragraph and is used to introduce another idea:

The constitution of the Japanese government guarantees our nation the right of freedom in artistic expression.

2. Another word (or words) in the first paragraph is hooked into the first sentence of the next paragraph:

The Censorship Bureau is very strict in its definition of "obscene," and so many works that are considered art by other countries are banned in Japan.

3. A word (or words) from a sentence in the middle of the first paragraph is hooked into the first sentence of the next paragraph; a hook from the last sentence is used as well:

Selection of what movies to see or what books to read is an individual adult activity in most free societies.

4. Idea hook: Instead of repeating an exact word or phrase, an idea (or ideas) in the first paragraph is referred to by using a synonym for the idea in the first sentence of the second paragraph:

In a democratic society, the people should have the right to choose what forms of entertainment they want to enjoy.

5. A combination of transitions and paragraph hooks is often the most effective means of linking paragraphs:

The fact is that the constitution of the Japanese government guarantees our nation the right of freedom in artistic expression.

Because the Censorship Bureau is very strict in its definition of "obscene," many of the works that are considered art by other countries are banned in Japan.

However, selection of what movies to see or what books to read is an individual adult activity in most free societies. In a democratic society, furthermore, the people should have the right to choose what forms of entertainment they want to enjoy.

**The Lively Art of Writing*, Lucile Vaughan Payne (New York: Mentor, 1965)

EXERCISE

Read the paragraphs below. Circle the paragraph hooks and join them as in the sample paragraph. Then underline the transitions in the paragraphs.

In 1889, when the British occupied the Sudan, their first aim was to find land for planting cotton because many textile industries in England at that time needed cotton. After a serious study by the English agricultural experts, the Gezira area was chosen for the establishment of an agricultural project. The choice was excellent; even today, although there are now other agricultural schemes in the Sudan, still the Gezira Project is the most successful one.

The main reason for the success of the Gezira Project is its soil. The clay allows the construction of canals which do not require expensive concrete. *In addition* to that, the Gezira area slopes downwards towards the north and west. *This* makes the siting of the canal system relatively easy. *Furthermore*, a slight ridge runs from Hag village to Masid village along the eastern edge of the project. The main canal from the dam at Sennartown follows the line of the ridge; *consequently*, this gives good irrigation over the whole area.

Hashim El-Hassan
(Sudan)

... The cross-cultural classroom was a great help to me **because** it was a way to extend my experience beyond the campus, and it **made me** share my experience and knowledge of my culture with American students.

The first time I heard about the cross-cultural classroom was when Mrs. Griswold from the Foreign Student Office told me about the possibility of going to an American school and speaking to the students about my country. She told me that the goal of the program was to help children understand that people from foreign countries were not strange beings. I liked the idea, so I signed up with three other people. One was from India, another was from Mexico, the third was from Sweden, and I represented Saudi Arabia. We went to Washington Junior High School to speak to a seventh grade class. There were 21 students in the class who were about 13 years old. The other three foreign students spoke first, and by the time it was my turn to present my information I was no longer nervous.

During my presentation I told the students about the main cities in Saudi Arabia and pointed out the places on a map. I tried to explain how the Moslem religion prevents people of other religions from entering the two holy cities, Mecca and Medina ...

Mohammed Al-Sayed
(Saudi Arabia)

When I came to the U. S., I was aware of the life-style and customs of the American people, but in spite of my willingness, I have not been able to adapt to them. Some features of the American people I don't like are their indifference to what is happening in the world, their strange behavior between couples, and their hurry to try to live as much as possible in a short time.

My personal experiences have shown me that American students do not care to be informed about the world situation. Their talk is always about themselves and their city. For instance, if you ask an American student what he thinks of the political regime in Ecuador, he will only change the conversation to what he was doing over the weekend. Many of these students do not even know where foreign countries are. For example, a friend of mine met an American girl, and she asked him where he was from. He said, "Colombia," and she responded, "Oh, and how is life in Africa?"

Alberto Hermosillo
(Mexico)

For many centuries the Javanese culture has been influenced by Animism and Hinduism. Even though new religions are growing among the people—Moslem, Catholic, and Protestant religions—many people feel that traditional ceremonies are an obligation of being a Javanese. If they don't fulfill their obligation, they believe that bad luck will come to them or to their family. When my fiancé and I decided to marry, my family encouraged us to have a traditional Javanese wedding ceremony, and we agreed.

Because a traditional Javanese wedding is so complicated, it needs plenty of time for preparation. First we had to decide how many people would be invited from outside of the housing complex: my friends from work, my husband's friends, my parents' friends from church and other communities. People from the housing complex are automatically invited. Then, because June is a popular month for weddings, we had difficulty finding a rental hall which would hold 800 people. . . .

Endah Frey
(Indonesia)

Student Samples of the Expository Essay

WHAT IS AN EXPOSITORY ESSAY

Exposition is a form of composition. *Expository* means "placing forth, exposing." The writer prepares for an examination of a subject by learning about it in

detail himself. Then he narrows the subject to a topic by focusing on just a part of it, and he makes notes or an outline which contains the skeleton of the information he wants to communicate to his audience. When he begins to write the expository essay, he helps his readers follow his line of reasoning by using a pattern in setting down his ideas: an **introductory paragraph** followed by body paragraphs, and finally a concluding paragraph.

paragraph hook

introductory material
thesis

With the **introductory paragraph**, the writer captures the reader's attention; he makes some general informative statements about his topic and leads the reader to the **thesis sentence** which is the most general, the most important sentence in the essay. The **thesis sentence** will contain either a statement of opinion or a statement of intent; the controlling ideas in the **thesis** will be explained and illustrated in the body of the essay. Because the thesis tells the reader the main point of the essay, the reader can conveniently decide as soon as he finishes reading it whether he wants to read the remainder of the essay. If the **thesis statement** does offer the information he wants, the reader peruses

repetition of key words and phrases

topic sentence

paragraph hook

the **body paragraphs** for more specific detail.

Body paragraphs are an elaboration or an exploration of the main points (i.e., the controlling ideas) in the thesis statement. This body paragraph, for example, explains the characteristics of the body paragraph in an expository essay. Each body paragraph contains a topic sentence which states one of the points mentioned in the thesis statement. The topic sentence usually appears as the first sentence in the paragraph; it is the most general statement in the paragraph. Sentences following the topic sentence support it by using facts, physical description, examples, or personal experience. In addition, each body paragraph is presented in a specific method of development: extended definition, comparison-contrast, process, classification, or cause-effect. So that the reader can follow the writer's line of thinking, the writer uses several devices to achieve coherence: transitional words like *however*, *also*, and *as a result*, and paragraph hooks between paragraphs.

topic sentence

method of development: extended definition

technique of support: facts

To conclude his essay, the writer summarizes his explanation in a final paragraph. He may restate his thesis statement or show how he has arrived at the conclusion. In addition, he may make a prediction based on the information in the body paragraphs or offer a solution to a problem presented in the essay. However, he avoids introducing new ideas not previously discussed in the body of the essay. Regardless of how the writer decides to conclude his essay, he should leave his reader with a feeling of resolution, a sense of completion.

Writing an expository essay, then, does not have to be a difficult task. If the writer of an expository essay organizes his material carefully, presents the material logically and clearly, and uses specific detail to support his ideas, the resulting essay will probably be interesting and valuable to his reader. } prediction

EXERCISE

1. *Underline the transitions in the second body paragraph (paragraph three in the essay).*
2. *Circle the repeated words and phrases in the second body paragraph.*
3. *Outline the essay.*

VISIT SONORA!

- THESIS
- I. Sonora is interesting for its size and diversity
 - A. Geographic characteristics
 1. northwest of Mexico
 2. size
 3. climates
 - B. Wide variety of scenery, amusements, and folklore
 1. mountain, desert, seashore
 2. distinctive Sonora cooking, sports
 3. Indian handicrafts, music, cathedrals
 - C. Sonora's strongest appeal for travelers lies not in any single sight, but in its startling diversity.
 - II. Sonora offers the visitor contrasts in scenery and climate
 - A. Desert
 1. beautiful sunsets and daily sunshine
 2. desert mountains
 3. cactus forest
 4. dry weather

- B. Coastline
 - 1. beautiful beaches
 - 2. warm weather most of the time
 - C. Sonora's heartland
 - 1. Sierra Madre Occidental
 - a. Alamos—some 150 American families—now residents
 - b. Chihuahua—pine forest
 - 2. Sonora River zones
 - 3. Moctezuma and Bavispe Rivers
- III. A great variety of amusement is available in every place
- A. Beaches and dams
 - 1. fishing
 - 2. new marina
 - 3. diving
 - B. Ranches and little towns
 - 1. hunting
 - 2. riding horses and burros
 - 3. Mexican rodeos
 - C. Principal cities (all kinds of sports)
 - 1. tennis courts
 - 2. golf
 - 3. swimming
- IV. Traditional fiestas, costumes, architecture, and sculptures make Sonora's folklore interesting
- A. Padre Kino route
 - 1. Magdalena, Cucurpe (churches)
 - 2. Balua Kino
 - a. wildlife sculptures
 - b. coil baskets
 - B. Coronado and De Anza
 - 1. Centuries-old missions—Arizpe: capital of the far-flung Spanish Provincias Internae—from California to Texas—Santa Fe south past Senaloa
 - 2. mining towns—Nacozari—one of the greatest copper mines in the world—typical constructions
 - C. Indian villages
 - 1. Yaqui and Mayo
 - 2. traditional dances
 - 3. old paintings—rock caves
- V. Too many things to see and do in Sonora for one visit
- A. Tourists can choose the kind of trip
 - 1. planned in advance
 - 2. adventurous visitor
 - B. Sonora is large enough to spend several weeks there

VISIT SONORA!

Sonora state is the second largest state of Mexico; it is located in the northwest of the country. This state has a wide variety of scenery, amusements, and folklore. Diversity is the word . . . mountains, desert, seashore, distinctive Sonora cooking, Indian handicrafts, music,

introductory material

controlling ideas

and cathedrals. **Sonora's** strongest **appeal for travelers** lies not in any single sight, but in its **startling diversity**.

thesis: statement of opinion

This Mexican state's dramatic coast, where jagged arid mountains, cactus forests, and sparkling sea meet, harbors delights already legend among anglers and beach bums. But there is much more. Every visitor can admire the contrasts in scenery and choose his favorite **climate** in Sonora. Entering the state through Sonsita, one can admire the red sunshine, the typical forest of Sonora's desert, in which the weather is dry and hot. The coastline with its beautiful beaches has a warm **climate** most of the time; the low **temperature** in winter is about 50° F. In addition, Sierra Madre Occidental, which divides Sonora state from Chihuahua state, is

topic sentence

repetition of key words

full of pine forests and has moderate to cold weather.

technique of support: facts

This **climate** is the reason many American families, now residents, live in Alamos and other towns near the Moctezuma and Bavispe Rivers. Therefore, the **visitor** can enjoy all kinds of scenery and **temperatures** within a couple of hundred miles.

method of development: extended definition

paragraph hooks

In every place in Sonora **the visitor** can partake in a great variety of amusements, depending on the geographical and **climatic** conditions. The adventurous

topic sentence

visitor can fish for yellowtail from shore under the gaze of curious pelicans in the sea; there are clams and tasty blue crabs to catch in the estuaries. Many **visitors** bring their own boats and rafts, and new marinas are open in every harbor with some boats for rent and sport clubs to help **newly arrived fishermen** and **boaters**. In addition, since the government dammed the Mayo and Yaqui Rivers, their reservoirs have become popular for bass fishing, where one can fish from shore or hire a

technique of support: examples

method of development:

guide. **One** can camp by any of the dams: Obregon, Mocuzari, El Novillo, etc. But there is much more; the whole countryside is a domestic zoo with cattle, goats, horses, and good-riding burros everywhere. Often burros and horses can be rented or borrowed for ex-

classification
("kinds of" amuse-
ments)

ploring, hunting, and camping. Since **Sonora** has developed a good stock of cattle, bullfights and Mexican rodeos are very popular in small towns as well as big cities. The big cities, moreover, offer the visitors all kinds of popular sports, such as golf, tennis, gymnastics, swimming, and basketball.

paragraph
hooks

Contrasting with the modern development, traditional fiestas, costumes, architecture, and sculptures make **Sonora's** folklore interesting. Towns one passes

topic
sentence

were founded by Jesuit missionaries in the 1640s. Many churches and a few buildings date to the 1700s. Good examples of the Spanish and French influences include Arizepe, founded by Don Juan Bautista de Anza, which was capital of the far-flung Spanish Provincias Internas from California to Texas, from Santa Fe south past Sinaloa. Additionally, Magdalena and Cucurpe, on the Padre Kino route, have churches reflecting Spanish influence; Guaymas, Mexico's shrimping center and the state's biggest port, reflects—architecturally and culturally—its 17th to 19th century Spanish and French influences. Similarly, this Spanish influence exists in folk dances and fiestas of the Indian tribes, the Yaqui and the Mayo. Their Easter ceremonies, most unique celebrations, are enactments of the triumph of Jesus and his followers over evil. Eerie masks of feathers, horsehair, and paper cover the faces of Indians in their fiestas. In the ancient art of sculpture, the Seris have become famous for carving wildlife sculptures out of 800 year-old ironwood trees, and Seri women are the southernmost Indians to make coil baskets. Mayo-woven wool blankets, Yaqui-made "petates"—handwoven lidded tortilla baskets—and sturdy cane furniture covered with hides, are other kinds of Indian crafts.

repetition
of key
words

transitions

Because of its size and diversity, there are too many things to see and to do in Sonora for one visit. One can choose the kind of trip one likes. The visitor can plan his trip in advance or begin a new and exciting adventure over this new and sometimes unexplored land, which is large enough to spend several weeks exploring.

Jorge Durazo
(Mexico)

Number of words = 773
Basic organization: spatial
Intended audience: tourists in general

COFFEEHOUSES IN TURKEY

relation of introductory material to thesis

Perhaps there are many places in Turkey which would amaze foreigners, but undoubtedly visiting the **coffeehouses** is one of the most interesting **cultural** experiences. These prominent parts of Turkish society are very different from the coffeehouses in the western world. In spite of the fact that most of them consist of only one room, a small world exists there which reflects the different **aspects** of Turkish life. **Coffeehouses** in Turkey are really extraordinary places because of their **historical** importance, their **functions** and their customers.

introductory material

thesis sentence: statement of opinion

background material

chronological organization

Even before the Turkish republic was established, the **coffeehouses** existed. They were called "Kiraothane," which means "readinghouses," because they were meant to be places where the educated **people** could go to read their newspapers while having their tea or coffee and smoking the Hubly-bubly—a special instrument used for a special tobacco found in Asia. In past times, only the wealthy **people** were educated, and they were the only **customers**. As time went on, however, a lot of **coffeehouses** were opened, and various

topic sentence

repetition
of key
words

kinds of **people** began to visit them. The purpose of the **coffeehouse** changed; the Arabic name disappeared, and they began to be called "Kahuehane"—"coffee-house."

spatial
organi-
zation

Today almost every neighborhood has a coffee-house; typically it is very simply decorated, but it has a special atmosphere. In the single room are a lot of chairs and tables. A bar is usually situated in one of the corners where the tea and coffee is made, soft drinks are kept, and the Hubly-bublies are prepared. In most

topic
sentence
technique
of
support:
*physical
description*

coffeehouses a big mirror hangs on one of the walls, and in some of them a pool table is put in the middle of the room. Frequently a very old-fashioned radio on the bar plays continually in the smoke-filled room.

paragraph
hook

Although **coffeehouses** are comfortable and lei-

transitions

surely places, **THEY** also have some very strict rules. *For example*, women are not allowed inside because these places are for men only. *Naturally*, if a woman goes into a coffeehouse, **SHE** will lose the respect of men there. *In addition*, boys under 18 years cannot enter because it is illegal: *as a matter of fact*, **THEY** cannot enter any place

technique
of
support:
examples

use of
pronouns as
coherence
DEVICES

in Turkey where gambling is held. *Curiously enough*, customers in the coffeehouses play all kinds of card games except poker, which is forbidden because it is counted as serious gambling; *however*, most of the card games are very similar to poker and are usually played for money. A final restriction in coffeehouses is the prohibition of alcohol; it is against the law and against religious principles to serve alcohol in **coffeehouses**.

method of
develop-
ment:
*classifica-
tion*
("kinds of"
rules)

paragraph
hook

Nowadays **coffeehouses** are shared by all kinds of

people who come to spend free time, meet friends, and have a quick cup of coffee or tea in the morning to begin a new day or in the evening before returning home.

topic
sentence

transitions

These coffeehouses are often the only places where different kinds of people come close and meet each other. *Thus*, one must not be surprised to notice that while two young men play cards at one table, two retired lawyers at the next discuss politics. It is *also* possible to see an aged doctor playing cards with three young university students while several taxi drivers watch the game as they wait for their customers. *Furthermore*, it is not

method of
develop-
ment:
*classifi-
cation*
("kinds of"
people)

unusual to see a clerk having a cup of coffee before work at one table while a bank manager does the same at another.

Because of the camaraderie which exists in the neighborhood coffeehouses, most men in Turkey go there frequently. Some people think that the coffeehouses are unhealthy because of the smoke while others think they are bad because of the gambling. However, they remain a popular and important part of Turkish life.

} Summary
} direct
} relation to
} thesis

Jamal Asaad
(Saudi Arabia)

Summary and Analysis

Writing a Summary

A *summary* is a condensation of the main ideas in an article. The length of a summary depends on

1. The assignment
2. The length and complexity of the article

The qualities of a summary are

1. **Objectivity:** No idea that is not the author's should be included in the summary, and *no opinion of the summary writer* should be in the summary. No judgments (i.e., whether the article was "good" or "interesting") are permitted in a summary.
2. **Completeness:** Depending on the assignment, the summary should contain every main idea in the article. Stating only the first main idea, or only one main idea and details to support it, will not give the reader a complete idea of what the article was about.
3. **Balance:** Giving equal attention to each main idea, and stressing ideas that the author stressed, will result in an accurate summary.

Questions to judge a valid summary include

1. Did I include all the important ideas?
2. Did I omit all unnecessary words and phrases?
3. Does the summary read smoothly?
 - A. Use of good transitions: *also, thus, therefore, however*
 - B. Every word counts
4. Would a reader of my summary who had *not* read the article get a clear idea of the article?

The goal of the summary is

To give readers an objective, complete, accurate, balanced view of an article they have not read.

Process of summarizing material

1. Read the article quickly, looking for main ideas.
2. Read it again carefully, absorbing the information.
3. Look for the thesis and topic sentences; they will often give you the main ideas of the article that you will need for your summary.
4. Depending on the assignment, *select* the major ideas you will need to use in your summary. *Arrange* these ideas carefully in order to achieve balance and completeness.
5. Begin the summary with a sentence that informs your reader of the title and author of the article.

Examples: In the article "The Making of the Dutch Landscape," Audrey Lambert states that . . .

Assignments in Exposition, a book by Louise E. Rorabacher, discusses . . .

6. Punctuation
 - A. Underline the titles of books.
 - B. Put the titles of articles in quotation marks.
 - C. Ellipsis: Three dots indicate that something has been left out of a direct quotation.

Examples: ". . . something has been left out of a direct quotation."

"Three dots indicate that something has been left out . . ." (Note that the sentence ends, and so a period is added.)

EXERCISE

Summarize a television program you have seen recently in

1. *approximately 25 words*
2. *25 to 50 words*
3. *50 to 75 words*
4. *approximately 100 words*

Note: Use the same television program for all summaries above. Notice how a simple statement of the main idea of the program in the first assignment is expanded to a relatively complete description of the program in the last assignment.

Read one of the sample essays in this book. Summarize the article

1. In a single sentence that states the main idea of the essay
2. In a summary of one paragraph (100 words) that gives a more complete (but just as objective) summary of the article.

Writing an Abstract

The **ABSTRACT**: A summary of a scientific article that is generally located at the beginning of the article. By reading the abstract, readers can quickly decide whether or not they want to read the entire article. Most master's theses and doctoral dissertations have abstracts. Many university professors of science and engineering require an abstract for term papers in their classes. An abstract for a journal article is usually about 100 words in length; an abstract for a thesis is often longer.

Below are three samples of abstracts. Note the use of passive voice.

Studies involving banding of bats are mainly concerned with the homing abilities and migratory patterns of bats, except for Pearson *et al.* (1952) who attempted to study the reproductive biology of *Corynorhinus rafinesquei* in nature employing wing banding. There are no systematic studies reported on either fluctuations in population or reproductive behaviour of bats in southern India. Keeping this in view the present study was undertaken. It was concerned mainly with population fluctuation, colour polymorphism and reproductive behaviour of two species of microchiroptera: *Rhinolophus rouxi* and *Hipposideros speoris* from southern India.

} previous research
} reason for study
} summary of the article

* * *

Physical activity during leisure time and on the job have been measured with standardized interview techniques in 1,513 normal Belgian men, aged 40–55 years, who were regularly employed in different industries. Physical fitness was simultaneously estimated by measuring the work load at which a heart rate of 150 bpm was reached on a standardized exercise test. The median energy expenditure from leisure time activities above the basic metabolic rate was 195 kcal/day; 19% of these activities were classified as heavy, 37% as moderate, and 43% as light-intensity. The data illustrate an overall low energy expenditure profile of middle-aged normal men and a low order relationship between physical activity pattern and physical fitness.

} topic
} summary of the data
} results of the study

* * *

Mechanical properties of corn cobs were determined from quasi-static radical compression force-deformation curves. The relative contributions of the macro-structural components of the corn cob to its apparent elastic modulus, crushing strength, and modulus of toughness were evaluated. Effects of corn variety, harvesting date, level of fertilizer application and soil type on cob mechanical properties were investigated.

} process of the study explained

EXERCISE

Choose a journal article in your major field or a magazine article which interests you. Write an abstract of that article. Be clear, objective, balanced, and accurate.

Note: For more information concerning abstracts, see Chapter 10.

Response to Written Material

In university writing you will frequently be asked to respond to written material. The assignments will differ; they will sometimes be called a summary-analysis, sometimes a book report, a critique, a report on reference material, or a response to a critical article. Generally a response to written material consists of two basic parts: a summary and an analysis of part or all of the material. As with any assignment, you will need to be certain of the professor's expectations:

1. Is a summary required? If so, how brief or how detailed should it be?
2. Is *only* a summary required? A report of research, for example, might require an extensive summary of several articles, and nothing more.
3. Is an analysis required? If so, must you analyze the entire article or only selected parts?

The Process of Writing a Response to Written Material

1. Read the article.
2. Read it again, marking the points you would choose to discuss (respond to).
3. Decide on an overall thesis that agrees or disagrees (or perhaps agrees *and* disagrees) with the main points of the article.
4. Formulate topic sentences.
5. Gather support for the topic sentences: facts, examples, physical description, personal experience.

Whatever the assignment, if both a summary and an analysis are required, the general format will remain the same:

- I. First paragraph should include
 - A. Name of the material read (book, article)
 - B. Name of the author
 - C. Main ideas of the written material (brief summary)
 - D. Your main idea (your *thesis*, your response to the material)

Example:

intro- duction	}	A recent article in the <i>Journal of Political Inequality</i> , "Underground Revolution," concerns the underground leftist organizations in Iran. Authors Swenta Bolt, Geri Johnson, and Daniel Mroz discuss such information as the political beliefs, the demonstrations, and revolution in Iran. Probably because their news sources were
summary		incorrect or biased, most of the information in this article is biased or simply wrong.
thesis		

- II. General progression for body paragraphs
 - A. First main point (second main point, etc.) to be analyzed is summarized briefly
 - B. Quoted material to illustrate that summary (optional)
 - C. Your response to that main point (topic sentence)
 - D. Support for your topic sentence from your own experience or reading

Example:

summary	}	According to authors Bolt, Johnson, and Mroz, at least one of the major organizations is pro-Communist. "Perhaps the most dangerous guerilla force—the one, apparently, that led the attack against the U. S. Embassy—is the pro-Moscow Fedayeen-Kalq, or People's Self-Sacrifice guerrilla." What is the meaning of "dangerous" here? This organization is not dangerous for
quotation		Iranians or for Iran, but it is dangerous for Iran's enemy, for world imperialism; in fact, that was the reason for the organization: to revolt against the corrupt rule in Iran and against the imperialist force of the U. S. Second, the Fedayeen denied the responsibility of the attack on the U. S. Embassy. And in fact, an official report from the government showed that a rightist group of Khomeini's supporters was responsible for attacking the embassy. After the attack, the leftist group called the Fedayeen protected the embassy. Third and most important, the Fedayeen are not pro-Moscow. In their political brochures it has been written many times that "We do not support any country and we are not supported by any country." As far as their policy has been shown to Iranians, what they say is true: they are going to make Iran an independent country.
topic sentence		
support		

III. Conclusion

- A. Statement of *your* conclusions after reading and thinking about the written material.
- B. What points can you make? Where did the article lead you?

Example: Why did an important magazine like the *Journal of Political Inequality* have these mistakes? Surely a worldwide magazine would have better and more reliable news sources. A cynic might conclude that this magazine is trying to influence people's minds about the situation in Iran. Perhaps the *Journal of Political Inequality* wants to frighten their readers away from Communism. If it is true that the news Americans get about Iran is controlled and biased, several questions arise: is other news, particularly about communist countries and revolutions in countries, also slanted? Is news generally controlled in the U. S.? If so, who is responsible for this control?

Additional suggestions

1. Use the title of the article or the author's name in every paragraph, both to keep your reader aware of the topic and as a coherence device.
2. When using the author's name, use the last, not the first name (Bolt stated . . .).
3. Keep the summary short. A response to written material generally implies that the reader has also read the article. Paraphrasing all the ideas in the article is unnecessary.
4. Be certain that your topic sentence in each paragraph clearly agrees or disagrees with the main point of that paragraph.
5. In a critique or written response, agreeing totally with the article often leads to a repetitive essay; it is difficult to think up new examples of why an author is correct. It is easier to disagree with the author: disagreement is often easier to prove.
6. Perhaps the most balanced response to written material is some agreement and some disagreement. Keep that in mind as you plan your essay: if possible, agree first (the weaker paragraphs) and then disagree (the stronger paragraphs).

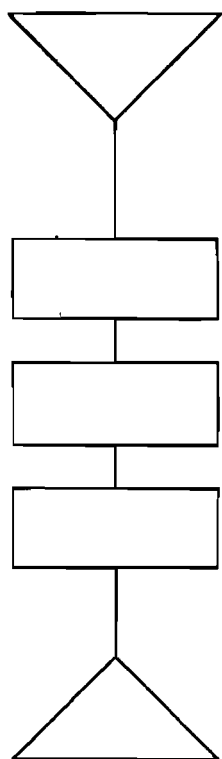
The Structure of a Response to Written Material

Your summary-analysis, if written in class in 50 minutes, will probably have a total of four to six paragraphs. Longer analyses written outside of class could have several more body paragraphs, and could cover several more major points.

Note: The structure of the response to written material differs slightly from the structure of an expository essay:

1. The introduction begins with a specific sentence (title, author) and moves to a general sentence (the thesis).

2. Each body paragraph begins with a summary; the topic sentence is usually the second or even the third sentence.
3. The conclusion is often quite brief and contains a general response based on the opinions given in the body paragraphs.



Introduction

Name of author, title of article

Major points to be analyzed (short summary)

Your thesis: opinion about the main points of article.

Body

Each body paragraph should contain:

major point to be analyzed in that paragraph.

direct quotes from the article, demonstrating the point being made (optional)

your topic sentence which states agreement or disagreement with the main point.

your proof of the effectiveness or ineffectiveness of that major point: facts, examples, physical description, personal experience

perhaps a suggestion for the improvement of the author's major point.

Conclusion

perhaps only one sentence

probably an opinion which you have proved within your essay.

FIG. 8-1

Student Responses

Below is an essay about a controversial subject. Read it and then study the samples in which American students responded to it.

THE DANGERS OF TELEVISION

When television was first introduced into American society thirty years ago, writers and social scientists thought that this new invention would better American life. "Television is going to bring American families closer together," predicted psychologist Joel Gold in 1949. Pictures which advertised television in the 1950s invariably showed a happy family gathered together in the living room, sharing the TV viewing experience. Who could have guessed that a quarter of a century later Mother would be in the kitchen watching a daytime drama, Dad

would be in the living room watching a ball game, and the children would be watching cartoons in their bedroom?

Television has certainly changed American life, but not the way the first critics predicted. The first televisions were enormously expensive, so most families owned only one. By 1975, however, 60% of American families owned two televisions or more; some middle class families had as many as five television sets under one roof. Such multi-set families may keep family members in the same house, but that hardly brings them "together." In fact, family outings—hiking, going to the movies, going out to dinner—are often limited by TV because one or more family members don't want to go: "I'll miss my program," is the common complaint.

Perhaps more important than the lack of family outings is the destruction of family time together at home. Social scientists in the 1950s could not have realized how much television Americans would watch in the 1980s; the average American watches 6 hours of TV a day. That leaves little time for the special family characteristics and traditions that used to be formed during long evenings together. The time devoted to games, songs, and hobbies—all shared activities—in the years before TV is now dominated by "the tube." And especially damaging to family relationships is the elimination of the opportunities for talking: chatting, arguing, discussing. Without such communication, family life disintegrates.

Domination is the key word. Families in America today schedule their lives around the television. Children rush home from school to watch their programs while they do their homework. Mother shops between her special programs. The ski slopes are nearly empty on Superbowl Sunday; football on TV takes precedence. The family may even eat meals in front of the television. Moreover, television is used as a baby-sitter; small children nationwide spend countless hours in front of the TV, passively ingesting whatever flashes before their eyes. Addiction of some sort inevitably follows; TV becomes a necessary part of life, and receiving a TV for his own room becomes the wish of most children. Moreover, parents use the television as a source of reward and punishment: "If you mow the lawn, you can watch TV an extra hour tonight," or "No TV for you. You didn't do your homework." Ultimately, life-styles revolve around a regular schedule of eating, sleeping, and watching television.

Isn't there a better family life than this dismal, mechanized arrangement? According to social scientist Mary Helen Thuente, "The quality of life is diminished as family ties grow weaker, as children's lives grow more and more separate from their parents, as the opportunities for living and sharing within a family are eliminated." Indeed, if the family does not accumulate shared experiences, it is not likely to survive. Consequently, if parents and children alike do not change their priorities, television will continue to exert its influence on American family life as baby-sitter, pacifier, teacher, role model, and supplier of mores and morals, thus supplanting the place of the family in society.

Harriet B. Fidler
(U. S.)

Below are paragraphs selected from several student responses to this article.

Note: There is no coherence between the paragraphs below because each paragraph was written by a different student.

<p><i>Introduction</i> Introduces article</p> <p>Summary</p> <p>Thesis (agreement)</p>	<p>“The Dangers of Television,” an essay by Harriet B. Fidler, discusses the role television has played in changing American values. In the 1940s, television was predicted to bring families closer together. Its influence, however, has splintered family relations. The author indicates that children watch TV for hours; it has become a pacifier and a baby-sitter. Parents’ roles as educators have been replaced by TV, preventing necessary interactions between family members. I agree with Harriet Fidler’s idea that television weakens a family’s ability to survive by taking away from the time they otherwise would spend relating to one another.</p>
<p><i>Introduction</i> Introduces article</p> <p>Summary</p> <p>Direct Quotation</p> <p>Thesis (agreement and disagreement)</p>	<p>In the essay, “The Dangers of Television,” Harriet Fidler states that while a television in the home at one time served a purpose in bringing families closer together, it has recently become more and more detrimental to that very special relationship that exists between members of a family. She states that “if a family does not accumulate shared experiences, it is not likely to survive.” I can speak only from personal experiences, but I agree with Ms. Fidler’s basic assumption about the role of television in the American home. However, I believe that there are solutions to the problems she states.</p>
<p><i>Body Paragraph</i> Summary and small quote</p> <p>Topic sentence</p> <p>Support (detail, personal experience)</p>	<p>Ms. Fidler thinks that while television initially had a good effect on family life, it now “dominates” the family. I have seen the effects of television on my own family and agree with the author of this article. As a child, I can remember watching very little television. The majority of my time was spent outdoors with my family, gardening, playing, caring for livestock. Once a week my grandparents would come to visit and we’d all ride horses. However, I did have a younger brother who preferred watching television to joining our family activities. At first we all wondered what was wrong with him. But as the years went by we began to join him in front of the TV; no longer were “Wild</p>

Kingdom" or "The World of Disney" the only programs I watched. Soon I too was watching situation comedies, game shows, sports events, and, eventually, anything that was on the tube.

Body Paragraph
Summary and
quote

Topic sentence
(agreement)

Support
(example,
personal
experience)

In the article, Fidler stresses that in the beginning, television was "going to bring American families closer together." TV was not intended to become what modern day Americans have made it—a substitute for imagination. From my own experience, I readily agree with the author's statement. One situation exemplifies her findings with striking clarity. When I first started baby-sitting for a family with a boy (10) and a girl (6), they owned no television. Our evenings would be spent playing Hide 'n Seek, Charades and board games, and reading books, coloring and painting. Then came the big night: the first night of the new television set. No longer could I entice them with a game; now it was, "Please, just ONE more show?"

Body Paragraph
Summary

Direct quote

Topic sentence
(disagreement)

Support
(example,
personal
experience)

Ms. Fidler states in her essay that instead of bringing families together, television separates them by giving no time for conversation or airing personal viewpoints. "Especially damaging to family relationships is the elimination of opportunities to talk. . . ." I disagree with this position. Maybe some families like the one mentioned in the article have problems communicating, but my family uses their leisure time more wisely. We play games, talk—often about television programs we have watched together—go camping and hiking as a family, and enjoy each other's company. We watch TV frequently, but only programs which we really want to see. Probably my brother's and my TV habits were formed by my mother, who controlled our TV watching when we were too young to know what was good or bad. For the American family used in the article, I think their TV viewing time should be organized more wisely so the parents are able to spend more time with their children.

Body Paragraph
Summary

Direct
quotation

The author makes a powerful point about family togetherness when she mentions the effect TV viewing has on simple family routine: "Life-styles revolve around a regular schedule of eating, sleeping, and watching TV." Practically, as well as

More
summary

Topic sentence
(agreement)

Support (de-
tail, personal
experience)

traditionally, dinner is the single time when the family can finally come together. The opportunity is there for discussion, exchanging ideas, solving problems, and expressing concern and love. Sadly, however, TV has taken priority. Even in my family, although we are all required to sit at the dinner table together, there are times when the colorful screen holds more interest than how our dog ate the room deodorizer or how Dad was run off the road on his moped. The point is that no matter how animated or boring the table discussion is, it should be a time cherished and not discarded for any TV program.

Conclusion
Summary

Response

In summary, the philosophy stated in Harriet Fidler's "The Dangers of Television" and my personal beliefs about television viewing are almost alike. The senseless watching of countless hours of TV has left many families void of love and companionship. And, to top it off, we're perfecting the garbage to feed future generations.

Conclusion
Overall
personal
response

Prediction

Most people take television for granted and accept it as a necessary part of their everyday routine. Television has been used for so many years as a source of entertainment in America that most people wouldn't know what to do without it. Television, along with many other factors in our modern lives, is truly weakening family ties. If Harriet Fidler's predictions are true, there will probably be a day when a family that does anything besides watch TV will be looked upon as strange and old-fashioned.

EXERCISE

1. Do the introductions follow the correct format? How could each of the introductions be improved?
2. Read the body paragraphs. Does each follow the format? Does each contain enough specific detail to prove the writer's topic sentence? How could you improve each of the paragraphs?
3. Do the conclusions follow the format? Is one more effective than the other? How could each be improved?

Read the following essay carefully. Then write a response to this essay, following the format explained on the previous pages.

or

Read an article from a major news magazine (Time, Newsweek). Then write a response to that article, following the format explained on the previous pages.

SHOULD A WOMAN WORK OUTSIDE THE HOME?

In recent years, it has been observed that in those societies where women work outside their homes in the company of men, there exist many serious social problems. Many studies have been conducted worldwide concerning the advantages and disadvantages of having women work outside their homes. The basis for each study was the following question: Is it helpful or harmful to women and to their society to have women work outside their homes?

Some people consider that the work of a woman outside the home gives her equal rights with men, social independence, and financial freedom. Perhaps each of these results seems to be true on the surface, but this point of view is actually very narrow and superficial. It certainly does not take into consideration the serious social problems which are a direct result of women in the work fields who constantly compete with, come in contact with, and keep company with men. Consider just the religious view: all the heavenly books are quite clear about woman's place in the world. The Bible and the Koran particularly state that women should stay at home and do the housework.

The basic fact is that women are not like men; both are different naturally in physical stature and emotional capabilities. God provided each with certain talents and features which help him or her in life. For example, there are certain jobs which are suitable for each sex simply because of physical abilities and limitations. Men can do work which needs great physical strength and endurance: brick-laying, working with heavy machinery, or other kinds of construction work. For women, these jobs are impossible because of their limited physical strength. On the other hand, there are some jobs most suitable for women: nursing, raising children, and housework. Women can do these jobs more efficiently because they are naturally fit for such work; they have patience and emotional endurance to do small tasks again and again without getting bored. Emotionally, men are better equipped to make strong decisions and to deal with problems that arise from making serious decisions about serious and critical problems. Women, on the contrary, are much better suited for the patience and kindness involved in raising children, and the children develop better as a result of the mother's kindness and understanding.

Moreover, God made man to take care of woman; in fact, God made woman from a part of man and gave man the woman to keep him company. Therefore, it is the duty of the man to provide a secure shelter for the woman, and he must also provide for her financially. He does his duty by working in the outside world, thereby giving her the opportunity to stay home and be both physically and financially secure. Woman, on the other hand, has as her duty to take care of the man—and his children—within the home. She does this by cooking, cleaning, and keeping the household at its best. This partnership between men and women is based on God's law and has survived for hundreds, perhaps thousands, of years.

However, today, as we see in the societies where the women go to work, there are many problems which may in the end destroy society as we know it. First,

many people, especially men, do not find jobs because women have taken those jobs. Therefore, the men, with decreased job chances, and unemployment, are pushed to commit crimes. Children also take the wrong way because they have the feeling that their fathers and mothers ignore them; their parents push them off on the baby-sitters, and these parents have no time to direct and look after their children. The fathers do not even know what their children do during the day since their mothers are also absent from the home, and so the fathers cannot discipline the children. This breaking apart of the family is the cause of the high rate of divorce; as the women become financially independent, they flee the responsibilities of being wives and mothers.

Not only do the crime rate and the divorce rate in such countries rise; the morals of such a society are lowered or completely lost. As women desert their natural jobs as the keepers of virtue and the teachers of culture, they too are assailed by the temptations of the world. For instance, in the past, when women stayed at home, it was rare that a woman committed a serious crime such as robbery or murder, but today it is not so unusual. As women become more and more a part of the men's world, their association with men results in immoral acts, the consequence being that many more women are becoming illegitimately pregnant. And at the present time, abortion for unmarried women is a common occurrence; sometimes it is even considered legal in these societies. This last example gives sufficient proof about the utter degradation and loss of morals in a society where women work outside their homes and bring themselves in contact with men.

In brief, having women work outside the home is morally wrong from a religious point of view. It is also a form of social injustice, for the consequences of having women in the work force cause great problems. Finally, the long term effects of allowing women to work outside their homes will be a change in the character of women, which will eventually destroy societies and indeed whole nations.

Mohammed Akade Osman
(Sudan)

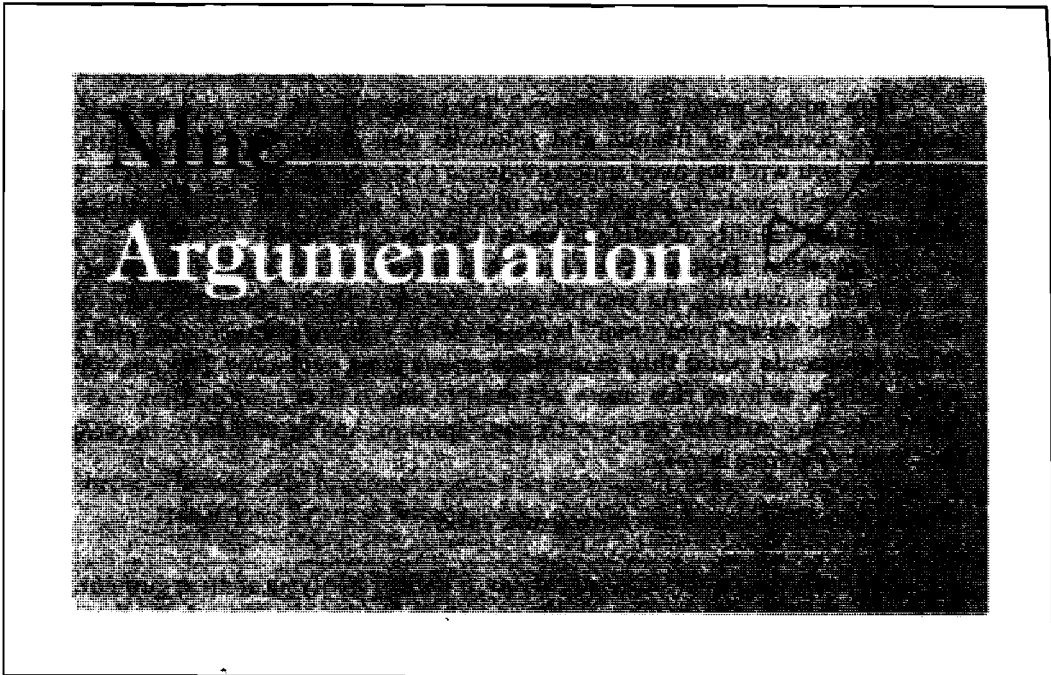
The exercise below is a scientific/technical assignment. It is a response to written material (a journal article), and although the overall format differs somewhat from the previous assignments in this chapter, the elements of the assignment (summary + analysis) are the same.

EXERCISE

Literature Review: the assignment is to select and analyze a recent research paper; the objectives are to learn about a current area of research and to critically examine the experimental methods and approaches used.

Select a recent research paper (published after 1979). Your analysis of the article should include the following information:

- Summary* {
1. *Title of the article and appropriate bibliographic information: volume number, page numbers, and date of publication*
 2. *A description of the problem area studied*
 3. *A statement of the questions that the author attempted to answer*
 4. *The major findings and conclusion of the study*
 5. *The adequacy of the conclusions in studying the question asked.*
- Analysis* {
6. *The practical significance of the study*
 7. *Additional research needed on the problem*
 8. *The value of the article in significantly advancing our understanding and solving of the problem studied*
-



Introduction

Goals of argumentation

1. To present a viewpoint to the reader
2. To explain, clarify, and illustrate that viewpoint

}

goals of
exposition

PLUS

3. To *persuade* the reader that the viewpoint is valid
 - A. To move the reader to action
 - B. To convince the reader that the opinion is correct

Why use proof? Shouldn't the reader accept the opinions of the writer?

1. Opinion is almost worthless alone. Anyone can have an opinion; simply expressing an opinion won't persuade or convince, especially in university writing.
2. Your reader may think that a mere statement of opinion is a sign of laziness, ignorance, or inability to adequately support your statements.
3. No opinion is held without first being formed from some research: experience, discussion, or exposure to secondary sources. It is this proof that you must offer your reader.

4. Opinions, then, must be supported by facts, examples, statistics, personal experience, or authoritative sources.

How much proof is necessary? That depends on the audience. If your audience consists of friends and relatives and people who *agree* with your opinions, you will not need much evidence to persuade them. However, if your audience will contain people who might not agree with your position, the strength and validity of your evidence must be significant.

Suggestion: Pretend your audience is an old, crotchety man who *never* agrees with anything. As you list your evidence, think about this unpleasant man: Will he accept your proof? Is the evidence you are giving strong and valid? What comments could this man make about your evidence? The goal of your essay will be to force this nasty old man to admit that your opinion has some merit. He may still not agree with your opinion, but he will have to recognize that your evidence is valid.

What kinds of evidence are strong and valid?

For both the reader and the writer, a logical analysis of an argumentative essay must be based on the *quality* as well as the *quantity* of the facts and opinions presented. To judge the evidence is an important part of the analysis of the essay:

1. **Reliability of the author:** Is the author a well-known figure in this field (such as Johnny Carson about humor, or a famous biochemist about new research)? Does this author present any personal qualifications somewhere in the essay?
2. Is the author an authority in an unrelated field (such as a pediatrician speaking about politics, or a movie star advertising aspirin)? If so, the author's evidence is probably not valid.
3. Does the author's opinion reflect a political, philosophical, or religious bias (such as the President of Israel discussing Middle East peace, or the Pope discussing birth control)? If so, the evidence the author gives may not be objective.
4. How recently was the evidence published? If the evidence is too old, newer evidence may have superseded it.

Kinds of evidence available to a writer include

1. **Primary:** Original documents or personal observation
2. **Secondary:** Reports on, or analysis of, original documents

Note: As a writer of an argumentative essay, remember that your job is not only to *present* and *explain* the controversy to your reader, but also to *persuade* the reader that your opinion is valid by the use of strong supporting detail.

Planning the Argumentative Essay

1. Decide upon a topic.

Example: The disadvantages of American food for the foreign student

2. Make a list of arguments. Since every controversy (argument) has two sides, you should be aware of both sides.

Example:

American food is:

- | | |
|----------------|----------------|
| 1. quick | 1. tasteless |
| 2. easy to fix | 2. not fresh |
| | 3. too starchy |
| | 4. too sweet |

Note: The side of the argument that is your opinion will always be longer, because this is what you wish to emphasize.

3. Based on the information you have, decide on a tentative thesis.

Example: For the foreign student, American food is a problem: it is tasteless and not very nutritious.

Note: A good test for an argumentative thesis is "although-because":

Although American food is quick and easy to prepare, it is not as good as food from my country *because* it is tasteless, not often fresh, and has too much sugar and starch to be truly nutritious.

4. Select a suitable number of strong arguments, the strongest you have on your list. The number of arguments will depend on the essay assignment, the audience, and the information available.
5. Organize the arguments in order of importance and strength.
6. Use supporting material to prove that each of your arguments is *strong, viable, and correct*. Supporting techniques in argumentation are the same as they are in any other essay: facts, examples, physical description, and personal experience.
7. Select methods of development that will present your arguments in the strongest possible way for your reader. Methods of development include definition, comparison-contrast, process, classification, and cause-effect.
8. Many students stop right there. But intelligent readers won't. They see arguments on the other side, called "counterarguments." If the writer does not show an awareness of the counterarguments, readers might think either that the writer has not explored the subject thoroughly, or that the writer is presenting one-sided propaganda, afraid to admit the counterarguments. So the *writer* must look at the other side too.

9. Anticipating opposition, use one of the following transitions to introduce the counterargument:

Critics of this proposal point out that . . .

It may be objected that . . .

Several questions come to mind . . .

At this point, one may wonder . . .

Certain objections must, of course, be considered . . .

Example: Of course there are some advantages to American food. First, and perhaps most important for the student, American food is generally quick and easy to prepare.

10. Now you, the writer, must refute that counterargument. It is real; it won't go away from your reader's mind. You must deal with major objections to your position, either by disproving them or by conceding their truth but showing that they are not as strong or valid as your arguments. Your refutation must do one of the following:

- a. Correct your opponent's facts
- b. Deny the relevance of all contrary proof
- c. Deny that what your opponent presents as proof, though relevant, is sufficient

Example: But although American food is fast and quite easy to fix, sitting down to a dinner that tastes like cardboard and is not much more nutritious makes eating not very worthwhile.

Possible overall structures for the argumentative essay:

- I. Introduction (thesis)
- II. Weakest argument that supports your opinion
- III. Stronger argument that supports your opinion
- IV. Strongest argument that supports your opinion
- V. Counterarguments and refutation
- VI. Conclusion

- I. Introduction (thesis)
- II. Counterarguments and refutation
- III. } Arguments that support your opinion, arranged from
- IV. } least important to most important point or vice versa
- V. }
- VI. Conclusion

- I. Introduction (thesis)
- II. Counterargument 1 and argument to refute it
- III. Counterargument 2 and argument to refute it
- IV. Counterargument 3 and argument to refute it
- V. Strongest argument that supports your opinion
- VI. Conclusion

Logical Fallacies

In argumentative essays, rational thought is a strong persuader. If the essay is based on emotions or feelings, or if the rational thought is flawed (and therefore not rational), the argument loses its strength. Below is a list of logic errors commonly made by students in argumentative essays.

HASTY GENERALIZATION: Jumping to conclusions.

All required university courses are boring.

Science fiction books are not worth the time it takes to read them.

Solution: Avoid words like "everybody," "all," and "nothing," and qualify statements.

STEREOTYPE: A form of hasty generalization, applied to people.

Happy families make happy children.

All English teachers have green eyes.

Women psychologists can't be trusted.

Solution: Qualify and specify your statements; prove with valid evidence.

OVERSIMPLIFICATION: Severe reduction of choices, sometimes limited to an either/or dilemma.

What's wrong with this country? Just *one* thing. There are 11.5 million women who started but never finished high school.

Love it or leave it. (Either love it or leave it.)

Solution: Qualify your statements; identify all causes and effects.

POST HOC ERGO PROPTER HOC: (After this, therefore because of this.) X happened before Y; therefore X caused Y.

He got straight A's because he smoked a cigarette before every class.

The rooster crowed. The sun rose. Therefore the rooster made the sun rise.

Solution: Make sure that *time* is not the only thing linking cause and effect.

RED HERRING: A statement that has no direct relevance to the topic.

Crime, communism, and delinquency are on the rise. Therefore we had better abolish the federal income tax.

Solution: Be precise in distinguishing the relevant from the irrelevant.

FALSE AUTHORITY: Arguing that a person who is competent in one field will necessarily be competent in another.

James Johnson is a good Congressman. Therefore he would be a good preacher/teacher/president/garbage collector.

Since Dr. Kissinger taught at Harvard, his ideas about foreign policy must be right.

Solution: Be certain that your sources are authorities in their fields.

STATISTICS: False use of numbers proves nothing.

Super-Slim Artificial Yogurt will help you lose weight because it has only 50 calories per ounce.

Solution: Ask yourself specific questions about statistics: Source? Applicability? Thorough study or mere speculation? Recent or dated? Local, national, international data?

VICE and VIRTUE WORDS: The use of words that connote bad or good emotional reactions in the reader.

Do you want your sons and daughters to fall victim to this Communist conspiracy? Or die at the hands of this menace?

The first choice of discriminating travelers is Holiday Inn, a prestige hotel for those who expect the best.

Solution: Use connotative words, but be sure that you have logical proof to support what you say.

Fundamentals for logical analysis

1. Always remember *never* to say *always* and *never* (and *all* and *none*, and *everyone* and *nobody*). Reasonable thinking should be reflected in reasonable language. All-inclusive statements can rarely be proved. Qualify and specify.
2. Even if you are sure that one thing is the cause of another, it may not be the *only* cause. Be careful not to oversimplify.
3. *Suspicious words* like "undoubtedly" and "obviously" are often followed by hasty generalizations and oversimplifications.
4. Any opinion you have must be qualified and specified, and must be supported completely with facts, examples, or personal experience.

EXERCISE

Identify the logical fallacies in the following sentences. Some sentences may contain more than one fallacy.

1. Working conditions could be improved if women workers did not take so much time off for sick leave.
2. She couldn't sleep last night, so she failed the quiz this morning.
3. The United States, in formulating and applying its future foreign policy, must choose between a return to strict isolationism and total global commitment.
4. The Vietnamese cannot govern themselves.
5. Everyone who works for General Motors is rich; the median salary is \$30,000 a year.
6. The law is a good one because Senator Byrd introduced it, and he is a good and honest man.

7. Of course Hawaii is about the healthiest spot in the world. Life expectancy there for men is 70.1 years, as compared with 68.2 years for men on the mainland.
8. The airport is obviously unsafe. There have been three crashes there in as many years.
9. America is a land of easy-spending millionaires, sexy blondes, fabulous Park Avenue apartments, and easy morals. How do I know? Monsieur, I see your American movies!
10. Ban aerosol sprays or we'll all die of skin cancer!

Analyze the following passage in terms of logical fallacies. Do not merely agree or disagree with the statements, but analyze line by line the reasoning process involved. Do not substitute your ideas for Devlin's. Rather, objectively, logically, analyze the argument.

Seven months ago I was in South Vietnam under the auspices of the National Association for the Advancement of Underdeveloped Countries. Before arriving in South Vietnam, I had studied at length the causes of the political upheaval of impoverished countries and had concluded that the Buddhists were responsible for the situation in Vietnam because they refused to adjust their policies to the changing political factions.

Thus, when I arrived in South Vietnam and saw a Buddhist monk engulfed in flames, my opinion was confirmed: the Buddhists want to rule South Vietnam just as the United States tried, before the First World War, to maintain their political and economic isolationism while secretly trying to control the British government of Lloyd George. Therefore, the single question which must be asked is, "Should the U. S. forces in Vietnam eliminate the Buddhist faction in order to effect national unity?" The answer is obvious: everything else has failed; this is the only recourse.

Although this may seem a startling conclusion, the facts show that only after the Buddhists began to publicly burn themselves did the government of President Ky begin to crumble. Indeed, should the United States continue to subvert the ideals and principles of the South Vietnamese when the Buddhists are the source of the difficulty? Since Christianity teaches us that suicide is against the laws of God, we can see that the Buddhists' political actions are without any moral justification.

Therefore, the U.S policy-makers should embark on a new course of action: minimize the efforts against the Viet Cong and devote their main force to a correction of this poisonous thorn in the side of the American lamb, a thorn which is dispersing and submerging the democratic way of life!

Dudley Erskine Devlin
Journal of Political Inequality (JPI),
December 4, 1970, pp. 181-82.

Student Samples of Essays

Below is an argumentative essay. Read it carefully, underlining the important points. Then answer the questions at the end of the essay.

STATE PRISONS: PUNISHMENT OR REHABILITATION?

Most of us know little about our state prisons, mainly because we would rather not hear about them. Success-oriented Americans prefer to look at people who have made something of themselves and tend to ignore those who have failed. As a consequence, problems in the penal system are generally overlooked. But serious problems do exist, and they need to be solved.

A common problem plaguing U. S. prisons is overcrowding. In parts of the south, inmates are sleeping on hallway floors because all the beds are occupied. In Florida, for example, the prison population was 15,000 in 1976, and the capacity was only 10,000. Some states have even been releasing prisoners as an emergency measure to relieve overcrowded situations.* Why are prisons so crowded when ten years ago they were never completely full? A higher unemployment rate is a factor in a higher crime rate. More people are laid off from their jobs and have no income: the desperate ones resort to crime for a living. Finally, the "Baby Boom" has contributed to the large number of criminals. The children of the post-war era are now in their twenties, "the prison-prone age," says Professor John Flanagan of the University of Wisconsin, who has studied the prison problem. The people in this age group have boosted the crime rate and caused prison overcrowding.

In addition to overcrowding, prisons are plagued with inadequate food, sanitary and medical services. In the Cook County Jail near Chicago, many prisoners eat from soft-drink cans, plastic bags, or unwashed plates discarded by other inmates. "The physical conditions existing in jails are deplorable. The living conditions are inhumane and an insult to civilized society," stated a bar-association report in 1978. Rarely are the toilet facilities adequate, and the medical programs are so underdeveloped that some patients have maggots in their wounds. Some prisoners have even filed legal complaints. In a response to a suit Alabama prisoners filed that claimed their state's prisons were unfit for humans, Federal District Judge Frank M. Johnson set forty-four minimum standards for the prisons, some of which were clean linen weekly, available soap, and adequate toilet facilities. Even this reasonable standard was met by considerable opposition by the Governor of the state, who said that the order would result in a "hotel atmosphere."

Solutions to prison problems vary, depending on what people think is the basic purpose of a prison. Since the Quakers introduced the concept of a penitentiary, "a place to contemplate one's sins and repent," the goal of political liberals

* "America's Jails: How Bad Are They? What's Being Done?" *U. S. News and World Report*, 78, no. 25 (June 23, 1978), 56.

has been to *rehabilitate* prisoners and *release* them when they are sufficiently cured of their criminal habits. In contrast, many conservatives feel that a prison exists primarily to *punish* the offender, and to *isolate* him from the rest of society. The differences between the liberal and the conservative approaches are great. The first hopes to help the criminal by treating him as a human with a problem; the other rejects and then ignores the person who dares to break the rules of society.

According to the liberals in America, solving the problems of overcrowding and inhumane living conditions is possible. By enlarging prisons and upgrading medical facilities, greater numbers of prisoners could be contained without the pressure to relieve overcrowding by releasing inmates before they are rehabilitated. Expanding outside work programs and increasing counseling and career training programs within the prison would help reduce the number of repeated crimes. Unfortunately, an obstacle to such solutions is the fact that the conservatives are not willing to spend their dollars to build the prisons necessary to confine all the criminals. According to recent U. S. government statistics, additional facilities would ease the situation, but they are expensive. A new prison costs between \$15,000 and \$25,000 per cell to build, and the operating costs range between \$8,000 and \$10,000 per inmate per year.

In contrast, however, the political climate and the economic problems in America today have resulted in more and more people adopting a hard-line approach towards prison reform. For example, capital punishment, the most permanent way to prevent inmates from repeating criminal actions, has already been reinstated in several states. Fewer and fewer citizens appreciate tax increases to cover costs to improve the criminals' living quarters. Consequently, despite the wealth of the United States, progress in improving prison conditions is slow and sometimes non-existent, partially due to the fact that prison officials are reluctant to ask for money to better prisons because of anticipated public hostility.

Nevertheless, the basic philosophy of the Quakers is still valid. Prisoners are people and should be treated humanely. Despite the criticism, improved conditions to eliminate bed bugs and better medical care to prevent maggots would not change a prison into a luxurious hotel. A prison is still a place where a person is separated from loved ones, where no freedom exists, and where privacy is impossible. The time has come to get involved in the prison issue and make some decisions regarding the future of prisons. Do we want more rehabilitation, more confinement, or a little of both? When you make your decisions, keep in mind that jail is a place where you or your children could end up after a brush with the law.

Jana Dewey
(U.S.)

EXERCISE

1. Identify the introduction and conclusion techniques in this essay. Are they sufficient?
2. Underline the thesis and topic sentences.

3. Discuss the supporting techniques used in each of the body paragraphs. Which details are memorable? Are all the topic sentences thoroughly supported? Is there a paragraph that needs more specific support?
4. What methods of development are used in the body paragraphs to persuade the reader that the thesis is valid?
5. Notice the coherence techniques used both within and between the paragraphs. Do the thoughts flow smoothly within the essay?
6. Are there logical fallacies in this essay, or are the arguments presented reasonably and completely? What details would you add to make the argument stronger?
7. Are you *persuaded* by the information given in this essay? Why or why not?

THE EFFECT OF THE U. S. FOREIGN POLICY IN VIETNAM

For Americans, April 30, 1975 was probably a breath of relief after carrying such a burden. Many Americans had awaited the collapse of South Vietnam for a long time, especially since the birth of the Paris Accords in January, 1973. In the eyes of these people who had stood against the draft or joined the antiwar movement, the unconditional surrender message of South Vietnam to the Communists was not only their own victory but also the victory of democracy: the Americans had used their supreme right to force their government to yield before their will. They considered the decision of abandoning South Vietnam as the

introductory material

courageous achievement of a civilized people. However, it is indisputable that the fall of **South Vietnam** was the direct and unavoidable result of the American withdrawal of support.

thesis: statement of opinion

paragraph hooks

Many **Vietnamese**, of course, would not understand the **courage** and morality in the American "withdrawal

topic sentence

with honor." The day the Vietnamese ambassador left Washington, D. C., he bitterly lamented: "You Americans are too cruel." On the evening of April 4, 1975, in his last speech to the Southern Vietnamese people, Nguyen Van Thieu also accused the Americans of betraying one of their allies and selling out South Viet-

first argument

	<p>nam to the Communists. This opinion was repeated by many Vietnamese. Yet, people who deservedly spilled out their bitterness were not heard, perhaps because nobody wanted to pay attention to them. Those dead could not be revived from their graves, and within the re-education camps scattered in Vietnam, those former "anti-Communists" could only blame themselves for their naive faith in the "good will" of the American people and its government in helping Vietnam to repel Communist aggression and defend freedom and democracy.</p>	<p>technique of support: <i>examples</i></p> <p>method of development: <i>cause-effect</i></p>
<p>paragraph hook</p>	<p>America, because of its wrong policy and its numerous mistakes, contributed much to the fall of Vietnam</p>	<p>topic sentence</p>
<p>pronouns used as coherence DEVICES</p>	<p>The U. S. was right when it wanted to become involved in the Vietnam issue after the Geneva agreements to prevent Vietnam from sliding under Communist control. <i>However</i>, American policy-makers made many mistakes in <i>THEIR</i> methods of intervention in Vietnam.</p>	<p>second argument</p>
<p>transitions</p>	<p><i>For example</i>, after the fall of the Ngo Dinh Diem regime, the U. S. government supported only the obedient generals whom they called "strong men." The Nguyen Van Thieu regime, which was rejected by the Vietnamese people, survived for several years under U. S. support. <i>THIS</i> support caused the Southern Vietnamese to become dissatisfied and <i>thus</i> weakened the war against the Communists.</p>	<p>technique of support: <i>facts</i></p>
<p>chronological organization</p>	<p>People didn't trust their own government; several meetings were held by the students who represented the people to request the resignation of the President. <i>Unfortunately</i>, <i>HE</i> did resign, but not because of the request from <i>HIS</i> people; <i>rather</i>, <i>HE</i> resigned because of the U. S. withdrawal of support. Later in the war, Americans made another big mistake. <i>First</i>, <i>THEY</i> mobilized all of their forces to destroy the Communist group attacking South Vietnam, yet <i>later</i> <i>THEY</i> negotiated with the Communists. <i>Finally</i>, Americans committed <i>THEMSELVES</i> to the "limited war" concept. <i>THEIR</i> troops in Vietnam did not seek victory on the battle field. <i>THIS</i> encouraged the stubborn Communists to continue the war <i>because</i> in a game, if a player knows that <i>HE</i> will win or at least tie, <i>HE</i> is not so stupid as to give up.</p>	<p>method of development: <i>cause-effect</i></p>
	<p>From the point of view of the South Vietnamese, the U. S. policies during the war contradicted previous</p>	<p>topic sentence</p>

repetition
of key
words

classical
organiza-
tion

U. S. actions during previous world conflicts. During World War I, for example, the U.S. persevered until the enemy was vanquished. The same was true during the second world war when the U.S. stopped the spread of Communism in Europe. And just thirty years before the fall of Vietnam, the U.S. had fought hard on an international level for the creation of Israel, then had brought millions of Israeli citizens from all over the world to their new country in the Middle East to become a strong and prosperous non-Communist nation. As a result of these conflicts, the worldwide reputation of being an adversary of Communism and a protector of small countries had come with the U.S. into Vietnam. The betrayal of the trust of the Vietnamese people was symbolized by one man: Henry Kissinger, a man whose name still arouses anger and frustration among the South Vietnamese. Initially Mr. Kissinger's attitude towards the war was hawkish. However, in league with Le Duc Tho, Mr. Kissinger created the Paris Agreement that favored the unconditional withdrawal of the American troops from Vietnam and precipitated the tearful collapse of Saigon. His negotiations were directly responsible in creating a sea of tears for 17 million Vietnamese. He cut the anchor and let the Vietnamese boat sink into the hands of the Communists.

third
argument

technique
of support:
example

paragraph
hook

Of course, the Vietnamese people understand that the business of politics is pragmatic and not always moral. Sometimes promises cannot be kept. However, the fact is that a small boy being undressed and thrown to an ant's nest would not be seen as a humanitarian action. We Vietnamese still remember that one day in the recent past, before Vietnam fell, some U. S. officials were quoted as saying: "South Vietnam is the outpost of the Free World; it should be protected at any costs." Then South Vietnam was suddenly tipped to the Communists. I wondered then why that "front line fortress" became unworthy. Where is the new outpost of the Free World now? And if an outpost is unworthy, will other areas be safe forever from the enemy?

counter-
argument

rebuttal
and
conclusion

prediction

Van Tran
(South Viet Nam)

The Research Paper

The final part of this class will be spent writing a research paper, either in your major field or in an area in which you are interested. You will be learning about sophisticated kinds of library materials that are available, and you will then investigate the topic of your choice, gathering materials and organizing them into a research paper. The process for this essay will be quite similar to the essays you have written previously in this class:

1. Select a subject and narrow it to a topic.
2. List the information you have about the topic.
3. Organize the topic into an outline, with a thesis statement and topic sentences.
4. Write the rough draft, using the methods for writing essays that you have already learned:
 - A. Techniques of support
 - B. Methods of development
 - C. Introductory and concluding techniques
 - D. Coherence devices
5. Revise the rough draft, and write the final draft of your essay.

In addition to the skills you have already studied, you will be learning

1. Techniques of library research
2. Note-taking

3. Citation techniques
4. General format of research papers.

EXERCISE

Do the necessary research and write a research paper of approximately 2,000 words on a topic of your choice. Use a minimum of eight sources, including both books and periodicals.

General Format of the Research Paper

A. INTRODUCTION

1. Catches the reader's attention and introduces the subject.
2. Defines necessary terms or gives background material.
3. Presents the thesis statement.

B. BODY:

1. Each paragraph contains a topic sentence that is directly related to the thesis statement.
2. Each paragraph contains supporting sentences that relate directly to the topic sentence.
3. Each paragraph is organized chronologically, spatially, or from most important to least important point.
4. Each paragraph is developed by a specific method:
 - A. All paragraphs show complete thought development.
 - B. You present ideas with your head, not with your heart: logical fallacies have no place in research, and neither do emotional arguments.
5. Each paragraph will contain coherence devices, and coherence between paragraphs will be achieved with the use of paragraph hooks and transitions.

C. CONCLUSION:

1. Must be integrally related to the thesis statement.
2. No new ideas; everything must have been logically prepared for in the body of your paper.

This should be the order of your final draft:

1. Title page includes title of paper, your name, course, and date
2. Outline of the paper
3. Abstract: not more than 100 words
4. Body of the paper
5. Footnote page (depending on your citation format)
6. Bibliography or reference page

Your final draft should be typed without error or, if typing is not possible, written clearly and cleanly on one side of the paper only. No spiral notebook

edges, wrinkled paper, or messiness is possible in the final draft. Either put the information in a plastic folder or fasten it with a paper clip.

Student Samples

Paper Topics

The following is a list of research paper topics that have been completed successfully by students in an ESL class. These students included graduates, undergraduates, and a few high school students. In each case, the student chose a topic of interest, researched it in the library, and wrote an essay of approximately 2,000 words.

- Classroom Activities that Increase the Creativity of the Preschool Child
- Lead in Gasoline: A Significant Pollutant
- Aeroflotation to Remove Grease and Oil from Water: Advantages and Disadvantages
- The Origin of Cities: Urban Sociology
- Injuries in Football: Can They Be Prevented?
- Input and Output of the Tigris River: Control and Distribution of Water
- Marijuana: Its History and Uses
- Animals and Poisonous Plants: How Do the Animals Know?
- Elementary School Teaching Methods in Iran and in the United States
- Trypanosomiasis: The Role of the Tsetse Fly in the Life Cycle of the Parasite
- The Detection of Estrus in Cattle
- Television News Broadcasting
- The Pituitary Gland
- Problems of Undergraduate Foreign Students in the United States
- Cellular Cofferdams
- How to Adapt an Engine for Racing
- The Validity of Social Conflict in Marx's Theory
- Egyptian Films: Theory and Practice
- The Problem of G.I. Babies in Thailand
- UFO's: Fact or Fiction?
- The Radiation Process Used to Mutate Barley
- Carbon Monoxide and Health
- The Bearing Capacity of Short Bored Piles in Soft Silty Clay
- The Advantages of Nitrogen Treatment of Legumes
- The Problems of Japanese Speakers of English

Sample Title Page

THE USES OF PASSIVE SOLAR ENERGY

Fauzi Zregan (Iran)
Writing Class
Intensive English Program
May 19__

Sample Outline

HOW TO IMPROVE OLIVE HARVESTING IN LIBYA

Outline

- I. Introduction
General information about the olive tree
- II. Traditional Methods of Olive Harvesting
 - A. Hand picking
 - B. Natural drop
 - C. Beating
 - D. Hand shaking
- III. Mechanical Harvesting
 - A. Combing
 - B. Beating
 - C. Mechanical shaking
 - 1. Stem shaking
 - 2. Main branches shaking
- IV. Chemicals for helping in Mechanical Olive Harvesting
 - A. Maleic hyrazide
 - B. Ethylene releasing compounds
 - 1. Cyclohexamid
 - 2. Ethephon
 - 3. CGA 13586
- V. Conclusion

Ali Darrot
(Libya)

Sample Abstract

THE VOCATIONAL EDUCATION PROGRAM IN BOLIVIA

Abstract

This paper deals with the recent system of Vocational Education implemented in Bolivia during the past five years. The experimental project, based on a similar foreign program, was a failure due to the fact that it was not adapted to the Bolivians' needs. This paper will show that the idea itself was good and may lead to a fine Vocational Educational system once a few major adaptations are realized.

Maria Teresa Teran
(Bolivia)

Sample Introduction

THE APPLICATION OF REMOTE SENSING IN ESTIMATING EVAPOTRANSPIRATION

Introduction

Remote sensing is the science and art of obtaining information about an object, area, or phenomenon through the analysis of data acquired by a device that is not in contact with the object, area, or phenomenon under investigation (Lillesand and Kiefer, 1979). It offers us an excellent device to use in various fields: geology, forestry, water resources, engineering, and land use. Evapotranspiration is water lost from this earth's surface that man tries to study to control in order that we can use it. It is quite difficult to study and estimate the quantity of evapotranspiration from the very large earth's surface, but now we have found a new tool: remote sensing.

Arthorn Boonsaner
(Thailand)

Sample Body Paragraph: Scientific and Technical Writing

**LABORATORY AND FIELD EXPERIMENTS
ON THE CONTROL OF THE WHITEFLY**

Materials and Methods

Tomatoes were grown as host plants in 12.5 cm diameter pots containing methyl bromide-fumigated soil mixed with organic manure prior to experiments and maintained under favorable greenhouse conditions. Cultures of tobacco whiteflies were maintained in separate insect-proof cages in the greenhouse, usually on tomatoes, for use in establishing infestations, or as a source of eggs and immature whiteflies of known age.

Whitefly eggs and juvenile stages of known age were obtained every 2–3 days by successfully exposing groups of French beans in the secondary leaf stage for 24 hours to caged, ovipositing adults. Adults were then removed from the plants, without affecting the eggs, by gentle plowing. Then the plants were placed in a cage in a greenhouse free of adults, and the eggs and immature whiteflies were allowed to develop until they were ready to be used.

Thabet Allawi
(Jordan)

Sample Body Paragraph: Humanities and Social Sciences

DEVELOPING CREATIVITY IN THE PRE-SCHOOL CHILD

Through the classroom activities, the teacher can develop creativity in the preschool child by giving importance and value to what the child has made and by encouraging him to develop his own ideas and thoughts. For example, when the child paints a boat on the sea, the teacher could ask him what he had painted, what colors he had used, and why he had painted it. In this way, not only the teacher but also the child is evaluating and describing the product. Furthermore, if the teacher ascertains that a child is not happy with the task he has accomplished, the teacher should show him the value of the task. This will give the child security in his work and will allow him to further develop his creativity. Finally, the dual evaluation of the task by teacher and child will be constructive; the teacher can suggest new ideas by asking the child if there is another way he can accomplish the task and by making the child aware of various alternatives available to him.

Ana Paez
(Venezuela)

MEMORY MANAGEMENT TECHNIQUES

II. Techniques

A. Single Contiguous Allocation

This technique consists of assigning that part of the memory that is not occupied by the operating system to one job, if the space available is big enough for the job; otherwise, it will be assigned to another one. Using this scheme, only one job can be processed at one time so, as we can observe, multiprogramming is not permitted. Figure 10-1 shows a flow chart of the technique.

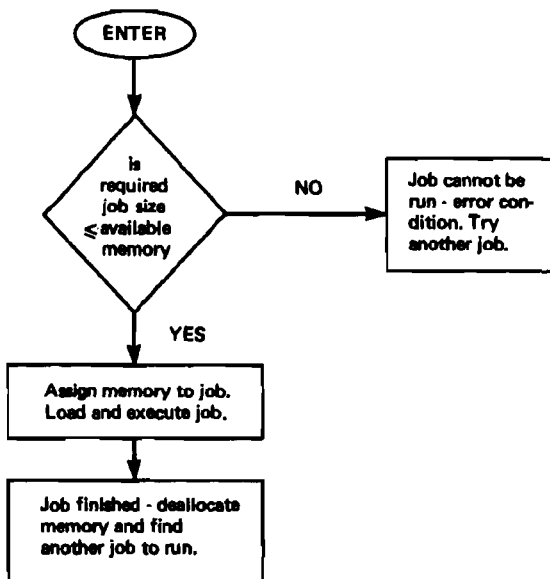


FIG. 10-1

However, if the job that is being processed is smaller than the memory available, then the rest of the memory remains allocated but unused. If, for example, there are 256 k bytes of memory, and a job requires 64 k bytes, and the operating system requires 32 k bytes, then $256 \text{ k bytes} - 32 \text{ k bytes} = 224 \text{ k bytes}$ allocated plus the $224 \text{ k bytes} - 64 \text{ k bytes}$ unused, which represents over 50% of all memory.

Marysabel Alarcon
(Venezuela)

ANALYSES IN BASINS WITHOUT SUFFICIENT DATA

Many studies have been made in order to develop empirical formulas expressing precipitation for various durations as a function of frequency. The formulas have the form:

$$i = \frac{KTp^x}{t^n} \quad (6)$$

$$tp = C_t (LLc)^{0.3} \quad (7)$$

where L is the length of the main stream, L_c is the length between the mass center of the basin and the main stream, and C is a coefficient that varies between 1.35 and 1.65. For rains with a duration $t_r = tp/5.5$, Snyder found that the peak of the unit-graph was given by the equation:

$$Q_p = \frac{C_p A}{tp} \quad (8)$$

where A is the drainage area, C_p a coefficient that varies between 0.56 and 0.69. For the base time Snyder adopts the following equation:

$$T = 3 + 3 \frac{tp}{24} \quad (9)$$

where tp was defined in equation (7).

With the unit-graph of a basin the maximum discharge that can be expected for any rain of any frequency can be found. The accuracy of the method depends on the accuracy in the evaluation of the constants.

Eduardo Lopera
(Venezuela)

Sample Conclusion

INCREASE IN THE PRODUCTIVITY OF CROPS IN THE SUDAN THROUGH AGROECONOMIC RESEARCH AND NITROGENOUS FERTILIZER

Conclusion

The research work in the Sudan is of greatest importance to technology. It is used to improve the per capita income of the farmer and to expand the national economy by increasing the productivity of the food as well as the cash crops grown in the Sudan. Moreover, the research is not confined to the previous mentioned crops, but is continuing on other various crops with a view to finding strains adapted to environmental conditions and response to other uses of technology. It is continuing at a maximum pace and is geared toward optimum utilization of resources, such as water, land, labor, and capital stock. This implies continuous improvement in managerial standards and crop culture methods. Further research is continuing on the introduction of new food crops, including soybean, safflower, sunflower, legumes, and various fodder crops for livestock, with the view to integrating animal production with crop production. Research is also continuing on the introduction of water economizing techniques, considering that the crop yields are unaffected by the reduced water intake.

On the other hand, nitrogenous fertilizer has been shown to result in substantial increases in the yield of crops. Even when there is a cost for using nitrogenous fertilizer to increase the yield of all crops, the net revenue is sufficient to raise the income of the tenant farmer, to improve his standard of living, and to improve the national income. With all these methods and experiments, research work, coupled with the use of nitrogenous fertilizers, has done the lion's share of increasing the productivity of all crops by improving the seed quality and the soil fertility, and they have been essentially responsible for the economic boom periods in my beloved country, the Sudan.

Hashim Elobeid
(Sudan)

Examination of Master's Thesis

Before beginning a research paper in your major field or in a field of interest, you will benefit greatly by seeing what others in that field have written, and especially *how* they have written. To that end, go to the university library and examine a master's thesis in your major field or in a field of interest. Study it closely as you do the exercise below. By discovering how someone else has written about a topic, you will be better able to construct your research paper.

_____ **EXERCISE** _____

Title: _____

Author: _____

Major Field: _____

1. Table of Contents: How is this thesis organized?

Chapters? _____ How many? _____ Subheadings? _____

Sections? _____ How many? _____ Subheadings? _____

Other? _____

2. General Format of Thesis

Is there an abstract? _____ How many words? _____

How many pages in the thesis? _____ Typing double-spaced? _____

3. Overall organization: Please list the chapter titles, divisions into sectors, or whatever basic organization the thesis uses.

4. Illustrations? _____ How many? _____

Figures? _____ How many? _____

Tables? _____ How many? _____

Where are they located? Within the text? _____ At the end of the text? _____ Both? _____

5. Appendices? _____ How many? _____ About what? _____

Index? _____ Other endnotes? _____

6. Citations

Footnotes? _____ How are they indicated:

- A. ¹ _____
- B. (2) _____
- C. Other (specify) _____

References? _____ How are they indicated:

- A. (1) _____
- B. . (2) _____
- C. (Smith, 1981) _____
- D. Other (specify) _____

Where are the footnotes or references located?

- Within the text? _____
- At the bottom of each page? _____
- At the end of the text? _____

Is there a bibliography? _____ Where? _____

How are the sources listed in the bibliography?

- Alphabetically by author's last name? _____
- Alphabetically by title? _____
- Other? (specify) _____

Is there a list of references? _____ Where? _____

How are the sources listed in the references?

- Alphabetically by author's last name? _____
- Chronologically as they appear in the text? _____
- Other? (specify) _____

Are direct quotations used in the text? _____ How are they indicated?

- Quotation marks around the quotation? _____
- Quotation indented and single-spaced? _____
- Other? (specify) _____

7. Is there anything else about the format of this thesis that you think will be important to you in writing your research paper? If so, please write that information below:

Library Research

For both the graduate student and the undergraduate, a knowledge of library skills is essential. The amount of material published each year in this country alone is staggering. The Library of Congress, which receives a notice or copy of every book published in the United States, has over 60 million volumes, and adds over 3 million each year. Even a moderately small university library will contain a million volumes.

Because of the sheer bulk of this material, a successful researcher must know how to look for appropriate material, and how to ask for additional help from the reference librarians.

Two major sources of help are available to the university student-researcher:

1. The guides to the literature, which will lead the researcher to appropriate research materials
2. The reference librarian, who will help with specific questions about additional source materials

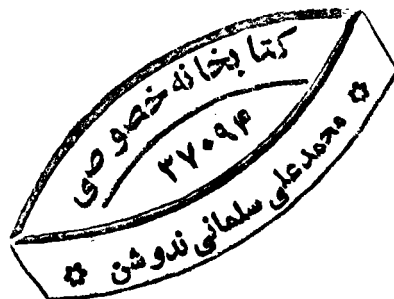
The pages that follow will be concerned with the following:

- A. Guides to Research
 1. Guides to the literature
 2. Bibliographies

3. Review periodicals
4. Indexing and abstracting journals
5. Lists of research in progress

B. Research Materials

1. Textbooks
2. Monographs
3. Periodicals
4. Conference proceedings
5. Government documents
6. Master's and doctoral theses



C. Reference Materials

1. Encyclopedias
2. Dictionaries
3. Handbooks
4. Yearbooks
5. Directories
6. Miscellaneous materials

Guides to Research

Guides to research provide access to research materials. They organize and analyze research literature and summarize data from that literature. Researchers who know their topic but want to know what research materials are available will begin with the guides to research.

Guides to the Literature

Before starting research on a specific topic, beginning researchers should look at the guides to the literature in their fields. A standard guide that will inform student-researchers about important texts, journals, and reference materials exists in most fields of study. Ask the reference librarian where you can find an appropriate guide.

Below are examples of guides to the literature (the names of the authors appear in parentheses):

1. *Guide to Reference Books* (Sheehy): The most general introduction to all fields of study; the researcher will learn about guides, research materials, and reference materials in the sciences, social sciences, and humanities. Novice researchers should start their library work by consulting this guide and by asking the reference librarian for further information about the materials it presents.
2. *A Guide to Books on Recreation* (National Parks and Recreation Association)
3. *A Guide to Computer Literature* (Pritchard)
4. *A Guide to Library Research in Psychology* (Bell)
5. *A Reader's Guide to the Great Religions* (Adams)

6. *Astronomy and Astrophysics: A Bibliographical Guide* (Alastair)
7. *Business Information Sources* (Daniells)
8. *Guide to Art Reference Books* (Chamberlain)
9. *Guide to the Literature of Mathematics and Physics* (Parke)
10. *Literary Resource Guide: An Evaluative Annotated Bibliography of Important Reference Books and Periodicals on American and English Literature* (Patterson)
11. *Literature of Agricultural Research* (Blanchard and Ostvold)
12. *Political Science: A Bibliographic Guide to the Literature* (Harmon)
13. *Reference Sources in Science and Technology* (Lasworth)
14. *Science and Engineering Literature* (Malinowoks)
15. *The Student Anthropologist's Handbook: A Guide to Research, Training, and Career* (Frantz)

Bibliographies

Another guide to research materials is the bibliography. Bibliographies are books which contain lists of articles about a specific topic. Many bibliographies cover a specific period of time. Bibliographies exist in every field; if the researcher can find a bibliography about his topic, a substantial amount of time in the library can be eliminated.

Locate bibliographies by looking in the subject area of the card catalog (for example, ECOLOGY: BIBLIOGRAPHIES).

Note: The *Bibliographic Index* lists many bibliographies and is most helpful in humanities and social science research. It is an annual publication arranged like the *Reader's Guide to Periodical Literature*, a subject list of bibliographies, containing fifty or more citations, that have been published separately or have appeared as parts of books or periodicals.

Below are examples of bibliographies:

1. *A Bibliography of Bibliographies on Iran Studies*
2. *A Bibliography of Contrastive Linguistics*
3. *A Bibliography of Noise for 1974*
4. *A Bibliography of the Cameroon*
5. *Bibliography of Agricultural Extension*
6. *Bibliography of Column Chromatography, 1967-70*
7. *Bibliography of Tourism and Travel Research Studies, Reports and Articles*
8. *Foreign Affairs Bibliography*
9. *International Bibliography of Sociology*
10. *Man and the Environment: A Bibliography of Selected Publications of the United Nations System, 1966-71*

Review Periodicals

For researchers starting work on a new subject, the best place to begin is with a review periodical in their fields. Review periodicals are publications that summarize and analyze all the material written during a specific period about a particular subject; they are usually published quarterly, semi-annually, or annually. The review article, written by experts in the field, will give researchers an overview of the primary literature in the area, will synthesize the information published during that specific period, and will indicate what problems or controversies (that is, what research topics) are current in that area. In addition, a review article is usually followed by an extensive bibliography that gives researchers additional sources about the topic.

Locate review periodicals through the card catalog; ask the reference librarian for assistance.

Review periodicals are listed in the card catalog under a variety of titles:

1. *Advances in (field)*
2. *Annual Reports in (field)*
3. *Progress in (field)*
4. *Reviews in (field)*
5. *Reviews of (field)*

By consulting a review periodical in their fields, researchers get the benefit of expert knowledge, a synthesis of ideas in their topic area, and "descriptors": important words concerning their topics that they will then use to locate more recent work in their topic areas (see following section on Indexing and Abstracting Journals).

Below are examples of review periodicals:

1. *ABC Pol Sci: Advance Bibliography of Contents: Political Science and Government*
2. *Advances in Applied Probability*
3. *Advances in Electronics and Electron Physics*
4. *Advances in Heat Transfer*
5. *Annual Reports in Organic Synthesis*
6. *Annual Review of Child Development*
7. *Chemical Rubber Company (CRC) Review in Toxicology*
8. *Progress in Biochemical Pharmacology*
9. *Progress in Information Science*
10. *Reviews in American History*
11. *Wildlife Review*

Here is an example of one review article listed in the table of contents of a review periodical:

Title of the review periodical

CRC CRITICAL REVIEWS IN FOOD SCIENCE AND NUTRITION

Table of Contents

Title of review article

Recent Progress in Dietary Fiber (Plantix) in Human Nutrition 33-92

Length of the review

Authors of the review

Gene A. Spiller, Co-author. Dr. Chem., University of Milan, Ph.D., University of California, Berkeley; Nutritional Physiology Dept., Syntex Research, Palo Alto, Calif.

Elizabeth A. Shipley, Co-author, B.S. University of Calif., Davis; R. D. University of Alabama Medical Center, Birmingham, Research Nutritionist, Syntex Research.

George M. Briggs, referee, B.S., M.S., Ph.D., University of Wisconsin, Madison; Professor of Nutrition, Agricultural Experiment Station, University of Calif., Berkeley.

Abstract of the review

Dietary fiber was extensively discussed in an article by G. A. Spiller and R. J. Amen in this journal in 1975 (Volume 7, Issue 1). The progress in this field has been tremendous in the past two years. What was an uncertain field in 1975 and what at that time to some investigators still appeared as a hypothesis or fad without much proof has turned into a much more respected part of nutritional sciences. The scientific quality of recent studies on dietary fiber in human nutrition shows a great deal of sophistication and care. Improved analytical methodologies are being used more extensively. Many nutritionists and clinicians have accepted the fact that a reasonable increase in the dietary fiber intake in the U. S. and U. K. would be advisable. In this article, the possible beneficial effects of dietary fiber on health, the possible harmful side effects, and the food science aspects are carefully discussed after an update on chemistry, analytical procedures, and nomenclature. Undoubtedly, dietary fiber has found a new niche in the sciences of nutrition, medicine, epidemiology, and foods. (161 references)

Extensive bibliography

Note: Unfortunately, not all subject areas have review periodicals; they are usually most readily available in the sciences. But in those fields that do not have complete review periodicals, individual review articles will be published in current journals in the field. Ask the reference librarian to direct you.

Indexing and Abstracting Journals

Two major sources of guides to research are the indexing journal and the abstracting journal. Each major field has at least one of these research guides; there are over 300 indexing and abstracting journals. Researchers should check with the reference librarian to see what indexing and abstracting journals are available in their major fields.

Locate some indexing and abstracting journals in the subject area of the card catalog (for example, PHYSICS: PERIODICALS-INDEXES).

Indexing Journals are published frequently and generally contain only subject headings and bibliographic citations. They provide an alphabetical list of articles printed in a selected number of journals. Each citation provides:

1. Author of article
2. Title of article
3. Title of journal
4. Volume number, page numbers, and date of publication

The most popularly based indexing journal is the *Readers' Guide to Periodical Literature*. It indexes more than 100 magazines of a general nature. If you learn to use the *Reader's Guide*, you will know how to use many of the other indexes in the library. Each volume covers a different period of time: two years for the thick cloth-bound volume, three months for the large paper-bound collection, two weeks for the thin paper-bound collection. You must look in each volume of the set because each volume is arranged alphabetically for the period it covers.

There is a table of abbreviations in the front of each *Reader's Guide*. You should become familiar with the common abbreviations: months, dates, volumes, and page numbering. If you are uncertain about the name of a magazine, check the List of Periodicals in the front of the guide. You will need the *complete, unabbreviated* title of the magazine when you look up the magazine in the serial records.

Articles are listed alphabetically under both author and subject. Subheadings and frequent cross-references are helpful in finding what you want.

Note: When copying bibliographical information, be sure to get *all* the information: volume number, page numbers, and date. If you fail to write down all the information, you will not be able to locate the article you need.

The following entries provide examples from the *Reader's Guide*:

WEBSTER, Arnold H.

Some plants are mutually disagreeable. il
Flower and Gard 23:50-1 Ag '80

This entry means that Arnold H. Webster wrote an article entitled "Some Plants are Mutually Disagreeable"; the illustrated article was published in *Flower and Garden* magazine, volume 23, pages 50-51, in August 1980.

O'KEEFE, M. and Bovin, J. O.

Solid electrolyte behavior of NaMgF_3 ; geophysical
implications. bibl il Science 206: 599-600.

This entry means that M. O'Keefe and J. O. Bovin published an article entitled "Solid Electrolyte Behavior of NaMgF_3 ; Geophysical Implications" in *Science* magazine. The article has a bibliography and is illustrated; the volume number is 206, the page numbers are 599-600.

BEDOUINS

Sinai (peninsula)

Masters of the mountains. E. Silver. il
Macleans 92:18-20 Jun 19 '80.

This entry means that under the heading "BEDOUINS" there is an article about the subheading (Sinai) entitled "Masters of the Mountains," by E. Silver. It is an illustrated article in *Macleans* magazine, volume 92, pages 18-20, published on June 19, 1980.

Note: Once you have located an article and copied the bibliographic information, go to the serials record to find out whether or not the library has that periodical. The serials record is a small card catalog which contains the names of all periodicals held by the library. It is alphabetically arranged, and each card has a call number. The call number functions just as call numbers in the card catalog: each book or periodical in the library has a single specific number, and by locating that number you will locate the book or periodical. If you do not know how to use the serials record, ask the reference librarian for assistance.

The *Reader's Guide* is directed toward a mass audience and will be used primarily by undergraduate researchers. Graduate students or researchers of a narrower topic must use indexing journals that are focused more clearly in their major fields.

Below are examples of indexing journals with a more specific focus:

1. *Applied Science and Technology Index*: A cumulative subject index to about 225 English language periodicals in the fields of aeronautics and space

sciences, automation, chemistry, construction, earth sciences, electricity and electronics, engineering, industrial and mechanical arts, mathematics, metallurgy, physics, telecommunication, transportation, and related subjects.

2. *Biological and Agricultural Index*: A cumulative subject index to periodicals in the fields of biology, agriculture, and related sciences.

3. *Business Periodicals Index*: A cumulative subject index to periodicals in the fields of accounting, banking and finance, general business, labor and management, marketing and purchasing, public administration, and related fields; it is arranged like the *Readers' Guide*, with a subject arrangement only (no author index).

4. *Engineering Index*: International in scope, it indexes and annotates selectively over 1,400 professional and trade journals; it lists publications of scientific and technical associations, laboratories and research institutes, government departments and agencies, and industrial organizations; also includes citations for papers of conferences, symposia, and selected books.

5. *Index Medicus*: A classified index of current medical literature of the world. About 2,300 periodicals are indexed completely or selectively in the medical and health sciences, biometry, botany, chemistry, entomology, physics, psychology, sociology, veterinary medicine, and zoology.

6. *Newspaper Indexes*: Compiled for major newspapers only; arranged alphabetically by subject; provide month, day, section of newspaper, page and column for each citation; published frequently—biweekly or monthly. Examples of newspapers indexed include the *New York Times Index*, the *London Times Index*, and the *Wall Street Journal Index*.

7. *Public Affairs Information (Service) Bulletin*: Covers materials in English concerning economic and social conditions as they relate to public administrations and international relations; published weekly and frequently annotated; indexes some government reports and books.

8. *Social Sciences Index*: Author and subject index arranged like the *Readers' Guide*, but covers periodicals in the fields of anthropology, economics, environmental sciences, geography, law, political science, psychology, and sociology.

Abstracting journals contain the same basic information as indexing journals, but in addition they contain abstracts (short summaries) of the articles they index. An abstracting citation provides

1. Author of article
2. Title of article
3. Title of journal
4. Volume number, pages, dates

Often the abstracting journal will provide citations of books as well as periodicals. An abstracting citation of a book provides

1. Author of book
2. Title of book

3. Year of publication
4. Name of publishing company
5. City where the book was published

Following the citation, the abstract provides a short summary of each article or book cited.

Below are examples of abstracting journals:

1. *Biological Abstracts*: Each issue contains abstracts from more than 5,000 periodicals arranged by section and subsection, with subject, author, generic, and cross-indexes.

2. *Chemical Abstracts*: Over 14,000 scientific journals indexed and abstracted (over 95 percent of new worldwide basic chemistry literature in more than fifty languages); a half million abstracts each year; arranged by subject categories; extensive indexing (for every ten words of abstracting, there are seven words of indexing).

3. *Child Development Abstracts and Bibliography*: Contains abstracts of articles from U. S. and foreign periodicals; arranged by subject; author and subject index; cumulated annually.

4. *Environmental Abstracts*: An indexing and abstracting service covering both published and nonprint (for example, radio and television programming, films) materials. Significant books, periodical articles from scientific, scholarly, technical and general publications, major conference proceedings, and other related entries are included; contains subject, industry, and author indexes.

5. *International Political Science Abstracts*: Abstracts are in English or French and are selected from a large number of periodicals published in various countries; classified by large groupings with cumulated annual author and subject indexes.

6. *Nutrition Abstracts and Reviews*: Published quarterly with an annual combined table of contents and author and subject indexes; titles are given in the original language and in English translation.

7. *Psychological Abstracts*: Considered one of the most complete abstracting journals; lists and abstracts new books, journal articles, technical reports; arranged in seventeen major classifications; full author and subject indexes to each volume.

Note: Because of the importance of indexing and abstracting journals in collecting, summarizing, and analyzing research materials, it is essential that university student-researchers learn to use and become thoroughly familiar with these materials in their major fields. Furthermore, indexing and abstracting journals differ in their scope and in how to use them. Therefore, the most efficient and most complete way to learn about them is to ask a reference librarian for assistance.

Below is an example of an indexing journal:

BUSINESS PERIODICALS INDEX

heading — INTERGOVERNMENTAL fiscal relations
title of article — [Aid, expenditures, and local govt. struc-
ture, J. C. Wicher. Nat Tax J 25:573-83
D '72
date author periodical volume pages

INTERGOVERNMENT maritime consultative organization

International unit hopes to agree within year on maritime satellite. Aviation W 97:16 N 27 '72

INTERIOR decoration

Merchandising scene (decorated models) C. Eichen. il H & Home 42:72 D '72

See also ————— check the following heading
Airplanes—Decoration —————

heading — INTERLOCKING directorates

Alcoa cited by FTC on illegal interlocks. ————— title
Chem Mktg Rep 202:4+ D 4 '72
periodical volume page date

FTC breaking boards? Chem W 111:82 D 6 '72

INTERNATIONAL book clubs. See book clubs

INTERNATIONAL business machines corporation

Amorphous bubble material by IBM N. Snyderman. Electronic N 18:47 F 12 '73

Easing an office relocation. E. McCrary. Int. Mgt 27:42 D '72

See also
IBM world trade corporation

Below is an example of an abstracting journal:

CHEMICAL ABSTRACTS

section ————— 18—Animal Nutrition author
title
identifying number ————— 89:4893d Importance of vitamins in
rabbit nutrition. Blazek, Stanislav (Vyzk.
Ustav Biofaktoru Vt. Leciv, Prague, Czech.) — place of work
periodical ————— *Krmivarstvi Sluzby* 1977, 13(12), 265-7 volume
language ————— (Czech.) pages
year of publication { A review with no refs. of rabbit requirements
of vitamins A, D, E, K, B₅, B₆, B₁₂, C, thiamin,
riboflavin, niacin, folic acid, and choline. A
abstract { table of daily vitamin requirements and
tables of vitamin contents of 2 bioprepns are
presented.

89:4895f Vitamin B₆ requirements of infants and children. McCoy, Ernest E. (Dep. Pediatr., Univ. Alberta Sch. Med., Edmonton, Alberta).

Hum Vitam B₆ Requir., Proc. Workshop 1976 (Pub. 1978) 257-71 (Eng). Edited by Sauberlich, Howerde E.; Brown, Myrtle L. NAS: Washington, D. C. A review with 27 refs. The basis for estg. *vitamin B₆* (8059-24-3) requirements in infants and children in relation to protein intake, exptl. studies on the vitamin B₆ requirements in infants and children, vitamin B₆ intake by breast- and formula-fed infants in relation to protein intake, plasma and erythrocyte pyridoxal phosphate levels in children and adults and erythrocyte amino-transferase activity in relation to vitamin B₆ intake are discussed.

title ————— [89:4896g The nutritional significance of author
dietary fiber. Kimura, K. K. (Life Sc. Res. Off.,
Fed. Am. Soc. Exp. Biol., Bethesda, Md.) ————— place of work
periodical ————— U. S. NTIS, PB Rep. 1977, PB-275672, 74 pp. — pages
date ————— (Eng). Avail. NTIS. From Gov. Rep. government doc-
Announce. Index (U.S.) 1978, 78(7), 95. ument location
A review with 126 refs on the therapeutic value number
of dietary fiber in diverticular disease, atonic

abstract

constipation, and certain hemorrhoidal conditions. Increased dietary fiber provides bulk, gentle laxation, and ease of elimination. The value of dietary fiber in susceptibility to, prevention of, or therapy of other disease and disorders remains to be established. There is little justification for increasing the fiber content of the American diet, except in individual cases where medical considerations indicate addnl. dietary fiber may be beneficial.

Below is a selected list of Indexing and Abstracting Journals:

- A. Field: Agriculture
 - 1. Abstracts
 - a. *Abstracts of Tropical Agriculture*
 - b. *Animal Breeding Abstracts*
 - c. *Bibliography of Agriculture*
 - d. *Forestry Abstracts*
 - e. *Plant Breeding Abstracts*
 - f. *World Agricultural Economics and Rural Sociology Abstracts*
 - 2. Index:
 - a. *Biological and Agricultural Index**
- B. Field: Biological Sciences
 - 1. Abstracts
 - a. *Environmental Abstracts*
 - b. *Food Science and Technology Abstracts*
 - c. *Nutrition Abstracts and Reviews**
 - d. *Biological Abstracts**
 - 2. Indexes
 - a. *Index Medicus*
 - b. *Zoological Record*
- C. Field: Business
 - 1. Abstracts
 - a. *Accounting Data Processing Abstracts*
 - b. *Computer Abstracts*
 - c. *Management Abstracts*
 - d. *Statistical Theory and Method Abstracts*
 - 2. Indexes:
 - a. *Accountant's Index*
 - b. *Business Periodicals Index**
 - c. *Funk and Scott Index*

* Indexing and abstracting journals discussed in this text.

- D. Field: Engineering
1. Abstracts
 - a. *Electrical Engineering Abstracts*
 - b. *Pollution Abstracts*
 - c. *Selected Water Resources Index*
 - d. *Transportation Research Abstracts*
 2. Indexes
 - a. *Applied Science and Technology Index**
 - b. *Engineering Index**
 - c. *Index of Mining Engineering Literature*
 - d. *The Environment Index*
- E. Field: Humanities
1. Abstracts
 - a. *Language Teaching and Linguistics Abstracts*
 - b. *Religious and Theological Abstracts*
 2. Indexes
 - a. *Art Index*
 - b. *Essay and General Literature Index*
 - c. *Humanities Index*
 - d. *Music Index*
- F. Field: Physical Sciences
1. Abstracts
 - a. *Chemical Abstracts**
 - b. *Geophysical Abstracts*
 - c. *Geoscience Abstracts*
 - d. *Meteorological and Geostrophysical Abstracts*
 - e. *Physics Abstracts*
 - f. *Statistical Theory and Method Abstracts*
 2. Index
 - a. *Bibliography and Index of Geology*
- G. Field: Social Sciences
1. Abstracts
 - a. *International Political Science Abstracts**
 - b. *Middle East Abstracts and Indexes*
 - c. *Psychological Abstracts**
 - d. *Sociological Abstracts*
 - e. *Technical Education Abstracts*
 2. Indexes
 - a. *Education Index*
 - b. *Index to U. S. Government Periodicals*
 - c. *Public Affairs Information Service Bulletin (PAIS)**
 - d. *Social Sciences and Humanities Index**
 - e. *United Nations Index (UNDEX)*
- H. Others:
1. Abstracts
 - a. *Dissertation Abstracts**
 - b. *Master's Abstracts*

*Indexing and abstracting journals discussed in this text.

2. Indexes
 - a. *American Statistics Index*
 - b. *Bibliographic Index**
 - c. *Biography Index*
 - d. *The Magazine Index*

Lists of Research in Progress

Particularly in the sciences and in engineering, university student-researchers may want to obtain other information from researchers in the same field of interest. Many lists of research in progress exist; ask the reference librarian about lists of research in your field.

Below are examples of lists of research in progress:

1. *Smithsonian Institution's Science Information Exchange*: A registry of all government-funded projects currently being done.
2. *Research Studies in Education*: Subject and author index of doctoral dissertations, reports, and field studies. Includes a research methods bibliography, and lists doctoral dissertations completed and under way.
3. *National Institute of Health Research*: Lists worldwide research being funded by NIH.

Research Materials

Researchers will go from the guides to research to the research materials in their subject areas. These research materials vary greatly in range of specificity and in purpose. Most will be available through the card catalog. Check with a reference librarian to find the most appropriate research materials in your field, and to find a solution for any specific problem you may have in finding research materials.

1. *Monographs*: Books about a single subject. Probably the most familiar source for the beginning researcher, monographs are easy to locate in the subject area of the card catalog (for example, ART). Particularly for the researcher doing work in a current topic, monographs will provide primarily background and general materials; more recent information will come from periodicals or journals in that field (see indexing and abstracting journals to locate specific articles). Examples of the thousands of monographs available in the library are

- A. *Biological Control by Augmentation of Natural Enemies* (Ridgeway)
- B. *Matter, Earth, Sky* (Gamow)
- C. *Studies in Slavery* (Fletcher)

2. *Textbooks*: A kind of monograph, this source is used mostly by student-researchers for a general overview of a subject. Textbooks are of limited use by

*Indexing and abstracting journals discussed in this text.

the educated professional because they are directed toward classroom use rather than research. Examples include

- A. *Art in the Western World* (Robb and Garrison)
- B. *Botany: A Functional Approach* (Muller)
- C. *Children and Books* (Arbuthnot)

3. *Periodicals*: The most widely used source of research literature (also called journals or magazines). There are literally hundreds of thousands of periodicals published in English—over 150,000 in the sciences alone. Locate periodicals in your major field through the use of indexing and abstracting journals; then locate them in your library through the serials record. Examples include

- A. *Architectural Record*
- B. *ASCE Irrigation and Drainage Division Journal*
- C. *Solar Energy*
- D. *Time*

4. *Conference Proceedings*: Original publications of articles and papers given at a single conference about a specific topic. Do not approach the card catalog alone to find a conference paper; placement in the card catalog can be by title of the paper, by title of the conference, even by name of the city in which the conference was held. Ask a reference librarian to help you locate a specific conference proceeding. Examples include

- A. Conference on Coastal Meteorology (Virginia Beach, Va., 1979)
- B. Conference on Images of Old Age in the American Media (New York, 1978)
- C. International Symposia on the Role of Snow and Ice in Hydrology (Banff, Alta., 1972)
- D. Symposium on the Use of Nuclear Techniques in the Prospecting and Development of Mineral Resources (Buenos Aires, 1968)

5. *Government Documents*: Materials published by all levels of government. The U. S. government is the largest publisher in the world with 500,000 items published annually. Check with a reference librarian or with a government documents librarian to determine how government documents are classified in your library; often they have their own card catalog. Here is how to locate various government documents:

- A. Local government documents: Locate by using the *Index to Urban Documents*.
- B. State government documents: Locate by using the *Monthly Checklist to State Publications*. Examples include
 - (1) Aerospace Corporation Wind Machines for the California Aqueduct
 - (2) Snow and Ice Control: Road Salt Use in Minnesota
- C. National (federal) government documents: Locate by using the *Monthly Catalog of U. S. Government Publications*. Examples:
 - (1) USEPA Water Planning Division. Water Quality Management Accomplishments
 - (2) USNBS Noise Criteria for Buildings: A Critical Review
- D. United Nations documents: Locate by using UNDEX (United Nations Subject Index)

6. *Master's Theses and Doctoral Dissertations*: Most universities have copies of theses and dissertations written at that particular university. For other master's theses, check with the interlibrary loan department in your library; you may be able to borrow the theses. Locate some master's theses through *Masters Abstracts*. Doctoral dissertations from other universities will probably not be available through interlibrary loan unless the university has a specific exchange system; usually the researcher will have to buy a microfilm or a photocopy of the material through University Microfilms in Ann Arbor, Michigan. A microfilmed copy is considerably less expensive than a photocopy. Locate doctoral dissertations through *Dissertation Abstracts*, a subject-arranged abstracting journal put out by University Microfilms. *Dissertation Abstracts* is affiliated with more than 230 U. S. universities. Check with the reference librarian and with the interlibrary loan department for more information concerning theses and dissertations. Examples include

- A. "Integral Equations in Linear Spaces" (Reneke, University of North Carolina, 1964)
- B. "On the Modified Postnikov Tower" (O'Brien, Syracuse University, 1965)
- C. "Soil Aeration and Its Characterization" (Lemon, Michigan State University, 1952)
- D. "The Generality of Herzberg's Two-Factor Theory of Motivation" (Ott, Ohio State University, 1965)

Reference Materials

In addition to the major literature sources, university student-researchers also have a wide variety of reference materials available to them, literature that can provide background information and direct them to various sources of information.

1. *Encyclopedias*: Background materials on specific topics; located in the general reference area of the library. Examples of the many encyclopedias available include
 - A. *Encyclopedia Britannica*
 - B. *Encyclopedia of Criminology*
 - C. *Encyclopedia of Educational Research*
 - D. *Encyclopedia of Physics*
2. *Dictionaries*: Locate in the subject area of the card catalog (for instance, MATH: DICTIONARIES). Examples include
 - A. *Dictionary of Genetics*
 - B. *Dictionary of Philosophy and Psychology*
 - C. *International Dictionary of Applied Mathematics*
 - D. *Oxford English Dictionary*
3. *Handbooks*: Locate in the subject area of the card catalog (for instance, BUSINESS MANAGEMENT: HANDBOOKS). Examples include

- A. *Handbook of Labor*
 - B. *Handbook of Social Research in Urban Areas*
 - C. *Standard Handbook for Mechanical Engineers*
 - D. *Water Treatment Handbook*
4. **Yearbooks:** Locate in the subject area of the card catalog (for instance, AGRICULTURE: YEARBOOKS). Examples include
- A. *Aerospace Yearbook*
 - B. *Foreign Commerce Yearbook*
 - C. *Yearbook of Agriculture*
 - D. *Yearbook of the United Nations*
5. **Directories:** Locate in the subject area of the card catalog (for instance, ENGINEERING: DIRECTORIES). Examples include
- A. *Denver Telephone Directory*
 - B. *Directory of Cultural Organizations of the Republic of China*
 - C. *Directory of Engineering Societies and Related Organizations*
 - D. *Energy and Research Solar Directory*
6. **Miscellaneous**
- A. *America Statistics Index*
 - B. *Guinness Book of Records*
 - C. *List of Acronyms and Initialisms*
 - D. *World Atlas of Agriculture*

The Process of Research

Now that you have learned the initial steps of finding and using library materials, you are ready to begin your research paper. This chapter concerns the process researchers will follow in assembling information for a paper.

Deciding on a Topic

- | | | |
|--------------------------|---|--|
| Defining
the
topic | { | 1. To decide on a topic |
| | | A. Go to a recent review periodical in your field and see what is being written about:
(1) Advances in (the field)
(2) Review of (the field) |
| | | B. Go to a journal in your field and select a topic from a current article. |
| Refining
the
topic | { | 2. Write down a specific question or set of questions. Include words ("descriptors") that you can look up in the secondary literature (abstracting and indexing journals). |
| | | 3. Go to the card catalog to find books about the subject. |
| | | 4. Go to the appropriate indexing and abstracting journals to find more recent information about your topic. |

Beginning Investigation

1. Go to a recent review periodical in order to learn what is pertinent to the topic.
2. Go to the card catalog to find books about the topic.
3. Using the "descriptors" you have already decided on, go to the appropriate indexing and abstracting journals.

Questions and Answers

Kinds of questions

1. A question that requires a single, specific answer:
 - A. What is the boiling point of carbon dioxide?
 - B. What is nihilism?
 - C. Who built Carnegie Hall?

Answer available in general reference materials: an encyclopedia, a handbook, a dictionary. Ask the reference librarian for help in locating an appropriate source.

2. A question concerning a process that needs a broader discussion of the subject, a more general and a more detailed answer:
 - A. What is the Krebs Cycle?
 - B. How is sugar refined?
 - C. What is involved in paper manufacturing?
 - D. How does photosynthesis work?

Answer available in a book about the subject: a monograph, a textbook. Locate these materials in the subject area of the card catalog.

3. A question that needs a definitive discussion and current working information:
 - A. Are there alternate fuels for internal combustion engines?
 - B. What are the psychological effects of noise?
 - C. What are the possible adverse effects of nitrates used as food preservatives?
 - D. What is the role of chromium in human nutrition?

Answer available in books about the subject PLUS current information available in journals. Locate specific journals in the indexing and abstracting journals in the appropriate field.

4. A question that is interdisciplinary, that is, a question that requires research in two or more fields:
 - A. How does the U. S. Supreme Court's decision on abortion affect women in the United States? (Fields: law, theology, psychology, medicine)

- B. What solar energy usage in commercial buildings is presently available? (Fields: engineering, economics, ecology)
- C. How will the Alaskan Pipeline affect Alaskans? (Fields: economics, ecology, political science, sociology)
- D. Is a nightshade allergy responsible for arthritis? (Fields: nutrition, medicine, chemistry)

Answers available in books and journals in the appropriate fields.

Notecards

Notecards can be very useful for the researcher. Be certain to include the complete bibliographic citation. Take notes on the rest of the card.

CA89:4899k
Trop. Sci. 1977, 19(2), 73-78

(Room for notes)

Minimum entry for
an abstracting
journal

ASCE J. of Hydraul. Div. v. 104 #10,
Oct. 78, p. 1466
Stozenbach, K.D. and Harleman, D.R.F.,
"Three-dimensional Heated Surface Jets."
Water Resources Research vol. 9, 1973, p. 129

(Room for notes)

Minimum entry
from the back of
a journal

Business Periodical Index (BPI) vol. 32,
p. 136
U.A.W., IAM plan mutual interest tables,
Ind. W. 176:22 F 5 '73

(Room for notes)

Minimum entry
from an indexing
journal

The Computer Search

Many libraries now have access to computer listings in a variety of fields. Each computer service has a number of data bases (a data base is an abstracting journal mounted on a computer disk). Most computerized searches cover a time period of 1970 (or later) to the present.

Who needs a computer search? Anyone who wants to find the maximum number of sources relating to a topic in the shortest amount of time, such as

1. Master's or doctoral candidates working on theses, or
2. Professionals working on research grants

What are the steps involved?

- A. Decide on a specific topic.
 - (1) Limit topic to an appropriate size: the time used by the computer to locate listings is the basis for the cost of the computer search.
 - (2) Be familiar with the current literature beforehand in order to use the computer most efficiently.
- B. Ask the programmer-librarian in your field whether or not a computer search would be useful: Does the computer have data bases in your subject area? Is your subject valid for a computer search?
- C. Discuss the topic with the programmer-librarian in your field; choose the most specific "descriptors" possible.
- D. Decide how definitive your search should be. Variables include
 - (1) Time: Estimate both your time and the amount of time your topic demands.
 - (2) Money: Because the computer search is not a free service, you should ascertain the probable cost of your search before you begin.

Sample Computer Search

Topic: OIL SHALE

Descriptors:

- A. oil shale
- B. shale oil
- C. shale
- D. kerogens
- E. oil shales
- F. oil shale (general)

File 4: CA CONDENS/CASIA77-Vol88(10)

(Copr. Am. Chem. Soc.)

*CA08800066483H Journal: J. Chem. Eng. Data Publ: 78 Series: 28
Issue: 1 Pages 7-11

Pressure-Temperature Relationship for Decomposition of Sodium
Bicarbonate from 200 50 600 Degree F.

CA08810065143K Journal: Bull. Int. Assoc. Eng. Geol. Publ: 75
Series: 11 Pages: 77-82
Relationships between Original Microstructure of Rocks and Soils
and Engineering Behavior

CA08810064441U Journal: Preca Res. Publ: 77 Series: 4
Issue: 3 Pages: 221-7
Irreversible Contamination of Precambrian Kerogen by 140-Labeled
Organic Compounds

CA08810064360S Journal: Rend. Soc. Ital. Mineral. Petrol. Publ: 77
Series: 33 Issue: 1 Pages: 109-23
Anchizone Metamorphism in Sedimentary Sequences of the Northern
Appenines (Preliminary Results)

CA08810064049X Journal: S. African Publ: 770621 Pages: 29 pp.
In situ Recovery of Shale Oil Patent No.: 76 04823

*? T6/5/1

CA08810066483H
Pressure Temperature Relationship for Decomposition of Sodium
Bicarbonate from 200 to 600 Degree F.
Author: Templeton, Charles C.
Location: Bellaire Res. Cent., Shell Dev. Co., Houston, Tex.
Identifiers: Dissocn Pressure Sodium Bicarbonate, Carbonate
Sodium Dissocn Pressure, SHALE OIL PRODN, Nahcolite Decompn

***Note:** In the case of the first citation, the librarian and the researcher were unable to understand the relationship of the article to the topic. The librarian asked the computer for more information (*?); the last citation shows the article's direct relationship to "Shale Oil Production."

Library Exercises

Below are two library exercises, the first for undergraduate students and the second for graduate students. After you have selected the topic for your research paper, use the appropriate exercise to begin your library research.

___ EXERCISE _____

UNDERGRADUATE RESEARCH PAPERS

NAME _____

Subject of Research Paper _____

Topic (tentative) for Research Paper _____

Please read the following instructions carefully. The materials you will be working with *must apply* to the topic for your research paper. Write the answers in the space provided.

- I. Find three books (monographs) about your topic in the subject card catalog.
- A. Write the necessary bibliographical data for *each* book. Be certain to write *all* the data you will need: title, author, and library call number.

1. _____

2. _____

3. _____

- B. Locate *each* book in the library stacks. Use the guide to the library to see where each call number is located. Check *one book out at the main desk*.

- C. When you were locating each book, did you find areas that contained other books that might also help in your research? List the general call numbers of those areas so you will be able to return there when you begin your research. Also list the area of the library where those call numbers are located.

- II. Look up your topic in the *Reader's Guide to Periodical Literature*. If you cannot find your topic listed, try looking under other topics that are related to your topic.

- A. Write the bibliographical data for three articles that might contain information about your topic. Be sure to write down all the pertinent information: title, author, name of periodical, volume, date, and page numbers. Check the front pages of the *Reader's Guide* to determine the name of each periodical from the abbreviation.

1. _____

2. _____

3. _____

- B. Look up each periodical title in the *Serials Record*. List the call number for each of the three periodicals.

1. _____

- 2. _____
- 3. _____

C. Locate each periodical in the library. List below where each of the periodicals is found. Remember: *folio* periodicals may be located in a different place in your library.

- 1. _____
- 2. _____
- 3. _____

D. Look at each article to determine its significance to your topic.

E. Photocopy one page of one article that looks especially interesting. Attach that copy to the end of this exercise.

F. Did one of the periodicals you looked at seem to be directly related to your topic? Do you think *other* volumes of that same periodical might be useful? If so, list below the call number of that periodical and its location in the library.

III. Find an encyclopedia article about your topic. General reference encyclopedias are located in the reference area.

A. Write a bibliographical entry for that article.

B. Write a one sentence summary of the article.

IV. Learn to use a microfilm or microfiche machine. Write a bibliographical entry for the article that you looked at on the machine.

V. Find a guide to the literature about your subject area. Ask the reference librarian for help.

A. Write a bibliographic citation for the guide.

B. According to the guide, what are the major journals in this subject area?

C. Look up the location of *one* major journal in the Serials Record. Write the library call number for this journal.

GRADUATE RESEARCH PAPERS

NAME _____

Major Field _____

Subject of Research Paper _____

Topic (tentative) for Research Paper _____

Please read the following instructions carefully. The library materials you will be working with *must apply* to the topic for your research paper. Write the answers in the space provided.

I. Find three monographs (single books) about your topic in the subject card catalog.

A. Write the necessary bibliographical data for *each* book: title, author, and library call number.

1. _____

2. _____

3. _____

B. Locate *each* monograph. Check *one* out.

C. When you located each book, did you find areas in the library that contained books that might also help in your research? List the general call numbers so you will be able to return there when you begin your research. Also write down their locations in the library.

II. Ask a reference librarian to help you locate a guide to the literature in your major field. According to this guide

A. List three journals in your field.

B. List a bibliography in your field that might help in your research.

III. Use the guide to identify an abstracting or an indexing journal in your major field. Ask the reference librarian to help you locate and learn how to use it.

A. Look up your topic in an abstracting or indexing journal.

B. Copy at least three bibliographical entries that might be of interest in your research. Be sure to copy *all* the bibliographical data: title, author, journal, date, volume, and page numbers.

1. _____

2. _____

3. _____

C. Look up the call number for these three entries in the Serials Record.

1. _____ 2. _____
3. _____

D. Locate these three articles; look at each one briefly to determine its usefulness in your research. Photocopy one page of one article that looks especially interesting. Attach that copy to the end of this exercise.

E. Did you find a journal that looked like it might have additional information in other volumes? Write the name of the journal and its call number.

IV. Find a *Review Periodical* or an *Advances in* (often called *Progress in*) periodical or a bibliography in your field.

A. Write the necessary bibliographical information and locate the book in the library.

B. Write a one sentence description of the book you found.

V. Learn to use a microfilm machine or a microfiche machine. Write a bibliographical entry for the article you looked at on the machine.

VI. Find two of the following in your major field (not a general reference book):

- | | |
|------------------------|-------------------------------|
| A. dictionary | D. technical report |
| B. handbook | E. government document |
| C. encyclopedia | |

1. Write the necessary bibliographical information and call numbers.

2. Locate the books or series of books in the library stacks. Write a one sentence description of them.

Documentation: Introduction

Every sentence that is *not your own thought* must be credited to the proper source. Whether you have *directly quoted* the source, *summarized* the material, or *paraphrased* the material, if the ideas are not your own, you *must* footnote the material or cite a reference.

When you are paraphrasing or summarizing within a paragraph and three or four sentences *in a row* come from the same source, you do *not* have to footnote each sentence. Instead

1. In the first sentence say: "According to [the name of the author] . . ."
2. Use transitional words to tie the following two or three sentences together.
3. Footnote the last sentence from that source or cite a reference.

When you are using a direct quotation over five lines long, use the following form:

1. Indent ten spaces from the *left* hand margin.
2. Single space.
3. Keep the *right* hand margin the same.
4. Do *not* use quotation marks because the indenting indicates that you are quoting directly.
5. Your footnote or reference follows the last sentence.

Example:

long
indented
quotation

* footnote or
reference

Remember to use three ellipsis points if you wish to exclude something from a direct quote.

"Remember to use . . . direct quote."

If your direct quote is not clear, additional information may be inserted in brackets (not parentheses):

"During the study, he [Bob] found that . . ."

Characteristics of Footnotes, References, and Bibliographies

Footnotes and a bibliography, or references, are added to any paper in which you have quoted or summarized material directly from a book or periodical. They are a convenience for your readers who want to refer to the sources you have used, and they give credit to the persons you are quoting or summarizing. To make the footnotes, bibliography, or references easily understandable, use a particular form for each one. Most fields of study have a *style manual* that gives the format for citation: the *Modern Language Association (MLA) Style Sheet*, for example, is used in the humanities and literature, while the *Council of Biology Editors (CBE) Manual* is generally used by scientists and engineers.

To identify the correct citation format for a research paper, do one of the following:

1. Ask the professor assigning the paper.
2. Acquire a style manual in your major field.
3. Use the format you find in a major journal or a master's thesis in your field.

General rules for citation include

1. Footnotes may be listed in consecutive order on a separate sheet of paper at the end of the essay, or they may be listed at the bottom of the page on which the reference is made.
2. Forms of footnotes
 - A. One way to indicate a *footnote* is to type or write a number a half-space above the line at the end of the material you have taken from a source:

Twenty-five climbers were injured.¹
 - B. Another form of *footnote* is to indicate by number in parentheses the source of the material you have just stated:

Twenty-five climbers were injured (2).
3. Footnotes differ in format, but generally contain the name of the author, the title of the book (or the title of the article and the book it is in), publication data, and page numbers.

¹William Styron, *Set This House on Fire* (New York: Signet Books, 1961), p. 25.

²Styron, p. 75.

Note: While the first reference to a book must be a complete footnote, subsequent references are abbreviated, with just the author's last name and the page number.

4. *Bibliography:* A bibliography is a list of the sources you have used or perhaps sources you have consulted but have not specifically used in your research paper. This list is made on a separate sheet of paper; the authors are alphabetized by *last name first*, as in the sample below, which is from the *MLA Style Sheet*.

BIBLIOGRAPHY

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5. Most scientific papers use only a list of *references* at their conclusion. These references are listed in alphabetical order, but the numbers in the article are *not* consecutive because they refer to the reference at the end.

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The keys to successful citation are accuracy and consistency:

1. Learn a specific format (information given, order, and punctuation).
2. Use the same format (*exactly*) throughout the research paper.

Plagiarism

The plagiarist is the student or scholar who leads readers to believe that what they are reading is the original work of the writer—when it is not.

There are several species of plagiarism. They include:

1. *Word-for-Word Plagiarizing*: After composing half of a first sentence, the writer copies exactly what is in the original text. If the writer encloses all the copied text in quotation marks and identifies the source in a footnote, there can be no charge of plagiarism. However, a research paper cannot simply be a list of direct quotations. A reader might then justifiably feel that the writer's personal contribution to the discussion is not very significant.

2. *The Patch Job*: This occurs when phrases are lifted out of the original text and moved into patterns. The writer provides a few linking words and transitions, but the major part of each sentence is not. Again, the writer must use quotation marks and identify all sources when using material that is not original. But to put every stolen phrase in quotation marks and footnote it would produce an almost unreadable text, and the writer is still not contributing significantly to the discussion.

3. *The Paraphrase*: This occurs when the writer substitutes equivalent terms for ideas encountered in reading. While paraphrasing does not require quotation marks—it is not, after all, a direct quotation—it does require the identification of the source. Paraphrasing is not the idea of the student, even though the words may be the student's, and so the idea must be attributed to its source. A footnote is necessary. The purpose of paraphrase should be to simplify or to throw a new and significant light on a text. Paraphrasing requires much skill if it is to be honestly used and should rarely be resorted to by the student except for the purpose of his personal enlightenment.

Some ideas are clearly drawn from an original source, but are ideas that are in "the public domain"—that is, they are ideas that have been accepted generally and that many writers have used before. In this case, the student may use them without footnotes. However, if there is any doubt about the source, the student should footnote the idea.

Student Samples of Citation

Footnotes at the End of a Research Paper

The Causes of the Civil War

Footnotes

- ¹Anon., *The World Book Encyclopedia* (Chicago: Educational Corporation, 1975) 472.
- ²William Loren Katz, *An Album of the Civil War* (New York: Franklin Watts, Inc., 1962) p. 1.
- ³Bruce Catton, *The Civil War* (New York: Holt, Rinehart, 1972) p. 7.
- ⁴Loren Katz, p. 4.
- ⁵Robert Mueller, *Triumph of a Union* (Chicago: Pocket Publishers, 1962), p. 8.
- ⁶Loren Katz, p. 2.
- ⁷Robert Mueller, p. 8.
- ⁸Irving Werstein, *The Many Faces of the Civil War* (New York: Julian Messner, Inc., 1962) p. 21.

Soodabeh Shakerin
(Iran)

Footnotes within the Text of a Research Paper

Decision Making in Small Businesses

Pricing Policies

There are two principal factors, cost and competition, which influence the pricing policies of many small businesses. The knowledge of costs is very important to pricing decisions. Before a price can be established for a given product or service, the cost of producing the product, rendering the service, or buying the new materials must be calculated. "A variable cost information such as the purchasing charges, labor costs, and handling fees is usually found in the company's accounting records."⁸ Most small businesses rely heavily upon the pricing policies of their close competitors. However, one must keep in mind that the successful businessman should be aware that too low prices will reduce profits, and too high prices can cause a decline in sales or customers. Therefore, a price is agreed upon which assures everyone an adequate profit. In addition to these, one should not fail to notice the fact that the area which is often the most critical between firms is non-price competition. While managers in small business must still take an active role in pricing, and competitor's prices must still be considered, nonprice competition attempts to increase sales by emphasizing product differences, promotional activities and customer services. "Generally, nonprice competition can take the following forms: (1) liberal credit terms, (2) free delivery to customers; (3)

increased production warranties, (4) convenience of location, and (5) longer store hours."⁹

⁸Nichols, Gerflad E. "On the Nature of Management Information." In *The Management Accounting*. April 1969, pp. 9-13.

⁹Santon, William E. *Fundamentals of Marketing*. 2nd ed. (New York: McGraw-Hill Book Company, 1972), p. 210.

Joooh Lee
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The Function of Production in Business Administration

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Morella Andrade
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The Relationship between Meteorology and Oceanography

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Jean-Blaise Ngamini
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Student Sample of the Research Paper

NUTRITION AND AGING

Cheun-Cheng Wu
Writing Class
Intensive English Program
December 18, 1980

Sample Outline

- I. Introduction
- II. Theories of Aging
 - A. Cellular Mutation
 - B. Cross-Linkage
 - C. Free Radicals
 - D. Programmed Cell Replication
 - E. Neuroendocrine Alteration
 - F. Immune System
- III. Factors Affecting the Aging and Aged
 - A. Socioeconomic Factors
 - B. Psychological and Behavioral Factors
 - C. Biochemical, Physical, and Physiological Factors
 - D. Chronic Disease: Aging and Illness
- IV. Nutritional Needs
 - A. Energy and Calories
 - B. Carbohydrates
 - C. Fasts
 - D. Proteins
 - E. Vitamins
 - F. Minerals
 - G. Water
- V. Community Organization
- VI. Conclusions

Abstract

Audience:
graduate
students
in Food
Science
and Nutri-
tion

With the growing number of individuals surviving to enjoy their "renaissance years," there has been a considerable increase in interest in assessing nutritional needs in these mature years. These needs are influenced not only by the physical state and activity of the individual but also by long-standing food habits and the many social, environmental, emotional, and physiological stresses to which a person is subjected throughout growth and maturity.

This paper seeks to bring together current social, economic, psychological, behavioral, and biological research information in order that many programs may be developed to help aging adults achieve nutritional adequacy to maximize their health status..

I. Introduction

Introductory
material

All people will grow older and older; aging is inevitable. Aging is a reflection of the many molecular, cellular and systemic processes that take place with time. Can we delay senescence with

Thesis
(statement
of intent)

adequate nutrition? What kind of food will make us healthy and long lived? What kind of nutrients will be depleted during aging? Papers, magazines and books now appearing in large quantities discuss the relationship between food and health, food and longevity, food and sexuality, etc. This paper will discuss some recent theories of aging, will present the significant data relevant to nutrition in the later years, and will suggest what current information can be applied to the benefit of the older person today.

references
cited

II. Theories of Aging

Investigations of the aging process have been approached from a variety of medical and paramedical specialities, and a number of theories of the causes and processes of aging have been proposed (1-3). But it is difficult to establish a simple, direct relationship between cause and effect. Following are possible theories or mechanisms that may be the causes of aging (4).

relates
directly
to outline

A. Cellular Mutation

Mutation occurs not only in germ cells but also in somatic cells. It becomes more frequent with increasing age and then decreases the efficiency of the cell in performing its essential functions.

B. Cross-Linkage

It has been hypothesized that cross-linkage may be formed within or between molecules. If these cross-linkages occur in DNA or RNA molecules, the ability of the cell to replicate protein is altered and the resulting mutagens may be incapable of the expected function of these proteins.

C. Free Radicals

It has been suggested that malfunction and destruction of the cell may be caused by an increase in free radicals. Injury by ionizing radiation does decrease life span (5).

D. Programmed Cell Replication

Recent studies using cultures of human diploid cells (lung fibroblasts) in vitro led to a theory that cells are genetically programmed for a finite number of divisions, with gradual slowing and finally cessation of mitotic activity (6).

E. Neuroendocrine Alteration

It has been hypothesized that, with aging, changes may occur at any stage of the neurohormonal chain of events. This could result in specific or generalized alteration in function.

basic
organiza-
tion:
spatial

F. Immune System

The immunologic capacity of the body increases during childhood, is maximal in the young adult, and then declines steadily. Animal studies have shown that with aging there is a decline in immunologic capacity. It has also been suggested that, in addition to being a factor in reduced resistance to disease, the decreasing competence of the immune system may also be a pacemaker for aging changes.

III. Factors Affecting the Aging and the Aged

A. Socioeconomic factors

topic
sentence

America's increasing industrialization and urbanization and subsequent changing social attitudes have affected the position of the older person in American society (7). *In general*, economic insecurity often creates pressures. An increasing policy of early retirement in industry and employment difficulties with advancing age create financial pressures. *Consequently*, the economic pressures to which many older persons are subjected play an important role in determining dietary adequacy. *Moreover*, economic problems cause serious social problems for the elderly. The major social economic factors that influence the nutrient intake and nutritional status of the elderly are:

transitions

Income

Technological change leads to earlier retirement for many people; this brings reduced income, with the majority of persons dependent upon small pensions and upon social security. In 1974, 50% of persons over 65 years of age had an income of less than \$1480 per year and 25% had less than \$1000. Reduced income often prevents older people from receiving an adequate diet.

topic
sentence

Living Facilities

Housing is a major problem for many older persons. Some older people have physical disabilities which prevent them from living in their own homes. Others often lack the financial resources to maintain repairs. Those who live in apartments often find that they cannot afford the increasing rent, so they are forced to move to less desirable places. Inexpensive living quarters may lack adequate cooking and refrigeration facilities.

source
cited

What can be done to make the elderly feel economically and socially more secure? Austin (13) has summarized these solutions well:

- An income and economic security through socially useful and personally satisfying means
- A sense of maximum personal effectiveness

cited list

- A suitable place in which to live
- The spending of leisure time constructively
- A sense of positive and well-integrated social relationships within the family and the community
- A sense of achieving and maintaining spiritual values and goals.

B. Psychological and Behavioral Factors

Due to financial pressures and a decreasing sense of acceptance and accomplishment, many older persons suffer anxieties, depression, and amnesia, and lose some personal values. Many feel inadequate. They are often lonely, restless, unhappy, and uncertain, and consequently their diets suffer. Especially prevalent problems are:

Loneliness

technique
of support:
examples

Loneliness is the complaint of millions of older persons. Loneliness results from a change in the family situation. Children are often located in distant cities, and there is less communication with them. Most devastating of all is the loss of one's husband or wife.

Food Beliefs and Attitudes

Older persons who live alone often have no incentive to cook. Lack of motivation to cook regular meals leads to the use of snack-type foods at irregular times, resulting in a poorly balanced meal nutritionally. Moreover, older persons are particularly susceptible to the claims of the food faddists.

What psychological and behavioral support can we offer the elderly so that their dietary habits will improve? The older person tends to follow the dietary patterns of the community in which he lives, and he tends to follow the dietary patterns of the years when his own life habits were formed. These findings point to difficulties that can be anticipated in programs designed to introduce new foods for the elderly. Following are eight general principles (14) of learning which may be effective to inform and modify the dietary behavior of older adults:

classification

- Practice
- Active Learning (rather than passive)
- Spaced vs. Massed Practice
- Knowledge of Results
- Success Experiences
- Reward
- Overlearning
- Replacement of Inappropriate Responses to Cues with Appropriate Responses

C. Biochemical and Physiological Factors

Many biochemical and physiological changes associated with aging occur among various organ systems that decline at varying rates. The major biochemical and physiological changes by age are briefly discussed and shown in Table I and Table II respectively.

Table I. Biochemical Changes by Age

technique
of
support:
facts

Cellular changes	The capacity and the numbers of functioning cells decrease (8)
Energy metabolism	BMR (Basal Metabolic Rate) decreases 20% between 30 and 90 years (8)
Carbohydrate metabolism	The elevation of the blood sugar is longer
Fat metabolism	The blood cholesterol and the blood triglyceride level increase (9)
Protein and Amino Acid	About 20% of body protein lost from 25 to 65 years of age (10) The proportion of dietary essential amino acids is reduced (11)
Other	The amino acid levels in plasma are reduced The blood levels of Vitamin C and hemoglobin are reduced

Table II. Physical and Physiological Changes by Age (12)

Tables

Height	Decrease in mean height (> / cm/decade)
Weight	Slight decrease in mean weight
Activity	Decrease
Cardiovascular system	The heart rate and the resting cardiac output decrease Atherosclerosis increases
Digestive system	Loss of teeth Decreased taste sensitivity Decreased digestive efficiency—secretion (gastric acid and enzyme), absorption, and motility
Excretory system	Decreased kidney function The number of functioning nephrons decreases.
Respiratory system	Maximal breathing capacity loses 40% to 60% between 20 and 80 years
Nervous system	The functional capacity of neurons decreases Loss of neuromotor coordination
Muscle and Bone	Muscle strength decreases Density of long bones and vertebrae decreases Calcium intake decreases
Hormonal	Testosterone secretion decreases Gonadotroph secretion increases

D. Chronic Disease: Aging and Illness

There is practically no evidence that age, by itself, produces nutritional problems. It is true, however, that a large proportion of the aged have chronic diseases which tend to interact with poor nutrition. In the case of disease, poor nutrition occurs either indirectly by illness limiting the choice of foods or more directly by a reduction of actual nutrient supply to the tissues. Several human diseases relating to nutrition are briefly discussed as follows (15, 16):

Atherosclerosis

One of the most active areas of dietary study has been the relationship of diet to atherosclerosis (hardening of the arteries). Atherosclerosis is thought to begin in childhood but is generally delayed in expression until middle or old age with one or more clinical manifestations: coronary occlusion, stroke, peripheral vascular ischemia, or other relative or total occlusion of large arteries (17). Therefore, in the consideration of the relationship of diet to atherosclerosis, all the related risk factors plus hereditary predisposition to hyperlipidemia and premature atherosclerosis will have to be considered.

Hypertension

Hypertension (high blood pressure) and accompanying renal disease are particularly prevalent in the aged. Epidemiological studies of blood pressure indicate that urban Negro men have a much higher presence and at younger ages than other groups. Two ways which are important to treat hypertension are:

1. Additional dietary proteins to compensate for the loss of protein in the urine
2. Salt (sodium) restriction to reduce the elevation of hypertension

Diabetes

Diabetes mellitus is another relatively common disease whose incidence may be affected by dietary manipulation. Although diabetes may be classified into three major types (pancreatic, endocrine, and idiopathic types), there is no doubt that diabetes is more prevalent in the obese and that weight reduction, chiefly by restricting caloric intake, often results in marked improvement. The etiology of diabetes is still unclear. Recently the concept about the insulin-carbohydrate diet relationship has been modified. The current recommendation of the American Diabetic Association states that dietary carbohydrates are not necessary for the majority of diabetics (19).

method of development:
extended definition

method of development:
cause-effect

Diverticulosis

There are numerous references in the literature to diverticulosis (functional bowel disease) as probably the most common disease among older persons (20,21). Recently reports support the hypothesis that diverticulosis may be caused by a deficiency of vegetable fiber in the diet. Nutrition is, therefore, a major consideration in the prevention and treatment of the disease (22,23). Further, this roughage deficiency is seen as due primarily to an overconsumption of refined carbohydrates.

Osteoporosis

Osteoporosis is extremely common and can be demonstrated in 20% of aged women and 10% of aged men. Osteoporosis is an entity, a condition resulting from a number of processes that lead to the diminution of bone in the skeleton. Albright and colleagues (24) defined it as "too little bone, but what whole bone there is, is normal."

direct
quotation

Actually, the definition of the disease is complex and the treatment of the disease is also complicated. Jowsey (25) maintains that adequate dietary calcium is an initial important step in the prevention of osteoporosis and that fluoride and calcium may constitute the most effective treatment once the disease is present.

Cancer

The incidence of most cancers increases with age; about one half of all cancer deaths take place in the over 65 age bracket (26). There are researchers (27,28) who maintain that cancer is a nutritional deficiency disease. In addition, some works in the field state that prevention of cancer is possible with an optimal diet. But the question still remains unanswered: does a deficient diet leave the individual more vulnerable to cancerous invasion?

IV. Nutritional Needs

The nutritional needs of the older person, as the younger adult, are related to the problems of nutritional balance. Nutritional balance is not solely a matter of balanced dietary intake. Other factors which may result in nutritional imbalance, even on presentation of a balanced diet, are as follows (29):

- Interference with intake
- Interference with absorption
- Interference with storage and utilization
- Increased excretion
- Increased requirement

Basic nutritional needs fall into two major categories (30):

- Those required for growth and repair of normal structure
- Those required for the production of energy to provide for functional needs.

The essential nutritional needs are briefly discussed below:

A. Energy and Calories

repetition
of
key words
and phrases

According to the standard allowance of the National Research Council, the average estimate is an approximate **caloric** requirement of 1,800 **calories**. Men will require more—about 2,200 **calories**. However, the caloric requirements are highly individual, depending on activity. Perhaps the simplest criterion for judging adequacy of **caloric** intake is the maintenance of normal weight.

B. Carbohydrates

Carbohydrates are an essential part of the diet, but there is a wide range of adaptability due to individual digestion or various metabolism situations. Within this wide range, there are no specific requirements. However, because aged persons tend to have a relatively excessive intake of carbohydrates due to availability and low price, the intake of protein and other nutrients should be controlled.

C. Fats

Fats provide a source of energy (about 20%), important fat-soluble vitamins, and essential fatty acid. The digestion and absorption of fats may be delayed in the elderly person, but they are not greatly distributed with age. There is no special need to be unduly restrictive.

D. Proteins

repetition
of
key words
and phrases

Protein is an essential constituent of all cells. It is needed to provide nitrogen and amino acids for synthesis of body **proteins** and other nitrogen-containing substances. The National Research Council recommends that an adequate intake of **protein** per day may be 0.9 gm of **protein** per kilogram of desired body weight (31). An increased intake of **protein** is not advantageous and excessive intakes of **protein** may actually be harmful in kidney or liver disease.

E. Vitamins

Vitamins are essential for tissue metabolic processes to proceed in an orderly and efficient fashion. Once adult age is reached, the vitamin requirements remain substantially the same for the duration of life. The vitamins are closely interrelated and fluctuate

with energy needs. The changes in vitamin requirements with aging are so poorly documented that it is difficult to quantify their effect on nutrient needs. In older people, vitamin A and vitamin C blood levels commonly are lower and vitamin B12, folic acid, and B6 seem to be absorbed with greater difficulty.

F. Minerals

use of
pronouns
as a
coherence
device

Minerals maintain water balance and acid-base balance in the body. *They* also act as catalysts for biological reactions and as an integral part of many essential body compounds. There is no need for increased minerals in normal aging. The adult allowances are sufficient on a continuing basis and are supplied by a well-balanced diet. However, in older people, specific attention must be paid to calcium and iron intake, for *these* are often inadequate in the self-selected diets of the elderly, especially *those* who are chronically ill.

G. Water

Water is essential for maintaining urinary excretion and helping to prevent constipation. The need for water varies with environment. Because of reduced kidney function, an older person needs at least 1.3 liters of water a day to maintain fluid balance.

V. Community Organization

Since older persons will continue to increase, and they tend to have more and longer hospital stays, the solution for the elderly becomes very difficult and complicated. It is a common social problem. There is a necessity to establish professional community organizations to develop many intervention programs to meet their needs.

A community, like a family, consists of a network of interdependences and interactions. It will be much more effective and powerful if it is responsible and well-coordinated. Unfortunately, two agencies within a community sometimes may not coordinate very well due to competition for the same funds, personnel, and prestige. According to most observers of the social services, coordination of health and welfare services on a city and county level is still an unsolved problem throughout the United States.

technique
of
support:
examples

Up to now, the responsible community and government groups have developed some intervention programs to help alleviate those problems of inadequate food intake. Among these are Meals-on-Wheels and the Congregate Meals Program. The Meals-on-Wheels program provides a hot meal and a packed lunch or supper daily to older people. This program is designed for those elderly who have inadequate cooking facilities or who are unable to shop for and prepare food. The Congregate Meals Program, on

the other hand, is designed to meet social as well as nutritional needs of the participants. Both programs are designed to meet the needs of older persons regardless of income.

VI. Conclusion

Humans will grow older and die. Although many hypotheses of the causes of aging are proposed, the biological mechanisms responsible for them are unknown.

Research has shown that as man ages, a reduction in caloric intake and most nutrients occurs. This appears to be due to a decrease in basal metabolic rate and a marked reduction in physical activity. Furthermore, there is no direct relationship between income and nutritional deficiencies. However, as income decreases, especially to or below poverty levels, nutritional deficiencies become more frequent and more severe. The dietary intake of protein, niacin, thiamine, and iron, particularly of calcium, vitamin A, and vitamin C, is most likely to be low.

Aging, a period in the life span, is not a disease or a sickness. But, as man ages, disease often follows. The elderly therefore need others' help. The increased number of older persons in the population has produced many medical, social, and economic problems. How we provide better medicare and medicaid for the elderly and how we make a good, complete planning and an evaluation in nutrition programs for the aging are two important problems which we have to solve in the near future.

summary

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Thirteen Grammatical Explanations and Exercises

This section will present the most practical rules you will need when you write essays. It is not a complete grammar review. Rather, it is concerned with those problems encountered by most writers. Each explanation of a rule is followed by a brief exercise. If you need more practice with that particular problem, consult a handbook of grammar such as *Mastering American English: A Handbook-Workbook of Essentials* by Hayden, Pilgrim, and Haggard (Prentice-Hall, 1956), or *Guide to Language and Study Skills* by Martin *et al.* (Prentice-Hall, 1977).

Verb Problems

Verb Tense

Verb tenses and verb tense agreement are often problems for ESL writers. Rules for the use of verb tenses are so various and often so complex that frequently second language errors occur. For the university professor, verb tense errors are serious; they often interfere with communication. Therefore, the second language student should make every effort to correct verb tense errors. To minimize verb tense errors

1. Try to write as often as possible in the simple past tense.
2. Read your writing *aloud* after you finish, and *listen* as well as *look* for errors.

Below are several exercises concerning verb tense use and verb tense agreement. By completing the exercises, you should be able to determine whether or not you are having significant problems with verb tenses. If you need a thorough review, use one of the handbooks mentioned above. Another source of verb review that stresses two-word verbs is *Idiom Workbook* by Berman and Kirstein (Institute of Modern Languages, 1979).

Since I _____ this writing course, I _____ that I
 _____ less each day. Every night I _____,
 _____ but I _____ adverse feelings against this subject. In fact, I _____
 not _____ to study, even in my native language. Also, my major, elec-
 trical engineering, _____ not _____ it necessary for me to
 _____ very much, so I _____ not _____ much
 practice. Even so, I still _____ to class optimistic each day, and I
 _____, "Alfredo, you _____ learn to _____ Eng-
 lish. Your government _____ for you to _____." Then the
 teacher _____ the assignment on the blackboard, and my mind
 _____ to _____ it immediately. I _____ myself
 at night _____ to _____ something, and when the class
 _____, I _____, "What in the world _____ I
 _____ about this terrible subject, writing? What _____ I
 write? My vocabulary _____ so limited, and I _____ not
 _____ my ideas well."

Alfredo Chorro
 (El Salvador)

EXERCISE

In the paragraphs below, many of the verbs have been changed to an incorrect tense. Identify the verbs and correct the incorrect usage.

In my country many customs still existing about the choice of a woman for me to married. Despite the influence of other cultures, especially American, the Latin American woman has always submit to the man; she has working in the home and take care of the children. The counsel which parents generally give their sons state that the chosen girl must to be pretty (if that are possible), kind, intelligent, and faithful, and that she must to came from a good family. Virginity was one of the most important requirements for her to being considered a good woman. She must also has obedience and possesses a certain level of culture if she is to be a successful wife and mother. Although some of these requirements are began to disappear, the traditional woman in Latin America was still thought to be the best choice for a wife.

Ramon Vega
(Colombia)

Teachers of foreign languages should to be extremely well-qualified in order to carried out their duties properly. In fact, a teacher may be possess a minimum of a graduate degree from a certified educational school or institute if he to teach high school or below. Besides the academic degree, teachers shall not considered teaching only as an occupation for earn money; they should also be interests in teaching. It was not only necessary that teachers to be knowledgeable in their major fields, but they should also been skillful as well. For example, the language teacher must knowed the target language well enough to be imitating by his students. Proficiency in the target language include four skills: understanding, speaking, reading, and writing. A teacher may also knew the linguistic facts of the language of the students in order understand the problems they will to learn in the target language. Furthermore, the teacher must have familiar with the audio-lingual techniques. Knewing all these will helped the students to learning correctly and quickly.

Abbas Al-Ballal
(Saudi Arabia)

Passive Voice

The use of the passive voice in expository prose *slows down* the sentence structure and causes the reader to tire easily. However, most scientific prose uses the passive voice in the interest of objectivity, and in some cases the passive

voice is useful. Therefore, the general rule is to write in the passive voice only when you make the decision that it will be useful.

The passive voice is when the *subject* does not act.

The garden was planted.

(by someone or something)

Dinner was cooked.

The test for passive voice: Can you add "by someone" at the end of the sentence?

The active voice is when the subject of the action functions as the subject of the sentence.

Steve planted the garden.

Shannon cooked dinner.

If you choose not to use the passive voice, make the subject *perform*. Make it *do something*. In the sentences below, the first sentence of each pair is written in the passive voice; the second sentence changes the verb to active voice.

1. Thunder was heard in the mountains.
Thunder growled/grumbled/rumbled/crashed/snarled in the mountains.
2. The results of the experiment were analyzed.
The results of the experiment showed that the snow carried radioactivity.
3. The car was driven down Main Street.
The car careened/lurched/rattled/purred down Main Street.

EXERCISE

Change the passive voice in the paragraph below to the active voice, rearranging the sentences in any way you like to create a coherent paragraph.

The prison had been escaped from by a man who had murdered six people without reason. Even though the prison had been judged to be the most secure in the country, the escape had succeeded because it had been carefully planned. While a prison guard was distracted, his gun was taken and he was hit on the head with a gun. Then the guard's uniform was put on. Next the heavy fence around the prison was climbed and the barbed wire on the top of the fence was cut with a metalcutter that had been stolen from the prison repair shop. The river which surrounded the island was swum despite the frigid water, so the escape was completed. In the town near the prison, precautions were taken: doors were bolted, windows were locked, and children were called inside. Policemen from nearby towns were ordered to the area, and roadblocks were set up; every car was searched thoroughly. Fortunately, the murderer was recaptured later that day by the same policeman who had been knocked unconscious. The capture was performed when the murderer's gun was not able to be fired because it had become wet in the water.

American university prose uses passive voice

1. When the agent is unknown or unimportant

Turkish coffeehouses, called "Kahuehane," were founded centuries ago.

2. To describe technical processes and to report research procedures and reports

Choline and Vitamin B complex were administered to the rabbits; the effects of the elements on the animals were then observed.

3. When the agent is a victim: speakers of English often use passive voice to describe disaster. Listen to a news broadcast: in any event in which a person suffers violence or catastrophe, passive voice conveys the sense of real accident, of the victim's helplessness.

She was hit by a car.

The man was shot by the firing squad.

by someone

The woman was trapped in the burning building

or something

The child was kidnapped.

In each instance the passive voice makes it brutally clear that the subject was not acting but was acted upon. That, of course, is the point: it carries a sense of shock, of helplessness, in the face of calamity.*

Sentence Structure and Punctuation Problems

For the second language student, the difference between an English sentence that is correct and comprehensible and one that is incorrect is often a matter of recognizing that English sentences are generally shorter and are punctuated differently than sentences in other languages. Below is a paragraph without adequate punctuation and capitalization. Please identify the sentences (the independent clauses) and put in the necessary punctuation and capitalization.

About half a year ago in Nagasaki prefecture an american protector cut the nets and let dolphins which the fishermen had caught escape the fishermen were very angry and they brought a law suit against the american but at the trial the american said that the act he did was moral and legal because dolphins are very clever animals and so we must protect them. What he said about dolphins is true but the american should have thought about the fishermen's lives the sea around Nagasaki prefecture is a good fishing ground and many fishermen make a living by catching the fish also there are a lot of dolphins in that area and dolphins eat the fish which are the source of the fishermen's livelihood so the fishermen try to catch the dolphins in order to protect their business the american however only had a single thought the protection of the dolphins he didn't know how important fishing is for the japanese.

Keio Maeda
(Japan)

* *The Lively Art of Writing*, by Lucile Vaughn Payne (New York: Mentor, 1965).

Summary: The basic rules for semicolons include

- A. A semicolon can join *only two complete* sentences.
- B. The two sentences must be related in content.
- C. Conjunctive adverbs (the *long words*) can be used, usually *after* the semicolon, to make the sentence more coherent.

Note: Coordinate conjunctions (which may be considered *short words*)—*and, or, but, so, yet*—cannot be used with semicolons.

I like painting; but I am quite ignorant about the history of art.
(incorrect)

In this case, a comma should be used:

I like painting, but I am quite ignorant about the history of art.

Commas and Coordinate Conjunctions

Another way to join two independent clauses (complete sentences) is to use a comma plus a coordinate conjunction.

1. Coordinate conjunctions are the *short words*:
 - a. and
 - b. but
 - c. for
 - d. or
 - e. yet
 - f. so
2. Two complete sentences that are related in content may be joined by a comma plus a coordinate conjunction:

He was lazy, so he failed the class.
He was lazy, but he passed the class.
He was lazy, and he failed the class.

Note: When joining two complete sentences with a comma, you *must* use a comma *plus* a *short word*.

3. With one complete sentence and one incomplete sentence, you will use *only* a *short word*.

He was lazy and enjoyed sleeping until noon.
He was lazy but worked when he needed money.
4. When joining two complete sentences with a comma, you may *not* use a *long*

word (a conjunctive adverb): however, nevertheless, therefore, consequently, moreover.

He was lazy, however he passed the class.

If you use a comma plus a *long* word, you will have written an R.O. (run-on) sentence or a *comma splice*, which is considered a serious grammatical error.

Correct: *He was lazy; however, he passed the class.*

EXERCISE

Join the independent clauses below with a comma and a short word.

1. To apply for this job you must have a degree in chemical engineering you must have two years' experience.
2. Air fares have increased most people still prefer to travel by air.
3. Unemployment and the cost of living have risen the country is in trouble.
4. The wind began to blow the sky remained clear.
5. All of the people at the conference are teachers not even one teaches mathematics.
6. It was raining when Tony came home from school he watched television instead of going to football practice.
7. Gilbert was hit by a car yesterday he was not seriously injured.

In the following groups of sentences, join the independent clauses either with a semicolon (and a long word, if you wish) or with a comma and a short word.

1. A 29-year old woman had been taking fertility pills
she gave birth to quintuplets.
2. Two men robbed the First National Bank
they fled with an undetermined amount of cash.
3. Hospital rates will increase 12% this year
a 9.67% salary increase and inflation are responsible for the rise in rates.
4. A surprise thunderstorm dumped more than two inches of rain in the city
last night.
the rainwater caused some flooding and a long power outage.
5. The police found a marijuana patch growing in the back yard of a residence
near City Park
they removed 300 to 350 plants.
6. The city of Chicago has filed a suit in district court against the architect of
the new City Hall
the suit is seeking \$750,000 in damages as well as attorney fees and court
costs.
7. In many hospitals, doctors routinely prescribe antibiotics for patients
before surgery
there is no proof that these drugs are necessary to prevent infections.
8. American Express deceives the audience in its television commercials
they imply that American Express is the only company that offers a refund
for lost traveller's checks.

9. The governor has ordered all state agencies to reduce mileage by a minimum of 5%
institutions can either limit parking spaces or require employees to drive only three days a week.
 10. Tom Watson has won four golf tournaments and finished second in four others this year
he thinks he can play better golf than he has this season.
-

Subordinating Words

Some words can change a complete sentence (an independent clause) into an incomplete sentence (a dependent clause). These subordinating words include

- | | |
|-------------|------------|
| 1. although | 7. after |
| 2. because | 8. if |
| 3. which | 9. since |
| 4. when | 10. until |
| 5. while | 11. unless |
| 6. before | |

We missed our flight to Missouri.	complete sentence
<i>When</i> we missed our flight to Missouri	FRAGMENT
He played tennis exceptionally well.	complete sentence
<i>If</i> he played tennis exceptionally well	FRAGMENT
He watched too much television.	complete sentence
<i>Because</i> he watched too much television	FRAGMENT

When you use a subordinating word, you must add a complete sentence to the information. This complete sentence may be added either before the dependent clause (incomplete sentence) or after it:

- We were furious* when we missed our flight to Missouri.
If he played tennis exceptionally well, I would enjoy playing with him.
His wife divorced him because he watched too much television.
 Because he watched too much television, *his wife divorced him.*

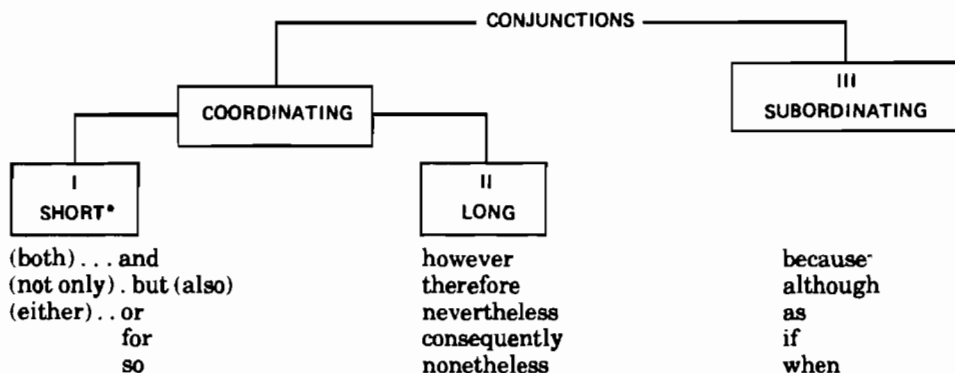
Note: If the *complete sentence* is added before the dependent clause, no additional punctuation will be used. But a comma must be used if the complete sentence is added *after* the dependent clause.

EXERCISE

Join the following sets of words together by using a subordinating word either at the beginning of the sentence or before the second part of the sentence.

1. He never gives up _____ he has become an enormous success.
2. We were certain we would not survive _____ we were lost in the mountains.
3. A turtle differs from other reptiles _____ its body is encased in a shell.
4. The people have spoken _____ manufacturers are now producing smaller cars.
5. The doctor diagnosed her disease _____ he has still not found the right medicine to treat her.
6. There were more than 1,000 fans at the football game _____ it was raining.
7. The students went to the library last week _____ they had learned to use research materials.
8. Most Americans drink milk _____ most Chinese do not.
9. There are twenty species of daffodils in my garden _____ I ordered them from all over the world.
10. Infection can cause both fever and pain _____ take his temperature to be sure of the problem.

Sentence Structure Review



* Called correlative conjunctions when they include the words in parentheses.

6. Most people cannot afford to buy houses _____ prices have increased 75% in the last year.
 7. Mankind must limit population growth _____ overpopulation will result in famine.
 8. You may ride your bicycle on this street _____ do not go out on the busy highway.
 9. His face was wrinkled _____ he looked older than I remembered him.
 10. The girls put away their winter clothes _____ their closets were nearly empty.
-

Colons

Generally a colon means "as follows." Colons are often used for emphasis in a paragraph. Rules for colons include

1. Use a colon to introduce and emphasize a series (three or more words or phrases) at the end of a sentence:

I like three nutritious sandwiches: peanut butter and jelly, turkey and cranberry sauce, and egg salad.

Note: If the series comes in the middle of a sentence, punctuate with dashes.

The three instruments she plays—piano, clarinet, and drums—could make beautiful music together.

2. Use a colon to emphasize a point:

He has one disability: a broken arm.

Note: Use a colon only if what precedes is a complete sentence. However, the phrase following a colon does *not* have to be a complete sentence.

3. Do *not* use a colon unless what follows the colon *directly modifies what comes before it*:

I am impressed by one virtue: compassion. (correct)

I am impressed by one virtue: others, however, are worth mentioning. (incorrect)

Note: In the sentence above, use a comma + a *short* word, or a semicolon, as in

*I am impressed by one virtue, but others are worth mentioning,
I am impressed by one virtue; others, however, are worth mentioning.*

EXERCISE

Insert colons where they will fit below. Use dashes when they are necessary.

1. He was a mess ____ dirty, unshaven, and bloody.
2. Dr. Schweitzer's great talents ____ surgery, diagnosis, and innovative medicating ____ made him famous.
3. It was no accident ____ he hit me on purpose.
4. There is a basic difference between graduates and undergraduates ____ the former are dedicated to study, and the latter are dedicated to socializing.
5. Shelley has a favorite teacher ____ Mr. Claus.

Quotation Marks

1. Use quotation marks to indicate direct speech. Within a sentence, quotation marks surround a direct quote, and the first word is capitalized. Usually the final punctuation comes before the final quotation marks.

Example: She said, "Love is flowerlike."

Note: A comma is used after the introductory phrase (in print, these titles are italicized).

2. Titles of articles, movies, and chapters in books are enclosed in quotation marks.

Examples: Stephen Frazier, in his article "The Masculine Mystique," states that women want "the swagger but not the sweat" of the masculine world.

The author of *The Women's Room*, Marilyn French, has written a compendium of many previously published women's books.

Note: Titles of books and periodicals are underlined; in print they are italicized.

3. If you are only using part of a quotation, use ellipsis points to indicate that some of the words have been omitted.

Example: In the article "What It Will Be Like If Women Win," Gloria Steinem looks toward the feminist Utopia, and agrees that "... men might well feel freer and live longer."

Note: The period comes before the quotation mark.

4. Quotation marks can indicate a special word or a special phrase.

Example: "Disinterested" and "uninterested" can mean quite different things.

5. A different quotation that is interrupted in the middle is punctuated in the following way:

Example: "Women," Roiphe states, "have recently arrived at a new pride of ownership" (p. 77).

Note: If you cite a page number, place it after the quotation marks and before the period.

6. Quotation within a quotation is surrounded by single quotation marks.

Example: Camille asked, "Have you seen the movie called 'Star Wars?'"

EXERCISE

Punctuate the following sentences with quotation marks, commas, periods, underlining, and capitalization.

1. Leslie asked what makes a person feel lonely?
2. The article titled islam: yesterday and today appeared in time magazine.
3. Marysabel she called come in the living room.
4. Please look up the meaning of lagniappe.
5. One hundred years of solitude is a famous colombian novel.
6. John Wayne received his only oscar for his performance in true grit.
7. Farrage said Fawzi if you don't study for the TOEFL you will not improve your score.
8. Sports illustrated is a magazine which my husband receives every week.
9. The chapter titled photosynthesis in sawyer's book introduction to horticulture has finally arrived in the bookstore.
10. Shannon Sayer's newest romantic novel is entitled summer of pearls.

11. The new John F. Kennedy library has been built on the Columbia Point peninsula in Dorchester, six miles from Cambridge, Massachusetts.
 12. On her t-shirt was written migrant education, harvest of hope.
 13. The New York Times reported that cholesterol in the blood does not come from foods directly but is produced by the body.
 14. The encampment of Tel al Malach—the hill of salt—is a huddled cluster of tents on the northeastern Negev, the barren desert that adjoins the Sinai.
 15. In a recent issue of Time magazine, Sarah Weddington, 34, states: my purpose is to put women into the mainstream of life.
-

Parallel Structure

Parallelism is the repetition, not of thoughts, but of grammatical structures. These structures can be simple (a repetition of single nouns), or complex (a repetition of complete sentence structures). Whenever a sentence contains two or more similar elements, these elements must be kept parallel.

Balance is always inherent in parallelism: word balances with word, phrase with phrase, sentence with sentence. The result is rhythm within a paragraph that strengthens the coherence and emphasizes the ideas.

Parallelism is only one of several ways of achieving rhythm and coherence in a paragraph, and should therefore be used sparingly.

Examples:

1. She was a woman *who understood children, who enjoyed housework, and who worshipped her husband.*
2. Michael wanted *to catch a snake, to put it in a cage, and to take it to school.*
3. During spring break the students went *to Oregon, to California, and to Utah.*
4. In order to pass the TOEFL examination, he had *barricaded himself in his room, chained himself to his desk, and buried himself in his books.*
5. *If we are to finish this textbook, if we are to have a chance of finishing, we must meet each day for at least two hours.*

EXERCISE

Below are several sentences that contain errors in parallelism. Correct these sentences by strengthening the parallel structures.

1. Fertilizer is used to enrich the soil, to improve crops, and for making more food.
 2. She took a shower, got dressed, smiled at the mirror, and her lipstick was checked.
 3. Rodney Stephens was the editor of the largest newspaper in the city, a diplomatic representative to Kuwait, and he invented many useful devices.
 4. It can be dangerous for one's health to diet continually, to sleep all day, and not doing any exercise.
 5. I enjoy reading, swimming, jogging, gardening, and going on hikes.
-

Complete the unfinished sentences below with at least three parallel structures.

1. He was a criminal. He was a person who . . .
 2. To win the spelling bee, she thought, she needed only to . . .
 3. On Peggy's trip through Europe, she traveled to . . .
 4. Raise your right hand, . . .
 5. Dr. Lindstrom has contributed a great deal to this community: lecturing, . . .
 6. Before you leave, please close the door, . . .
 7. If your car will not start, try checking the battery, . . .
 8. Since they moved into the house, they have painted all the rooms, . . .
 9. The sports facilities are beautifully designed: modern, . . .
 10. Those students are so lazy; all they do is watch television, . . .
-

Sentence Combining

The unity and coherence of a paragraph depends primarily on organization and the use of rational thought. Unity and coherence can be strengthened in a paragraph by varying sentence structure:

1. Short sentences are used for emphasis.
2. Longer sentences are used for smoothness.
3. Parallel structures are used for rhythm.

Too many short sentences can result in chopiness. To avoid this break in the coherence of a paragraph, combining several short sentences into longer, more smoothly flowing sentences can improve the paragraph.

Sentence combining is not simply an exercise to be accomplished. It is a skill to be learned and integrated with your writing style.

EXERCISE

Below are series of sentences that can be combined in several ways. Combine them in at least two ways. Use whatever punctuation is necessary—commas, semicolons, colons, or periods—and use whatever connectors are necessary: coordinate conjunctions, subordinate words, or conjunctive adverbs.

1. Shelley had a birthday party.
 2. The party was in the basement.
 3. Several girls came to the party.
 4. They talked all night.
-
1. The lilacs bloomed.
 2. The blooms were on the bushes.
 3. The bushes were in the back yard.
 4. The blooms were lavender.
 5. The blooms smelled delicious.
-

Combine the following sets of sentences in at least one way.

1. Buying prints is a way to make an investment.
2. The prints are original.
3. The way is excellent.
4. The way is for a novice.
5. The investment is modest.
6. The investment is in works of art.
7. The art is beautiful.

1. Crickets chirp.
2. The chirp is soft.
3. The crickets are in the grass.
4. The grass is in clumps.
5. The whippoorwills sing.
6. They sing in the trees.
7. The sound of owls can be heard.
8. The owls are screech owls.
9. The sound is eerie.
10. The sound is in the distance.

1. The chain is the result of movement.
2. The chain is volcanic.
3. The chain is in Italy.
4. Mount Vesuvius is part of the chain.
5. The movement is Africa's.
6. The movement is in a direction.
7. The direction is generally northwest.

1. A visitor can walk the streets and visit landmarks.
2. The visitor is modern.
3. The streets are in Pompeii.
4. The streets are the same.
5. The landmarks are the same.
6. They are the same that the inhabitants knew.
7. The inhabitants were ancient.

1. The Academy awards fellowships.
2. The fellowships are in the arts.
3. The arts are creative.
4. The fellowships are for studies.
5. The studies are classical.
6. The awards are made to artists.
7. The awards are made to scholars.
8. The artists and scholars are from the United States.

1. Trips take Joseph Cancellare to Australia and India.
2. The trips are to the field.

3. Cancellare is a marine geologist.
 4. He studies characteristics in the field.
 5. The characteristics are chemical.
 6. The characteristics are physical.
 7. The characteristics are of marine aerosols.
 8. He studies their distribution.
 9. The distribution is over the ocean.
 10. He studies their impact.
 11. The impact is on conditions.
 12. The conditions are meteorological.
 13. The conditions are climactical.
-
1. Fame came.
 2. The fame was unwelcome.
 3. The fame came to the school board.
 4. The school board is in Topeka.
 5. Topeka is in Kansas.
 6. The fame came 25 years ago.
 7. The defendant brought fame.
 8. The defendant was Brown.
 9. Brown fought the Board of Education.
 10. *Brown vs. the Board of Education* was a case.
 11. The case was a landmark.
 12. The landmark was for the Supreme Court.
 13. The case outlawed schools.
 14. The schools were public.
 15. The schools were segregated.
-
1. The politician had a strategy.
 2. The strategy was for a campaign.
 3. The strategy was designed.
 4. It was designed partially.
 5. It was designed to impress.
 6. The impressions were on the voters.
 7. The voters were working class.
 8. The voters were especially women.
 9. The impression was that he shared.
 10. He shared their concern.
 11. The concern was about issues.
 12. The issues were economic.
 13. The concern was about prices.
 14. The concern was about consumer problems.

Sentence Combining in Paragraphs

The following paragraphs are written in short, choppy sentences. Combine some of the sentences to increase the unity and coherence of the paragraphs. It may be

necessary to rewrite some of the sentences; use coherence devices, and perhaps even rearrange the sentences.

It's snowing outside. I feel a kind of loneliness. Everything looks lonely outside. No one is on the streets. All I see are empty cars and snow. The trees are bare. They look cold. They look lonely, too.

My house is big. It is comfortable. It has a lot of rooms. It has a big backyard. The backyard is as big as the house. There you can find flowers. You can also find trees with all kinds and sizes of fruit. Little animals live there too. You feel as if you are in Eden. You hear the sounds of many bird songs. Everything is relaxed and happy.

This is not my first time away from home. It is the longest. Maybe it is the most helpful. I have to learn to be independent. I have to solve my own problems. That will make me more responsible. I have to keep track of my money. I have to be careful how much I spend. If my decisions are wrong, it's my own fault. It's no one else's fault. Being alone is the best way to learn responsibility.

When I was in high school I had many friends. I could divide my friends into two groups. One group was friends who worried. They worried about the future. They worried all the time. They were good students. They were responsible. They were loyal friends. They didn't have too much time for friendship. The second group didn't worry about anything. They were poor students. They were often in trouble. They lived in the present. They lived for the present. They had time to spend with everyone. They had a lot of fun. They were very friendly.

Nicaragua is a country. It is one of the countries of Central America. Central America is located on the isthmus. There are five countries in Central America. Nicaragua is in the middle of the isthmus. It is the largest of the countries in Central America. It is about 81,249 square miles. It is not as big as the United States. In comparison it is much smaller. But size is not so important. Nicaragua is beautiful.

Diction

Being able to use the English language effectively will be enormously helpful for your writing. Information concerning the use of a thesaurus, a good dictionary, and the problems of denotation and connotation in English diction have been discussed earlier in Chapter 3. However, other diction (word) problems such as incorrect spelling or a limited vocabulary will also hinder your writing. If you have difficulty with spelling, please review the rules in *Spelling by Principles* by Genevieve Smith (Prentice-Hall, 1966). You might also wish to use *The Bad Speller's Dictionary* by Krevisky and Linfield (Random House, 1967). If you need to broaden your vocabulary, consulting a book like *Consider Your Words* by Jennings, King, and Stevenson (Harper & Row, 1969) will be very helpful.

Precision in Diction

In English, brevity, precision, and accuracy are the marks of a good writer. In order to make your writing more precise, observe the following rules:

1. Try not to use *there is* or *there are* too frequently. These phrases are often useless in the sentence and only lengthen without strengthening the sentence structure.

EXERCISE

Omit the words *there is* and *there are* from the sentences below. Rewrite the sentences if necessary.

- A. There are fifty men who are trying out for the football team.
 - B. There is a great difficulty in understanding English.
 - C. There is a girl in physics class who has a mind like a computer.
 - D. There was too much noise where I was sitting.
 - E. There was a crowd of happy students in the hall.
-

2. Try not to use the word *thing*. It is a vague referent that often confuses the reader. In this humorous selection, notice the confusion of the description because of the frequent use of *thing*.

The man stands by the horses, on each side of the *thing* that projects from the front end of the wagon, and then throws a tangled mess of gear on top of the horses and passes a *thing* that goes forward through a ring and hauls it out, and passes the other *thing* through the other ring and hauls it out on the other side of the other horse, opposite to the first one, after crossing them and bringing the loose end back, and then buckles the other *thing* underneath the horse and takes another *thing* and wraps it around the *thing* I spoke of before and puts another *thing* over each horse's head with broad flappers to it that keeps the dust out of his eyes, and puts the iron *thing* in his mouth, and brings the end of these *things* aft over his back after buckling another one around his neck to hold his head up, and hitching another *thing* on a *thing* that goes over his shoulders, and then takes the slack of the *thing* which I mentioned a moment ago and fetches it aft and makes it fast to the *thing* that pulls the wagon and hands the other *things* up to the driver to steer with.

3. Try to exclude the passive voice from your writing unless it is useful. Passive structures slow down the progress of a paragraph and tire your reader.

4. Try not to begin a sentence with the same phrase with which you ended the previous sentence. This "echo" effect is unnecessary and slows down the paragraph.

A student should maintain a grade point average of "B" in his major field. In his major field a higher GPA will assist him in getting a job.

5. Try not to use unnecessary words. Wordiness slows down the paragraph.

In my opinion I think that an author when he is writing shouldn't get into the habit of making use of too many unnecessary words that he does not really need in order to put his message across.

EXERCISE

The sentences below are poor because they are imprecise. Eliminate the passive voice and any unnecessary words. Make each sentence as brief and precise as you can. Rewrite the sentences if necessary.

1. After removal of the old finish is completed the next step is preparation for the new finish. Preparation for the new finish is perhaps the most painstaking step.
2. Those big pointed things in Egypt were all built by slaves.
3. There are several girls that I date.
4. One factor we should consider is how important a thing good water is to public health.
5. The radio he built was a beautiful thing.
6. The terrain can be seen by obtaining a topographical map of the area one intends to cover. The area to be covered having been studied, the task is now what to carry within the pack.
7. The best time to have a garage sale is on the weekends. Weekends are preferable because people are home more and have more time to spend at garage sales.
8. It was Senator Hart who proposed the bill.
9. I would like to point out a case where the views of the church and the views of science are similar. The case in point is original sin.
10. I will use the Department of Education at CSU for an example. In this department there are two full-time secretaries, one part-time secretary, two student aides, and one full-time audiovisual aide.
11. The thing we should consider is our budget.
12. It was Mr. Eastman who convinced me that education was a necessary step.
13. The kind of rat that is brown in color is as supple in its ability to change its shape as a piece of rubber is.
14. There was a number of gate-crashers who managed to get in.
15. Since Shanna wished to converse while she was in Sweden, she decided to study it.

16. A sentence ought not to have any words that are not entirely necessary, and for that matter, there should be no unnecessary sentences contained within a paragraph. This is true for the very same reason that a drawing, if it is to be a good drawing, should have no lines that are not completely necessary.
 17. If the disturbance is discovered to be a real frog, the heart is filled with excitement, the body becomes a tense ball of anxiety, and the chase is about to begin.
 18. By September 23, pitchers should be ready to go into full practices. Practices are organized so that all baseball players can better themselves as individuals through the process of perfecting fundamentals. Fundamentals to work on as a pitcher are: wind-ups, throwing drills, and good follow-throughs.
-

Confusing Words

Below are three sets of words that second language writers often confuse. The rules are not complete; however, they should provide you with enough information to use them correctly in your writing.

1. **Another:** An adjective or pronoun used with a single referent (*an other*); never used with "the."

Example: One reason Matthew passed the exam was that he studied very hard; *another* was that he had plenty of time to write his essay.

- Other:** An adjective or pronoun used with either single or plural referents; often used with "the."

Examples: Rafia could only taste the cinnamon in the cake, but Maha said *the other spices* were allspice and cloves.

Rafia could only taste one spice in the cake, cinnamon, but Maha said *the others* were allspice and cloves.

Today the mailman delivered a lot of mail. Some envelopes contained bills, but *other* envelopes held letters from my family.

Today the mailman delivered many envelopes. Some contained bills, but *others* held letters from my family.

2. **Especially:** Adverb (-ly)

Example: Stephen was *especially* talented as a left wing in soccer.

- Special:** Adjective

Example: Elisabeth gave us a *special* gift: a bowl that she had made in pottery class.

3. **Afterward:** An adverb meaning subsequently or thereafter; often *then* can be substituted for *afterward*.

Example: We went to the picnic; *afterward* we went to my favorite disco.

After: A preposition or a subordinating conjunction that is followed by a dependent phrase or clause; *then* cannot be substituted for *after*.

Example: *After* we went to the picnic, we went to my favorite disco.

EXERCISE

Below are sentences that use one or more of the six words above. Fill in the blanks with the correct word.

1. _____ inventing "dry plates," George Eastman, the founder of Eastman Kodak, made photography a portable pastime by creating flexible film that could be rolled up and fitted into a _____ camera.
2. Researchers at the University of Pennsylvania have demonstrated that a dieter should drink a cup of hot soup before a meal; _____ his eating pace will be slower.
3. One goal of the agricultural experiment is to determine the best fertilizer for wheat; the _____ is to decide the amount of water necessary for proper growth.
4. It is impossible to learn statistical analysis, _____ if you have never learned how to add or subtract numbers.
5. _____ I saw the movie I wanted to read the book.
6. Alfalfa is _____ sensitive to pollution by ozone and sulfur dioxide. _____ ozone lowers the resistance of the plant, the alfalfa dies of a fungus.
7. Dermatologists say that sunlight is _____ hard on the skin because it kills some cells and damages others.
8. A new dairy farmer in Latin America has two _____ problems. _____ he has found the land he wants, he must choose a good herd of cattle. Then he must solve the _____ problem: getting the necessary financial help to operate his farm.
9. Whether you go to the beach, to the mountains, or to _____ place, you will rest, see friendly people, or engage in _____ amusements.

10. _____ we left the movie theater, we went to _____ place where we could order dinner.
 11. Just before dawn we sneaked to nearby trees; _____ we proceeded to _____ bushes that were only a few yards from the fence.
 12. Although Turkish coffeehouses are very simply decorated, they have a _____ atmosphere.
 13. In Argentina it is necessary to test canned beans with _____ litmus paper to measure the hydrogen content; this test is _____ necessary if the container has been damaged.
 14. We swam from one side of the lake to the _____.
 15. The idea of escape depends on different conditions that vary from one culture to _____.
-

Prepositions

One form of word choice that second language students often have difficulty with is prepositions. Below are some exercises involving the use of prepositions. If you have considerable difficulty in choosing appropriate prepositions, consult a review of preposition usage, such as the *Dyad Learning Program: Prepositions* by Alice C. Pack (Newbury House, 1977).

EXERCISE

Fill in the following blanks with appropriate prepositions.

Natural selection can favor certain mutations and provide them with an advantage _____ survival. A trait _____ humans called sickle cell anemia offers an excellent example _____ how natural selection operates _____ favor a genetic mutant. Sickle cell anemia is a condition caused _____ sickle-shaped red blood cells that _____ normal individuals are round. The outward manifestation _____ this anomalous condition is a reduced ability _____ carry oxygen _____ the muscles _____ the body. Because oxygen is essential _____ the proper func-

tioning _____ muscles, individuals _____ sickle cell anemia become easily exhausted and sometimes delirious _____ exercise. However, one who is born _____ the sickle cell anemia trait is immune _____ malaria. _____ regions _____ Africa where malaria seriously threatens survival, up _____ forty percent _____ the population exhibits the sickle cell trait. What ordinarily would be an undesirable mutation becomes a selective advantage _____ areas where malaria jeopardizes the viability _____ normal individuals.

Kurt Bucholz
(U. S.)

The road soon narrowed and followed close _____ the base _____ the purple-green mountains. Hilary saw the beauty _____ the mountains, the colorful flowers and vines growing _____ the road's edge. Every tree and bush seemed alive _____ blossoms, a riot _____ color pressed _____ the shadowed backdrop. River water lapped _____ grassy banks, and a statue _____ the Christ figure stood quietly _____ a rose arbor.

White walls stretched away _____ the entrance to *Quinta Christina*, and the narrow lane was paved _____ cobblestone. The house, built _____ white stucco _____ a red-tiled roof, reflected its colonial architecture _____ an intricately carved facade. The cobblestone drive wound _____ a well-tended garden, wet _____ mist _____ a fountain that sent slender spires _____ water _____ the late afternoon air. _____ one side of the house a pebble-strewn path led _____ the stables, barely visible _____ the background. Overhead the sky was clear, a brilliant blue fringed _____ clouds that pressed _____ the mountains.

Shannon Sayer
(U. S.)

Many times the cause _____ a certain effect may not be readily apparent, and people tend _____ attribute the effect _____ abstractions such as fate and chance. But however obscure it may be, there will be a cause _____ every effect.

A hungry robin sees a white butterfly flutter _____ the flowers. _____ a flurry of feathers, he catches the butterfly, and the bird settles down _____ a rock _____ devour its prey.

Rascal, Mrs. Wigg's grey cat, has been sleeping _____ the front porch _____ a rocking chair, but the warm sunny morning coaxes him _____ coming out _____ a walk _____ the garden. As he wanders _____ the flowers, he becomes aware _____ a bird, perched _____ a rock, busily pecking _____ something. Rascal's instincts take over, and he creeps closer, preparing _____ attack. The bird is so absorbed _____ his meal that he does not see the flurry _____ grey fur _____ it is too late.

Individual cases _____ cause and effect do not exist separately, but form links _____ complex chains that are woven together _____ form what could be called the fabric _____ reality.

Cindi Krantz
(U. S.)

The world food reserves have declined _____ being sufficient _____ feed the world _____ several months _____ being enough for only 30 days. This doesn't take _____ consideration problems _____ transportation, distribution, or payment _____ getting the food where it may be needed, but these are very real issues _____ feeding the world. The pessimists claim that _____ man living so close _____ the brink, any major ecological or political ripple could push us _____ the edge _____ global famine. Their documentation _____ this fills books.

People do not live only _____ food, _____ course. Energy is used _____ both the necessities and the luxuries _____ life. _____ the Third World, firewood is the traditional source _____ energy _____ cooking and heating. The OPEC oil price increases have renewed the denudation _____ remaining forests _____ the Asian subcontinent and _____ Africa. _____ Nepal, the steep hillsides are flushed _____ the monsoons, washing away terraced farmlands no longer protected _____ the upland forests.

Dorothy Burleigh
(U. S.)

Editing

Being able to correct errors in your writing will improve your writing. However, identifying your own errors may not be easy. Usually you will be able to see errors in the writing of others more easily than in your own writing.

EXERCISE

Below are sentences taken from student papers that contain many errors. Identify each error and correct it; you may have to change the spelling, the sentence structure, the diction, the verb tenses, or the punctuation in the sentences. You should try to make each sentence as clear, as correct, and as precise as you can. Some sentences have more than one error. Do not rewrite the sentences; simply revise the errors.

1. It is possible to solve your problems with only to have a little bit of peace, and a little meditation, and mental relaxation.
Correction: It is possible to solve your problems with a little peace, a little meditation, and a little relaxation.
2. Escape is getting away from something harmful to oneself; for example, to run away from treacherous dog.
3. I asked the taxi driver how long would it take to the airport, he said that about half and hour.
4. Working outside the home help women to be sociable; so it would be helpfull as an educational process.
5. When the student woke up he found the note, when he had read it he run to school to appologize for his mistake.
6. Realizing how important the writing class; I attend it this semester..

7. For example; young people don't have enough attention from his parents, the father is busy in his businesses meetings.
8. With most American food you don't loose time to prepared a dinner, because, you only put the food in the oven for 20 minutes at 400 degree F. and your dinner it is ready so you can use the time to study.
9. I am entitled to rights like self-satisfaction and a career; But now I don't want it because the responsibility take too much effort.
10. Each course usually have a large amount of material to be study and understood; that it seemes imposible to learned them in a week only.
11. I took Guilherme and put on him some warm dress, I don't need asked to him why he had ran away.
12. I doesn't need explain my behavior to nobody, I can understand if I am no do my assignment I will hurt only myself.
13. For some women is hard to combine efficiently the house work with a job, because many of they are pressure for the time.
14. Because the TOEFL test you ability to listen, read, and to answer questions about what you listen and read about.
15. The Bong Lhang snake attacks the light of an automobile so you can see many of them are run over by automobile died on the streets.
16. Lacking calcium; for instance, the blood took the calcium from the tooths and bones.
17. In the evening Kuta Beach is very beautiful, I never missed the sunset, I just sat on the beach, listen to the soft breeze whispering a nice melody, enjoying the illumination of the sun.
18. For example, using a tractor to plow the land.
19. Often the powerful country help the repressed people to escape from a dictatorship however it dictates to them which system they must elect.
20. I was completely surprised when my roommate took off his clothes; and he stretched out on his bed.

The paragraphs below have been changed so that they have a variety of errors in spelling, sentence structure, and punctuation. Correct the errors, changing sentences to improve the clarity and precision if necessary.

Fourty year ago in Saudi Arabia there are no regularly school but there are x rings in the mosques and people learn in this ring some lesons about the Koran, Islam, read, and writting by the sheiks. Consequently now there is much regular school for example there are seven University. The student in those school learned by the educational technology, and by the best teachers who from Saudi Arabia or from another countries. Those student learned science as chamistry biology physic but also to literature, and history and also mathematic and engineer and agriculture. In fact there is a very big defferent between past and present.

Abdullah Husain
(Saudi Arabia)

When you enter to my apartment in the north you will saw to front of you the sitting room which have a confortable rugs, TV., the lamps, stereo and much picture. On your left hand (just the north East) you see the dinning room which has a table about sex chairs and besides they you will saw to kichen which is a refrigerator, dishwasher, and the pots. In the south East I had a bedroom for me husband and I which have queen bed. In the south West you will see a room to me childrens which have two bed and toys for me son. Among the dinning room and the first room you will find the restroom. In fact my apartment was very confortable.

Yolet Goitia
(Mexico)

There are much differences between American food and Persian food. The most of American foods contains meat, potatoes, and some time vegetables. Steak, hamburgers, and hot dogs is the favorite American meats. The American food is almost sweet, but not usually. Even tomato sauce has sugar. And also crackers have sugar adding. Also American added salt to food for example butter contain salt and vegetable oil. These kind of foods are making fast and takes less time to cook it. In the another hand the most Persian food consisting to rice mixed by many vegetable or meat for example Kabab and Cotelet. We doesn't put to sugar or very salt to the food. Instead we adding spices as cumin and thyme. Finally Persian food are make lower then American foods and take more times to cook.

Nahid Azadi
(Iran)

Color and temperature effect the soil productivity as the darker soil in colored, more absorption of temperate then the lightest color. When soil temperature be high that cause raise of water and hot temperatures which increase the water movement and the activity of the roots in order to absorb the water and the nutrition and the minerals from the soil. On the otherwise, the dark color soil means the high contains of organic matter and developed soil but the light colors soil like the sand of soil means not contains organic matter and underdeveloped soil. However, the dark soil be more productive soil than light color soil due to the dark soil has high number of organic matter and minerals. Also the absorption temperachure increase the soil reaction and decomposition of the organic matter which produce simple forms of minerals available for the plant absorption.

Mohamed Yacoub
(Libya)

Appendix

The Resume

The resume is a formal summary of your background written in a clear and precise format. You may be asked to submit a resume with a university application for admission, and you will certainly enclose a resume as part of an application for employment in the United States.

Resumes generally contain the following information:

- A. Personal: Name, address, age, marital status, and so forth
- B. Academic: Information about schooling, from high school through graduate and postgraduate work
- C. Employment: Jobs you have held, either part time or full time

Rules for resumes include:

- A. Resumes should be typed, without error, in the clearest possible form. The person who reads your resume is being introduced to you through a single piece of paper, so the initial impression that person gets will come from the appearance of the resume.

- B. Arrange the resume according to its purpose: for example, if you are applying for university admission, the resume might show your previous academic background first, and you might include a section showing academic honors or publications that would impress an admissions officer.
- C. The statement of employment on a resume should begin with the *most recent position* you have held, and go backward. In that way, a personnel manager can see immediately what you are doing at the present, and can then look at employment during previous years.
- D. Other sections in the resume are individual: Have you had nonacademic education that might show the reader that you are special? Have you done volunteer work that gives you valuable experience in a specific field? Do you have hobbies or interests that might set you apart from the rest of the applicants? Have you done military service? What other events in your life could you include that would indicate your special talents?
- E. In some cases you may wish to elaborate about your employment, particularly if you accomplished something that would enhance your initial impression if you included it on your resume.

Format for resumes:

A resume is a summary of your life in outline form. You will choose the headings and then list the subheadings. The organization of the resume will depend on the material you select and the purpose of the resume.

On the following pages are examples of student resumes and a letter that might accompany a resume if you were applying to graduate school. The formats of the resumes differ, but the general organization and information are the same.

EXERCISE

Choose the format that suits your needs best, and then write a resume for yourself.

Samples of Student Resumes

Tanasak Wahawisan
905 W. Laurel, Apt. 301
Houston, Tx. 77079

EDUCATION: 5/74-3/76 Suankularb High School, Bangkok, Thailand
5/76-9/79 Chulalongkorn University, Bangkok, Thailand
Degree: B.A. Major—International Relations
Minor—Business Administration

EXPERIENCE: 8/72-11/79 Self-Defense Training Course—Judo—Brown Belt Certificate.
3/74-5/75 Student Representative—member in the student parliament.
5/75-3/76 Student Representative—member in the student parliament.
7/76-8/79 Research Assistant—working in the Southeast Asian Relationship Research, Department of International Relations, Faculty of Political Science, Chulalongkorn University, Bangkok, Thailand.
5/76-3/77 Social Work—working in the Social Helping Association for Orphans, Bangkok, Thailand.
6/76-3/77 Freshman Head Boy. Faculty of Political Science, Chulalongkorn University, Bangkok, Thailand.
8/76-3/79 University Athlete—member on University sport team: rugby-football, volleyball, fencing, and shooting. Certificate for Excellent Rugby-Football Player, 1978
5/79-9/79 Teaching Volunteer—teaching the young children in the slums, Bangkok, Thailand

PERSONAL: Born: 6/23/58 Nan, Thailand
Appearance: Height: 5'11" Weight: 175 lbs.
Health: Excellent, no physical limitation
Marital Status: Single, free to relocate

CHEN, CHIIN-PIN
Palmer House, Apt. 3
Ames, Iowa 50010

EDUCATION

9/71-6/75 Tamkang College of Arts and Sciences
Taiwan, R. O. C.
1/80-present B.E., Hydraulic Engineering Degree
Iowa State University
Ames, Iowa 50010
Major: Civil Engineering (M.S.)

MISCELLANEOUS EDUCATION

9/79-11/79 FORTRAN Programming Course—phase II
National Taiwan University
Taiwan, R. O. C.; Degree: programmer

EMPLOYMENT

4/79-12/79 Moh and Associate Consulting Engineers
Taipei, Taiwan, R. O. C.
Position: Assistant Hydraulic Engineer
6/77-3/79 Taiwan Hydro. Engineering Consultant Co. Ltd.
Taipei, Taiwan, R. O. C.
Position: Assistant Engineer

MILITARY SERVICE

7/75-5/77 Army Corps of Engineers
Position: Engineer, Second Lieutenant

PERSONAL

Born: 6/16/53, Taipei, Taiwan, R. O. C.
Appearance: Height: 5'10" Weight: 145 lbs.
Health: Excellent, no physical limitations
Marital Status: Married
Hobbies: Photography, badminton, swimming, table tennis

Mohammad Saeed
1220 E. Stuart St. #26
St. Louis, Mo. 63124
Telephone: (313)493-5266

Birth: March 21, 1952
Marital Status: Single
Nationality: Iranian

EDUCATION

1975 B. S. Economics, Tehran University, Iran
1976 Certificate, Industrial Management, Manchester University, England

PROFESSIONAL EXPERIENCE

For the past five years, I have been involved in the pipe-making industry: gas, water, and waste disposal pipelines. The companies for which I have worked have supplied equipment, chemicals, and pipes for irrigation and sewage purification. I have both the necessary education in industrial management and practical experience to carry out successful projects. I have specialized in setting up a company, marketing research, managing the staff, economic analysis, and negotiations in all phases. The following lists the more significant industrial and service transactions that illustrate my experience:

1975-1978 Managing Director of A & S Overseas Development Company, which manufactures a variety of pipes and waste disposal equipment. Hale, Altrincham Sheshire, England
1977-present Managing Director of Haji-Firouz Public Company, which supplies drinking water and mineral water, and produces irrigation pipes. Zardoust Avenue 4th St. #4, Tehran, Iran
1973-1978 Chairman and Marketing Director of Amir-Akram Insurance Agency Company. Pasargad Building, Mosadegh Avenue, Tehran, Iran

GOALS

I am interested in management and motivation to achieve high productivity regardless of the age of the organization. I enjoy the study of human behavior and relationships and am interested in accurate decision-making techniques.

HOBBIES

I have valuable experience in horse breeding and horse jumping, and I am also a pilot and parachutist. I have done military service for two years in the air force.

Sample of Business Letter

Below is a business letter that accompanied a resume. It is written in correct letter form and contains detailed information not available in the resume.

Raul Almaguer-Tapia
25-B Aggie Village South
Fort Collins, Colorado 80526
June 28, 1981

Graduate School
Colorado State University
Fort Collins, Colorado 80523

Dear Sir:

This is a summary of the activities in which I have been engaged since I graduated from San Luis Potosi University.

I became a Geological Engineer in June 1975 at San Luis Potosi University, San Luis Potosi, Mexico.

Afterward I worked for Compañía Minera Las Torres S.A. engaged in the following project:

From June 1975 to September 1978 I was in charge of the geologic works at the Cebada, Bolañitos, and Peregrina mines, Guanajuato District, Mexico. Also my bachelor's thesis work was developed on the basis of an Economic Geology evaluation of the Peregrina Mine. Most of my work was related to the mining operation of the former mines, and also the exploration of new areas nearby.

From October 1978 to January 1979 I worked for Consejo de Recursos Minerales, searching for silver vein deposits in the El Maguey Project, Guanajuato District, Mexico. My work consisted of a systematic sampling of the entire mine, and diamond drill exploration.

In January 1979 the Banco de Mexico sponsored me to study English at Colorado State University and afterward to take graduate courses in economic geology.

I plan to finish my Intensive English courses in August, and I would like to continue my studies in Economic Geology pursuing a degree of Master of Science. I would also appreciate advice as to what preparatory courses I may need before beginning work on the Master's.

Thank you very much,

Raul Almaguer-Tapia (Mexico)

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